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International Conference

Entrepreneurship education - a priority for the higher education institutions



October 8-9, 2012 - Bucharest (Romania)

Editors

Catalin Martin, Elena Druica

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Foreword

It is a great honor for us to present the volume of papers of the International Conference Entrepreneurship education - a priority for the higher education institutions, which will be held between 8-9 October 2012 in Bucharest, Romania. This conference is organized by the University of Bucharest and the Romanian Institute for Adult Education, together with Bit Media Austria, Association Documenta Spain, the University of Latvia, CSCS Italy and the Slovak University of Agriculture, within the European project "CReBUS – Creating a business in the digitalage – developing entrepreneurship competences for young Europeans through eMentorship", ref.no. 511822-LLP-1-2010-1-RO-KA3-KA3MP, project financed by the European Commission under Lifelong Learning Programme, transversal action KA3-ICT.

Our conference reunites academia, teacher trainers, careers officers, educational guides and counselors, students, entrepreneurs, researchers, as well as specialist in entrepreneurship and entrepreneurship education.

Europe 2020 Strategy puts forward three important priorities: smart, sustainable and inclusive growth, which can be achieved through an entrepreneurial way of acting and thinking. Universities have to deliver the right skills and competences in order to enable students to enter the labour market and to develop entrepreneurial attitudes which are necessary for both employees and employers.

The papers presented at the conference focus on teaching entrepreneurship in higher education, especially on how can entrepreneurship be taught during the business and non-business studies, how can the business practitioners be involved in teaching, using the online environment for teaching entrepreneurship.

We are pleased by the diversity and the quality of the papers submitted for this event and we express our satisfaction that our conference has attracted national and international professionals from Europe, USA and Asia. The papers will be presented in three main workshops and we hope that all contributions will be a reflection point for all participants.

We would like to thank the authors for the scientific quality of the submitted papers and all the participants for their contribution to the success of this conference. We address special thanks to the members of the scientific committee, the editors of this volume, as well as to the technical team that supported us during this process.

Catalin Martin

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Innovative techniques for assessing the customer satisfaction, adapted from business area to university management

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Abstract

The educational services provided by the universities are a particular class with very specific features. They differ greatly from other services because are using high technologies, modern endowments and facilities, are based on a very specialized human resource with high levels of qualification and professional preparation. The assessment of the quality of the high education services is a difficult matter due to the big number of interconnected factors, both material and immaterial nature. One of the most used methods to assess the quality of the services is through the customers' satisfaction. In our work we are continuing a previous research focused on the assessment of the quality of high education services with the aid of a modern tool – the SERVQUAL model, taken from the business area.
The investigation was developed in a Romania university, at the Faculty of Economic and Public Administration. After a first application of the specific questionnaire from the SERVQUAL model, (without any changes compared with the basic questionnaire proposed by Parasuraman) we process the data and, also, we note the observations made by the students during the investigation regarding at the quality components took into account and at their level of satisfaction as main consumers of high education services. Based on the results and on the observation, we proposed at the Faculty board a set of measures in order to improve the services' quality.
The second part of the research, presented in this paper, took into account the fact that the SERVQUAL questionnaire is a dynamic one that can be adapted at every type of services by formulating in an appropriate manner the statements which represent the quality components. Also, we considered that the educational services can be characterized better using only three quality dimensions (as in the French quality management school) and no five – as in the SERVQUAL model. Based on these elements we built a modified questionnaire keeping the model of double questionnaire from SERVQUAL, but reformulating the statements and reducing the number of quality dimensions.
The results of the application of the modified questionnaire showed us a better understanding of the quality components and a better assessment of the received services.

Keywords: high education, quality of services, innovative techniques, clients' satisfaction

1 INTRODUCTION

The high education system has a crucial importance for the professional training of the all types of specialists in every country. Besides its obvious role – the preparation of high qualified specialists for all economic and social areas – the high education system is assuring the implementation and putting into practice of the concept of Life Long Learning. The organization in three levels of study – bachelor, master studies and PhD studies – allows the access to study for any person who has a baccalaureate degree. But, for the providers of education services is important to have a feed-back about the opinion of the students regarding at theirs expectations and the quality of the services they have received. There are no specific methods to assess the quality of the high education services, but in Romania during the last five years, was developed a coherent system of criteria and specific standards used for the evaluation of the study programs. This system is taking into account the factors who are influencing the quality of education services (the endowments, the human resources and the management of the institution), but is not focused on the opinion of the users of this services.

2 THE SERVQUAL METHOD FOR THE ASSESSMENT OF THE QUALITY OF SERVICES

Satisfaction is a concept widely accepted despite the real difficulties of measurement and interpretation faced by typical approaches of its assessment. Satisfaction sounding methods tend to focus on customer perceptions of services they currently have and not their expectations. Expectations are very important because, if the service experience exceeds expectations they

previous had, the service customers satisfaction is high and vice versa. Perceptions of service delivery should be measured separately from customer expectations and the difference between them gives a measure of the quality of service that determines the level of satisfaction. In the scientific literature it is considered that the main factors which are often influencing expectations are: personal needs, previous experience, communication by word of mouth, explicit communication about services, default communication about services. [1]

Due to the fact that the assessment of service quality can be a very difficult exercise because services, unlike products can have a range of intangible or qualitative specifications, the specialist in marketing A. Parasuraman, Valarie A. Zeithaml and Leonard L. Berry have developed the SERVQUAL method, based on two principles: **the quality of services can be measured as the difference between expectations and perceptions and the quality of services can be divided into dimensions.** [2] In theory and practice SERVQUAL is a popular way to assess the quality of services, often mentioned in marketing literature and used in a variety of activities in several branches. The method is general and, therefore, is easy to apply in a new area. The method is also called "Gap model" because it assesses the perceptions and expectations of service from a range of service characteristics. This analysis can help managers to understand what are the main goals regarding quality and to prioritize improvement efforts for an optimal effect.The five dimensions of service quality expressed by the three experts who proposed the model are: **1.Tangibility:** When the consumers are assessing a service, they often rely on tangible elements that accompany it, comparing their expectations with company performance in terms of tangible items. The tangibility of a service includes: offices, corridors, lights and colors used, types of equipment and facilities, daily correspondence, presentation and promotion materials and appearance of company personnel. **2. Reliability:** This dimension reflects the quality of provider's performance. Often consumers are willing to pay for a service if they consider the service provider's is keeping his commitments. In fact, trust is perceived by customers as the most important in assessing the quality of services. **3. Solicitude:** Solicitude refers to the willingness and / or readiness of employees to provide the service. **4. Safety:** This dimension refers to the level of competence of personnel and to the security of business. Safety reflects, also, the lack of risks during the service delivery and the lack of financial risks. **5. Empathy:** Empathy is the ability of staff to put in the place of the customer. Empathy leads to a better understanding of the needs and hence provides a better service, a personalized one. [3] The five dimensions above are clearly subjective as they depend largely on the person who is receiving the service, adding that each service can have its own set of determinant factors considered more or less important.

3 THE ADAPTATION OF THE SERVQUAL METHOD FROM BUSINESS SERVICES TO EDUCATION SERVICES

Studying the scientific literature with the examples of the use of SERVQUAL model for different types of services we noticed that tourism services, health services and banks are the one who implemented this method in the process of the improvement of the quality. We considered that an appropriate formulation of the affirmation who form the double questionnaire of the model can allow the extension of the SERVQUAL method to the education services. As it is mentioned in the abstract, we developed a research about the opinion of the students regarding at the quality of the education services they are receiving during theirs university studies using the SERVQUAL method. We worked with the questionnaire proposed by Parasuraman and his collaborators, consisting in 19 affirmations divided in the five dimensions of the quality and we obtained very interesting results about the gap between the expectations and the perceptions of our students regarding the quality of the education services we daily provide. The information were used to improve the promotion of the Faculty of Economic and Public Administration (FEPA) through the potential students. [4]

Although the application of SERVQUAL questionnaire in the first phase of the assessment provided enough information about the quality of education offered by FEPA, it was considered necessary to repeat the research but with some major changes. At the same time you bet on one of the main strengths of SERVQUAL model - that it can be adapted to any type of services provided, for any number of questions or dimensions (and with varying degrees of detail). One of the major changes took into account the conception of French School of Quality Management, which considers sufficient only three of the five dimensions of quality in order to avoid redundancy. The three dimensions included in the model were: tangibility, reliability and empathy. [5] Also has been reduced and the number of affirmations from the questionnaire because some of them didn't fit entirely to high education activities or others has been reformulated and adapted for this type of service; each statement was assigned to one of the three dimensions of the quality.

Besides the assessment of the students' satisfaction regarding the quality of education services they are receiving, this second phase of the research has an important scientific goal: we want to improve and adapt the model for universities and check its applicability. In addition, we separate analyze the results obtained from the students in the first year of study in order to better notice the differences between expectations and perceptions in the first months of contact with academia. The new form of the questionnaire is shown in the Table 1. It was applied during the months of November and December 2011 to a number of 1114 students from FEPA, bachelor level of study, from all study programs and all years of study (431 students was in the first year). The faculty has approximately 4,000 students (Bachelor programs, daily and distance education and Master program). The poll had an error of ± 2.996% and 95.45% probability. The results are presented in Table 2.

Table 1: The new form of the questionnaire used in the second phase of the research

	EXPECTATIONS					AFFIRMATIONS	PERCEPTIONS				
1.	1	2	3	4	5	The FEPA* has modern facilities and equipment	1	2	3	4	5
2.	1	2	3	4	5	The equipment of the faculty are maintained in good conditions	1	2	3	4	5
3.	1	2	3	4	5	The professors and employees from FEPA present themselves (clothes, cleanliness, etc.) in an appropriate manner for their position	1	2	3	4	5
4.	1	2	3	4	5	The materials associated with education service provided by FEPA (as printed matters, journals) have good visual appearance and are updated	1	2	3	4	5
5.	1	2	3	4	5	FEPA provides students the conditions for carrying out various extracurricular activities	1	2	3	4	5
6.	1	2	3	4	5	The activities conducted at FEPA respect the deadlines	1	2	3	4	5
7.	1	2	3	4	5	Performance of staff working in the FEPA reflects a high level of knowledge and skills	1	2	3	4	5
8.	1	2	3	4	5	The faculty provides the education services in a right manner, according with academic standards, from the beginning and will persist in doing it without error	1	2	3	4	5
9.	1	2	3	4	5	Specific documentation of the educational process (catalogs, statements, books) are prepared properly and the records are clear, correct	1	2	3	4	5
10.	1	2	3	4	5	Evaluation system applied by the professors of FEPA is fair and impartial	1	2	3	4	5
11.	1	2	3	4	5	The professors and employees of the FEPA always show good will in helping.	1	2	3	4	5
12.	1	2	3	4	5	The behavior of employees and professors inspire confidence	1	2	3	4	5
13.	1	2	3	4	5	FEPA has a schedule convenient for all the students	1	2	3	4	5
14.	1	2	3	4	5	The professors and employees are providing individual attention to each student	1	2	3	4	5
15.	1	2	3	4	5	FEPA understands the specific needs of its student	1	2	3	4	5

Table 2: The results of the research with SERVQUAL model – Second phase – General results

	Expectations						Perceptions						
Affirmation	**1**	**2**	**3**	**4**	**5**	**Weighted average**	**1**	**2**	**3**	**4**	**5**	**Weighted average**	**Differences**
1	0	104	223	431	356	**3.9325**	0	15	149	609	342	**4.1457**	
2	0	149	163	386	416	**3.9591**	0	0	163	579	371	**4.1857**	
3	0	74	74	460	505	**4.2524**	0	30	74	535	475	**4.3057**	
4	15	74	134	327	564	**4.2124**	15	45	297	446	312	**3.8925**	
5	15	30	282	342	446	**4.0524**	45	163	327	371	208	**3.4792**	
	Arithmetic average					**4.0818**	**Arithmetic average**					**4.0018**	**-0.0800**
6	0	45	149	401	520	**4.2524**	15	15	282	386	416	**4.0524**	
7	0	15	149	327	624	**4.3990**	0	30	163	446	475	**4.2257**	
8	15	45	134	431	490	**4.1991**	15	89	208	490	312	**3.8925**	
9	0	30	74	252	757	**4.5590**	30	45	134	401	505	**4.1724**	
10	0	15	149	312	639	**4.4123**	15	104	371	386	238	**3.6525**	
	Arithmetic average					**4.3644**	**Arithmetic average**					**3.9991**	**-0.3653**
11	15	30	134	327	609	**4.3324**	0	89	208	371	446	**4.0524**	
12	0	74	104	327	609	**4.3190**	0	45	163	520	386	**4.1191**	
13	0	30	149	327	609	**4.3590**	45	59	282	475	252	**3.7458**	
14	0	30	208	327	549	**4.2524**	89	119	312	431	163	**3.4126**	
15	0	74	89	475	475	**4.2124**	59	89	386	431	149	**3.4659**	
	Arithmetic average					**4.2950**	**Arithmetic average**					**3.7592**	**-0.5359**

For the first dimension of quality - **tangibility**, we have 5 affirmations in the questionnaire from 1 to 5; the calculated difference between expectation and perceptions has the overall value of -0.0800. A result close to zero indicates a fairly stable balance between expectations and perceptions, which means that students' expectations were confirmed with some very small exceptions. Also, it can be seen that at three of the five statements the average of the perceptions was higher than the average of the expectations. This result again suggests that potential candidates do not know the facilities and equipment available at the faculty and were pleasantly surprised in contact with them. Negative results were obtained especially at the affirmations about the quality of FEPA written materials and conducting various extracurricular activities. In terms of **safety** as a dimension of quality of education provided by FEPA were allocated the affirmation from 6 to 10; the overall result was negative - 0.3653, all intermediate averages were negative. This results has to be serious analyzed because the safety dimension involves very important aspects of the relationship student (client) - faculty (service provider) such as meeting deadlines and commitments, the level of staff knowledge and skills, accuracy of implementation of didactic process and, last but not least, evaluation and assessment system of the professional results of the students. And for the last dimension of quality - **empathy** with 5 statements in the questionnaire, we obtained also a negative general difference (-0.5359). This means that the faculty didn't understand the specific needs of all its students, the schedule doesn't have its optimal form, there are still situation when the students are considered a mass and are not treated as individual entity. This information are very important both for the staff of the faculty and for the professors and other employees, because in the future it is necessary to find a better manner to collaborate and work with the students, to find the way to give everyone the due attention. This again

suggests that FEPA staff has drawbacks in terms of the specific needs of all its students and to give them due consideration. For students in first year of study, the results are also negative; the values are even lower than the general level. The values of the three dimensions are presented in Table 3; it can be seen that in almost all cases the services were not up to expectations.

Table 3: The results of SERVQUAL model – second phase – students from the first year

	Expectations						Perceptions						
Affirmation	**1**	**2**	**3**	**4**	**5**	**Weighted average**	**1**	**2**	**3**	**4**	**5**	**Weighted average**	**Differences**
1	0	45	30	178	178	**4.1346**	0	0	89	267	74	**3.9623**	
2	0	45	15	208	163	**4.1346**	0	0	30	267	134	**4.2379**	
3	0	0	30	178	223	**4.4447**	0	0	0	282	149	**4.3413**	
4	0	15	45	119	252	**4.4102**	0	0	104	134	193	**4.2035**	
5	15	0	89	134	193	**4.1346**	15	30	119	149	119	**3.7556**	
	Arithmetic average					**4.2517**	**Arithmetic average**					**4.1001**	**-0.1516**
6	0	15	15	178	223	**4.4102**	15	0	89	208	119	**3.9623**	
7	0	15	30	104	282	**4.5136**	0	0	45	163	223	**4.4102**	
8	0	0	45	134	252	**4.4791**	0	15	59	208	149	**4.1346**	
9	0	15	0	134	282	**4.5825**	15	15	45	163	193	**4.1690**	
10	0	0	45	119	267	**4.5136**	15	30	134	134	119	**3.7211**	
	Arithmetic average					**4.4998**	**Arithmetic average**					**4.0794**	**-0.4203**
11	0	15	30	104	282	**4.5136**	0	15	89	104	223	**4.2379**	
12	0	15	30	104	282	**4.5136**	0	0	59	238	134	**4.1690**	
13	0	30	30	89	282	**4.4447**	15	30	89	208	89	**3.7556**	
14	0	0	59	134	238	**4.4102**	30	30	178	163	30	**3.3077**	
15	0	15	15	193	208	**4.3758**	30	15	149	149	89	**3.5833**	
	Arithmetic average					**4.4516**	**Arithmetic average**					**3.8107**	**-0.6409**

This result is probably due to the fact that students have not yet used / received all facilities of the faculty (that are in the first year undergraduate); this fact decisively influence the safety and empathy dimensions. But negative results can be viewed from the perspective of diversification needs, increasing labor market requirements that require the curriculum to be more adapted to real economic environment.

4 CONCLUSIONS

The results of this study are important because the difference between expectations and perceptions is a real feedback for the service providing process; also, the results offer the image of the faculty in the minds of our students or of potential candidates. From practical point of view, we can build a promotion message using the expectations of the students and the level at which the faculty is able to fulfill them. Although the SERVQUAL model is specific to business services, the adaptation possibilities of the questionnaire are practically endless because it can be adapted to any type of services provided, for any number of questions or dimensions (with varying degrees of detail). The only condition is that the form to be clear, concise and the allegations to refer in concrete to the specific of the analyzed service. This will give the opportunity for the respondents to assess properly their expectations and perceptions regarding the service they received. It is also very important that the quality statements used to cover the quality dimensions considered in this research. Meanwhile, adaptability method allows users to permanently improve for a better reflection of reality.

This research is unique because it focused on the use of SERVQUAL method in the field of high education, in one of Romanian university. The questionnaire presented in this paper and used in the second part of the study is also unique, being an original adaptation of the classical one, proposed by Parasuraman, hoping to be a successful adaptation of the method for local education system. Broadly analyzing research results can be observed that students' expectations are still quite high, a normal aspects, if we want to have a continuously improvement of the quality in high education.

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The Importance of Entrepreneurial Role Models in Shaping the Entrepreneurial Attitudes of Romanian Economists Students: an Empirical Approach

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Abstract

A real problem of entrepreneurial initiative in Romania remains the difficulty of creating reliable models of success. There are views that the literature models crisis is particularly felt in the women's entrepreneurship. Models crisis is a phenomenon based on research that reveals the urgent need of mentoring. The mentoring issue was not enough approached in Romanian studies on entrepreneurship as it has not strong enough tradition yet. Based on some questionnaires-based research conducted among economists' students from the University of Oradea, Romania, we intend to identify correlations between the existence of business models in the proximate environment of students intending to start a business and the entrepreneurial personality type. The hypothesis we consider assumes a positive relation between entrepreneurial personalities and individuals who had access to relevant business models. Considerations on the mentoring will take into account student's answers to questions regarding the subjective perception of the role of a mentor respectively the primary motivation behind opening a business

Keywords: entrepreneurial personality, mentoring, business models, mentor

1 Entrepreneurial models and culture. Specific opportunities and blockages

Considering the difficult times that the European economy has to face, the research concerning entrepreneurship and entrepreneurial models has got, more than ever, an immediate practical justification. Statistics confirm that the opportunities available to the enterprising individuals and which are reflected on demand side[1] (the level of economic development of the society, the new technologies, friendly regional regulations and institutions[2]) experience during crisis times a phenomenon of contraction. The lack of capital leads naturally to a fall in the demand opportunities, but passing the moment of economic contraction is, as observed by a number of reference theorists, directly related to the development and of entrepreneurial activities: the brutish cut reduction of consuming by cutting the expenses is not a long-term solution for balancing budgets. Therefore, ***it takes a compensation of the lack of opportunities available to potential entrepreneurs on the demand side, through the development of mechanisms on the supply side[3]: individuals will appreciate their capabilities and evaluate and choose their occupation in direct connection with the kind of entrepreneurial culture they know and the economic behavior they have access to.*** As supporting factors the entrepreneurial opportunities, the culture, the institutions and the production structure (i.e. the proportion of private firms in an economy and the distribution of business property) tend to encourage each other [1]. The importance of the entrepreneurial model is larger in the economic contraction phases since (taking into account the considerable influence of the environmental aggregate conditions) the demand for entrepreneurs in an economy in decline is only natural to fall.

The need for models and *mentoring* is growing amid the changing of the public conceptions on entrepreneurship. The desire of young people to create conditions for personal fulfillment and a better life (convergent to Maslow's theory) stimulates, in any society dominated by the market economy, the

[1] The entrepreneurial demand is a business concept that leads to the opportunities (identifiable macroeconomic factors) to embark on a sustainable long-term business.

[2] Here, we mean by institutions the following: the family, the education system, the specific law in the area – for example the tax system.

[3] The entrepreneurial offer is defined by means of elements such as: the entrepreneurial skills and abilities of individuals, the culture, the personal preferences and the personal traits.

involvement in activities that bring profit and thus, implicitly, a higher level of satisfaction of needs. The contact of the youth with good entrepreneurial practice models does not sum up, however, to the transmission of values and abilities that could be acquired in family businesses. As Văduva (2004) states, "when the attitudes towards entrepreneurship have changed in most countries, the roles of models for the future generations has been taken out of the hands of business owners and transferred to other professionals; in fact, the leadership of large corporations became the dream of the best and the most intelligent"[2]. In Romania, several successful European projects were conducted, designed to foster the entrepreneurial activity. PRACTeam[4] is one such project, aiming which aims to develop the working skills of students in business and economics during periods of practical stages and internships, in order to improve the insertion on the labor market of young economists [5]. In order to be properly understood, the concept of *mentoring* should be relocated in the more generous space of the entrepreneurial culture. Even if we can see with the naked eye a certain lagging of the entrepreneurial cultures in Eastern Europe towards the entrepreneurial culture of the Western developed economies, the assertion that "in Romania there is no entrepreneurial culture" [2] appears inappropriate. The mentoring activity does not involve the mere acquisition of abilities for copying and adapting models. "The heir" in a family business is just one of the ten types of entrepreneurs that Shuman [2] proposes, and for Vesper [3], the individual who copies models is just one of the 11 categories of entrepreneurs. There is a consistent literature[5] regarding the role of the culture as a major factor of influence to the entrepreneurial behavior, according to Hofstede [1] Mueller & Thomas [3]. Research confirms that parents with entrepreneurial experience are inclined to encourage their children to follow their lead [4].

The transmission of patterns of values to symbolic elements with the role of modeling behaviors is, in this larger framework of culture, a segment of *mentoring*. Because the daily behaviors are shaped by the respect for particular sets of values, Lynn (1991), quoted by Văduva, argues that a nation's values and attitudes towards work, production; saving and wealth; towards the new information, invention; and finally, towards risk and failure, are of particular relevance for economic growth" [2].

After 1989, Romania has experienced substantial changes on economic and social plan. However, because of the lack of entrepreneurial traditions, the young's' decision to establish a new business is driven by a large number of contextual factors. Our research seeks to provide a statistically informed perspective on the role that the existence of family patterns plays at this level in the economist students' decision to choose an entrepreneurial career. The assumption that we envisage has, as a starting point, a series of remarks on the specifics of the entrepreneurial culture in Romania:

1. the lack of tradition has enabled the public penetration of unlawful prejudices and generalizations concerning the entrepreneurial activity (e.g. obtaining greater profits implies costly activities, large contracts are always the result of wanton complicities, relation networks). The raised request for *mentoring* occurs as a natural consequence of the lack of precedent in the field and as a necessity: it is an important change of the wrong mentalities;
2. the lack of regulations and the incorrect implementation of market economy reforms led to abnormal "entrepreneurial" activities that a stable and operational economy cannot support (on the background of this void, the so-called "financial engineering" has become possible -, qualified by mass media as "guns" - and the so-called contracts of "smart guys" have been signed[6]). The young (potential entrepreneurs) require an entrepreneurial education to reinforce a legalistic perspective on the business activity.

In the developed economies, the family context is considered a significant influencing factor: "The people whose parents worked on their own or who have owned a business have much greater opportunities of becoming entrepreneurs than the individuals coming from families without any kind of entrepreneurial experience" [2]. However, we do not have relevant evidence to support the assessment that "in the transition economies, where the recent experience with the development of private enterprise is typically reduced, the extent of this influence is much smaller than in the mature market economies" [2]. Even though the parents of most of the young people who have chosen to open up private businesses were not entrepreneurs (this was not possible in Eastern Europe before

[4] Acronym for "Practice of the economist students. Inter-regional partnership on the labor market between universities and the business environment"

[5] Which begins with the famous considerations of Max Weber in *The Protestant Ethic and the Spirit of Capitalism*.

[6] The press published inquiries on the subject in recent years.

1989[7] [4]), certain families have had different types of managerial experience, and this fact has its relevance. The professional skills and especially the network of relations which they had access to, allowed individuals who were taking leadership positions even within the framework of the state-owned enterprises to involve in profitable businesses immediately after the massive privatization and liberalization of the market.

2 Methodology

The sample we have used in this study consisted of 158 students, male (56) and female (106) from the economics faculty, second year of study, University of Oradea, involved in the PRACTeam[8] project [5]. Students received a link to an online version of the questionnaire, self-administered which they had to fill-out immediately after the training (career counseling training).

Professional attraction (preferences for sectors or activities) was measured using Interests and values Inventory from Cognitrom Assessment System (CAS). Based on their answers, student's responses were assigned to one of the following six groups: enterprising, realistic, conventional, artistic, social, investigative. The second questionnaire measured the importance of the role model to develop professional skills as well as parents' occupations (self-employed or wage-employed).

3 Results and discussion

The testing and analysis of occupational interests and values reveals that the strong entrepreneurial orientation lies in a significantly increased proportion with subjects from families having entrepreneurial *background*. The entrepreneurial models that families came into contact strongly influence the willingness of the individual to initiate his or her own business or to continue the family tradition. In the case of students with parents having entrepreneurial experience (in particular they have their own business), 75% of them have revealed a strong entrepreneurial orientation. The results obtained after the CAS testing have highlighted the fact that the options of subjects with parents who were involved in running a business present more clearly the elements matching to the *entrepreneurial type*[9] that facilitate an increased potential of success in the case of business involvement.

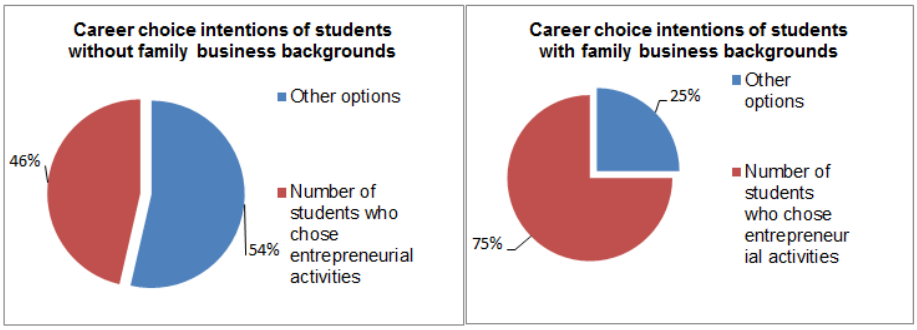


Fig 1. Students option for entrepreneurial activities depending on family business background

As revealed in the chart, in the case of subjects whose parents did not have their own business, the percentage of subjects with entrepreneurial orientation is significantly lower. In absolute figures, only 64 of the 138 subjects tested have shown a strong entrepreneurial orientation (46.37%). T, the percentage is an indicator that allows us an interpretation of data in the previously mentioned conceptual ensemble. According to our hypothesis, the absence of successful entrepreneurial models and the lack of an entrepreneurial education have lead (predictably) to the deterioration of the

[7] Research reveals that "the number of students with entrepreneurial background is great especially in countries such as Mexico, Chile, South Africa, Argentina (over 50%), and, as expected, their number is much smaller in the former Communist countries such as Russia, China and Romania (20%) [4]

[8] PRACTeam (Practice of the economist students. Inter-regional partnership in the labor market between universities and the business environment).

[9] According to Holland [6], the entrepreneurial type is described as an extroverted, tenacious person, the initiative is one of the defining elements of this type, that assumes risks in decisions concerning the initiation of projects, flexibility in decision making, exacerbated trends of domination and management, resort to persuasive strategies and use them with success, use especially abilities in solving problems

entrepreneurial orientation for economist students who did not have parents (and therefore no proximate models) involved in running a business.
When student were asked to make judgments on the role that the experience of a mentor plays in the process of developing personal skills, only 60% of the students originated from families with own business give importance to mentorship (in absolute figures, 12 out of 20 economist students have expressed strong agreement with the statement "a mentor has an important role for the development of professional abilities"). In the group of students with no entrepreneurial background in the family, the percentage of people aware of the importance of mentorship is significantly increased to 86% (in absolute figures 112 out of 138). The fact that subjects who had entrepreneurial models in the family environment are not willing to give the same importance to mentorship can be related to their perception on quality models, assessed by comparison with entrepreneurial systems originating from countries with advanced economies and a powerful entrepreneurial culture. However, as the studies reveal that the young Romanians are prepared after graduation to take over the family business as direct successors (13% responded positively to this question[10]) see Figure 2.

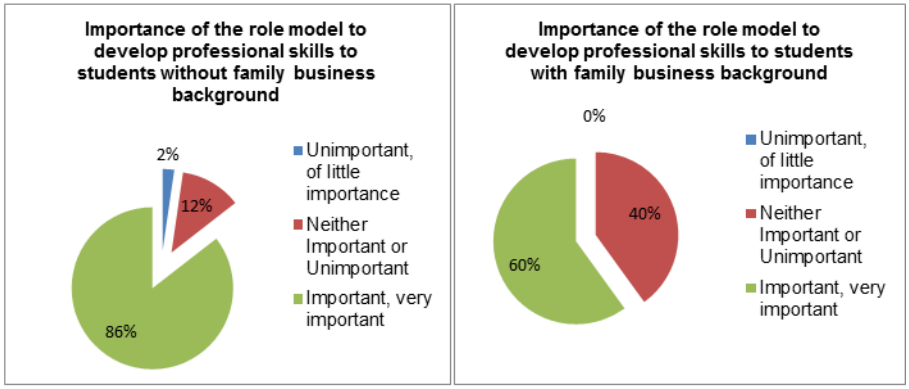


Fig.2 Importance of a mentor as a role-model

In Romania the issue of the ethical and moral integrity of the private entrepreneur still remains a controversial topic: the public perception on business man or woman is widely affected by the strong publicity in media of cases of corruption and complicity between the business environment, political leaders and decision makers in the public sector.

4 Conclusions

The easy access to up-to-date information and the increased possibilities to get in touch with the business environment and the success entrepreneurial models from developed economies contributes to rapid changes of the public mentality on entrepreneurial activities. The need for mentorship programs in Romania is as greater as the private sector still allows business opportunities that Western economies no longer offer. Along with the promotion of public politics encouraging the entrepreneurial involvement of the young people, the mentorship programs are an important factor for increasing the quality of the entrepreneurial environment.

5 Acknowledgements

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The Concept of Entrepreneurship through Human Development Paradigm

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Abstract

The entrepreneurship wants to increase the income of the entrepreneur and the income of the society, which contributes to sustaining the economic growth and development. It is very interesting to notice how the nowadays society develops the initiative and the entrepreneurial spirit as being determinant for achieving some main economic objectives such as occupying and creating richness. By means of the entrepreneurship, the individual capacitates his creative energies in order to obtain income sources for him and his community, he becomes motivated to increase the quality of the services he provides to consumers, he creates economic goods which would respond to the requests as he is restrained towards an efficient use of resources by the necessity of offering reliable economic goods in what regards the quality-price relationship and he is also interested in what regards the manner in which his image is being represented through the developed and traded products. In fact, the entrepreneur identifies with the community, it is part of the local governance system and it pleads for a correct governance system. In this manner, the entrepreneur becomes a promoter of the country management system.

Keywords: entrepreneurship, human development, local governance, sustainability, economic development

1 How can entrepreneurship be defined?

In most cases, this term refers to anyone who develops a business. This definition includes independent workers and businesses that are still at an incipient level, regardless the area. The entrepreneur represents any new or already existing entity that either offers a new product or a service or develops and applies new methods in order to produce and distribute already existing goods and services at a low price.

The entrepreneur is also known by the literature in this field and it is considered the central figure of economy. Jean Baptiste Say considers that the entrepreneur is the main agent of economic progress, an industrial, active and trained man, ingenious inventor, inventive farmer and daring business man, that man who gets involved in all processes at the extent to which scientific discoveries are made and outlets extend. The entrepreneur is that man who, more than the capitalist who gives the money and cashes the royalties and more than the worker who receives orders regarding his duties, leads the production and dominates the distribution of affluence. Say shows that, thanks to the entrepreneur, the products' value is allocated to various industries [1]. This way, the entrepreneur transfers the resources from a lower productivity area to a higher productivity and a higher profit area, creating value.

An economy is a collective measure unit of production, distribution and trade in a specific region and includes the flow of capital, ideas, markets, talent, all these together generating economic growth. The most eloquent expression of determining these values is the entrepreneurship. Entrepreneurship must be governed by innovation. Innovation is defined here as an idea, a product, service or a newly synthesized process which has the potential of auctioning as an accelerator of the competitive advantage for a nation, a region, an industry, an organization, an individual or a combination of all these categories. An innovation creates

a new value – growth, solution, profit and a higher market share and investment profit. In essence, it includes any effort inside a capitalist system which creates value for all those who are willing to pay for it [2].

In order to develop entrepreneurship policies it is necessary to adopt a fiscal philosophy which aims at developing at the level of economy and consequently at the level of the business environment. **Adopting a national fiscal philosophy** plays the role of enabling the reconciliation between economic agents from the private sector and those from the public sector, in the sense of an identification of the optimal taxing level so that it wouldn't create prejudices such as decreasing their incomes, with serious repercussions over investments and consume.

Moreover, in developing and implementing the fiscal policy it is important to take into account the relationship between the taxing rate of incomes and the amount of collected income from the state budget; this relationship is known under the name of Laffer curve [3]. According to it, the optimal rate of income taxing corresponds to that level at which the economic performance is balanced (the expected profitability which would be able to obtain incomes by means of which the process of applying the taxing rate over the profit wouldn't lead to the contraction of the production capacity or of the economic agent's investment capacity) with regard to that of the economic agent and the optimal taking from the state budget which would assure a redistribution of budgetary incomes in order to satisfy the social protection function and the function of investing in main domains for reducing the developing differences between regions and the country's long and medium term durable development. A rate that surpasses the optimal level discourages the investments and the employees. It is followed by the decrease of production, of the taxing base and of budgetary incomes coming from taxes.

For example, the total tax rate (% of profit) in Romania was last reported at 44.40% in 2011, according to World Bank [4]. The total tax rate is the total amount of taxes payable by businesses (except for labor taxes) after accounting for deductions and exemptions as a percentage of profit. The high percentage of taxation correlated to the large tax number -the tax payments (number) in Romania was last reported at 113 in 2011- lead to burdening the business environment, reduced investor interest in start-ups and thus discourage entrepreneurship.

The new businesses registered in Romania were 56698 in 2009. New businesses registered are the number of new firms, defined as firms registered in the current year of reporting.

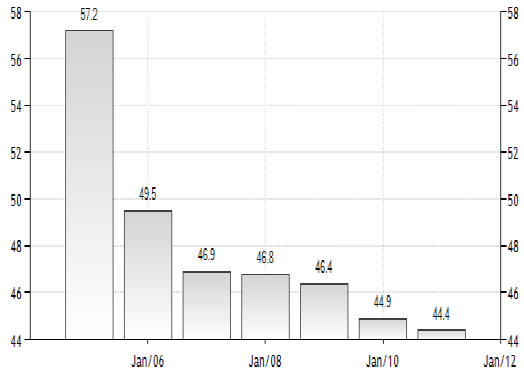


Fig.1: Total tax rate (% of profit) in Romania

Source:http://www.tradingeconomics.com/romania/indicators-wb

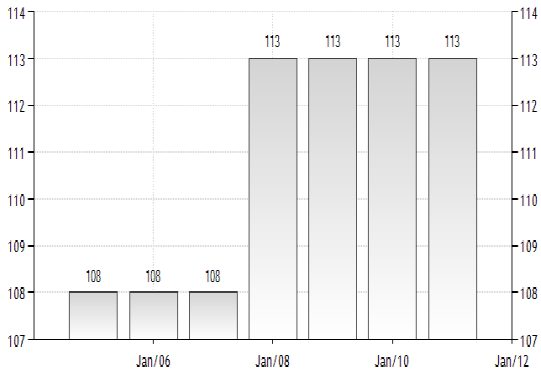


Fig.2: Tax payments (number) in Romania

Source:http://www.tradingeconomics.com/romania/indicators-wb

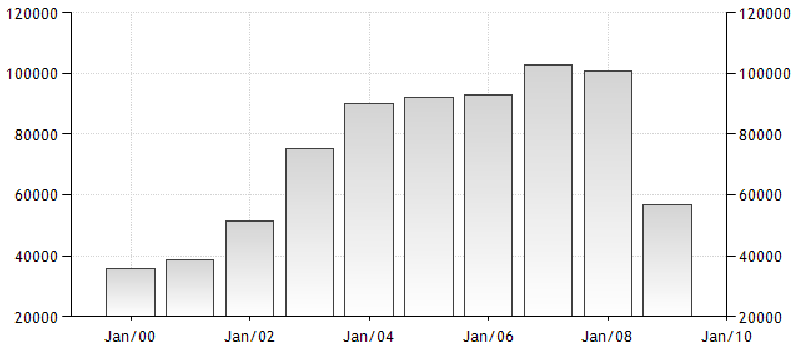


Fig.3: New businesses registered (number) in Romania

Source: http://www.tradingeconomics.com/romania/indicators-wb

2 What does the entrepreneur want?

Use as many sections and subsections as you need (e.g. Introduction, Methodology, Results, Conclusions, etc.) and end the paper with the list of references. Mainly, a legislative system that would answer the entrepreneur's needs and interests, a free development of competition, policies that would sustain entrepreneurship – based on having access to capital resources. This way, we need a banking system that would be oriented towards the market, participation and support in what regards the business environment. It should also guarantee the property and welfare, to the extent to which the bank becomes a co-participant to the process of establishing the price of the economic good: the interest cost – therefore, the cost of using the capital – is to be found in the final price paid by the consumer. This fact is essential for the entrepreneur: as long as the banks are oriented mostly towards lending public institutions and take advantage of this advantage, they are no longer interested in lending the entrepreneurial sector, or in creating a lending offer that corresponds to a high risk demand profile that would have low profitability on a short term: the entrepreneurs themselves depend on the consumers' incomes whose purchasing power is influenced by the state's indebtedness need. What we are trying to highlight is the fact the economic environment's lack of competitiveness is due to the state's low managerial capacity in what regards the fiscal and monetary policy. A high level of taxation leads to an increase of evasion and to an increase of the underground economy's importance, the state being that entity that crimps the business environment, the internal producers and the entrepreneurs by means of [5]:

-*the unsustainable level of taxation*: it leads to uncompetitive prices in relation to external producers, which prejudices the turnover and the profit; although the profit is not the only objective of the entrepreneur, its lack leads to the business' dissolution and to a decrease of the occupying degree. In this case, the loser is not only the entrepreneur, but the state, as it is going to bear the unemployment allowance, it will also lose incomes generated by a direct taxation and it will indirectly discourage underground economy;

-*promoting foreign products instead of local products*: it contravenes to the interest of local economy because of not being able to support the process of creating workplaces and developing the local economy. By means of taxation, the state adjusts the incomes of an economy, contributes to market developing, guides the economic activity towards certain activity sectors and influences the employment process. These elements should contribute to establishing the degree of attractiveness of the economic environment in the perception of the banking system and from the point of view a country's economic development strategy. Another perspective is that economies and markets should promote integrated products, with a high level of technology and innovation and a low energy consume. These products should be able to be recycled and they should also answer the needs of the modern consumer. In a way, the products traded on the market must become a means of educating the consumer and respond to the requirements of *homo culturalis* who surpasses *homo economicus*.

-*a banking system that doesn't respond to the needs of the small and medium enterprises or the needs of entrepreneurs*: it is a result of low financial profits coming from these economic entities, as compared to bigger economic entities or those from the part of the state. It is a paradox that in the case of a decreasing economy, which has many debts and an unsustainable economic sector, the

banks gain profit thanks to the state's lack of economic performance, preferring to participate at the process of bankrupting the business environment instead of lending it; however, the banks are also responsible for the state's indebtedness process and this is to be measured in terms of received profit.

Thus, the firms using banks to finance investment (% of firms) in Romania was 37.29 in 2009, according to World Bank [4]. Firms using banks to finance investment are the percentage of firms using banks to finance investments.

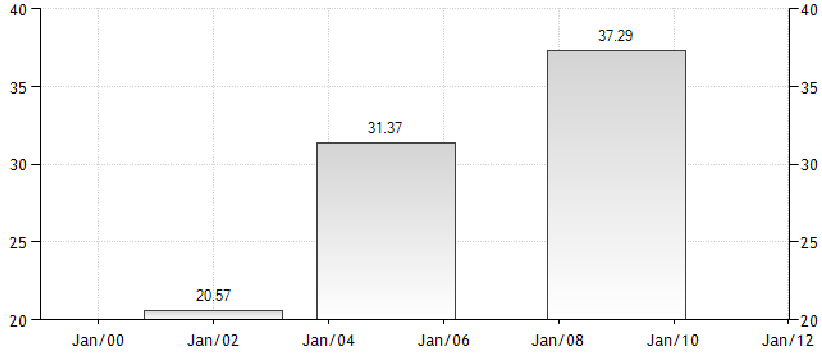


Fig.4: Firms using banks to finance investment (% of firms) in Romania

Source: http://www.tradingeconomics.com/romania/indicators-wb

Another aspect of entrepreneurship's development is the development of the educational system based on skills, on combining the theory with the practice, on the community's role, on the governance system and of correcting the educational system's flaws. In fact, the issue of education is that the educational market is not functioning, as it doesn't corresponds to the labor market. The educational system must stimulate entrepreneurship and innovation, it has to encourage risk assuming and the process of decisions making according to predictable or unpredictable risks; it must also develop business incubators in order to stimulate the entrepreneurial spirit and the capacity of reacting to the stimuli coming from the social and economic environment. It is essential for a society to develop the educational system based on educational levels that would follow the vocational profiles of each individual who is aware of his value and the utility of investing in education. At the same time, the economic environment would benefit from competitive, specialized, productive, flexible and dynamic workforce.

3. Entrepreneurship and human development

Human development is a complex process and it is complementary to the process of economic growth in the sense in which the man, as determinant factor of this process, benefits of the societal support in developing skills and attitudes.

The sustainability of human development takes into account the process of applying those measures by means of which the society would be able to generate richness in order to cover people's vital needs and to incorporate the methods of increasing the quality of life in the case of those incommensurable aspects that appeal to individual freedom, safety, honesty, ethics, equality of chances, respect and honor.

Therefore, human development takes into account the following elements:

- Highlighting the human dimension of the development policies;
- The qualitative approach of the economic growth policies that aims at assuring the development's sustainability and strengthening the causality relationships between economic growth and human development.

The goal of human development is that of assuming a logical and systemic model of the durable development – human development binomial that would start from the following assertions:

- ✓ The individual's capacity of acting in the economic and social environment according to his own abilities;

- ✓ Their optimization in order to increase the personal income;
- ✓ The role of the governance system in order to make societal structures more flexible for promoting a new development paradigm.

In essence, the goal of any society is that of developing on the line of a superior valorization of resources, of covering life necessities and of satisfying the beatitude state of spirit.

Usually, people have certain expectations regarding those mentioned above and even higher expectations from a superfluous entity which is generically called “state” than from themselves and their work.

The current context needs an innovative approach of the growth and development concepts in consensus with:

- Societal values
- Religion or religiosity of individuals as compared to behavioral rules
- The factors that maintain and favor structural economic differences
- The incidence of the psychological factor over the rational economic conduct.

From this perspective, the paradigm of durable development in which economic and social relationships encourage and guide the wellness in society, in a well determined, but sufficient period of time, in order to also take into account the next generation’s expectations trains value systems and societies for finding ways of solving the current issues of humanity, which have become imminent.

Human development relates humanity elements and economic elements in order to satisfy people’s needs. Therefore, the development becomes the process by means of which the society manages to satisfy some main elements and creates the premises of personal development, self-consciousness or takes into account problems such as poverty, diseases, environmental protection, religion, ethics, education, culture.

The chance of creating wellness for a nation resides not only in increasing the material richness, but also in the spiritual development, in the preservation of culture and in the protection of a series of perennial values.

The fundamental elements of human development are assured by [6]:

- Social progress
- Economic efficiency
- Social equity and justice
- Democratic participation, economic governance
- Durable development
- Human security etc.

In essence, the analysis of the human development concept must contain the following elements:

- ✓ Proving an income that would allow to cover the survival needs of the individual and its community;
- ✓ Chances of developing the abilities, skills and capacities in the domain of the social and economic life;
- ✓ The existence of a governance system that would give the individual the possibility of a direct or indirect participation to the life of the community or that of the society;
- ✓ The existence of a democratic regime that would generate stability stimuli for the social and economic environment.

The process of generating income in a society is highly related to the process of allotting economic resources. It also depends on the orientation of economic policy measures, especially fiscal and

monetary economy. This way, the individual's development degree is influenced by the doctrinaire predispositions of the parties which govern the country and which promote a certain strategy for a durable development based on a mix of macroeconomic policies. Depending on the measure and intensity of the fiscal and monetary policy tools which are being used (interest rate, ordinary tax rate, parity of local cash as compared to other important cash, the indebtedness degree) it had been noticed that there are certain modifications that influence the processes of distributing and redistributing the income. This influences in a decisive manner the development of the individual and that of the society.

Therefore, it can be noticed that the process of creating wellness is based on a social organizing action, to the extent to which economic policies guidelines can generate stimuli in order to create workplaces that would contribute to the richness of the community and that of the individual. L.C. Thurow's pyramid illustrates these main aspects of obtaining wellness [7]:



This pyramid highlights the aspects which are necessary in order to obtain richness: economic factors that are necessary to assure the sustainability of the development process in the primary form, psychological and social factors that are necessary in order to complete the richness by means of developing the knowledge component and governance factors which have an organizational function, managing the company in order to provide stability and security.

Despite all these elements, the essential factor that generates the individual's development is the work capacity. This includes hereditary factors, innovational potential, achieved knowledge, education, culture, prediction ability, social environment, economic conjectures and human capital, in a broad sense.

The human development policies aim at creating methods of supporting the entrepreneurship as the only solution for a durable development. The state can support the development only by means of a system of economic and juridical elements which could guarantee the process of putting into practice the conditions of supporting the entrepreneurship. When talking about support, we refer to a juridical system that could be able to encourage the development of entrepreneurship and to those monetary and fiscal measures that would actually support the entrepreneurship by means of:

-creating banks and financial and banking institutions that would lend the entrepreneurs under favorable circumstances;

-providing technical assistance and business expertise to young entrepreneurs;

-encouraging the development of the entrepreneurial sector through subventions, decreases or fiscal amnesties in order to keep the business on market under disloyal competitiveness circumstances from the part of big companies;

-using fiscal and monetary practices to guide the entrepreneurs towards those activity sectors where we could find a production deficit, but which contains unused economic resources or economic resources which are not used in an optimal manner;

-favoring the public-private partnership in those domains in which the profitability rate is low and the societal benefit is guaranteed;

-cooperation between institutions such as school, labor market (employers), market and economic resources in order to correct the differences existing in the labor market, the employment level and the satisfaction of the request for economic goods, while keeping an intergenerational balance and assuring the conditions in order to support the durable economic development.

4. Conclusion

The entrepreneurship aims at increasing the income of the entrepreneur and that of the society, which contributes to supporting the economic growth and development. It is very interesting to notice how the current society develops the entrepreneurial spirit and initiative as being determinant for achieving a series of primordial economic objectives such as wellness' occupation and creation. By means of the entrepreneurship, the individual capacitates his creative energies in order to obtain income sources for him and his community, he becomes motivated to increase the quality of the services he provides to the consumers, he creates economic goods which would respond to the requests as he is restrained towards an efficient use of resources by the necessity of offering reliable economic goods in what regards the quality-price relationship and he is also interested in what regards the manner in which his image is being represented through the developed and traded products. In fact, the entrepreneur identifies with the community, it is part of the local governance system and it pleads for a correct governance system. In this manner, the entrepreneur becomes a promoter of the country management system.

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Entrepreneurial Characteristics and Relational Dynamics

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Abstract
The majority of worldwide business is conducted through small businesses (SB's). Ironically, the success rate for SB's is poor, with most failing within their first few years of operation. Statistical and actuary predictions for which SB will prove successful are invalid. The means and variables used to predict the success of new entrepreneurs are under constant debate. This article explores some of the characteristics found in successful entrepreneurs, provides operational definitions for these attributes. Utilizing theories from development, education, social psychology, mathematics, economics and physics a model for understanding relational dynamics is provided. We suggest possible venues that may increase the success of SB's entrance into the global market place using this relational dynamics and discuss other applications in the sciences and humanities.

Keywords*: Behavioral Economics; Entrepreneurship; Relational Dynamics, Game Theory; Chaos Theory*

1 Overview

Voluminous numbers of people enter into Small Businesses (SB's) every year, yet over half of the SB's fail within their first three years. Countless SB's have failed when their founding entrepreneur dies or when their business expands beyond the abilities of this individual and their employees. Many more SB's fail in subsequent years due to their inability to remain abreast of changes in the market, competition, demands for increased efficiency, cost containment for labor, services and/or production as well as other factors. Identifying potential business that will be successful has been an actuary exercise in futility not only because of economically related challenges but also due to other uncontrolled variables. Successful entrepreneurs have been noted to use the following decision making strategies: rationality; formalization; hierarchical decentralization and lateral communication; and be politically active. The main personality characteristic previously identified have been a need for achievement, risk attitude, locus of control, and preference for innovation (Papadakis, Liokas and Chamers 1998, Papadakis and Barwise 2002, Papadakis 2006) Musso and Francioni researched the decision-maker characteristics in small and medium sized businesses and found that these characteristics were not related to rationality and formalization. Lateral communication, hierarchical decentralization and political behavior were statistically significant. Locus of control and preference for innovation had no significance in relation to successful business strategies. The characteristics of risk attitudeand hierarchical decentralizationwere also found to be significant. Men were found to be less likely to use lateral communication. A high rating of femininity, as defined by the BEM gender scale, expressed its significance in less politically opportunistic relationships. (Musso and Francioni 2012b)

Building upon the research conducted by Musso and Francioni(2012b), this paper explores the belief in lateral communication (that knowledge should be shared) in a larger context of education and teaching; determination; ability to see opportunity; resiliency; and inspiration. The ability to see opportunities includes more than innovation alone and paired with additional factors may provide a different personality characteristic. Resiliency also includes an internal locus of control but locus of control in itself does not constitute resiliency. With the ability to see opportunities and resiliency incorporating additional factors in their operational definitions, they may prove to be worthy of further study. Examples of uncontrolled variables include; the inherent intelligence, talents and skills of the entrepreneur; their health and personal history; their culture and values, the history of the area; the type of business; crises and lastly large or global paradigm shifts.

How, then, can these characteristic be applied to SB's to increase the likelihood of success in a global economy? Helping to identify entrepreneurs who have these five characteristics for success in business, paired with an altruistic ability to function as a collective may assist in SB's changing the global marketplace. Altruistic foresight to see ways to partner and better the world, rather than shortsighted visions of profit at the expense of others, has the ability to create a global paradigm shift for the world's economy. Additional assistance and expertise with consultant/educators may be required in the initial phases of this undertaking to ensure the complexities of growth do not overwhelm the limited resources of SB's and to find ways to collaborate with large businesses who operate with within these same values and principles.

2 Characteristics of successful entrepreneurs

Successful people in business or entrepreneurs follow many of the same traits seen in people who are leaders in other fields such as governance and law, education, and healthcare, while sports and fields of entertainment require talent but not necessarily expertise or knowledge. The successful outliers in business and life are the extraordinary charlatans, swindlers, and frauds whose anti-social personality characteristics allow them to use other people as objects, who are either being used, or are removed.

These antisocial types of behavior can be divided into four clusters: true Anti-social Personality, the Psychopath, the Machiavellians, and the Adapted group. The true Anti-social Personality is unemotional and has a high need for control. The more emotionally labile personality who also has high deviant tendencies is called a Psychopath. Machiavellians are those who are hyper-controlled, unemotional but not necessarily socially deviant and the least pathological group are the Adapted, who have antisocial tendencies but retain a normal range of emotion, and have

not committed socially deviant acts. The Adapted group has a tendency for manipulative behavior, lack of scruples and superficial charm. (Biro, Smedervac and Novoic 2008)
The successful non-pathological entrepreneur, shares knowledge, is open to learning and teaching others, has a drive of determination, sees opportunities and is able to make strategic decisions based upon data, is resilient to setbacks both personal and professional, and is an inspiration to others.

2.1 Learning and teaching

To learn and teach can be defined as simply as to absorb knowledge so that it can be used by and explained to others. The ability to engage learners is dependent upon several concepts: the proximal zone of development and receptiveness, the recipient's primary style of learning, and their physical and cognitive abilities. A proximal zone of development is a time period where the person is primed to receive knowledge in a particular learning modality. For instance, in regards to learning languages, Vygotsky(1962) found that children were most receptive up to age five. When teaching, a person's physical and cognitive status are also effected by the aging process and this too must be taken into consideration. Work completed by Maria Montessori in the late1800's and 1900's's regarding the benefits of holistic teaching is still relevant.(Montessori 1912 (reprinted 1967))

2.1.1 Learning: Age & development

Listed below in Figure 1 are graphic representations of proximal zones of development based upon developmental research and the theories of Lev Vygotsky(Vygotsky 1962, Vygotsky 1978). These are expanded to portray the time period when a sensory, cognitive or physical modalities are at the highest ceiling for learning.
Auditory reception reaches its peak from age 5 (when language is established) to age 20 and then begins to drop off gradually until age 40 and continues to deteriorate over the lifespan. In early development hearing is one of the first senses to fully mature.
Visual learning is developed gradually, newborn babies have poor eyesight for shapes and colors but have acuity for light intnsity. As visual centers of the brain develop first definition of vertical and horizontal lines occur and then non-linear outlines become more acute. Color recognition is added later in the devleopmental process, and newborns see most images in shades of black, white and red. By the age of five vision is well developed and this modality remains relatively stable until the age of forty, where most adults begin to experience a loss of function. Visual deterioration continues throughout the lifespan.
Tactile or Kinesthetic Sensitivity matures before visual senses. By the age of three, it is well established. The tactile sense remains more stable over time than auditory or visual acuity, but it still diminishes with age, making physicial learning more challeneging with geriatric populations or persons. Physical Learning or the development of the body is a time consuming process within development.
Full maturity is not reached until the mid twenties and it begins to dwindle in the thirties, following a continued path of attenuation. Cognitive Maturity like physical development occurs over a long period of time. Although there are great leaps of development in infants and early childhood such as those described by Piaget (1972), full cognitive development is not reached until the twenties. (Kuhn, et al. 1977). There appears to be a divergent path in cogition, for some people there is a rapid decline by their thirties, and another group whose cognitive abilities appear to remain stable (or even increase) well into their seventies. The prime ages for school based learning are therefore five to thirty-five or five to seventy dependent upon the cognitive patterns of the individual.(Hooks 2003)

2.1.2 Learning styles and intelligence

Most individuals are primary visual learners, followed by auditory and then by kinesthetic, or tactile, learners. Mixed learners are those individuals who have equal ability for comprehension in more than one sensory area. Mixed learners are found (in order of their frequency) visual-auditory, visual-kinesthetic, auditory-kinesthetic, and visual-auditory-kinesthetic. Providing information for students in their primary modality increases comprehension and retention of materials.
Table 1 provides a summary of learning styles and effective modalities for engaging learners. When learning style is integrated with the knowledge of a person's multi-faceted intelligence, their personal orientation and their learning style, the maximum potential for learning can be achieved. The predominant style of learning may be differences within cultures. For example in South Pacific Islanders, kinesthetic learners are found in higher percentages and in China and Japan where there are higher percentages of visual learners. In regions where multiple alphabets are learned, it may influence the development of visual and kinesthetic learning, or enhance the growth of mixed learners. When providing education materials for mixed learners, any modality of presentation can equally expand the audiences' knowledge.

Table 1: Kohl's Learning Styles in order of their rank prevalence

Learning Style	Effective Approaches
Visual	Graphic arts, tables, charts, pictures, written language, closed captioning, color or shape coding, videos, following others
Auditory	Sound cues and auditory tracks, reading aloud, music, repeating information
Kinesthetic	Physical touch or sensation, writing or drawing, experiential learning and demonstration, spatial examples, movement
Mixed	Combinations of visual, auditory and kinesthetic, but not overwhelming in any modality

Howard Gardner proposed a comprehensive explanation of intelligence that expanded the original concepts set forth by Binet. Gardner's model of intelligence includes: linguistic, music, logical-mathematical, spatial, body-kinesthetic, interpersonal, intrapersonal and naturalist. Table 2 provides a summary of Gardner's concepts and modifies his concepts of interpersonal, intrapersonal and naturalist intelligence into relational viewpoints or orientations. The person's abilities within each relational orientation provide information regarding their strength and comfort level for interaction; Interpersonal (other focused or external), Intrapersonal (internally focused), or Naturalistic (globally focused). These orientations paired with a learning style, as proposed by Kohl are beneficial in creating a unique and individualized approach to learning. (Gardner 1983 reprinted 1993)

Table 2: Gardner's Principles of Multi-level Intelligence

Intelligence	**Expression**	**Skills**
Verbal-Linguistic	Language syntax, grammar, phonology & word/sentence formation	Public oriented and fluent in speaking, writing, reading comprehension, multiple languages
Logical -Mathematical	Patterns, quantities, sequencing, deduction & rational thought	Accounting, research, analytical, decoding , system analysis and project management
Spatial	Symmetrical judgment, ratios, estimation	Graphic & creative arts, design
Bodily-Kinesthetic	Locomotion, proprioception	Physical precision and accuracy, athletes, actors, mechanics, craftsman
Musical	Rhythm, Tone, Pitch in voice & music	Oration, musicians, singing, songwriters, poets
Orientation	**Expression**	**Type**
Interpersonal	Expression of emotion & social cues, common sense	People oriented, sensitive to social clues and others
Intrapersonal	Introspection & reflection	Internally oriented, sensitive to moods and the impact of others on the individual
Naturalist	Ecological sense and order	Global or outside oriented, sensitive to other species and nature

2.2 Basic needs

Abraham Maslow (1943)described a hierarchy of needs that also affect learning, cognition and maturity. In Maslow's structure, critical physical needs are at its foundation and abstract thoughts and desires are at its apex. When basic needs are unmeet, such as food, shelter, safety and income, people are not concerned with higher self-development or enlightenment. When basic needs are meet, or assured, the ability for a person to pursue entrepreneurial or philanthropic endeavors increases. It only when basic needs are met that people are able to begin to realize their potential. A common business practice in many restaurants is to provide meals for their employees based on these same principles, and quiet spaces (e.g. break rooms) for staff to process internal stimuli.

2.3 Knowledge or expertise

The knowledge of the business owner and their employees, (or the teacher and their students) is a reciprocal relationship when practiced successfully. In learning, mandatory learning leads to repetition of facts, compulsory education leads to regurgitation and there is often no long term retention. Reward Systems such as grading were designed to influence the learner, but often it only creates competition or motivation by external expectations. Listening to lectures is a passive form of learning; the expert providing knowledge and influencing the student. Competition has been found to be detrimental to learning just as it has been in Game Theory. (Nash 1950, Hooks 2003) Team learning requires cooperation by all members, or the ability to control who participates. When an individual does not contribute to the team as an active member, being able to exclude their participation allows the integrity of commitment to learn within the group. Learning in its highest form is one of collective cooperation with understanding, devotion, responsibility and the promise to work for the betterment of all involved. (See Table 3 for additional information).

In business, when there is no conceptual understanding of practices there is often failure in production or services. Providing knowledge or expertise either in an academic setting or in an applied setting requires the ability to listen and accommodate practices based upon the population or audience. Section 9 provides more detailed explanations of business expertise, relationships and teaching.

2.4 Audience

Understanding the targeted audience is essential for success. When the learning style of the audience is homogenous, materials can be provided in a single modality. In settings where the learning styles are unknown, it is best to provide multi-modality learning and to assume that most learners are visually oriented. While providing individualized learning opportunities has not been popular within adult education, altering the presentation of material to the student has been well established in the history of child education. A popular example of adapting learning to the students' strengths and interests is the Montessori Method (1912 (reprinted 1967)), the learner's engagement sets the speed and the content of the lessons. In re-examining learning and teaching adults, it behooves the teacher to

first determine the modality in which the targeted audience will learn best and their strengths; second provide or ensure basic needs are met; third establish expertise- both practical and academic; and forth to know the composition and needs of their audience.

2.5 Determination

Determination is an internal drive independent of aggravating & mitigating factors. Determination manifests itself in purpose, motivation, and relevance. Purpose is the rationale behind a behavior. If my purpose is to make money and I can do so by working or by stealing, I will create a rationale for my behavior. Motivation can be described as the impetus or stimulus to behavior. If I am motivated, I have the will to take action. Relevance can be an internal or external value that is determined by either me, or others to be significant. All of these determinates – purpose, motivation and relevance are also affected by other factors and are not trait based attributes. Determination is an area that is open to influence in education and business.

2.6 Opportunity

Any event that provides the ability for change is an opportunity. To be able to see opportunities and provide innovative decisions is a characteristic that assists leaders survive in all types of disciplines. Opportunities may come in the form of a crisis, or it may be planned, but it is a period of uncertainty and unpredictability. In business there are define variables within the field of economics that affect the market equilibrium: from supply and demand, output, inflation and unemployment, growth, capital, aggregate demand and supply. Governmental fiscal policy effects market openness, competition and monopoly, asymmetric information, cooperative and non-cooperative games, efficiency and regulation, productivity, wages, labor markets and unions, government spending and taxation, international trade agreements, tariffs and quotas, recession and market failure . Personal opportunities include: the ability to manipulate economics variables, implicit costs such as knowledge, time to complete tasks and personal crises. An opportunity can be either aggravating or mitigating factor dependent upon the combination of these variables and their aggregate influence. (Wessels 2006)

2.7 Resiliency

In psychology, resiliencyhas been explained in terms of being the ability to respond positively to adverse events (Rutter, AH, & Lann, 1988), as a multidimensional process of adaptation (Almedon, 2008), or as an adaption despite adversity (Luther, Cicchetti, & Becker, 2000). Here it is defined as the ability to bounce back from any setback. The more devastating the trauma, the greater the amount of resiliency is required, for an individual or business, to recover. Resiliency has been studied in individuals, adults and children; and in groups such as families, (Bathory 1993, Lasser and Bathory 1997, Luther, Cicchetti and Becker 2000, De Zulueta 2007, Hoge and Pollack 2007, Almedon 2008, Atkinson, Martin and Rankin 2009) cultures, nations and regions. (Đorđevic 2003, Hooks 2003, Đorđević 2007, Bathory 2012a). The aggregate factors associated with resiliency from these studies are: the ability to solve problems, critical thinking and abstraction; collectivism (or group obligation); flexibility (or an easygoing personality); responsibility (or an internal locus of control), and high self-esteem.

In business, personal resiliency of the entrepreneur is insufficient to maintain stability and success. It is imperative that an organization have bench strength. Bench strength is more than cross training employees to function in additional roles, it is the ability of multiple people to envision the mission and roles of the organization. When key personnel leave an organization, the lack of bench strength, has resulted in many businesses dissolutions and failures.

When there is a lack of leadership, vision, bench strength or follow through, monetary and other resources can provide temporary (or long term) survival to businesses that would otherwise perish. These small or large businesses compensate their lack of true skills or quality products by either infusing their business with additional capital or by fraud. Although there may be additional factors or variables to uncover in resilient SB entrepreneurs, their innovation (or their ability to repackage and instantaneously perform strategic maneuvers) can compensate for errors, miscalculations, and the lack of other resources. The SB that can take overstock or surplus items and create a new market interest, find uses for items that would otherwise be considered waste (as in sustainability), devise other means of saving money, or inspire their employees to overcome impossible odds, can survive in an otherwise hostile environment. (Wessels 2006)

2.8 Inspiration

If inspiration is deemed as the ability to ignite or infuse oneself or another's muse, it is a factor within the study of entrepreneurship that has been identified but cannot be created or taught. Inspiring people are found in all walks of life: communities, business, politics, education, religion, and healthcare. Not all resilient people are inspiring. Not all inspirational personas are positive (e.g. criminals) and not all inspirational characters are charismatic (e.g. some CEO's who are experts in their field).

Meaning was defined by Victor Frankel as the most important element in predicting survival in the concentration camps of World War II. He noted some people died suddenly, of no apparent illness, disease, suicide, or foul play, when they could no longer find meaning in their life. These Holocaust victims relinquished all hope of ever being freed, or the restoration of a meaningful life. Frankel also observed that individuals who retained meaning in their lives survived, some enduring what appeared to be incomprehensible odds (Frankel 1963). Although, he does not cite his own ability to survive the camps as inspiring, he served to inspire thousands of others in his medical practice during his internment and many people who later read his studies and theories. The ability to find meaning appears to be an almost unstoppable force in humans to withstand and rebuild from impossible situations.

Vision is the ability to see beyond the horizon. It is a way of predicting a path to the future, while dreams may not have a demarcated path, but illustrate a possible outcome. Aspirations are the steps taken towards fulfilling dreams

and passion is the fuel that initiates an inspiration into fruition. Gandhi was able to envision an India that was independent and free of colonialism. Martin Luther King, Jr. dreamed of equal rights for all people in the United States of American regardless of their race, ethnicity or sex. Leonardo Di Vinci aspired to have men fly in the air and John F Kennedy aspired to put a man on moon. Adolph Hitler and Mussolini were passionate about ruling the world. All of these individuals inspired countless others in both positive and negative ways. Inspiration does not bring with it morality or ethics.

To step where no one has walked before is an act of inspiration. It does not require an audience. It does not require thought about consequences. It does not always end or lead where it was intended. John Nash began with a mathematical proof on how competition was not in the best interest of anyone; his Nash Equilibrium has impacted so many other fields of study that it seems to have endless applications for helping people to work collectively.(Nash 1950) Robert Oppenheimer and his team began with a theory of atomic fusion, an endless source of energy, that has at times it has almost ended the world.(Kelly 2007 (reprinted 2010))

2.9 Uncontrolled variables

In the study of entrepreneurship, there are other uncontrollable variables. The first of these are: inherent intelligence, strengths, learning style, traits, talents and skills of the individuals. The second groups of variables are: the individual's health and the impact of large-scale diseases (such as the bubonic plague, AIDS, malaria, etc.) that devastate regions. The personal history of the individual and the collective history (or the histories of the area) play a role in influencing business decisions, the market, and many other factors. The influence of culture- the values, interests, and their interplay can be observed, but not controlled for study. The final groups of variables are the trauma variables of crises, chaos and knowledge/practice based paradigm shifts. This last group has been studied to determine physical and emotional impact and survival of people and the economy. Crises such as disasters are unable to be predicted let alone the impact of these events controlled. The chaos created by events such as wars, the clasp of a country's or regions economic base are also unable to be controlled or put into true mathematical equations. When these areas are attempted to be reduced to formulas they are attributed weights, but these are unable to account for reality. Paradigm shifts are those worldwide occurrences that are so dramatic in knowledge that commonplace beliefs and practices of today become obsolete overnight. Copernicus's revelation that the Earth revolved around the Sun and Darwin's Theory of Evolution are examples of paradigm shifts that altered the world. (Damasio 1994, Steffen 2011)

2.10 Collectivism and altruism

To learn - to teach,
to be determined,
to find opportunities in me and everywhere,
to bounce back with resiliency
and to inspire the world
to work together collectively is Altruism

The studies performed by Fabio Musso and Barbara Francioni(2012a, 2012b)in exploring characteristics and factors of success associated with small and medium business in Italy to enter global contracts seems to lead to an attempt at creating a new business paradigm. The difficulty has been in identifying SB's that have the characteristics for entrepreneurial success in a changing environment. A paradigm where business does not simply partner buttruly works altruistically requires a level of character development and maturity that is found in some people but not all. Table 3 provides a comparison of business, education and governance and their respective concepts in the use of force, control, influence and conjoint wisdom. These concepts are parallel to cultural dynamics influences found in social settings- families, groups, work places, institutions and nations.

Table 3: Adapted from (Bathory, The Preservation of a Cultural Psyche: A Comparison of the Hawaiian Islands and the Balkan Peninsula 2012a)

Concept	Business	Education	Governance	Statements
Force	Take over-Eliminate	Mandatory-Repeat	Conquer	*My way or die* *My views or no view*
Control	Market Control	Compulsory-Regurgitate	Colonize	*Do as I tell you…*
	Market Dominance	Reward Systems	Annexation- Access to Goods & Services	*You can have if…*
Influence	Monopoly	Lecture-Listen	Authoritarian Dictator/Monarchy	*You need my permission or I know better*
	Monopolistic Competition	Competition -Excel	Representation 1 Sided Respect	*I will listen*
	Partnerships, Cartels, Oligopoly	Teams-Learn	Social Democracy Mutual Respect	*We will work together*
Altruistic Wisdom	Collective-Non-cooperative Altruism-T*o provide for all with wisdom*	Collective Community Cooperation-*Understand & Help Others via Altruism*	Altruistic Governance-*To help others and better the world*	*We prioritize greater needs than ourselves and we care for one another*

Cultural dynamics are applicable to business as they are the foundation of relationships and are a conglomeration of psychological theories from Freud(1905 (reprinted 1962)), Maslow(1943), Erikson (1963), Frankel (1963), Systems Theory(Madanes 1981, Minuchin 1981, Boszormenyi-Nagy 1987, Palazzoli 1988, Whitaker and Bumberry 1988) , John Nash's Equilibrium(1950) and Chaos Theory (Gleick 1987). Bathory (2012a) originated a model to explain cultural dynamics and group relationships that was based from Applied Trauma Theory (Bathory 2011). These concepts canbe modified to be applied any setting where there is an interaction of human beings; Table 4 provides an illustration of application to entrepreneurship and economics.
This model of relational dynamics is not a stage theory, but represents a constant reworking of new schemata and shifts as new information and growthare assimilated and accommodated into a reciprocal amalgamation. Within each concept, there are dynamic opposites that run along a continuum of expression. The provided examples of issues are illustrations of the perspective found in the individual, and in groups. Individual entrepreneurs, businesses and governments struggle to resolve their fears as they enter and exit each of these concepts. To successfully interact requires parallel process, in other words, both parties must be functioning at the same level to create equality, and stimulate movement. It is not a regression to return to Trust, when one faction may have betrayed the other. The two must re-negotiate their relationship, in order to make change occur, or they become fixated at this conceptual level.

2.10.1 Trust

Trust is core to the formation of relationships. Erikson (1963) describes this as an infant's ability to rely on gaining a response from others to meet its needs for food, love, and care. In terms of business and economics this can be interpreted as, Will someone come and save us, lead us, or give us correct information? Many businesses, nations and cultures have their ability to trust others repeatedly challenged by being ignored, denied, or unnecessarily forced into compliance with a dominant firm. Unlike an individual's (who can become fixed in a state and may not continue to develop) businesses, cultures and nations become more scrupulous in their choices and decisions to work with others if trust is not established. Depending upon the severity of this break in trust, and the psychological damage ensued; there can be neurobiological changes within the brain and body that temporarily or permanently alter decision-making and cognition (Bathory 1993, Lasser and Bathory 1997, Bathory 2012a, Bathory in publication 2012).

2.10.2 Will

An individual's resolve to separate from others demonstrate their autonomy can be observed by their fortitude for independent actions. Entrepreneurs who are drawn into SB's are often vehement to retain their autonomy from economic and governmental forceful control via policy and tariffs. Due to shortsightedness and greed of goliath monopolies who can overpower SB's ability to enter the market and negotiate, SB entrepreneurs can be rendered impotent eventually leading to global market failure.
Erikson (1963) expressed this stage of development in terms of striving towards natural independence that is usually attained in young adulthood. Psychodynamic theory of Sigmund Freud (1905 (reprinted 1962))describes the process of identification with the same sex parent and subsequent rejection as part of developing an independent self. Freud defined these as part of the Oedipal and Electra Complexes.
Within individuals, cultures, businesses and forms of governance this can be expressed as: We can do this ourselves - we do not need any outside input. The more truly autonomous a party is, the more they are able to welcome, reach out to others for appropriate resources, and not form dependencies.

2.10.3 Purpose

Within psychosocial developmental theory, systems and existentialism an individual's purpose or meaning is what creates grounding, or a base from which to function. Defining purpose, allows an individual to make decisions that are congruent and beneficial towards their aim. For entrepreneurs and business, similar questions are: What is it that I (we) do? Why are we here? What business are we in?
Faced with choices, many businesses lose sight of their reason or purpose, or never fully define their focus. When mergers or new opportunities occur there is often a period of confusion due to a need to redefine the mission or purpose of the business. SB's often do not recognize the importance of having a defined purpose, and will seek any avenue to make a profit. Lack of definition places businesses in jeopardy as they become too diverse, over extended, or become lost in short sighted profit. Economic crises often place regions or governments in similar states of confusion and re-aligning with foundational principles becomes essential for stability and growth. Systems Theory highlights the need for groups, who wish to be functional, to have a defined purpose or aim, and has exposed dysfunctional patterns that emerge without this common interest.

2.10.4 Competence

To feel competent an entrepreneur or SB must have mastered skills and knowledge. Asking such questions such: Do I (we) have the skills to do my (our) job(s) well, or am I (are we) missing something? Can I (we) demonstrate this expertise? Is this something that I (we) can show others? Accurate self-assessment can be conducted in environments where there is trust and no retaliation for the disclosure of imperfections, errors, and identified areas of ineptitude. In more hostile or non-functional business settings, external assessment instruments and/or interviews are more accurate only with anonymity and can still be ineffectual when there are high levels of psychological insecurity present in the management. Competition can increase levels of competence or lower it. When confronted to show competence by comparison to others, anxiety can rise to a level where the person becomes less able or incompetent. To minimize this performance anxiety, teams are often more effective than challenging people as individuals.

2.10.5 Proof

Proof must be evidence based, verifiable, corroborated, reliable and valid. When no proof is available, there are two possibilities. The first possibility is that no effort has been made to assess the skills, knowledge or abilities in question. The second alternative when there is no proof is that there is fraudulent intent by commission. Questions such as: Do I (we) have evidence of my skills and performance? If I (we) do not have these: Can I (we) find ways to demonstrate my (our) abilities? Can I (we) get by without you noticing? Can I (we) hide what I (we) cannot do or should have done? to help to determine if proof or deception are at play.

2.10.6 Passion

Passion holds power in its intensity. Passion can blind or cloud judgment, or it can bring clarity and zeal. When passion is extinguished, there is indifference, apathy, or disinterest. To care and to invest emotion creates personal risk. Expressing something feverishly creates vulnerability and the risk of rejection. I (we) will commit to get your understanding and support. I (we) will argue and fight with you to get you to see my (our) point. When unsuccessful, I (we) will just find someone else to work with or I will lose all attachment to the group or issue.

2.10.7 Share

The sharing of information requires a reciprocal relationship between two parties. For one party to share knowledge, but be unwilling to entertain the input of another does not constitute sharing. In business today, there is a movement to provide transparency of practices. True transparency, in respect to a reciprocal relationship, means that both sides must be willing to provide open access to their knowledge, their policies, procedures and practices. When one entity withholds, chooses to not disclose, or hides information, this is deception. Deception is the polar opposite of true transparency. Just as deception has the intent to mislead or misguide the other; transparency, in mutual sharing relationship, has the intent for openness and honesty.

When mistakes occur, within a sharing relationship, they are openly acknowledged to the others and examined to discover solutions, not attribute blame. People and businesses who are able to function at this level are not only working as a team, but as a collaborative unit are able to create more than they would be independently because they see errors as failed trials in experiments that need to be reorganized. These groups share their knowledge, values, skills, and beliefs but to do so with integrity and respect of others. They are open to hear new ideas and to change their own practices but also preserve the right to hold steadfast to core practices or beliefs that they will not compromise. When core values or beliefs are so central to the identity of the individual or group that if they compromise they will lose their personal essence or integrity, this must be respected and tolerated by the other members of the group. The group can agree to disagree, allowing for continued openness to new possibilities and debate, or the process will shut down and sharing will cease.

2.10.8 Con-joint wisdom

This type of relationship can be described as simple as the, “We versus Me” perspective. The good of others and the larger world takes precedent over individual power, fame or fortune. As an extension of game theory, this may be thought of as Collective Non-Cooperative Altruism. Here the outcome is not focused solely on the individuals involved and their respective payoffs, but incorporates the moral and ethical consequences to others outside of this group. In its highest form, these relationships focus on the betterment of the universe and any steps made toward its’ accomplishment are the reward. In business, this is expressed as ways to provide for all with the wisdom of knowing there are ways to find solutions to meet needs, but they may not result in the largest gain (in wealth, fame or power). The base of Economics becomes, to provide for all within this global wisdom. In service industries, the concept of Collective Community Cooperation is to understand and help others (whether it is through education, health or science)without concern of wealth, power or fame. The goal being achieved becomes the reward. Altruistic governance isto help others, better the world without need for personal gain, and prioritize greater needs than our own as we care for one another. In the practice of this con-joint wisdom, it does not suggest, the participants do not have the right to be compensated for their work. Acts of altruism cannot exist or continue if there is no means for personal survival. True altruistic acts cannot be achieved with individuals or subpopulations without considering the impact and consequence to the greater population.

Table 4: Relational Dynamics, their extremes and examples Adapted from (Bathory, Applied Trauma Theory: Sustainable Engery and Rural Toursim in publication 2012)

Concept	Polar Extremes	Examples of Issues
Trust	Trust versus Rejection	Will I (you) give us want we need to be successful? Will I (you) be here when you (we/I) really need me (you)?
Will	Autonomy versus Isolation	Do I (we) really need your help? I (We) will show you that you are not needed.
Purpose	Identity versus Confusion	What is it that I (we) do? Why are we here? What business are we in?
Competence	Skills versus Omission	Do I (we) have the skills to do my (our) job(s) well, or am I (are we) missing something?
Proof	Evidence versus Commission	I (we) have evidence of my skills and performance. If I (we) do not have these: Can I (we) get by without you noticing? Can I (we) hide what I (we) cannot do or should have done?

Passion	Commitment versus Indifference	I (we) will argue and fight with you to get you to see my (our) point, or I (we) will just find someone else to work with other than you.
Share	Transparency versus Deception	I am (We are) open to you exploring and questioning my (our) work and knowledge because I (we) wish for you to learn and share with me (us).
Altruistic Wisdom	"We versus Me"	I am (We are) more concerned about the good of all and the world than I am (we are) about my (our) own power, fame and fortune.

2.11 The interface of game theory/decision making and relationship dynamics

Figure 1 provides a description of the inner face between game theory/decision making and the dynamics of relationships. This interface also involves an application of Chaos Theory (a combination of mathematical equations (linear and non-linear) that provide a model for prediction that can be applied in behavioral health.(Gleick 1987, Masterpasqua 1997)

A venue is the area to which the model is being applied and includes areas such as; Business, Economics, Education, Family Systems, Governance, Healthcare and Psychology. Points of equilibrium are the opportunities to reset:whether the game/decision is non-cooperative or cooperative, the motive or intention of the drive, the relational dynamics between the participants, and ultimately the type of outcome desired. The Game can be either non-cooperative (where the parties involved compete against one another to win, or cooperative to win as a group), or cooperative (where the parties involved are seeking the best solution, even when it may not result in the greatest payoff for the participants). If the venue changes then it is a new process (game). If the participants change, it may not be a new process if their roles remain the same, which is the case in many applied complex scenarios.

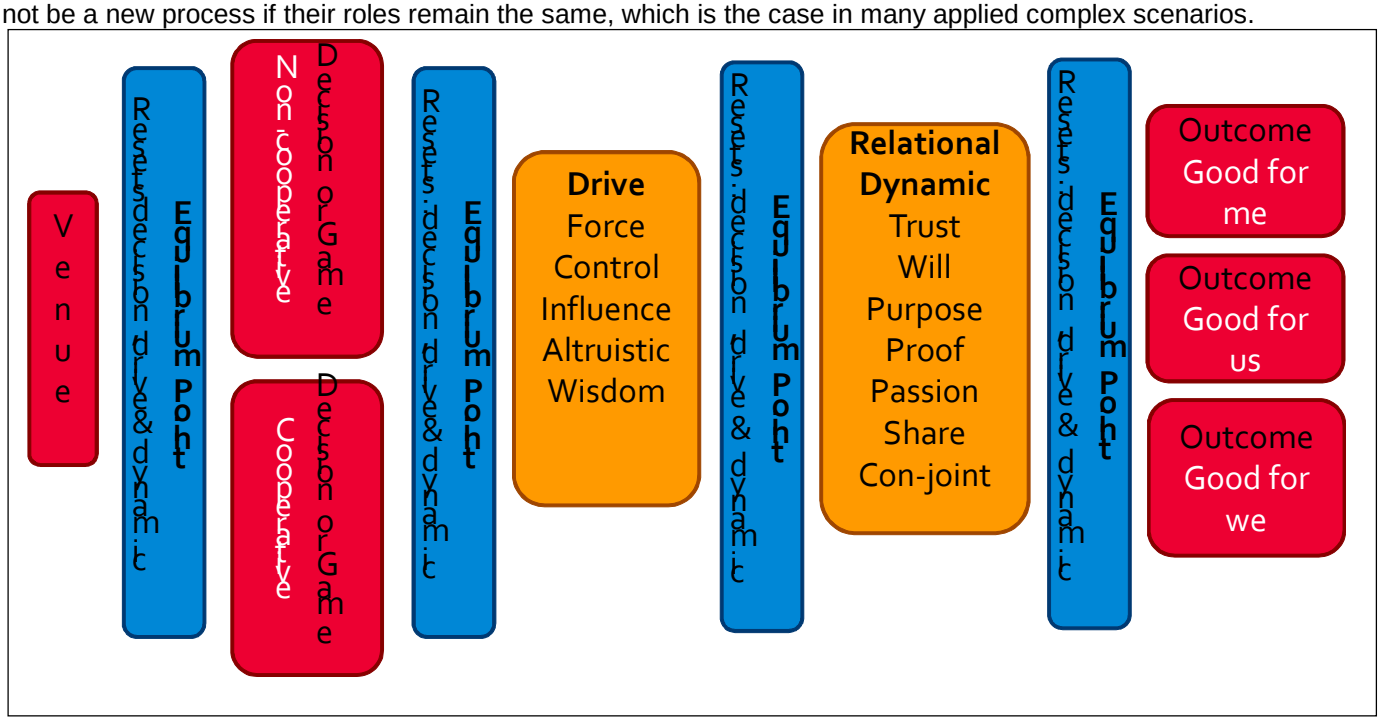


Figure 1: Interface of Game Theory/Decision Making and Relationship Dynamics

Table 5 proposes the hypothesized influences of the dynamic variables of force, control, influence and altruism on the relational variables of trust, will, purpose, competence, proof, passion, share and altruistic wisdom. If the variables in Table 5 are operationalized the probability of each hypothesized influence can be determined using a factor analysis.

Table 5: Hypothesized Influence of Dynamic Variables on Relational Variables

Probability	Force	Control	Influence	Altruism
Trust	+ + + +	++	- - - -	- - - -
Will	+ + +	++++	- - -	- - -
Purpose	+ +	+++	+	- -
Competence	+	+	+ + + +	-
Proof	-	-	+ + +	+
Passion	- -	- -	+ +	+ +
Share	- - -	- - -	-	+ + +
Altruistic Wisdom	- - - -	- - - -	- -	+ + + +

2.12 Discussion and conclusion

The focus of this paper has been on identifying the characteristics of globally minded entrepreneurs: their learning styles/teaching, determination, opportunities, resiliency inspiration, and on collective altruism. It proposed a model of relational dynamics to explain the interplay and processes that occur within exchanges in education and business and their outcomes. Relational Dynamics can be applied in any setting where there is an interaction of people.

Relational Dynamic Theory is based from information within the following disciplines: Biology, Genetics, Psychological Theories (Abnormal, Clinical, Cultural, Development, Educational, Personality, Social, and Systems), Neuropsychology, Ethics, Theoretical Economics (Game Theory, Decision Making),and Physics (Chaos Theory). To date, it applications have been in global issues such as individual and mass trauma, education, resiliency, culture, and entrepreneurship. The various disciplines provide the underlying concepts and structure of this theory. Uses and other application may be found in other social sciences (e.g. political science and international diplomacy, in the analysis fictional and famous characters in the humanities, or in accounting for other complex interactive factors in mathematics and physics.

In a global economy, exploring new business paradigms that help eliminate archaic divisions (e.g. borders, race) and obstacles (e.g. language, education) is paramount for success and survival. National borders are meaningless in a world where they frequently change or contain people of diverse backgrounds. If the premise of John Nash's Theory of Equilibrium is true, then to act in any manner other than for a collective good is foolish and ultimately lethal. Large or small businesses acting in a competitive manner will eventually result in losing more than what is gained. By studying the interface of the dynamics between the variables of force, control, influence and altruism on the relational variables of trust, will, purpose, competence, proof, passion, share and altruistic wisdom it is possible to determine their weighted influence in game theory, decision making, and outline chaos equations. Chaos equations can then be utilized to predict the probable influence of each variable on the outcome. Studies conducted such as, by Fabio Musso and Deborah Francioni, supported by the European Union, is an example of an effort to discover new ways and paradigms for businesses to work together globally for the common good. In these models, there is still profit for the owners, but it is not to exploit the rest of humankind or obliterate the world.

Although decision-making has been studied, it focuses on immediate return and is based from an Intrapersonal prospective. The countless research projects completed on decisions and payoff reinforce this Intrapersonal gain and can lead to the development of anti-social traits or behavior in those studied. Research Ethics Committees need to pay particular attention to the influence a study may produce on impressionable subjects (e.g. university students) as they revere more advanced students and professors. If the behavior, to gain without regard to others, is deemed as acceptable and reinforced by participating in a study or project, participating in the study may be the conduit to many ethical violations and misbehavior in later life.

The short sightedness of most businesses in looking for immediate and thoughtless profit -regarding the impact of their business practices on the market, results in their eventual failure. If small businesses can join together, not in just cooperative cartels, or oligopolies but work with the intent of all benefiting, this altruistic act ends in an overall larger payoff for everyone. Transparency in this type of business becomes the norm. The need to campaign for human rights becomes obsolete because it is practiced. Watchdogs are unnecessary, when business operators practice globally applied altruism, because they motivated for a greater good.

Some of the world's physical resources are limited, but our innovations and ability to overcome the impossible is not. Does it matter if our gross national product is truly greater than the nation next store, if we all die from a viral plague? The survival of humankind becomes more at stake each year as we act in competition and out of greed and lust. The concept of winning by accumulating the most ends in alienation for all. Altruism does not have to be an ideal; it can be the best chance for the survival of the human race.

The last of humanity, sits atop a pile of all the gold and diamonds,
clothed in platinum- frail and bony fingered, staring, breathing toxic gases.
"The Winner" who fought their way to the top as they trampled the masses?
Or "The Loser" who consumed our greatest gift: each other and a world to share?
The rings of gold and wealth we accumulate do not have to be hoarded;
they can be shared with the rest of the universe.

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Education for entrepreneurial solutions that protect natural resources

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Summary:

For several decades people are taught, through the educational system or via non formal and informal training, that in the battle with nature, the latter always wins until the end. Man must understand nature, identify the resources that it provides, the conditions under which it accepts his intervention, and most importantly respect it because if we were to state for the man to “cherish” or “love it” we might just overcome the economical-educational framework. Who teaches man how to find business opportunities without jeopardizing his present and future relationship with nature? The educational system did not always accomplish everything. At least lately, the involvement of various actors from the market has been more than welcome – they are training companies, economic agents, various projects which reunite non-governmental organizations, administrative structures with private partners, they are multinational companies with creative projects, they are organizations powerful research and development departments and pilot products in areas where ordinary human mind cannot imagine reaching.

Key wards:*Economy; entrepreneurial solutions; mining industry, natural resources market; property rights regime;total economic value.*

Introduction

The very premise is wrong, man cannot fight nature, man must not fight, especially nature. In a more formal way and quite commonly used, the rational man, "Homo tehnicus" or "Homo oeconomicus", as a product of nature, makes decisions based on ethics, environmental responsibility, respecting the rules of human coexistence with nature : not to dissipate potential energy; to know exactly which elements our own survival system depend on; to act in such a manner so that all may benefit as efficient as possible from the energy circuits of the system; to outline in his own work systems those parts that place him on the good side of events; to value other life in the surroundings as one of his own, for only so can he survive; to judge any value through the energy spent to produce it and the energy that he is able to accumulate, and not to convert the energy current into insufficient money means whenever possible; not to use large amounts of energy because mistakes, destruction, noise and excessive surveillance lead to the increase in waste; not to take anything from man or nature without providing an equal value service in return; to enrich informational heritage, because using this unique and complex action, the system will justify new through what is immortal in it; to believe in the benefits of stability over growth, of organizing over competing, of diversification over uniformity, of the system over parties and of the process of overall survival of mankind over personal peace. But who to tell man how to act in order to meet the above standards? Examples to be presented in the paper come to reinforce the need for education in an entrepreneurial manner, innovative, responsible, economically and environmentally responsible, supporting the ecosystem.

Predictions about the future of mankind have always been more or less alarming. It seems that the present ones are based on the restrictive access to resources of an increasing number of consumers. Are we sufficiently educated to meet the needs of the planet that gives us existential support? Of course not. Do we really strive to teach our offspring how they can healthily live and work, economically and environmentally? Absolutely not. Do we manage to sufficiently develop everything that is provided to us by the environment? Certainly not.

It is difficult to understand how we should organize and administer our existence. The consumer society has destroyed almost all human common sense. The needs do not longer meet the level of existential comfort. There is an obvious and excessive polarization of the population – on the one hand an alarming majority survives at the minimum level of subsistence, and on the other hand, there is a small group, part of a "selective club, perpetuated in the family", the owner of wealth and numerous resources. What can we do? How could we overcome the current deadlock, in its double manifestation (economic and environmental)? Who is entitled to coordinate such actions? In any case, someone who is capable, someone literate and with vision, someone who is educated in the sense of respect, responsibility and duty towards fellow predecessors, contemporaries and successors. This means we need learning, experience, theoretical and practical knowledge, support and proper measures taken at high level, but also actions taken by smaller entrepreneurs.

From where we can start the entrepreneurial learning in resource exploitation

Entrepreneurship remains a process of identification, pursuit and capitalization of a business opportunity. The entrepreneur tries to make a business plan, which he must observe as closely as possible, in a structured manner, in order to achieve success on the market, i.e. to collect a satisfactory profit from the opportunity he discovered. A very important aspect is the time horizon, at least three-five years to develop the respective business, during which it is desirable that it becomes self-sustainable. If the entrepreneur succedes in repeating the process at least two times, with the same good results, watching different opportunities, he is a serial entrepreneur [1]. As everything is learnt, except native abilities, it is obvious the need to introduce as learning subjects (at any level) the entrepreneurial experiences, the good practices and the success in business, especially for low level businesses. The entrepreneurship and the business administration is learnt from the books, in a formal organized frame or from practice. But entrepreneurship is strongly related to the personal qualities and skills of a certain person, as well as to the managerial skills. An entrepreneur can develop by accumulating quantitative and qualitiative knowledge at theoretical level, he keeps himself permanently active, individually or within organizations, he operates in a extremely dynamic competitive environment, which is way too turbulent in recent years [2]. Regarding exploitation opportunities,there are many factors that influence the price and output trend in the mining industry, the most important being: fluctuations in profit rates, fluctuations in the cost of extraction, the introduction of taxes by the government. Some of these, such as taxation and the profit level, may by treated as variables of the pricing policy by the government in order to influence the extraction of non-renewable mineral resources.

A. Changes in the profit rate

Profit fluctuations may strongly influence production - price trends in the mining industry. For the beginning we shall assume that the profit market rate will increase. This means that the income rate obtained from a project of alternative investment, say term cash deposits, increases. If the owners do not undertake any amendments to the original plan, the stock reserves shall lead to suboptimal income rates in time. A way to avoid such losses is to transfer production into the present. Namely, the owners shall extract and sell more in the present, which will lead to lower market prices. Therefore, the less it is extracted, the higher shall be the net price of remaining reserves. This means that reserves would be exhausted in less time that the time needed to increase profits.

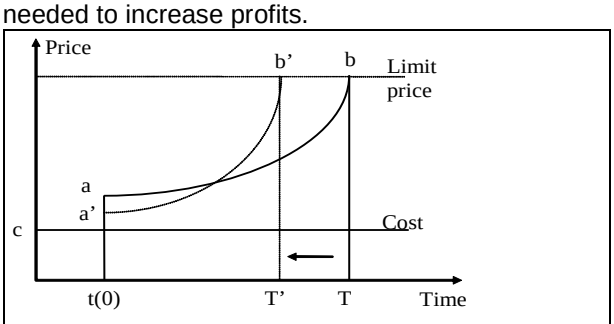


Fig.1. The effect of profit rate increase on the production – price trend and on the depletion

Figure 1 illustrates this situation. The "ab" curve is the production – price trend before the increase in profit rate. Immediately after increase, the owners should make an adjustment by growing the production level, the price level shall drop to t(0) from a'. For the remaining time it shall be extracted less so as the appropriate rent of the remaining reserves to grow to a higher level. This shall shorten the depletion time from T la T'. The new price – production trend "a'b'" shall be more abrupt than the previous "ab".

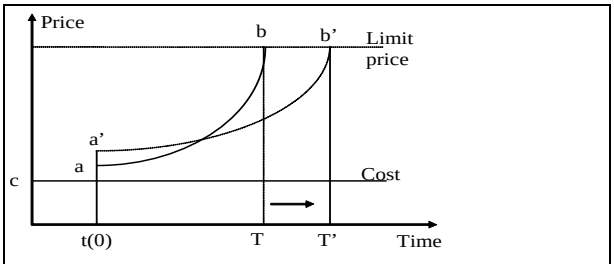


Fig.2. The effect of profit rate decrease on the production – price trend and on the depletion time

If the profit rate decreases, the reverse phenomenon shall take place. The initial price shall increase as the owners move the production into the future by reducing the current extraction. This is because lower profit rates make stocks more attractive than current production. This is also obvious because a lower profit rate would indicate a lower growth trend than in the previous case. This means that the depletion time increases, as shown in Figure 2.

For the start, let us think how the extraction cost increased. This can happen for various reasons, such as the lack of skilled labor, growth of salaries in the industry or the decline in base resources, because the owners start the extraction from ores with difficult access. A growth in costs shall reduce the current extraction level, thus shall increase the starting price, but reduce the subsequent prices. In exchange, this phenomenon shall reduce the amount required in the near future and increase the one in the future. The net effect shall be the increase of depletion time. The situation is described in Fig. 3. As the extraction cost increases, the rent shall be reduced. In response, the owner shall reduce the current production, which shall increase the initial price from t(0) to t(0)a', and the new price – production trend shall be "a'b". On the other hand, a decrease in the cost of extraction shall have the contrary effect, by increasing the initial rent. If no adjustment is made, the renunciation price shall be reached earlier than desired, and the owners shall remain with unsold stocks. To avoid such a situation the owners shall reduce the starting price. In this case, when the extraction cost decreases, the immediate level of production increases, which in turn shall reduce the initial price and the time of depletion (Fig.4.).

B. Taxation system

The taxation system may have powerful effects not only on entrepreneurial opportunities, but also on the policies used in the mining industry. In this respect we can mention several taxes. ***B.1. Excise.*** A tax on the value of production in the mining industry shall determine the increase in costs, with an effect similar to that described in Fig. 4. ***B.2. Ad-valorem tax.*** Set to the price of each production unit, usually as a percentage of the value of the extracted production. Its effects are the reduction of the depletion rate of reserves and an increase in their depletion time. ***B.3. Property tax.*** This type of tax shall shorten the time of depletion.

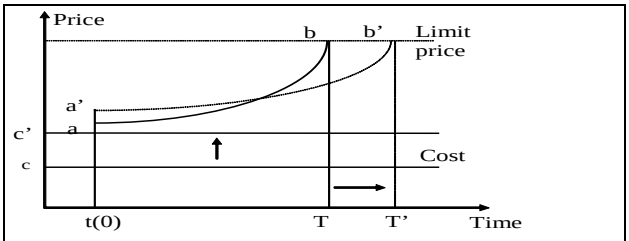


Fig.3. The effect of extraction cost increase on the price – production trend and on the depletion time

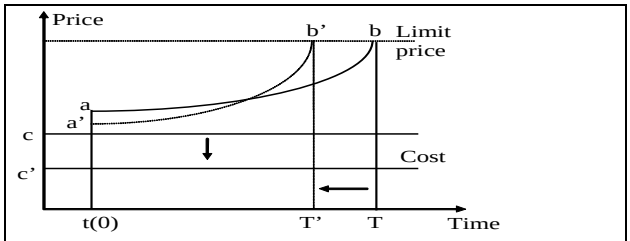


Fig.4. The effect of extraction cost decrease on the price – production trend and on the depletion time

Conclusions

The above example is just one among the many other opportunities which a potential entrepreneur may take, the majority of these being learnt. Of course the role of learning, individual or organized, is essential, not only because it facilitates the business organization and learning, but because it also offers ideas. The ideas of resource exploitation remain among the most profitable. Or, they continue to incite people with entrepreneurial spirit, precisely because mankind, until now, did not find or did not want to find, at large scale, alternative solutions to replace natural resources.

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STRATEGIC PREMISES AND DIRECTIONS IN ORDER TO DEVELOP STUDENTS' ENTREPRENEURIAL COMPETENCES IN THE SOCIAL-HUMAN FIELD

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Abstract

This study capitalizes the results of an ongoing research – an impact study, which is also part of a broader investigative approach, on topic of entrepreneurial education. Founded on European prognostic studies, which refer to the evolutions on labor market and OECD's strategic documents, the study is based on a theme that aims one of University curriculum's key-competences: the one referring to developing students' competences and skills, as future actors belonging to the social-professional field affected by profound reorganizations. Starting from this problematic context and the University curriculum's specific in the social-human field (which has significantly less opportunities than other fields, as far as the entrepreneurial competences' development is regarded), we found useful a study in order to systematize the factors and conditions that facilitate the development of these competences, after testing opinions and conceptions of some categories of subjects belonging to University world (students, University didactic staff teaching socio-human sciences, experts in educational sciences) and to present our own methodological conception in order to develop some strategies in this direction. The study's results will be capitalized and developed in investigative approach's subsequent activities. The research focuses on two directions: accomplishing an impact study regarding students' entrepreneurial competences' development and testing/validation a curricular program of University training in the field.

Keywords: entrepreneurial education, entrepreneurial competences, curriculum in order to develop entrepreneurial competences, entrepreneurial self-education and self-training.

1 Introduction

Introducing entrepreneurial education as part of the school and University curriculum represents a strategic direction belonging to European and national educational policies, based on sociologic and economic analysis regarding the dynamic of the labor market and on the needs of college and University graduates and adults as well.

If in developed countries entrepreneurial education accomplished through curricular programs represents a stabilized process, in Romania it is mostly accomplished through post-university educational programs in order to professionally convert the adults and in a smaller proportion as part of the compulsory education and as part of University education (especially within economic sciences field). By pertaining ourselves to entrepreneurial education, postmodern paradigm aims theoretical developments in the field and modern paradigm it is being materialized through programs strictly focused on specialization field and less on practical applicability, on students' personal development.

As far as academic specializations are concerned, the process of entrepreneurial education consists in acquiring a system of knowledge, cognitive capacities, skills, entrepreneurial abilities and attitudes, in order to facilitate students the identification of some private companies opportunities, strategic planning and private initiatives management.

The entrepreneurial education's problematic context within the social and human field is emphasized by a series of variables that sustain the necessity of some studies in this field:

- the preliminary results of a project, organized by University of Craiova, whose target group are students within social and human field, reveals the necessity of harmonizing the competences pursued with those expected on labor market, as well as students' expectances regarding the acquirement of management capacities and abilities belonging to a private initiative;
- an audit type analysis of University curriculum within social and human field emphasizes the fact that types of specific competences, defined as part of curricular programs, mainly focus on specialization dimension;

- Academic disciplines within social and human field are available to a great extent to interdisciplinary and trans-disciplinary approaches, whereby curricular structures based on entrepreneurial education can be introduced.

2 Purpose of study and objectives

Investigative approach's general purposes are:
1. Studying impact of entrepreneurial education regarding development of competences of students attending socio-human specializations, from a multilateral perspective (necessity, strategic targets, accomplishment strategies and methodologies)
2. Elaborating, experimental testing and validation of a curricular program on topic of entrepreneurial education, directed to students attending socio-human sciences.
Investigative approach's general hypothesis, which has guided research's methodology, is:
If entrepreneurial education's process benefits from subjects' adhesion and is supported by reliable results in the process of implementation, then it can generate long-term good educational practices, with effects in developing professional and transversal competences of students attending socio-human sciences.
Given this general hypothesis we have derived two particular hypothesis:1) If entrepreneurial education's process is approached from a multilateral perspective, then it can achieve subjects' adhesion regarding accomplishment of entrepreneurial education as part of socio-human specializations. 2) If the program of University training is elaborated and implemented, in an adequate and flexible manner, from perspective of general purposes, entrepreneurial education's strategic and curricular directions, then it can be validated as innovative curricular program as part of this field.
The stage we had in consideration, that of ongoing impact study, it aims research's first purpose and it is methodologically oriented by first particular hypothesis.

3 Methodology

Sample of subjects was established by mixed sampling method, using decreasing selection technique, by stratified randomization, in order to select the categories of subjects. This way, we selected a sample of 300 subjects, structured on the following categories: 200 students attending University studies programs in socio-human field as part of University of Craiova (65% students attending undergraduate studies and 35% students attending master); 70 University teachers teaching more specializations in socio-human field; 30 experts in educational sciences (University didactic staff with Pedagogy and Psychology specialty, decisional factors in the field of superior education institutions). Regarding subjects' distribution on sex and age indicators, sample's structure is: 60% female subjects and 40% male subjects; 18-25 years (35%), 25-35 years (25%), 35-45 years (25%), over 45 years (15%).
Research's main method used as part of reference research stage is the questionnaire, which measures intensity degree of subjects' assessments regarding components of University training process in the field of entrepreneurial education, by using Likert scale with 5 levels of assessment.. Questionnaire is structured on several categories of items, which approach several sub-themes selected based on documentary study and own reflections in the field (which also represent variables in order to operationalize the second particular hypothesis); necessity and opportunity of introducing entrepreneurial education in University curriculum as part of socio-human field (items 3-8); strategic targets of entrepreneurial education in socio-human field (items 9-12); curricular and strategic directions in order to accomplish entrepreneurial education in this field (items 13-20).
Questionnaire has been applied directly, face to face, as part of didactic activities with respect to students and through actions organized for the nonce, with respect to University didactic staff. Answers achieved will be detailed as part of subsequent focus-groups meetings (with representatives of each categories of subjects) and individual interviews Results achieved will also be correlated to those achieved after a subsequent questionnaire, which measures interest degree of subjects with respect to certain thematic fields and activities of entrepreneurial education, by calculating Kendall-tau correlation quotient.

4 Results

Research's results have been grouped by the three categories of indicators, corresponding to the variables of the second particular hypothesis. The strategic premises and directions invoked, which have been analyzed by subjects, represent personal contributions and references belonging to

specialty literature. Quantitative analysis of subjects' favorable answers (by cumulating those distributed on "to a large extent" and "to a very large extent" assessments scales) is synthesized through percentage data.

4.1 Necessity of introducing entrepreneurial education in University curriculum

The criterions subjects have reported to while assessing the necessity and opportunity of introducing entrepreneurial education in University curriculum as part of socio-human field, are:
a) Development of entrepreneurial competences and abilities, as components of transversal competences' field: students 66%, didactic staff 60%, experts in education 76,66% ;
b) Development of desirable socio-professional attitudes and values: students 58%, didactic staff – 54,28%, experts in education 63,33% ;
c) Harmonization of professional and transversal competences with those expected on labor market: students 54%, didactic staff 45,7%, experts in education 56,66 ;
d) Achievement of knowledge, capacities and abilities, in order to facilitate adaption to evolutions' dynamic on labor market: students 59%, didactic staff 55,71%, experts in education 63,33%.

4.2 Strategic targets of entrepreneurial education

These strategic targets refer to purposes with a high degree of generality regarding entrepreneurial education of students within social and human field, defined in terms of desirable competences, abilities, attitudes and values. Quantitative analysis of subjects' favorable answers, grouped by categories of strategic targets of entrepreneurial education's process, emphasizes the following percentage data:
1. Developing capacities of analysis and interpretation of evolutions and perspectives concerning the relation between University curriculum and labor market's dynamic: students - 78%, academic staff - 65,71% , education experts - 86,66%.
2. Developing capacities in order to identify opportunities on labor market: students - 64% ,academic staff - 55,71%, education experts - 90%.
3. Developing capacities in order to self-evaluate professional and entrepreneurial competences and abilities: students - 69%, academic staff - 80% , education experts - 76,66%.
4. Developing some meta-cognitive strategies, aiming entrepreneurial self-education and self-training: students - 62% ,academic staff - 55,71%, education experts - 86,66%.
5. Developing students' capacities in order to elaborate projects of professional development: students - 73%,academic staff - 61,42%, education experts - 73,33%.
6. Developing students' capacities in order to use the new technologies of information and communication, which are used within programs of professional training: students - 81% ,academic staff - 74,28%, education experts - 86,66%.
7. Developing students' competences in order to elaborate, organize, implement and (self) evaluate entrepreneurial activities: students - 83%, academic staff - 78,57% , education experts - 80%.

4.3 Strategies and methodologies of entrepreneurial education's accomplishment

The categories of strategies and methodologies in order to accomplish entrepreneurial education as part of academic specializations within social and human field, assessed by subjects, are:
a) updating national educational strategies, Universities' methodologies regarding students' professional activity, according with strategic documents for Europe 2020 [1], [2]: students - 78% , academic staff - 65,71%, education experts - 83,33%;
b) introducing contents and training situations specific to entrepreneurial education, within the meaning of interdisciplinary correlations and trans-disciplinary approaches: students - 64%, academic staff - 48,57%, education experts - 86,66% ;
c) introducing optional or facultative disciplines on issues regarding entrepreneurial education, as part of specializations' educational plan within social and human field students - 72%, academic staff - 51,42%, education experts - 80% ;
d) committing students in identifying and involving/capitalizing situations of professional teaching or training, as part of non-formal or informal contexts students - 78%, academic staff - 48,57%, education experts - 83,33% ;

e) developing and implementing programs of professional training, in order to facilitate entrepreneurship competences and abilities among students, by using teaching Web 2.0, virtual environment of teaching, M-learning [3], [4] : students - 86%, academic staff - 65,71%, education experts - 83,33% ;
f) using modern strategies and methodologies of professional and entrepreneurial training: strategies of training focused on student, interactive strategies, strategies of constructivist training, methods and techniques of online teaching and communication, methods of teaching through action , methods of mentoring [5], [6], [7], [8] : students - 69%, academic staff - 58,57%, education experts - 86,66%.
A comparative analysis of results achieved, accomplished in two directions (between categories of subjects and between the variables we reported to) leads us towards the following interpretations: a) students and experts in education have assessed to a larger extent the necessity, strategic targets and strategies/methodologies of entrepreneurial education's accomplishment (explanation consists in students' expectances regarding education's adequacy to labor market's dynamic and high level of educational and curricular culture with respect to experts); b) amongst the three categories of variables, subjects have assessed to a larger extent entrepreneurial education's strategic targets, as elements which guide and adjust the training process.

4 Conclusions

Analysis of results achieved, after applying the first tool among those used as part of impact study, partially confirms the first particular hypothesis of investigative approach, in that entrepreneurial education's process, approached from a multilateral perspective, achieved subjects' adhesion regarding its introduction in University curriculum as part of socio-human specializations. Questionnaire's results also offer the premises of the following development directions: a) that of research's methodology, by elaborating focus-groups guides, and that of questionnaire focused on subjects' interest in certain curricular elements, starting from developing some strategic and curricular directions, where there have been achieved lower scores; b) development of research's theoretical basis, starting from strategic premises and directions analyzed and assessed by subjects, in order to build a solid theoretical-methodological platform; c) starting approaches of introducing entrepreneurial education as part of educational plans with respect to specializations in socio-human field, by disseminating research's partial results towards decisional factors.
These conclusions aiming a first step in order to properly carry on the research, offer the premises of further acquiring reliable and consistent data, in order to outline entrepreneurial education's impact and to generate good educational practices in this field, on a long term.

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Study regarding the role of business consulting in the formation of Romanian entrepreneurs in the rural areas

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Abstract

During the past century, some parts of rural Romania have been transformed by many forces, especially economic forces. In the last decades, entrepreneurship has become one of the most important drivers of economic development both in the urban and rural areas of Romania. In spite of the fact that in Romania the rural entrepreneurial activity is rather low and the rural areas are rather characterized by high conservatism, there is a huge potential for its development in these areas.

That is why the formation of Romanian entrepreneurs in the rural areas represents a key element in order to create and increase the wealth of rural communities. Business consulting constitutes one of the ways of starting and developing a business in the rural areas.

The aims of our paper are to highlight the importance of business consulting in the formation of Romanian entrepreneurs in the rural areas and to analyze the results of a research regarding the business consulting services required by these entrepreneurs. A set of two hypotheses were tested and validated during our research by using the information provided by a survey based on a questionnaire. The results of our research show that business consulting services are not often required in the rural entrepreneurial activities and the range of these services is rather limited.

Key words: entrepreneurs, potential entrepreneurs, business consulting, rural areas

INTRODUCTION

After the fall of the Berlin Wall significant changes took place in the rural areas of the European Union (EU). The globalization process, the agricultural policy reforms and the trade liberalization have triggered these changes ([1]). Recent approaches to the problems of lagging rural European areas have emphasized the need to develop rural entrepreneurship in the EU ([2], [3]), especially in the countries that possess an important agricultural potential as Romania. In this respect, entrepreneurship has been promoted as a key factor of the rural economic development ([4], [5], [6]).
In the last decades, entrepreneurship has become one of the most important drivers of economic development both in the urban and rural areas of Romania. In spite of the fact that in Romania the rural entrepreneurial activity is rather low and the rural areas are rather characterized by high conservatism ([7]), there is a huge potential for its development in these areas.
That is why the formation of Romanian entrepreneurs in the rural areas represents a key element in order to create and increase the wealth of rural communities. Business consulting constitutes one of the ways of starting and developing a business in the Romanian rural areas.
Starting from the above discussion, some questions can be raised regarding the role of business consulting in the formation of Romanian entrepreneurs in general and of those from rural areas particularly. They are:

- Which is the level of addressing to consulting services within the Romanian entrepreneurs from rural areas?
- Which is the range of consulting services requested by rural area entrepreneurs?
- Which are the consulting needs of the rural area entrepreneurship?
- Is the migration experience within the EU area a favorable factor of developing consulting services for the rural area entrepreneurship?

In order to get answers to these questions there were used a methodological approach based on a sociological survey ([8] Rotaru and Ilut, 2006).

RESEARCH METHODOLOGY

The aim of the present paper is the study of the role of business consulting in developing entrepreneurship in rural areas. The objectives of this study are:

O1. Identify the business consulting needs of the entrepreneurs from rural areas;

O2. Is there any connection between business trips, work, study and tourism within EU countries and the need for consulting services for the entrepreneurs from rural areas?

Taking into account the objectives formulated, the following hypotheses have been formulated:

I1. Which is the need of business consulting services for the rural area entrepreneurs?

I2. The more diverse the experience of migration within EU countries is, the range of consulting services requested is wider?

The study required carrying out a survey based on a questionnaire involving entrepreneurs from four development regions: South-Muntenia, South-West, North-West and West. The volume of research sample have been 339 respondents aged 18 and over.

The sample comprised entrepreneurs interested in financing opportunities from the EU funds and who participated in the conferences of the National Foundation of the Young Managers (NFYM) organized and held in February – April 2011. Those conferences were widely publicized in the local and national media and had the support of a national network of advisors who disseminated the information about the conferences in all the towns and communities of the 4 development regions (South-Muntenia, South-West, North-West, West). The information activitiy were supported byt the Local Public Authorities.

Sampling was at random and probable. Selection of people was done through a statistic method from among the participants at the NFYM Conferences. The sample is representative for entrepreneurs who are interested in the EU financing opportunities for the 4 development regions (South-Muntenia, South-West, North-West, West). Interviews were conducted face-to-face and held in a specially arranged space to enable confidentiality.

RESULTS

The answer to the first hypothesis required in advance the measurement of the level of addressing to consulting services and identifying requested consulting services up until the survey moment. The conclusion on the whole sample is that there is a low level of addressing to consulting services (see Table 1).

Table 1: Level of addressing to business consulting services provided by specialized entities/experts

	Entrepreneurs
Yes	43.1
No	56.9
Total	100.0
No of subjects surveyed	339

A significant element for the business consulting needs of the entrepreneurs from rural areas is that there is a parallelism of the services they turned to and those they intend to turn to (see Table 2). One can notice a shift in the interest of entrepreneurs towards three directions: firstly, access to EU funds, fiscal facilities and investments, secondly, identify new partners, clients and marketing strategies and thirdly, purchase equipment and build production units.

Table 2 – Which is the need of consulting for the business entrepreneurs in rural areas?

Category label	Services addressed(%)	Services that will be addressed (%)
Access structural funds	64.4	64.1
Purchase equipment	21.2	31.1
Fiscal facilities	9.8	24.2
Strategies of increasing sales	9.1	18.8
Project management	15.9	17.2
Invest some amounts of money	6.8	16.4
Identify some partners	5.3	14.8
Start-up new business activities	21.2	14.1

Find new important clients	3	13.3
Build a production unit	2.3	12.5
Implement quality standards	2.3	9.4
Draw up a business plan	10.6	9.4
Marketing or Business promotion	0.8	8.6
E-commerce	1.5	5.5
Hire the best and suitable people	0.8	1.6
What else?	1.5	1.6
Price calculation	0	1.5
Percent of total responses *	176.5	264.1

* The percentage exceeds 100 because the entrepreneurs who were interviewed declared that they turned to services several times.

I2. Starting from the fact that the main requirement of the business consulting specialists is connected to the access to EU funds, we have tried to see to what extent the realities observed by the entrepreneurs from the rural areas in the EU over the last four years have influenced the need for business consulting. The answer showed that 2/3 of the entrepreneurs from rural areas have travelled to EU countries. The most frequent reasons for their trips were business and work (see Table 3). A correlation analysis of the trips to Eu and their need to business consulting tested with „Adjusted residual value" does not show dramatic statistical differences, that is need of consulting and contact with EU economic and social realities.

Table 3 – Relationship between travel to EU for different reasons and addressing consulting services

They addressed consulting services	They travelled to EU countries for different reasons...			
	Tourism (%)	Studies (%)	Work (%)	Business (%)
Yes	42.5	31.8	44.1	47.0
No	57.5	68.2	55.9	53.0
Total	100.0	100.0	100.0	100.0
Calculation base	206	206	206	206

Conclusions

The study tested two hypotheses, one exploratory (I1) and the other explanatory (I2):
I1. Which is the need of business consulting for the entrepreneurs in rural areas?
I2. The more diverse the experience of migration within EU countries is, the range of consulting services requested is wider?
As for the first hypothesis, one can see the low level of addressing to business consulting within the rural area entrepreneurship. The percentage that shows that over 40% of the entrepreneurs wanted consulting services at the start of their business is a clear indicator that the rural entrepreneurship is totally cut off from the information and competences provided by the specialists. 2/3 of the respondents declared that they turned to business consulting and would turn in the future as well. This shows how good the image of such programs have among rural entrepreneurs. It is interesting to note the shift towards information and fiscal facilities services, marketing strategies, project management and investment. Thus we have a relevant indicator regarding the wish for development of the entrepreneurship from rural environment. There is a real need for information to make the entrepreneurial development professional.
The second hypothesis (I2) does not show dramatic statistical differences regarding addressing to business consulting services and migration experience in EU countries. This puts an emphasis on the fact that the Romanian economic environment is connected to the European economic and social environment and the difference between the two mainly lies in the level of economic development.
This research, though limited by its purpose and size of the people surveyed, represents a starting point for studying the relationship between entrepreneurs and specialized business consulting firms. The obtained results can be used as working hypotheses for research on larger samples for all Romania's development regions.

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The Option For Venture Activity of Young People in Economic Crises Conditions

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Abstract

Entrepreneurship relates to ability an individual to turn ideas into action for social and economic purposes precise. Dynamism of the business environment requires a permanent connection to information, but also a great capacity of the transposition of its appropriate in practice. Market entry requires allocation of resources and time, presupposes representations and hope when it's in the game of his career choice.

In this research we strive to we highlight its intention of young people for a business venture under the model family influence of representations about their own entrepreneurial skills and what it would mean success in entrepreneurial crisis conditions socio-economic. Influence by social factors, technological, economic, ecological and political and cultural aspects, the models family and perception of their own, have an important role to play, they bring their own contribution to the members of the family and may affect their career orientation to children. Personal and professional achievement involves put together factors of personality, values and personal family models with the socio-economic demands. Family models have an important contribution in career choice among young people, but we'll analyze this influence in the option for business venture for young people on the Romanian market, recalling that this is one young, just 20 years on the market of the business environment and which is at present under the impact world economic crisis.

Keywords: entrepreneurship, values, family, models, representations, entrepreneurial intentions.

1 Introduction

Entrepreneurship refers to an individual's ability to transform ideas into actions with accurate economic and social purpose."Entrepreneurs are those who find solutions" (Smith, 2009). "The entrepreneur always searches for change, responds to it, and exploit it as an opportunity" (Drucker, 2007) In today's business world, the essence entrepreneurial behavior is identifying opportunities and putting into practice useful ideas. As it results from different theories of entrepreneurship process, it is composed of a series of stages, each of them presuming a certain type of activities and involving complex and even distinct determinations from one phase to another. As a number of empirical but also metatheoretical studies show (Frank & Lueger Korunk, 2002; Rauch & Frese, 2000), the entrepreneur's personality as a determinant of behavior has a different weight from one stage to another in the entrepreneurial process. Preoccupied researchers in studying entrepreneurship in terms of the lead actor: the entrepreneur, start from the following question: why some individuals under similar conditions open their own businesses and others not? The answer that is given by these researchers is that individuals whostart their own business, entrepreneurs, possess a distinct individual aspects. Thus, the initial question of *why some become entrepreneurs* becomes into *who are the entrepreneurs*? Possession of entrepreneurial personality traits does not mean that individual will develop entrepreneurial behavior. Entrepreneurial personality traits, and also skills, necessary financial resources or a business idea is just an entrepreneurial potential. In their relationship with entrepreneurial behavior, personality traits must be considered in a wider configuration of factors to also include the socioeconomic context of this behavior. Another theory that attempts to explain entrepreneurial behavior (intention, decision, success) is social learning theory, with reference to the context in which people learn to use behaviors and risk taking, innovation or activities motivated by ambition, etc. Social learning generates attitudes, skills, competencies, values, traits, needs but also experience of the context in which they can successfully occur. Thus, social learning is one of the

fundamental mechanisms of socialization process. Means of transmission of social learning content are the family, media, work group or friends, institutions and organizations, schools etc. These contents, the consciousness of individuals and masses, are organized in cognitive, motivational, axiological, moral structures, in knowledge, experience,and action capabilities.

2 Economic context

Romania's economic development after 1990 and especially in the past decade has been directly linked to EU accession perspectivess. Since actual accession on the 1st of January 2007, the development was faster and took a much higher speed mainly because of existing opportunities on the Romanian market, but also because of the development gap between this market and Western countries. Although Romania is part of the world economic circuit, some economic developments have been in contradiction with global evolution. Romania has borrowed considerable sums of money from abroad (FMI) (Benassy-Quere, A. & Chevallier, A. 2009) in past years which will have major impacts in the near future and it is very unlikely that the economy can continue to grow in new conditions. In addition, legislative and political instability under economic crieses reduced wages, increased taxes, etc. creates uncertainty and staying in expectation. The present context is now putting pressure on competitors in the economic environment in all its components: social, technological, economic, environmental, political.

3 Entrepreneurial Intention

Before engaging in entrepreneurial behavior, individuals will ask themselves: “can I do it?” and “do I want to do it?” The answers to these questions ultimately determine an individual’s commitment to starting a business. They represent willigness and ability to become an entrepreneur, both of which have been considered important in determining the ‘supply of entrepreneurs’ (Knight, 1921, 1971, pp.282-283)

Following Ajzen (1991), the preference for self-employment depends upon the attitude towards self-employment, the subjective norm (perceived social presure (not) to perform the behavior) and perceived behavioral control (perceived ease or difficulty of performing the behavior.

Another theory that attempts to explain entrepreneurial behavior (intention, decision, success) is social learning theory, with reference to the context in which people learn to use behaviors and risk taking, innovation or activities motivated by ambition, etc. Social learning generates attitudes, skills, competencies, values, traits, needs but also experience of the context in which they can successfully occur. Thus, social learning is one of the fundamental mechanisms of socialization process. Means of transmission of social learning content are the family, media, work group or friends, institutions and organizations, schools etc

Research in social psychology has shown that values may cause behavior (Verplanken & Holland, 2002). Actions become more attractive. People who value stimulation would likely be attracted to a challenging job offer whereas those who value security might find the samen offer threatening and unattractive (Schwartz, 2006). According to Schwartz, values shape the individual’s motivational goals. He proposes a circular structure of values representing the dynamic relationships between values according to principles of compatibility and logical contradiction. Schwartz, et al., (1997) examine meanings of such scale use as an individual difference variable. A first theoretical ground is the assumption that, across the full range of value contents, everyone views values as approximately equally important. Some attribute more importance to one value, others to another. But, on average, values as a whole are of equal importance. This assumption is dependent on the further assumption that the value instrument covers all of the major types of values to which people attribute importance. A second theoretical ground is that values are of interest because they form a system of priorities that guide, influence, and are influenced by thought, feeling and action. Values do not function in isolation from one another but as systems.

This paper aims to identify entrepreneurial intentionality correlated with their values (values as a fundamental principle in life and values as a guiding principle in life) in the current economic context, in a group of master students in the final year of study.

The objectives of the study are:

a. Identification of entrepreneurial intention among youth in economic crisis
b. Identify the main values of potential entrepreneurs

4 Results analysis

The present study is part of a more complex research on the entrepreneurial spirit at this time and has set as its objective identifying the entrepreneurial intention which exists in the master students of the Faculty of Psychology and Economic Faculty from the West University of Timisoara, and Polytechnic University: Master of Business Administration also from Timisoara in period 2011-2012. This first study includes a total of 300 students (224 girls and 76 boys). The used tools were: Schwartz values test and a survey of entrepreneurial intentions (EIQ). The questionnaire about the entrepreneurial intentions has been designed in subchapters with questions referring to: the entrepreneurial activity, the perception of a society based on the entrepreneurial values, self-assessment of the entrepreneurial skills, knowledge/concepts in terms of entrepreneurship and entrepreneurs, entrepreneurial objectives, the family background.

We propose the following hypotheses:

H1 Women have a lower preference for self-employment than man

Independent variable: gender

Dependent variable: entrepreneurial intentions

H2 Master students' Politechnic have high entrepreneurial intentions than Psychology or Economic Faculty

Independent variable: faculty

Dependent variable: entrepreneurial intentions

H3 Occupation of parents influence the choice entrepreneurial activity

Independent variable: occupation of parents

Dependent variable: entrepreneurial intentions

H4 Individual values orientation influences entrepreneurial activity

Independent variable: individual values

Dependent variable: entrepreneurial intentions

The statistical processing techniques were applied Pearson correlation, t test for independent samples and graphical representation of frequency

Significant correlation coefficients are between the questionnaire on entrepreneurial intentions and , highlighted the following aspects:

63.39% girls and 64.47% give an neutral answer for employee status, that means they have not chosen yet a career and they expect market demand =B1 group (Fig 1 & Fig. 2)

66% girls and 68.4% boys chosen entrepreneurial option =B2 group (Fig. 1 & Fig. 2)

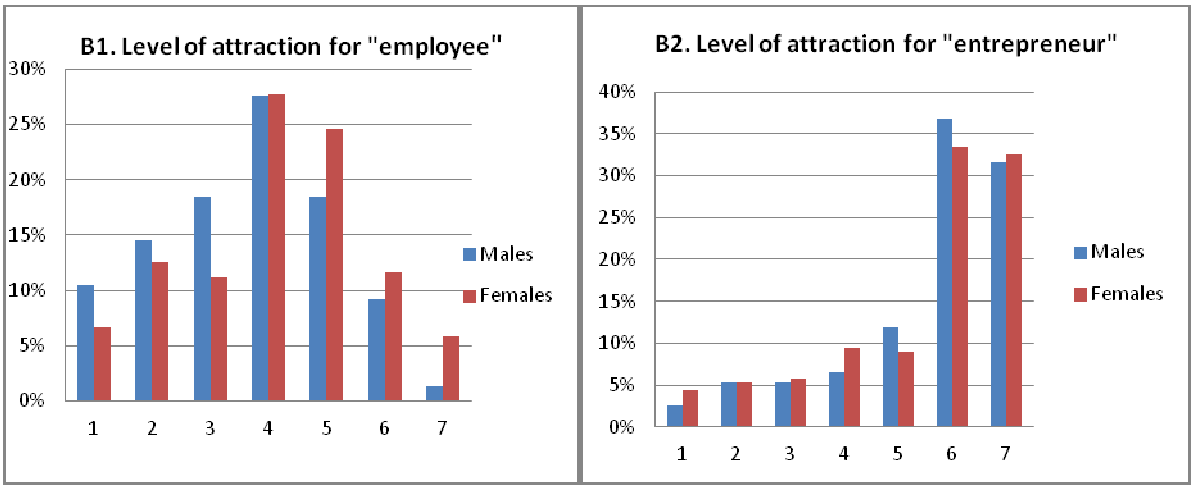


Fig. 1 **Level of attraction for employee/entrepreneur males/femals**

H1: Women have a lower preference for self-employment than man – confirmed, but no major differences

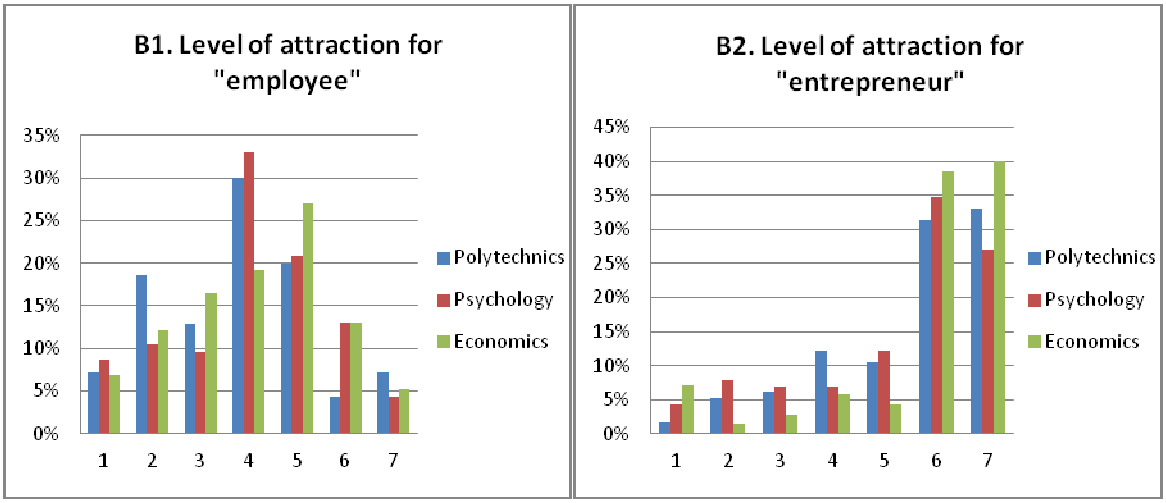


Fig. 2 **Level of attraction for employee/entrepreneur / Faculty**

H2 Master students' Politechnic have high entrepreneurial intentions than Psychology or Economic Faculty – rule out. Economic's master have high entrepreneurial intentions than others.

B1's group (employee) opinion it is opposite to B2 group (entrepreneur's options).

B2 (entrepreneur's options) opinion are:

They feel more self-confident, have so a greater willingness to take risks, are willing to make efforts to have their own business and believes that they have practical details of how you might implement their business

As strategies that would opt to expand their business would choose: increase their business in terms of personnel, property, export a significant portion of production, regularly introducing new services and products, development of research and extension projects.

Subjects know other entrepreneurs with whom they are friends and which they view as "good entrepreneurs". There is a tendency of giving a lower ratings to entrepreneurs seen just as employers

Sources of assistance for entrepreneurs (private associations, Chamber of Commerce and Industry, business consulting firms, etc.) are almost unknown only to the B2 group

They all agree to start a business if they have opportunity and resources, and believes that these conditions would be successful

They appreciate that a career as an entrepreneur leads to more benefits than disadvantages

There is an inclination to believe that entrepreneurs take advantage of other people

They appreciate themselves at a higher level in terms of recognizing opportunities, problem solving skills, leadership and communication skills, develop new products and services, relationship skills and establishing professional contacts,

Their family, friends and colleagues appreciate more than another activities entreprenorial activity, and they feel supported by them if they will start a business

They appreciate their country's culture as favorable entrepreneurial activity

Most subjects' parents (52%) are employed in public or private sector, under 10% work in their own company (Fig. 3) and had a secondary education (Fig. 4)

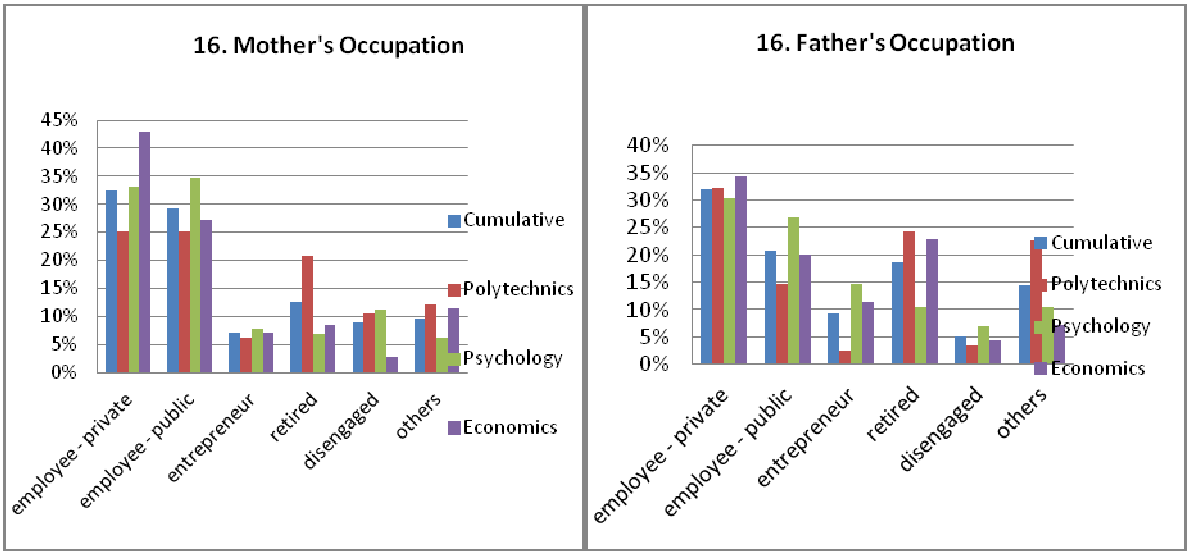


Fig. 3 Parents occupation

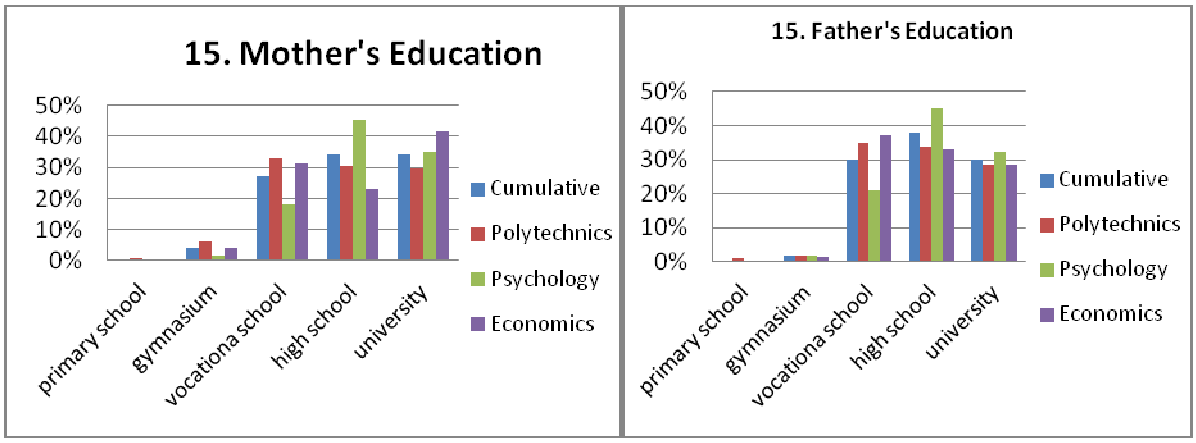


Fig. 4 Parents education

H3 Occupation of parents influence the choice entrepreneurial activity – mainly reflect short period (20 years) after the Romania entry on business market.

From the perspective of **values**, B2 group resulted following aspects:

Values as a fundamental principle in life were identified as follows: social recognition, sense of belonging, wealth, social power, family security and authority.

Values as a guiding principle in life, they are: influential, ambitious, reputation for maintaining public image, success.

B1 group resulted following aspects:

Values as a fundamental principle in life were identified social order, and values as a guiding principle in life: regard for parents and responsible, trustworthy

H4 Individual values orientation influences entrepreneurial activity - confirmed

4 Conclusion

Looking back over the past 20 years, after Romania endured 40 years of totalitarian society, major changes have occurred in the economic environment at intervals of five years, These changes have required adaptability and maximum flexibility of small entrepreneurs to a total unknown and unstable legislative market. Young people today are children born in the fall of communism in Romania, whose parents had more or less courage to start a business, but have grown up in this changing environment. Given that role models are increasingly seen as important for determining career choice and outcomes, but under economic crises, yongest prefer rest more in expectation.

Educational institutes around the globe more and more involve "icon" entrepreneurs in their educational programs to motivate , inspire and support entrepreneurship among pupils and students. There is still little knowledge of what determines the use of specific entrepreneurial role models, values and environment for entrepreneurial intentions.

Our empirical study based on sample 300 final year students can be a step to fill this research gap. Few characteristics of futures entrepreneurs are: they feel more self-confident, have so a greater willingness to take risks, they appreciate themselves at a higher level in terms of recognizing opportunities, problem solving skills, leadership and communication skills, develop new products and services, relationship skills and establishing professional contacts, they need social recognition, sense of belonging, wealth, social power, family security and authority and they have values as a guiding principle in life: influential, ambitious, reputation for maintaining public image and success.

Acknowledgment

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The Social-Economic Perspective of the Entrepreneurship – Comparative Theoretical Approach at National and European Level

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Abstract

In order to build a strong economy, the European Union aims at creating the required conditions for the development of innovative practices leading to the establishment and growth of the SMEs, as well as strengthening the entrepreneurial spirit, given that they are important factors of economic and social growth.
This paper aims at presenting the results of a comparative theoretical approach taken at national and European level regarding the focus on social policies, and the development and support of the entrepreneurial spirit. The comparative approach is based on the content's analysis of the main strategic documents which outline the domain specific policies and strategies, at national and European level.
Within the compared theoretical approach, we have analyzed the ways to encourage and facilitate the establishment of new enterprises, the means of determining a business environment in which each company should have actual access to markets for products and services, as well as the difficulties/ problems that occur in the development of these new enterprises on the business market.
In this paper, we shall also present and analyze a set of ten principles meant to guide the design and implementation of public policies in the field (in favour of SMEs), at the level of both the EU and the member states.

Keywords: education, entrepreneur, social-cultural profile

The European Union encourages each Member State in the direction of the development of their social policies based on clear objectives the corollary of which is ensuring the collective welfare and a better quality of life and comfort of the citizens.
In order to build a strong economy, the European Union aims to create the necessary conditions for the development of innovative practices that lead to the creation and development of SMEs as well as strengthening the entrepreneurship spirit, these being important factors of economic and social growth. In this respect, the European Union policy related to enterprises aim at the entire business environment and its priorities: encouraging and facilitating start-ups, establishing a business environment where every company should have effective access to markets for products and services, both in Europe and beyond.
It is well known that the role of SMEs in the European economy has been repeatedly acknowledged at the highest political level. That is why in 2008, the European Commission took the initiative to launch the document "Small Business Act for Europe" (SBAE), which traces the evolution of the new framework for the development of SMEs in the European Union in the context of the globalized economy of the XXI century.
In essence, the "Small Business Act" aims at improving the overall policy approach to entrepreneurship, to irreversibly anchor the "Think Small First" principle in policy making from regulation to public service, and promote the growth of SMEs sites helping them tackle the remaining problems which hamper their development. [1]

[1] Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, 'Think Small First ": A Priority for SMEs" Small Business Act "for Europe, Brussels, 25.6.2008, COM (2008) 394 final.

[2] Ibid.

This initiative, in favour of SMEs, promotes a set of *10 principles meant to guide the design and implementation of public policies in this field, both at the EU and Member State level.*
Below is a summary of the 10 principles[2]:

- To create an environment in which entrepreneurs and family businesses can thrive and entrepreneurship is rewarded, where particular attention is paid to future entrepreneurs, encouraging, particularly, the entrepreneurial spirit and talent, particularly among young people and women.
- To ensure that honest entrepreneurs who have faced bankruptcy, could quickly get a second chance.
- To develop rules according to the "Think Small First" principle, taking into account the characteristics of SMEs when designing legislation, and simplify the existing regulatory framework.
- To ensure that public administrations are responsive to the SME needs and makes their lives possible, especially encouraging the recourse to the online administrative services and to the solutions such as the "single window".
- To adapt public policy tools to the SME needs. They should use the Code of Good Practices to provide guidance to contracting authorities on how to enforce the EC public procurement framework in a way to facilitate the SME participation in such purchases.
- To facilitate the SMEs' access to finance, particularly venture capital, microcredit.
- To encourage SMEs to benefit more from the opportunities offered by the Single Market, particularly improving the governance of the Single Market.
- To promote the upgrading of skills in SMEs and all forms of innovation. They should encourage investment by SMEs in research and the participation in programs to support research and development.
- To enable SMEs to turn environmental challenges into opportunities. They should provide more information, expertise and financial incentives for full exploitation of the opportunities offered by new "green" markets and greater energy efficiency, in part by implementing environmental management systems in SMEs.
- To encourage SMEs to benefit from the growth of markets outside the EU, in particular through market-specific support and business training activities.

Being in line with EU standards, social policy in Romania is considering recommendations on encouraging entrepreneurship such as the harmonization of legislation, social dialogue, equal treatment for men and women, employment, social security, public health, health and safety at employment.
Romania is part of the efforts to encourage entrepreneurship, the proof of this being elaborating *The government strategy for improving and developing the business environment in Romania*.
Taking into account the world socio-economic framework, conforming to the policies pursued by the European Commission in the context of the Europe 2020 Strategy and in accordance with the provisions of the "*Small Business Act*" *The Government Strategy for SME development* within the next period, continues the strategic framework developed for the period 2004 - 2008, updating and adapting Romania's public policy priorities in the field of SMEs to new developments in Europe.
On the other hand, if we consider the current socioeconomic context in which the crisis is significant and with an impact on the economy, there is still an argument that justifies focusing social policies on developing and supporting entrepreneurship, only thus facilitating the creation of new jobs and thus stimulating the real economy.
The current context of the particular economic situation - the negative effects of the economic crisis were clearly reflected on the Romanian business environment, have led to taking the appropriate measures to capitalize on current opportunities Romania's economic development and to stimulate business.
The entrepreneurial activity in Romania has been the subject of important studies carried out in recent years. To better delineate the profile of entrepreneurial activity in Romania I consider it welcomed to present the conclusions of some of these studies.
[2]Centre for Entrepreneurship & Business Research (CEBR) is one of the institutions carrying out studies and research in areas of interest such as entrepreneurship and business. In 2007, the CEBR has achieved their *First report of entrepreneurial activity in Romania*. The findings of this report are significant for the meaning of entrepreneurial activity in Romania, so we consider it necessary to present a synthesis[2] of the results of this study.

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[2]CEBR, *Report on entrepreneurial activities in Romania*, CEBR Working Paper Series, 01-2007, May, 2007.

The results of this first report indicating:

- *women are strongly involved* in entrepreneurial activities before the start of business (at the rate of 9.58%), while men have a somewhat higher percentage in developing business in recent years (16.75%).
- *The average age* of those involved in entrepreneurial activities is between 33 and 35 years old. It is noted that people aged between 36 and 50 years old are involved in a greater entrepreneurial activities before the start of business (9.40%) for those who have recently become entrepreneurs, the highest proportion is found in people aged between 26 and 40 years old (18.14%).
- an important role *in fostering / developing entrepreneurship plays in the family entrepreneur presence of one or more enterprising people* - this increases entrepreneurial activities. An account of 38.6% of those active in business start earlier and report the presence of the business in their family, the example most often given being the father (22.81%). For those who have recently become entrepreneurs, 20.69% of the respondents have an entrepreneur in the family and people involved in entrepreneurial activities start business history, the father is being most often given as an example (15.09%).
- on the motivations for engaging in entrepreneurial activities, the obtained results indicate that individuals in the sample are motivated by the various aspects of life to become entrepreneurs - people perceive entrepreneurship as more of an opportunity to take advantage of business opportunities to improve the quality of their life.

In essence, the study findings reveal the importance of identifying primarily the economic factors, the socio-cultural factors that stimulate individuals to become entrepreneurs before applying legal measures to promote entrepreneurship. On the other hand, the study is an important source for those responsible for creating policies.

Another relevant study conducted by CEBR in 2009 focused on specific aspects of female entrepreneurship. It included a sample of 626 subjects of which 378 (60%) are men and 248 (40%) women. The results of the study show the following:

a) in terms of *the demographic profile* we found that:
- The potential business woman has an average age of 35 years old, with a work experience of about 8 years, and 62% have education / training in management and business administration.
- Young women business owners (within 2 years) have an average age of 34 years old and 51% of them have university training in management.
- Women business owners operating on the market for more than two years have an average age of 37 years old with work experience of about 11 years, and higher education (78%) and management training (57%).

b) in terms of *the socio-cultural profile* – we find that in Romania *the social status associated to entrepreneurs is a factor positively influencing the decision to become an entrepreneur.* Also, *the existence of positive business models* is a factor that stimulates entrepreneurship.
The conclusions of the study show that *more women than men have entrepreneurial examples in their entourage*: 49% of potential women entrepreneurs versus 37% of men in this group or new entrepreneurs 66% of the women and 51% of the men in this group. Unlike women, more men (30%) than women (27%) have models / entrepreneurial examples in their families, and most of them are male models (both in the case of women and men).

c) *the motivation of entrepreneurship*:
- *In the case of women*, the main reasons in hierarchical order are:

1. the opportunity to improve their quality of life
2. the opportunity to earn money
3. The ability to reach personal achievement.

- For men, *the main entrepreneurial reason* is:

1. the opportunity to earn money
2. the opportunity to improve their quality of life
3. the ability to achieve oneself personally.

d) regarding *the business profile*, it is obvious that there is a difference in average of 2 years from companies owned by women and those owned by men, the women being "younger". Both women and men use *their own savings as the main source of their financing*. *Bank loans have a lower level of importance* and *very few entrepreneurs turn to public assistance for this purpose*. In 47% of the companies founded by women, they are the sole proprietor, in 79% of the cases the women are those that deal with their business management.

The economic - financial crisis has significantly affected the activity of the business sector in Romania, and specialists say the best solutions for the crisis are the following:

- promoting investments for the new business development;
- promoting investments in education as support to stimulate entrepreneurship (both in training programs at all levels and in supporting research and development, innovation, harnessing scientific knowledge and new technologies);
- the business development while promoting public-private partnership - a strategy that can provide competitive advantages in the medium and long term, a positive impact on both production and trade.

Conclusion

Studies in this field show that there is a positive correlation between entrepreneurship and economic growth. The economic growth requires the creation of more and better jobs, while entrepreneurship is a key factor in this regard. Meanwhile, experts in the field believe that stimulating the capacity of an economy to grow and compete successfully certainly depends on business dynamics management, implicitly on the existence of an optimal number of firms.

It was found that many social systems are under increasing pressure because of the decrease in the number of employed people, which resulted in socio-economic policies that focus on improving this problem. In this sense, entrepreneurship can enhance social cohesion for the less developed regions, the employment of unemployed or disadvantaged. The proof lies in the countries that have high rates of entrepreneurship, these also recording lower rates of unemployment. Also, entrepreneurship can help build an important resource that seems insufficiently exploited, namely the development of the entrepreneurial potential of women.

The strategic documents issued in Europe, starting with the Lisbon strategy, continuing with the partnership for growth and jobs, or Entrepreneurship Action Plan highlight the growing interest of the EU and Member States to promote and develop entrepreneurship. It is recognized that real growth cannot be sustained only by the existence of as many new companies as possible, of several developing SMEs, of more entrepreneurs to help develop innovation.

Like other countries, Romania must invest in SME development and promotion of entrepreneurial culture to create the framework for the emergence of new business. On the other hand, to meet the demands and opportunities of the Single Market Development, Romania's economic growth must be based on economic activities that are capable of generating added value.

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Improving Entrepreneurship Success and Profitability by Using Corporate Ways of Doing Business

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Abstract
The path of people careers is changed in many ways nowadays, comparing with the last century. The people could be engaged in self-employment for various periods of time during their working life. Participating in a new business creation could alternate with working for corporations on various positions. These new entrepreneurs having a corporate background are very likely to develop a new business initiative based on their expertise as employees. Having this in view, this paper aims to focus its scope towards understanding the impact of the people career background in having success in entrepreneurship. A set of two hypotheses were tested and validated during our research among a number of entrepreneurs, using the information provided by a survey based on a questionnaire. The research revealed new aspects with regard to the using of usually corporate ways of assessing financial and operational issues, within entrepreneurship initiatives, in order to increase their efficiency and profit.

Keywords: entrepreneurship, employee experience, management tools, Balance Scorecard

1. Introduction
Entrepreneurs are among the most celebrated people in our culture. Celebrity entrepreneurs such as Steve Jobs, Bill Gates and Mark Zuckerberg are often on the covers of prominent publications and become well-known by the public (Zacharakis, 2008). These company founders and innovators fuel economic growth and give the nation its competitive edge. On the other side, extensive reports released by the administrations and academic researches revealed that small firms had a high percentage of contributions to a nation employment and wealth. However, very little is known today how the professional backgrounds and life histories of the founders of businesses are influencing the path of success of all these new companies. Several founders have been asked more detailed questions about their backgrounds, motivations, and experiences in launching companies. While this research cannot be generalized to the entire behaviour of entrepreneurs, it is meant to show how the career backgrounds of entrepreneurs could be helpful in their new enterprise. Here are some of the key findings. Detailed statistics and charts are available in extended paper.

2. Materials and Methods
Giving a definition to entrepreneurs and entrepreneurship is not an easy task. Entrepreneurship is often identified with the creation of new business ventures or with self-employed individuals. Entrepreneurship, however, is a much broader phenomenon. Whether starting a new business, individuals are always on the alert to the possibility of changes that may improve their life, even if in very small ways. All individuals are potential innovators seeking new and better ways to do things. Thus, entrepreneurship is a characteristic of human behaviour consisting in the identification of new end-means frameworks (Minniti and Koppl, 2003). Schumpeter (1911; 1939) has a well-known concept of the entrepreneur as innovator. Schumpeter's entrepreneur introduces "new combinations" – new products, production methods, markets, sources of supply, or industrial combinations – shaking the economy out of its previous equilibrium through a process Schumpeter termed "creative destruction". Perhaps Kirzner (1997) best described the market impact of Schumpeter's entrepreneur when he wrote: "…for Schumpeter the essence of entrepreneurship is the ability to break away from routine, to destroy existing structures, to move the system away from the even, circular flow of equilibrium" (1973). Baumol also stated that, "the first order of business…is to induce the appearance of increased supplies of entrepreneurial skills" (Baumol, 1968). My idea of entrepreneurship includes everyone who starts a new business. The entrepreneur is the person who perceives an opportunity and creates an organization to pursue it. And the entrepreneurial

process includes all the functions, activities, and actions associated with perceiving opportunities and creating organizations to pursue them (Bygrave and Zacharakis, 2011).
Despite all stereotypes promoted by the mass-media, it seems that, according to the studies "The Anatomy of an Entrepreneur. Family Background and Motivation" and "Making a Successful Entrepreneur" (Wadhwa et al., 2009a and Wadhwa et al., 2009b), the company founders tend to be middle-aged and well-educated. These entrepreneurs tend to come from middle-class or upper-lower-class backgrounds, were better educated and more entrepreneurial than their parents. Their motivations for becoming entrepreneurs are, among others: building wealth, owning a company, start-up culture, and capitalizing on a business idea. At the same time, there are other reasons for starting the own company: the wish for an independent life, the motivation of achievement, propensity for risk taking, desire for feedback on decisions and actions, desire to plan the own movements (Tantau, 2011, and Online Guide For Starting A Business, within the CREBUS Project, 2012). Most had significant industry experience when starting their companies. According to the same research, the majority of respondents had worked as employees at other companies for more than six years before launching their own companies. The highest percentage of entrepreneurs launched their companies after working as employees for other companies for between one and ten years. However, significant percentages of respondents started their first companies after working for someone else (Wadhwa et al., 2009a). In other words, while entrepreneurs do tend to launch companies early in their careers on average, significant portions (47.9%) wait until much later in their careers, after passing ten-plus years in the workforce before launching a company. A similar theory is presented by Tervo (2011). This described self-employment in later life as a form of partial retirement or a career option.
Another approach we are going to bring into attention is this related to the reasons for which entrepreneurial initiatives fail. As described by Pasanen (2005), in many cases, the root cause of failure can be traced to problems in management and to the lack of strategic management in particular of the new small companies. It has often been argued that a firm failed because it had run out of money, whereas the root cause may be poor or ineffective management, or not paying attention to strategic issues, for example. A firm failure could be due to the lack of a business plan. Lack of planning and especially strategic planning is associated to failed companies (Boyle and Desai, 1991).
In my opinion, the people who have enough professional experience are more likely to leave the employee status and to establish their own company. We are imagining well-trained persons between 30-40 years, having most likely a middle-management position in a large company or a corporation. The entrepreneurs who have chosen this alternative are engaged in professional services, having small business, started before the crisis, aiming to have an independent life. Most of these entrepreneurs activate in consulting, marketing, branding, financial services, audit, accounting, sales and project management. Most of these companies have been launched after a thorough analysis of the market. Top managers launching their own companies after working for international companies tend to be more successful in their new career then inexperienced entrepreneurs. The former top managers enter business just due to their previous experience (both theoretical and practical), which could justify their success. If there is negative aspect they mention in their new life, there is the lack of social exposure and the "glamour" offered by an international company.
A very important thing that should be underlined is the fact that these new entrepreneurs will bring in their company their working stile acquired at the previous workplace. They will develop their company according to the model they learned at the previous workplace.
It is well-known that the entrepreneurship is one of the most important drivers of economic development in the world. This is the reason why the formation of Romanian entrepreneurs represents a key element in order to create a strong economy and to cope with the economic crisis. Starting from the above discussion, some questions can be raised regarding the role of previous employee experience in the formation of Romanian entrepreneurs. They are:

- Which is the level of previous employee experience among the Romanian entrepreneurs?
- Which is the range of management tools requested to the entrepreneurs?
- Which are the management needs of the entrepreneurship?

In order to get answers to these questions there were used a methodological approach based on a survey.

3. Research methodology

The aim of this paper is to investigate the role of using previous employee experience and management tools in developing entrepreneurship. The objectives of this study are:

O1. Identify the management tools used by the entrepreneurs;

O2. Is there any connection between their previous careers experience and working for a larger organization and the use of modern management tools for the entrepreneurs?

Consequently, the following hypotheses have been formulated:

I1. Which is the need of business and management tools for the entrepreneurs?

I2. The more diverse the previous working experience, the range of business and management tools known and used is wider?

The study required carrying out a survey based on a questionnaire involving entrepreneurs. The sample comprised entrepreneurs who participated in the conferences of the Cloud Computing, organized and held in June 2012, by International Data Group (IDG), a well-known local IT media group. Those conferences were widely advertised in the specific media and disseminated the information about new IT technologies and progress. Sampling was at random and probable. Selection of people was done through a statistic method from among the participants at the Conferences. Interviews were conducted both face-to-face and by email. The main activity domains of the respondents are: IT (Information Technology), consulting, and accounting.

The interviews started in June 2012 and the results were analysed in July and August 2012. Overall, the survey has 23 questions addressed to 12 entrepreneurs and covers questions about their university studies, work and learning habits, attitudes, and job experiences. Included questions provided information about family background and schooling. Information about demographic variables, such as age or gender, is also available.

The questions aimed to determine the perceptions and the easiness of using controlling instruments, such as: preparing plans, budgets and forecasts, preparing the Balanced Scorecard, as well as other subjects concerning the organizational performance management. The discussions included the use of Key Performance Indicators at the individual and organizational level. These interviews aimed the exploration of their opinions concerning the level of understanding and using of Balance Scorecard (BSC) in their own company, after using and implementing as employees. It was observed the way they used BSC in correlation with Key Performance Indicators (KPIs), strategy map and the mission and the vision of the company.

4. Results

The study tested two hypotheses:

I1. Which is the need of business and management tools for the entrepreneurs?

I2. The more diverse the previous working experience, the range of business and management tools known and used is wider?

It was noticed that previous experience as employee, especially top and middle management, has a strong positive effect on the probability of successfully self-employment transitions. Deep knowledge of management tools, such as budgeting, financial analysis, BSC, have a strong positive effect on the entrepreneur success. Higher education increases the probability of entering self-employment at older ages.

As for the first hypothesis, one can see the low level of addressing business and management tools at the beginning of entrepreneurship activity. After developing the company, the need for business and management tools increased in all cases. The percentage that shows that over 60% of the entrepreneurs intended to use management and controlling tools in their business is a good indicator that the entrepreneurs are totally aware of the information and decision support offered by such tools. 2/3 of the respondents declared that they turned to business and management tools and would improve this side turn in the future as well. It is interesting to note the shift towards using information and IT facilities (especially SAAS – Software as a Service) in financial analysis, marketing strategies, project management and investment, while the company is increasing the size. Following the interviews, it has been noticed the effect of corporate background. Most of them use Microsoft Office in order to generate the reports and analysis, an easy technological alternative without additional costs, having a reasonable cost/benefit ratio. There is a real need for business and management tools to make the entrepreneurial development professional.

The second hypothesis (I2) shows relevant statistical differences regarding addressing to business and management tools depending on their previous working in other companies. The entrepreneurs with previous working experience indicated in a larger way that using BSC is beneficial and implies other aspects also, such as: performances, strategy, align communication, resource allocation, decision-making processes and competitiveness. Thus, the results revealed that only a third part of the respondents indicated that in their company the strategic objectives are clearly described and communicated, and only a quarter think that they have a structured approach towards identifying and implementing improvements initiatives. Among other tools used by entrepreneurs, beside BSC, it is to be mentioned the followings: ABC (Activity based costing); Controlling; Evaluation 360; Strategy Map; ISO. Similar tools mentioned were: Key Performance Indicators (KPIs), Management by Objectives (MBO), Lean / Six Sigma, Dashboards and Benchmarking.

5. Conclusions

These results clearly indicate that the respondents are familiarized with a large range of management and controlling tools. More than that, they are aware about the connections between the performance management, quality management, financial and human resources management. This puts an emphasis on the fact that the Romanian entrepreneurs in IT and consulting business are connected to the management good practice. This research, though limited by its purpose and size of the people surveyed, represents a starting point for studying the relationship between entrepreneurs' success and their previous career background. The obtained results can be used as working hypotheses for research on larger samples for many industries and Romania's regions.

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Study concerning the Business Intelligence and Decision Support Systems Adoption by Romanian Start-ups

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Summary: Extensive reports released by the administrations and academic researches revealed that small firms had a high percentage of contributions to a nation employment and wealth. In this respect, this paper aims to underline the new generation of Decision Support Systems and techniques and how to use them to make better business decisions in managing enterprise resources and improve customer relationships. A set of two hypotheses were tested and validated during our research among a number of entrepreneurs, using the information provided by a survey based on a questionnaire. The research revealed new aspects with regard to identifying how decision support systems tools were implemented by these start-ups and which is the main business impact.

Key words: business intelligence, database, decision making, warehouse

1. Introduction

The world of technology is not a new one, but nowadays, technology and entrepreneurship are more related than ever. Today we think of technology as being about electronics (computers, software, web applications), and it is also for entrepreneurs, in whatever forms, a powerful mean to achieving success.
The dynamics of the economic field and the modern information explosion are the main reasons that lead to the necessity of using different types of information systems that assist the decision maker. Despite the limits imposed by the computer's impossibility to perfectly duplicate the human reasoning, the information systems that assist decision making and the business intelligence components are considered nowadays compulsory instruments of the modern manager. Most of the daily decision procedures, the information required by the decision making process together with the information search and retrieval techniques are taken over by these systems. Several founders have been asked more detailed questions about using this type of technology in their companies. While this research cannot be generalized to the entire behaviour of entrepreneurs, it is meant to show how the information technology could be helpful in their new enterprise. Here are some of the key findings. Detailed statistics and charts are available in extended paper.

2. Materials and Methods

Giving a definition to entrepreneurship is not an easy task. Entrepreneurship is often identified with the creation of new business ventures or with self-employed individuals. Whether starting a new business, individuals are always on the alert to the possibility of changes that may improve their life, even if in very small ways. All individuals are potential innovators seeking new and better ways to do things. Thus, entrepreneurship is a characteristic of human behaviour consisting in the identification of new end-means frameworks (Minniti, Koppl, 2003).
Schumpeter (1911; 1939) has a well-known concept of the entrepreneur as innovator. Schumpeter's entrepreneur introduces "new combinations" – new products, production methods, markets, sources of supply, or industrial combinations – shaking the economy out of its previous equilibrium through a process Schumpeter termed "creative destruction". Perhaps

Kirzner best described the market impact of Schumpeter's entrepreneur when he wrote: "…for Schumpeter the essence of entrepreneurship is the ability to break away from routine, to destroy existing structures, to move the system away from the even, circular flow of equilibrium" (1973).

It seems that both entrepreneurs and information technology are from the start associated with innovation and changes. One could suppose, therefore, that entrepreneurs should be very open minded with concern to adoption of information technology. The entrepreneur is the person who perceives an opportunity and creates an organization to pursue it. And the entrepreneurial process includes all the functions, activities, and actions associated with perceiving opportunities and creating organizations to pursue them. (Bygrave, Zacharakis, 2011) According to the study "The Anatomy of an Entrepreneur" (2009), the company founders tend to have significant industry experience when starting their companies. According to the same research, the majority of respondents had worked as employees at other companies for more than six years before launching their own companies. Significant percentages of respondents started their first companies after working for someone else. In other words, they are familiar with and used different technologies, including Decision Support Systems (DSS) and business intelligence solutions before launching their own company.

An interesting approach we are going to bring into attention is this related to the reasons for which entrepreneurial initiatives fail. As described by Pasanen (2005), in many cases, the root cause of failure can be traced to problems in management and to the lack of strategic management in particular of the new small companies. It has often been argued that a firm failed because it had run out of money, whereas the root cause may be poor or ineffective management, or not paying attention to strategic issues, for example. Lack of planning and especially strategic planning, lack of taking decisions based on right information is associated to failed companies (Boyle, Desai, 1991).

Jim Collins (2001) described the technology as an accelerator of success. In other words, technology can accelerate both good and bad ideas, and it can accelerate these ideas towards success or failure of a company. Whether entrepreneurs put good ideas (ideas that are strategic and aligned with their core principles) or bad ideas (random acts of improvement) into the technological accelerator will determine whether or not those entrepreneurs speed towards success or failure. Successful entrepreneurs are those who have a clear concept of what they are trying to accomplish and leverage the technology in order to help them achieve their goals more quickly. In order to ascertain which technology will align with their goals, entrepreneurs must have a very open and inquisitive bias towards technology.

In this context described above, the Decision Support Systems (DSS) and business intelligence solutions should receive a new approach while associating them with entrepreneurial activities and start-ups in various industries.

Business Intelligence is a broad category of applications and technologies for gathering, providing access to, and analysing data for the purpose of helping enterprise users make better business decisions. The term implies having a comprehensive knowledge of all of the factors that affect the business. It is imperative that the start-ups have knowledge about factors such as the customers, competitors, business partners, economic environment, and internal operations to make effective and good quality business decisions.

The Decision Support Systems (DSS) and business intelligence solutions are based on an assembly of components, technologies, server solutions, as well as on different instruments of informatics system projection and development. Another important thing that we want to emphasize is the exposure to Web and Internet of all the applications that are parts of the entire system. All the programs included in the DSS solution are Web-enabled, and this feature allows an easy and uniform access to information resources. The Web-oriented

characteristic of the informatics system was applied, as a response to contemporary business needs:

- Decentralized access to information from Intranet or through Internet access;
- Mobility and uniform access to resources.

These new features are enhanced also by the fact that many of these solutions are open source and are available even for free on web or within communities. That makes them suitable even for small start-ups which could not afford large technology investments.

The category of information systems that assist in the decision making process can be defined as business intelligence. This term refers to the assembly of informatics instruments that bring added „intelligence" to the business process. The integration of traditional operational applications, with a wide range of data analysis programs or the expert systems ensures an efficient support to the assistance of decision maker.

With regards to the decision making process based on the business intelligence solutions; we can identify the following main stages:

- Analysis – The selection of useful information (in accordance with the business model) from a large number of data and the identification of the performance indicators. Business intelligence means to offer information to all involved, so that each person in charge is able to make his own set of analysis and to watch the evolution of the performance indicators in a specific area of interest.
- Action – The decision process is based on all the studies pieces of information. These decisions are based on the projection of future effects of a certain action (for e.g. increased product sales after a promotional campaign). Again, the human component plays an important role: it is able to judge which action can lead to the desired result. Business Intelligence assists the decision maker with the simulation of different results (What If analysis);
- Measuring results– In this final stage we can see if the decisions were correct or, when the results are different from the ones that we expected, this stage can show us where we need to act, to improve the results.

The Decision Support Systems presents two main levels that ensure the entire functioning of the informatics system:

a) The infrastructure level – includes server-type components that will become the base for the developed application layer (document server, data base server and Web server)

b) The application level – includes applications that exploit the data sources and analyse them.

The architecture of such application assumes three basic components:

a. Database – the key element of the analysis. These elements present a relational structure and client-server architecture; in most of the cases they are the result of the integration of an ERP/CRM system in the enterprise. The systems in this category are transaction-oriented, with limited analysis possibilities, as a consequence of the functional architecture of the system. Relational systems cannot carry on an efficient analysis process, and we can say that they must be transformed in a proper model, that is also able to answer the needs. And we must also add that operational systems cannot access the available information from more internal or external sources of the enterprise;

b. Data transformation and the activation of data storage– Considering the deficiencies of the operational systems, a process for data transformation is mandatory, for the best analysis development. The assumed and transformed data are saved in a data deposit box that can contain relational or multi-dimensional data. We can consider the data deposit box as an aggregation of all information from the initial data sources. Both multi-dimensional analysis cubes, and specific subsets for data marts can be generated based on the information stored in the deposit box;

c. The users will be connected through the web browser and will choose certain data subsets that will be locally analysed. They will also be able to create and develop certain enquiries to obtain the wanted reports.

3. Research methodology

The aim of this paper is to investigate the role of using business intelligence tools in decision making process. The objectives of this study are:
O1. Identify the business intelligence tools used by the entrepreneurs;
O2. Did business intelligence solution improve substantially decision making process in these start-ups?
The study required carrying out a survey based on a questionnaire involving entrepreneurs. The sample comprised entrepreneurs who participated in the conferences of the LOAD conference, organized and held in April 2012, by ITChannel, a local IT media group. That conference was widely advertised in the specific media and disseminated the information about new IT technologies and progress. Sampling was at random and probable. Selection of people was done through a statistic method from among the participants at the Conferences. Interviews were conducted both face-to-face and by email. The main activity domains of the respondents are: manufacturing, consulting, and accounting.
The interviews started in April 2012 and the results were analysed in August 2012. Overall, the survey has 15 questions addressed to 13 entrepreneurs and covers questions about their university studies, ERP tools integrated, Decision Support Systems and Business Intelligence tools. All entrepreneurs involved have started their own company for more than a year. The questions aimed to determine the perceptions and the easiness of using business intelligence tools, such as: analytics tools, preparing the Balanced Scorecard, Key Performance Indicators.

4. Results

Only 30% of our respondents decided to implement Business Intelligence or other Decision Support Systems. We could consider that the adoption ratio for such Decision Support Systems is rather low. The main reason revealed by the questionnaire is that inexperienced entrepreneurs focus only on operational side of the business and put the decision and strategic issues on a second level.
About 80% of the entrepreneurs have implemented transactional systems (databases, ERP/ CRM solutions, Professional Services Automation solutions for consulting companies) and have a good level of integration within their organisations. More than 70% of the respondents admit that they are using information and IT facilities as SAAS (Software as a Service) in financial analysis, marketing strategies, project management and investment, while the company is increasing the size. Following the interviews, it has been noticed that most of them use Microsoft Office in order to generate the reports and analysis, an easy technological alternative without additional costs, having a reasonable cost/benefit ratio.
Even the adoption of decision support instruments is rather low, we could noticed that, for those companies who did implement them, there is a substantial increase of decisional processes. At the same time, 90% of the respondents have plans to implement BI solutions in the next 1-2 years. They acknowledged that there is a real need for business and management tools to make their entrepreneurial development professional. The questions also aimed to determine the perceptions and the easiness of using controlling instruments, such as: preparing plans, budgets and forecasts, preparing the Balanced Scorecard, as well as other subjects concerning the organizational performance management. The discussions included the use of key performance indicators at the individual and organizational level. These

interviews aimed the exploration of their opinions concerning the level of understanding, and using of BSC in their own company, after using and implementing as employees. It was observed the way they used BSC in correlation with KPI, strategy map and the mission and the vision of the company.

5. Conclusions

Information analysis is a must in our world, nowadays. The term "information society" has everyday new and various meanings, because knowledge is a key element that can determine the evolution of our society. The results of our survey clearly indicate that the respondents are familiarized with a large range of management and controlling tools, as well as associated information technology. More than that, they are aware about the connections between the performance management, quality management, financial and human resources management and the advantages bring by technology in this field. This puts an emphasis on the fact that the Romanian entrepreneurs are connected to the management good practices. This research, though limited by its purpose and size of the people surveyed, represents a starting point for studying the relationship between entrepreneurs' success and the use of information technology. The obtained results can be used as working hypotheses for research on larger samples for many industries and Romania's regions.

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Entrepreneurship - the Key for a Successful Museum

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Abstract

For many people, museums are institutions that exist solely to preserve in time and ensure the conditions for keeping alive the memory of its citizens regarding the historical elements that characterize the past of a society. As incredible as it may seem, in addition to this role, museums also have an important contribution both to the creation of a proper system of social values and to the increase of the regional economic development. Museums operate by the same rules as any other organization: they have certain goals which, in order to be achieved, require processing resources which have to be turned into outputs. Furthermore, the business functions such as research and development, production, marketing, personnel, finance and accounting are also found in museums. Given the existing similarities, some questions arise: should entrepreneurship be applied to museums as it is for private organizations, or should it not? Which are the particularities and the role of museum entrepreneurship? What would be the effects of an active, innovative and creative museum behavior, focused on opportunities and results? Starting from the socioeconomic roles of the museums, this article aims at analyzing the distinctive features of museum entrepreneurship. As a case study we chose to present some of the most important museums in Romania that fare remarkably well thanks to their entrepreneurship orientation and commitment.

Keywords: entrepreneurship, museums, market, society.

1 Introduction

Even if it is a relatively new concept, entrepreneurship has gone through a thorough analysis both in the commercial and in the social area. As regards social entrepreneurship, it has been noticed that, generally speaking, it is in its turn connected to the private sector, there being few studies which analyze the manner in which entrepreneurship could be applied to the public sector. Yet the mission of a significant part of public authorities and institutions, amongst which museums as well, is to satisfy the social needs of the populations. From this point of view, the management of public organizations includes certain elements that are specific to social entrepreneurship, what it lacks being the financial self-support of the organization's activities. Given the similarities in organizational structure, mission, and outcomes, the question that arises is the following: why could there not exist entrepreneurs in the public sector as well, following the model of social entrepreneurs? By adapting and implementing entrepreneurial concepts within every type of public organization, one could ensure the further carrying out of the social activity, as well as the self-generating of financial sources. In this manner, social entrepreneurship applied to the public sector could represent exactly the solution to the problems existent in many states, related to the high level of debts and budget deficit. As Klein et al. have already shown, public entrepreneurship does not substitute, but rather completes private entrepreneurship, thus contributing to the valorization of certain social opportunities by using a unique combination of public and private resources [1]. A certain entrepreneurial behavior of public organizations will generate benefits not only at macroeconomic level, but also at microeconomic level, because simultaneous with financial autonomy, institutions will also have greater freedom in terms of the projects they can carry out and the way they can perform their activity.

A barrier to a public organization's taking up of entrepreneurship is the misunderstanding of this concept by many managers. As Griffin [2] also notices, in certain situations, a more entrepreneurial museum meant that it was merely more commercial, namely it costs the government less. Thus, in many cases, there is a sign of equality between the concepts "entrepreneurship" and „commercial", yet things are not at all like this, as Klamer [3] himself states: "when the government abandons them, artists and cultural organizations are not condemned to become commercial, like for profit companies are. Cultural entrepreneurship is about something else. A good cultural entrepreneur (…) is good at realizing financial as well as cultural values." Other elements that hinder the development of public entrepreneurship (in museums as well) are: (1) rules, procedures and policies and their fastidious

application; (2) restrictions in the area of human resource management (recruitment, dismissal); (3) paltry rewards and internal rivalry; and (4) lack of managerial autonomy [4].

Starting from the position museums hold in economy and society, we will further analyze what entrepreneurship is about when one refers to a public museum, and in the end we will present the level of development of entrepreneurship in a few Romanian museums.

2 The role of museums in the market

The International Council of Museums considers that "a museum is a non-profit making permanent institution in the service of society and of its development" [5]. According to the Association of Art Museum Directors "museums, like universities, are intellectual enterprises. They provide an array of cultural programs and services, including the care, preservation, and conservation of collections, scholarship and library services, youth and adult education, publication, exhibition, public programming and other arts-related activities. Each of these "lines of business" is essential to the museum's fulfillment of its mission." [6]. The analysis of the outputs generated by museums has been a subject for many researches. These have proven that museums generate social, educational, artistic, and economic benefits [8], thus adding to the classical idea that the role of museums is only to preserve, document and research collections [9]. Economically speaking, museums contribute to the development of local enterprises, increase of jobs, improvement of productivity in the public/business community, development of tourism, attracting new resources within the community, improvement or increase of public facilities, improvement of the planning and design of public areas, reduction of public expenses, prevention of criminality [10].

Starting from the requirement of turning the museum's potential into real outputs, it is necessary to define and study, within social entrepreneurship, the sub-category called museum entrepreneurship. As one can easily notice, entrepreneurship in museums is absolutely necessary so that it can achieve its goals to the highest degree. The fact that one of the outputs generated by museums on the market is related to the social component, as well as the fact that there already are several museums which have proven to exhibit a type of behavior which implies several entrepreneurial elements, justifies the classification and analysis of museum entrepreneurship as a sub-division of social entrepreneurship.

We can say that developing museum entrepreneurship will have two great effects: on the one hand it will allow the increase of the museums' social contribution, and on the other hand, it will allow the increase of economic contribution by creating, in time, the means required for the financial self-support of these entities, as well as through the indirect effects generated within the economy, which could be amplified if entrepreneurship were applied more consciously.

3 Applying entrepreneurship in museums

The vast majority of entrepreneurs are individuals, who, using the instruments and techniques offered by economics, management and marketing, succeed in identifying opportunities aimed at reaching a certain goal, in being creative and original in the process of elaborating solutions for valorizing these opportunities and in being willing to take certain risks for the practical implementation of the identified solutions. This portrait of the entrepreneur is perfectly valid not only for the private sector but for the public one as well (including museums), the major difference between the two sectors being related to the nature of risks taken and objectives pursued. Unfortunately, there is a widely spread idea among museum scholars; according to it, adapting museum resources in such a way that a large mass of people benefit from them is equivalent with a reduction of standards, the museum thus becoming a populist one. These scholars claim that museums are only for the elite and they should stay as such. Due to this situation, Linda Ballard considers that museum leaders have to "build the confidence of the scholar, assisting in achieving an understanding that to share knowledge in an accessible way is to add to, rather than to undervalue or undermine, scholarly authority" [11].

Similar to any other organization, museums need to take into account the factors of the environment in which they perform their activity. Indeed, unlike managers from the private sector, museum managers can choose to disregard the environment, but this will turn into a gradual degradation of the quality of the activities performed by the museum, leading to a flawed fulfillment of the museum's mission, and in the long-run even to its closing down. No matter how much museum scholars despise the principles and techniques of economics, they need to be aware that achieving their social, educational and artistic goals is in direct relation with obeying the rules that govern the market. Museums exist nowadays in an environment where cognizance of entrepreneurship and proactive marketing oriented

management are critical to their future. Traditional sources of funding come from government, bequests, institutions and trusts, but, in many places of the world, traditional funding is diminishing or becoming inadequate to meet operational requirements [12]. In certain parts of the world museums were faced with the need to find financial sources by themselves, the governmental subsidies being very limited. Under the new environmental conditions, museum managers "had no option but to use entrepreneurial strategies to maintain sustainability" [13]. The good news is the researches had shown that the "museums closely associated with governments are less effective than independent ones" [2]. So even if self-financing may seem like a supplementary and impossible effort, this measure leads to the increase of the museums' efficiency. As regards the shy attitude most cultural directors have towards adopting an entrepreneurial behavior, they need to understand the fact that "economics has to be an instrument for them in order to achieve cultural values" [3]. As regards entrepreneurship, it has to be viewed as a function "that enables an organization to remain effective and relevant as the world around it changes". If by any chance nothing changes inside or outside the organization then entrepreneurship has the role of maximizing the value offered to the public and of generating the necessary resources for carrying out the organization's activities [14].

3.1 Characteristics of museum entrepreneurship

According to Klamer "a cultural entrepreneur is the character who is entrepreneurial in the realization of cultural values". He considers that good cultural entrepreneurs have the following characteristics [3]: they are alert to opportunities; they are creative in terms of the artistic content but also of the manner of organizing the conversation and arranging the finances; the artistic content is their passion and commitment; everything else, including economics, is subsidiary; they are persuasive in the sense that they are able to convince good artists to work with them, bring about interest in the art, get people involved (e.g., volunteers), and are able to generate the necessary funds, including donations and the like; they are prudent and exhibit courage, hope, and faith in their actions. Rentschler [13] considers that "entrepreneurship includes government funding, philanthropy, and sponsorship." In fact even the Association of Art Museum Directors [6] identifies a direct link between the "museum's financial performance" and "its success as a public institution in providing specialized services to a highly diverse audience." A more comprehensive approach considers that entrepreneurship in cultural institutions involves innovation in two areas: funding diversity and creative programming. Funding diversity is defined as obtaining funding from a variety of sources — government, sponsors, and audience activities. Creative programming is defined as leaders developing a market edge in programming activities such as performances, merchandising and so on, which allows a balance between elite and more popular outputs [7]. These activities involve: "adopting a mission to create and sustain social value; recognizing new opportunities; engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently in hand, and exhibiting heightened accountability to the constituencies served and for the outcomes created" [15], reasons why we can state that museum entrepreneurship totally corresponds to the definition provided by Dees to social entrepreneurship.

Another point of view is that "the ultimate goal of entrepreneurship in museums must be the enhancement of the visitors' experience of interaction with the authentic object and the increase in understanding and knowledge." [2] Griffin considers that by applying entrepreneurship in museums, an increase in the value of services provided should be noticed. Through creativity and innovation one can identify means of using and valorizing the museum's patrimony so that their goal of educating the public is achieved to a great extent. The author sheds a negative light upon that manner of applying entrepreneurship in museums whose only effect is that it becomes more commercial. Yet in order to achieve an increase of the social, cultural and educational services provided by the museum the commercial orientation is also necessary, but it should not be regarded as an aim but rather as a means of achieving the general objective, as it is well argued by the Association of Art Museum Directors: "these "business-like" practices have one purpose: to stabilize, support and make more efficient the museum's development and delivery of cultural and educational services to the public." [6]

In other words, applying entrepreneurship in museums means not only diversifying financial sources but also introducing/creating innovative programs, adapted to well-defined segments of the public. These programs are in fact the essence of innovation in any museum throughout the world. In order to offer them to the public one needs, of course, financial resources. Assuming that the state is interested in promoting such programs (since it is about the public welfare), museums should be at least as much interested in directing their own income *especially* towards these, because on the one hand the museum fulfills its mission of educating the public, and on the other hand the revenue can be

used as “working capital” which contributes with every “rotation” to the creation of a superior added value materialized in the economic and social context of the region itself.

3.2 *Entrepreneurship applied in Romanian museums*

Without necessarily being aware of the name their behavior carries, many museums have started to adopt an entrepreneurial behavior. At international level, big museums have developed additional businesses such as cafes, renting spaces, specialized consultancy, whose purpose is both the increase of the customers’ level of satisfaction, and creating a support for the museum’s other activities which are less efficient economically but with high implications at social level. But how can one measure the level of entrepreneurship in a museum? Rentschler and Geursen use as gauge for social entrepreneurship the reports written by the managers of these institutions, and the percentage of own income in the total revenues. Starting from this model one can notice that in Romania there are significant differences in applying entrepreneurship even in museums of identical sizes. For example, Brukental Museum in Sibiu and Peleş Museum in Sinaia, even though in year 2009 they had a similar number of visitors (about 210,000 – 260,000 individuals), they registered significant differences in terms of the level of their own income and the state subsidy. Thus Peleş Museum generated its own income of 5,550 thousand lei (83% of their total revenue), as compared to only 1,163 thousand lei (14% of their total revenue) registered by Brukental Museum [16]. So from an economic and financial point of view, Peleş Museum seems to be administered in a more entrepreneurial manner than Brukental Museum.

One Romanian museum that succeeded to self-finance was Bran Museum. In 2009 it generated own income of 11,222 thousand lei, even though the visiting fees were bellow those of Peleş Museum. At the same time from the management report one could see that all measures required for the preservation of the patrimony had been taken [16]. What could be the explanation for the fact that this museum was able to generate revenues which would cover all maintenance and operation expenses, while others were not? Both Peleş Museum and Bran Museum are former houses of members of the royal family. Moreover, both are situated in the same touristic area. Despite all these, Bran Museum proved to be more “entrepreneurial” than Peleş Museum. Probably one of the most important elements which ensured its success was the entrance fee. An adult can visit the whole Bran Castle for 25 lei [17], while for visiting the whole Peleş Castle he/she would have to pay 70 lei [18]. Thus the management of Bran Museum identified that balanced price which would ensure the maximization of their income. If they had had a higher entrance fee the effect would have been a reduction of the demand which would have meant a decrease of their total revenue. If they had had a lower entrance fee, probably the demand would have been the same (given the number of tourists visiting the area), which again would have meant a decrease of their total revenue. Thus it is obvious that, by applying a purely economic strategy, Bran Museum succeeded to self-finance without reducing the museum standards, thus contradicting the ideology according to which through entrepreneurship the museum becomes commercial, popular, which equals to a lower quality of their activity [19]. Other elements which contributed to this performance were the visiting program (the last entrance is at 6:00 p.m. at Bran while at Peleş Museum the last entrance is at 4:15 p.m.), as well as the branding and positioning strategy, by associating the image of the castle with that of Count Dracula, the museum respecting Colbert’s [20] indication, according to whom “managers in the arts must take a leadership role in the development of branding and positioning”, because “competition from all sectors of the leisure industry puts tremendous pressure on consumers’ leisure time”. So Bran Museum succeeded in increasing the amount of their total revenues above the level they would have reached if they had been satisfied with the state subsidy. This proved that through entrepreneurship one can maximize the results obtained, which represents a clear indicator of the fact that an entrepreneurial museum does not mean a purely commercial museum but a museum which knows how to use its resources in such a way that its social, cultural and economic results are maximized. As regards all other Romanian museums of national importance, in 2009 their own income varied between 2.82% (The National Museum of the Eastern Carpathians) and 26.34% (The National Romanian History Museum in Bucharest) of their total revenues [16].

A very good example of an entrepreneurial museum is the Museum of Natural History “Grigore Antipa” in Bucharest. With the new programs marketed during the past year, it showed creativity, innovation, risk taking and orientation towards valorizing opportunities. After a long period of time during which the museum was closed for modernization works, it currently offers a wide variety of services addressing mainly children under the age of 15. Considering the educational offer of the museum and the way it is presented, one can easily see the efforts of the personnel to apply the marketing principles and techniques. A few examples of educational products developed by this museum are: play and

development workshops, imagination camps, course for “little sanitation officers”, summer school, vacation ship, origami workshop, all of these under the slogan «Here comes the vacation with the “Antipa” train!», with prices between 150 lei and 1000 lei, depending on the number of hours and the complexity of the educational program [21]. With this extremely innovative and original approach of this museum, where the economic, social and educational benefits interweave, one can state that the museum has already touched one of the sides of entrepreneurship in cultural institutions, as they are presented by Rentschler and Geursen [7], namely the development of creative programs. Even though the museum has not yet published a report regarding its financial status in 2011, from the direct observation of its activities, of the prices of services, as well as of the high demand it registers, we can assume that it meets the second requirement of museum entrepreneurship, namely the one referring to the diversification of financial sources. This assumption is also supported by the fact that in 2007, before its modernization, the museum generated own income in the amount of 34.94% of its total revenue, above the percentage level of all other museums in Bucharest [16]. Considering that the museum modernized its permanent exhibition and, when reopening, re-launched itself on the market with a creative and at the same time diversified and attractive offer of services, its own income must have soared in comparison with the previous period.

From this short analysis one can notice that entrepreneurship has started to be felt ever stronger within the Romanian museums. Thus, there exist museums which make greater effort to generate own income, educational activities, in this case, coming in second (Bran and Peleş), but there also exist museums which succeed in creating an almost perfect balance between the economic and the social-educational component of entrepreneurship (Antipa Museum). One factor that influences the differentiated behavior of these two types of entrepreneurial museums is represented by the environment within which they function. Bran and Peleş Museums are in an area where the number of inhabitants is significantly lower than the number of people populating the capital city, environment within which the Antipa Museum functions. So even if they were to develop a diversified range of attractive educational activities, these museums would not be able to attract a significant number of participants (because of the low number of local population), and would not be ale to cover the costs generated by these activities. In exchange, the area where these two museums are located enjoys a high number of tourists, which represents an opportunity for the economic development of the museums. This does not mean a complete lack of the educational component, but only the fact that it is performed in the classic way (for example at Peleş Museum all visitors have a guide, this service being included in the admission fee, thus becoming compulsory). So because they have proven to be flexible to the environment where they function, through originality, risk taking and valorizing different opportunities, these three museums are a clear proof of the fact that entrepreneurship can and must be applied in museums as well as in private organizations.

4 Conclusion

In this article we have shown that museums are very similar to private nonprofit organizations, reason why, similar to the latter the former need to permanently adapt to the environment in order to be able to fulfill their mission. Given the fact that museums contribute to the development of society [5], as well as the fact that they operate according to the same principles as any other organization, we can argue that entrepreneurship applied in museums will lead to a maximization of social, cultural and economic results. Since an entrepreneurial behavior of museums can have a positive influence upon every individual, such an approach to the museums’ activities can only be ethical. Moreover, strict limitation to the basic activities and the lack of openness towards the public can be considered a “crime” of museums to society because through such a behavior they only consume available resources and at the same time block the development of the community. For this reason it is recommended that museums from all over of the world should increase their efforts in being entrepreneurial.

We have also demonstrated that an entrepreneurial behavior in museums, i.e. active, innovative, creative, oriented towards opportunities and results, generates positive effects for the entire collectivity wherein it functions, both economically and socially and educationally. An entrepreneurial approach allows for a more efficient use of the available resources, which materializes into and generates more powerful economic effects. At the same time, one can identify – through entrepreneurship - new and original methods of reaching the museum’s social and educational objectives. The superior economic effects allow the implementation of the solutions identified in the area of social opportunities, the museum thus fulfilling its mission entirely. On the other hand, innovation in the area of the social services offered by the museum has as effect the increase of the number of beneficiaries, which implicitly leads to the increase of the economic effects. So there exists a direct mutual conditioning link

between the two sides of museum entrepreneurship – developing financial sources and developing the services offered in different segments of the market.

As regards the Romanian museum entrepreneurship, it has been noticed that, while a few decades ago the principles of economics and marketing were almost entirely disregarded (improvement of the services offered to the public being by no means a priority), a significant change in attitude and behavior is making its way to success. Thus, the idea of adopting an entrepreneurial behavior has been proven to be a key for success not only for the famous museums of the world, but for the Romanian museums such as Bran, Peleş and Antipa as well.

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Teaching Social Entrepreneurship in Universities. The Case of the Maramures County, Romania

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Abstract

Applying entrepreneurship within social organizations will generate positive effects for the entire society. Under these circumstances, the next inherent questions arise: Why is social entrepreneurship "underdeveloped" and how could we fix this problem? One reason for the underdevelopment of entrepreneurship within social organizations is that most social leaders do not have adequate training in economics. Even if some entrepreneurial traits such as creativity, originality, risk-taking, initiative, may be innate, in the absence of economic and management knowledge, social leaders will either fail or be unable to act efficiently. On the other hand, graduates of Economics, who possess knowledge and entrepreneurial skills as well, do not show a strong inclination towards the social component. A possible cause of their low interest in the social field could be the curriculum in Economics that does not include an approach of issues in terms of non-profit organizations. Based on these considerations, we argue that higher education institutions are directly accountable for both the existing situation and identifying and implementing some measures for entrepreneurship development in the social sector. This article seeks to analyze the importance and effects of social entrepreneurship and how universities can contribute to its development. Whereas museums have an important contribution in creating a proper system of social values and increasing the regional economic development, as public organizations operating in the community service, we chose the case of the Maramures County, Romania, in order to demonstrate the existing correlations between university, county museums and tourism. The article suggests some measures that should be considered by these two types of (not for profit) institutions, universities and museums, focused to achieve a common goal, namely to develop the county tourism (a for profit industry) by means of an entrepreneurial partnership.

Keywords: Social entrepreneurship, universities, museums, tourism

1 Introduction

Levenburg and Schwarz said that *"expanding the level of entrepreneurial activity within all nations is an increasingly important political and economic goal, especially for developing countries"* [1]. According to this statement entrepreneurship directly influences the economic development of countries. This is why great focus is put on its development. Yet in order to achieve this objective one needs to consider, beside vertical expansion, horizontal expansion of entrepreneurship as well. The latter means adapting entrepreneurial practices to all sectors of activity, including to those that function for the benefit of the community, generically called social sectors. This is the only way a complete implementation of entrepreneurship at the level of the entire country will take place. This process, once completed, will enable the desired level of development to be attained.

In Romania nonetheless, the notion of entrepreneurship is relatively new even for organizations which aim to obtain profitability. Despite all these, it would be useful that the process of developing entrepreneurship be carried out in parallel, at the same time, at the level of all sectors of activity, because in this way the objective of economic and social development of the country will be achieved in a shorter period of time. Moreover, the quality of the process of development will be higher. In other words, the sustainable development of the community and the country as a whole will be a long term reality. In order to reach this desideratum, an important role is played by universities which, through their policies, can coordinate the training of entrepreneurs in all fields. So far entrepreneurship has been developed mostly vertically because the teaching process was in most cases finalized with the training of specialists only for the private sector which is oriented towards obtaining profit. Yet if we consider the country as one single organization, developing entrepreneurship in a single domain is as if one would develop a single department. It is good to know that in order to obtain the maximum of results within an organization it is necessary to synchronize the activity of all departments since the development of a single department does not have the capability of generating growth, representing

rather an immobilization of funds. Under these circumstances the economic and social development of the country would be faster if universities supported this process of promoting entrepreneurship in all fields of activity (vertically, as well as horizontally) through specific means. It is for this reason that we consider useful to analyze the applying, teaching and learning of a new type of entrepreneurship – namely the social one – which would represent a step forward towards the horizontal expansion of entrepreneurship in Romania.

2 Characteristics of social entrepreneurship

Martin and Osberg define social entrepreneurship as having three components: "(*1) identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own; (2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony; and (3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large"* [2]. A far simpler definition of social entrepreneurship is: *"that type of entrepreneurship whose main goal is the improvement of social well-being"* [3].

Being a division of entrepreneurship, social entrepreneurship has all the former's characteristics (identifying opportunities, taking risks, innovation, creativity), as well as some other features. The major difference resides in the goal for which all these actions are taken. While in a private company entrepreneurs have as supreme goal to make profit in their personal interest, in the case of a social organization making profit is only a secondary objective, a means towards fulfilling their mission, namely to offer services for the benefit of society. The motivating factor for social entrepreneurs is their desire to improve the standard of living and the quality of life for the members of the community. Social entrepreneurs have the ability to identify the problems of the community, as well as the means through which solving these problems can generate true strong points for the respective community. Social entrepreneurs consider the risk a "*small price to pay in order that millions of people have significant impacts in their lives"* [4]. Yet being a social entrepreneur is much more difficult because this activity implies, beside the desire to contribute to the solving of society's problems, the ability to identify the means through which these objectives can be reached, considering that most opportunities which generate profitability are exploited by commercial entrepreneurs. Social organizations need to have a type of behaviour that is innovative both at commercial and at social level. At commercial level, they have to create goods and services that are at least as competitive as those created by commercial entrepreneurs. At social level, competitiveness is lower due to the smaller number of organizations which currently function aiming at meeting the same social need. This does not mean that things will be easier. As Vlăsceanu [5] states, *"the social sector enters a true competition with the public and the private sectors"*; we thus can conclude that social entrepreneurs need to make a double effort in terms of competition, as it may generate greater effects.

It has been previously shown that social entrepreneurship keeps the general characteristics of entrepreneurship, social entrepreneurs being "one species in the genus entrepreneur" [6]. Similarly, it will also keep the effects it generates at economic level. Social entrepreneurs contribute to the economic development to the same extent as commercial entrepreneurs (through their commercial activity) but beside this they also contribute to the national welfare through the social issues they solve and by reducing the effort the state would need to invest in administering those specific issues. A synthesis of the benefits generated by social entrepreneurship is found in Orhei [7]: (1) to increase the number of people employed; (2) to innovate and create new products and services for special needs that society does not address; (3) to create social capital for the support of sustainable social and economic development; (4) to promote social balance by addressing the needs of disadvantaged people; (5) it has an acute sense of responsibility towards the people it serves and the consequences of the undertaken actions. As such, we may conclude that a social organizations acts towards *those directions* that are not attractive enough for companies, but which are *absolutely necessary for the maintenance of the social balance.* Given the superior effects that social entrepreneurs generate, it is of utmost importance that the Romanian government pay extra attention to the training of such entrepreneurs, by means of policies it elaborates and by its universities as institutions best fit to train social entrepreneurs.

3 Teaching social entrepreneurship in universities

3.1. The need for the introduction of the new subject

During the past years there has been a spectacular development of social entrepreneurship internationally, both with regard to the number of newly founded institutions and the number of jobs created in this field. This sector in full development already represents 10% of the total European companies, employing over 11 million people throughout Europe [8]. Alongside Asoka and Skoll Foundation, one of the largest international social organizations is Acumen Fund, which has already been functioning for 10 years. Currently it brings together 65 enterprises from Africa, India and Pakistan; it has a portfolio of $ 73 million, it has created and supports 55,000 jobs and has recorded an impact on the lives of 86 million people [9]. People in Romania have started also to become aware of the role that social entrepreneurship can play for the improvement of the well-being of all individuals. Two Romanian organizations acting in this field are RoPot, which intends to be the nucleus of a network of social entrepreneurs [10], and ASER Bucharest (Association of Romanian Students in Economy), who launched the first project of social entrepreneurship in 2009, under the name of club Changemakers. [3]. However, in Romania the number of social enterprises is very low, in spite of the significant funding that was provided through European programs aimed at developing the Romanian social entrepreneurship. Some examples of such programs are: the summer school "Together for social change" [11]; the project "School of entrepreneurship in social economics" [12]; the series of Centres of social entrepreneurship founded in the south, south-west and south-east regions of Romania as well as in Bucharest and Ilfov [13]. Despite all these, the effects are minor. Manuela Voicila, a businesswoman oriented towards social entrepreneurship, considers that a major issue preventing its development in Romania is the reluctance of most NGOs [14]. Numerous projects for training social entrepreneurs funded from European funds did not return social effects corresponding to the amount invested. The fact that, generally speaking, these projects are carried out over short periods of time, which does not allow the proper acquisition of notions and even less a change in attitude and behaviour which would lead to a different acting pattern, correlated with the fact that individuals subjected to education are often beyond the age at which they can be easily modelled, are the main reasons why short term programs did not succeed in generating a significant change in the environment of the Romanian social entrepreneurship. Other reasons are the short period of time elapsed from the initiation of these programs, as well as the non-formal character education has within these programs.

Many international universities are already aware of the advantages of social entrepreneurship and their role in its development. The number of universities offering study programs dedicated to social entrepreneurship has increased during the past years, the first measures having been taken by the Harvard Business School in 1993 [15]. Universities such as Stanford University, Harvard University, Indiana University, New York University, within their business faculties created programs whose purpose is the training of social entrepreneurs [16]. In Turkey, two organizations that educate young social entrepreneurs are: Istanbul Bilgi Üniversity and The Academy for Young Social Entrepreneurs [4]. More universities developed academic research networks (e.g. Social Enterprise Knowledge Network and European Research Network) which work on social economy [15]. Unfortunately, in Romania business faculties have not done anything yet in order to introduce this new subject. In order to facilitate the teaching of social entrepreneurship, Learning Innovation and Technology Consortium provides teachers special materials conceived for six graders up to high-school level [17]. This proves that, internationally, people have become aware of the need for education in the spirit of social entrepreneurship to begin at early ages because it is the only way results will be according to expectations. The later and shorter the educational is, the weaker the generated effects. So it would be ideal that education in this spirit should begin in primary school and be continued in high-school and university. Completing such a cycle indeed requires at least 10 years, but it is only then that we will begin to see a substantial amplification of the actions of social entrepreneurship in Romania as well. Until these changes are introduced in the curriculum, business universities can take the first steps towards this direction, because, even if effects will not be as great as in those cases when education starts in primary school, they will nevertheless be much more significant than those generated by short term programs.

Since non-formal education in the programs developed so far did not lead to any substantial changes, it is necessary that Romanian universities increase their degree of involvement in promoting social entrepreneurship. If higher education institutions introduced social entrepreneurship as a new subject, the generated effects would be much greater, and the costs implied much lower. Firstly, the number of

individuals who would get into direct contact with this subject would be greater than it is in the framework of the programs carried out currently. Secondly, teaching social entrepreneurship for an entire semester will allow a more thorough and appropriate acquisition of notions. Thirdly, the individuals subjected to the learning process would still be at young enough to be easily educated. Fourthly, the correlation between effect two and effect three will lead to a change in attitude, behaviour and acting pattern in students, a change which is significantly more visible in the world of social business as compared to the one generated by currently existent programs.

3.2. Teaching social entrepreneurship within the Technical University of Cluj Napoca, North University Centre of Baia Mare, specialization Management

A major social issue in the county of Maramureş is the poor development of tourism despite the numerous cultural and natural resources it has. In Maramureş there are five museums, several memorial houses, eight wooden churches on the UNESCO list of world patrimony, and numerous places which preserve local traditions and customs. At the same time the environment is extremely diversified [18]. And yet tourists are not that numerous and a significant part of the population from the former mining areas is very poor, the average indicators for the standard of living being way below the national average, as it results from an interview with Vasile Pop, director of the Maramureş Statistics Directorate. Thus, at the end of 2010 the average gross salary in the country was 2,067 lei, whereas in the county of Maramureş it was merely 1,432 lei (by 35% smaller). At the same time, the ratio between retired people and employed people is the highest in the country because of the lack of jobs [19]. Under these circumstances we consider that the development of social entrepreneurship in the county is absolutely necessary for solving the major problem of relative poverty its population faces.

Starting from a statement by Pittaway and Cope [20] according to whom "*entrepreneurship education (…) can differ considerably within different countries (and, indeed regions) as a consequence of different HE systems"* correlated with the fact that carrying out short term projects proved to have limited results, the solution we suggest is the introduction of social entrepreneurship as subject for the students in Management as a start backed by partnerships signed between the University and local museums or NGOs with the aim of developing social entrepreneurship. As a matter of fact the success of these public-private partnerships is already recognized, a representative example in this regard is the case of Bill Strickland, analyzed by Dees, Anderson, and Wei-Skillern [21]. In the partnership that we suggest the crucial role is played by the University whose task is to supply the human resource specialized in social entrepreneurship. The best thing would be that the new subject be introduced in the second semester of the second year in such a way that the students have the necessary time to practically apply the knowledge until they graduate. At the end of the second year of study students have to carry out a placement. Within this placement students will be working for museums and NGOs throughout the county and, in cooperation with the personnel of those organizations, they will have to design and implement several actions aimed at solving the problem of the underdeveloped tourism. Students' task will be to analyze the causes which determine the limited number of tourists, and based on their analysis they will suggest and implement adequate solutions. In order to be better aware of the context of the problem, students will be told at the beginning of the semester what they are expected to do, thus giving them the possibility to maintain the relationship with the institutions where they will carry out their placement during the entire year. Students will also be able to continue their activity over the summer and during their last year of study if they choose to.

For example, the students may reach the conclusion that the opportunities the county offers in terms of tourism are not sufficiently known abroad because all players in this domain promote their business individually and this does not allow tourists to have a general view of all the things they can benefit from when choosing to come to Maramureş. As a solution, students can create a flyer which would succinctly contain all that Maramureş has to offer. In cooperation with local tourism agencies students will identify as many foreign tourism agencies as possible to which they can send these flyers with the purpose that those agencies, in their turn, should promote Maramureş as a tourism destination. At the same time, in cooperation with local tourism agencies, students can draft different offers designed for different segments of the market, foreign tourists thus having the possibility to purchase the package of services they want. Offers will contain anything from transportation and accommodation services to guiding services. Other students can be involved in organizing activities at local level, as well as negotiate with transportation companies, hotels, restaurants with the aim of creating an attractive offer for the tourists. Of course the causes and necessary measures to be taken for the development of Maramures tourism are far more numerous, this being only one example meant to create an image of

the manner in which social entrepreneurship should be taught and the effects that could be obtained through such an approach.

The usefulness of this teaching-learning method is supported by Pittaway and Cope [20] according to whom "*the final contextual factors that impact on entrepreneurship education are relationships, specifically interactions between students and entrepreneurs."* Introducing social entrepreneurship in the curriculum and creating the above mentioned partnerships will have the following effects: (1) achieving an improvement of the economic situation of the county as a follow-up of the development of tourism, and implicitly the decrease of poverty for those people who will find a job in tourism and/or related domains; (2) Solving the students' perpetual issue of placement; (3) Solving the problem related to the fact that students learn theories and are not capable of using them in practice; (4) The theoretical and practical training of the potential future social entrepreneurs; (5) Changing the mentality with regard to social entrepreneurship; (6) Better knowledge of social entrepreneurship; (7) More involvement in volunteering in the county, an activity which is still underdeveloped; (8) Supplying the human resource in museums, downsized as a consequence of substantial cuts in public expenses. For all these effects, the required financial effort is negligible. So introducing social entrepreneurship in the curriculum is more productive than carrying out a program with European funding, at the same time the costs being significantly lower.

Starting from the analysis of the concept of extending the social models and the numerous examples offered in this respect [21], one can state that once the model suggested for the county of Maramureş is implemented and it proves its feasibility, it could be extended in its turn. Spreading the model at national level is possible due to the fact that the elements which form the general framework are relatively similar in all regions of Romania. More exactly, the issue of graduates who cannot get a job because of their lack of experience is a national one. Every community has certain social problems which could be solved by freely using the human capital represented by students. Signing partnerships by universities, (public) institutions and the private sector will help solve both a social problem (different according to area), by putting into practice the students' knowledge and the problem related to the crisis of personnel in many institutions, the lack of practical experience of students, and the training of the future generation of social entrepreneurs. This may be an educational strategy of the win-win type in which all actors have something to gain: students, public institutions, the private business sector and last but not least, society. Therefore, we consider that this method suggested for teaching social entrepreneurship within the Technical University of Cluj Napoca, The North University Centre of Baia Mare may lead to an efficient achievement of the goals aimed at through the introduction of this subject in the university curriculum.

4 Conclusion

This article has two main parts. In the first part the concept of social entrepreneurship is analyzed, as well as the effects it can generate. The second part aims at proving the necessity of introducing social entrepreneurship in the curriculum of business universities throughout Romania, ending with a presentation of the way in which this new subject has to be taught in a university in the county of Maramureş. Considering the similarities between the two types of entrepreneurship, we have highlighted that what represents the supreme goal of commercial entrepreneurship (obtaining a profit), for social entrepreneurship represents only one step towards achieving its mission, namely solving the social issue. On the other hand, a social entrepreneur needs to prove he has superior skills as compared to a commercial entrepreneur. Based on this observation we took a step further and issued the hypothesis that social entrepreneurship contributes to the development of communities and the nation far more than commercial entrepreneurship. At the same time, we have argued that development of a nation cannot be completed without social entrepreneurship because there are is a series of social needs that commercial entrepreneurship cannot satisfy. Because the effort required for finding a way to solve both a social issue and the financial self-support of the action is significant, we drew the conclusion that a social entrepreneur needs to have more diversified skills above the average of commercial entrepreneurs.

After presenting the characteristics of social entrepreneurship, we analyzed the role it can play within a community; this analysis was practically backed-up through the example of the effects generated by Acumen Fund, ten years after its founding. We then presented the position social entrepreneurship has in Europe, as well as in Romania, observing that our country is far behind at this chapter. We further noticed that the programs carried out in this field with European funding did not bring about a significant change. Based on identifying the possible causes of this failure we reached the conclusion that it would be more efficient in terms of results and of costs, if universities introduced social

entrepreneurship in their curriculum. As a case study we focused on the economic situation of the Maramureş County. As solution for the problem of relative poverty of the unemployed population we suggested the introduction of social entrepreneurship in the curriculum of the Management specialization within the North University Centre of Baia Mare, simultaneous with signing partnerships by the university, museums and local NGOs. Practically, the problem could be solved by having students, teachers and the personnel from museums and NGOs design market strategies which would lead to the valorisation of the resources this area has, aimed at developing tourism.

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Integrating Entrepreneurship Education: Challenges for Academic Institutions in the West University of Timisoara

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Abstract

Job creation, economic prosperity and improvement of social welfare are critical goals and entrepreneurship is a catalyst on the path of their accomplishment. Academic institutions should play a more central role in improving the quality and quantity of entrepreneurs or students with an entrepreneurial attitude. How to improve entrepreneurship education? There are plenty of reports and researches to support the case – these have shown a variety of methods, techniques that lead to development of academic entrepreneurship. It is necessary to analyze the current status to formulate the relevant proposal at regional and local level. For this purpose, I interviewed the university management trying to identify the level of entrepreneurship education in the most prestigious university from West of Romania, as an exponent of entrepreneurial education. The University must determine the best fit for them given their students, their alumni, the region and its economic base and the aspiration of institutions. It is very important to discuss about some methods to stimulate the students to be more active people and to implement skills of students so they may excel in highly uncertain environments. Entrepreneurship should not be just another course in the curriculum; it should be something that will have high and positive impact for the students. The entrepreneurial contribution is precisely about creating new opportunities by doing close links with entrepreneurs, investors and other professionals as a mechanism to get students closely aligned to the environment. In consequence, the important role of a higher education organization is to create a network by involving all stakeholders. Universities from Romania must change their attitude in order to increase the competences of students. Universities can contribute to human capital development in different ways, by producing graduates with knowledge and skills relevant to the region's economy.

Keywords: academic entrepreneurship, best practices, network, university, Romania.

1. Introduction

Entrepreneurship in higher education is an exploring educational activity, which enables educate to innovate, develop or expand in the socioeconomic, cultural and political fields, and also provide opportunities to others and the society. Entrepreneurship education has grown significantly over the last years, and strong growth expected to continue, nevertheless in Romania is still at the beginning stage. Entrepreneurship can be considered as the “missing link” between the integration of economies across geographic regions and economic growth [1]. Several studies have more specifically demonstrated that, among other ways, entrepreneurs affect national economic growth through the introduction of innovation and new products or progresses [1]. University as a key component of this view is the encouragement of students to consider a career in entrepreneurship, with an emphasis upon managing independence by promoting the entrepreneurship within universities. The main purpose of this paper is to analyze and to identify the level of entrepreneurship education within Faculty of Economics and Business Administration, the most representative faculty of West University of Timisoara, fallow by some specific objectives. The first objective is oriented to describe the core characteristics of the entrepreneurial university based on best practices observed within the universities from Europe. As a second objective, the purpose is to create and develop a coherent entrepreneurship framework within the West University of Timisoara. It is useful for proposing a set of recommendations based on instruments that are widely used in other universities and have been successfully implemented.

2. The Importance of Entrepreneurial Education and Increasing Interest in Entrepreneurship Fields among Students

The relationship between education and entrepreneurship has been studied in the international literature from different points of view. The literature allows us to distinguish at least four axes of research: the first refers to the impact that university education has over the economy [2]. The second focuses on the analysis of instruments and pedagogies used in teaching entrepreneurship. A third line compiles research related to state-of-the-art of entrepreneurial education and the fourth line of research includes reports about practical experiences at different educational levels and countries. On this paper, we focus on two axes: on the analysis of instruments and pedagogies used in teaching entrepreneurship and on the reports about practical experiences within universities from Europe. The importance of entrepreneurship education is derives to the positive impact of the entrepreneurs to the economic system, becoming a permanent concern for most universities. According to Etzkowitz & Leydesdorff [3] universities require a clear mission that guides decision – making, planning and orientation of all members. An entrepreneurial university has a vision oriented toward quality, adaption and entrepreneurial culture [4]. This dynamic environment creates many opportunities that are allowed to pass. It is better to understand the benefits, limitations, and the consequences of the different ways of supporting and creating entrepreneurial activity in higher education. Entrepreneurship is seen as a driving force of economic development, structural change and job creation [5]. For the entrepreneurial universities, the cooperation projects aim to bring these two worlds together in order to promote entrepreneurship, creative thinking and innovative approaches as part of the curriculum for students and as a skill for teachers/researches and to reinforce the link between studies and employment needs. According with Clark [5], the core elements he considers essential for an entrepreneurial university are: a strengthened steering core with a clear vision and mission, boundary spanning structures and mechanisms to interact with the “outside” world (external stakeholders), a diversified funding base (less state funding), inter– and multidisciplinary activity and an integrated entrepreneurial culture [5]. It is a challenge but also an opportunity for all university members to contribute to the development of student talents in the field of entrepreneurship. Depending on their specific mission and strategic positioning, universities can follow different aims, in their general entrepreneurial training and with regard to the practical design of their curricula. In parallel with developing interest in entrepreneurship throughout the universities, the aim of increasing interest in entrepreneurship fields among her students are mostly: view as an alternative career. A large proportion young people who start an entrepreneurial path not have necessary skills to establish a long-term interest. Students must acquire new and much-needed skills to interact with the dynamic business environment.

3. The Current Level of Entrepreneurship Education within Faculty of Economics and Business Administration

The emphasis is placed on the impact of the educational system, in terms of its role of providing knowledge and tools, required for implementing an entrepreneurial idea in practice. Universities are facilitators of an entrepreneurial culture, mediators of skills, attitudes and behaviour as well as an engine for regional business development and growth. During the last few years, several countries have developed and implemented different programs and initiative oriented toward developing the potential that exists in universities and research institutions and for creating opportunities for students. Likewise, numerous universities have comprehend the significance of this phenomenon and have included in their undergraduate programs content and initiatives designed to promote a cultural change in their students to value entrepreneurship as a personal and professional development alternative and to encourage closer relations with the productive sector [6]. The structuring of entrepreneurship education varies from country to country, and also between universities depending on their mission and goals. The evidence from international experience indicates that there are a number of key guidelines that can be reproduce. There are some entrepreneurial cases from the web-based sources, with notable examples provided by universities from U.K. and Western, Central and Northern Europe. Increasingly this approach is spreading across Europe, with great excellent examples provided by universities from U.K. as well as a number of other institutions from Europe. One of the most popular entrepreneurial infrastructure developed within the university would be University of Cambridge, UK (Fig.1):

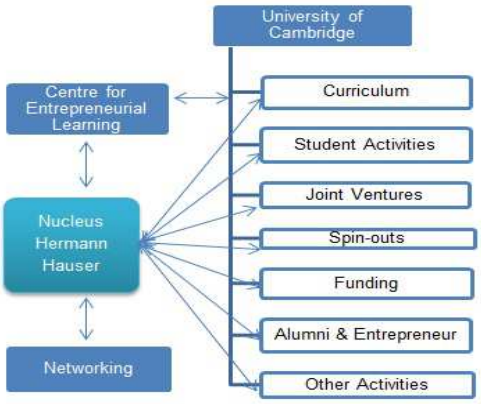


Fig.1 "University of Cambridge, UK – Infrastructure for High-growth Entrepreneurship (based on EFER 2007)"
Source: Volkmann, et.al. (2009), p.67 [5]

It is essential to advance our understanding of this phenomenon at the local level and analyze the existing evidence that justifies the inclusion of entrepreneurship within Faculty of Economics and Business Administration, as the most representative faculty from West University of Timisoara.

Expectation is high both from young and employers perhaps something more moderate compared to pre-crisis period. One of the main problems of the whole education system in Romania is that there is no interdependence between employers and students. It is about a "break" between theory and practice and is ignored in all forms of education. Entrepreneurship is an essential part of the Faculty of Economics and Business Administration Strategic Plan. A general operating principle of the faculty is to promote entrepreneurship among students and to propose to develop a new generation of entrepreneurs and intrapreneurs with characteristic skills and responsibility, spontaneity, adaptability, foresight, initiative and managerial spirit that will enable them to perform successfully in the global competitive market. Regarding the higher education in the western part of Romania, the current situation of entrepreneurial education in universities, has a few specific elements.

One of the main problems in the entrepreneurship field is the lack of entrepreneurial education and the difficult transmission of information between different groups of actors in these areas. Concerning the need of involving faculty in entrepreneurial education has started being considered significant. University should take steps, by adapting the education plans and comprising several courses providing knowledge and creating competences in entrepreneurial field. Government-funded universities tend to have unusually traditional structures making it more difficult to integrate new approaches. So, educational systems and teaching methods must move from traditional to more creative, interactive, student-centred learning methods. Another obstacle within entrepreneurship education is the concern for sustainability. How do the institutions make sure that their efforts within entrepreneurship education is sustainable – despite short term funding, it often being dependent on a few people advocating entrepreneurship etc. On the other hand, if faculty themselves not have international experience, it makes difficult for them to encourage students to take a pan-European or global perspective in starting and growing companies. Greater mobility and changes of experience is needed. University exchanges could be both of short and longer – term duration. Short exchanges are easier to implement and provide much-needed international exposure and experience for the professors involved, often leading to longer-term engagement abroad. Long-term exchanges allow educators to spend a significant amount of time at other institutional and/or the private sector. The Faculty of Economics and Business Administration needs more entrepreneurial learning models and greater sharing of knowledge and exemplary practice across national borders.

4. Conclusion and Recommendations

In this paper, we have studied the role and the way we can improve the entrepreneurship education. The perception about the importance of entrepreneurship within universities has changed with the new generation, more exposed and adapted to current trends. Regarding Faculty of Economics and

Business Administration, based on the results of the survey applied, the integration of entrepreneurial education is just in the beginning. There are still some obstacles in the current system universities tend to have unusually traditional structures making it more difficult to integrate new approach. Because the entrepreneurship into universities requests more practical methods than theoretical teaching, the educational systems must move from traditional to more creative, interactive, student–centred learning methods [7]. Education can help in developing of the knowledge base, by identifying opportunities, and by pointing out ways to overcome barriers imposed by the system. Institutional culture, practice and policies often get in the way of developing an entrepreneurial spirit and environment within universities. More must be done to facilitate faculty collaboration, exchanges and research across borders within Europe. While collaboration may be strong between universities within a given country, there is a large gap in cross-border activities among countries [7]. Currently, networks and working relationship between faculty teaching entrepreneurs across Europe are limited, and there is a little sharing of exemplary practices. The need for change increase a lot, and for entrepreneurial development of universities can fallow a clear strategy it must create a structure who will integrate and concentrate all the factors that can supports the entrepreneurship among students. This structure will act as a mediator between students and business environment to facilitate and create opportunities for students, they are linked with resources, training, entrepreneurs, business angels, investors and counselling that will help them grow to the next level of success. This interface should be tapped further, as well as strengthened, become more acute in a globalized environment. This could be also the starting point for entrepreneurship education by providing the courses, awareness activities and entrepreneurship programs. When the students choose to spend time on those kinds of activities outside the curriculum, it shows that they are truly interested and want to do something in the field. It is essential that the university organizes events and adapts so that the students' interest in entrepreneurship does not get lost. The current educational system is not allowed to use real entrepreneurs in teaching programs so we must balance between theory and practice. This problem can be solved by an entrepreneurship centre by involving them in a lot of programs (Fig.2):

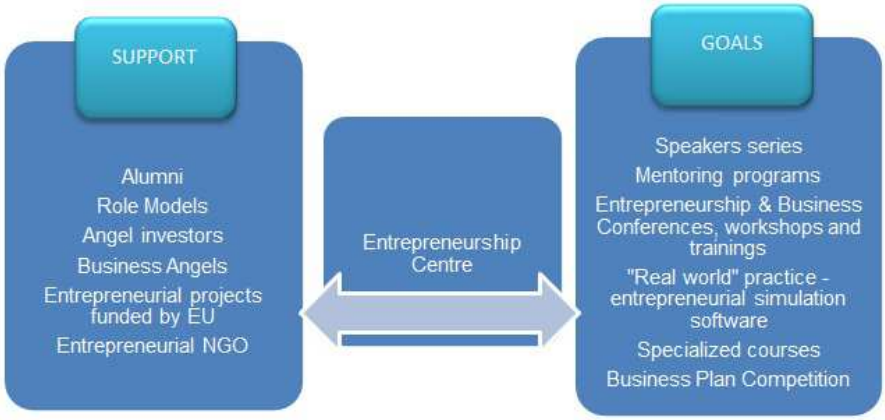


Fig.2 Starting point for entrepreneurship education

In this favour, the Entrepreneurship Centre will be able to produce rich resource of intelligence, contacts and experience in the business area. It is not just a matter of building the infrastructure. The programs must be market-driven and adapted to the local ecosystem. The entrepreneurial development programs should provide complete and direct benefits. We need to focus on the student's entire education, more accurately transferring attention from staff's working methods to student's education by making goals, processes and learning methods more clear. In the next few years, in the Western part of Romania, the entrepreneurship will be feasible and accessible career choice, supported by an advanced technology and educational institution, which will provide dissemination of information between different stakeholders in this area. We discuss the implication for developing an entrepreneurial culture among students, to be more precisely we refer to an university system of shared values, encourage and supports entrepreneurship.

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Examining the correlation between social networking websites, innovation, creativity and the verisimilitude of the successful entrepreneurship practice?

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Abstract:

New media are characterized by their strong user focus. It is transform the idea of community and the way they perceive the other. It also used to give people more information about products and services to help them to feel both important and involved. Idea becomes increasingly fluid and changeable online. In this context, it is interesting to explore how we experience and perform these roles, and how new media shape our creativity and innovation. The purpose of involving in social media for entrepreneurs is quite creating new ideas by engaging individuals with others who they generate innovation and creative ideas in their profiles. This paper is based on the results of a survey of 100 entrepreneurs who engaged in Linkdin.com for starting up a new business during two weeks. It also explores the successful entrepreneurship practices for starting up new business depends on some factors which quite influence in entrepreneur's decision in entrepreneurship intentions in SNW.
The findings reveal that Creativity and innovation at individual through social networking websites are achieved through curiosity in cyberspace, openness to experience, network attitude, flexibility, intrinsic and extrinsic motivation impact as well as cascade availability are all dimensions of successful entrepreneurship practice.
Keywords: Innovation, creativity, Social networking websites, Successful entrepreneurship practice, Linkedin.

Introduction:

Within the past few years, the phenomenon of Social Networking Websites (SNW) on the internet has detonated into main stream. Further, this online information and data within SNW have begun to be used for purposes beyond its intended use [1]. Social media has quickly changed today's entrepreneurship, and given the entrepreneurs connection between other members with new possibilities and opportunities to promote their entrepreneurial traits. [2]
Establishing and running businesses in SNW can lead to create new ideas by engaging individuals with others who generate innovation and creative ideas in their profiles. [1]
Network entrepreneurship is a subcategory of entrepreneurship in which some or all of what would be physical of in a traditional company has been digitized on the cyberspace between people. [14]
SNW, allow people to share their ideas (eg twitter), or form connection (eg,linkedin),are some of the most powerful ever devise. They can be linked together easily and spread their ideas by sharing pictures, videos, blog. [4]
SNW has created opportunities for entrepreneurs as well as professional who have explored new ideas with help of comments and observation posted by other on their profiles. [12]
In addition, It has created new way for entrepreneurial traits. Entrepreneurs through SNW seek for new opportunities, or the way in which ideas are brought to successful implementation. The social network of interaction among a group of individuals role a fundamental pattern in the spread of information, ideas and influence, when an idea gain sudden widespread popularity through word of mouth and herd behavior effects. [5]

It have brought into the mix a wide range of online, word of mouth forums which now play a massive part in influencing entrepreneurs who are search to generate new ideas and creativity. [8]
The opportunities presented by SNW such as Linkedin for entrepreneurs is help to build close relationships with those individuals who seem to release creative and innovative ideas and develop dispensation penetration to others. [13]
Extension of word of mouth provides remarkable power of information for entrepreneurs who can influence the conversations with another in cyberspace. [5] Creativity and innovation can deliver by database of profile holders with their profiles, sharing photos and videos as well as contribute in creative discussion forums in SNW. Creativity and innovation are influenced by thinking style, motivation and culture. [3] Based on our research:
P1: It is proposed that driving creativity and innovation in order to verisimilitude of successful entrepreneurship are more happen in SNW than in tradition method.
P2: It is proposed that past experiences and extrinsic motivations are more effective on level of innovation than intrinsic factors on entrepreneurs within cyberspace.
This paper adopts such an approach when considering how SNW impacts on entrepreneurship. They declare that research should be synthesized in core disciplines such as: psychology and sociology and this paper will show that innovation research in successful entrepreneurship needs to be influenced by these and other driver disciplines.

Literature Review:

Wide range of personal information that is as reflection of ongoing behaviors and interactions with other users of the networks, websites may actually provide unique information which no found with other method. [3] Those people who share ideas and creativity are able to bring new ideas through some discussion forums. SNW play an important role in whether people develop creativity and innovation in Entrepreneurial activities, as well as developing network thinking and curiosity in cyberspace. [9] Some studies indicate a relationship between having extrinsic motivation and generation of new ideas in SNW. On the other hand, It can be boundary in openness to experience when an entrepreneurs face with drivers and direct network. [7]
Successful entrepreneurs have strong communications across between people with differing points of view. Intermittent interactions within a social network involving individuals seeking information outside a close social circle can result in new idea generation. [12] A successful integration of creativity and network can lead to strong motivation on entrepreneurs who generate new idea. [16] As the past studies have shown, Creativity outside of network by individuals can lead to enhancing intrinsic motivation .SNW is part of entrepreneurs environment. It is obvious that crucial differences between intrinsic and extrinsic creative motivation exist when explain behavior determined outside and inside of cyberspace by internal and external drivers. [6]
One major difference between network entrepreneurship and its traditional form is due to way entrepreneurs generate their idea for starting up business. [11] Another factor that brings about significant distinctions between network and traditional entrepreneurship is the workplace. Network workplace empowers entrepreneurs to hire their employees from anywhere and contact with their partners around the world without limitation for region or geographic issues. [4]

Methodology:

The data is based on 100 people who engaged in linkedin.com for entrepreneurship purposes such as starting up new business. To collect data from this case, we used questionnaire included three parts. The first part questioned the network entrepreneurial process, the second part questioned motivation factors and in the last part, types of business and entrepreneur's profile were questioned.
In addition, email communication was used to collect further information and to illuminate some issues in the data. Participants were 60percent male, averaged 26%years of age. All participants had personal involvement with SNW and regularly each Participant were spent two hours in period of two weeks in their profiles.

Discussion and results:

We collected data by sending questionnaire. By analyzing the collected information from twenty entrepreneurs in linkedin.com, we found the basic process which is used in business idea process on network. According to result, those individuals who are more extroversion are more extrinsically motivated in SNW and those who are more introversion are intrinsically motivated. In addition

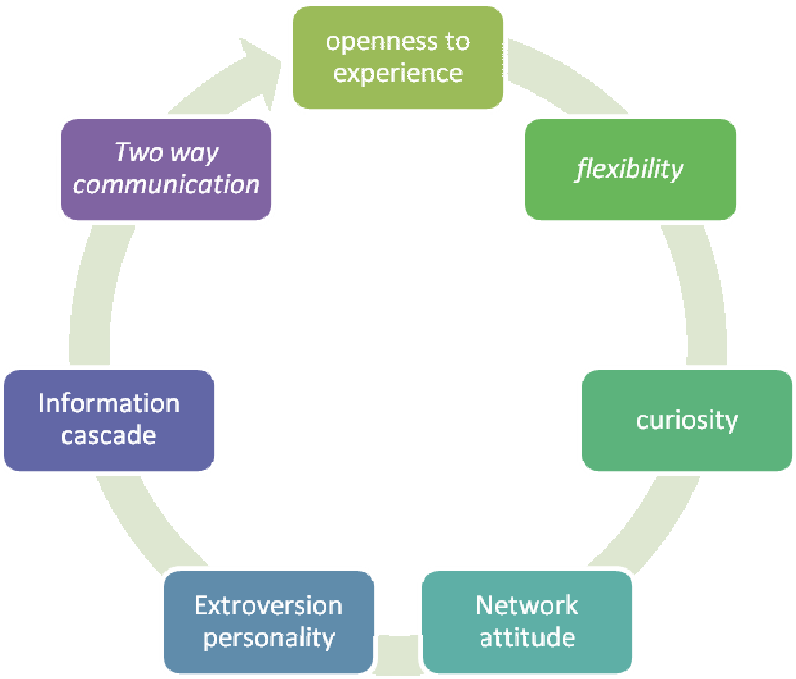
Entrepreneurs discover the opportunities and generated innovative solutions when partners were open to experience and did not had any past background.
Demographic information of entrepreneurs who develop driving creativity and innovation are under effect of personality traits which being imitated in Linkedin.
LinkedIn encourages sociability through professional networking and focuses on encouraging curiosity and network thinking. People will be more creative in cyberspace when they influenced by information cascade as well as two way communications. It also found that entrepreneurs in LinkedIn attempts to create a conference or brain storming session with their friends that encourage entrepreneurs will be more openness to innovation and acceptance of new ideas.

Table 1
CORRELATION COEFFICIENTS OF ADOPTION DETERMINANTS

	Adoption Determinant Variables													
Variable	X_1	X_2	X_3	W_1	W_2	W_3	W_4	W_5	Z_1	Z_2	Z_3	Z_4	Z_5	Z_6
Degree (X_1)														
Clustering (X_2)	–.03													
Degree × clustering (X_3)	.67	.40												
Influencer total degree (W_1)	–.08	.10	–.01											
Influencer betweenness (W_2)	–.08	.00	–.04	.73										
Influencer clustering (W_3)	.02	.16	.15	–.19	–.10									
Influencer age (W_4)	.03	–.04	–.02	–.13	–.09	–.29								
Influencer gender (W_5)	.08	–.03	.04	–.10	–.06	.11	–.11							
Adopter total degree (Z_1)	–.06	–.15	–.17	.25	.03	.03	–.29	–.05						
Adopter betweenness (Z_2)	.00	–.03	–.03	.04	.01	–.02	–.01	–.01	.38					
Adopter clustering (Z_3)	.03	.39	.44	.01	.00	.35	–.09	.06	–.37	–.08				
Age (Z_4)	.20	–.06	.09	–.15	–.04	–.28	.32	–.05	–.19	.00	–.13			
Gender (Z_5)	–.02	–.02	–.03	.01	.01	.00	–.02	.19	–.01	–.02	–.01	–.08		
Population density (Z_6)	.24	–.06	.12	.01	–.02	–.16	.05	.03	–.06	.00	–.09	.11	.03	
Network size (T_1)	.50	–.07	.26	–.19	–.05	.30	–.11	.18	–.11	–.02	.12	–.07	.00	–.11

Conclusion:

LinkedIn pursues a more traditional model of social websites by focusing on a specific community – entrepreneurs looking to network with fellow partners. Based on the theory and research findings we propose a simple model to conceptualize which factors entrepreneur needs to challenge in order to get openness to innovation on social networking websites.



For success in the network entrepreneurship, an entrepreneur has to respond to changing situation by establishing new networks, developing further its existing relationships and ending unnecessary relationships.

Indeed, the exchange innovation and creativity between different entrepreneurs from various cultural backgrounds enhancement the diffusion of generating new idea. In order for openness to experience the best practice is the traditional form of entrepreneurship has to shift to be more network diffused. This will surely lead to increased idea generation, a more open, transparent culture and a more effective and efficient way of working. It is vital that entrepreneurs identify the potential of the latest innovations and make a symphonious effort to merge them at a successful level of entrepreneurship.
Last but not least, our research was multiple case studies but our sample was a small one and we cannot generalize the results. We used an information which we propose the factors of network-based entrepreneurship and establish a context for future research.

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Features of enabling environment that promotes social intrapreneurism

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Abstract
The purpose of this conceptual paper is to understand the factors underlying social intrapreneurship. As an ex-entrepreneur turned entrepreneur academic, I feel that if we could learn more about the factors underlying social intrapreneurism then this would be an excellent starting point from which to build a socially responsible corporate culture. I will attempt to clarify the factors underlying social intrapreneurship through interviews of social intrapreneurs and others who have studied and supported the work of social intrapreneurs.
This research may turn out to be significant for aligning the organization's capabilities with societal needs which, in turn, will bring benefits to the society and the organization alike, as societal challenges get addressed and the organization will get the benefits from innovation, creativity, higher employee satisfaction and retention as well as opening new markets. Our quest for further research might explore whether Social Intrapreneurs are born or made; do awards schemes churn more number of social intrapreneurs; social impacts generated etc.

Keywords: Intrapreneurship, Social intrapreneurship, Intrapreneur, Social intrapreneur

"Look at the world around you. …With the slightest push – in just the right place – it can be tipped"
Gladwell

Introduction:

The penetration of social realm into corporate strategy has gathered momentum in the last few years. Managing the social and environmental footprint of economic activity is generally accepted as part of the cost of doing business. But much remains to be done. If the companies are to move their Corporate Social Responsibility (CSR) activities from satisfying behavior and take their commitment to society to the next level, they need to rethink their current approaches to CSR, tapping into the creativity of every individual. But at the same point of time, the employees should also have the willingness and the desire to create joint economic and social value with entrepreneurial redesign, systems development, and action necessary to carry it out.The hard-core business people are realizing that they can increase their profits by incorporating social responsibility as a part of their business strategy, and heart-core idealists are recognizing that the use of market methods gives them the opportunity to create even more social value.
To them there is no doubt: the blended value proposition of social, environmental and financial value all being parts of one essential value is the future way of thinking about value creation, as already promoted in CSR, social investing (SRI), venture philanthropy and indeed social entrepreneurship.
But, what is social entrepreneurship?
Social entrepreneurship may be defined as a professional, innovative, and sustainable approach to systemic change that resolves social market failures and grasps opportunities (Said Business School, 2005). According to Alvord, Brown and Letts (2004) social entrepreneurship creates innovative solutions to immediate social problems and mobilizes the ideas, capacities, resources, and social arrangements required for sustainable social transformations.
Social intrapreneurship is social entrepreneurship which occurs in existing firms and can refer to new venture creation or process/product/process innovation (Mair & Marti, 2006). Similar to social entrepreneurs, the work of the social intrapreneurs covers a wide array of environmental and social challenges and is in varying stages of development — ranging from incubation to market expansion. The characteristic common to all of theseindividuals is a passion for driving societal change through business in a way that generates long-term value for both their companies and communities.The

difference is that the intrapreneurs are working from inside an existing system; a company, an organization. They are the insider-outsiders.

Examples of some social intrapreneurs in India:

- **Vijay Sharma,** Hindustan Unilever
  At Unilever, Vijay Sharma heads up the Shakti programme, which cultivates women entrepreneurs in Indian rural villages. He showed the way to the company to set up a direct-to-consumer retail operation by creating a network of entrepreneurs to sell its products door-to-door and to produce a range of affordable products in small sizes to meet the needs and pockets of low income consumers. These are mostly single-use sachets selling for as little as 50 paise (half a rupee) each.
  Shakti Vani ("Voice") takes Project Shakti a stage further. Hindustan Unilever trains local women to give talks to villagers about basic health practices, such as good hygiene, disease prevention and pre- and post-natal care, using visual aids to overcome widespread literacy.
  The third Shakti component is an IT initiative called i-Shakti that is designed to meet villagers' information needs and provide both private and public sector organizations with communications access to "media dark" areas. Village "kiosks" containing internet linked computers, mostly housed in the homes of Shakti entrepreneurs, provide free and interactive information on a wide range of topics, including health, agriculture, education, finance, employment, and entertainment. All content is voice-enabled so that illiterate people can use it.

- **Sivakumar,** ITC
  In May 1999, Sivakumar and his team conceived ITC's eChoupal initiative. The eChoupal was based on the knowledge sharing found in the traditional choupal model, but took the concept one step further. ITC supplied a computer kit to each village with the following components:
    1. A PC with a Windows/Intel platform, multimedia kit, and connectivity interface
    2. Connection lines, either telephone (with bit rate between 28.8 and 36 Kbps) or, more commonly, VSAT (in 75% of eChoupals; average 2003 usage 64 Kbps inbound, 1 Mbps outbound)
    3. A power supply consisting of UPS and solar-powered battery backup
    4. A dot-matrix printer

  Farmers started accessing the World Wide Web through a site dedicated specifically to them, ITC's <www.soyachoupal.com>. The site contained much useful information that was previously unavailable to farmers in Madhya Pradesh. This was done in the simple local Hindi vernacular, not in obscure academic lingo. This way, the farmer could immediately identify the gaps between what he was doing and what he should have been doing.

- **NachiketMor,** ICICI
  In 2007, when ICICI Bank formed ICICI Foundation to streamline its corporate social responsibility (CSR) activities, NachiketMor offered to lead the initiative. Mor took on a problem that has been vexing the policy makers for long: how to take finance to the poor. The popular answer is micro finance, giving small loans without any collateral, to groups of people.
  Nachiketthought about banking low-income consumers in straightforward terms. After all, whether his customer is rich or poor, a banker must do a few things and do them well: take and give money, determine the borrower/saver profile and properly value uncertainty. These basics are the foundation on which the KshetriyaGramin Financial Services (KGFS) initiative has been started. KGFSis an effort to blanket rural districts with full service bank branches, reversing the typical microfinance model where banks are located in urban areas and MFI officers visit villages periodically.

Factors underlying social intrapreneurship:

A social intrapreneur is motivated by a desire to help, improve and transform social, environmental, educational and economic conditions. Key traits and characteristics of highly effective social intrapreneurs include ambition and a lack of acceptance of the status quo or accepting the world "as it is". Social intrapreneurs seek to develop innovative solutions to global problems that can be copied by others to enact change. In general, a business will neither start up nor succeed without motivation (Roberston, Collins, Medeira and Slater, 2004). The possible factors that influence social intrapreneurial behavior are the individual and organizational factors.

- **Individual Factors:**
  - ***Empathy:***Empirical evidence suggests a positive and significant relationship between empathy and pro-social behavior (Eisenberg & Miller, 1991). The basic logic underlying the relationship between empathy and pro-social behavior suggests that taking the perspective of another, particularly one found in a distressing situation, is likely to induce pro-social behavior for either altruistic or egoistic reasons (Batson, 1987). This suggests that empathy leads to an increased likelihood of taking action in the form of social entrepreneurship.
  - ***Self-confidence and courage to withstand the depressing social situations:***Social situations significantly control individual behavior. For Lewin, human behavior is always a function of the individual and the social environment. This means that the best and worst of human nature can be brought out by manipulating some aspects of the social environment
  - ***Values and Ideals:***Values and ideals, fostered in one's family, school, church, community, and even culture, stay with the individual and guide him or her for a lifetime. These values are learned and internalized, and reflect the process of socialization into a culture. Personal values are basic to the way an individual behaves and will be expressed regardless of the situation (J. Barton Cunningham and Joe Lischeron).
  - ***Perseverance:***Founding a social venture is a challenge; it needs determination and perseverance to take it from the start-up to being an established business. The ability to persevere as a social intrapreneur is all about whether or not one can tolerate dealing with unfavorable circumstances for an extended period of time.
  - ***Ability to meet and identify the needs of the community:***Social entrepreneurs and their undertaking are driven by social goals (Peredo & McLean, 2006). In the same spirit, Mair and Marti (2006) indicate the desire to resolve societies' unmet needs as one of the crucial factors leading to emergence of social entrepreneurship.
  - ***Ability to get others to agree with private vision:***In the words of the Syracuse Cultural Workers, "No matter what our attempts to inform, it is our ability to inspire that will turn the tides." Getting others to agree with private vision is a central role of an intrapreneur--a vision gives people a bigger picture of what things can be like. It helps people raise their hopes and expectations; it inspires them. When people are inspired, they are more likely to work on something.
  - ***Knowledge broker:***The primary role of the broker is to access new sources of information and knowledge, transferring this knowledge and combining different sources, both existing and new (Hargadon, 2002). An intrapreneur acts like a broker. Four behaviors are associated with brokering: exploration of diverse knowledge domains; learning from these multiple knowledge domains; linking knowledge from diverse domains to solve novel problems; and implementing ideas (Hayton& Kelley, 2006).
  - ***High education:***The entrepreneurship literature states that people's behavior is usually guided by their knowledge and skills. Specifically, recent research studies show that, in general, higher levels of education have a positive effect on the probability of creating a firm (Arenius and Minniti 2005, Davidsson and Honig 2003, Delmar and Davidsson 2000). And we all know, intrapreneurs create a firm within the firm.
  - ***Genetic:*** Research shows that our genes influence how altruistic we are. For instance, one study by Ronald Kessler and his associates show that genetics accounts for about 30 percent of the difference between people in "normative altruism obligation," which captures the duty people feel to engage in charitable activities, such as volunteering money or time for social causes. So it makes sense to believe that genetics would influence the tendency to choose the most altruistic type of occupation – social intrapreneurship.

- **Organizational Factors:**
  - ***Leadership support for social intrapreneurs:***Companies whose executives make public commitments to sustainability foster a culture where employees know that "doing the right thing" is the right thing to do. Such commitments can encourage social intrapreneurs to innovate when new ideas require them to take on responsibilities above and beyond the traditional scope of their work.

- ***Rewards:***Intrapreneurs and managers are different. Traditional methods of rewarding - as increasing remuneration and promotion- are useful for managers to support for effective work while these methods are rarely work for intrapreneurs. Those methods remove them from the area in which innovative, and characteristically they do not make good corporate managers (Hill; 2003: 27). This is all the more important for social intrapreneurs.
- ***Developing structures to support social intrapreneurs:***Through initiatives and the hundreds of other programs that eBay employees are involved in all over the world, the eBay Green Team has become a scalable platform for employees who want to drive positive change, which builds a deep cultural commitment to social intrapreneurship. Similar structures can ensure that social intrapreneurs can easily access opportunities to implement their ideas for positive social and environmental change.
- ***Encouragement at all levels:*** When companies reward results and are open to input from all staff levels, social intrapreneurs feel comfortable leading grassroots initiatives that can grow to create major impacts.If companies create an 'enabling environment' they are more likely to reap the benefits of employees embracing sustainability as part of their day jobs.
- ***Making social intrapreneurship an integral part of talent development and innovation:*** Such a commitment could be promoted by offering modest Research and Development funds to employees to enable them to 'buy-out' some of their own time to work up a social intrapreneurship proposal; or to fund other costs associated with testing out ideas. Another mechanism could be to regularly brainstorm ideas for corporate social opportunities (new products and services, access to new or underserved markets, new business models which have positive environmental and social impact); and publicize these ideas internally.

Conclusion:

This paper, to some extent, helped in identifying mindsets, behaviors, skills and resources (including strategy, culture, organizational design, communication, human resources management, allies and mentors) which are common to social intrapreneurs. Only with the right mindset, appropriate behaviors, skills and resources will individuals be able to deal with current sustainability challenges. Though with the help of secondary research and focus group interview I have collected some information but still a lot needs to be done.I am particularly interested in discovering through my interviewswhether there are specific life circumstances (e.g. early exposure to social issues orentrepreneurism; opportunities for skills development) or personality traits (e.g. aconsistent tendency to persist in the face of adversity; openness to new experiences)that are common to social intrapreneurs. This paper has, thus, set a base for my further research in the same direction.

Implications:

This study may prove significant in contributing to the developing area of research related to the Social Intrapreneurship. Knowledge and understanding of the features of the enabling environment that promote social intrapreneurism – including strategy, culture, organizational design, communication, human resources management and other operational practices may provide additional insight into social intrapreneurship growth as well as intrapreneurs' motivation "to keep going".
This study may help the organizations redesign themselves in ways that go beyond the imperative for profitability. Social intrapreneurs potentially deliver a lot more social impact, at greater scale, and this study may help the corporations to make the changes in their corporate architecture.
By aligning the organization's culture with that of the factors underlying social intrapreneurship, the organizations can better align their capabilities with societal needs. This will bring benefits to the society and the organization alike, as societal challenges get addressed and the organization will get the benefits from innovation, creativity, higher employee satisfaction and retention as well as opening new markets.

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- James C. Hayton and Donna J. Kelley (2006). **A competency-based framework for promoting corporate entrepreneurship**

„Commandments" for Novel Business Relations and Sustainable Development

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ABSTRACT

A possible mechanism of the origin of economic cycles as well as qualitatively novel human values and realations and proposed for successful development of business activities at various levels.
Methods and Results. i) Using the Ashby principle of requisite variety we derive a self-regulation cycle of the business activity, revealing dependence of the economic well-being of the individual/community on the level of his cultural and ethical development: its internal variety I – the wealth of the inner world of individuals - shall exceed the variety E of its external environment (external variety) - a multitude of material and socioeconomic benefits.
ii) there are proposed „Commandments" of novel thinking and business relations as the basic qualities of a new human and novel business relations and values;
iii) there are indicated possible routes how to develop and embody these Commandements.
The results derive a goal – to reach efficient business development (I>E), via transforming priorities of human needs and development of novel human and business relations.

Keywords: economic cycle, development, internal variety, commandments, novel relations.

1 INTRODUCTION

As our world today is characterized by a lot of dynamic instabilities, including those also in economic [1, 2], sustainable development of our world and society in a crucial degree will depend on a whole series of permanent factors as well as random perturbations.

The recently emerged global economic-financial crisis has seriously influenced, moreover - the tendency of sustainable development of our world, namely -

1) via endangering the quality of life, further development economic development,

2) via demanding to reveal fundamental reasons of the origin of this crisis in the context of general laws of sustainable functioning and development of complex systems.

The aim of the present report – to reveal general reasons of origin such socio-economic instabilities and to indicate possible approaches to prevent serious concussions of the development of global socio-economic system being treated as a cybernetic system.

2 Methodology

We apply the principle of requisite variety [3], wherefrom one can deduce a following statement, namely - for successful development of a given system (e.g. human being(s)) in the external environment its internal variety shall exceed the variety of its environment.

Accordingly, for sustainable development of an individual/society: its internal variety I shall exceed the variety of its external environment (denoted as the external variety E). Currently the I and E are defined on a qualitative level. The environment is defined as a multitude of material, financial, socio-economical factors. In turn, the internal varietyI is regarded as wealth of the inner world of the society, namely, the set of its cultural, ethical and mental qualities.

The problem of a human's successful adaptation to complex external environment could be defined in a following way: how should a human being develop himself and to be educated, in oder his own I as well as the internal variety of the whole society to elevate to the level exceeding the external variety (a multitude of material and related matters). Let denote the internal variety as I, the external variety – as E, their algebraic diference: (I – E) = D. We propose: the pace of the development should be proportional to the value, where the case D < 0 will mean negative development (crisis, degradation).

3 A Possible Way to Sustainable Development

Based on the above schema we derive two forthcoming goals:

a) to acquire a possibility to control the cycle, by regulating the variation of the D value, the amplitude and the durations of these steps,

b) as the ultimate goal one could assume to reach and maintain – in the limits of ingenuously un regularly running economic phenomena - stable positive D value – via progressively stimulated permanenet growth of the inner variety - thereby providing steady complex material-cultural–ethical development of the whole society, in particularly, ensure the transition of the whole society to a qualitatively novel state, where, according to the self-consistency principle [4], „the individual members of society contribute, via their cultural and economical activities, to the generation of a general field of civilization".

Among the basic sources of elevating our inherent self-variety there is reasonable to consider knowledge and flexible, creative approach to the whole set of global and local problems promoting development of balanced and healthy thinking, and – as a consequence - also to the growth of general mental-cultural-ethical level. Moreover, in conditions of crucially changing environment where there are numerous degrees of the system to evolve, just the necessity of flexible integral thinking will come in the forefront, which will provide creative reaching out of the system's own boundaries [5].

A likely way to acquire the capability to develop a novel, complementary state of thinking patterns and sensible perception to the hierarchy of multiple sets of individual as well as global values seems to be the following one – namely, to develop a creative approach to world phenomena, problems and values. It is highly important just nowadays – in the period of mutually controversal realities and values – that creative flexible thinking, as a manifestation of the systems thinking, could promote the self-organization process in the direction facilitating an integral perception of the world and its basic values, especially the cultural and ethical ones.

Especially nowadays we need to generate efficient approaches with the aim to develop an appropriate human personality having such qualities which are highly necessary in order to form a novel viewpoint at the whole system of human ethical, cultural and societal values. In such a novel hierarchical system of values the traditional basic criterion and driving force of any business – the profit – should be reconsidered to be as only one constituent of ensuring harmonious and multilateral human life. In turn, economics and finances as the constituents of the material world should be regarded as the derivative, the outcomes of a more fundamental value, namely - the inner mental world of a human being and of the whole human society.

An actual necessity to create an essentialy novel system of basic values, with a concomitant transformation of human thinking orientation into novel set of concepts– with the aim to solve the problem how to provide sustainable development of our society - stems also from the fundamental theorem in the mathematics and logics areas - the Godel incompleteness theorem [6] deriving a statement that an original solution of the problem is impossible in the frame of the concepts being derived inside the given system.

Thus, opposing to traditional categories – profit, material wealth, material well-being - the inner mental world of a human being, comprehended as an internal wealth of a human being could be taken as the main component of the internal variety of a human being. Similarly, such an assumption can be extrapolated to higher hierarchical levels – communities, nations, countries and the whole global society worldwide. Priority of non-material categories in our world can be illustrated also by the conclusions the of contemporary theoretical physics, in particularly, the theory of torsion fields [7] showing the primarity of informational fields - in comparison to secondarity of the material world.

4 Human Internal Wealth – the Possible Routes of Its Development

According to rich empirical experience accumulated in various activities of economic life and in analyses of emerged local and global financial-economic problems, as the main task one could propose a following one: namely, to transform the priorities of human needs towards predominance of mental, ethical and cultural needs over the material needs. Or, according the Nobel Peace laureate Dalai Lama [8], calling forth us to concentrate at our ''inner dimension" and inviting us to recognize certain basic facts of our existence, such as the interdependence of all things, and from these to recalibrate our hearts and minds, to approach allof our actions in their light.

4.1 „Commandments" of Novel Thinking and Human Relations

In order to achieve such an aim, first of all each individual should try to reveal his basis psychologic settings and the whole set of his curent and futurs needs and desires, and on this basis to develop his own mental world – as stable as possible, in contrast to rather unstable outer material world.

As the main components of such mental world one should serve following „commandments" – being expressed in the form of necessary serving as a ethical-psychologic basis of forming new attitude of humane values, novel thinking and relations:

1) **development and maintenance of high ethical standards, mutual confidence and thereby - creation of healthy mutual relations and their environment (inluding the business one);**
2) **development of prosperity to enrich the own soul, mental, emotional and culture world;**
3) **readjusting of the welfare concept, extermination of consumer philosophy;**
4) **development of long-term strategic thinking, social and ecological consciousness**
5) **fostering of *motto: the main purpose of any human activity is for benefit of society, the basic essence of a human being – to fulfill the desire of other people.***

As a possible approach for achieving such a goal here we would like to propose - on the basis of fundamental conclusions of modern sience - to reconsider and even to reorganize also the whole education system towards development of integral system thinking of human beings, which should promote to comprehend, analyse and assess the basic processes, values and tendencies in the local and global environment.

6.2 Modern science and novel thinking development

A series of fundamental scientific achievements of the 20-th century has provided the mankind not only with a new knowledge which shall be directed in the flow of its humane use, but also with novel knowledge and methods for management of social complexities and development of systems thinking. Among these fundamentals there are, first of all, synergetics concepts – self-organization (SO).

There is well known that development of qualitatively novel structures – at various levels – are basically associated with nonlinear SO processes. This general rule can be attributed also to information phenomena [9], including also generation of novel states in informational fields, starting from novel settings in our brain generating the elements of new thinking, up to development of novel system of general humanly values. The SO processes are also capable to connect the individual's problem with a more global non-linear process – transition of the whole society to a qualitatively novel state.

This should be just the synergetical principles – SO – which is considerd as the possible mechanism of creativity – the phenomenon (ability) being capable to break the existing stereotypes of thinking and, in turn, to develop nonlinear, flexible and integral thinking. Namely, a qualitative jump in a creative thinking process can be assocated with a quantum tunneling act – a jump of the thought into the classically forbidden region which can be considered as a hardly accessible region from the classical logic viewpoint [10]. Thus, a proper way to develop complementary thinking modes reasonably seems to develop creative approach to world phenomena, problems and values [11] being highly actual just nowadays – in the period of mutually controversal realities and values.

Elsewhere, according to the W.R.Ashby thesis [12] about a self-organizing system as a system consisting of an organism and its environmental medium, creativity can be treated as a SO process of internal (neurophysiological and psychological) and external (socio-cultural) factors of the individual. In such a context, creativity of the individual can be considered as a nesessary element of his active adaptation towards accomodation of external conditions to the current needs of the individual.

Thus, by bringing into consideration the creativity concept and specifying mutual interrelations between creativity, information and adaptation, we are building further analysis on following proposal, namely - basic routes of elevating our internal self-variety could be knowledge and flexible, creative thinking, in concert with the Kuhn and Lehman thesis [13] stating that knowledge as organized information can be considered as complexity factor and envisaged in order better to comprehend human's functioning in complex environment.

4.3 Proposals for education optimization

On the basis of the above considered mechanisms and taking into account the modern science results, one can propose some recommendations – with the aim to stimulate the forming of the desired model of human personality and thinking – for reconsideration and reorganization of the education system:

a) at the basic (elementary and secondary school) levels – to increase the emphasis on development of the individual's capabilities of creative, non-standard approach to solving complex problems and, in general, towards development of such mental characteristics as predisposition to integral and global thinking as well as the capability of realizing these features;
b) at the higher (universities,) levels – to develop education programmes with the emphasis to revaluate the existing models of the value priorities, to comprehend the most actual human values, as well as to understand that material world should be regarded only as the derivative and the result of the inner mental (cultural, ethical,...) world of the society

5 Conclusions

We have shown that the economy and finances being essential constituents of the material world should be regarded as the derivative and the result of the inner mental world - or the internal variety - of the whole human society. One of the basic ways to increase the internal variety - to transform the human priorities towards predominance of mental, ethical and cultural needs over the material needs and thus to promote formation and permanent observance of the novel "Commandments of novel thinking and relations" regarded as the source for human sustainable development of our society and for building of favourable environment of humane activities .

For achieving this aim one seems necessary to reconsider the whole education system towards development – especially for the young generation - of creative approach to world phenomena, problems and system thinking. For reaching economic sustainability equally one can recommend further development nonlinear physics approaches in business activities.

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Students´ intrapreneurship in Higher education settings and its relevance in the formation of entrepreneurship attitudes: a case study from Latvia

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Abstract

Looking for innovative ways of developing students' entrepreneurship competence, this study addresses the relation between students' intrapreneurship activity during their Higher education studies and the development of their entrepreneurship attitudes.
The empirical study is based on the written activities of 17 students during their first year of this Master program. The results of this study show that students´ intrapreneurship inside their institutions during the study process has statistically significant positive correlation with students´ entrepreneurship attitudes development. Some recommendations are put forward to help students to develop intrapreneurship during their studies as a way of enhancing entrepreneurship attitudes.

Keywords: Intrapreneurship, Entrepreneurship, Study Process

1 Introduction

Developing students' entrepreneurship attitudes is one of the major issues in Higher education. The recent economic crisis put policy makers and Higher education institutions in face of the urgent necessity of coordinating efforts to prepare students for a successful and self fulfilling professional life. This is true not only for students involved in economic and financial studies, but also at every level and any field of Higher education, from Social sciences to Hard sciences. This problem is especially acute in Latvia [1].Recently, the professional activity of university students' after graduation and the impact of university studies in the economic life of Latvia has been studied [2]. Developing students' entrepreneurial skills remains still a priority.
Looking for innovative ways of developing students' entrepreneurship attitudes, the rationale of the study is that when students are involved in their study process in a proactive way (intrapreneurship), they develop attitudes that are the basis of entrepreneurship development. Students who, during their university years, encouraged discussions with others and participate actively in the learning forums, probably after the university studies will continue to do the same thing, being active in professional life. They will probably be able to organize their own business or to participate actively in it. Observation of students' attitudes during their studies should help to reveal potential leaders and entrepreneurs. There are also students who involve themselves a minimum in the study process, with a low participation in learning forums and discussions, fulfilling only the minimum necessary to pass the exams and get the diploma. These students need a special attention from university staff to develop their entrepreneurial potential that should be most useful for them in professional life.
This study addresses the relation between students' intrapreneurship activity during their Higher education studies and the development of their entrepreneurship attitudes at the beginning of their professional life. Students' intrapreneurship is defined as students' activity within an existing learning organisation, referring to emergent intentions and behaviours that enhance the quality of study process and create innovative activity inside the institution [3]. The categories for the assessment of students' entrepreneurship attitudes were taken from the description of entrepreneur qualities of the "On line guide for starting a business" elaborated by the members of the CReBUS project [4]. These categories are: Disciplined, Confident, Open Minded, Self Starter, Competitive, Creative, Determined, Strong People Skills, Strong Work Ethic, Passion, Mission, Vision, Goal, Competency, A Strong Team, Communication Skills, Interpersonal Skills, A "Can Do, Get It Done" Attitude, Inspiration and Ambition.

In this context, the research question was formulated as follows: is there a relation between students' level of intrapreneurship and the development of their entrepreneurship attitudes? The learning environment of the joint international Master "Educational treatment of diversity", implemented by the Pedagogical scientific institute of the University of Latvia was chosen as research place. It allows students to develop their intrapreneurship, through the participation in different activities, forums and group work. This participation takes place in a clearly traceable way: students' and faculty members' written activity is recorded in the Moodle platform of the Master that can be accessed at any time.

Some of the students of this Master program are already involved in professional live, where they use not only the new knowledge and skills acquired during their studies, but also the attitudes and values that they encountered in learning environment. The valorisation of students' professional paths is one of the main strengths of this Master program: students are often asked to reflect on the implication of the contents and methods used in the Master program for their concrete professional activity.

2 Methodology

The empirical study is based on the written activities of 17 students (90% of the total number of students) during their first year of this Master program. Seven students started the Masters' program in 2010 and ten students in 2011. Just the first year of studies (two semesters) has been analysed to allow comparison of both sets of students.

The analysis of students´ intrapreneurship activity is measured through the quantitative analysis of their participation in the enhancement of the quality of the study processes. The number of their interventions during the first year of studies was measured, as well as the number of those interventions that students did on their own initiative, starting a discussion in the forum of the Master's program.

The assessment of students' entrepreneurship attitude was done in parallel by two of their teachers that were working with these students for one year in different modules of the Masters' program. These teachers were not further involved in the research process, to avoid biased data analysis and interpretation. As already mentioned, 20 entrepreneurship categories had been assessed. For each category, a score was given to each student, following a six-point scale: 1=very low; 2=low; 3=a bit low; 4=a bit high; 5=high; 6=very high. The overall mean of the scores gives an indication of the perception evaluators have about students' level of development of entrepreneurship attitudes and their preferences for such behaviour in the future.

3 Results

The tables 1 and 2 show the results of the data analysis for the promotion 2010 and 2011 respectively.

Table 1: Comparison of students' intrapreneurship and entrepreneurship, promotion 2010

	Student (rank)	A1 (1)	A2 (2)	A3 (3)	A4 (4)	A5 (5)	A6 (6)	A7 (7)	Median
INTRA-PRENEUR-SHIP	Interventions	100	38	32	28	27	24	11	28
	Initiative	5	3	5	7	1	3	1	
	Level group	High level			Low level				
	Level group	High level			Low level			High	Average
ENTRE-PRENEUR-SHIP	Evaluation	6,00	5,88	5,88	5,10	5,20	4,51	5,83	5,48
	Student (rank)	A1 (1)	A2 (2)	A3 (3)	A4 (6)	A5 (5)	A6 (7)	A7 (4)	

Regarding the promotion 2010 (see Table 1), 260 interventions had been recorded. The median number of student interventions was 28, oscillating between 11 and 100. 25 of the interventions (10.8%) are the result of students' self initiative to start discussions. According to these data students (N=7) were first grouped in two levels of intrapreneurship (high=over de median, N=3; low=the median and below, N=4). Then the data received about students entrepreneurship abilities were processed (M=5.48, SD=0.55). Students were regrouped into two levels of development of entrepreneurship attitudes (high=over the average, N=4; low=under the average, N=3). The students' membership of both groups was compared using cross tabulation. The distribution of the students in the groups was almost identical for both intrapreneurship and entrepreneurship classification, with little differences in the rank of the students. In order to test the statistical significance of this 2x2 cross-tabulation Phi was used as the appropriate measure of association [5] (r=0.750, p=0.047). The results indicate that the degree of association of both variables is high. These results confirm the existence of a strong relation statistically significant between intrapreneurship and entrepreneurship level.

The same comparison of students' intrapreneurship and entrepreneurship level was done for the promotion 2011 (see table 2)

Table 2: Comparison of students' intrapreneurship and entrepreneurship, promotion 2011

INTRA-PRENEURSHIP	Student (rank)	B1 (1)	B2 (2)	B3 (3)	B4 (4)	B5 (5)	B6 (6)	B7 (7)	B8 (8)	B9 (9)	B10 (10)	Median
	Interventions	94	82	72	66	43	37	31	30	15	9	40
	Initiative	4	1	8	9	6	2	2	2	2	4	
	Level group	High level				Middle level				Low level		
ENTRE-PRENEURSHIP	Level group	High	Low	High level			Middle level			Low level		Average
	Evaluation	5,98	5,13	5,90	5,90	5,98	5,50	5,88	5,48	5,38	5,23	5,63
	Student (rank)	B4 (1)	B2 (10)	B3 (3)	B1 (4)	B5 (2)	B6 (6)	B7 (5)	B8 (7)	B9 (8)	B10 (9)	

A total of 479 interventions had been recorded. The median number of student interventions was 40, oscillating between 9 and 94 per student. 40 of these interventions (8.4 %) are the result of students' self initiative to start discussions. Taking in account the bigger number of students (N=10), they had been regrouped in three level groups (high=60 or more interventions, N=4; middle: between 59 and 20, N=4; and low=under 20, N=2). Then the data received about students entrepreneurship abilities were processed (M=5.63, SD=0.72). Students were regrouped into three levels of development of entrepreneurship attitudes (high=over 5.90, N=4; middle, between 5.40 and 5.89, N=3; and low=under 5.40, N=3).

The membership of both groups was compared using cross tabulation. The cross-tabulation showed an association of levels with more differences in the rank of each student in each category. In order to test the statistical significance of this 3x3 cross-tabulation Cramer's V was used as the appropriate measure of association [5] (r=0.750, p=0.024). Cramer's V indicates that the degree of association of the variables (levels) is high between both groups. There is a clear exception for one student (B2), who had one of the highest levels of intrapreneurship and the lowest level of entrepreneurship. A closer analysis of this case allowed finding out that, even if her participation was high, she had the lowest number of self initiated discussions, what is coherent with her low level of entrepreneurial ability (see highlight in Table 2).

Finally, the overall association of level of students' intrapreneurship and entrepreneurship has been calculated (N=17) using Cramer's V (for a 3x3 cross-tabulation). The results (r=0,763, p=.001) show that the association has been founded to be high and it is statistically significant.

Summarising the results of this study, it can be said that there is a statistically significant positive relation (r=0,763, p=.001) between students' level of intrapreneurship activity and their level of development of entrepreneurship attitudes.

4 Conclusions

Summarising the results of this study, it can be said that there is a statistically significant positive relation (r=0.763, p=.001) between students' level of intrapreneurship activity and their level of development of entrepreneurship attitudes.

The results of this study allow concluding that students´ intrapreneurship inside their institutions during the study process could be related with students´ entrepreneurship attitudes development starting their professional life. However, the fact that intrapreneurship can work as an indicator for entrepreneurship does not imply causality, because it is possible that the students who manifest strong intrapreneurship behaviour might have been entrepreneurs no matter how or what they were taught. Causality relation could be further explored in future, larger studies.

Some recommendations are put forward to suggest ways of helping students to develop intrapreneurship attitudes during their studies as a way of enhancing entrepreneurial competence. These recommendations had to be taken with prudence, considering the size of the sample and the socio-cultural frame of the study:

The improvement of student's intrapreneurship is much related with the ability of teachers of leading a study process that foster the development of students. Educational leadership cannot be improvised, it needs to be taught and practised from the very beginning of teacher education programs. Moreover, a single educational leader cannot respond in a totally satisfactory way to the diversity of talents and needs of students. Team working of educational leaders is a major issue to offer to the students a qualitative support.

It is suggested to university teachers to pay attention to the level of students' intrapreneurship in the study process, as an indicator of their entrepreneurial competence. Focussing on the development of students' competencies rather than acquiring of the contents of the study program or obtaining of the diploma should help to improve students' life quality and wellbeing.

This personalized attention should have continuity in the time, during all the university years. It implies to create a personal relation between students and teachers based on a real mutual interest of personal development and collaboration in common missions.

The method used in this investigation can serve in other contexts to discover potential leaders and entrepreneurs in Higher education settings. It can be also used an educational tool, to detect students who lack of intrapreneurship attitude, and to take educational decisions to improve the entrepreneurial competences of these students.

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Entrepreneurship and ethics: A closer look over the entrepreneur's behavior

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Abstract

What is the binding between entrepreneurship and ethics?

The first step in understanding how ethics is important in entrepreneurship is to understand the concept of ethics in life, as a proper course of individual action in his daily choices. Without ethics, our actions would be random and worthless.

While entrepreneurship can be defined as attitude, a way of thinking and behaving, ethics describes the moral content of behavior and provides direction through its code of conduct.

The common denominator of entrepreneurship and ethics should be life lived in accordance with a set of strong principles and virtues. Virtues are an important part of ethics and represent the guide line actions that lead to good results.

An entrepreneur has to organize, manage and assume the risks of a business. But building the business means facing all kinds of ethical decisions, choices for doing the right thing, without violating the rights of any stakeholder (customer, partner, investor, banker, supplier, employee etc.) and other difficult dilemmas which can be solved only by involving strong values. Important decisions take time and careful thought and reflection.

Good ethical behavior builds trust and reflects smart business practices, and maybe therefore, the companies that know and apply it are great.

The general aim of this study is to point out that the main qualities which characterize a successful entrepreneurship (initiative, perseverance, imagination, creativity, passion, courage, justice) are also crucial to ethical decision-making, suggesting that ethics and entrepreneurship are closely connected.

The paper has the form of an overview of the representative literature in the emergent field of business ethics and it is a work in progress planned to be continued with some empirical research departing from the hypothesis that ethics and profits don't necessary have to be mutually exclusive.

Keywords: entrepreneurship, ethical behavior, moral principles, ethical decision, code of conduct

1 Introduction

"There is no such thing as business ethics – there is only ethics"[1] [1]. Being the title of a John C. Maxwell's book, this statement reveals the fact that business ethics cannot be separated from the rest of life. Fundamental rights and obligations like respect, trust, responsibility and fairness continue to be relevant regardless of the time and place. We don't (or shouldn't) start to ignore these rights when we arrive to the office. Ethics is not related to a special domain of interest, it is a personal issue that defines the human nature and then reflects itself in everything.

Many entrepreneurs are afraid to admit the ethical dimension of their managerial decisions and strategies because they don't want to be burdened with social responsibilities hard to comply. But ethics is not synonym with holiness and business ethics is not different than common life's morality.

[1] Statement of Peter Drucker, Management expert, author and teacher

Business ethics only claims that everybody else's rights and legitimate interests are taken into consideration [2].

Ethics is not a description of the way people actually behave, but a prescription of the way they should behave.

2 A philosophical approach over the ethics

The Universal Declaration of Human Rights remained in the history not because of its references to people and rights invested in them, but because it claimed that the human rights are universal and integrated part of their nature.

By beginning with the profound tendencies of human nature – absolute, immutable, and universally valid in time and place – the human mind has the capacity to discover the natural law. This means that the natural law offers an objective set of ethical rules for evaluating the legitimacy of human actions any moment and under any circumstances [3]. The rational and natural right is then structured through a set of strong principles of life.

As stated before by the human nature, everybody has the potential ability to distinguish between right and wrong, between vice and virtue. But activating potential depends on various factors: personal values, power, self-control, moral evolution stage etc.

The first approach over ethics comes from antiquity – more than 2400 years ago, ethics being a part of philosophical doctrines. Socrates put the basement of ethics theory through concepts of good, duty, honor, honesty and then his disciples, Plato and Aristotle, continued his work. These are remarkable names of philosophy and ethics [4]. An important contribution in the field is attributed to Immanuel Kant, for whom, ethics is based on practical rationality, which imposes some moral laws with universal character.

This approach should not be mistaken with the intransigency of the „inflexible man of principle", who sees himself as a man with no dilemmas. Strong principles don't mean easy choices and a default path of applying rigorous rules [5], [6]. Some situations can be solved with a simple yes or no as an answer to the dilemmatic questions, but most of them must take into consideration multiple variables. Ethics is a code of moral principles that sets standards of what is good and right or what is bad or wrong in the conduct of a person or group [7].

These kind of ethical decisions are compromises between economic and social responsibility, in case of companies, or between aspiration and duties for individuals. The normative philosophy offers support in finding these compromises, but does not teach exactly how to do it [8]. Principles are only elementary beginnings – starting point for direction [5].

There is no unique system of ethical evaluation of our actions, one universal system of beliefs and objective principles that can be applied to every group, from every culture of every time. But in spite of all these relative aspects, we have one common principle: the belief that each member of the group has a certain responsibility for everybody else's good. This proves that every man is a social human being and that cooperation for survival is needed, cooperation that can be generated through some behavior standards.

According to the historicism, there is no right or wrong from ethical point of view, all ethical judgments are considered subjective [9].

Another dangerous possibility for erudite spirits is to fall into a pure ethics vanity. Despite the Socratic debate upon the possibility to learn the virtue, I think that reading Aristotle, Spinoza, Kant or any other great philosopher does not make one a moral authority. The key ingredient missing is the ethical vocation, hard work and determination to become one. The specialist in ethics may have ethic competence, but does not necessary have authority and moral competence. The moral competence cannot be achieved from books.

Nevertheless, an ethic behavior can be applied in the day-to-day activity, regardless the domain.

The word “ethics” derives from the Greek “ethos”, which means “the usual way of life”. The usual life of an entrepreneur is characterized by change: discovering new ways of combining resources in order to develop opportunities, to create value for the organization.

In the business world, full of the simple and self-sufficient lucrative approach, gaining the impeccable reputation of an honest entrepreneur represents an asset, because this is the real key to a successful business. Starting from an intense need of mental consolidation, of an inside justification and orientation, the entrepreneur has to build an authentic behavior in searching for ethics, even if the true ethic behavior can only be established from the perspective of a closed road.

3 Today’s business world

It is said that “managers are concerned to make things right, leaders are concerned to make the right things” [10], meaning that we judge the value of an action in terms of means and purpose. My personal belief is that entrepreneurs have the duty to always follow the right way. The purpose does not excuse the means – a good intention does not justify an unethical action and the means do not excuse the purpose – a good action does not justify a bad intention.

An entrepreneur can easily fail with his current business and then build another one, he can lose money and then gain it again, but once he compromised his integrity and his personal values, he cannot get them back. A good entrepreneur should be a trustful man for the others – clients and partners. Not feared, not loved, but a man of trust. Trust is the essential base of any type of business. Despite technological progress and new tendency in management and marketing, all business are reduced to a matter of trust: customers trust the product to do what it says it would do, investors trust the management is competent, employees trust their boss is performing his duty. And trust can only be built through an ethical approach of business field. Above all, the most important things for people are, or should be, integrity and personal values.

The theory of “the broken window” shows that if we leave a broken window into a building, in short time, the vandals will break the rest of the windows because the first broken window sends the message that “nobody cares” – if you break a window nothing happens so you can break more windows because it is all right [10].

Somehow, the business environment is similar. Some little ethical issues are often ignored. The postmodernism has a relative way of judging the world and the main danger is that, nowadays, there are no final criteria for hierarchy, and therefore, no tool to distinguish truth from fake. The most common attitude is tolerance, but not a well placed tolerance. We accustomed to manifest tolerance towards ignorance, superficiality, lack of morality and even to fraud. If at the beginning, the role of a financial analysis was to scan the activity without any adjustments, later a lot of entrepreneurs have been heard saying “is it legal?” instead of “is it good?”. From this point to “how can we get away with it?” it is only one step. There are artificial figures and account books in order to hide debts, to avoid taxes and even gain through scam.

Another meaning of the Greek “ethos” is “character”. Approaching the business domain with an ethical attitude means being an entrepreneur of character. From this point on, the formula of success is ethics plus competence.

From moral and legal point of view, entrepreneurs are held responsible not only for what they know, but also for what they could and should have known: "It’s not what I know that scares me – it’s what I don’t know”[2][11].

The entrepreneur is the first responsible for his company deficiencies. Even if there is no universal formula for solving ethical dilemmas, a specific type of thinking is absolutely necessary. Analyzing everybody involved and their position provides the necessary tools in order to make the decision. And ethics should be present in the entire process of taking a decision, every single stage: identifying the problem, establishing the criteria for solution taking, finding different alternatives, decision itself,

[2] Remark made by a manager of a Dutch government department

applying the decision. From here until the elaboration of an entire ethic code it is just one step – but a very important one, because it involves money and other resources that have to be allocated differently. This kind of rules of conduct leads to a more general ethic context and a moral behavior inside the company, a "product of personal values, experiences, and the environment in which one works and lives" [12], contributing this way to the duty of individual social responsibility for the general good.

4 Conclusions

One of the common discussions we have with each other is about how much we work or study. If everybody had a vocation and followed it, work and business would be design. But because in practice, things don't always look this way, we must find other motivations.

It is difficult to approach labor as work for the sake of work itself, as the Weber's Protestants used to think in order for the man to be considered the one "chosen" by God [13]. Because the Calvin predestination doctrine stated that only some people can be saved from the eternal damnation, every man had to consider himself the chosen one and to always make good things as a proof of the God's ordained act. And because one of the most important religious obligations was business success, people generalized work as a vocation – work for work's sake.

Two thousand years ago, the Roman writer, architect and engineer Marcus Pollio Vitruvius, said that "in life, each of us remains debtor towards our profession". But work has to be included into a bigger project: a project of life for individual, a common goal of more individuals, a way through something else. Ethical entrepreneurs valorize a positive relationship towards stakeholders, based on trust, respect, integrity, honesty, fairness, equity and compassion – "laws of the universe" as they are being called by Stephen Covey [14]. An entrepreneur without ethics may have success even a long period of time, but eventually his lack of morality will destroy him.

You can't build a strong business on a week foundation.

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Links of SMEs innovation to export

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Abstract

The objective of this study is to explore the effects of investments of SMEs in innovation inputs and outputs and its impact on motivation for export on that basis. The objective of the research is SMEs from Serbia. To examine these relationships, the paper uses the binomial logistic regression technique with a group of six hypotheses. The main findings are: There is a positive correlation between SMEs previous investment in innovation and the probability of SMEs being export oriented; Investments of SMEs in innovation depend on the size of the company, because of findings that larger firms have a significantly higher share of investments than small companies.

Keywords: Innovation, SMEs, investments, export motivation, entrepreneurial behaviour

1. Introduction

The economy of Serbia is slow to adapt to globalization and increasingly severe competition. Given that 99% of Serbian companies are small and medium enterprises, (SMEs, of which 95% are small companies), which make only about 40% of the total gross value added, transitional challenges for Serbia include: improvement of SMEs to foreign markets, strengthening of their technological capacities, the realization of better access to new ideas, innovation, scientific research results and commercialization of new approaches and products. With these in mind, the results of this research are shown in innovation activities of SMEs in Serbia product, process innovation and enterprise organization, in accordance with the European Commission and particularly the European Innovation Scoreboard (Radovic Markovic et al., 2009) [12].

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2. Research hypotheses and methods

The six hypotheses of this research are related to the innovative input and output of SMEs export activities. *The samples* comprised SMEs from Serbia. The total number of respondents - companies was 1.000, with the entire national territory within the sample: 30% of exporters, 40% of importers, 30% free (those that intend to export goods and services). *Industry sector* was considered from the following areas: (i) production (40%), (ii) trade (25%) and (iii) services (25%). *Size of the firm* was measured by the number of employees. *Age of the companies* was measured in years: 1 to 3 years which occupies 30% of the SMEs sample, and 4 years and above, accounted for 70% of the SMEs sample. *Education level of the managers* or owners and their scale of experience in innovation and exports. *The mixed method* (quantitative and qualitative), desk research and field research were used in order to gather data, while the qualitative method was used for the questionnaire SME survey. Impact of innovative inputs for export-orientation of SMEs was analyzed by specific statistical methods - descriptive statistical analysis of research data, mean and standard. The statistical analysis includes the following control variables:

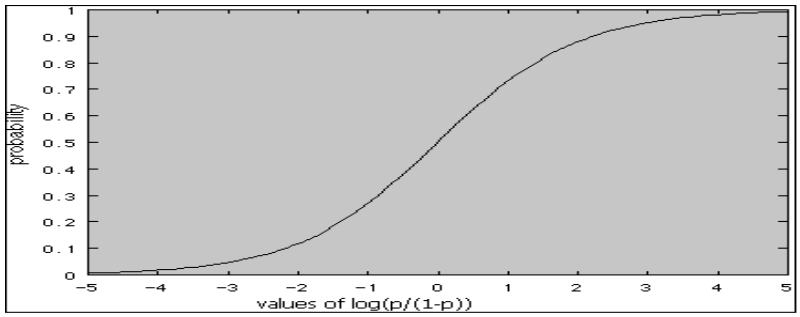


Figure 1. Functional dependence of the logarithm scale relations, considered in relation to the probability p.

Deviation within the sample, statistical testing was performed according to the variables that are considered important by authors for export motivation of SMEs, and by the size of companies. In this case the Pearson's χ^2 test of independence has been used for the setting features of two modes of sample were used for the setting features of two modes of sample. Finally, the formal analysis control of the hypothesis was made by binomial logistic regression model, commonly used in such situations, when the dependent variable (export SMEs) is a dichotomous type (that is, it takes only two values): 0 if the company does not export goods and services, or 1 in case of export oriented enterprise. Unlike the standard linear regression, logistic regression does not assume a linear relationship of independent variables in relation to the dependent variable. The basic form of this model can be shown in the form of equations:

$$\log\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_k X_k \quad (1)$$

where *p* is the probability (share, or scale) the values of the dependent variable in the sample, and X_1, X_2, ..., X_k are independent variables. Finally, b0, b1, b2...., bk are known regression coefficients, which are assessed based on the data. Special significance in the logistic regression (1) has a dependent variable log [*p*/ (1-*p*)] which is therefore a linear combination of independent variables. The values of these variables transform probability *p* into logistic function, as shown in Figure 1. The horizontal axis shows the values of the dependent variable, while the vertical axis shows the values of probability *p*. Logistic function is the natural logarithm of the so-called ratio scale odds ratio (OR), marked in this study as OR. In general, the ratio scale is the ratio of the probability of positive values of the dependent variable (p) and the opposite of probability (1-p), that is, science is defined by the expression $O.R. \equiv \frac{p}{1-p}$. From the standpoint of the authors, the ratio scale indicates that a relative

weighting of a particular type of responses to survey questions (the answer to encode with 1) was observed to scale with the participation of opposing fits within the sample (responses coded 0). It is clear then that the value of OR will be greater than 1 if the percentage of positive responses exceeds the number of negative responses, and vice versa. For the logistic function, which is called the logarithm ratio scale (shorter, log OR), similar conclusions are valid compared to 0. The share of positive responses is greater than the percentage of negative responses if *Log OR* > 0, while the share of positive responses is less than the percentage of negative responses if *Log OR* < 0. Hypothesis testing was performed with Pearson test and binomial logistic regression analysis. The basic unit of measurement and analysis were taken individually from each company, and their value characteristics were viewed as different variables. Analyses were taken one by one from indicators of export activities; while indicators were obtained from the questions answered by managers or owners (do they export their products or services?). The equation that determines this (dependent) variable as a measurement of export enterprises is expressed in relation to its innovative activities as the independent variables are set up as follows: Here, we have the tagged value of the logistic relationship scale exports of SMEs, and marked a total share of companies investing in innovative activities. It is also important to note that in addition to innovation, as a control, the independent variables were included in the statistical analysis reported here:

i. Indi (i = 1, 2, 3) is a set of three variables that describe the participation of companies from the production, trade and services, respectively;

ii. Log Val occurs before the variable that shows the natural logarithm of the number of employees;

iii. The variable (natural logarithm) at the front of Log Star refers to the number of years between SMEs expressed and SMEs existed.

iv. ϵ is white noise, or a variable that indicates the degree of irregularity in the regression model.

$$\dot{Log\ \ Od\ \ Raz} = \beta_0 + \beta_1 Invest\ + \sum_{i=1}^{3} \beta_{2i} Ind_i + \beta_3 Log\ \ Vel\ \ Pred\ + \beta_4 Log\ \ Star\ \ Pr\ ed + \varepsilon. \quad (2)$$

Next, equation (3) is formulated for testing hypotheses 2A and 3A. This equation also evaluates the logarithm of likelihood ratio scale exports, using innovative output, that is, degree of innovation in products, services and production processes in the previous period as independent variables. In this case, the regression model was given

$$\dot{Log\ \ Od\ \ Raz} = \beta_0 + \beta_1 Inov\ + \sum_{i=1}^{3} \beta_{2i} Ind_i + \beta_3 Log\ \ Vel\ \ Pred\ + \beta_4 Log\ \ Star\ \ Pr\ ed + \varepsilon, \quad (3)$$

as the variable that describes the current participation of enterprises in innovation, while the other variables were same as those in the previous model (2).

2.1. Results

Results of the binomial logistic regression analysis, together with the probabilities of exports and the level of investment and innovation as the independent variables showed that:

The appropriate measure of innovation is formed on the basis that, if the company invested in innovation in the past, it succeeded in creating an innovative input and better market performance through new products. Innovative output, that is, participation of companies that have offered at least one new product from 2006 to 2008, and have invested funds into new products, suggest in overall lower scores. Special variables have been used to measure plans of SMEs to invest in innovation in the future (which is also an innovative input). Expected future investments in innovation of products, services or processes are observed for a period of up to 24 months (2009 to 2010) and they show a

similar number of small and medium enterprises, which point to the fact that there is need for investment in innovation, as such, there was increase in export performance and competitiveness of SMEs. The highest levels of innovation have been organized by the company, and the lowest in innovation of products or services. Innovations in the past have often been applied in medium businesses, compared to small businesses. The largest number of companies that had innovative activity belongs to the field of manufacturing. The presentation of certain types of innovation varies depending on which territory it was introduced to. Looking at the markets where the company innovators sell their products or give their services, over 85% of the company sell their goods in local markets in Serbia. Company innovators introduced 26.06% of the new products to SMEs, and give 30.05% of the new services to companies.

2.2. Legend

In Figure 1, the horizontal axis shows the values of the dependent variable, while the vertical axis shows the values of the probability *p* ratio scale, which indicates the relative weighting of a particular type of response to survey questions (the answer was encoded as 1). It was observed that the scale with the participation of opposing fits within the sample was coded 0.

3. Literature review

Leonidou [8] focused his review on stages of export activity of SMEs, whereas Morgan, R.E. and Katsikeas [11] showed the passive and aggressive activities of SMEs in export orientation. Moen and Servais [10] explored the issue of awareness and the need for exportation, research, development and its decentralization, while Grozdanic et al. [14], [6], [7] explored the models of internationalization, based on innovation. It was supported by the work of Andersen [2] on international business, Gankema, H.G., H. R. Snuif et P. S. Zwart on SMEs [5]. The I-models can be criticized because they are static (Leonidou and Katsikeas) [10], Turnbull, P.W [13], insufficient explanation of the transition of the enterprise from one level to another, concentrating mainly on the export itself McAuley, A [9], Bilkey, W.J, [4], Barrett, N.J. and Wilkinson, I.F, [3].

Given the importance of investment in innovation, particularly for SMEs, this paper make a contribution to both - the literature and the policy debate, especially in the purpose of supporting the awareness of small companies about their need for investing in innovation, new products commercialization, parallel with the developing a more effective national innovation system and funding, as a favorable framework for these companies.

4. Conclusion

Serbia suffers from an increasing lag vis-à-vis other South East EU countries in terms of innovation, Competitiveness, and growth, and the country is recognized as becoming less internationalized. The undertaken research, described in this paper, which resulted in identification of the innovation activities of SMEs according to their previous investments and positive impact to export according to their: size, education, economy sector can contribute to further number of recommendations for actions that are needed to ensure that the Serbia becomes a more attractive place for investment and education and research opportunities. This includes, but is not limited to, the funding of innovation, the patents, standards policy and technology transfer, and better access to all factors by small companies**.**

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Increasing competitiveness in the small and medium enterprises by introducing modern methods in quality management

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Abstract

Until a few years ago the most commonly used method of management in small and medium enterprises was the management by objectives or results. Currently however, total quality control which became the best known method of quality management, is taking its place.
Along with quality control outfit, the strategy of continuous improvement is considered one of enterprise integration strategy, which aims to continuously improve the quality of products and services, as well as labor productivity and competitiveness, with the participation of all staff.
One of the major changes in the area has been the opening up and growth of several emerging markets. Small and medium enterprises are now facing new and pressing challenges. Globalization, individualizations, digitalization and increasing competition are changing the face of these enterprises. In addition, increasing safety requirements and voluntary environmental commitments have also contributed to the changes ahead. Size of the organization is no longer a guarantee of success. Only those companies that find new ways to create value may prosper in the future.
The process of realization of a product of a certain quality, pricing, marketing and sales policies, activities that contribute to a certain level of its competitiveness, are determined by performance of management attributes, namely forecasting, organization, coordination, training and control and evaluation.
The aim of this article is to present a short overview of the Romanian small and medium enterprises area today, and highlight the challenges it's facing. Based on this perspective, as we show in this article, improving the quality management in manufacturing and marketing is one of the SME priorities.

Keywords: Quality, competitiveness, strategy, performance.

1 Introduction

The concept of quality is not limited to products, but also incorporates the productive, organizational and design functions that may be associated with a particular product or service, as well as the people that are involved in these processes. Quality can therefore be identified as a management function because it needs to be planned, implemented, monitored and improved.

Generalization of total quality control provides manufacturing companies the ability to monitor and achieve the desired quality, but manufacturing companies can not influence the quality received from sub-suppliers, the more one can determine with some precision. So it took up a binomial construction consisting of declaring their product quality and guarantee the correspondence between declared and provided quality, it spawning the concept of quality assurance trough which ensures beneficiary the supplier's ability to deliver quality products.

Total quality management is an organizational strategy in which high quality can be achieved only by involving the entire company in continuous improvement processes, the primary objective being the increasing of efficiency and effectiveness in customer satisfaction.

The phases that must be completed by SME to achieve this goal are:

- knowledge, understanding and evaluating all requirements, expectations and needs of potential customers (whom it identified in advance);
- designing quality products and services as well as quality of processes from wich they result;
- achieving the quality of all processes, products and services developed under the conceived project;
- continous evaluation of the level of real customer satisfaction, ensuring adequate after-sales support for each client.

In addition it is requireed also:

- a balance between the approach to customer needs and other stakeholders (owners, staff organization, suppliers, local community, society in general);
- communication of this needs and expectations throughout the entire organization;
- evaluation of customer satisfaction to continuously improve results;
- customer relationship management.

The cornerstone of TQM is continuous improvement throughout the company, along with the constant struggle to achieve zero defects.

2 Material and method

The research was accomplished from a triple perspective, in which the conceptual methodological approach is correlated to the empirical study and to a variety of references to practical actions aiming the increase of the SME competitiveness, based on the current knowledge in the field.

The results expressed in this paper were the result of a quantitative and qualitative analysis of the characteristics and the evolution of the SME sector, in the context in which quality management represents an important factor to increase this industry competitiveness.

We didn't omit the challenges of the SME, the strategies to increase their competitiveness, the role of quality management or the ways to introduce modern methods in quality management in order to develop and to obtain performance.

3 Results and discussion

3.1 Continuous improvement strategy - secure way to increase competitiveness

Continuous improvement strategy is considered a integrating business strategy that aims to continuously improve product and service quality, as labor productivity and competitiveness, involving all staff. Continuous improvement means that excellence is built over time.

Kaizen concept is the most important concept of Japanese management, as evidenced by Masaaki Imai, him being witnessed the growth of competitiveness. Imai's message was: "do not let go a day without an improvement in the company activity." Kaizen strategy is an alternative to innovation strategy, with the difference that while the latter involves improving processes and products in great leaps with the help of technology, being results-oriented, Kaizen strategy works on the principle of "small steps", being predominant the orientation towards process.

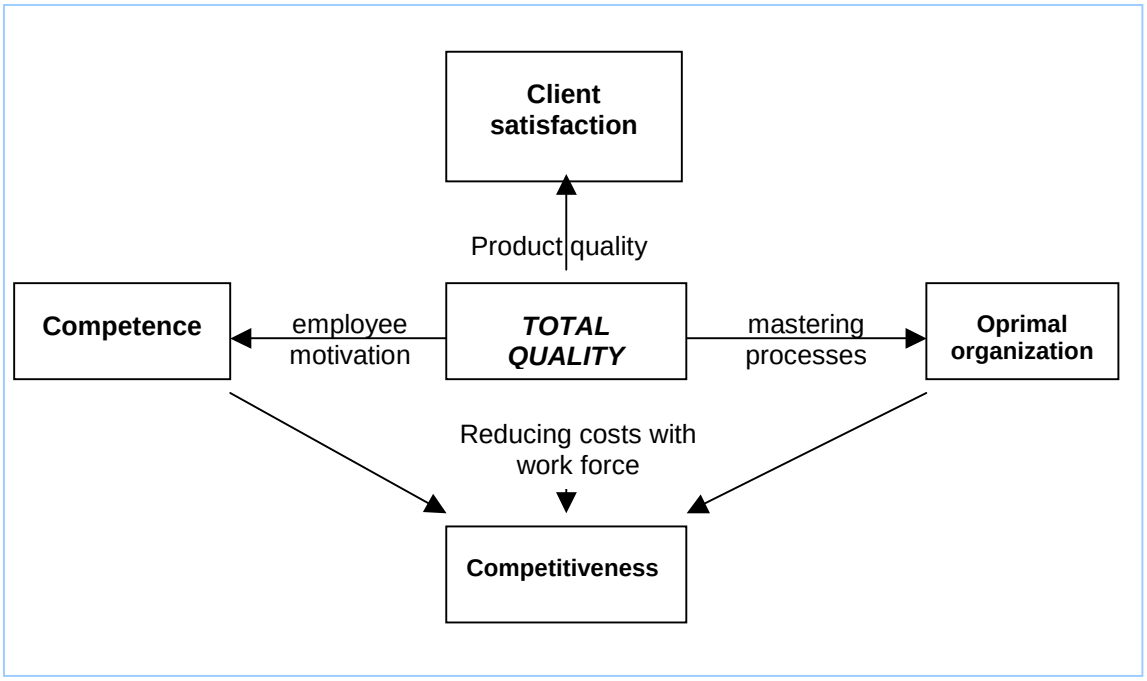
The Kaizen strategy can achieve the same result with relatively little effort made constantly, but innovation requires investment, sometimes considerable, to achieve the desired result. Improvement translates into improvement programs activities and products.

3.2 Total Quality Management - secure base to support and increase competitiveness

Until a few years ago most frequently used method of management in SMEs was management by results or objectives. But now its place is taken by total quality control (TQM), which has become the most popular method of quality management.

According to many specialists, meaning TQM is: organizational culture seeks constant customer satisfaction through an integrated system of tools, techniques and training, which included continuous improvement of organizational processes that result in high quality products, so TQM is a system that becames part of the organizational culture and continues indefinitely.

Figure no. 1. Correlation between actions aiming the introducing of total quality and the SME competitiveness



A key issue that determines the success of a SME is its ability to integrate quality improvement results, which is essential to customer satisfaction, with profitability measures. In open economies, SMEs that are relatively more competitive than their opponents increase their market share due to the fact that consumers are satisfied with the specific characteristics of their products and services. Consumer satisfaction can be associated with one or more of the following elements of products and services of a firm:

- a reasonable price. Price must meet consumer needs for the product.
- a product with high quality. Product quality must be conform with the predetermined specifications;
- a reasonable delivery time. The client must receive the product within a certain period of time, otherwise the product loses its value.
- the product must be unique. All of them want a product a little different from what has most of the people or even a product made specifically for the needs of an individual. This means that companies will be able to meet the demand of diversified products.
- a new product. Consumers are moving from old products to new ones that are better, faster, more fashionable, modern, strong etc.

The competitive performance of companies in global consumer markets therefore will be determined by their capacity to deal simultaneously with the competition factors of price, quality, delivery time, flexibility and innovation.

More specifically, the competitiveness of the company may be nothing more than applying the concept of continuous improvement, of the parameters that determine the competitive factors of the company. Therefore the concept of customer satisfaction and continuous improvement are the base of the following strategy: defining core competencies and maximize capital and labor productivity, targeting zero defects quality of the firm's activities in general, optimize delivery time, organization and control of inputs and outputs for cope with fluctuations in demand, organization and control of product design and its development to adapt it to changes in fashion and market conditions.

Application of quality management techniques is generally seen as a way to increase the competitiveness of companies.

A study realized by Ernst & Young American Quality Foundation on the application of quality management, conducted on a number of 500 SME from North America, Japan and Germany obtained the following conclusions: over 50% of the companies analyzed evaluate the consequences of quality performance at least monthly, 40% of companies put customer satisfaction first in strategic planning, 30% of U.S. and Japanese firms pay an important attention to competitors analysis (benchmarking).

Another study, realized by Kwalitertsdieist Foundation for Quality Services, that focused on 700 companies in Western Europe revealed the benefits of firms that have implemented TQM: greater consumer satisfaction, increased staff involvement, increased quality awareness, reducing costs and improving the performance of firms.

4 Conclusions

The quality of products/services became an important factor in ensuring economic competitiveness as a rezult of the competition intensification as well as the increasing diversification of the business environment.

By implementing the quality management standard, the SME will be included in the overall trend at domestic and international level: the increase of competitiveness by assurance of the quality of products, services and works executed, which will enable increased efficiency and gain a better place on the international market market.

For obtining the best advantages from implementing quality system, SME must give an important role to the waz this szstem is put into practice, because the certification of the quality system of a firm does not mean automatically that all products and services delivered will have no deviations from the requirements set. Such a certificate can only show that conditions for conducting the processes of organization was provided, from research to market to operational supervision of the beneficiary to meet the conditions of certification. After certification, the SME must be made continuous improvement efforts of all processes, avoiding the appearance of unconformity on the entire cycle of manufacturing and shipping of the product.

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Bayesian versus Maximum Likelihood Estimation in DSGE Modelling

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Abstract

This paper is intended to render some tips relating to the circumstances and benefits of resorting to Bayesian versus maximum likelihood estimation in solving dynamic stochastic general equilibrium models. By using beta, gamma, inverse gamma or normal priors, the Bayesian approach allows for more grounded likelihood estimation, overcoming the often incorrect uniform priors specific to MLE. Besides, the same priors' setting avoids the cases of weak or non-identification of models and leads to risk minimisation, the latter being one of the major issues to be considered in any economic analysis.

Keywords: Bayesian approach, maximum likelihood estimation, DSGE, priors, risk minimisation.

1 Maximum Likelihood Estimation

The Maximum Likelihood Estimation (MLE) method, one of the most well-known and simple instruments used in estimating the parameters of a statistical model, is based on the selection of certain values for the model parameters, given a set of observations, able to maximise the likelihood function, or otherwise expressed, to produce a distribution rendering the said data most likely to occur.

In MLE we deal with unknown parameters, however considered fixed and not random as in the Bayesian estimation. The convergence properties such as consistency, asymptotic normality and efficiency improve directly related to the size of the sample used in analysis, so that a higher set of data provides better estimation results.

Let's consider a *n* number of *x* observations, forming the vector *X*, that are independent and identically distributed (IID), as in the simplest case, with an unknown probability distribution function.

The likelihood $L(\theta|X)$ is determined starting from the specification of the joint density function $P(X|\theta)$, where θ is the vector of parameters, meaning:

$$P(X|\theta) = P(x_1|\theta) \bullet \ldots \bullet P(x_n|\theta)$$

and taking it under the form of the reverse situation where X is the vector of fixed parameters of the related function, so that:

$$L(\theta|X) = P(X|\theta)$$

$$L(\theta|X) = \prod_{i=1}^{n} P(x_1|\theta)$$

Considering the easier maximisation of the logarithm function, given its monotony characteristics, the likelihood may be expressed in logarithm, that is:

$$\log L(\theta|X) = \sum_{i=1}^{n} \log P(x_i|\theta)$$

The last step is to find the appropriate value of θ that maximizes the likelihood described above.

By rendering it under the form of a sum of terms, instead of a log product, the maximisation problem becomes easier to accomplish:

$$\theta_{MLE} = \arg\max_{\theta} \log L(\theta|X)$$

$$\theta_{MLE} = \arg\max_{\theta} \log \prod_{i=1}^{n} P(x_i|\theta)$$

$$\theta_{MLE} = a = \arg\max_{\theta} \sum_{i=1}^{n} \log P(x_i|\theta)$$

Yet, not all cases result in favourable results. In some circumstances, no closed-form solution, no maximum likelihood estimates or several maximum likelihood estimates can be found as a solution to the maximisation problem, this making us resort to other more complex approaches.

2 Bayesian Estimation Issues

Another method largely used in estimating parameters, especially those of dynamic stochastic general equilibrium models, meant to cover some of the lacks manifested by the maximum likelihood estimation, is the Bayesian approach.

The main difference between MLE and the Bayesian estimation is related to the use by the latter of an optimisation mechanism involving the establishment of prior distributions for the parameters to be estimated in order to determine their posterior distribution, reason for which it is often identified with and referred to as Maximum A Posteriori (MAP) estimation.

More exactly, the Bayes' theorem allows the determination of the posterior probability of the random variable θ considering: i) the prior distribution $P(\theta)$, capturing the ex-ante beliefs about the true value of the parameters, set based on scientific knowledge, on constraints such as those relating to a steady state selection or on past empirical evidence, ii) the likelihood function $L(\theta|X)$ and iii) the marginal likelihood function $P(X)$ used as a normalising constant, ensuring the integration to unity of the posterior probability density function, as follows:

$$P(\theta|X) = \frac{P(X|\theta) \times P(\theta)}{P(X)}$$

where:

$$P(X) = \int P(X|\theta) \times P(\theta) d\theta$$

resulting in:

$$P(\theta|X) \ \alpha \ L(\theta|X) \times P(\theta)$$

The basic recommendation is to set a very loose prior density so as to reflect the fact that we do not have much information about the true value of the parameters, therefore leaving data to sharpen the posterior, thus reducing the above-mentioned uncertainty.

The MAP estimation is based on the bias of the log-likelihood by means of a penalty function regarding the said priors.

Given, as in the MLE case, the monotony of the logarithm function, we get:

$$\log L \ (\theta|X) = \log P(\theta|X)$$

In this case, the MAP estimator, reflecting the intuitive choice of the value of θ most likely to give rise to specific data, results from:

$$\theta_{MAP} = \arg\max_{\theta} \log L(\theta|X)$$

$$\theta_{MAP} = \arg\max_{\theta} [\log P(X|\theta) + \log P(\theta)]$$

Yet, the MAP estimates being just point estimates reflect only the mode of the posterior distribution, while Bayesian methods in general take into account the entire shape of the distribution, dealing with the posterior means or medians and the related confidence intervals, being therefore more comprehensive.

3 Advantages of Bayesian versus Maximum Likelihood Estimation

Although contested by various specialists as for the sometimes non-realistic or incorrect manner of selecting the priors, the Bayesian estimation method provides however several advantages to be considered, especially when dealing with complex DSGE models.

First of all, the sample size is crucial for the MLE estimation that offers irrelevant results in case of smaller dimension, the maximum likelihood estimator risking to be biased. Unlike the maximum likelihood, in the Bayesian approach all of the available information in the data, even those contained in reduced samples, are used in the most efficient manner, however without overcharging the proceedings.

Another important issue concern the information brought about by giving priors, specific to Bayesian approach, that allows the running of a *continuous learning* mechanism difficult to implement in a MLE estimation otherwise than by the use of penalty functions, as in MAP, however this rendering the process more unnatural. Yet, compared to the penalty functions, priors have their disadvantage, as the function subject to optimization changes its shape in relation to priors setting, the accuracy of which becomes extremely important mainly when dealing with relatively flat likelihood.

In some cases, like the one of assuming a uniform prior distribution of the model parameters, the maximum likelihood estimator and the Bayesian one may lead to the same result. However by using beta, gamma, inverse gamma or normal priors, the Bayesian approach allows for more grounded likelihood estimation, overcoming the often incorrect uniform priors specific to MLE and providing quite different and more pertinent outputs.

When precisely referring to dynamic stochastic general equilibrium models, we talk about rather large-size likelihood items incorporating numerous parameters even in simplest variants, with local minima, quite flat surfaces or maxima raising serious maximisation-related problems impossible to surmount by resorting to maximum likelihood estimation. By weighting likelihood items with priors, we render the parameters identifiable, avoiding at the same time the flat likelihood-related issues.

In case of non-stationary variables, the unit-root standard procedure is not needed any longer, the only step to make being the modification of priors, while the likelihood function remains unchanged.

A last described but not least important aspect is related to misspecified models. The settlement comes, on one hand, from the inclusion of shocks in the estimation process, this directly addressing the model misspecification arising from observational errors and, on the other hand, by the fact that the Bayesian approach pursues to provide a pertinent rendering of data and not necessarily to identify the exact value of the real parameters.

4 Conclusions

Although the maximum likelihood estimation method seems to the most at hand instrument when trying to estimate simple, non-sophisticated models for which sufficient entry data are provided, the situation radically changes while dealing with complex structures as those specific to the dynamic stochastic general equilibrium models.

By using adequate prior distributions, such as beta, gamma, inverse gamma or normal, as the case may be, and not just imposing the standard uniform distribution specific to the maximum likelihood, the Bayesian technique renders in a most appropriate way the parameters shape, therefore allowing for an adequate modelling.

Without being limited to such issue, the Bayesian method also succeeds in surmounting various problems relating to non-identification, weak identification or non-specification of models by a particular approach oriented towards enriching the information side, therefore providing results specific to a given context and not a universal truth.

Even if the maximum likelihood is deemed to provide better results in estimating the dynamic stochastic general equilibrium models than the generalised method of moments (GMM) method, as the former is able to estimate the model as a whole and not just disparate equations at a time, MLE has been toughly criticised for its lack of efficiency in rendering accurate estimates, the Bayesian approach seeming to gain advantages, as revealed by various comparative empirical studies performed in the economic area, and being gradually accepted as main estimation instrument by most of the Central Banks resorting to DSGE modelling.

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RBC or NK Models? An Economic Perspective Analysis

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Abstract

The 70's brought about the issue of the new classical and new Keynesian theories, therefore marking the beginning of a remarkable stage in the history of economic modelling – the era of DSGE models.

The paper presents various sides of these theories in terms of modelling, going from the classical version, which, based on the price flexibility hypothesis, analyses the impact of real shocks on the Real Business Cycle fluctuations, the paper of Kydland & Prescott (1982) representing a cornerstone of macroeconomic thinking in this direction, and passing to the New Keynesian approach, in the line with the premises according to which there is a monopolistic market competition where prices cannot be instantaneously and costless adjusted. Unlike the RBC new classical specific model, in the New Keynesian one, the equilibrium of the real variables may not be reached independently of the monetary policy, hence the NK model standing for a more realistic economic analysis instrument.

Keywords: Real Business Cycle, New Keynesian model, DSGE, price stickiness, monetary policy.

1 From New Classicism to New Keynesianism

The credibility of the new thinking latest predecessors – the monetarists – starts attenuating once the stability of the monetary mass, forecasted by the latter, is contradicted by its uneven movements manifested at the beginning of the '80 in USA[1], leaving space for the emerge of a fresh vision – the new classical theory that marked the definitive detachment from the former Keynesian ideas.

The large-size Keynesian models were hardly attacked by Robert Lucas, by what is known in the specialised literature as „Lucas' critique", with regard to the their instability in case of changes of the macroeconomic policies, the impact of which was directly related to the economic agents' expectations. An important moment in the new classical macroeconomic analysis is represented by the Lucas' concept of rational expectations, replacing the adaptive expectations used by economists until that time. If the adaptive expectations exclusively involved the study of the past phenomena so as to deduct the futures events, therefore being backward-looking, the rational expectations, forward-looking as type, supposed grounded predictions, built not only depending on the previous period specificity, but also on the social and economic conditions and on the related policies promoted during the analysis, the economic agents' anticipations annihilating in this way any possible effects of the implemented macroeconomic policies.

1.1 *Real Business Cycle Theory*

Based on the rational expectation assumption and on the classicists' conception as to the market equilibration, despite of the abandon of the dichotomy between real and nominal factors, supported by the latter, Lucas[2] launches the business cycle theory including both the idea of compromise between the inflation and real GDP level, given the non-neutrality of money in the short-run[3], and the one relating to the surprise element in the monetary area, so that the monetary policies bring changes to the supplied quantity of goods and services, just if their effect on prices is incorrectly or incompletely captured by the economic agents, due to the incomplete information held by them.

Starting with Lucas, a new class of models which, by accepting the classical dichotomy, has ignored the Keynesian and the early classical economists' view[4], deeply marked the macroeconomic modelling. Based on the microeconomic fundamentals of the neoclassical theory, the real business

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[1] Bradford, J. DL. (2000). *The Triumph of Monetarism?*. The Journal of Economic Perspectives, (American Economic Association) 14 (1): 83–94, p. 89
[2] Lucas, R. E. (1973). *Some International Evidence on Output-Inflation Tradeoffs*. The American Economic Review 63 (3): 326–334
[3] Snowdon, B.; Vane, H. (2005). *Modern Macroeconomics*, Cheltenham, UK: Edward Elgar, p. 235
[4] Mankiw N.G. (1989). *Real Business Cycles: A New Keynesian Perspective*. Journal of Economic Perspectives, v.3 (3): 79-90, p.81

cycle model[5] - RBC - advanced the idea of final influence of the technological changes on the economic activity and unemployment rate, minimising the impact exercised by the modifications occurred on the market of goods and services, respectively on the monetary market, reason for which it has generated a lot of critics addressed to its promoters. In their vision, the economy productivity is deemed to be pro-cyclic, it being indissolubly related to its technological variations, the technological progress generating economic growth and its regress laying the premises of recession. Labour, inter-temporal substitute for inactivity, is stimulated only in productive times, otherwise individuals, by anticipating drop-downs of the real wages, intentionally diminishing the labour supply - the involuntary unemployment idea being categorically rejected[6]. In case of an unsatisfactory technological level, there is a decrease in production, consumption and investment and, therefore, in capital, the reset of the technological level not getting the real GDP to its equilibrium status, the capital accumulation being seen as a propagation mechanism that transforms apparently non-persistent into persistent shocks at the level of goods and services supply. Even if the RBC theory considers shocks on supply[7], not on demand, as in Keynesian theory, the changes of consumers' decisions as for inter-temporal consumption and investments, given the interest rate evolution, also catches the demand side.

Synthesising, three essential elements are at the basis of the RBC theory: the insignificance of money in influencing the business cycles, the rationality of economic agents, optimally responding to the real shocks occurred, mainly relating to fluctuations in productivity, governmental acquisitions or preferences, and the orientation towards the dynamic analysis of the economy, based on rational expectations, grounded on the Walrasian general equilibrium theory which involves a unique equilibrium at full employment, as result of price, wage and rate of exchange adjustment. The RBC model, rendered for the first time by Prescott[8], starts from the idea of maximisation of the representative economic agents' satisfaction, considering a perfect competition, with completely flexible prices, on all markets. The equilibrium dynamics of employment, production and real interest rate is independent of the monetary policy, the real variables varying just as response to the technological changes, the latter being in essence the only final driving force of the economic life.

Although seriously contested, from the perspective of the assumption that money doesn't play an important role in economy and of the conception relating to the decisive influence of the technical regress on recessions[9], the RBC model remains, without any doubt, a reference point in the development of the methodology destined for modelling the economy as a whole.

1.2 *New Keynesian Vision Analysis*

The economist's reaction as to the new classical theory gave birth to the new Keynesian theory which, even based on the new classical specific rational expectations and microeconomic grounded models resistant to Lucas' critique, captures new elements in relation to the previous theory. In this new vision, the impact of the monetary policy on the economic life and the existing of involuntary unemployment become real. While the classicism started from the idea of price, wage and interest rate flexibility which, by adjustment, allowed market equilibration, the new Keynesianism assumed their stickiness, thus creating the premises of using the money supply as means for influencing the real gross domestic product. A monetary mass increase, with constant prices, causes higher expenses, therefore an upward demand for goods and services implicitly generating an upward related supply and, finally, a lower unemployment rate. The causes of price inflexibility are various, being due either to menu costs, monetary illusion, imperfect information relating to their change or to the failure in coordinating the economic agents' decisions. The changes of prices by a firm imply a series of expenses relating to the replacement of the presentation catalogues, the information of the directly involved employees as to the changes occurred, the printing of new menus, as regards restaurants, the evaluation of the situation in order to make pertinent decisions[10] etc., all these, deemed altogether as menu costs, forcing companies to proceed to a non-systematic adjustment of prices. Another aspect generating price rigidity is the monetary illusion that reflects the tendency of individuals to regard money nominally and not from the perspective of the acquisition power conferred by it, therefore determining the heavy movement of prices, even when inflation adjusts their real level. Besides, the slow adaptation of prices as a whole, including wages, to the economic conditions of the

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[5] Kydland, F. E.; Prescott, E. C. (1982). *Time to Build and Aggregate Fluctuations*. Econometrica 50 (6): 1345–1370
[6] Mankiw, N. G. (1990). *A Quick Referesher Course in Macroeconomics*. Journal of Economic Literature 28 (4): 1645–1660, p. 1653
[7] This issue attracted various critics directed towards the real business cycle theory
[8] Prescott, E.C.(1986). *Theory Ahead of Business Cycle Measurement*. Carnegie-Rochester Conference Series on Public Policy, 25, 11–44
[9] Blanchard, O. (2011). *Macroeconomics Updated* (5th ed.), (5th ed.). Englewood Cliffs:Prentice Hall, p. 587
[10] Mankiw, N. G. (1990). *A Quick Referesher Course in Macroeconomics*, Journal of Economic Literature 28 (4): 1645–1660, p. 1657

time may be also explained by the impossibility of their simultaneous modification by all economic agents, these ones being permanently interested in the reactions of the other market providers and being retained as for individual changes. Here emerges the issue of coordinating the market participants, a failure in this regard being a certain source of economic decline and unemployment generator[11], the invisible hand not being capable any longer to provide the optimum flow of production and consumption[12]. If a restrictive monetary policy is promoted, the diminished monetary mass will be reflected either in a drop-down of prices or in a decrease of production, so that the price blocking at the previous level, when the said policy had not been adopted, will automatically cause recession. More individuals are related, in their decisions, to the attitude of the other market participants, more the tendency of each agent to lower the price will be suffocated, leading to the worst possible scenario. Besides, the anticipation by firms of the decrease in the demand of goods and services makes them reduce the level of expenses, therefore certifying their own forecasts, the companies being in fact the only ones responsible for the said situation[13].

A series of sub-theories launched by the new Keynesian economists particularly concern the unemployment issue, the specialists resorting to the concept of efficient wages and to the insider-outsider model to explain its effects in the long run, effects generated by conjectural changes[14]. According to the new Keynesian macroeconomics, even when accepting wage flexibility, the labour market equilibrium is difficult to reach, due, on one hand, to the close relationship between wages and labour productivity, an attractive wage stimulating the employees to work more intensively and thus to get additional profit to the related companies, and, on the other hand, to the fear of firms to lose their trained employees by dropping their salaries, the costs with the formation of new employees not justifying such adjustments. The insider-outsider theory reveals the chain impact of the temporary dismissals on the long-run unemployment level, considering that the outsiders - the unemployed – are not represented before the employers so as to express their intention to accept a low wage, while the insiders accept a given salary, not risking losing their jobs. In such conditions, the economic activity recovery is not transposed into a decrease of unemployment, the adoption of macroeconomic policies becoming the only measure facilitating the propagation of the short-run shocks on the unemployment perspective evolution, therefore allowing for the regulation of the deficiencies occurred[15].

After having analysed the microeconomic elements with macroeconomic impact, the adepts of the new theory started constructing specific models able to render the studied issues. The said models reflected the decisions of households, firms, government or central bank, while assuming hypotheses such as monopolistic competition and price and wage stickiness and based on the premises of the monetary policy efficiency in the sense of their pertinent influence exerted on real economic variables like gross domestic product and unemployment rate. In the related models, the imperfect competition market is revealed by the production of differentiated goods for which the producers establish their own prices. Subsequently, restrictions are imposed as for the price level adjustment mechanism, just a part of the firms resetting their prices in a given period. Unlike the new classical model, the new Keynesian one states that, considering the price rigidity, the equilibrium of the real variables cannot be reached any longer independently of the monetary policy, the latter becoming a key economic factor.

2 New Neoclassical Synthesis

Finally, years ‘90 came with what remained in the economic literature as the new neoclassical synthesis[16], a combination between elements characteristics to the new classical macroeconomics, as the real business cycle, with the rational expectation of the economic agents and the shocks produced at economic level, and the ideas emerging from the new Keynesian thinking, as those relating to the market imperfection and to the price and wage rigidity.

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[11]Mankiw, N. G. (2008). *The Concise Encyclopedia of Economics: New Keynesian Economics*. Library of Economics and Liberty. Accesat la 29 septembrie 2011, la adresa http://www.econlib.org/library/Enc/NewKeynesianEconomics.html

[12] Howitt, P. (2002). *Coordination failures*. In Snowdon, B.n; Vane, H. *An Encyclopedia of Macroeconomics*. Cheltenham, UK: Edward Elgar Publishing, pp.140-141

[13] Howitt, P. (2002). *Coordination failures*, In Snowdon, B.n; Vane, H. *AnEncyclopedia of Macroeconomics*. Cheltenham, UK: Edward Elgar Publishing, pp.140-141, p.142

[14] Romer, D. (2006). *Advanced Macroeconomics*. New York: McGraw-Hill, p.471

[15] Snowdon, B.; Vane, H. (2005). *Modern Macroeconomics*, idem, p.335

[16] Marvin, G.; King, G.R. (1997). *The New Neoclassical Synthesis and the Role of Monetary Policy*, NBER Macroeconomics Annual, 12: 231-283

The convictions of the new synthesis adepts gave birth, at applicative level, to the last generation models – Dynamic Stochastic General Equilibrium models (DSGE) – which, starting from the analysis of the behaviour and preferences of households, firms and other economic agents, and pursuing the impact of several shocks occurred at economic level, try to explain complex macroeconomic phenomena like the economic increase or the real business cycle, capturing at the same time the effects of the monetary and fiscal-budgetary policy on the real economy. Such generation of models reflect the general equilibrium, however detaching themselves from the Walrasian theory specific models, both by the dynamic character of the former, they studying the evolution in time of the economy, and by their stochastic element, rendered by the shocks affecting the economy, generated by changes in technology, macroeconomic policies or at various other levels.

Promoted and criticised equally, the DSGE type models have not passed unobserved, they being currently constructed and adopted by most central banks of the developed countries of the world.

3 Conclusions

The currently most attractive class of macroeconomic models approached by the nowadays economists – the DSGE models – have emerged once the rational expectations were considered. The replacement of adaptive expectations was in fact the beginning of the new classical era, a stage where the Walrasian equilibrium at full employment was reached in a perfectly competitive market with flexible prices, incomplete information and neutralised effects of the monetary policy. In line with the new classicists, the new Keynesians preserved the concept of rationality of the economic agents' expectations, however agreeing with their Keynesian predecessors on the impossibility to get full employment equilibrium on a monopolistic competition market with sticky prices and sustaining the central role of the central bank, as main monetary organism, in influencing a healthy economic life.

Acknowledgements

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Intuitive Decision Making and Use of Heuristics in Entrepreneurship Education

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Abstract

The creative dominant trait of entrepreneurs, mentioned in most part of definitions and typologies, can be easily associated with a more flexible process of decision-making, in the sense of not following, only or always, the theoretical rules of neoclassical economics for utility and profit maximization. There is a growing body of research linking this assertion to the emerging behavioral economics literature on cognitive biases and heuristics, in the sense of identifying these decision mechanisms and intuitive shortcuts within the entrepreneurial behavioral. The aim of the paper is to explore in what degree and in what forms we can find this approach in the higher education background of the future Romanian entrepreneurs. A preliminary stage of our research process will be represented by a content analysis made over the final exam papers in Decision Theory of a group of undergraduate Business Administration students from the University of Bucharest. The main objective will be to try to capture a pattern of problem conceptualization from a set of five open questions related to decisional environments, normative and descriptive models of decision, types of decision, rationality and types of utility. Furthermore, we plan to elaborate an experimental design in order to test potential differences between students and actual entrepreneurs for some particular cognitive heuristics like overconfidence and status-quo.

Keywords: Uncertainty, cognitive heuristics, entrepreneurial behavior, entrepreneurship education, decisional environments.

1 Introduction

Intuitive thinking is a mysterious non-cognitive ability, a category of skills with growing importance in the area of human decision-making [1]. Embedded in the Schumpeterian view, intuition is frequently associated with innovation, standing somewhat in opposition with the rigor of academic knowledge, perceived as being not always accurate in describing the real world, and especially the business environment.

Within this context, we find very interesting the studies discussing that entrepreneurial decisions are inclined to be more susceptible to certain biases and heuristics [2; 3] compared to the adherence to the principles of rational decision making. In our previous work, we have already argued the need for integrating the principles of behavioral economics within entrepreneurship education [4] and so we have further naturally embraced a retrospective top-down approach, in the present paper our interest being oriented towards the students preparing to become potential future entrepreneurs (through their study profile – Business Administration) and their critical thinking upon different decision theory problems. The following section will present a content analysis of their framing and some arguments for certainty, risk and uncertainty environmental conditions. The conclusions point out several ways of further developing this topic, along with the current limitations of the research.

2 Content Analysis

The sample we have used was composed of 161 undergraduate Business Administration students, in their second year of study, split in two series of 78 and respectively 83 students. The „experimental" frame through which we have collected the data was represented by their final examination at the discipline Decision Theory (discipline taught for the first time in this bachelor program). The first section of the exam consisted in five open questions regarding particular situations and their characterization in terms of decisional environments, normative and descriptive models of decision, types of decision, rationality and types of utility.

In the present working paper we refer only to the first question for both series, question that was asking the students to explain if the decision presented through a particular affirmation was a decision under certainty, under risk or under uncertainty.

The first series had the following assertion to comment upon: *You decide to buy a lottery ticket for the extraction that will take place next week*. A very simple calculus points out the following results: 55, 12% of the students have coined the right answer of risky environment (43 papers), 23,07% have inclined towards uncertainty (18 papers) and 17, 94% stated certainty (14 papers); there were also three blank answers.

The interesting part only appears when looking careful at the way the students have made their point. Taking it backwards, we will start with the last group that associated the lottery with a certain environment. What it is striking is not the lack of theoretical knowledge regarding the three categories but the fact that most of the answers were based on the same perspective of viewing the problem: not how the environment may be but how the individual is. Thus, they have said it is certain because they have already decided to buy the ticket – in other words their action is a sure one and so it is the result: having a lottery ticket in the pocket. This is a striking observation especially because in classroom there were employed other examples related to gambling (like the roulette) which were undoubtedly assessed as decisions under risk.

Moving forward towards the second group of answers – uncertainty, the situation changes a bit. For this group we have found a homogenous orientation towards making appeal to the very low probabilities of winning. This is puzzling because none of them makes the step in the sense of calculating those probabilities but are just anchored in them. This focus only on the final goal of the whole process of buying a ticket – which is hoping to win (goal that was completely missing from those saying it is a certain decision) makes the students quite ignorant of the concrete mathematical steps that made possible the calculus of such low probabilities. In other words, they do not use their mathematical training in statistics and probability theory and just go with their intuitive thinking: it is hard to win at the lottery, thus it is uncertain. At the other end, for a balanced view, we also need to take in consideration the possibility of not remembering or not knowing at all how these odds may be calculated.

Finally, we have some very interesting observation for those who allegedly have chosen the right answer. We say allegedly because only 21 of them (a percentage of 26, 92%) have captured the simple and correct explanation of being able to formulate possible outcomes and to associate some probability values. The rest of 22 (a percentage of 28,2%) have assessed this being a risky decision through external potential risky events (you may lose the ticket, the ticket can be stolen) or just through conventional intuition (I risk a certain sum of money, the price of the ticket; it is a matter of chance, I may lose or I may win, thus it is a risk).

The second series had the following assertion: *You decide to apply for a master program in corporative finances at a US top university*. The more personal touch of this affirmation, for a second year student in Business Administration, was translated into a different hierarchy of results. In consequence, they have mostly appreciated their power or control over this choice, leading to a percentage of 57,83% of answers saying this is a decision made in a certain environment. Even if it is more intense, the pattern remains the same as in the first case – I have taken the decision, I know the results.

A very small slice went for a bit of reality – 1% - in the sense of risk, admitting there is a probability of not being accepted, leaving a third (30,14%, 25 papers) recognizing uncertainty in terms of two possible main results, being accepted or not, but without the possibility of associating a specific probability value.

3 Conclusions

Only from this incipient part of the analysis, we can notice that intuitive thinking is a strong resort when making decisions, even if it is not clear if the student role is perceived as a professional or a non-professional one, a condition linked to the type of decision made – intuitive or analytical [5]. However, at this point of the educational track, we can postulate that this type of intuition is formed on the standard premises of economic knowledge, triggering some automatic responses and leaving too little space to a proper analysis of a problem in terms of individual and the environment. The

overconfidence bias, along with the status-quo may partially explain these preliminary results but we need the further develop our argument into a sustainable experimental setting to address the issue into an empirical manner.

Another important psychological trait that needs to be more soundly incorporated in our explanatory discourse is the locus of control. More precisely, it might be that the groups that chose "certainty" might have gone for this answer because they focused strictly on what they can control and beyond that the world is "given". This can lead to a lack of perspective that forces the answerer to focus only on the immediate goal i.e., I will buy the ticket or I will apply for the program. Thus, instead of „I have taken the decision" and „I know the results", the pattern might be closer to a scenario defined by „I have taken the decision and the result will somehow appear". The question here might be why are they certain? It is because they are (over) confident? Because they overestimate their odds? Or is it because they don't know what is beyond their capabilities? We consider this to be useful future directions of research from the perspective of entrepreneurship [6] because it might be used to separate successful entrepreneurs who are confident from unsuccessful ones who are merely confident of their success.

At this point, one limitation that can be easily traced lays in the methodology itself, in the sense that we are aware that the association with the three types of decision environment can be detrimental in the long-run because it focuses too much on the idea that the student answering the questions actually know what the three environments actually entail. The setting being a formal examination, it bears different psychological pressures than a common informal experiment with clear incentives, leaving a greater probability for the fact that even the students answered something, they don't know exactly what they are answering.

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Opportunities to perform entrepreneurial education in teacher's initial training

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Abstract

Starting from the idea according to which the current learning environment is not an entrepreneurial one, that entrepreneurial spirit is not exploited and that teachers are not trained from this perspective, we propose the introduction of the entrepreneurial education in teaching staffs' training. Partial lack of entrepreneurial competence of teachers is understood as a matter preventing pupils' educational process from the perspective of the market economy. We consider that is it required the implementation of modules or programs, of entrepreneurial activities in the curriculum which is specific to the initial training of the teaching staffs. Among opportunities to achieve the entrepreneurial education there are counted the transdisciplinary workshops or laboratories which complete and tinge the contents of classical dimensions of education.

Key words: education, entreprenoriat, entrepreneurial competence, organisational learning

Introduction

No matter how well-structured an educational system was, no matter how large were resources it has available and no matter how modern was the logistics it uses, high performances are first of all dependent upon the quality of the teaching staffs developing their activity within it. Education in the spirit of a durable development involves changes in the field of both initial and follow-up training of the teaching staffs. Waves of changes in this area have been the effects of changes in the Romanian society. These shadings and emphasis shifting reinforce the relation between the educational needs and objectives, contents and strategies used in the arrangement of the teaching staffs' training.

The partial lack of teachers' *entrepreneurial competence* is understood as an issue which hindrances the process of pupils' education looked at from the entrepreneurial perspective. This is why we consider it is required the designing and implementation of modules or programs and entrepreneurial activities in the curriculum which is specific to the teaching staffs' initial training.

Educational systems must provide the young people the occasion to acquire knowledge, skills, aptitudes - essential competences in the following key fields: preparation for life within a democratic society, preparation for the labour field, preparation for the cultural life. Given that, it is necessary to include knowledge, skills and aptitudes in a teacher's competence profile according to the classical dimensions of education, but also specific to values promoted by the new education and to even newer instructive-educative contents regarding the intercultural education and entrepreneurial education.

Built on individual initiative, *entrepreneurial education* plays an important role in the social development. Having in the centre of attention the term of *entreprenoriat*, this aims at planning and performing changes, the efficient use of resources, human networks development, adopting rational decisions, rewarding initiators for the newly created value. The *entreprenoriat* term surpasses the size or the age of business - it does not refer only to all small or new business, but it is understood as a manner of activity based on innovation. [1]

Entrepreneurial activities are different, depending upon the type of organisation and the level of creativity involved. Seen as an organisational orientation, entreprenoriat supposes: *innovations implementation* (through programs and projects of entrepreneurial education, based on creativity, which should address the young generation, for the purpose of understanding market economy mechanisms and active participations), *calculated undertaking of risks* (it implies courage, determination, perseverance in undertaking the action, due to a good knowledge of parties and of the whole), *searching and speculating opportunities* (need based on partnership, in concord with the requests of the external environment), *proactive orientation* (implies the determination so as to create a favourable context to the action). [2]

Materials and methods

The most important modality to teach entreprenoriat is that of getting pupils involved in practical projects and activities, in which actual experience is acquired within the entreprenoriat. Change of orientation of educational programs, from contents to competences shall favour entrepreneurial education, providing support to those interested in doing business. Entrepreneurial programs teach pupils to think creatively, to solve issues in an efficient manner, to communicate and to establish connections with the professional environment, to elaborate, to implement and to evaluate a project. This is why we propose, in the action of teachers' initial training, the inclusion of objectives and contents which are specific to the entrepreneurial education and which can complete the field of competences required by this profession. We consider that transdisciplinarity is one of the most efficient manners of introducing new contents (therefore also of those specific to the entrepreneurial education) in the academic education.

The laboratory of transdisciplinary approach of contents has as purpose students' familiarising with the problematics of the contemporary world, managing to sensitise and to entail detection of the best solutions to solve the conflict between education values. It results that the competence profile of the teaching staff has been shaded, apart from the already existing competences being added the entrepreneurial ones. These can be trained, during the initial training, within a *Laboratory of transdisciplinary approach of educational contents*, in which there should be balanced the contents of the classical dimensions of education (intellectual education, moral education, esthetical education etc.) and the contents of the new educations (education for change and development, ecological education, etc.) and contents required by the company's needs, with referral to the labour market.

The model we propose starts from an integrative approach of contents and aims at competences which are specific to classical dimensions of education, to new educations and to more recent contents, among which those specific to entrepreneurial education. We have the opinion that the initial training of teaching staffs should balance the vehiculated contents, so that future teachers should also train their entrepreneurial competence, to train, in their turn pupils from this perspective.

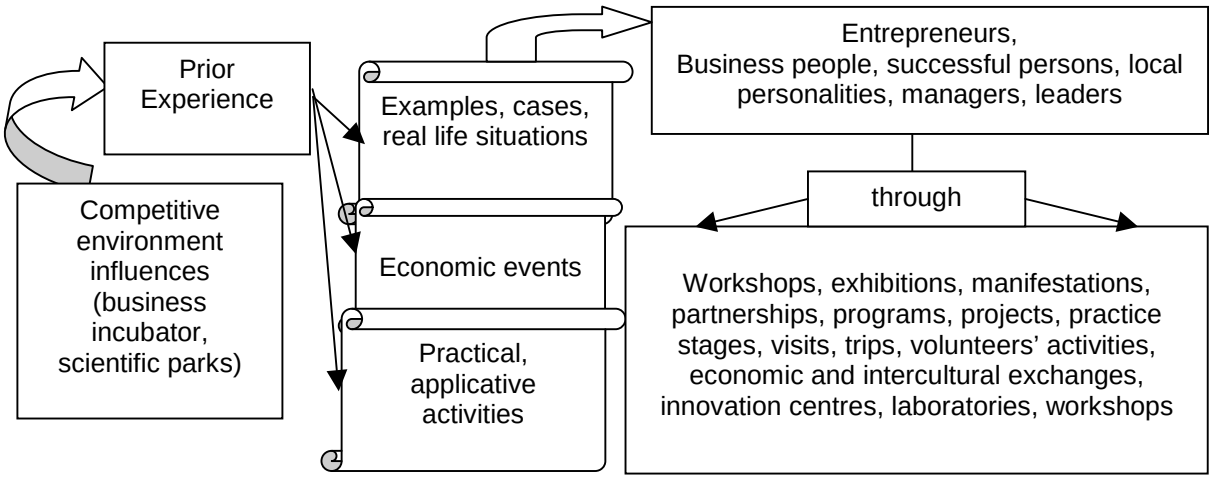


Fig 1. Bench-marks in Entrepreneurial Education Organisation

Didactic methodology used in the designing and implementation of the *Model* proposed includes active-participative methods and procedures, so as to stimulate creativity, various instruments which can be adapted depending upon each and every situation, with emphasis on those of cognitive-constructivist teaching-learning, focused on the mental building of understanding through: basic processing of information and training of mental representations (i.e. *chronological time scale*, *prejudices chart*), abstract processing of integration, accommodation (i.e. *dialogue between optimistic and pessimistic*, *explanatory lists*), abstract processing of categorisation, conceptualisation (i.e. *procedural puzzle*, *Tree chart*, *Flow chart*, *assertions sorting*), judgements and reasoning formulation (i.e. *critical inventory of prejudices*, *consequences deduction*), problems and situations settlement (i.e. *matrix of settlement of a specific situation*, *tasks division pyramid*), by decisions making (i.e. *matrix of argumentation of an option*, *causes and effects chart*), through evaluation and self-evaluation (i.e. *matrix of valorisation of roles*, *critical appreciation chart*). [3]

Results and conclusions

The model designed and experimented by us enables and encourages the problems settlement, exploration of actual situations, exploitation of the previous experience, assuming decisions made, work team, putting ideas into practice, creativity stimulation. Answers given by students over the course of didactic activities have been considerably improved from the quality perspective and the expressed attitudes have been favourable to the implementation of contents specific to the entrepreneurial field. In relation with the implementation of entrepreneurial education in the curriculum of the initial training of teachers we shall have to give a greater amount of attention to socio-educational competences, in the conditions of redimensioning of the social role of education and of establishing of multifunctional connections of school with the community and social environment. Young people need spaces for discussions and forums, to share their knowledge, feelings and experiences with people from different environments, having different professions, from different cultures. These encounters should be thought as constructive dialogs, because people tend to develop in an interrelational manner, in which good practice examples, recipes for success and models are bench-marks in the development of young people personality.

It results that there should be encouraged more collaboration between school and business environment, between students and entrepreneurs, through projects, ideas exchanges, business plans, exhibitions of new, interesting, useful products to the community.

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The role of entrepreneurship education for women entrepreneurship development

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Abstract

Entrepreneurship often gets in media features of legend: we heard stories of ordinary people who had a successful idea (more or less in their field of professional preparation) that they put it out with maximum results. Even they are fewer, some examples of successful female entrepreneurs appear increasingly often also in different areas. A World Bank study from 2011 placed Romania on position 56 in terms of ease of doing business (out of 183 countries) and on position 44 in terms of resources to be invested (time, cost, procedures, minimum capital etc.). Statistics places us in an area relatively favorable for development of entrepreneurship in general and especially of female entrepreneurship.

However, studies in the field appreciate that female entrepreneurship is decreasing mainly due to financial crisis and that involvement of women has decreased over the years, especially among women in entrepreneurship. The main factors that caused these negative values can be associated with economic and financial crisis which had different effects in different socio-economic areas and with entrepreneurship education in schools and beyond. At the same time, not to forget the factors that enter also into discussion like the gender discrimination, the status of women in Romanian society and women's reasons for activities on their own.

This paper aims to analyze the existing entrepreneurship education in the current system of education in relation to the current status of women in Romanian society and the development of female entrepreneurship and to present some ways of enhancing the entrepreneurial behavior among women. Are also considered the training programs as an alternative source of education to develop entrepreneurial skills.

Keywords: Entrepreneurship, gender discrimination, entrepreneurship education, training

1 THE ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION IN ROMANIA

Although "entrepreneur" is a word recently introduced in Romanian language, the concept of entrepreneurship in Romanian is quite old and is known as investor. The entrepreneurship focuses on the idea of being investor and running a business. We can therefore conclude that entrepreneurship is the self-employment or starting a business on your own. Emphasizing the timeliness of this phenomenon we can think of entrepreneurship as a new attitude, a new way of life. The entrepreneur is the person who assumes the risk starting his own business. When we are speaking about entrepreneurship we are actually talking about whole process which it starts from a business idea, continue with a business plan and results in the development/implementation of business with all necessary legislative steps.

The development of the entrepreneurship is related to society's economic trends, technological progress, demographic trends and social changes. Romania entered the European Union in 2007 which led to major changes in the evolution of entrepreneurship in our country, either by increasing the number of foreign investors or by multiplication and diversification of entrepreneurship patterns. Another event that had influenced the evolution of Romanian entrepreneurship is the international economic crisis that still feels in the development of this sector. In 2011 the World Bank placed Romania on the 56th place out of 183 economies analyzed in terms of ease of doing business. Regarding the opening a new business we find that this operation takes 10 days and requires resources of to 2.6% of income per capita, Romania occupying the 44th position in the hierarchy (indicators: time, cost, procedures and capital minimum). Although the "credit" indicator is ranking Romania at 15th position the "paying taxes" indicator gives rank 151, with 113 payments per year, amounting to 44.9% of income and 222 hours required. [1]

In the last few years in Romania we can see a positive development of entrepreneurship thanks to several very different factors among we can mention: various grant programs that encourage new business development, the public policies that are periodically providing benefits to new and small entrepreneurs, the private funding (business angels), the theorists and successful entrepreneurs who promoted and introduced the concept of entrepreneurship. Also the media broadcasts and specialized publications have popularized all the factors listed above, as well as success stories of already existing entrepreneurs. The result of these factors can be clearly seen because the demand and the interest has increased and placed the entrepreneurship (business creation) as a key element in the development and revitalization of the less developed areas of Europe. Furthermore, the raising of awareness in the last decade, the importance of newly created enterprises and small and medium enterprises (SMEs) in the economic development has led many government composed of members of all political parties and at all levels to create policies for promoting and encouraging the creation of new firms.

A terminological combination between entrepreneurship and management is considered necessarily because the entrepreneurship involves business development and administration. So to be a good entrepreneur are absolutely necessary some business management skills. Therefore entrepreneurship starts from education. Based on the frame-school education the entrepreneurship education is studied at the tenth grade at all branches, profiles and specializations, with a budget of one hour a week. Syllabus comply with the rules and it's focused on developing entrepreneurial and networking skills in the economic and social environment for allowing the students to use effective their potential and, in perspective, to manage effective their business. Also 70% of the 56 state universities offer bachelor programs in business administration and management and 73% offer master programs in these domains. However, both the undergraduate and the graduate programs are relatively new in terms of entrepreneurship education. Also the potential businessmen target group or the vulnerable groups – especially women – benefited a very small extent of these studies.

Since the Romanian national education system does not always succeed in full development of entrepreneur spirit of their graduates, this task is substituted by adult education which must complete and enrich the entrepreneurial skills of those. The entrepreneurship education programs available in Romania are either little known or too difficult to reach because of the same lack of comprehensive information. On the other hand, it is increasingly important to meet the needs of entrepreneurs or potential entrepreneurs to create or participate in entrepreneurial education programs. Lifelong education covers all types of training through education and training, ensuring equal opportunities by for all, especially for vulnerable groups. Entrepreneurship courses should not be seen as simple courses that ends with a note, but as a permanent way of thinking or attitude.

2 THE FEMALE ENTREPRENEURSHIP IN ROMANIA

A person's decision to engage in entrepreneurship by setting up and running a business is often influenced by individual perceptions about how society "looks at" the entrepreneurship and how is perceiving the success or the fail. Thus, in societies where entrepreneurship is an admired activity, people may perceive that their involvement will bring a certain social status – a very important incentive for future entrepreneurs and a sense of respect and admiration which the public is manifesting for successful entrepreneurs.

In terms of entrepreneurial motivation, a 2009 study of the Center for Entrepreneurship and Business Research (CEBR) on female entrepreneurship in Romania shows that the strongest three reasons for men are, in descending order of importance, the desire of making money, the fact that they always wanted their own business and the wish to improve their quality of life. These are the same regarding the motivation for women entrepreneurship but we can see that unlike men, women give more importance to these factors. In addition to money the women seem to be more motivated by the opportunity to improve the quality of life and the dream of their own business is a much stronger motivation for women. The same study shows that being entrepreneur for follow a family tradition is a stronger motivation for women than for men and also the contribution to society through their company or companies. [2]

The Romanian business environment aims to promote women entrepreneurs and young entrepreneurs by improving access to finance and to various networks for supporting the entrepreneurship. Thus we can speak of specific examples to support female entrepreneurship Romanian:

1. The 2005 – 2011 national multiannual program for developing entrepreneurial culture among women managers from SME's sector. The objective of this program is to promote a system of information and training to facilitate the mobility of the women in the labor market and to develop their entrepreneurial skills for involvement in the private economic structures in the context of maintaining balance between family and professional obligations and the existing local prejudices.

2. The program for developing the entrepreneurial skills among young people and facilitating their access to funding – START" aims to stimulate the creation of new micro-enterprises, improving the economic performance of existing ones, increasing the potential to access funding and developing entrepreneurial skills of young people for their involvement in private economic structures.

3. The 2010 – 2014 Government Strategy for improvement and business development which aims to set up an open, transparent, attractive and characterized by predictability business environment and a clear and stable regulatory framework which is consistently supported by an appropriate institutional framework, according with the practice of other European Union states. Objective of the strategy involves developing a business environment based on competitiveness and entrepreneurship for facing the competition in the internal market of the EU and outside the EU. The strategy is considering also three horizontal strategic priorities: the simplifying of the regulatory framework and the strengthening of institutional framework, the supporting of the entrepreneurship development, including women and the development of e-government mechanisms for the business environment.

A special place deserves the 2007 – 2013 Human Resources Development Operational Programe (POSDRU), which considerably supports female entrepreneurship and sets as objective the developing of human capital and increasing competitiveness, by linking education and lifelong learning with labor market and providing increased opportunities to participate in a modern, flexible and inclusive labor market for 1,650,000 people. The general objective of POSDRU can be divided into a number of specific objectives: promoting quality education and initial and continuing training, including higher education and research, promoting entrepreneurial culture and improving quality and productivity, facilitating insertion of young and long term unemployed into labor market, the development of a modern, flexible and inclusive labor market, promoting insertion / reinsertion into the labor market of inactive people, including rural areas, improving public employment services, facilitating access of vulnerable groups to education and the labor market. [3] Also, the different local or national associations and employers' organizations have a considerable support for female entrepreneurship.

3 BEST PRACTICES IN FEMALE ENTREPRENEURSHIP DEVELOPMENT

One of the many projects aiming to develop entrepreneurship education for women through adult training programs is the project "EVA – The Capitalization of Women's Entrepreneurship Era", co-financed from the European Social Fund through the 2007 – 2013 Human Resources Development Operational Programe. This project like other existing projects from Romania concerns the development of female entrepreneurship and seeks positive results now and in the future. The overall objective is to promote equal opportunities and to facilitate access to employment for 1400 women belonging from vulnerable groups of four development regions of Romania (Central, South Muntenia Nord Est, Bucharest-Ilfov) through specific training programs in order to acquire entrepreneurial skills and to develop their business and qualifications required on the market. This overall objective will be achieved through:

- Promoting entrepreneurship and awareness of women towards entrepreneurial culture trough regional campaigns;
- Assessing the current state of female entrepreneurship in Romania and gender barriers in business and employment. The study of female entrepreneurship in Romania and gender barriers in the development of entrepreneurship will be made using desk research and physical and online opinion surveys. The identifying of business opportunities and training needs for women from the target group will be made using 20 interviewers, 2,500 questionnaires completed by selected representative sample, 100 online questionnaires on the project portal, all resulting in a study on the situation of female entrepreneurship in Romania and gender barriers in starting businesses and in 4 regional workshops to present and debate the survey;
- Eliminating gender stereotypes in society and in media through courses for 20 experts and 60 media operators in selected regions;

- Providing training to develop entrepreneurial skills for at least 1,000 women for starting own businesses for at least 100 of them;
- Providing qualified services for 400 women from vulnerable groups for easier integration into employment or business start;
- Assistance and counseling through support services for women who want to start their own business, promote active learning, lifelong learning, transfer of knowledge and best practices from European countries and developing of guides with good practices during the project.

The exchange facilitating and integration of best practices will be achieved through study visits and documentation, organized by transnational partner about best practices and female entrepreneurship success stories and trough promoting the social inclusion of vulnerable groups of women. There will be counseled 500 women in starting businesses and 400 women in finding a job. The project portal will also provide assistance and advice to a number of 600 women. Assistance and counseling activities will therefore contribute to the creation of new businesses and therefore jobs and will increase the employment rates and labor market integration of vulnerable people. At the end of the project the evaluation of the project will be disseminated through a workshop to present the achievements of the project and through an international conference with the participation of transnational partner.

The partners involved in this project are the European Integration Group from Pitesti (Applicant) SIVECO Romania from Bucharest, Association for Women Entrepreneurship Development from Bucharest, PAEM Alba Foundation from Alba Iulia, The National Administration of Penitentiaries from Romania, Business Women's Association from SME's of Bucharest, Chamber of Commerce and Industry Suceava, Social and Economic Development Association from Curtea de Arges and TANDEM PLUS from Lille, France.

At present the project was successfully received and is implemented in four regions of Romania, being in the stage of providing training programs and consultancy services.

4 CONCLUSIONS

Entrepreneurship is expected to become one of the most important areas of the Romanian economy and not only it. Also we can see that despite a system of education which is developing at a lower rate than the actual trends, there is interest from other stakeholders to cover the training needs, both in general and vulnerable groups. The implementation of several projects that will encourage female entrepreneurship will bring very important benefits for business environment (use of entrepreneurial skills and development of new business) and to society (reducing gender discrimination, facilitating access of vulnerable groups to labor market).

It is important that other stakeholders (not only women) to receive entrepreneurship training because very often some viable business ideas are not implemented due to lack of knowledge and information in the field.

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The Art of Enterprise. E-coaching as a means to boost post-graduate entrepreneurship among artists.

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Abstract

"The Artist Enterprise" is a project which helps young artists to develop entrepreneurial skills to create sufficient income so that they do not depend on subsidies for the arts, which are in decline in many countries. The project does not take the form of a traditional course, but of a two-year coaching trajectory. To keep the costs of such a programme within bearable limits, the programme offers a range of "toolboxes" (collections of short online learning modules), which the artists can consult whenever they encounter a specific problem. The toolboxes help participants (a) to identify projects which provide them with income from their artistic activities, (b) to make a sound business plan for the concrete steps to be taken, (c) to deal with their own uncertainties as young artists, and (d) to overcome the usual obstacles in the outside world, finance their business, sell their products and services, and network with important stakeholders. At the same time, they can rely on the support of a peer group and the advice of experienced entrepreneurs in cases in which the content of the toolboxes is not sufficient.

Keywords: Artists, entrepreneurship, post-graduate education, e-learning, coaching, toolboxes, action learning

1 Introduction

"Teaching entrepreneurship" is not the same as teaching a language, math or history. Entrepreneurship often implies to do something that has not been done before (or to do it better than others). "Teaching entrepreneurship" is therefore more a form of coaching than a traditional course. To be successful, starters need advice once they encounter specific problems. There is no road map for the complete itinerary, since every entrepreneur has to choose his/her own path - like an artist.

The Artist Enterprise is a project that aims to help artists to become entrepreneurs, and art academies to further improve their alumni policies. With less subsidies for the arts, artists have to become more entrepreneurial to sustain themselves. The project is being developed in collaboration between three major Dutch art academies and a small team of cultural entrepreneurship experts. The post graduate teaching and coaching programme consists of one to one coaching and peer education supported by an online learning platform. Both online tools (toolboxes) and offline coaches help to overcome obstacles. The project starts from the experience that artists who are becoming entrepreneurs often run into similar problems – although in their own unique ways. By collecting cases and experience and consolidating this knowledge in the e-learning environment the partners aim at providing state of the art post graduate support in a cost effective way.

The learning model is based on the metaphor of the landscape, developing a path in life, meeting others along the way, cooperation and the exchange of knowledge and experience. The idea of setting goals (a business plan) and the concept of obstacles and pitfalls are projected onto the landscape.

The learning model and its translation into an e-learning environment will be developed and tested with a group of post graduate art school students during a pilot phase that will be carried out from January to June 2013.

2 Context and Partners

The Gerrit Rietveld Academie is a University of Applied Sciences for Fine Arts and Design offering two bachelor degrees and four master degree programmes. It is an international academy with 40-45 per cent of the students coming from outside of The Netherlands.[1] The Amsterdam University of Applied Sciences offers courses in Media, Creation and Information. The Utrecht School of Arts teaches performance arts and visual arts. The partners will all select about ten post graduates for a pilot phase of The Enterprise.

These art academies have increasingly recognise the need for more emphasis on entrepreneurship in their curriculum. Subsidies for the arts in The Netherlands have been cut in the past two years. Theatre and visual arts are hit most severely.[2] Artists have to become more entrepreneurial if they want to continue making art. The three institutions recognise that during their regular curriculum students have difficulty focusing on learning entrepreneurial skills. The Gerrit Rietveld Academie, by voice of its director Tijmen van Grootheest, emphasises that both the institute and its students focus primarily on professional core competencies related directly to the process of making art. Presentation skills also receive attention, but entrepreneurial skills that are not directly related to art creation do not meet a lot of interest at that stage. “As soon as the post graduates are on their own, they ask themselves why the academy hasn’t taught them how to live from their work. The academy has the experience that subjects relating to entrepreneurship do not receive any attention from students during the regular curriculum”. Students do receive some training and gain experience in entrepreneurial processes during external internships, although according to Van Grootheest they most often do not recognise what they learn as entrepreneurial skills.

Visual artists in particular, when not being provided with relatively market-independent subsidies, do in effect need to run their own businesses. This need is often realised too late. As a consequence, alumni are finding themselves unemployed. Unemployment of artists, filmmakers and actors who have finished their education has been rising from three per cent in 2010 to ten per cent in 2011.[3] In other countries, where many of the students at Dutch academies come from, unemployment rates among artists are much higher. Art education institutions have to put more emphasis on entrepreneurship but in order to do this effectively they will have to find ways to reach beyond the horizon of the final exams. For these reasons, both art schools and students increasingly perceive the need for post graduate entrepreneurial coaching and education.

The partners believe that post graduate education has come within financial reach with the help of e-learning instruments, while at the same time post graduate education shifts from the traditional course oriented model towards a model of permanent, perhaps life long coaching. E-learning is believed to be able to play a key role in enabling this change.

The partners find that substantial entrepreneurship skills can not be taught effectively as part of art education, because the students’ needs only arise after finishing school, and studying the arts already requires full attention. Post graduate coaching and support is the adequate answer to this challenge, and at the same time “a great opportunity to shape our alumni policies”, according to Tijmen van Grootheest, the director of the Gerrit Rietveld Academie. The Artist Enterprise offers a post graduate teaching and coaching programme that can be both qualitative and cost effective through the use of an adaptive and organically growing e-learning environment and knowledge base.

3 Functions of the platform and trajectory

So what has The Artist Enterprise’s coaching trajectory to offer to the artist? Three main things: an invitation for reflection, a platform for exchange, and a set of toolboxes.

3.1 *Invitation for reflection*

A good entrepreneur is highly focused. An artist often is all the more so and may be thrilled or even obsessed with a specific idea or project. The Artist Enterprise is an invitation to take other aspects into account which deserve attention as well. It offers a space of associations which can provide additional ideas and very concrete check-lists which will remind the artist of dimensions that might easily be overlooked, like possibilities for cooperation or financing opportunities. Reflection on the artist’s talents serves as the starting point.

3.2 *A platform for exchange*

Artists and entrepreneurs have a different inclination to interact with others. Though the artist is longing for an audience, much of the work (painting, modelling, drafting, imagining, writing…) is done in relative isolation. The entrepreneur’s daily work is mainly in interacting with others, be they clients, suppliers, competitors, regulators, co-workers, financiers, etc. Part of The Enterprise is to facilitate the more entrepreneurial aspects of an artist’s work by engaging them in an intensive interaction. This interaction is encouraged from the beginning

by learning process focused on peer-learning that is as collaborative as possible. An introduction to the course for example will not only consist of introducing the course and platform to the students, but first and foremost by forming learning groups and having each student introduce each other by writing personal introductions of another student, after having talked over Skype for some time.

The interaction is mainly, but not exclusively, with other artists that struggle with similar questions (and come up with their own individual solutions). But it can also involve consultants, lawyers, accountants, who may be prepared to participate because the contact with young artists can provide them with an incredible source of creativity and inspiration for their own work.

The platform will also link participants to longer term platform members, who can share their success stories, but also experience with failure and lessons that can be learned from that.

3.3 *Toolboxes*

The future art entrepreneur will encounter many obstacles. Some of them consist of the uncertainties and doubts which every entrepreneur will have to face. Some are more specific to the individual artist. Especially with artistic entrepreneurship, life and work often severely overlap.

Similar things can happen to different entrepreneurs, though at different times. To deal with these challenges (financial, legal, marketing, et cetera), the programme offers participants a number of tool boxes,. It takes into account that the artists get interested in these problems once they face them, - they will not do an effort to learn things "in advance" and "just in case" they might run into a situation which requires additional information and advice. The tool boxes offer a first line of advice. But the programme acknowledges that each situation is different and that participants need personal interaction, suggestions, and somebody who questions their own assumptions. There is a group of living coaches that pick up all those questions for which the tool boxes do not offer a clear cut response.

The programme starts with four tool boxes and will add more if required. The first one offers a panorama of examples of artists from different sectors who succeeded in earning their living with their performances. This toolbox should help participants to make up their mind what kind of income earning activity they want to pursue.

The second tool box is more conventional: it takes the young artists through the different steps on the way to a business plan, - but in a way which is more appropriate for arts activities rather then conventional products and services.

The third one deals with the internal conflicts and doubts with which many young artists struggle, probably even more than young entrepreneurs in general.

The fourth tool box deals with the different obstacles that young entrepreneurs may encounter, - from failing partnerships, infringed intellectual property rights, costly marketing, not paying customers, etc. – problems which the starting entrepreneurs probably do not think of at the very beginning, but only when they run into a specific problem.

4 Learning environment: structural and graphical layout

The metaphor of the road is used both for the structure of the learning and coaching trajectory as for the graphical layout of the e-learning environment and related communication channels like e-mail. The programme starts like a board game - with one major difference: The participants do not follow any specific sequence of sets. There is not one pre-described road (as in the rounds of a Monopoly game). Participants create their own path through a multidimensional landscape. But as in a Monopoly game, unexpected things are happening ("Chance cards"). In The Artist Enterprise, there are "external events" that can happen, and there are moments of reflection, moments of "soul searching" that might be triggered by external events, but can also be the result of months of brooding and doubts. Unlike in a Monopoly game, you do not get at these points by throwing a die, but through your own life experience. Intensive human interaction forms the main pillar of the programme.

5 Theory – five pillars

The Enterprise differentiates between practical and personal entrepreneurial skills. Practical skills include making budgets and marketing communication, while personal process oriented skills are in the realm of overcoming fears of insecurity and failure. Because of the relatively intimate process of creation that artists are engaged in artists have more difficulty overcoming these fears, especially when they just leave education and suddenly are 'out there on their own'.

Both sets of skills are thought to be more efficiently learned by post graduates, because they have an immediate need for these skills in order to build their own artistic practice. Post graduates find themselves effectively in an action-learning environment that is much better suited to learning entrepreneurial skills than the academic art school context.

The learning philosophy underlying the Enterprise has five pillars: talent, obstacles, peer education, action learning, and collaborative e-learning. This philosophy has initially been built from experience. Based on years of experience with coaching artists on a one to one basis,[4] The Enterprise now strives to extend and reinforce its philosophy into an e-learning programme. The artists' talent is the starting point. The first pillar is that while many artists have difficulty considering themselves as entrepreneurs, everybody can to some extent learn to make money with their talents. Second, every entrepreneurial process consists of meeting, recognising and overcoming personal (internal) and practical (external) obstacles. Practical obstacles consist of lack of money, lack of contacts, lack of information, et cetera. Personal obstacles often are more difficult to perceive as they often consist of unconscious psychological blocks, for example lack of self-confidence or not being able to keep focused, or hanging on to the believe that you can not ask for help or advice.

Peer education is the third pillar. The Enterprise is a platform that enables post graduates to collaborate. Drafts of business plans for example are reviewed first by colleagues, before the help of a professional coach is involved. Peer education negates the often held belief that as a starting entrepreneur you have to do everything yourself because you have no capital to hire people. Additionally, learning that takes place in groups tends to be far more effective than solitaire processes. The forth and fifth pillars have been touched upon before: action learning (learning while doing might for many artist in fact be the only way of effectively learning entrepreneurial skills), and collaborative e-learning, which facilities communication, a personalised structured environment, and advantages of scale (as many obstacles are similar) that makes the coaching cost-effective.

E-learning and peer-education combine to facilitate contact, collaboration and exchange, in the form of both social media applications and online as well as offline meetings. All personal and online contact is focused on defining the artists' talent, connecting, and developing ways to make a living. In particular this last process is never pre-described and seldom precisely the same. The programme in this way combines a course-like e-learning programme (actually many small modules in the form of the tool boxes) with a coaching trajectory. Students are not graded for the course. Their success is not measured by a grade, but by their real life performance as art entrepreneurs. But they can receive a certificate for their participation in the course, which reflects not only their own input but also the support which they have given to others.

6 Discussion

This paper describes work in progress. The project introduced in this paper is itself an example of action learning. It will offer graduates of art schools a coaching trajectory to equip them with the necessary entrepreneurial skills to become less dependent on government subsidies. The coaching trajectory of two years will be a mix of short e-learning modules, combined in "toolboxes", peer exchange and face-to-face coaching. The pilot phase will start with about 30 art students after their graduation.

The project will reveal in how far the challenges which young artists are facing are the same or differ from those that starting entrepreneurs in other sectors encounter. The project will test the content of the toolboxes, which will be expanded according to the obstacles which the young artist entrepreneurs come across. It will be analysed in how far different sectors of arts need a different approach. We shall also critically look at the mix of e-learning, peer exchange, and expert coaching. It will be discussed with the art schools involved whether it makes sense to include elements of the programme in the standard curriculum. Since many of the art students in the Netherlands come from abroad, further research will be done on the different national environments for artist entrepreneurs in the different countries in which the students will pursue their career and the consequences this might have for an effective coaching trajectory.

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The role of economic higher education in creating entrepreneurial skills

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Abstract

The important role of education in promoting entrepreneurial attitudes and their behaviour is now widely recognized both in the academic and the political environment. However, the implementations of the strategies to develop skills in entrepreneurship in Romanian education sometimes are deficient or missing. Therefore, the study aims to analyze and identify at the economic higher education level – in development of both disciplines and of the practical training methods, what are the methods through which are developed and acquired the entrepreneurship skills among graduates. The results of the study will be based on research upon the main documents of the organization for higher education courses (the curriculum and the syllabus), as well as the identification of the teaching methods towards students to acquire the entrepreneurial skills, highlighting the best practices. The interest in education is justified by the development and validation of the role that, in recent decades, human capital and education as the main component have on the individual, organization and nation.

Keywords: entrepreneurship, human capital, innovation, creativity, economic growth, higher education

Introduction

Globalization changed significantly the way in which businesses runs and accelerates dissemination of Know-how and innovation. From this perspective organizations need to become more competitive. In this context, investment in human capital becomes a crucial factor to increase productivity both at the organizational level and macroeconomic level. Human capital may determine both the added value created in the economy through direct participation in the production process, and growth rate of added value by its innovative capacity. These occurred changes in the modern economy and the major role that important theorists had in this field have led to a new economy based on knowledge, in which education plays a significant role. The role of education in economics is not a very new concept, its roots date back more than six decades ago, but in present the education role is more important than ever. In present education is recognized as a fundamental part in providing human capital to the economy, and also recognizes the need for education to transmit the skills and aptitudes towards flexibility. This marks the entry in an economy or knowledge society, in which competitiveness depends on skills and human capital possessed.

Literature review and Problem statement

The knowledge economy model is the shift from physical capital accumulation - with decreasing returns, to the investment in research, development and innovation in human capital which is the key drivers of modern economy for increasing returns. Moreover, in present, once with economic crisis, the world economy is crossing through powerful changes and challenges. In this context, entrepreneurship is a fundamental component of the knowledge economy because the potential value of new ideas from research and knowledge can be best exploited. Entrepreneurial education benefits were identified and promoted especially in developed countries that already have a tradition in promoting programs in schools and universities and through which, on the one hand, it creates specific competencies of entrepreneurship for students, and on the other hand, some are success models for countries with less tradition and resources in promoting business programs. The entrepreneurial education in higher education institutions began to become a concern since the entrepreneurship education was introduced by the United States in 1947. The Canadian universities followed their neighbour's lead and began offering entrepreneurship education in the 1970s.In recent years, specialists focused on applied research at the universities and state level to identify the role of Higher Education Institutions in developing entrepreneurial individuals. Thus, these studies were mostly developed by the nations with strong development in the last years. For example, in China, in 2002, the Ministry of Education launched a pilot program on carrying out entrepreneurship education in nine prestigious higher education institutions in China. In United States, the universities have taken active roles in establishing various types of organizations, such as business incubators, science parks, technology parks, to provide entrepreneurship and business development (Smilor, Dietrich and

Gibson, 1993). In Europe, the literature shows Finland as an example of good practices, similar to the United States. “Finland has been successful in building a tripartite collaborative relationship among universities, corporations and the public agencies” (Chakrabarti and Rice, 2003). A particular concern for developing entrepreneurial skills is found in countries with tradition in education such as United Kingdom and Germany. In 1997, the German government launched an entrepreneurship initiative at universities, with the goals of entrepreneurial teaching and culture. The International organizations such as OECD, the European Commission and others have all recognized the value of entrepreneurship education.

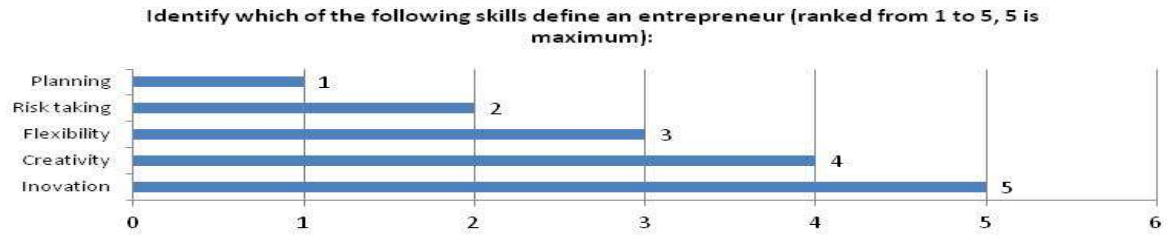
Methodology

The aim of the study is to analyze and identify at the economic higher education level – in development of both disciplines and of the practical training methods, what are the methods through which are developed and acquired the entrepreneurship skills among graduates. The results of the study is based on research upon the main documents of the organization for higher education courses (the curriculum and the syllabus), as well as the identification of the teaching methods towards students to acquire the entrepreneurial skills, highlighting the best practices. The identification of strategies used for entrepreneurial education is achieved through a qualitative research by the implementation of a questionnaire among a representative segment in the subject area of economics (business studies). The sample was applied to a total of 25 permanent teachers in the Business and Administration field from the University of Bucharest. Choosing this economic specialization is the main argument that the University of Bucharest, after the evaluation and ranking of universities, conducted in 2011 by the European University Association and recognized by the national bodies, was ranked at the 1st place as an institution of advanced research and education, the economic studies program, Business and Administration area obtained the category A (in a scale of A - D). Also, the University of Bucharest has been recognized by the international academic community as a top 200 of the best educational institutions in the world, ranking conducted by Quacquarelli Symonds Limited. The questionnaire was applied directly among teachers and the segmentation took into account both teacher’s higher experience (between 6 and 20 years of teaching experience) to lecture courses and teachers at the beginning of their career (3-5 years of teaching experience) that lecture seminars. The questionnaire has 18 questions, and its construction was based predominant on closed questions with numerical scales answers, verbal scales responses and three questions with direct answers.

Results

The results of the analysis contain two components, first, the paper outlines data on the perception of teachers in creating entrepreneurial skills among students (based on questionnaire responses), and secondly the paper provides concrete results and analytical programs syllabus through which there may be identified the methods, strategies and skills that teachers aim in organizing and developing the courses and seminars. Data analysis after application of the questionnaire revealed that the teachers interviewed are familiar with the term "entrepreneurial education" (degree of knowledge is very high: 80%). Also, teachers appreciate that university education can create and develop competent business graduates (80% positive, 10% negative and 10% do not know). It should be noted that teachers believe the main skills that have to have the entrepreneurs are the ones in the figure below; the competences that they are trying to develop and work with students situate the innovation on the first place follow by creativity and flexibility.

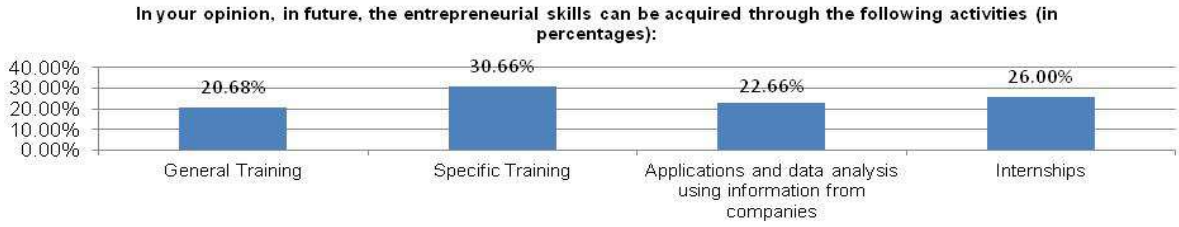
Fig. 1. Main entrepreneur’s skills



The Entrepreneurial education in economics’ profile universities and business administration specialization in particular, are designed and developed through the teaching of specific entrepreneurial skills, through training and knowledge management and through case studies used in the courses. Other ways to pursue higher education institutions to create economically responsible business are business representative’s testimonials, teachers that own entrepreneurial experience

and sets of test, financial and economic analysis that teachers use in courses and seminars. Responses of the teachers underlined that students have a positive attitude towards the methods used (over 80% of cases), they are opened to new teaching methods through which they can build faster and easier responsible entrepreneurship. Thus, by using the above methods, the teaching institutions of higher education focus on acquisition of theoretical and especially practical competences, which lately the graduates could develop and apply in their own businesses or as employees in management positions. The need for entrepreneurial competencies training is absolutely justified if we consider that, according to teacher responses (70% of responses), students didn't own any entrepreneurial competences before signing in the University. Also, teachers appreciate that a strong entrepreneurial training in economic higher education institutions should use the following methods: specific training (30.66%), internships (26%), applications and data analysis using specific information from companies (22.66%) and general training (20.68%). Thus, it is found that specific training method is more appreciated by teachers because it has a greater impact on the long term development of entrepreneurial skills.

Fig. 2. Future methods for obtaining entrepreneurial skills



Also, teachers believe that higher education institutions should invest more in their professional training so that they continuously improve their knowledge of entrepreneurship. The methods and techniques for acquiring knowledge that teachers have identified in the top three, situate the specialized training on the first place, follow by international experience change and regular discussion with the business representatives (both situate on the second place) and visits to the companies (on the third place).

In terms of results, following the analysis of more than sixty syllabuses, specific economic and particularly to business administration, they have revealed the important issues regarding the creation and development of entrepreneurial skills of the students. It should be noted that teachers pay special attention to create competent future entrepreneurial skills which are divided into four types: acquiring skills and knowledge about the appropriate use of specific concepts of entrepreneurship; acquisition of skills relating to the explanation and interpretation of ideas, projects, processes, and theoretical and practical content of entrepreneurship; practical skills related to the design, management and evaluation of specific practical activities, the use of methods, techniques and tools of entrepreneurial investigation; skills related to attitude towards the entrepreneurship concept. The creation of competencies mentioned above is found structured in the following table:

Table 1. Types of entrepreneurial skills identified in the syllabus

Types of skills	Skills
Knowledge and appropriate use of specific concepts of entrepreneurship	Knowledge of business concepts, business opportunity, business entry ways, networking, entrepreneurial activity, business plan, business ethics; Understanding the role of entrepreneur in the market economy; Understanding the processes and activities necessary to conduct business; Identifying the types of resources needed to run a business; Understanding the link between entrepreneurship, entrepreneurial culture and economic growth.
Explanation of ideas, processes, and theoretical and practical content of entrepreneurship	Interpretation of general or specific business situation; Ability to explain business innovation; Ability to analyze and interpret the information from the entrepreneurial environment.
Practical skills related to the design, management and evaluation of specific practical activities, the use of methods and tools of	Ability to initiate, conduct and develop business; Evaluation of new business ideas, identifying and exploitation of business opportunities; Ability to develop a business plan; Ability to provide solutions to problems raised from the analysis of business

entrepreneurial investigation	environment.
Skills related to attitude towards the entrepreneurship concept	Ability to work in teams, in organizations and with business experts; Building a positive attitude towards economic environment; Development of economic thinking skills; Encouraging the initiation of business in different areas.

Source: Author

Thus, the theoretical knowledge is presented through lectures held in the classroom, using the new IT technologies. The lectures are participatory, some elements of participation are: questions asked by teachers and questions asked by students; discussion based on the bibliography and advice offered in seminars. In most cases, the training activity is supported by the activities used in the seminar. The activity of the seminars clarifies the theoretical subjects and stimulates practical applications using: applied exercises, case studies, analysis of specific organizational situations (real or simulated), and team work based on predetermined topics. Less positive aspects related to practical methods used for developing entrepreneurial skills have been identified in the related disciplines of Economic theory where the resources used are mostly classical - theoretical lectures and use multiple choices of exercises which doesn't develop creativity and innovation among alumni, only substantiate the specific theoretical notions.

Conclusion

Entrepreneurial education in higher education institutions in general and the economic field, in particular, are to consider the creation and development of skills that allow graduates the best use of their own potential and, in perspective, the efficient administration of their own businesses. Creating entrepreneurial skills among students, especially in economic higher education institutions is a continuous concern in recent years both internationally and nationally. In recent years a remarkable change is noted in the curriculum as a result of adaptation of institutions to the real needs of the economy in general and businesses in particular. Even if there are found mostly positive aspects in the actions they have undertaken, institutions have some challenges to translate them into action plans so that graduates could own real competences for entrepreneurs when graduating. The problems that have to be turned into long-term solutions are in the form of two levels: on the one hand universities should develop and strengthen contacts with the business environment, and on the other hand, institutions need to invest more in improvement of teachers so that they possess real knowledge of entrepreneurship. Strengthening partnership with the business environment is a necessity such as it was identified in the questionnaire responses. The actions that should be applied under partnerships must include: periodically inviting business representatives to courses and seminars;the existence of the structures such as business incubators;sponsorship, patronage; internships for more than three months in private organizations, such as in EU countries; funding universities projects by State and SMEs with their application in SMEs environment; exchange of experience with contractors who work in Romanian and international business. Regarding the further training of teachers, institutions should invest in specific training in entrepreneurship and modern methods domain that teachers will use in teaching – learning process so that students would be able to gain strong qualifications in the field of entrepreneurship. The formation of specific competences using active methods can contribute to responsiveness and capacity of rational approach to economic problems and the business environment.

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Women Entrepreneurship education need for *today*

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"Entrepreneur is basically an innovator and innovator is one who introduces new combinations"

"When women move forward, the family moves, the village moves, and the nation moves."

ABSTRACT

Entrepreneurship is an important factor of industrial development of a country. It is the primary trait of an entrepreneur. Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time and career commitment of providing value for some product or service. In practice, entrepreneurship changes the direction of national economies, industries or markets. It initiates new products and develop organizations and means of production to make them marketable. We have to look at fostering a legion of women entrepreneurs, who can make significant qualitative changes in the economic landscapes of the countries," There is a great need to educate women entrepreneur for the nation's development and overall growth of the economy. Presently not only are women generating employment for themselves in the organized and unorganized sector, they are also providing employment to others. Government should provide the essential planning for the development. Government should encourage promoting women's economic empowerment which will be driving force behind the economic growth and the fight against Poverty. Corporations also are now gearing up for the management of home grown women entrepreneurs with creative scheme which will prove sustainable for the benefit of women empowerment. Women who try to enter an industry, either in managerial or in entrepreneurial role are generally exposed to various environmental constraints. Starting and operating business involves considerable risk and effort on the part of the entrepreneur, particularly in the light of highest failure rate. Perhaps, this rate is even higher in the case of women entrepreneurs who have to face not only the usual business problems but also their family problems. This not only limits the scope of their contribution to the industrialization process, but also undermines the productive utilization of an available human resource, that is most needed in our country.

KEYWORDS: Entrepreneurship, Technical Knowledge, overburdening, innovative.

Introduction

A woman entrepreneur can be defined as a confident innovative and creative woman capable of achieving self economic independence individually or in collaboration generates employment opportunities for others through initiating. An enterprise owned and controlled by a women having a minimum financial interest of 51 percent of the capital and giving at least 51 percent of the

employment generated by the enterprise to women. Establishing and running the enterprise by keeping pace with her personal family and social life. A significant chunk (58%) of entrepreneurs had started their businesses between the ages of 20 and 30; interestingly, 25% had started up even before turning 25, that is, probably before holding a job or a very short time after holding one. 60% of women entrepreneurs started their business with a capital of under Rs.1, 00,000, and personal funds and savings were used to start the business in a majority of cases. The degree and quality of entrepreneurship differ from entrepreneur to entrepreneurs. Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time and career commitment of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources. In practice, entrepreneurship changes the direction of national economies, industries or markets. It initiates new products and develop organizations and means of production to make them marketable.

Objectives of the study:

- To identify the problems of women entrepreneurs.
- To identify the factors which are responsible to become women entrepreneur?
- To critically examine the role of the women entrepreneurship in nation's economic development.
- To examine the governmental role and policies important for the promotion of women entrepreneurs
- To suggest different remedial measures in helping accelerating women entrepreneurship.

Review of literature for this study:

Heilman and Chen (2003) as well as Botha (2006) argued that various push-and-pull factors exist that can motivate women to start their own businesses.

Maas and Herrington (2006) defined push factors as the more negative factors, such as unemployment and retrenchment, which force people to become entrepreneurial in order to survive. They regard pull factors to be the more positive factors, such as government support and role models, which might influence people to choose entrepreneurship as a career option.

Ghosh and Cheruvalath (2007) found that only one-fifth of women are drawn into entrepreneurship by pull factors. The rest are forced into entrepreneurship by push factors. Also, Challenges to women entrepreneurs cover a wide spectrum, including level of education, inter-role conflicts emanating from greater parenting responsibilities, a dearth of financial assistance and socio-cultural constraints.

Richardson, Howarth and Finnegan (2004) commented that women entrepreneurs suffer from significant material constraints through to unhelpful attitudes arising from society's negative attitudes towards women in business.

Winn (2004) argued that the critical factors for women to succeed in independent businesses need to be understood to provide a better education and support system. Governments can provide female entrepreneurs with special loans, subsidies, funds, enterprise centers, entrepreneurship awards, counseling, training, advisory support, information products and web portals.

According to Minniti and Arenius (2003) and Kock (2008), governments should address factors such as education, training and family-work reconciliation. Policies should thus create and guarantee the existence of underlying conditions favorable to an entrepreneurial environment rather than being active promoters of start-up activities.

Shelton (2006) advised that in order to improve the survival and performance of women-owned ventures, programmes should be implemented to assist women in selecting appropriate work-family management strategies. If work-family conflict is addressed, a potential stumbling block for women business owners will be removed and the effectiveness of other programmes will be enhanced.

Problems of Women Entrepreneurs:

Women in India are fraught with many problems forge ahead in business. A few problems have been identified in the course of the study which has been detailed as:

Lack of Education and Awareness

Knowledge of latest technological changes, know how, and education level of the person are significant factors that affect business. The literacy rate of women in India is found at low level compared to male

population. Many women in developing nations lack the education needed to spur successful entrepreneurship. They are ignorant of new technologies or unskilled in their use, and often unable to do research and gain the necessary training (UNIDO, 1995b, p.1).

Patriarchal Problems

The greatest deterrent to women entrepreneurs is that they are women. A kind of patriarchal – male dominant social order is the building block to them in their way towards business success. Male members think it a big risk financing the ventures run by women.

Financial Problems

The financial institutions are skeptical about the entrepreneurial abilities of women. The bankers consider women loonies as higher risk than men loonies. The bankers put unrealistic and unreasonable securities to get loan to women entrepreneurs as found in most of the districts under study. The women entrepreneurs are suffering from inadequate financial resources and working capital. The women entrepreneurs lack access to external funds due to their inability to provide tangible security. Very few women have the tangible property in hand.

Family Problems

Women's family obligations also bar them from becoming successful entrepreneurs in both developed and developing nations. "Having primary responsibility for children, home and older dependent family members, few women can devote all their time and energies to their business" (Starcher, 1996) .The financial institutions discourage women entrepreneurs on the belief that they can at any time leave their business and become housewives again. The result is that they are forced to rely on their own savings, and loan from relatives and family friends. Indian women give more emphasis to family ties and relationships. Married women have to make a fine balance between business and home. More over the business success depends on the support of the family members extended to women in the business process and management. The interest of the family members is a determinant factor in the realization of women folk business aspirations.

Lack of Managerial Skill

Another argument is that women entrepreneurs have low-level management skills. They have to depend on office staffs and intermediaries, to get things done, especially, the marketing and sales side of business. Here there is more probability for business fallacies like the intermediaries take major part of the surplus or profit. Marketing means mobility and confidence in dealing with the external world, both of which women have been discouraged from developing by social conditioning. Even when they are otherwise in control of an enterprise, they often depend on males of the family in this area.

Lack of Social Connectivity

Knowledge of alternative source of raw materials availability and high negotiation skills are the basic requirement to run a business. Getting the raw materials from different sources with discount prices is the factor that determines the profit margin. Lack of knowledge of availability of the raw materials and low-level negotiation and bargaining skills are the factors, which affect women entrepreneur's business adventures.

Low-level Risk taking Attitude

Low-level risk taking attitude is another factor affecting women folk decision to get into business. Low-level education provides low-level self-confidence and self-reliance to the women folk to engage in business, which is continuous risk taking and strategic cession making profession. Investing money, maintaining the operations and plugging back money for surplus generation require high risk taking attitude, courage and confidence.

Other Problems

Achievement motivation of the women folk found less compared to male members. The low level of education and confidence leads to low level achievement and advancement motivation among women folk to engage in business operations and running a business concern. Finally, high production cost of some business operations adversely affects the development of women entrepreneurs. The installation of new machineries during expansion of the productive capacity and like similar factors dissuades the women entrepreneurs from venturing into new areas.

Need to educate women entrepreneurs: In India entrepreneurship has been dominated by a male governed economy, where the role of women as entrepreneurs has been negligible. However, is in the recent past, female entrepreneurs have been playing increasingly important role in promoting growth and development of the country's economy and there is great need to provide entrepreneurial education to

women. Government has already started planning to promote women entrepreneur. Not only in India but all around the world women empowerment is an important issue.
The participation of women in economic activities is necessary not only from a human resources point of view but is essential even for the objective of raising the status of women in society. The economic status of women is now accepted as an indicator of a society's stage of development. Therefore it becomes imperative for the government to frame policies for the development of entrepreneurship among women. Entrepreneurship is regarded as one of the important determinants of the industrial growth of the country. The dearth of the entrepreneurial and managerial skill is one of the most common problems being faced by all under developed economies.
Role of the government: National government and international organizations are coming to realize that promoting women's economic development through women entrepreneurship plays a critical role in economic growth. The studies conducted by Kale (1990); Kirve and Kanitkar (1993), revealed that training approach is an important one for helping women in non-traditional high skill, male dominated activities and also to build confidence among women to meet the specific needs. It directly provides employment and economic independence to women and improves their social, educational and health status.
Also, in a recent survey it is revealed that the female entrepreneurs from India are generating more wealth than the women in any part of the world. Main reasons for women to become an entrepreneur, the institutions that are helping the women to put their thoughts into action On the basis of this analysis some recommendations are given to promote spirit of women entrepreneurship and helping the women to become a successful entrepreneur. Research Methodology for this study is based on secondary data.

Table 1: Results of the biographical information of participating women entrepreneurs

Variable	Frequency	Percentage
Age group category		
Younger than 19 years old	-	-
Between 20 to 29 years old	-	-
Between 30 to 39 years old	21	38.89%
Between 40 to 49 years old	23	42.59%
Between 50 to 59 years old	8	14.81%
Older than 60 years old	2	3.70%
Marital status		
Single	4	7.41%
Married	37	68.52%
Divorced	2	3.70%
Widowed	10	18.52%
Not indicated	1	1.85%
Highest academic qualification		
Lower junior	11	20.37%
Junior	4	7.41%
COSC (matric)	10	18.52%
Certificate	6	11.11%
Diploma	8	14.81%
Degree	9	16.67%
Post-graduate degree	6	11.11%

It is apparent from the results that the participating women entrepreneurs are relatively experienced (older than 30 years), but a major concern is that 28% of them obtained a highest academic qualification lower than matric. Information on the structure of the participating women-owned businesses was gathered and is presented in Table 2.

Table 2: Results of the structure of the participating family businesses

Variable	Frequency	Percentage
Business size (permanent employees)		
Myself (micro)	12	22.22%
Between 2 to 4 employees (micro)	14	25.93%
Between 5 to 10 employees (very small)	17	31.48%
Between 11 to 25 employees (small)	4	7.41%
Between 26 to 50 employees (small)	-	-

Table -3

Country	**Percentage**
India (1970-1971)	14.2
India (1980-1981)	19.7
India (1990-1991)	22.3
India (2010-2011)	31.6
USA	45
UK	43
Canada	42
Indonesia	40
France	38
Sri Lanka	35
Brazil	35

Source World Bank Report 2010 – 11 and WAWE Conference Report 2009 – 10.

This study shows that the position of women work participation as well as women entrepreneurship both is low in India in comparison to select countries of the world. Women work participation in India is 31.6 per cent where as in USA it is 45, UK 43, Canada 42, France 38, Indonesia 40, Sri Lanka and Brazil both 35 per cent. The study further shows that the women entrepreneurship position in select States of India is above 30 per cent
on an average but in Bihar it is only 15.04 per cent.

Table -4

States	**No. of Units Registered**	**No. of Women Entrepreneurs**	**Percentage**
Tamil Nadu	9618	2930	30.36
Uttar Pradesh	7980	3180	39.84
Kerala	5487	2135	38.91
Punjab	4791	1618	33.77
Maharastra	4339	1394	32.12
Gujarat	3872	1538	39.72
Karnataka	3822	1026	26.84
Madhya Pradesh	2967	842	28.38
Bihar	7344	1123	15.04
Other States & UTS	14576	4185	28.71
Total	64,796	19,971	32.82

Source: CMIE Report 2011

In order to meet the global demand and the new challenges thrown to the Indian industry and also to generate employment, entrepreneurship development has to be given a priority. The entrepreneurs should possess required skills, ability to grasp opportunities which offer economic advantages, orientation towards applying knowledge to maximize gains, business skills, and leadership qualities and above all confidence that one can make things happen. In this context a trained entrepreneur has a number of advantages. In order to accelerate the growth of industries generate employment and utilities the national human potential there is a need to channelize the youth and women of the country for useful and productive purpose. There is also a need to motivate the guide the youth to enable them to take a step forward and take up a carrier of self employment and setup a small or micro enterprise as an entrepreneur. There is very few formal college degree programs specifically geared towards the budding entrepreneur. Like all other things in life, the entrepreneur may have to put together his or her own savvy education, which is not necessarily a bad thing. Entrepreneurship education should build confidence, motivate progress, strengthen the entrepreneurial mindset, foster a desire to achieve and inspire action.

Conclusions and suggestions:

Entrepreneurship among women, no doubt, improves the wealth of the nation in general and of the family in particular. Women today are more willing to take up activities that were once considered the preserve of men, and have proved that they are second to no one in regard to contribution to the luxuriant efflorescence of the economy. Women entrepreneurship must be molded properly with entrepreneurial traits and skills to meet the changes in trends, challenges of global markets and also be competent enough to sustain and strive for excellence in the entrepreneurial arena. We have to look at fostering a legion of women entrepreneurs, who can make significant qualitative changes in the economic landscapes of the countries," There is a great need to educate women entrepreneur for the nation's development and overall growth of the economy. Presently not only are women generating employment for themselves in the organized and unorganized sector, they are also providing employment to others. Government should provide the essential planning for the development. Government should encourage promoting women's economic empowerment which will be driving force behind the economic growth and the fight against Poverty. Corporations also are now gearing up for the management of home grown women entrepreneurs with creative scheme which will prove sustainable for the benefit of women empowerment. Further, following can be taken as suggestions:

- Right efforts on from all areas are required in the development of women entrepreneurs and their greater participation in the entrepreneurial activities. Following efforts can be taken into account for effective development of women entrepreneurs.
- Vocational training to be extended to women community that enables them to understand the production process and production management.
- State finance corporations and financing institutions should permit by statute to extend purely trade related finance to women entrepreneurs.
- The financial institutions should provide more working capital assistance both for small scale venture and large scale ventures.
- Making provision of micro credit system and enterprise credit system to the women entrepreneurs at local level.
- Industrial estates could also provide marketing outlets for the display and sale of products made by women.
- A Women Entrepreneur's Guidance Cell may be set up to handle the various problems of women entrepreneurs all over the state.
- Training in entrepreneurial attitudes should start at the high school level through well-designed courses, which build confidence through behavioral games.
- More governmental schemes to motivate women entrepreneurs to engage in small scale and large-scale business ventures.
- Involvement of Non Governmental Organizations in women entrepreneurial training programmes and counseling.

- Training on professional competence and leadership skill to be extended to women entrepreneurs.
- Adequate training programme on management skills to be provided to women community.
- Better educational facilities and schemes should be extended to women folk from government part.

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Acquisition of entrepreneurial skills during and after university studies: case of Latvia

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Abstract

This study explores situation in acquisition entrepreneurial skills through academic and professional formal higher education and informal education programs. Attitudes of the university graduates concerning start of their own business and factors hindering beginnings of their entrepreneurial activities are analysed. The goal of this study is to analyze a skills during and after university studies in Latvia, to highlight main problems and to describe recent initiatives to secure improvements. Study covers the time period from 2003 till 2012.

Keywords: university graduates, entrepreneurial skills, Latvia.

1 Introduction

Changes in a role of higher education in society have been described in several authors [1,2]. Growing access to university education, expansion of a life-long learning, information technologies, online education, and a strong orientation to learning outcomes characterize the first decennial of 21st century [3,4]. Growing global competitiveness and recent economic crisis has underlined a need for wider acquisition of entrepreneurial skills by university students from all study areas, particularly in the Central and East European countries. Several reform plans, taking into account new challenges, has been designed in Latvia by the Ministry of Economy, Ministry of Education and Science and Cabinet of Ministers [5,6].The goal of this study is to analyze acquisition of entrepreneurial skills during and after university studies in Latvia. Study covers formal academic and professional higher education and continuing education.

Student and graduate statistics are gathered and analyzed in Latvia on institutional, regional and national level, surveys and interviews are performed on regular basis. Self evaluation and external evaluation reports are available publicly for all study programs and institutions of higher education [7]. A national-wide project “Evaluation of higher education study programmes and proposals for quality improvement”, supported by European Social fund and carried out by the Latvian Council of Higher Education, is under way from the May 2011 (hereinafter LCHE Project). International and national experts from academic and professional associations, trade and student unions are involved in evaluation of study programs of all areas [8]. Changes in the Laws and regulations are performed recently, pointing out a role of strengthening ties with society, businesses and importance of life-long learning.

2 Data and methods

Two sample survey data are used in the analysis: 1) Survey I of 2491 graduates (graduation years 2003 and 2005) from Latvian higher education institutions, performed during 2006-2007. Using stratified random sampling, respondents were selected from the academic databases of more than 30 institutions of higher education (including colleges). 85% of all interviewed graduates were employees, 5% employers, 3% self-employed and rest were nonworking [9].

2) Survey II of 4909 university graduates having the last university diploma since 2006, performed during November-December 2011. Respondents of that Internet survey were selected from the academic databases of all six Latvia’s universities - University of Latvia (n=1673), Riga Technical University (n=1416), Latvia University of Agriculture (n=659), Liepaja University (n=541), Daugavpils University (n=407), Riga Stradins University (n=213). Among all respondents 70.4 per cent were males and 29.6 females, 78.5 per cent studied full-time and 21.5 part-time, 93.9 per cent resided in Latvia, but 6.1 – abroad. Age composition of interviewed graduates fit the age structure of general student population, with the two predominant age groups: 18-24 (27.0%) and 25-34 (54.6%). Distribution of diploma holders is following: Bachelor academic degree 46.3%, Master academic

degree 39.7%, Doctoral degree 1.8%, First level Professional higher education (University College diploma) 1.7%, Second level Professional higher education (at least four years of studies) 7.4%, Second level Professional higher education having already obtained University diploma (at least one year of studies) 3.2% [10].

Changes in higher education legislation, institutional and curriculum development activities facilitating acquisition of entrepreneurial skills, and preliminary results from the LCHE Project are analyzed as well. Study is covering the time period from 2003 till 2012.

3 Demand to increase a role of professional / entrepreneurial skills

All tertiary study programmes in Latvia are designed according to the State Standards for education and are divided in two groups – academic and professional. Standard form 2001 introduced regulation for so-called integrated academic-professional study programmes – higher professional education Bachelor's and Master's study programmes, graduates of which are awarded both academic degree and qualification [11]. State Standard defines a length of internship period and acquisition of entrepreneurial skills for professional programmes only. Content of academic study programs in that respect relay on institutions of higher education. In the large part of academic study programs modules or courses in entrepreneurship and periods of internship are missing.

According to information from academic data-bases, site visits, self-evaluation and external evaluation all study programmes by the LCHE Project in the June 2012 were grouped in three groups – 1) qualitative and sustainable programmes; 2) programmes requiring improvements, 3) programmes which usefulness is questionable. Among evaluated 854 study programmes 58 or 7% were assigned to the third group, which mostly included programmes in social science and business administration. Experts proposed to finish dividing study programmes in academic and professional and to secure integration of academic competencies and professional skills [12]. Similar conclusion resulted from the Survey II (n=4909). The lowest average assessment 2.22 (calculated from six point scale: 0 – not acquired, 1 – at very low level, 2 – at low level, 3 – at medium level, 4 – at high level, 5 – at very high level) was given by university graduates to the question "To what extent that statement - Obtained education sufficiently contributed to formation/development of entrepreneurial skills – characterize your university education in general?". Other the lowest average assessment 1.90 was given to the question "Evaluate please, a level of knowledge and skills obtained during your university studies – Skills necessary to begin entrepreneurial activity". The highest assessments, answering both mentioned questions, were given correspondingly to following statements: "Obtained education is sufficient to continue studies" – 3.25 and "Theoretical competency in a chosen field of study" – 3.68. Consequently there is a well-grounded need to complement existing university study programs by adding training of entrepreneurial skills and career development.

4 Entrepreneurial activities of graduates and barriers to start own business

Both Surveys I and II reported rather weak entrepreneurial activity of graduates to start or continue own business. Graduates according to the Survey I (n=2491) results were: employees 85%, jobless (students, housekeepers etc.) 8%, employers 5% and self-employed 2%. Answers to the question "Your activities during the six months after graduation of university" in Survey II (n=4909) were distributed by graduates as follows (note: respondents could give a several answers to that question, therefore a sum exceeds 100%):

Continuation of the same employment as during a studies	61.8
Continuation of studies	28.7
Found a new job	17.7
Looking for employment, but did not found	10.3
Started own business or self-employment	2.8
Other	1.4

Realized activity to start own business or self employment during a six months after graduation is not high. Probably that ambition could be realized after completion of studies or during a longer time period. Answers to question "Are you planning to start your own entrepreneurial activity during the next three years", given by university graduates, who are not employers or self-employed (n=4459), look more promising:

All answers	100%
of which	
I am not planning to go into business	40.3
I am planning to establish a new company/business	10.0
I am planning to go into self-employment	4.1
I am planning to buy existing company/business	0.3
Hard to say	45.3

Respondents (n=4459) presented following answers to the question "What factors, by your mind hinder to start your own entrepreneurial activity or to go into self-employment?" (Note: respondents could give a several answers to that question; therefore a sum exceeds 100%):

Lack of financial support	46.2
Lack of proficiency/skills to start and to develop own business	31.8
Fear to take a risk of failure or bankruptcy	27.6
No guarantees for a regular income	27.5
Complicated administrative procedures	25.2
Now idea how to start business	23.5
Lack of initiative to start an entrepreneurial activity	19.4
None hindrance	9.5
Hard to say	7.3

Answers given by graduates are closely connected with the conclusions given by external experts in accreditation/re-accreditation reports of study programs [7] - to secure acquisition academic competencies and professional skills, particularly entrepreneurial skills and creativity.

5 Collaboration between the universities and companies

Important impulse in strengthening collaboration between the universities and companies usually is given by graduates. Results of the Survey II confirmed that 67.6 per cent of graduates, who are employers and self-employed (n=450), are interested in further collaboration with universities. Table 1 shows intensiveness of various collaborative activities.

Table 1. Evaluation of intensiveness of collaboration between companies and university, Latvia 2011

Activity	All answers, %	Of which - evaluation of intensiveness of activity given by graduates*			
		Never	Rarely	Regularly	Hard to say
Provision of site for field practice	100.0	38.9	26.0	28.7	6.4
Continuing education of employees	100.0	40.4	25.8	25.6	8.2
Transfer of knowledge, innovations	100.0	42.0	23.1	23.8	11.1
Recruitment of university academic staff	100.0	44.2	23.1	24.7	8.0
Participation in curriculum development and guest lecturing	100.0	55.1	22.2	14.5	8.2
Research funding and co-partnership	100.0	60.0	17.1	12.9	10.0
Participation in career promotion activities	100.0	64.0	17.6	9.3	9.1
Grants and sponsorship	100.0	69.6	14.0	8.0	8.4

Source: Survey II (n = 450). * Respondents, who are employers or self-employed.

Among the most regular activities by companies are: provision of site for field practice, continuing education of employees, transfer of knowledge and innovations, recruitment of university academic staff. Never or rarely performed activities are – participation in curriculum development and guest lecturing, research funding and co-partnership, participation in career promotion activities. Respondents, who are employers or self-employed, and are interested in collaboration between their company and university (n=304), have mentioned following key forms of further collaboration between

company and university: provision of site for field practice, guest lecturing, continuation of studies and training, exchange of information and experience, recruitment of graduates and students, joint research projects. Further strengthening of ties between the companies and universities could benefit in transfer entrepreneurial skills to academic staff and students.

6 Innovations focused on acquisition of entrepreneurial skills and career development

Beside traditional activities and forms of training, implementing research results and attracting business people closer to academic communities of universities new initiatives are undertaken. In the universities new interdisciplinary centres and units are established, which are oriented to acquisition of entrepreneurial skills, professional and career development, technology transfer and innovations: at the University of Latvia – the Career Centre, the Innovation Centre, Management and Business Education Centre; at the Riga Technical University – Innovation and Technology Transfer Centre, Business Incubator; at the Latvia University of Agriculture - Business and Technology Incubator, Centre for Life-long Learning; at the Daugavpils University – Professional Development Centre, Technology Transfer Office; at the Riga Stradins University – Technology Transfer Office. Especially important are joint centres established together by several institutions of higher education, companies and municipalities, like - Latvia Technology Park, Kurzeme Business Incubator, Rezekne Innovation Centre, Ventspils High Technology Park, Jelgava Business Incubator, Valmiera Business and Innovation Incubator [13]. The main activities of technology, business and innovation centres are to support innovative entrepreneurship activities, to offer consultancy services, to assist in finding partners, to involve in activities students and graduates motivated in business.

7 Continuing education

The level of education statistically significantly affects entrance to labour market already during studies – the higher education level the more often students start working during studies [9]. The higher education level that of graduates, the larger possibility that he or she after the graduation will work according to acquired qualification. On the other hand, higher remuneration in other profession than obtained qualification force graduates to choose professions which do not comply with acquired skills and competencies. According to Survey I, graduates in education, humanities and arts, agriculture, health care and social welfare often choose well-paid professions in labour market which does not comply with their qualification [14].

Change of profession and specialisation, growing needs to raise a qualification increase a demand for continuing education activities. Data from Table 2 testify that continuation of education and retraining is realised not only through formal education but through informal education and different professional retraining courses.

Table 2. Continuation of formal and informal education in Latvia (per cent of graduates from previous level of education)

	Formal education	Informal education	Professional retraining courses
1st level professional higher education (college)	47	44	26
2nd level professional higher education (after completed secondary education)	38	49	31
Academic bachelor degree	63	43	26
2nd level professional higher education (after obtained higher education diploma)	23	61	43
Academic Master degree	19	66	44

Source: Survey I (n=2491). Note: The sum of proportions in per cent exceeds 100 per cent due to overlapping of answers concerning continuation of different forms of education,

Motivation to participate in continuing informal education activities and professional retraining courses increases with the level of acquired education. Similar results were obtained in the survey on life-long education in Latvia [15]. From informal education and professional retraining activities higher school graduates the most frequently choose management, accounting, business correspondence, IT and foreign language courses [9].

Important tool to facilitate integration of professional and entrepreneurial experience into formal education is recognition of previous learning and previous professional experience. According to

amendments to the Law on higher education institutions issued in 2011 [16] and regulation of the Cabinet of Ministers [17] up to 30 per cent from the amount of study programme can be recognized and transferred from the professional experience and included in the credit accumulation to meet the diploma requirements. Acquisition of entrepreneurial activities during informal education and professional careers allows to compensate drawbacks in formal education, and to assist graduates to adapt to changing demands of labour market.

7 Conclusions

Graduate surveys, self-evaluation and external evaluation reports give an important feedback for curriculum and institutional development. Lack of initiative to start an entrepreneurial activity, lack of idea and skills to start and to develop own business, fear to take a risk of failure are among answers given by university graduates regarding factors hindering to start own entrepreneurial activity or self-employment.

There is a well-grounded need to complement existing university study programs by adding training of entrepreneurial skills and counseling activities in career development. Inform education and professional retraining courses plays an important role in acquisition of entrepreneurial skills, too. Necessary improvements in training of professional/entrepreneurial skills are stressed by external experts involved in the evaluation of study programs.

The key forms of further collaboration between companies and university are: provision of site for field practice, guest lecturing, continuation of studies and training, exchange of information and experience, recruitment of graduates and students, joint research projects. Further strengthening of ties between the companies and universities could benefit in transfer entrepreneurial skills to academic staff and students. Business incubators and Innovation centers are important facilitators of the transfer of skills and ideas.

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Education for entrepreneurship

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Abstract

Supported by European and National issues, this paper crosses the guidelines with theories that fit the theme under study and research data. The main point is that entrepreneurship education has had a fast expansion in recent decades. The courses offered at various levels of education are becoming more numerous. It is also appropriate to discuss the development shown in the discussions about actions implemented or to be implemented sorted out from the collected data analysis.

Keywords: Entrepreneurship, education, sustainable development, human capital, entrepreneurial culture.

1 INTRODUCTION

Vesper (1982), MecMullan & Long (1983) and Sexton & Bowman (1984) highlight gaps and point out the need of the emergence of a paradigm and / or the construction of theories that might support the teachers' training in entrepreneurship area, so that entrepreneurship education can emancipate itself in a decisive and clear-cut. Henry, Hill and Leitch (2005) emphasize this position:

Despite a constantly increasing number of activities and courses in the field of entrepreneurship education and training, surprisingly few researchers have, analysed and discussed the very crucial issue of: whether or not entrepreneurship can be successfully taught, and if that is the case, then how is it done?

Recognising the importance of entrepreneurship, we thus emphasize the fact that either the study or research on this topic is relatively recent and still poorly supported and deficiently promoted. Going back to the first evidence of research in entrepreneurship, we find out it occurred in the 80's of last century when entrepreneurship won the place and status of a subject in high education. We are aware that 'education for entrepreneurship' shows the process of teaching. However, it has not yet opened the way on reflection over the process – either the process of education, or the process of entrepreneurship. That's why we defend 'entrepreneurship education' and the promotion of meta-entrepreneurship.

Therefore, our intention is to identify 'entrepreneurship education' as the type of action we feel it is urgent to promote, persistently and systematically always developing an attitude of improvement in a broader perspective to consolidate the process. In our opinion, 'education for entrepreneurship' has been decisive in the contribution given to consolidate entrepreneurship. However, only 'entrepreneurship education' will lead to the consolidation of an entrepreneurial culture able to promote knowledge in a dynamic and evolutionary processing, renewing and enhancing human capital. It will thus be able not only to contribute to the sustainable development but also to a sustainable education.

2 EDUCATION AND ENTREPRENEURSHIP

We assume that entrepreneurship should be part of education, in a large range of approaches – general education, professional and vocational training. To sustain this assumption, we report to Touriñán (2011) who presented the keys that get artistic education closer to the education system: "Es preciso estudiar la educación artística desde la perspectiva de la educación, sin anular la perspectiva propia de los productos culturales artísticos." (Touriñán, 2011, p.62).

We believe that entrepreneurship should indeed be studied within the education world, not losing what makes it an "attitude of those who, on their own initiative, perform actions or idealize new methods in order to develop and streamline services, products or any activities organization and administration" (Portuguese Language Dictionary Priberam).

What we want to emphasize is that entrepreneurship *per se* has to be taken as an object of study, questioned in a theoretical perspective and experienced in another perspective – a pragmatic one. It is, in fact, through *praxis*

that one assumes entrepreneurship in a particular and individual perspective, perceiving it through his own identity, with knowledge previously built with motivations that led individuals to act with the experiments already performed. Actually decision-making requires an attitude which demands services and / or products that someone has to offer, learning by doing. Consequently, we go back to Kolb (1984), who proposes the concrete experience, in a continuum process established between active experimentation and reflective observation repeatedly assumed. Thus the individual comes to abstract conceptualization coming out from *praxis* into theory.

However, entrepreneurship has to be taken also as a pedagogical perspective of education in a *latus sensus*. We want to say that entrepreneurship by its own nature – action, innovation, ideation, creation of products and services – is actually part of general education. It is important that each student develop these dynamics in whatever professional situation he might be. Without doubt, each one of us has, in any moment in our own job, been invited to innovate. We are called, in our daily professional performance, to create products and services. Therefore, in educational performance, we also take into account our scientific area. We have to be entrepreneurs. Generally in the education system teachers are also challenged to be entrepreneurs.

We believe therefore that it matters, as Touriñán (2011) refers to the purpose of artistic education, studying entrepreneurship, i.e. approaching it from the education system, integrating it in the *curriculum,* without forgetting its particular perspective, i.e. without forgetting its specificities, its scientific characteristics.

With due acknowledgment to the referred author, we dare say that (i) entrepreneurship education is able to influence the preferences and also the correlation of values and feelings because of its contents; (ii) entrepreneurship education is a trend of education pedagogically implicated in the problems of knowing, estimating, teaching, electing, performing and feeling the economic and social values.

We also believe that the dimensions which characterize entrepreneurship reinforce *per se* the educational dynamic as it helps the individual to develop autonomy, initiative, decision-making, creativity and innovation. Thus, entrepreneurship education shows the overall dimensions of intervention as well as it calls to action and communication. Having in mind Touriñán's ideas on artistic education, we agree, upon this perspective, that entrepreneurship education configures itself as a part of general education in which entrepreneurial experience must be developed taking into account the socio-historical conditions, i.e. aspects such as its permanent presence, the glocal view, the intercultural specificity, the general education, the vocational and the professional training as well.

Another important issue that we cannot forget are the European guidelines which suggest strategic programs for Entrepreneurship and innovation and provide its promotion in the school *curriculum*. Entrepreneurship education must then be considered, according to Touriñán ideas,i.e. as part of education, both within a general view of education, either as part of general education. Pedagogy is then called upon to consider, from an integrated relationship between entrepreneurship and education both within general education and within the general concerns of education. We are thus aware that entrepreneurship contributes decisively to the holistic education of the individual.

Moreover, we now emphasize what we have already mentioned before: the integration of entrepreneurship in its specificity, in terms of education as a key element of vocational and professional training. It is in this sense that we assume the reason for entrepreneurship education, while vocational and professional guidance to the business world, contributing steadily to the formation of innovative entrepreneurs. Entrepreneurship Education can drive a sustainable change.

The three concepts that have been addressing upon the reflections on Touriñán (2011) ideas about artistic education provide the conceptual content for entrepreneurship education and entrepreneurship itself.

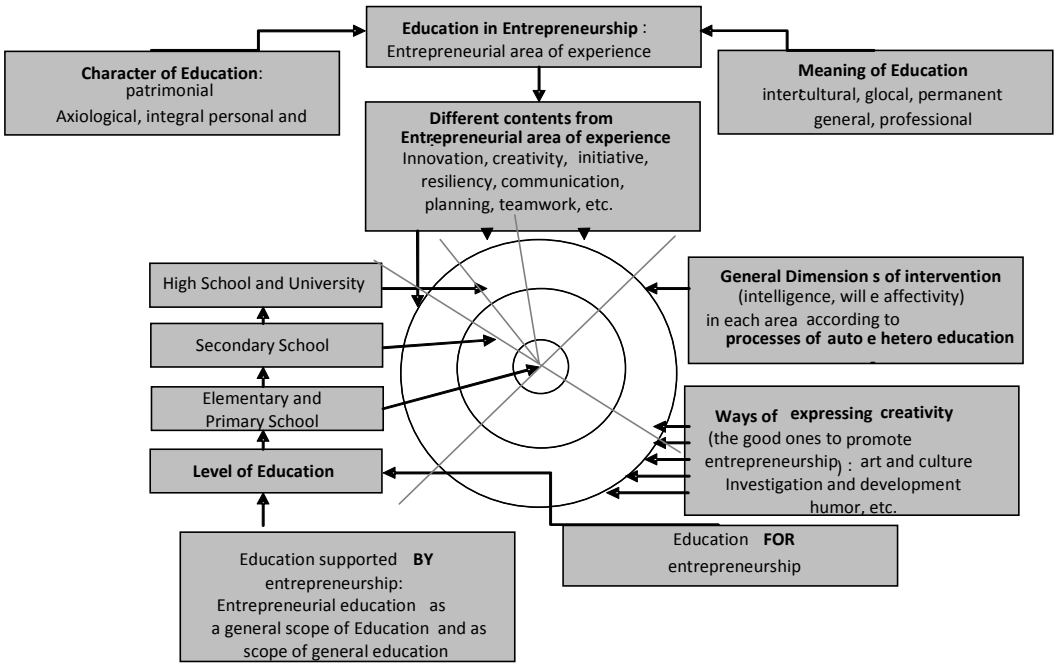


Fig. 1 - Education for Entrepreneurship, adapted from Touriñán (2011)

3 EDUCATION FOR ENTREPRENEURSHIP

According to what has been said, education for entrepreneurship is planned in a pragmatic sense, with the purpose to promote quality in education. It is then established as a reflection method and leads to the emergence of an entrepreneurial culture. The promotion of quality does not appear by accident i.e. occasionally. It results from an assumed intention previously defined and an effective and efficient *praxis*. Consequently, the development of entrepreneurial culture is necessary to train students to be more autonomous, more creative with a broaden vision of society thus enabling them to lead.

Reading the document COM (2009) 158 final, we take note of the main conclusions arrived at regarding the subject: (i) the development of a culture of entrepreneurship in universities requires profound changes in management and leadership; (ii) entrepreneurship education should be comprehensive and open to all interested students in all academic disciplines respecting equality between men and women; (iii) universities should involve entrepreneurs and other professionals for the teaching of entrepreneurship creating studying areas for guest teachers, namely highlighted entrepreneurs; (iv) similarly, professors and teachers should have access to teaching entrepreneurship training and to knowledge that comes out of the business world. (COM, 2009, p.5)

Therefore in fact it is very important to promote entrepreneurship education. We emphasize the need of entrepreneurship education so that the spirit of an entrepreneurial culture may be structured, expanded and spread to the entire society.

3.1 Rethinking learning as a permanent interaction

A paradigm shift in education characterizes this new century. It challenges us to look up the conceptualization of learning. We question ourselves about what is the nature of the challenges and we are compelled to question also the theories of learning that have marked the academic world. The systemic approach in some way was ignored in the last decades of the twentieth century. At the same time, it recovers the changes and begins to shake the world of education, breaking the boundaries that separated for so long the academic world from the labor world, thus leading to the existence of an academic knowledge, on the one hand, and an experiential knowledge, on the other.

We now find that it is recommended that professional people engaged in entrepreneurship education must acquire an open position to change, thus contributing to (i) the willingness to learn new knowledge; (ii) the

openness to a new conceptualization and / or to a new adequacy of knowledge; (iii) the flexibility for a change; (iv)the openness to innovation.

So, we fight for a new educational paradigm but we have no doubt that it is not yet implemented. Indeed its implementation is ongoing and at the same time we are witnessing the development of concepts and tools that enable the interaction that should characterize it profiting (i) the personal *curriculum* of involved subjects, their life contexts, their interests and their profiles; (ii) the work context in which they get implied; (iii) the opportunities and threats that are emerging; (iv) the potential of situations, objects and the difficulties that arise; (v) the opportunities to learn, to create, to invent, and to explain new ways of using personal knowledge and personal skills.

These learning paths drawn by the learner, involved in the process, are supported and guided by a leader i.e. the teacher, the trainer or the manager. They have momentary convergences with the paths of other partners in the learning process and moments in which the interactions are necessary possible and certainly intense. We think it is clear at this point the failure of previous paradigms since teaching ignores the specific conditions of learning as well as the specificities of the individuals involved. On the other side, we get aware of the academy's isolation from the context in which it appears. The academy does not meet human needs, does not consider the contexts of existence and work of the individuals involved. The academy does not exploit the opportunities that arise in these contexts and through these situations as potential transformers.

Based on Cooney (2010), we suggest a strong focus on entrepreneurship education, promoting the development of entrepreneurial skills from an early age, taking advantage of the characteristics of human beings that can be used as a supportive base – creativity, innovation, ability to measure risk, ~~the~~ perception and use of opportunities, curiosity, tendency towards building and using networks – as well as knowledge and skills throughout their training which can and should be provided. It should start early, right from the early years of elementary school, perpetuating the conditions leading to a long training i.e. long life learning and wide long learning too.

3.2 Promote sustainability

Reinforcing the conceptualization of entrepreneurship, we now claim Dornelas (2008) who question the effect of the creation of a company causes. According to this author, not all business creation leads to economic development, once in his view, there are two types entrepreneurship – on one hand, the opportunity the entrepreneur views thus taking the initiative to create the company, facing it as a business opportunity in the labor world in permanent change; on the other hand, the necessity the entrepreneur, in the contingency of unemployment, has to create his own company without prior study.

What we can show in the first case is that the careful planning – the diagnosis, the (pre)view (of the future), the outline of objectives, the mission building – leads undoubtedly to promote sustainability. In the second case, the lack of planning gives way to informality and often to failure. It does not only contribute to economic development, to promote sustainability as it can worsen the statistics that concern the creation of small companies and their rapid failure.

Promoting sustainability is unquestionably the ultimate goal of entrepreneurship. We know that.

In the new global context of business life, investing in the trinomial sustainability-innovation- universities, means that being innovation a key of competitive affirmation for businesses and economies, it must be conceived and designed as a lever for sustainable development. It also means that innovation must include not only economic factors but also environmental and social factors, so as not to jeopardize the future of societies and organizations (Matos, 2009).

Therefore we believe that the turning point, nowadays, requires a lifelong learning in which formal, non-formal and informal education remain as an ongoing dialogue between school and academy; education cannot be isolated from the socioeconomic community in which they are integrated. Thus we must also predict the *curricula* and promote interaction between academic knowledge and experience knowledge i.e. education for quality must be sustained in the four pillars declared as essentials in Report of UNESCO, in 1986, – learning to know; learning to do; learning to live together and learning to be. Learning depends on contexts, depends on needs of these contexts, on new challenges, taking into account our personal, cultural and professional identity. We must earn to grant better life conditions for ourselves and for others whom we live with – undertaking anywhere and in any situation promoting sustainability.

The Directorate General of the European Commission for Enterprise and Industry, in the document for Entrepreneurship Education (2006), brings together the principles and recommendations made by the Expert Group, namely: (i) entrepreneurship represents an important engine of economic growth, income and welfare

generation and therefore progress for all, social inclusion and stability in a Euro-Mediterranean region aiming to become a free trade area; (ii) entrepreneurship should be considered as a mindset, which can grow throughout society at large, and therefore should not be seen as limited to a business context; (iii) entrepreneurship is about blending risk-taking, creativity or innovation with sound management, within a new or an existing organisation and can occur in any sector or type of business; (iv) building an entrepreneurial society involves everybody – an important role is played by the education system and the media in promoting positive attitudes towards entrepreneurship; (v) since building an entrepreneurial society is both a current need of Euro-Mediterranean societies and an investment in the future, education for entrepreneurship initiatives should address both young people and adults, reaching them through the education system at all levels in a life long learning perspective (primary and secondary school, higher education, vocational training and adult education); building an entrepreneurial society requires a major pedagogical reform with new ways of thinking and active teaching methods.

This will bring the education system closer to the current and future needs. (The Directorate General of the European Commission for Enterprise and Industry, 2006, pp.1,2)

Here we have plotted the way to the development of sustainability. These recommendations / principles, articulate the idea that entrepreneurship is the engine of economic growth, its target is not only the world of work, but society as a whole, that entrepreneurship results from the inter-connection from assuming the risk, creativity, innovation. Media reinforce the role of education that must be assumed, in an innovative way, at all levels of formal education, and initiatives involving youth and adults.

4 Conclusions

The result of the interaction between the world of education and the labor world involves various actors connected in these two worlds. We refer to actors who live and spread the entrepreneurial culture i.e. teachers / trainers / experienced entrepreneurs, students / graduates / new born entrepreneurs, who all contribute decisively to awareness of the phenomenon of entrepreneurship and then to promote economic and social sustainability which in turn will challenge the actors involved, will promote the use of education enabling sustainability. Then there is a spread of entrepreneurial culture and, by analogy, a greater recognition of the phenomenon of entrepreneurship and greater adherence to entrepreneurship education.

We emphasize here the idea of ‘entrepreneurship education’. With this nomenclature/ expression we intend to contemplate entrepreneurship in three dimensions – the range of general education (the various levels of education), the general education (formal and informal, in all areas and domains), the vocational and professional (a specialty business).

The analysis of current socioeconomic texture, shows us its strong presence offering experiences and contents that lead to the creation of the necessary environment for people in the broadest sense possible. It is flexible enough and, based thereon, open to deal with change, building thus the opportunity for them to get along with the challenges emerging, that they face every day. We underline the specific knowledge that directly influences decision making and consequently the qualities, attitudes and well-developed entrepreneurial characteristics, crucial to meet the challenges. By developing these attitudes and characteristics we will contribute for entrepreneurship education.

We now reiterate the idea that some of us are born entrepreneurs, others become entrepreneurs and others yet can be motivated to be entrepreneurs, creating their own business or working for others.

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Entrepreneurial Opportunities and the New Employment Domains on the Current Labour Market – Empirical Research

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Abstract

The current social-economic context, influenced by the crisis, both at local, global level, highlighted more than ever the entrepreneurial phenomenon. The entrepreneurship is the basic element supporting the European strategies in the field of labour force employment, alongside with the improvement of the employment capacity, the increase in the employees' and employers' capacity to adapt. But which is the profile of an entrepreneur? What are the educational-formative and social dimensions of the entrepreneurship?
This paper aims at presenting the results of an empirical research regarding the development of entrepreneurial opportunities, with a specific reference to the new occupational fields on the labour market, performed within the POSDRU Project *"Developing the entrepreneurial competences - an efficient alternative of adaptation to the labour market"* (ID 62353).
The research focused on the directions and modalities of developing the entrepreneurial opportunities, with direct reference to the new fields of labour market occupation. From the methodological point of view, the research data were gathered by using as specific instruments: the focus-group interview and the questionnaire, differentiated on distinct categories of the target group aimed at by means of the project: employees and employers, and persons wanting to initiate an activity independently (students and master's degree students). Following this empirical research, a series of conclusions could be drawn and synthetized, as concerns the need of training and information in the entrepreneurial domain, the entrepreneur's profile in the respondents' perception, the competences required for starting-up a business, the opportunities offered by the Romanian business environment, etc. Furthermore, mention is also made and highlighted of the advantages, limits and perspectives of the entrepreneurship in the current period, in the vision of the interviewed persons.

Keywords: education, entrepreneurial opportunities, entrepreneur's profile, labour market

According to the *Lisbon Strategy*, Europe must stimulate the entrepreneurial spirit of the young population, encourage the entrepreneurial initiatives and, also, support the SME growth. In promoting the entrepreneurial attitude, education plays a particularly important role.
The purpose of this research is to identify the directions and ways to develop the entrepreneurial opportunities starting from the need for training and information in the entrepreneurial field, while mentioning the entrepreneur's profile and identifying the skills required for starting up a business.
The empirical study was designed in accordance with the analysis results of the documents regarding the entrepreneurship in its relationship with the *social-economic and the educational-formative fields and the dynamics of the labour market* and it was performed during the POSDRU project *"Developing the entrepreneurial competencies - an efficient adaptation alternative to the work market in the information society" (Dezvoltarea competentelor antreprenoriale - o alternativa eficienta de adaptare la piata muncii")* (ID 62353), coordinated by Politehnica University in Bucharest.
This research used a combination of methods, the data being collected by means of specific instruments, such as: the focus-group-type interview and the questionnaire. These data collection tools were administered according to the instructions to the following categories of persons included in the project target group: employees, employers and persons wishing to start up an independent

activity, this last category including students and master's degree graduates from the Politehnica University in Bucharest, as well as from the Oil & Gas University in Ploiesti, a partner-university in the project.

The research, starting from the data collection instrument design up to the data analysis and interpretation, as well as the development of the final study, was performed over a 10-month period, in the time-interval from March to December 2011. The sample included 150 respondents and it was structured into two distinct population categories, whose statistical description is shown hereinafter: (a) employees and persons who want to start up an independent activity (72.5% are aged under 20 years old, 17% are aged between 30 and 40 years old, 9% are aged from 40 to 50 years old, and 1.5% are over 50 years old), (b) employers (most of them are persons aged from 30 to 40 years old, 76.5% are men, and 23.5% are women.

The research, in its entirety, aimed at three main aspects:

1. A first aspect the performed research focused on took into account the **information sources in the investigated persons' repertoire by means of the data collection instruments.** *The first information source* most of the respondents think about proved to be the *faculty* (and the entire offer of post-graduate training courses). On the other hand, most employers/entrepreneurs (83%) consider that school does not provide high-quality information designed to stimulate the entrepreneurial initiative. *The second information source* is represented by the *practical model an entrepreneur would offer* by hiring them. In other words, the employer's practical example is considered to be a valid and credible information source, under the conditions that most respondents have a rather theoretical vision on starting-up/performing a business. The interviewed employers/entrepreneurs share the same vision on the **need for training** in the entrepreneurial field. The business people show that they invested in training courses for their employees, but also for them personally and that they are willing to continue training their employees. On the other hand, the respondents - people who want to start up a business - are also willing to invest in their own entrepreneurial training.

In correlation with the identification of the need for training as concerns the **intention to attend training courses/programmes,** the investigated persons' answers revealed that this need is felt objectively, both amongst the people who want to star-up a business, and amongst the ones who already perform small businesses. Amongst the latter, almost 80% never attended any entrepreneurial training course, but most of them wish it and consider the training to be useful. Therefore, 75% of the ones who would potentially be able to start-up a business intend to also attend courses in the field of entrepreneurship (fig.1).

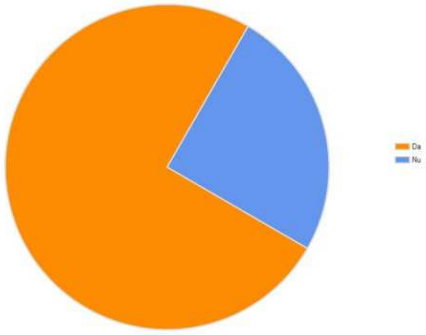


Figure 1. Interest in training in the field of entrepreneurship

2. Another aspect the empirical study focused on concerned **the attitude the interviewees had towards the idea of entrepreneurship.** It is extremely interesting to see the vision the interviewees has on what being an entrepreneur means. Thus, in the opinion of most of the respondents, the entrepreneur is a person who should prove having, in order, the following personal characteristics and qualities, as also highlighted in fig. 2:

- decision-making capacity (74.1%),
- perseverance (71.5%)
- self-confidence (66.7%),
- capacity to put one's ideas into implementation (58%),
- creativity (56.6%),
- communication abilities (55.1%)

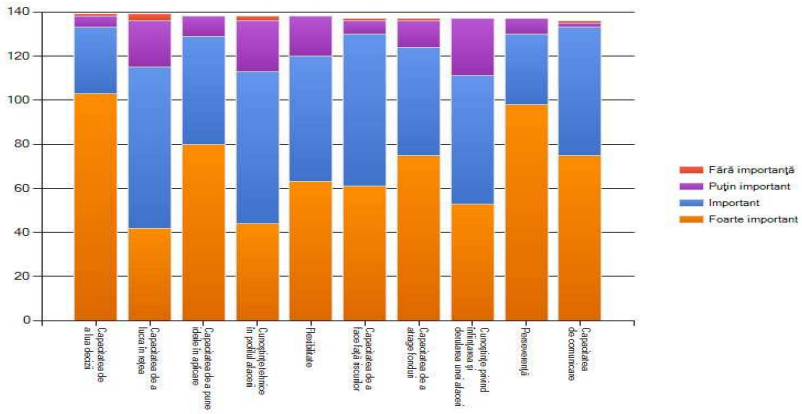


Figure 2. Entrepreneur's Profile

The employers/entrepreneurs participating in the study characterise themselves through similar constructs, the top place on the main features list being occupied by the same **ability to make decisions and take risks** (fig. 3).

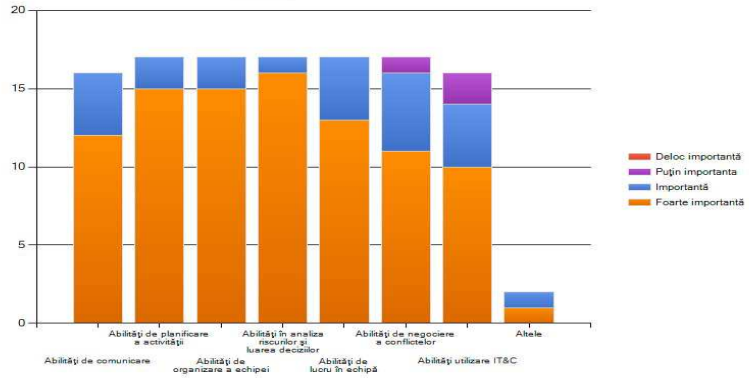


Figure 3. Key Abilities for success (entrepreneurs' batch)

Following the answer analysis, the performed processing and analysis showed that the difference between a current employer and a potential employer/entrepreneur/person who wants to start-up an independent activity is made by the quality and consistency of the acquired competencies. Moreover, it was highlighted that the existence of a certain set of psychological-social features facilitates the access to such a social role. Thus, it is considered that an entrepreneur must hold managerial competencies, communication skills, presentation and persuasion abilities, as well as mandatory marketing and finance knowledge. In the opinions of our respondents, this is also the reason why the definitions for *entrepreneur* are quite nuanced as regards the differences. However, what is important to remember is that, in their vision, the notion of entrepreneur is confused with "*taking risks, making decisions*".

3. A third aspect the performed research focused on refers to the **main reasons for, but also the barriers against opening a business.** The intention of starting up one's own business is characteristic for an important part of the category "persons from the sample who want to start-up a business and employees" (63%). From the intention to actually taking the concrete step to start-up an economic activity, it seems that the process is quite complex and bureaucratically complicated. Most of the respondents consider that the procedures for setting-up a new business are quite difficult. **As concerns the motivation for opening a business on one's own,** the most compelling arguments in favour of starting it up are (fig.4):

- securing a decent standard of living (31.4%),
- financial independence (23.5%),
- the personal business idea/plan, knowledge and abilities.
- associating with a business partner (16.3%),
- another entrepreneur's experiences/success (15.5%)
- lack of perspective in doing something else on the professional level.

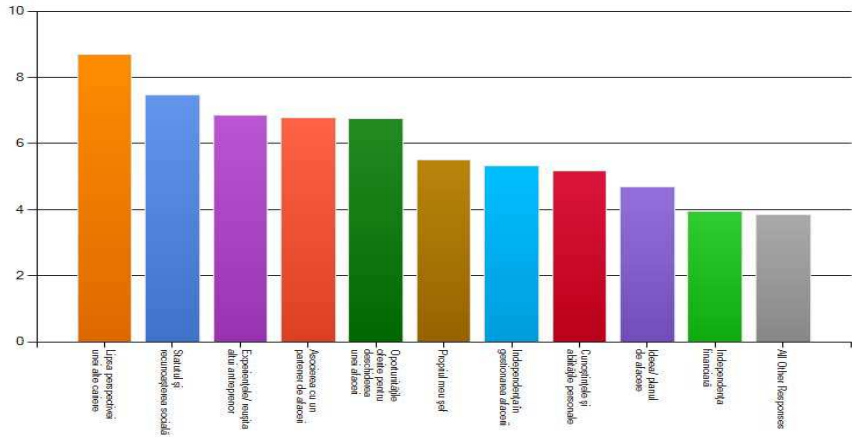


Figure 4. Theoretical Motivations for setting-up a Business (potential entrepreneurs batch)

The idea of being their own boss, of enjoying financial independence or being famous and having a lot of money also works as good reasons for launching into the business world.
According to the study data, the most frequently invoked **barriers** which might stand against starting-up a business are:

- **career objectives which are incompatible with the entrepreneurial field** *("I am happy with the activity I am performing; I do not intend to change my status*", excessive bureaucracy)
- **lack of necessary competencies**: *(„I consider I do not have this ability*", „*I am not ready for the moment*")
- **lack of necessary resources (**lack of time required for starting-up and supporting the business, lack of financial resources, lack of trust in the legislation/social environment)
- **not taking the involved risks (**legislative context and unfavourable economic factors).

CONCLUSIONS

In the difficult economic context Romania finds herself in, the performed empirical study led to several concrete results as concerns the entrepreneurial initiative, and which are summarised hereinafter, based on the ideas mentioned in the pages above:

- the potential entrepreneurs identified the **information/training deficit in the entrepreneurial field.** School is not the most pertinent source of information in this field, however most of the interviewees **intend to attend such courses**, with a view of opening their own businesses.
- Conceptually**,** the *entrepreneur* is, in the opinion of most of them, *a person having the ability to make decisions* (74.1%), *who is perseverant* (71.5%) and *self-confident* (66.7%), *having the ability to put the ideas into practice* (58%), *who is creative* (56.6%), *knows how to communicate* (55.1%) and *has the ability to access and attract funds* (54.7%).
- The most **important arguments in favour of starting-up** one's own business are: securing a decent standard of living (31.4%), financial independence (23.5%), the personal business idea/plan, knowledge and abilities.
- **The barriers against setting-up a business** are represented by the lack of interest in the idea, the incompatibility with the already chosen professional path (21.2%), the unfavourable social-economic context (14.6%), the lack of necessary abilities/qualities for an entrepreneur (14%), indecision as regards the field for the own business (12.1%).

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A new focus on Academic Entrepreneurs through Social Media

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Abstract

This paper aims at improving our understanding of the attributes of academic actors in order for them to become more successful academic entrepreneurs. Those researchers must have the capacity to identify and exploit entrepreneurial opportunities. Therefore, this is an explorative study of academic entrepreneurship/entrepreneurs with the purpose of investigating the way in which they can share their researches among academics, without having commercial/financial purposes, as a primary motivation.

With the highly development of the new media technologies and thanks to the globalization of information and increasing access to the worldwide produced information, the new social media tools are recognized as a factor for spreading freely and without any restrictions the information around the world. Thus, academics have the opportunity to exploit worldwide and more easily their researches, using different social media tools and applications and, thus, to enter the world of entrepreneurs.

Thus, they can also use social media tools and applications in order to have access to partnerships across the globe, to network globally with their colleagues and/or partners, to find additional resources for the universities, aspects that are covered in this paper.

Keywords: academic entrepreneurship, academic entrepreneurs, social media tools and applications

1 Introduction

Only few decades ago, entrepreneurship wasn't a common word in the higher education area. Nowadays, some changes in the society and educational area push academic entrepreneurship to new directions.

On the one hand, since several years already, we are confronted with a severe economic crisis, with different phases of it. In order to overcome this major economic situation that affects every segment of population, the entire society must work together to combat the current economic crisis. As one of the roles of the universities is to play a major part in regional innovation and economic growth, through academic entrepreneurship, universities and academics can contribute to the economic development of a country.

Furthermore, nowadays, international higher education is in the process of changing its identity, from state-financed monopoly university to real university-industry linkages and universities looking increasingly for alternative sources of funding. Academic actors are encouraged to improve the possibilities of funding through partnerships with the economic sector, through the commercialization of their research, through participation in different grants, through networking with their colleagues or partners in order to increase the access to additional resources etc.

In addition to that, as a consequence of global university ranking schemes, universities have been encouraged to look at the quantity of overall output from their institutions' providers. Also, there is an increased tendency of thinking, measuring and evaluating the scientific quality and performance in quantitative ways (e.g. number of publications, the number of PhD graduates, the amount of external funding obtained, the number of incoming external students etc.). In addition, there is an increased focus on other possibilities of attracting funds for universities like providing large and excellent research to commercialise, contracting courses etc.

Nowadays, thanks to globalization of information and to increasing access to the worldwide produced information, the new social media tools are recognized as a factor for spreading freely and without any restrictions the information around the world.

Therefore, academics have the opportunity to exploit worldwide and more easily their research, using different social media tools and applications and, thus, to enter the world of entrepreneurs. They also can use social media tools and applications in order to have access to partnerships across the globe, to network globally with their colleagues and/or partners, to find additional resources for the universities, aspects that are detailed further on in this paper.

2 The academic entrepreneurship – an overview

Academic entrepreneurs are found in almost all disciplines, even in the social sciences areas. The notion of "academic entrepreneurship" can be seen in an interdisciplinary way as it emerges from a wide range of contributions to the economics and sociology of science and technical change, as well as from the institutional history of the university.

Anyway, researchers define academic entrepreneurship differently. While some only consider academic entrepreneurship as a simple *entrepreneurship by academia* (Van der Sijde), others work with broader definitions, such as:

- "Academic entrepreneurship is a channel – that co-exists with other channels such as licensing, contract research, "pure" knowledge, labour mobility – to transform university research into goods and services." (Braunerhjelm, 2007)
- "Academic entrepreneurship is the creation of an environment for (active support of) knowledge exploitation, stimulation of entrepreneurial behavior among all members of institutional structures in the academic community". (Van der Sijde)
- "Academic entrepreneurship is more than a technology transfer process. It is a shift in academic culture that adds another dimension to higher education." (Stevens Institute of Technology, 2012)
- "Entrepreneurship, in an academic context, is referring to encouraging faculties, students, and administrators to work, act and think differently about opportunity recognition and identification of resources to pursue new ideas" (Mendes and Kehoe, 2007)
- "Academic entrepreneurship can be defined as the leadership process of creating value through acts of organizational creation, renewal or innovation that occurs within or outside the university that results in research and technology commercialization. It occurs at the level of individuals or groups of individuals acting independently or as part of the faculty or university systems, who create new organizations, or instigate renewal or innovation within or outside the university." (Yusof et all., 2010) etc.

Anyway, a wide-recognised definition to be referred by the researchers is not yet agreed. Regarding the above mentioned academic entrepreneurship definitions (especially from the last one) and the related terms, it is important to underline that those individuals can be referred to as *academic entrepreneurs* or *entrepreneurial academics* (or even academic intrapreneurs).

In addition to that, there could be distinguished five types of academic entrepreneurship (Rasmunsen & Borch, 2004):

1) engaging in large scale science (externally funded),
2) earning supplemental income,
3) gaining industry support for university research,
4) obtaining patents or generating trade secrets, and
5) commercialization - forming or holding equity in private companies based on a faculty member's own research.

As it could be observed from the above mentioned definitions and types, academic entrepreneurship is not limited to an entrepreneurial faculty. Academic entrepreneurship, in this broadened sense, encompasses research, teaching, organization or more general, exchange; in other words: the creation of an enabling and encouraging entrepreneurial environment which facilitates interaction and action between people, or, as it was already mentioned, *a shift in academic culture*.

Taking into account the above mentioned issues, it could be seen that a major role of the academic entrepreneurship is to find a way to commercialise the academics' research (which is not the main purpose of this paper to go further with other related issues). Apart from the money motivation, the strongest motivator for an academic to become academic entrepreneurs is that it will increase the chances of their research, having a meaningful impact among academics, investors and on other economical investors, aspects that will be detailed in the next sections.

3 Academic entrepreneurs

As it was mentioned before, academic entrepreneurs, entrepreneurial academics (or even academic intrapreneurs) are those academic actors that are involved in entrepreneurial activities. In the academic area, most scientists are entrepreneurs, sometimes without knowing.

In a way or another, every teacher can be an entrepreneur. It's about buying and selling services (i.e. external supervisors, contract courses etc.) but also about being entrepreneurial in the teaching process (developing new courses, cooperating with students and external organizations in an innovative way etc.).

Apart from that, even through in this paper we are not referring to academic entrepreneur as academic business entrepreneurs; some correlation still could be presented, such as in the case of an academic research project:

- During their academic voyage, academic teachers write various grant proposals. By doing this kind of work, they become familiar with a business plan as a direct correlation with the quantification of the amount of work involved, as well as with other entrepreneurial elements like products, valorisation, sustainability and exploitation etc.
- Moreover, related to the above mentioned aspect, writing a proposal is not enough. They must find a proper entity in order to finance their research. As for entrepreneurs' cases, this process could be slow, painful and full of rejection. But they must continue trying in hope of being awarded with the necessary amount of money.
- Once they fortunately receive funds, they are in the position in which they can involve the necessary personnel, but having in mind to not hire more people that they can pay.
- Moreover, another aspect of the academic research project is writing progress reports, which will underline the work that had been done to date. In relation to that, they must explain every activity that is not conform to what was written in the project proposal, every delay etc. These types of actions are very important for the entity who decides to give money or to renew the grant.
- In the case of not obtaining more funds, the academic entrepreneur will be in the situation of closing his activities.
- Otherwise, if, for example, they will not receive the necessary amount of money in order to continue properly the entire chain of envisaged activities, they will be in the position to hire low qualified people (or people whom will accept to work for a less amount of money), but still to expect high quality work to be realised.
- In order to increase the amount of money necessary to develop properly the further envisaged activities, the professors must also be able to find additional solutions (like i.e. selling licences) for receiving money.

Therefore, with such examples, there was underlined one of the activities that most of the teachers will develop during their academic life. From this example, it can be observed that an academic teacher cannot be involved in different kind of entrepreneurial activities, without primary having in mind the commercialization or financial purposes.

By using social media tools and applications, they can enforce those activities, aspects that will be presented in the next section of this paper.

4 Are social media tools helping academic entrepreneurs?

With the recent changes that took place in the higher education and research area, it is more important than ever before that a university must do all efforts to become entrepreneurial. In an entrepreneurial university, academic entrepreneurship processes and activities are embedded in the university system, rooted in its academic faculties, embodied in its community of practice and "stored" in each academic individual.

Starting from the university's drive for excellence and accountability, continuing with institutional behaviour which would offer openness to address global societal challenges in cross-disciplinary ways, in parallel, new university's roles should motivate, offer incentives (i.e. publications, patents and prototypes.), support and facilities (i.e. access to specialised instrumentation and equipment and incubation services) for its academics, as well as to support (contract-based research, cooperative research with industry, technology licensing and faculty consulting) and to provide a real curricular reform (not only entrepreneurship disciplines, but also disciplines that stimulate creativity, motivation and self-organizing – no matter of specialization) based on a knowledge triangle: education-research-innovation and based on its partnerships with external stakeholders.

Entrepreneurial universities represent various challenges for the academics. In order to address global societal challenges, academics should be able to identify and exploit entrepreneurial opportunities and also to teach entrepreneurial skills. They should be able to commercialize their research, to attract funding to support their research, which is not only a new trend. Even before the new role of the universities drove to excellence and accountability, academics, by nature, have a main goal *to make their research papers or products known*. If this research dissemination would have been done in the past among colleagues or related stakeholders from appropriate vicinity (or sometimes, in time, more broadly), with the advancement of the new technological instruments, this difficult process of spreading academic research papers or products would have been overcame.

Nowadays, academics have available web 2.0 tools and applications that can be used in order to spread globally their research papers and products and, thus, to even facilitate more broadly the transfer of "products" and industry between universities. Furthermore, by using social media tools, they can even increase traffic to their research, as the importance of providing links to a resource in order to maximise access to the resource is well appreciated.

Thus, by using social media tools specially designed for communication and networking, (especially social networks) academics could use social structure and mechanisms for facilitating connections between researchers. Being in the position of an expert, they know their research and know how to explain and present it and, thus, to "sell" the paper, product or service.

Therefore, they can use:

- LinkedIn (http://www.linkedin.com) with over 175 million members. LinkedIn is an interconnected network of experienced professionals from all over the world. When created or updated, the profile page that summarizes the professional expertise can also include a link to their research papers.
- Twitter (www.twitter.com), Facebook (www.facebook.com) and Google+ (https://plus.google.com/) can be used for the same purposes. Those applications are increasingly used by authors in order to promote their content (perhaps with a link to the online version) and, thus, to be noticed by other researchers and practitioners.

In order to find more details on how to use the above mentioned social networks, but even other social media services (like Youtube, Flickr, Slideshare, Quora etc), the interested users can also consult:

- A Springer resource on "Online Tools and Social Media", available at http://www.springer.com/authors/book+authors/helpdesk?SGWID=0-1723113-12-801405-0;
- A Sage resource on promoting research work, available on http://www.sagepub.com/journalgateway/promote.htm;
- An Oxford guideline, "Social Media Author Guidelines", available on http://www.oxfordjournals.org/for_authors/socialmedia.html

In addition to the above mentioned social media sites and in order to increase their research's visibility and, thus, to even conduct data traffic to their research, academics also have other possibilities. Thus, for example, the following applications and services could be used in this respect:

- Regarding Microsoft Academic Search (http://academic.research.microsoft.com/), an interested user can have the following possibilities: to navigate geographically through organizations and authors in a specified domain, to juxtapose two organizations and compare their citation counts, keywords, top authors etc., to display which researchers collaborate more with a particular author, to visualize the research trends, to display how two researchers are connected through their co-authors, to discover which publications have cited a particular publication, to search for conferences of interest by domain, time and location etc. But this application has some limits that must be fixed, i.e. the Microsoft Academic Search automatically includes papers from people with the same name. These need to be manually excluded and there is a delay before updates are validated.
- Google Scholar (Citation - http://scholar.google.com/intl/en/scholar/citations.html) provides a simple way to broadly search (using Google as a search engine) for scholarly literature across many disciplines and sources, including peer-reviewed papers, theses, books, preprints, abstracts and technical reports from broad areas of research. It includes a variety of academic publishers, professional societies, preprint repositories and universities, as well as scholarly articles available across the web. Sometimes, Google Scholar includes full text and citations. Also, Google Scholar includes Google Scholar Citation which helps researchers and interested people to find more information about an author, like how many citations an author has received.
- Researcher ID (http://www.researcherid.com/) is a service where an author can manage and share his/her professional information, can receive citation metrics etc. In addition to that, Researcher ID is an interactive environment that facilitates further exploration, promotion and collaboration amongst researchers.
- Academia.edu (http://academia.edu/). With more than 1,8 million registered users (academics), Academia.edu is a place to share and follow research, to see analytics on a user profile and papers, to make connections with other people in a domain that the user is interested in. As it is mentioned in its description, Academia.edu is a platform for academics to share research papers, to monitor deep analytics around the impact of their research, and track the research of academics they follow and, thus, the service's mission is to accelerate the world's research.
- Mendeley (http://www.mendeley.com/) is a free reference manager and academic social network that can help academics organize their research, collaborate online with others and discover the latest research. With lots of useful functionalities for an academic (generate bibliographies, find relevant papers based on a user's domains of interest etc.), Mendeley provides a multitude of ways to organize, filter and search research documents.
- Scopus (http://www.scopus.com/home.url), as written in its description, is "the world's largest abstract and citation database of peer-reviewed literature". With over 19,000 titles from more than 5,000 international publishers, Scopus offers researchers a quick, easy and comprehensive resource to support their research needs in the scientific, technical, medical and social sciences fields and also arts. Scopus is only available to all campus constituents, including remote students, of research institutes that have licensed Scopus.
- ResearchGate (http://www.researchgate.net/) is a professional network for scientists and researchers, where they can share papers, ask and answer questions, and find collaborators. Members are encouraged to share raw data and failed experiment results as well as successes, in order to avoid repeating their peers' scientific research mistakes. The site has been described as a mash-up of Facebook, Twitter and LinkedIn that includes "profile pages, comments, groups, job listings, and 'like' and 'follow" buttons for the purposes of crowd sourcing research.(Wikipedia)

The list of the above mentioned applications are not exhaustive; much more similar services could be also used. But by using such kind of applications and services, academics have the possibility to promote and add information about their research publication and, thus, they can increase the visibility of the papers to Google, as well as to users of services, which may, then, lead to increased numbers of downloads, citations and take-up of the ideas described in the papers.

5 Short conclusions

For many years, academic entrepreneurship was under the loupe of the researchers. They were interested to understand this ongoing academic related field of activities, no matter if they are referring to academics from the business area or from different ones. Academic entrepreneurship is a broader concept, with multiple facets and missions, one of them is for academic entrepreneurs to be able to exploit worldwide and more easily their research.

Nowadays, thanks to the globalization of information and increasing access to the worldwide produced information, the new social media tools are recognized as a factor for spreading freely and without any restrictions the information around the world.

Therefore, apart from the traditional ways of promoting their research (which are still used), academics have now the opportunity to exploit worldwide and more easily their research, using different social media tools and applications (as some are presented shortly in this paper) and thus enter the world of entrepreneurs.

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Entrepreneurship education - Needs and perspectives for the educational sciences domain in Romania

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Abstract

Higher education is the place where entrepreneurship education should be promoted. In the context of university autonomy, we talk about partnerships between public or private institutions and universities. The example of polytechnic universities where there is a match between the education system and labour market is very well known and appreciated. But what about humanistic universities? In higher education, the purpose of entrepreneurship education should be to develop entrepreneurship competences and initiatives.

This article will present the results of a questionnaire-based survey conducted among students in educational sciences from three important universities in Romania, with focus on students' interest to participate in an entrepreneurship course, what would motivate students to start a business, students' opinions about the necessity for implementation of such courses in Faculty of Educational Sciences, what skills / competencies should develop such a course, previous experiences in attending a course on entrepreneurship education (high school or non-formal education).

Keywords: *entrepreneurship education, innovation, business, educational sciences*

1. Entrepreneurship – Strategy and discipline

Entrepreneurship has never been more important than it is today. Complex and uncertain business environment requires problem solving skills for independent and responsible actions (Mittelstadt and Cerri, 2008;. Volkmann et al, 2009). Innovative and entrepreneurial people can contribute in all areas and sectors of society. Europe's competitiveness, innovation and economic growth depend on the ability to produce future leaders with the skills, attitudes and behaviors that will empower them to act in entrepreneurial and socially responsible manners"'(Volkmann et al., 2009, p 42).

Europe 2020 - *A European Strategy for smart, sustainable and inclusive growth* supports the development of an economy based on knowledge and innovation which also focuses on creating strong links between education, research, development and innovation by promoting entrepreneurial intentions, especially of the youths. It is also made clear that it is necessary to introduce entrepreneurship into the curriculum.

"*Developing creativity and capacity for innovation, including entrepreneurial spirit, at all levels of education and training*" is the strategic objective 4 of the Education and Training 2020 Strategy. Creativity and innovation are essential for business growth and Europe's ability to compete internationally. A first challenge is to promote the acquisition of transversal key competences for everyone, such as digital competence, learning to learn, the sense of initiative and entrepreneurship, and cultural awareness. A second challenge is to ensure full functioning knowledge triangle of education-research-innovation. Partnerships between companies and various stakeholders in the education, research and innovation can contribute to a better focus on the skills and competences required in the labor market and to promote innovation and entrepreneurship at all levels of study.

Higher education is the place where entrepreneurship education should be promoted. In the context of university autonomy, we talk about partnerships between public or private institutions and universities. The example of polytechnic universities where there is a match between the education system and labor market is very well known and appreciated,. But what about humanistic universities? It is considered that these should integrate entrepreneurship education as an important part in the curriculum and ask students to participate in these courses. In higher education, the purpose of entrepreneurship education should be to develop entrepreneurship competences and initiatives.

In November 2011, the Commission adopted the **Annual Growth Survey 2012**. In order to combat unemployment and social consequences of the crisis, AGS offers a key role of education and training and advises Member States to focus especially on young people. It recommends focus on:

• Actions to promote apprenticeships, entrepreneurial skills and promoting professional training in higher education

• Cooperation with social partners in order to help young people gain work experience

• Adapt education and training systems to the needs of the labor market in terms of skills required

• Review the quality and funding for universities and consider measures such as loans to cover tuition fees for students or scholarship systems

At the national level, according to the "*Analysis of the higher education system in Romania-systemic, institutional and quality assurance perspective* ", increasing the rate of participation in higher education and the enrollment rate for adults in lifelong learning programs can compensate highly skilled labor force for a competitive and sustainable knowledge-based economy. Entrepreneurship as technology transfer, as development and innovation is almost nonexistent and the dominant mentality of universities is non or anti-entrepreneurial. It is obvious that a university should not become a corporation as it is primarily addressed to the public and having an entrepreneurial strategy is not an obligation for each university. But it is in the interest of the community and its citizens that universities should increase the economic competitiveness and sustainable development, thing which can be done by:

- developing entrepreneurial periphery of universities (spin-off companies, business incubators)

- promote matrix organization, on departments and projects inside universities

- correlating the reward system with entrepreneurial performances of the institutions/employees

- Setting up a venture capital fund managed by a bank for financing the development and innovation activities and technology transfer.

In Europe, entrepreneurship is taught through four main channels:

• as a separate subject / course / qualification, focusing on learning the skills and know-how for setting up and running a business with a more theoretical focus;

• as an extra-curricular subject, usually voluntary;

• as a core subject in the curriculum, usually focusing on the development of transversal competences related to entrepreneurship such as initiative, confidence and creativity;

• a non-formal adult education or private course.

According to the report ***Entrepreneurship in Higher Education, Especially Within Non-Business Studies. Final Report of the Expert Group***[1], the benefits of entrepreneurship education are not limited to start-ups, innovative associations and new jobs. Entrepreneurship refers to an individual's ability to transform ideas into action and, therefore, is a key competence for all, helping young people to be more creative and confident in everything they undertake.

For students in the humanities, the focus in teaching entrepreneurship will be on personal management and social entrepreneurship, a developing area which provides opportunities for growth and distinguishes between social and community contexts.

In humanities, according to the same report, the following topics are particularly relevant:

- social Entrepreneurship;

- personal management;

- innovation;

- entrepreneurship (part-time or freelancer).

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[1] http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/entr_highed_en.pdf

Entrepreneurship education should not be mistaken with general studies of economics and business: its purpose in non-business faculties is to promote creativity and innovation and may include the following:

• developing the basic skills necessary to take initiative and for entrepreneurial behavior (creativity, initiative, risk taking, autonomy, self-confidence, leadership, teamwork, etc.);

• increasing awareness that students can look at entrepreneurship as a career opportunity;

• work on projects to stimulate entrepreneurship;

• providing specific, concrete knowledge about how to start and run a business.

2. Research among educational sciences students

A questionnaire-based survey was conducted in November-December 2011. The target group was represented by students from the Faculties of Educational Sciences specialization "Pedagogy", BA level, from 3 major Romanian universities: West University of Timisoara, University of Craiova and the University of Bucharest. 168 responses were collected using a non-probabilistic sampling.

The purpose of the questionnaire was to identify entrepreneurial education needs of students at The Faculty of Educational Sciences, namely:

- students' interest to participate in an entrepreneurship course;

- what would motivate students to start a business;

- students' opinions about the necessity for implementation of such courses in Faculty of Educational Sciences;

- what skills / competencies should develop such a course;

- previous experiences in attending a course on entrepreneurship education (high school or non-formal education).

2.1 Research objectives

O.1. Analysis of risk and success factors in the adoption of a module of entrepreneurship education.

O.2. Identifying the variables that contribute to changing the attitudes and behavior towards starting a business.

The main hypothesis of the research was: If in the formal academic curriculum an entrepreneurship education course is introduced, at least 40% of students will be interested to participate.

2.2 Entrepreneurial intentions

Although they are studying pedagogy, students have entrepreneurial intentions. Also, there are no big differences between those who graduated the first and those who have graduated the second year of study.

Respondents do not want to put their ideas into practice soon, 34.5% of them saying they want to do that after 4 years. Only 4.8% want to open a business after 6 months.

Most students think of a business in the field of education, however, trade and services do represent other alternatives.

The main three reasons for future graduates for being or not entrepreneurs can be found in the table below.

Table 1. Reasons to be or not to be entrepreneur

YES	NO
- Money, profit, financial independence - Contribution in the community, useful, helping people, social purpose, implement my own ideas - Personal and professional development	- Responsibility - Lacking the necessary skills - Difficult, time-consuming

The University has an essential role in shaping the professional profile of future graduates, whether they choose a career on their own or one within a firm. They should be equally trained in both circumstances. About 1/3 of respondents said that the competences they acquired during the BA studies will help them for starting a business.

In order to start a business, students lack the most:

- business ideas - 22%
- entrepreneurship competences - 38.7%
- money - 44.6%
- associate - 9.5%
- the perspective itself which could be promoted by professors - 2.4%
- risk appetite - 9.5%
- confidence - 16.1%
- innovative spirit - 14,9%
- knowledge in accounting - 16.7%

It can be observed the fact that students are aware of the need to be trained on the entrepreneurship competences and also money is a real problem.

Some students know that there are business incubators in their universities and some of them not. The fact is that no university (West University of Timisoara, University of Craiova and University of Bucharest) has a business incubator. However, students do not consider necessary to establish such an entity attached to the university in order to promote entrepreneurship education.

2.3. Interest to study entrepreneurship

The interest in reading books or magazines in pedagogy or business is very low, more than 50% of respondents claiming they read such publications "less than once a week." Top rated areas studied daily or 4-5 times per week are fashion, health and general culture.

During an entrepreneurship education course, respondents would prefer team activities in order to develop certain skills, would like to attend workshops with entrepreneurs or even to visit their business. Other preferences refer to demonstrations and debates.

The 4 most important theoretical topics that should be addressed during a course on entrepreneurship are: management - 22%, initiation and business plan - 26.7%, marketing - 8.33%, the skills of a successful entrepreneur - 9 52%. The interdisciplinary approach which should be promoted for teaching this discipline and which involves the presence of teachers from the faculty of business and administration can also be observed.

2.4. Usefulness of entrepreneurship education course

A possible entrepreneurship education course will be very helpful and useful for 52, 2% of the respondents, which confirms our hypothesis. A minority of respondents would consider this course not very useful or useless - 7.7%.

The present study confirmed that the hypothesis and the two objectives set have been achieved.

O1: The success factors in the adoption of entrepreneurship education module are:

- 68.5% of students want to start a business

- More than 95% of students are female, which means that examples of good practices developed within national projects for female entrepreneurship could be transferred;

- The existence of entrepreneurs in family or a previous experience with a course on entrepreneurship education course does not affect entrepreneurial intentions of students;

- The acquired competences will be useful both in the state of the employee and of the employer (entrepreneur).

- Students see entrepreneurial competence as something that could be developed, not necessarily as something innate.

The risk factors are:

- Approximately 50% of students intend to open a business after 2- 4 years. Students in the first year can be easily monitored and the impact of the course upon them can be assessed during their MA studies (if they also follow the master studies), while monitoring the others is much more difficult.

- Professors' lack of training in entrepreneurship or even the lack of professors able to teach this discipline. Moreover, they should have opened and led a company in order to be able to prepare practical activities required by students.

- University cannot provide the infrastructure and business relations are not good enough coagulated.

O2: The variables that contribute to attitude and behavior towards starting a business were identified with the help of two questions. In order to start a business, students lack the most: the business idea, entrepreneurship competences, funding, partner, appetite for risk, trust, innovative spirit, knowledge in accounting.

The future graduates want to become entrepreneurs for money, profit, financial independence, for bringing some contributions in the community (social purpose), implementing their own ideas, for personal and professional development.

3. Conclusions

According to the research[2] conducted by the West University of Timisoara among the graduates in educational sciences from 2005 to 2009, specialization "Pedagogy" has an employment rate of 87.5%, with a higher employment rate in the field of educational sciences. The HR domain attracted 8.6% of the graduates of pedagogy. About 15.5% of graduates are working other areas which are not related to this specialization (administrator bank account, mobile communication services operator). If we think that, given the current trend of declining number of students in pedagogy and the available positions in education, also the low wages, developing transversal competences, such as entrepreneurship competences, are required. Teaching profession (teacher, educator, trainer, professor) have the largest share (40.6%), followed by specific professions related to education system as school counselor (18.75%), pedagogue (4.75%) or researcher (4.85%).

The graduate in educational sciences has a position of "doing" in the organization, not having subordinates (89.87%), while the opposite is the graduate in decision-making positions (10.13%). Most people who turn to pedagogy are interested in a career in education (64%), very few are undecided (6.25%), and a large part come here almost by chance (29.75%). This latter percentage is quite high and something should be done with this group of students / graduates. During the period of studies, they may realize that their chosen specialization doesn't meet their needs, but they want to continue their studies. The problem appears at the end, when with the diploma in hands, they don't know what to do, and in this crucial moment, the entrepreneurship competences could be of a real help in choosing a path. Current students will be future policy makers, professors or HR specialists and they

[2] http://www.psihologietm.ro/download/cercetare/Stiintele_educatiei_raport_de_cercetare.pdf

must possess adequate entrepreneurship skills to be able to design innovative human development policy and programs. They are future leaders of *change*, key roles models that will inspire others to follow new paths.

The limitations of the study are related to the student's perceptions about the entrepreneurship competences that should be achieved and developed during the university studies. They don't know sure what they want, the alternatives from the questionnaire might not cover all the solutions had by the universities. Anyway, a more complex research, for example an experiment (teaching a module of entrepreneurship education with a sample of students in educational sciences) could be a good solution for defining and adapting a curricula in entrepreneurship for Romanian students.

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The central role of educational leadership for developing students´ intrapreneurship attitudes in Higher education settings: a case study from Latvia

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Abstract

This paper addresses the relation between the educational leadership of university teachers and the development of students' intrapreneurship attitudes during their Master's studies. The empirical research (mix-design) is based in analysis of the written participation of 8 university teachers and 36 students of the Master's program "Educational Treatment of Diversity" at the University of Latvia from 2008 to 2012.

The results show that effective educational leadership is based on teachers' ability of team-working, combing different styles of leadership for creating a learning community and fostering students' reflection.

Keywords: educational leadership, students´ intrapreneurship, team working.

1 Introduction

Students' intrapreneurship during their studies is considered to be one of the most important indicators of successful development of students' entrepreneurship competence for their professional life [1]. Therefore, finding new ways of enhancing students' intrapreneurship in Higher education settings is a key issue in preparing them for a successful insertion in work world. One of the factors that can affect decisively this process is educational leadership of faculty members, because human capital is the main students' resource during their studies at the university.

There are a number of studies on the association of educational leadership and student achievement [2, 3, 4, 5], on evidences and beliefs on leadership development in educational settings [6], and, more recently, in a worldwide context, about the educational leader's characteristics [7]. However, there is not much research in recent publications about the association between educational leadership and students' intrapreneurship.

In a recent study about leadership development for times of change, C.A. Rivera affirms that "leadership occurs essentially in changing processes and that values and role models are fundamental factors for the development of leadership attitudes in times of change" [8, p. 10].If university teachers are called to be a role model for their students, they need to show their students their own "learning attitudes". The vision of a teacher as a *learner* is also developed in a recent study about leadership in educational settings published by the OCDE [7], where it is said that "the challenge now is to foster user-generated wisdom among teachers in the frontline".

This paper addresses the relation between the educational leadership of university teachers and the development of students' intrapreneurship attitudes during their Master's studies. Based in the definition of a leader proposed by S. Gento [9], educational leadership is defined as the ability to provoke the release, from inside, of the energy existing in students who, voluntarily, make the effort to attain, in the most effective and comfortable way, the learning outcomes they have decided to reach. In its turn, students' intrapreneurship is defined as students' activity within an existing learning organisation, referring to emergent intentions and behaviours that enhance the quality of study process and create innovative activity inside the institution [10].

Based on an in-depth study of educational leadership theory, the educational leadership of faculty members is analyzed through the lens of "leadership style" (visionary, strategic, catalyser, doer) [11, 12]. In this study, the style visionary is characterized by the ability of contextualization of the contents and the ability of motivating and giving sense to the study process; strategic style is defined by the ability of creating a learning community, explaining the learning processes to the students, encouraging internal communication processes and foreseeing and formulating problems that can

appear in the study process and suggesting solutions; catalyser leader is able to create synergies between students and to foster students' reflection to overcome problems; the doer style has been characterized by decision-making abilities, evaluation and personal initiative making posts in the learning forums and giving information to others.

2 Methodology

The empirical study is based in the quantitative and qualitative analysis of the written participation of 8 university teachers and 36 Master's students in the compulsory and optional forums of activities of the Master program "Educational Treatment of Diversity", implemented by the University of Latvia, during four years (2008-2012). A sequential mix-design (initial explorative quantitative study followed by an in-depth qualitative analysis of selected cases) has been chosen to study the relation between faculty members' educational leadership and students' intrapreneurship. Written data were collected from the Moodle platform of the Master's program, using the function "reports". The software Microsoft Office Excel 2007 has been used for primary data cleaning and preparing the data analysis.

The 18 modules of the Interuniversity Masters' program "Educational Treatment of Diversity" were analysed: 2752 student interventions and 1023 teacher interventions for a period of 4 years (September 2008- July 2012). The level of students' intrapreneurship has been measured though the analysis of their contribution to the improvement of the quality of the study processes: communication with other students, making positive criticism and suggestions for improvement of the study process, and helping other students (facilitating access to information, sharing experience).

3 Results

For each module, the mean of interventions per student has been calculated, as an indicator of the level of students' intrapreneurship in each module. And for each teacher of the program, the average number of her interventions in the modules she teaches has been calculated, as an indicator of the level of their educational leadership (see Table 1).

Table 1: students' and teachers' activity in each module

Study module number	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**total**
Students in each module	36	33	33	29	36	28	26	22	28	20	26	18	13	22	12	11	5	13	23
Number (and *average*) of	218	139	175	106	175	228	106	96	121	78	648	137	77	137	68	63	68	112	2752
students' interventions	*6,1*	*4,2*	*5,3*	*3,7*	*4,9*	*8,1*	*4,1*	*4,4*	*4,3*	*3,9*	*24,9*	*7,6*	*5,9*	*6,2*	*5,7*	*5,7*	*13,6*	*8,6*	*7,1*
Teachers in each module	3	2	2	2	2	2	2	2	2	2	2	3	2	2	2	3	2	2	
Number (and *average*) of	127	55	74	49	93	60	86	43	72	49	120	26	45	26	31	9	12	46	1023
teachers' interventions	*42*	*28*	*37*	*25*	*47*	*30*	*43*	*22*	*36*	*25*	*60*	*9*	*23*	*13*	*16*	*3*	*6*	*23*	*27*
Teachers in each module	A C H	F D	F B	F	A H	G B	A E	G B	F B	A H	F B	F B (H)	A H	B H	A H	A F H	F G	F B	

The analysis of the cross tabulations showed that five modules have a high level of students' participation (numbers 6, 11, 12, 17 and 18), but there was not a direct correlation between students' intrapreneurship and the number of interventions of teachers. Two teachers (B and F) worked together in three of the five modules with higher students' intrapreneurship, and each one of them worked together with a 3rd teacher (G) in the two others.

In order to complete the quantitative analysis of teachers' educational leadership, relevant data has been collected from staff activity: total number of interventions and proactivity in the pedagogical process, initiating discussions in the learning forums (see table 2).

Table 2: teachers' global activity

Teachers' activity	A	B	C	D	E	F	G	H
Total posts	773	547	32	30	26	147	29	21
Total started discussions	*344*	*129*	*17*	*19*	*5*	*38*	*8*	*1*
Total courses	7	8	1	1	1	9	3	7
Post average per course	110	68	32	30	26	16	10	3

The data of the three teachers which use the team work intensively and were involved in the modules with higher student intrapreneurship had been highlighted. The analysis of the results confirms that a high amount of interventions is not a common characteristic of teachers with higher educational leadership. This confirms the idea that it is not the number but the quality of the interventions and the team work of teachers that enhance students' participation and foster students' intrapreneurship.

In order to get more insight in the quality of the interventions of the three teachers with higher educational leadership level, a qualitative analysis of their interventions has been done using AQUAD_8 software. The criteria for the analysis were taken from the previously mentioned "leadership styles": visionary, strategic, catalyser and doer. Based on the analysis of these teachers' leadership styles, the question was to find out which educational leadership characteristics appear in all the teachers, whose activity enhanced the most students' intrapreneurship. A total of 331 expressions of these three teachers were coded and the results of the analysis of the frequencies of each of the four styles are presented in Table 3.

Table 3: teachers' leadership styles

Teacher	F	G	B	Total
Interventions analysed	58	29	122	209
Expressions coded	85	43	203	331
Catalyser	23(*27%*)	11(*26%*)	57(*28%*)	91 (*27%*)
Doer	20 (24%)	2 (5%)	32 (16%)	54 (16%)
Strategic	32 (*38%*)	27 (*63%*)	92 (*45%*)	151 (46%)
Visionary	10 (*12%*)	3 (*7%*)	22 (*11%*)	35 (11%)

Table analysis (Project: leadership - frequencies)

The analysis of the frequencies of the four leadership styles showed that the selected teachers used mostly strategic (freq=151, 46%) and catalyser (freq=91, 27%) style in their communication with their students. As an example of the strategic style, which is based in the creation of a learning community between students, these two expressions can be cited:

> *"Congratulation to XX and YY as first in-loger !!! … Dear XX and YY, please contact the students of you group for supporting them to access to Moodle by experience exchange tomorrow !!!!* (by B - Tuesday, 30 August 2011, 07:11 PM).
>
> *"…Why hesitating? Yours is a very nice plan to investigate the situation and to find new ideas. Of course, other ideas are also possible; is there anyone that can propose other ways? Diversity of situations and different approaches to solve the problems enriches our experience!"* (by B - Wednesday, 3rd March 2010, 4:10 PM)

The following quotations are a good illustration of the catalyser style, which fosters students' reflection: *"I have read your opinions with interest. However, I think that the rest of the students could retire a bigger benefit if everyone give the reasons of his/her opinion, for example, quoting some of the scientific research in the field of inclusion in your respective country, or analysing your own experience"* (by G - Wednesday, 15 February 2012, 05:39 PM); "*I suggest you to start by having a look to the forum of the students' of last year, this should enhance our thinking and help to understand better the things to do*" (by F - Wednesday, 21 October 2009, 06:51 PM).

The doer and visionary style are not so often used by the teachers that foster students' intrapreneurship, even if they also are concerned with organizational (doer style: freq=54, 16%) and future (visionary style: freq=35, 11%)) questions. Two examples could illustrate this point: "*Dear all, please follow XX's suggestion - try to conclude the discussion and make a conclusion! There are some more activities to complete!!!"* (Doer style, by F - Monday, 10 October 2011, 12:53 PM). "*Hello, YY, thanks for this question. Exactly! Tools from this module in the future can be adapted to your specific situation. The Latvian students need to adapt too, since we began studying together to explore our differences and learn to use those as an enriching factor of the whole study process rather than an obstacle*". (Visionary style, by B, - Wednesday, 24th February 2010, 3:14 PM)

Summarizing the results of the qualitative analysis of the data, it can be said that educational leadership of faculty members, who are involved in the modules where students' intrapreneurship level is the highest, is based on their ability of team-working, combing different styles of leadership for

creating a learning community (strategic leadership style) and fostering students' reflection (catalyser leadership style).

4 Conclusions and Discussion

The conclusion that can be drawn from the quantitative and qualitative data analysis is that effective educational leadership of faculty members who are involved in the Master program, based on the ability of *creating a learning community* and *fostering students' reflection*, improves significantly students´ intrapreneurship level inside their Higher education institutions during the study process if the teachers with different leadership styles work as a team.

Creating a learning community is a question of personal involvement, giving regular positive feedback to students, encouraging internal communication between them. All this helps to create a shared identity as a member of a community where the unique contribution of each student is valorized and where support is received from other learning community members (staff and students). Fostering reflection implies putting questions, facilitating material for reflection and forums of discussion where personal ideas are confronted with other people in a context of mutual enrichment.

Some recommendations are put forward to improve university teachers' educational leadership, so that they can help students more efficiently to develop intrapreneurship attitudes during their studies, as a way of enhancing the development of students' entrepreneurship competence for the future:

- A single educational leader cannot respond alone appropriately to the diversity of talents and needs of the students. Creating teams of educational leaders that complement effectively each other in the work with students is the main priority for offering students a qualitative guidance during their studies.
- As an educational leader provokes the release, from inside, of the energy existing in students, it is most important to foster students' reflection through self evaluation activities, questioning them about their interventions and building the content and organization of the study process on the students' proposals.
- Regular presence, human contact and diversifying the channels of communication are the key issues how to create a learning community on line. Writing contact should be confirmed and supported by other channels, such as Skype video conversations, presence-contact or phone calls at the appropriate time.
- *Non multa sed multum* (not too much communication, but with good quality). Teachers are suggested to do a serious work of reflection before sending information to their students, because leadership is not related with the quantity of provided information but with the quality of the communication.

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Challenges of Entrepreneurship E-education: Evidence from a Developing Country

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Abstract

E-learning has been applied in education systems in many universities and is accepted by students in the world especially by graduate students. One of the educational fields presented in e-learning systems is entrepreneurship. Increasing demand for entrepreneurship education in Iran, especially from entrepreneurs, governmental managers and private sector, who cannot leave their job on one hand and the growth of information technology in higher education in Iran on the other hand, has made the University of Tehran (UT) offer virtual learning as a new way for entrepreneurship education. This research aims to find out the drivers and barriers of e-education at the Faculty of Entrepreneurship at the UT. Moreover, authors detected the role of students, professors, curriculum, teaching methods, ICT infrastructures, staff and other factors in the process of e-education development at the Faculty of Entrepreneurship. The samples of the research were chosen between two groups, i.e. students and professors. Sixty-five questionnaires were filled out by e-learning students were evaluated. The scale was developed to identify students' perception about driver and barrier factors of e-education based on different groups of factors. In addition, 10 deep interviews with e-education professors were conducted. Findings of the research suggested that there are three existing groups of driver and barrier factors of e-education at the Faculty of Entrepreneurship, based on a system approach, as follows: (i) Input factors (students, professors, curriculum, ICT infrastructures, Staffs and Budget), (ii) Process factors (teaching methods, cultural and structural factors at university), and (iii) Environmental factors.

Keywords: *E-learning Challenges, Entrepreneurship, Educational Institutions*

1. *Introduction*

Higher education systems are facing rapid growth in recent years. This growth has been highlighted by deploying virtual systems as in other aspects of life. According to Yasin et al. [1], we could classify higher education through three distinct stages over the past 50 years: (i) closed system, (ii) transition system, and (iii) open system. The trends in higher education show the movement of universities toward the third stage and virtual systems have accelerated this movement. One of the important characteristic of the third stage is continuous interactions between universities and their environments (especially with business/industry and partnerships; see Etzkowitz [2]. This interaction has lead to different challenges for universities and higher education systems. Identifying these challenges can help universities to improve their education systems, especially in developing countries.

In Iran, higher education has more than 80 years of history and more than 3,800,000 students are being accepted in Iranian universities each year. Iran has more than 2 million students that 20% of them are graduate students. These are amongst much existing evidences that shows that high attention ought to be paid to higher education in Iran. Iranian universities are experiencing the second stage of higher education and in some cases are approaching the third stage. Moreover, entrepreneurship is one of the most attractive disciplines in Iran. Entrepreneurship education has a long history in the world, but it has existed for less than one decade in Iran. Therefore, entrepreneurship education is a newer field in this country. UT, as a pioneer university in Iran, launched entrepreneurship programs at master level in its Faculty of Entrepreneurship in 2005.

Increasing demand for entrepreneurship education in Iran, especially from entrepreneurs, governmental managers and the private sector, who cannot leave their job on one hand and the growth of information technology in higher education in Iran on the other hand, has made the UT offer virtual learning as a new way for delivering entrepreneurship education. Before entrepreneurship, the University suggested two programs for virtual learning which were appreciated by students. This

experience has led to applying e-learning technology to entrepreneurship education. However, it is important to determine if e-learning technologies are appropriate for entrepreneurship education. This program attracted many postgraduate students in Iran. The main concern is "what are the challenges of this type of education in the field of entrepreneurship?" The entrepreneurship education in Iran has been accompanied by virtual systems and movements toward the third stage of higher education. Therefore, we are facing serious challenges in realizing virtual programs for entrepreneurship students. The main research aims are to find the drivers and barriers of e-education at the Faculty of Entrepreneurship. This paper also detects the role of different factors in the process of e-education development at the Faculty of Entrepreneurship in a system approach view. The following section of the article will explore the literature, and then we discuss the research method and research design. Research data collection and data analysis are the next part of paper. Finally, the findings are discussed and the paper concludes.

2. Literature review

2.1 Entrepreneurship Education

Entrepreneurship and business education have emerged in different contexts as a way to develop entrepreneurial cultures to create new ventures and businesses to promote entrepreneurship and to foster entrepreneurial mindsets through education and learning [3], [4]. Encouraging business education all over the world, the development of entrepreneurship education has led to varied socio-economic developments in different countries [5], [6]. These education developments have evolved to more than hundreds of programs in thousands of institutions around the world in last decades [7], [8].

Current business education programs are strongly criticized for not being in direct transaction with the changing business environment. One general criticism is that business education has become too task-oriented and does not emphasize on the multi-dimensional complexities of problems [9]. Bird [10] argues that appropriate education can influence the development of entrepreneurship competencies, both in terms of behavioral/skill levels as well as social roles and self-perspectives, according to the business environment requirement. On one hand, unfortunately many educated people did not have a strong and positive opinion about the role of entrepreneurship education [11]. On the other hand, the entrepreneurship education system is not compatible with the business environment. Therefore, we are encountering a gap between output of universities and an effective labor market, especially in view of the fact that the impact of entrepreneurship education in each country is different because of each country's unique culture in regards to entrepreneurship [12].

The main reason for the popularity of competency based education in the vocational education and training arena is its alleged capacity to fill the gap between the school system and the labor market [13]. Therefore, we have witnessed many attempts for developing and improving the quality of entrepreneurship education methods. These methods have experienced innovations and improvements in recent years. One of the distinguished examples of these improvements is E-education systems [14]. The key drivers behind development and application of electronic education in the field of entrepreneurship have been price decrease, quality improvement, learning experiences, increases in utility level and accessibility. In other words, e-education has been a technological reaction to the need of society for quick and continuous learning [15].

Along with the development and expansion of information technology and communications, E-education has emerged as an example for modern education. Among the advantages of E-education, are the free interaction between the learners and the professor and students among themselves without time and space limitations through synchronous and asynchronous learning networks model [16]. A combination of electronic and classroom education not only saves time and costs compared to the traditional in-class learning but also increases the feasibility of course scheduling and gives attention to learning effectiveness at the same time [17]. Different methods and tools are being used for E-education. However, these are not used for teaching specific content, thus for each content an appropriate tool must be utilized. As examples of E-education methods, we may refer to video-conference classroom, group discussion spaces and online communication [18]. Generally speaking, utilization of information technology in education is broadly accepted and considering its advantages, in the future this acceptance will be on the rise. In spite of these advantages, virtual systems have confronted with some barriers and problems, too.

In a nutshell, different scholars have defined advantages and disadvantages of e-learning in their research. They have also studied its drivers and barriers. Researchers have identified personal

barriers, learning style barriers, instructional barriers, organizational barriers, situational barriers, content suitability barriers and technological barriers as barriers of e-learning education system. In addition, effective factors have been summarized time management, pace of learning, self-direction and widening access to information as factors that influence the utilization of e-learning systems in another approach.

2.2 Open system approach

Unfortunately, the closed system approach is still prevalent in the most departments at UT, like most higher education institutions in developing, and less developed countries. This approach does not work well when it comes to the demands of today's business community. Therefore, an innovative approach that utilizes an open system orientation is necessary. Furthermore based on the importance of students as the most important inputs, curriculum and ICT infrastructures as the key elements of educational processes at virtual programs and finally interactions and compatibility of entrepreneurship education system with the business environment, authors tried to propose and analyze the conceptual framework of research taking advantage of an open system approach (Figure 1).

3. *Methodology*

In this research, authors studied the relevant literature of entrepreneurship education program from a systems approach and the most important drivers and barriers of e-education at the Faculty of Entrepreneurship recognized through in-depth interviews with entrepreneurship education experts (Faculty members at the Faculty of Entrepreneurship) and e-learning experts. Finally, we have used a structured questionnaire to rank these enablers and barriers.

3.1 Research Design

As mentioned earlier, a mixed approach was used to gather the required data. The following steps were followed to conduct the research: Step (1) identifying critical success factors of entrepreneurship education with the systems approach and identifying inputs, processes and output elements as well as environmental elements, which were done through the literature review; Step (2) identifying the most important drivers and barriers of e-education at the Faculty of Entrepreneurship based on gathered information by: - In-depth interviews with ten faculty members of the E-learning programs at the Faculty of Entrepreneurship, and - Questionnaires have filled out by e-learning students at the master's level (65 completed questionnaires); Step (3) Identifying the most important drivers and barriers based on in-depth interviews with ten faculty members. These professors have been selected based on their contribution in e-learning system and their performance evaluation by students; Stage (4) Identifying suggestions for improving the e-education program, based on in-depth interviews with ten faculty members.

3.2 Research Data Collection

Reviewing the literature, along with in-depth interviews with faculty members, we proposed the system approach model for entrepreneurship education in Iran that is shown in Figure 1. Based on literature and our proposed model, three categories of drivers and barriers (input, process, and environment) were identified. In the input category, four drivers and 11 barriers were recognized. In the process category, five drivers and 10 barriers were determined. In the environment category, 13 drivers and 11 barriers were recognized from the viewpoint of faculty members and e-learning experts and students (Table 1). The experts were the faculty members of the Faculty of Entrepreneurship, which is the only faculty in the country in offering entrepreneurship programs, both MA and PhD, in the higher education level. The students answered the questionnaire which was designed based on the qualitative phase. Based on the quantitative phase, the most important elements were chosen and are highlighted in Table 1. It should be noted that we used frequencies in order to judge whether the element is important or not. Therefore, the elements with frequencies above 70% were considered as the most important ones.

3.3 Research Data Analysis

In the qualitative phase, the gathered data was analyzed based on coding methods. To do so, the interviews were analyzed, and the barriers and drivers identified. In other words, data analysis was conducted using three levels of coding: open coding, axial coding, and selective coding. Through the process of open and axial coding the main barriers and drivers were identified. In the selective coding, the purpose was to understand the nature of the phenomena and to conceptualize the factors drawn from the open and axial coding phases. Then, the questionnaire was designed and distributed among

e-learning students in the faculty. According to the results of the survey and the frequencies, the most important elements were recognized and presented in this study (The highlighted factors in Table 1).

4. Findings

Research findings showed the drivers and barriers that were the most influential ones for e-learning performance improvement. The summary of these factors based on expert opinions for different categories are presented in Table 1. As it is shown in the table, drivers and barriers are categorized in six groups, according to different stand points of view: (i) Input-Process (IP) model: inputs, and processes: Based on the Input-Process model, the main inputs and processes were identified, among which the followings were the most important ones: Inputs (driver: interested (potential) students; Barriers: incorrect student selection method, and lack of expert professors), and processes (Driver: more accessible professors; Barriers: inconsistency of courses and Iran's business environment, and weak Curriculum); (ii) Unit of analysis: University and MSRT: At the university level, the followings were the most important factor: drivers: to give recognition to e-learning courses, and reputation of the university; and Barriers: bureaucratic teaching methods, inflexibility in the structure of Ministry of Science, Research, and Technology, and traditional rules; and (iii) Unit of analysis: National and International levels: At the national level, growth of e-learning courses, and novelty and attractiveness of e-learning courses were the most influential drivers, while unfamiliarity of policy makers with entrepreneurship, and slow internet connection speed are the most important barriers. In sum, findings show that a variety of issues affect improving e-learning performance. As mentioned earlier, the most important factors are shown in Table 1.

5. Conclusions and suggestions

In this study, we have proposed an open system model for entrepreneurship e-education at the Faculty of Entrepreneurship. In addition, we have identified challenges (drivers and barriers) of e-education in our case. Findings show that there are a series of issues which are considered as the main challenges of e-education in UT, which are: lack of interested students, incorrect student selection method, lack of expert professors, more accessible professors, weak curriculum, inconsistency of courses and Iran's business environment, reputation of the university, traditional rules, bureaucratic teaching methods, novelty and attractiveness of e-learning courses, unfamiliarity of policy makers with entrepreneurship, and slow internet connection speed.

Finally, we have provided several suggestions to improve the quality of entrepreneurship education system as follows: (i) Establishing effective interaction between faculty and its environment (partnership and other stakeholders): This means that there should be appropriate channels between the agents- students, teachers, beneficiaries, etc.- in e-learning process Otherwise, the learning process might lead in just a non-effective version of traditional learning systems. In order to avoid that, the faculty should define its value chain more properly; (ii) Designing and developing new teaching methods appropriate to virtual programs: Virtual programs are inherently different from the traditional learning methods in several ways which are discussed earlier. Therefore, one of the main findings of this research is that the need to developing a new system is crucial for improving the e-learning system. As our findings show, still the agents are more likely to follow the traditional learning systems; (iii) Introduction and promotion of entrepreneurship e-education system at society: One of the most significant gaps in the country is to provide entrepreneurship e-learning services in the country level. At present, the entrepreneurship e-education services are only provided by the Faculty of Entrepreneurship at UT. By introducing these programs in the country, the level of entrepreneurship would grow in a better manner; (iv) Increasing the motivation of potential students to attend in e-education programs: As discussed earlier, there is a need to highlight and develop the entrepreneurship e-education programs in the country. This goal would not be achieved until we increase the motivation of potential students to attend in these programs. Therefore, we should concentrate on two issues simultaneously: the entrepreneurship e-education systems, and potential students; and (v) Designing an effective process of candidates' assessment: After fulfilling the above mentioned criteria, we need an effective process for assessing the candidates. Otherwise, the learning process will not be done perfectly. In order to do so, we need new assessment methods and techniques to evaluate the extent to which the knowledge of candidates has improved.

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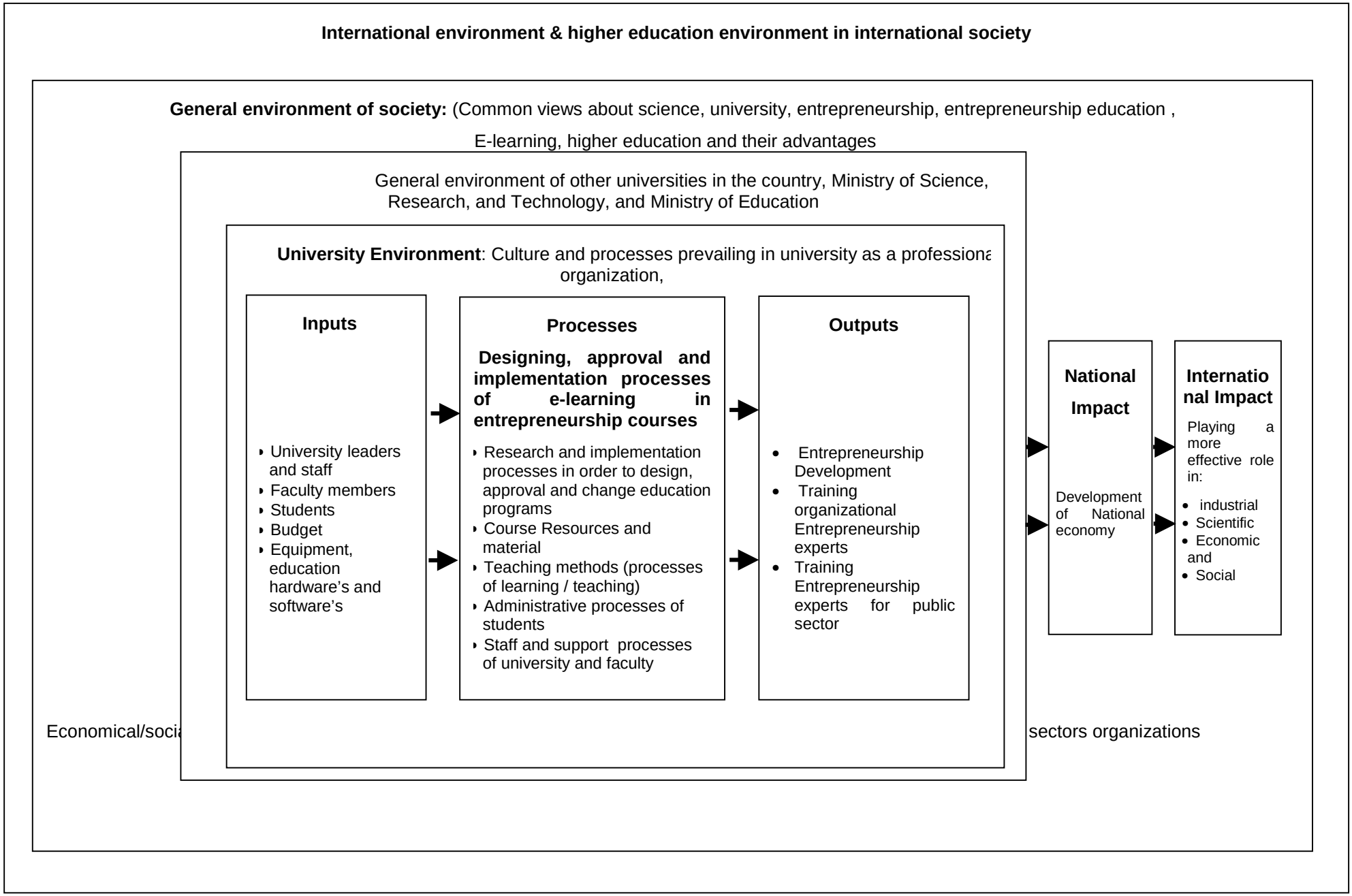
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Table 1. Drivers and Barriers for E-learning performance improvement

	Inputs	Proceses	University	Ministry of Science, Research and Technology	National	International
Drivers	National wide student (53%)	Holding some classes like … (42%)	Reputation of the University (94%)	Support of master courses(45%)	Novelty and attractiveness of Entrepreneurship (52%)	Growth of e-learning courses (75%)
	Diversity in student background (62%)	Motivated student as drivers between other students (63%)	Flexibility of course period (52%)	To give recognition to e-learning courses (72%)	Novelty and attractiveness of e-learning courses (78%)	Growth of entrepreneurship education (52%)
	Interested (potential) students (83%)	Informal relationship between students (52%)	University Support of e-learning courses (42%)		Ministry of Labor support (42%)	Development of virtual systems (42%)
	Interested professors (42%)	Professional forum (52%)	e-learning center of university (37%)		Support of Private sector managers (37%)	
		More accessible professors (78%)				
Barriers	Non-standard Interviews (31%)	course attendance policy (60%)	Novelty of e-learning systems (52%)		Unfamiliarity with entrepreneurship in private sector (48%)	International competitors (63%)
	Too many Candidates (53%)	Weak Curriculum (75%)	Traditional rules (78%)	Inflexibility in the structure of Ministry of Science, Research, and Technology (83%)	Unfamiliarity with entrepreneurship in public sector (32%)	
	Lack of Online interviews (37%)	Restrictions of virtual system to development of skills (58%)	Limitations of course material in native language (23%)		Unfamiliarity of policy makers with entrepreneurship (91%)	
	Unequal opportunity of interviewees (45%)	Lack of group debates (32%)	Low experienced staff (37%)		lack of e-learning systems in public sector (52%)	
	Ambiguous result of interviews (48%)	Lack of students and professor debates (37%)	Bureaucratic teaching methods (72%)		Slow internet connection speed (75%)	
	Low computer skills (55%)	Limitation of course selection (45%)				
	Incorrect student selection method (87%)	Lack of High speed internet (42%)				
	Lack of expert professors (83%)	Availability of data banks Just at University(37%)				
	Lack of enough staff (32%)	Low experience of professors in virtual systems (45%)				
	Lack of effective assessment center (35%)	Inconsistency of courses and Iran's business environment (83%)				
	Lack of budget (25%)					

Fig. 1 Conceptual framework of the research based on open system approach



How can Entrepreneurship be taught in Higher Education. Differentiated methods for Business and Non-Business Studies.

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Abstract

This paper examines how entrepreneurship can be taught in Higher Education. Millions of people all over the world have taken the entrepreneurial challenge and succeeded, and the numbers of people branching into entrepreneurship has necessitated the need for entrepreneurship to be taught in higher education. Surveys (European commission (2008);Shaantanupurab (2010), have revealed that most students drop out of school as they feel that what is being taught is irrelevant and they proceed to go and start businesses, but not all succeed. Thus the paper seeks to address how entrepreneurship can be taught in higher education in a manner that will be relevant and beneficial to the student at the same time motivational enough to keep them in school. This research is in line with the desires of the European Commission (2012) that has identified the need to stimulate the entrepreneurial mindsets of young people and to create a more favorable societal climate for entrepreneurs. The paper is based on reviews of literature and on the practices of other higher education institutions. The literature review will be based on the methods of teaching used in business and non-business studies. Indications from the study are that in business studies entrepreneurs should be incorporated in the teaching of entrepreneurship on a more permanent basis, with the need for the lecturers to have an entrepreneurial background, entrepreneurship exposure or simply be in business as well and longer incubation periods for the students. While the non-business students could be included in the entrepreneurial arena by having an introductory course and elective courses for entrepreneurship offered to them at undergraduate studies. Overall conclusion is that entrepreneurship is in need of syllabuses of most higher education institutions with focus on including a diversity of student groups.

Keywords: Entrepreneur, Entrepreneurship, Business studies, Non-Business studies, Higher Education, Teaching Entrepreneurship.

JEL Classification: L26

1. Introduction

Entrepreneurship refers to an individual's ability to turn ideas into action and is therefore regarded as a key competence for all. (European Commission, 2008). Entrepreneurship has however always been regarded as something that people turn to when they have failed in the job market after completing their education or when the education itself holds no apparent value. Incorporating entrepreneurship into education is a way of instigating a paradigm shift towards existing thoughts and beliefs about entrepreneurship. To incorporate entrepreneurship in higher education is necessary to stimulate the entrepreneurial mindset of young people, to encourage innovative business start-ups, and foster a culture that is friendlier to entrepreneurship (Kuratko, 2003). As much as there is an urgent need for entrepreneurship to be fostered into the higher education curriculum, more emphasis is placed on how it can be taught effectively. According to the Bologna Process, where 46 signatory countries met in London in May 2007, they recommended measures like the recognition of non-formal learning, the development of flexible curricular to accommodate student and staff mobility, and enhanced university-employer collaboration in innovation and knowledge transfer (European Commission, 2008). It is with this in mind that it is acknowledged that the primary goal of entrepreneurship education at higher education level should be to develop entrepreneurial capacities and mindsets. The challenge according to the European Commission (2011), is to build inter- disciplinary approaches, making entrepreneurship education accessible to all students, creating teams for the development and exploitation of business ideas, mixing students from economics and business studies with students from other faculties and with different backgrounds. The reason why the way in which entrepreneurship is taught is under scrutiny is the observation that traditional educational methods do not accentuate and explore the development of entrepreneurial thinking. In most cases

the students are passive participants during traditional educational lectures and there is no way of knowing how stimulated the students are about getting into entrepreneurship or whether they are simply thinking of acquiring good grades for their overall GPA. According to Klein and Bullock (2006), entrepreneurship education reframes core academic lessons in a way that demonstrates their relevance to the future earning potential and happiness of the student.

2. Literature Review

2.1 Entrepreneurship and the Entrepreneur

This study looks at entrepreneurship, simply because to gain understanding on this subject brings incite as to how best the aspect of entrepreneurship can be addressed and taught in higher education. Entrepreneurship is defined by Kuratko (2003), as a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship according to Barringer and Duane (2006), is from the term entrepreneur derived from the French words entre, meaning ´between` and pendre meaning `to take`. The word was originally used to describe people who take on the risk or undertake a task such as starting a new venture. Entrepreneurship is therefore the process by which individuals pursue opportunities without regard to resources they currently control. Entrepreneurship is generally the act of being an entrepreneur, this is a person who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods. In recent years the term entrepreneurship has been extended to include social and political forms of entrepreneurial activity (Curth, 2011). Entrepreneurship is diverse; it is comprised of individual projects up to large scale corporations however all these companies improve the statistics of employment in a country. According to Shane (2003), he states that to Frank H. Knight (1921) and Peter Drucker (1970) entrepreneurship is about taking risk. The behavior of the entrepreneur reflects a kind of person willing to put his or her career and financial security on the line in the name of an idea, spending much time as well as capital on an uncertain venture. Knight classified three types of uncertainty,

- Risk, which is measurable statistically (such as the probability of drawing a red color ball from a jar containing 5 red balls and 5 white balls).

- Ambiguity, which is hard to measure statistically (such as the probability of drawing a red ball from a jar containing 5 red balls but with an unknown number of white balls).

- True Uncertainty or Knightian Uncertainty, which is impossible to estimate or predict statistically (such as the probability of drawing a red ball from a jar whose number of red balls is unknown as well as the number of other colored balls).

Thus individuals venturing into entrepreneurship should be aware that the field is commonly plagued by risks and uncertainty and they should be able to cope with the circumstances they may fall into under the different types of uncertainty. Sabel (2008) reflects on the two notable twentieth- century economists, Joseph Schumpeter and Israel Kirzner who refined the academic understanding of entrepreneurship. With Schumpeter stressing the role of the entrepreneur as an innovator who implements change in a society by introducing new goods or new methods of production. The concept of entrepreneurship has a wide range of meanings. On the one extreme an entrepreneur is a person of very high aptitude who pioneers change, possessing characteristics found in only a very small fraction of the population. On the other extreme of definitions, anyone who wants to work for themselves is considered to be an entrepreneur (QuickMBA, 2010). There have been various approaches to the subject of entrepreneurship theoretically, thus from existing literary views a range of knowledge, skills and attitudes that are often associated with entrepreneurship behavior or the entrepreneur have been compiled as seen in the table below (Curth, 2011), where a summary of these attributes is presented;

Table 1 Knowledge, skills and attributes often linked to entrepreneurship

Knowledge and Skills	**Behavioral/ Affective Attitudes**
• Ability to organize a new business, to make decisions and develop strategies • Ability to find resources • Broad understanding of the workings of the economy and the opportunities and challenges facing an employer or organization • Ability to identify and grasp available opportunities for personal, professional and/ or business activities • Awareness of ethical values and promotion of good governance • Ability to work both as an individual and collaboratively as a team • Ability to judge and identify one's strength and weaknesses • Ability to assess and take risks as and when warranted, networking skills, proactive project management skills, effective representation and negotiation skills	• Creativity/ innovativeness • Sense of initiative • Pro-activity • Independence • Risk taking • Convincing/ persuasive • Desire for Independence • Motivation and determination to meet objectives • Need for achievement • Daring/ courageous • Willingness to face uncertainty • Open-minded to opportunities or solutions • Assertiveness, passionate, visionary

Shukla (2009), views entrepreneurship as the practice of starting a new business, or reviving an existing business. In order to capitalize on new found opportunities. However, from the various listings of attributes, knowledge and skills that one has to possess to be a successful entrepreneur is a sure sign that entrepreneurship is a tough proposition. This is contrary to the misconception held by a lot of individuals that entrepreneurship is a get rich quickly scheme that gives a person the advantage of being their own boss. The objective of having definitions of entrepreneurship is to bring the true awareness to what entrepreneurship truly entails. There are risks associated with being an entrepreneur, these could be financial where one loses their investment after the business has failed or due to market risks just to name a few, with market risks one may have started a business having wrongly anticipated the economic climate to be favorable thus ending up ill prepared to function and run their business successfully. To be an entrepreneur one has to be an enterprising individual capable of building capital through risks and initiative (Shukla, 2009).

2.1.2 Entrepreneurship Education

The European Union 2020 strategy has highlighted the need to embed creativity, innovation and entrepreneurship into education and they proposed a number of actions to unleash entrepreneurial and innovative capabilities in the higher education institutes in Europe (European commission, 2012). They listed some objectives they felt should be reached through entrepreneurship education, these being:

- Improvement of the entrepreneurship mindset of young people to enable them to be more creative and self confident in whatever they undertake and to improve their attractiveness to employers.
- To encourage innovative business start- ups
- Improvement of their role in society and the economy.

These objectives are important to the building up of the entrepreneurial mindset of students in the educational system at higher education level. The entrepreneurship key competence being identified as a composition of an entrepreneurial attitude, entrepreneurial skills and knowledge of entrepreneurship, and this places entrepreneurship education at a pivotal role as it is at this point that the key competences are meant to be realized. According to the Niras Survey (2008), they state that it is to be expected that European students are more likely to obtain access to entrepreneurship education if they attend either a business school or a multi-disciplinary institution with a business school department. Research has revealed that entrepreneurship education is still immature in the sense that it is often person driven and depends upon the efforts of individuals rather than a collective, strategic effort on the part of educational institutions (Furr, 2011). Entrepreneurship education means developing a culture through, for and about entrepreneurship. Such competences are best acquired through people led enquiry and discover that enables students to turn ideas into action (European Commission, 2011). The commission further explained how entrepreneurship education requires the use of active learning methods that place the learner at the centre of the educational process and enables them to take responsibility for their own experience and learn about themselves in the process. This is essential as students need authentic, practical experiences and realistic learning environments as essential parts of active learning. Some researchers have investigated and noted reasons as to why entrepreneurship is being taught badly. According to Ashmore (2012), she cited that it is really hard to change the education curriculum yet it is widely accepted that effective entrepreneurship education must be built around real world experiences, not textbooks. She further revealed that teachers rarely have entrepreneurship experience, or the right mindset. As such it becomes an interesting phenomenon as to how one can effectively teach something they have no experience about, to foster the right mindset of entrepreneurship to the students when they do not possess it themselves. Kuratko (2003), states that entrepreneurship education must include skill building courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation, all these being important attributes especially when one is now running their own business. Reported types of entrepreneurship learning tools have included:

- The analysis of business plans
- Consultation with practicing entrepreneurs
- Computer simulations
- Behavioral simulations
- Environmental scans
- Live case analysis
- Field trips
- And the use of video and films

However, as much as there are all these tools that can be used in teaching entrepreneurship, higher education institutions still struggle to teach entrepreneurship as one of their biggest challenges is the curriculum as Business schools were mainly founded to train managers and not entrepreneurs (Furr, 2011). Traditionally, the education system has inhibited the development of entrepreneurial qualities because it taught young people to obey, reproduce facts and to engage in wage employment after finishing their education. In contrast, entrepreneurs tend to rely on their own judgment, learn through the process of trial and error and create and facilitate their own job environment. The focus in the education system is on analytical thinking rather than on creative thinking whereas creative thinking refers to being open to new possibilities; analytical thinking is aimed at explaining facts leading to fixed answers. The old school system creates uniformity among students and reliance upon an environment characterized by a high level of certainty. By contrast, entrepreneurship is associated with diversity among individuals having different interests, opinions and qualities and with creating opportunities from an uncertain environment (Verheul, 2003).

2.1.3 Entrepreneurship Education with Technology

Education without the use of technology in the current technological that the world has evolved into would be a blatant attempt of ignoring the importance of technology today. Thus in the same token, entrepreneurship education should involve technology use as seen from the introduction of using second life (Auken et al, 2008). Second life is described as a virtual world where content is built and owned by residents. It is inhabited by over 8.5 million people from all over the world. This second life concept is a collaborative effort between the College of Business, PappaJohn center for Entrepreneurship, Center for Excellence in learning and teaching and engineering distant education in a bid to leverage technology to teach entrepreneurship in the E-commerce courses. During this second life concept the students create avatars, these being graphical representation of the user or the user's alter ego or character. It may take 3 dimensional forms, as in games or virtual world or two dimensional as an icon in internet forums and other online communities (Lessig, 2000). As such, students get to participate in a number of learning activities in a virtual 3D world, to understand the complexity of e-commerce processes, products, services and the role of human behavior. This aspect of using second life in entrepreneurship education cannot be ignored as today's` markets rapidly follow innovations; while staid institutions and static business models quickly become obsolete (Guyanese, 2012).Entrepreneurship education is a recipe in need of a vital ingredient, the ingredient being technology. Technology based innovation is acknowledged as being a key growth driver in the global economy therefore as entrepreneurship education is having significant positive impact on individual students, the university environment and society then entrepreneurship education opportunities should spread across institutions including science and technology departments (Byers, 2000).

The combination of technology use and entrepreneurship education is viewed as a promising mix, where there is an exciting opportunity to explore the synergies that can result from combining innovation, the utilization of technology in education and the role of entrepreneurship education in creating new designs that can transform the ecosystem. The interplay of these three factors poses as great potential (Reimers, 2011), especially as higher education institutions are uniquely positioned to lead in forging partnerships such as the collaboration of industry, academy and higher education institutes.

2.1.4 The Entrepreneurship Teacher

The development of entrepreneurial mindsets is a burden that lies on the teacher, and as their role is central they need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricular, pedagogies and learning environments that they will need if they are to acquire entrepreneurial competences(European Commission, 2011). The research carried out by the European Commission revealed that the core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs. The research revealed that 90% of teachers say they would like to receive some training on creativity but what is of importance is they feel educational and school cultures do not fully support them in fostering creative and innovative approaches to learning: this requires time to explore new approaches and a culture that encourages experimentation and allows for failure and all this in short is what they said embodies an entrepreneurship experience in the education system for the students.

The entrepreneurship teachers are required to be flexible and to push boundaries with respect to established norms within education although still abiding by the rules and regulations of their institutions (Curth, 2011). They need a balanced approach at the same time they need to be someone who listens attentively and from listening be able to generate new business ideas that can be used. They should be able to sell business ideas to people however it is essential that they do not lose focus of their primary goal of being an educator, and that being to develop young people who have a passion to create, grow and learn (European Commission, 2011), all the attributes that the entrepreneurship teacher needs reflects on a need for the institutions to recruit entrepreneurship teachers with these attributes as guidelines. At the same time this reflects the great responsibility that falls upon the teachers and institutions of higher education need to acknowledge the burden on the teachers and the assistance they need to ensure the success of entrepreneurship education.

3. Findings

The importance of entrepreneurship education is being acknowledged worldwide with various amounts of research being carried out on the best and most effective ways in which entrepreneurship may be taught. The teaching methods are both creative and innovative meaning that teachers are recognizing the fact that traditional teaching methods alone will not do justice to entrepreneurship education.

The teacher is basically the one responsible in ensuring that the entrepreneurship education being matted out is relevant and beneficial to the student. Thus the burden falls upon them to come up with various ways to foster motivation and the entrepreneurship mindset in their students. At the same time the teacher should possess vast knowledge and skills on entrepreneurship itself and they are meant to preferably have some experience in order to be able to impart first- hand knowledge to the students.

In the study, it was observed that only in developed countries, is there mention of institutions using technology frequently in entrepreneurship education, especially on the aspect of virtual learning in the form of second life and so on.

The study revealed how entrepreneurship education is basically biased towards the Business Studies curriculum, very little has been said or done to incorporate the students in the non-business studies side of the education system. Incidentally students in information technology may analyze and develop software for virtual learning to improve entrepreneurship education and yet they are not privy to the same education, even though they may have entrepreneurship aspirations after completing a degree in information systems. They may aspire to be the next Bill Gates but armed with only computing knowledge this example expresses the need for all students in various departments to be given equal entrepreneurship education opportunities.

4. Suggestions

Higher education institutions need to get actively involved in entrepreneurship education. Entrepreneurship education tools should not be left at the sole discretion of the teacher, making it their burden to approach existing entrepreneurs, should they wish to have them come in as guest lecturers or when arranging for site visits. If the higher education institutions took the time to form coalitions with entrepreneurship groups and organizations they could establish long-term working relationships at the same time it would become easier for correspondence to take place between entrepreneurs and the students.

Higher education institutions should invest in technology that can be used for entrepreneurship education, in the same manner in which technology is invested for courses to do with information technology. Technology cannot be ruled out of any syllabus not jus entrepreneurship education alone, as the world is fast evolving around it. Virtual learning is an aspect of teaching that brings realism to the classroom environment. Higher education institutions could foster partnerships with other institutions that have entrepreneurship education and set teaching sessions like on-line debates and chats with students from different higher education institutions whether they be from different countries or not. At the same time virtual learning and technology can be used to conduct live interviews with renowned entrepreneurs worldwide as a classroom session. The options are limitless where the use of technology is concerned in entrepreneurship education and the benefit is this form of education does not have any geographical boundaries meaning the student gains maximum exposure to entrepreneurship education systems and practices worldwide.

Higher education institutions should consider offering entrepreneurship education as part of the pre-requisite courses done by all students in all departments. Then the course on entrepreneurship be included as elective courses with different stages to it, similar to the stages to be passed with other degree courses a student may be studying, this is necessary because a student may be taking Engineering, Tourism or Art but their aspirations being to have an engineering firm of their own, or a hotel or art gallery. Therefore by not including entrepreneurship education in all syllabuses means the other students are being short changed, this also increasing the numbers of people that turn to entrepreneurship but do not succeed.

With the teachers of entrepreneurship education, one would suggest higher education institutions approach entrepreneurs that can volunteer their guest lecturing services for the long term as the challenge often encountered is that of continuity. Offering a system that can be noted in diaries by the entrepreneurs as to when they would be needed. The example may be of a rotating schedule for entrepreneurs that would be doing the guest lecturing in certain months of the Higher education calendar years i.e. spring or fall or summer and to have another rotating cycle for the companies offering on site visits. That way the teacher does not stress about who to approach and how to plan ahead should that entrepreneur approached refuse to assist citing a busy schedule and so on.

It is important for the institution and the teacher to work hand in glove in coming up with a curriculum suitable for entrepreneurship education. As the ideas of the teachers combined with the muscle, reputation and financial backing of the institution would be a formidable force to guarantees the success in achieving the best quality of entrepreneurship education for their students.

5. Conclusion

Entrepreneurship education is very important as statistics have revealed the increasing numbers of individuals that are turning to entrepreneurship every year. It is essential that a strong entrepreneurship foundation be established among individuals especially through the education system as this would ensure higher entrepreneurial success rates in the long term, and this success equally spells for economic growth. The curriculum needs to be adapted to suit entrepreneurship more than management or business studies courses. With the teachers and the institutions working closely together, the way in which entrepreneurship education is conducted will definitely improve. Though what is of relative importance is that all higher education institutions teaching entrepreneurship should strive to include technology use in their curriculum as the exposure would benefit both the institution and the students in the long run. Thus the benefits of successful entrepreneurship education cannot be ignored and as such equal opportunities to entrepreneurship education should be granted to all students that register at a higher education institution regardless of the course they are taking or which faculty they may fall under, entrepreneurship education should be made open to everyone.

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Young people's perception of gender differences in the promotion of corporate social responsibility by Romanian entrepreneurs

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Abstract
The present study deals with a cutting-edge, as well as an epistemologically and socially useful topic: the promotion of corporate social responsibility by Romanian entrepreneurs.
Our study approaches the present topic from an original perspective, while trying to reveal aspects that have been less explored in Romanian special literature. I particularly refer to the young people's opinions regarding the existence of gender differences in the promotion of corporate social responsibility (CSR) by Romanian entrepreneurs.
In the first part of the paper, we are going to analyse the CSR concept and the indices used for measuring CSR performance. Afterwards, we are going to discuss about the problem of CSR integration in the business strategies used in Romania. The present paper attempts to find an answer for key questions concerning the way in which autochthonous entrepreneurship is perceived by Romanian young people:

- If and to what extent do the young people perceive entrepreneurs as CSR promoters in Romania?
- If and to what extent do the young people correlate entrepreneurial success with CSR promotion?
- Do young Romanians consider that the promotion of CSR by autochthonous entrepreneurs involves gender differences?

Key words: entrepreneurship, corporate social responsibility, perception, gender.

1. The concept of corporate social responsibility (CSR). The integration of CSR in business strategies in Romania

The concept of corporate social responsibility was created in the USA, after the Second World War, and started to be promoted in Europe in the midst of the 1980s. "Responsible" initiatives of companies have been differently coined as: corporate citizenship, corporate philanthropy, corporate societal marketing, community affairs, and community development.
Marrewijk considered that in time three important perspectives have been created as to the role and responsibility of companies within our society [1]. According to another perspective, "business is business" and its role is to make profit. Companies that make a profit in a legal way automatically contribute to the accomplishment of certain social goals such as: employment and welfare, as well as the prosperity of our society. This is a limited approach for it assumes that the company is financially responsible only for its shareholders. Within the context of globalization alongside with the central objective of sustainable development, which is characteristic of this millennium, this perspective is less and less shared. On the other hand, there are two other approaches that extend the sphere of company responsibility: on the one hand, there is responsibility towards all stakeholders; on the other hand, there is responsibility towards society. According to the first approach – the prevailing CSR paradigm – companies are assigned duties by all social groups that are influenced by them or by all social groups that influence the activity of the company. According to the second approach, business organizations – which are components of the social environment – are entirely held responsible towards society. Thus, McWilliams and Siegel describe CSR as the total sum of actions pursued with a view to promoting a certain social interest, beyond the direct interest of the organization and beyond legal provisions.
"A company plays a central role in society and this position allows it to use both human and natural resources for accomplishing its productive functions and for occupying a certain competitive position, as well as a certain social statute. In consequence, society acquires social implied rights, as well: in

exchange of the granted right to exploit resources in operational processes, society may ask to be entitled to monitor those processes" [2].
There are several reasons for getting companies involved in responsible actions: a) a pragmatic one: improving its image and consolidating profits on a long term; b) a deontological one: the company feels that – besides increased profit– it has a moral duty towards society and the community within which it pursues its activities; c) a third one, generated by social pressure: society rejects companies which do not act responsibly. [3]
In Romania, although the implementation of CSR strategies is still shy and restrictive, a significant number of companies have developed CSR projects.
Recent research points out that the preferred social investment domains are: training and professional development opportunities for employees (94%), education (70%), working conditions for employees (69%), culture and art (63%). [4] They also indicate that in Romanian companies the main limits of CSR responsibility can be identified in regard to transparency and credibility issues. Thus, 61% of the entrepreneurs recognize that their companies are not socially audited and do not publish social reports. Only 24% of the companies – most of them multinational ones – are socially audited. [5]

2. Young people's perception regarding gender differences in the promotion of corporate social responsibility by Romanian entrepreneurs

2.1 The objective of the research

The present study assesses the opinion shared by a certain category of young Romanians regarding the implication of Romanian entrepreneurs in promoting CSR. More precisely, the present study aims to reveal young people's perception regarding CSR promotion by Romanian entrepreneurs within the relatively hostile economic context in Romania: the low employment potential and the low level of salaries. The European Commission Institute of Statistics points out that one in five full-time employed Romanians is at the limit of subsistence and 50% of the part-time employed Romanians are facing poverty.
The medium cost of an hour's work of a Romanian employee (Euro 4.2/hour) is 5.5 times lower than the EU level of payment (Euro 23.1 /hour). [6]
The study attempts to point out whether young people perceive the existence of gender differences regarding the extent to which and the forms under which Romanian entrepreneurs promote corporate social responsibility. One can notice that "e*arly research on women entrepreneurs suggested that significant differences existed between female and male entrepreneurs. However, more recent studies have shown that there are far more similarities than differences between women and men entrepreneurs in term of psychological and demographic characteristics." [7]*
This does not mean that in entrepreneurship one cannot identify behaviour gender differences that are determined by social and cultural factors.
"Brush (1992) hypothesized that women view their businesses as a cooperative network of relationships rather than as a distinct profit-generating entity. This network extends beyond the business into the entrepreneur's relationships with her family and the community. In a cross-cultural study of women entrepreneurs in the United States, Romania, and Poland, this was corroborated. Women reported that their management styles emphasized open communication and participative decision-making, and their business goals reflected a concern for the community in which the business operated [8]."
If we also take into consideration the fact that more women entrepreneurs (73%) in comparison with the new male entrepreneurs (55%) have a degree in management and business administration [9], we come to the conclusion that women entrepreneurs are perceived as being more responsible from a social point of view than male entrepreneurs. We are going to analyse to what extent Romanian young people's perception of CSR subscribes to this hypothesis.

2.2 The material and method used

2.2.1 The surveyed group

The surveyed group comprises a number of 276 young undergraduates and graduates aged between 20 and 35 years old, of whom 47.8% are males and 52.2% are females. There are at least two main arguments that justify the choice of the above mentioned surveyed group.

a. In comparison with other categories of young people, undergraduates and graduates are more informed as to the CSR issue – a topic which has quite recently been approached by the special Romanian literature and the educational system.
b. Entrepreneurial education especially addresses to young people and consequently it is necessary to know their opinions regarding the attitudes and behaviours of entrepreneurs.

2.2.2 Inquiry instrument
In order to accomplish the above mentioned objective, we have used as an inquiry instrument an opinion questionnaire made up of 30 questions.

On the whole the questionnaire was conceived on the basis of the following concept scheme:
a. Indicators concerning the entrepreneurs' environmental performances (their concern for reducing gas emissions, waste, the use of raw materials and energy, as well as for cutting down expenses / investments made for protecting the environment)
b. Indicators of the entrepreneurs' social performance, i.e.:
b. 1 ensuring decent working standards and practices (hiring personnel, health and work security, training and promotion);
b. 2 the observance of human rights and fight against discrimination at the workplace (freedom of association and negotiation, participation in decision-making, ensuring equality of chances etc.);
b. 3 implementing programmes and practices that are meant to develop communities (and generate positive effects for the entire community) through: investments in education, research, philanthropic activities, promoting excellence and civic initiative.

2.3 Young people's perception regarding the environmental performance of Romanian entrepreneurs

According to the data collected during the research, the young people of the surveyed group appreciate that more than a half of the entrepreneurs (57.25 %) are concerned with reducing gas emission to a small or very small extent, while only 20.29% of the entrepreneurs manifest this concern to a great or a significantly great extent. 22.46% manifest a medium concern for the accomplishment of this indicator. In the young people's opinion gender differences are insignificant.
The interviewed young people also consider that most of the Romanian entrepreneurs (55.96%) are concerned to a small or very small extent with reducing the quantities of waste. At the same time they appreciate that a larger percentage of women entrepreneurs (20.18%) in comparison with men entrepreneurs (15.21%) are concerned with waste reduction to a large or significantly large extent. The subjects think that most of the entrepreneurs (63%) spend money for environmental protection to a small or very small extent. According to the results of the questionnaire women entrepreneurs make such investments to a large or significantly large extent in proportion of 17.39%, whereas men make such investments to a less extent, i.e. 15.21%.

2.4 Young people's perception regarding the Romanian entrepreneurs' social performance

2.4.1 Ensuring decent working standards and practices

In the opinion of the surveyed group, according to the data collected within this research, a larger percentage of female entrepreneurs (40.58%) in comparison with male entrepreneurs (33.33%) are inclined towards implementing health programmes for their employees to a large or significantly large extent.
As regards the big or significantly big concern of entrepreneurs for preserving competent employees, one can notice that the interrogated young people do not perceive significant gender differences: 52.21% women in comparison with 51.72 % men. According to the surveyed group, only a little bit more than a half of the entrepreneurs are interested to a large or significantly large extent in preserving competent employees. Collected data point out that more than 20% of the entrepreneurs manifest a little or little interest and about 27% medium interest in preserving competent employees.
Young people consider that a larger percentage of women entrepreneurs (31.89%) pay special and a lot of attention to practices for preventing accidents at the workplace in comparison with male entrepreneurs (19.57%). A significant percentage of entrepreneurs (about 35%) pay a little or little

attention to this problem. Interrogated subjects consider that about 30% of the entrepreneurs manifest little or a little concern for open and sincere communication within companies.

2.4.2 Young people's perception regarding the observance of human rights by Romanian entrepreneurs at the workplace

According to the interrogated young people, most entrepreneurs (44%) are concerned to little or a little extent with fighting against discrimination at the workplace and only 28% of them manifest this concern to a large or significantly large extent, whereas the rest manifest a medium interest in fighting against discrimination. Young people consider that significant gender differences are not pointed out. They think that about half of the entrepreneurs manifest a little or little concern for hiring disabled persons.
However, the surveyed group considers that a slightly larger percentage of women entrepreneurs (21.01%) are inclined towards hiring disabled people in comparison with male entrepreneurs (15.22%).
According to the young people, most entrepreneurs promote – at least to a medium extent – human rights (about 72%) and only about 28% promote human rights to a small or very small extent.
The answers given to these sub-indicators are relatively contradictory: a larger number of entrepreneurs are concerned with promoting human rights than with fighting against discrimination. On the one hand, subjects appreciate that most of the entrepreneurs manifest a certain interest in promoting human rights; on the other hand, young people think that entrepreneurs hire disabled persons to a little or even little extent.
Interviewed subjects consider that most of the Romanian entrepreneurs (about 69%) – no matter the gender – encourage to a little or little extent the involvement of employees in the decision-making process within companies and only about 12% appreciate this to a large or significantly large extent.

2.4.3 The opinion of young people regarding the implementation of programmes and practices adopted by entrepreneurs for helping the community develop

The interviewed young people consider that the Romanian entrepreneurs' involvement in activities that are meant to help the community develop is quite modest. The subjects think that about 29 % of the entrepreneurs are involved to a large extent in developing relationships with the local community (about 7% of them to a significantly large extent); most of the entrepreneurs manifest a little or little concern (42.40%) or a medium concern (under 29%) for this. Young people appreciate that a larger percentage of women entrepreneurs (36.96%) in comparison with male entrepreneurs (20.27 %) get involved in developing relationships with the community to a large or significantly large extent.
The involvement in philanthropic activities of Romanian entrepreneurs is perceived as modest. Most of the entrepreneurs, 41.30%, get involved to a little or little extent in these activities and only about 17.50% of them get involved in philanthropic activities to a large or very large extent.
Young people consider that more female entrepreneurs (18.84%) in comparison with male entrepreneurs (15.94%) are involved to a large and very large extent in such activities.
Interrogated subjects consider that Romanian entrepreneurs support civic education programmes (61%) and are involved in excellence promotion programmes in the social and cultural areas (51.5%) to a small or very small extent.

CONCLUSIONS

The present research reveals that – according to young people – the implementation by Romanian entrepreneurs of CSR is significantly deficient. Those who answered the questionnaire appreciate that most entrepreneurs are low in environmental performance. The situation is similar as regards social performances. Subjects appreciate that more than a half of the entrepreneurs ensure decent working standards and practices only to a small extent. Most of the entrepreneurs (44%) are perceived as being interested to a small or very small extent in fighting against discrimination at workplace. Young people appreciate that Romanian entrepreneurs' involvement in programmes and practices that are meant to help community develop (educational, cultural, as well as philanthropic and excellence promotion activities) is modest.

The surveyed group identifies an insufficient use to good account by Romanian entrepreneurs of the employees' competence. According to those who answered the questionnaire, a significant number of entrepreneurs manifest insufficient interest in preserving competent employees.
Apart from similitudes, young people also perceive the existence of gender differences as regards the large or significantly large extent to which entrepreneurs promote CSR. In the opinion of young people, gender differences more frequently favour women entrepreneurs. The surveyed group appreciates that women entrepreneurs' performances regarding certain CSR sub-indicators (waste reduction, implementation of health programmes for employees or of practices that are meant to prevent accidents at the workplace or of philanthropic activities etc.) are higher than those of men.

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A New Entrepreneurial Education: The Labour Market Dynamics vs.the Educational-Formative Dimension of the Entrepreneurship

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Abstract

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Education is a permanent concern for the governments in all the European Member States, however, the educational system structure differs considerably from one country to the other. Opting for a knowledge-based society requires investments in developing the human resources in order to encourage the employees to acquire new competences and to accept the occupational mobility. For achieving the objectives of the Lisbon Strategy for economic growth occupation of the labour force, Europe must create an environment cultivating the entrepreneurial spirit. The European documents acknowledge the important role the education plays in promoting entrepreneurial attitudes. This paper is aimed to present a theoretical study concerning the impact of education in the field of entrepreneurship on the economic environment, based on the content's analysis of the main strategic documents which figure out the domain specific policies and strategies, at national and European level. Following the document analysis, the impact that the educational and professional training systems have in developing the entrepreneurial spirit was identified. Starting from the idea according to which the entrepreneurial competence is developed during the life-long-learning process, the paper focuses on the manner of developing the entrepreneurial competences within the compulsory education system in the EU states. Furthermore, a comparison presentation is made of the programmes and activities performed in the EU countries and designed to cultivate the entrepreneurial spirit.

Keywords: education and training, entrepreneurship, entrepreneurial competence

1. Introduction

In the European context, the essential goal of learning and professional training aims at the European citizens' personal development and integration in the society, by sharing common values, by valuing the cultural inheritance and by promoting self-confidence.

The learning systems must provide learning and professional training opportunities adapted to the requests of a knowledge society and contribute to raising the work place level and quality.

In the consolidated version of the EC Treaty, (Chapter 3 of Title XI "Social Policy, Education, Professional Training and Youth") article 136 shows that the Member States and the European Community included amongst their objectives:

- promoting the workforce employment,
- improving the living and working conditions,
- appropriate social protection,
- social dialog and human resource development allowing for a high and sustainable level of the workforce employment and fighting against marginalisation.

In the Recommendation issued by the Parliament and European Council as on December 18, 2006, appreciations are made on the importance of developing certain key competencies required for the life-long learning. The Common Report of the Council/Commission regarding the Education and training 2010 adopted in 2004, highlights the need for all EU citizens to acquire the competencies they need for the life-long learning.

The competencies are thus defined as an ensemble of knowledge, skills and attitudes. The key competencies are the competencies all the individuals need for the personal fulfilment and professional growth, active citizenship, social inclusion and employment. The reference framework establishes eight key competencies:

1. Mother tongue communication competencies
2. Foreign language communication competencies
3. Mathematical competencies and basic competencies in science and technology
4. Digital competencies
5. Learning to learn
6. Social and civic competencies
7. ***Initiative and entrepreneurial spirit***
8. Cultural conscience and expression

All these competencies are considered to have the same importance, the overlap and support each other. The seventh competency aims at developing the **entrepreneurial spirit**, defined as being the individual's ability to turn the ideas into practice. This competency implies the existence of basic knowledge, skills and attitudes:

The basic knowledge refers to the ability to identify the personal and/or business opportunities as well as to the capacity to identify the changes on the labour market.

The skills refer to a person's ability to manage a project (the ability to plan, organise, lead and delegate, evaluate), to the capacity to negotiate, as well as the ability to work individually and in a team.

An entrepreneurial attitude is characterised by initiative, independence and innovation on the personal level, in the social life and at the workplace.

2. The entrepreneurial education in the European context

Teaching and learning about the entrepreneurship involves developing knowledge, skills, attitudes and appropriate personal qualities depending on the pupils' or students' age and development. The bases of a solid entrepreneurial education are laid as of the primary education cycle by explicitly formulating the objectives within the syllabus.

Some of the countries in the European Union revised the National Syllabus in order to acknowledge the entrepreneurial competencies. For instance, in Poland, the "*Bases of entrepreneurship*" is a mandatory study subject in the secondary and vocational education cycle. In **Austria**, the entrepreneurship is a part of the secondary technical and vocational educational syllabus, for instance, the pupils learn how to manage a virtual firm.

In some countries in the European Union, the entrepreneurial competencies are developed as of the primary education cycle.

At the primary education level*,* teaching the entrepreneurial spirit encourages the pupils to develop their creativity, initiative and independence spirit which will prove to be useful in their lives and in their future lucrative activity.

At the secondary education level*,* teaching the entrepreneurial spirit will include the increase in the pupils' awareness as to the self-employment as a possible career option (the message being that one can become not only an employee, but also an entrepreneur).

In **Luxembourg**, within a programme for learning French, addressed at the 11/12 year-old pupils, there is a section dedicated to starting up a business, and using the cartoons "*Boule and Bill set up a business*". The cartoons are also used in mathematics and for having the pupils get familiar with basic financial analyses.

The *Young Inventors Competition* programme taking place in several European countries (**Finland**, **the UK**, **Norway**), in the secondary and high-school education cycles, including children aged from 6 to 16, encourages the pupils' creativity, their developing their own ideas and the competition spirit.

At the secondary high-school education level, in some EU member states, the practical entrepreneurship experience is included in the basic courses. In Ireland, according to the established syllabus, programmes such as *Transition Year*, *Leaving Certificate Vocational Programme and Leaving Certificate Applied* provide the pupils with the opportunity to experience the entrepreneurial spirit.

A series of entrepreneurial educational programmes are focused on the business practice, such as having pupils manage mini-companies, where real economic activities are performed, at a smaller scale. More than 200,000 pupils are estimated to participate, every year, in Norway, in such programmes.

Within the **secondary vocational education cycle (initial vocational training)**, the specific training, concerning how to develop a company is highly efficient.

For instance, in **Germany**, in the technical vocational education system, the *German Vocational Training System* (the so-called "*Dual System*"), the training takes place both in school, and in a company, and in the "*Master stage*", the young people are taught how to set up their own company.

In the higher education level, the main goal of the entrepreneurial education should be that of developing the students' entrepreneurial abilities and mentalities.

The Bologna process may have a positive effect on spreading the entrepreneurial knowledge. In May 2007, the 46 Bologna signatory countries met in London to adopt measures regarding the acknowledgement of non-formal education; the development of a flexible syllabus (designed to match the students' and personnel's mobility); the improvement in innovation and the transfer of knowledge.

At European level, the entrepreneurial education is not integrated enough yet in the higher education institution syllabus. The situation seems to be better only in several countries (such as **Germany**), while the spreading of the entrepreneurial education is extremely low in some of the member states that acceded to the EU in and after 2004.

The data in some of the European countries show that most of the entrepreneurial education courses are provided within the economic or business studies (for instance, in **Spain** 10 courses and in the **UK** 11 courses).

Northern Ireland offers a good example as concerns the introduction of entrepreneurial education for the students in the fields of engineering, science and technology. As of its establishment in 2000, the Northern Ireland Centre for Entrepreneurship (NICENT) has provided 15 entrepreneurial education courses to over 18,000 students all over the Northern Ireland.

The Universities and technical institutions must include the entrepreneurship as an integral part of the syllabus and encourage the students to attend these courses. By combining the entrepreneurial thinking with the scientific and technical competencies, the students will be able to market their ideas and develop new technologies.

In the Romanian syllabus for the *core curriculum, the technological branch, for all the specialties* the study subject ***Entrepreneurial Education*** is provided to be taken in the 12^{th} grade, 1 hour/week**.**

The study of the *Entrepreneurial Education* in high-school envisages creating an autonomous and creative, effective and responsible personality to act in the economy, it aims at building the pupils' specific competencies allowing them to benefit of the professional guidance towards becoming an entrepreneur, and by valuing their potential, to act efficiently in any field.

3. Conclusions

In numerous countries in the European Union, the entrepreneurial education is not integrated enough yet in the educational institution curriculum. The entrepreneurship syllabuses and courses should be targeted at acquiring generic and horizontal competencies, with the purpose of making the pupils/students be:

- more creative/innovative, extremely motivated, pro-active; self-aware;

- more communicative; decision-makers, leaders; negotiators, team-players;
- less dependent; able to deal with uncertain situations, able to recognise opportunities.

The development of the entrepreneurial spirit is a key competency for all, helping the young people be more creative and gain personal confidence in all they do.

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Development of entrepreneurial skills through creative games

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Abstract

In this article we intend to highlight the method by which it can be acquired, since college years, practical entrepreneurial skills by young inexperienced students. Such methods can be successfully implemented through business games intended for the implementation of accumulated theoretical knowledge. At the same time, due to the permanent presentation of the theory required for the completion of each stage of the game, the students will understand the importance of the theory explained at the same time with the simulation of the economic activities within their company. We could say that such creative simulations within the field of cognition and learning are indispensable for the training and preparation of young specialists in business sector. As there are lots of programmes that develop practical skills of management specialists, it has been designed and implemented the business game which is presented hereby, and that has been tested in five generations of students within marketing sector . Thus, this programme has been developed for the purpose of identifying and simulating practical skills and for the purpose of fixing theoretical knowledge of marketing specialists.
Experienced business game was made for two goals of developing practical skills in a creative way by:

- Assess students' ability to adapt economic theory to practice, especially knowledge of marketing and ecomarketing;
- Simulation economic activities of new company in the production and marketing of the ecological medicinal and aromatic tea, and extraction of data necessary to assess the entrepreneurial spirit in this area.

The results are interesting both in terms of development of new creative methods and especially for teachers who can take over these methods which have already worked.

1 Introduction

In order to assess and identify the solutions for increasing the economic efficiency of a company, which operates within a competitive economic environment, we hereby propose a programme which is run under the form of a business game[1]. The purpose of the programme consists in the assessment of economic knowledge of the students in general and of those working in the marketing sector and especially in green marketing sector, and in the identification of some unfavourable aspects that future specialists working as entrepreneurs might have to face, when developing a business. As we get through the activity of a company in terms of the decision-making process, at the end of the activity of this game conclusions can be formulated with regard to the difficulties occurred in the management of such a company, but students' knowledge can also be assessed.

The game shall consists of two main parts (components):

- a quantitative part, whose objective would be the fact that the companies should find the marketing mix that maximizes their profits;
- a qualitative part, by which, starting from the general marketing theory, the students will have to adapt it and apply it in chosing the best solutions for the application of marketing policies.

The business game that has been tested was designed for 2 objectives, namely the development of practical skills in a creative way by:

- the assessment of students' capacity of adapting the theory to economic practice, but mainly of their marketing and green marketing knowledge;

[1] It was tested and improved during the activity with the students, and it was carried out for 5 consecutive years.

- the simulation of the economic activities of a newly established company operating in the field of the manufacture and commercialization of medicinal and aromatic ecologic teas, and the collecting of the data required for the assessment of the entrepreneurship in this sector.

The game will simulate a competitive environment related to a certain sector in which the companies shall grow, in the beginning there will be less factors that can have an influence on the results, and then, it shall be simulated, as accurately as possible, a competitive market as close as possible to its actual version. Products derived from medicinal and aromatic plants (MAP) have been chosen, namely medicinal and aromatic ecologic teas.

1.1 Presentation of the programme – general data

- production shall include a single stage;
- production costs shall be calculated split into components of the total cost;
- for the assessment of the companies the following shall be considered:
  - from a quantitative point of view: the levels of profits and of the physical products that have been actually manufactured and sold;
  - from a qualitative point of view: the manner in which the representatives of the companies (students) consider to adapt the marketing general theory referring to agricultural products and food to the particularities of the market of medicinal plants and namely ecologic teas (the product manufactured by such companies);
- it shall be carried out as a business game[2] by which the students shall be divided into sub-groups which will form several companies having as subject of activity the manufacture and commercialization of medicinal and aromatic ecologic teas;
- all the companies shall get the same data in the beginning, so that the proposed game should simulate as accurately as possible the competitive environment generated for a pure and perfect market;
- the good performance of the activities within each company (consisting in 3-5 students) shall be based on the knowledge accumulated by the students up to the moment of the performance of the game (all the students are attending final academic years).

1.2 Attitude of the coordinating teacher

The moderator, namely the coordinating teacher, shall monitor:

- the simulation, during the game, of a status that must be as close to reality as possible;
  - to this end, he/she shall provide the required information on the game, which must also be enough, thus simulating the competitive market environment for MAP sector, with its particularities, in which the companies will grow;
  - he/she shall explain the common elements to all the competitors, and he/she shall avoid to discuss separately with each individual group (in order to save time);
  - he/she shall offer incentives to the winners.
- the explaining of the theoretical and economic basic notions that are necessary to a good company manager in general, but mainly the market notions that have been learned, which the students shall apply within this game.

Requirements on attendees' knowledge:

- to have knowledge about cost calculation elements,
- to have a theoretical basis with regard to the marketing elements that have been studied.

Training objectives:

- to understand the relationship between the information resulting from market research and company's results;
- to understand the importance of the use of marketing policies and especially of marketing mix.

[2] The business game shall involve knowledge from various economic sectors, such as management, management accounting by cost calculation, but it shall mainly focus on general marketing knowledge and on green marketing and agricultural marketing knowledge.

1.3 Objectives pursued by competitors (students)

The main objective of the competitors, taking part in this game, should be to get good results, to maximize the profit and the achieved output and to win the competition. Of course, this can only be obtained through a good understanding of this game, through a perfect collaboration between the members of the team of the same group, so that they mutually complete one another, and not lastly, through the capacity of the members of the team of understanding the statuses through which the company goes, and of making the best decisions for remedying or keeping the company in a position that is as advantageous as possible in relation to the other competing companies.

2 Explaining of the functionality of the game

This programme has been designed as a database in Access with VisualBasic routines.

Thus, there is a series of parameters that have been entered and with which it will be calculated the unit costs for each separate company. In the beginning, it shall be defined the number of the companies taking part in the game. Then, if any of the companies goes bankrupt, during the programme, the parameters entered as inputs will be zero.

At the first stage, the following preliminary data shall exist:

1. number of the companies taking part in the game;
2. then, for each company:
    - amount of raw materials that have been purchased;
    - number of packages wanted for the commercialization of finished products;
    - number of hired persons.

It should be noted that students shall be reminded in the beginning, after the presentation of the game rules, a few basic data related to general marketing theory, and not only this.

All the preliminary data ordered by the companies during the first stage for the manufacture and then for the selling of the output during the second stage, shall be based on the market share, and the moderator shall inform them with regard to the agreed teas demand only at this first stage. During the following periods, this demand may go up or down, but not significantly, depending on the economic phenomena that the moderator enters (by means of which the competitors will guess the tendency).

3. starting from the second stage, the competitors will get all the elements for achieving the planned output, they will calculate the unit cost for each product, and based on this they will consider a price at which they will sell their finished product.

Thus, starting from the second stage, the students will have to think how they will substantiate their marketing strategy, namely how they will determine the prices of their manufactured products so that the profit is maximum.

At the second stage, the moderator must remind the students the possibilities of investing in the components of the marketing mix: in the quality of the product, in advertising and to consider the price. The assessment of the manner in which the companies would carry out the distribution shall be made at a later stage, namely, after having performed at least 4-5 periods and after the students were completely integrated into the game.

The two components of the marketing mix in which they can invest, (product and promotion) do not have any maximum or minimum values that the students can invest, but they have all the elements on which they could base a correct decision, with regard to making or not such expenses.

The competitors will be able to choose, as a basis for their marketing decisions, one of the following 3 possible strategies:

1. Based on price substantiation, and not taking into account the investments in the quality of the products, in its promotion; simply referred to as - p -;
2. Taking into account two of the three available factors, that means determining the price by considering the investments in quality or determining the price and considering the investments in the promotion; - p – c – or - p – pr -;
3. Adopting a mix and this means that they will determine their prices for their finished products by taking into account the investments to be made in product policy, and in product promotion; - p – c – pr –;

The competitors shall select one of the three strategies according to the similar decisions

adopted by the other companies. Each of the competitors shall seek to manufacture and sell a quantity of similar products that must be as large as possible, so that it should cover a market share that should be as large as possible. To this end, each company will aim to invest in a marketing policy, so that it can ensure the selling of its products, but at the same time it should minimize its production costs (for such purpose, it must optimize and correlate with the sales, as accurately as possible, its stocks of raw materials, its packages and the production factors in order to avoid any additional costs with the stocks of finished products).

Thus, if after the information requested and received by the students, they (the students) notice that there is no competition on the market. In this situation, the price can be higher because the buyers would pay more in order to get one of the few existing products even if it is more expensive. This situation can be immediately speculated by the competitors, by increasing the output by the value requested and received with regard to the information about the market related to the 3rd stage – assessment of their own demand. On the other hand, this information level is useful at any moment of the game, because it offers to the company some information on which it can rely for the assessment of the economic strategy adopted up to that moment, by confirming or refuting the good evolution of the company.

The information concerning the 4th stage is not important for making any future decisions and it is entered as useless information intentionally by the moderator with the highest value, in order to increase the expenses of the competitors and thus the production costs of the students who do not rely on accurate theoretical data.

However, if the companies are competing, namely if the supply is higher than the demand, their only option as regards the differentiation of their products will be the quality of the product and its promotion. Thus, a company may prefer to sell at a more expensive price but it would invest in quality and/or in promotion, so that the buyers should prefer to pay more and buy a better product which looks better, etc.. In fact, through the programme, the price declared by the company as being the price of the product shall be adjusted by a coefficient which is proportional to the level of their investment in relation to the other competitors. The output sold in each stage for each company shall be accumulated into a variable and it will also have its contribution to the adjustment of the price proportionally to its level. This variable is the hidden advertising that is made for the products that are mostly traded on the market, “word of mouth advertising”.

3 Conclusions

Most students in final academic years, and therefore of the future specialists, have understood the game data, and they got involved in the performance of the game. During the first 6 periods, when the students had to apply the studied economic theory, more than half of them knew how to use the data in order to substantiate a strategy on marketing mix, which generated the best results especially in the presence of competition. But, there were students, approximately 1/3 of their total number, who, due to some major misunderstandings of economic terms, had a negative influence on the activity of the company, as they did not adapt the studied economic theory to the practical situation.

Other results which are indirectly related to the interest of the students in the learning process:

- increase of the number of students taking part in applied activities in average by rather 20%, so that constantly an average rather of 70% of the students came;

- to moderator’s questions, at the end of the teaching cycle, 80% of the students answered that the information and knowledge accumulated through the performance of the business game represented an important stage for the defining and fixing of some theoretical elements about which they were not previously aware or whose final application possibility was previously unknown to them ;

- however, there are approximately 20% of the students who answered moderately or negatively with regard to the accumulated knowledge, but considering that the number of absent students represented in average 30% of the students, we can say that such negative answer is based on the misunderstanding of the game due to accumulated absences or due to some major gaps regarding the theoretical notions taught during the previous years and which the students within this category should have known (for the 50% of those who were regularly absent at the seminars during the previous years).

In general, the students had a positive behaviour as regards the first important applied part they had to deal with.

At the stage of qualitative assessment, when the students had to debate precise issues related to the adaptation of the general economic theory to the problems of the medicinal and aromatic plants sector, the students made important mistakes, and they had difficulties in adapting the theory to the practical situation of a very precise sector.

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Freedom, Individuality and Women`s Entrepreneurship Education

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Abstract

Our research investigates two main questions as follows: (i) How can we encourage the entrepreneurial abilities of students through education with focus on women?, and (ii) In what direction the educational strategies should be developed? The research methodology involves carrying out in-depth interviews with respondents from Serbia, Iran,India and United States. The authors concluded that the modern business environment should be accompanied by the change in educational environment. Furthermore, the new entrepreneurship education strategy should provide a more women centred approach. It is also impossible to achieve all new education advantages without close relationships between governments, schools and women's organizations.

Keywords: Entrepreneurship Education, Individuality, Freedom, Women, Contemporary Technologies

1 Introduction

The new Age requests for a new education strategy. The new education strategy should be focused on active mode of learning and individual`s growth. It means an interactive style and education based on individual needs and abilities that should provide a completely new dimension of gaining knowledge and make learning a more convenient process. In addition,new technologies allow for exploration of new areas of learning and thinking. These could support creative learning and innovative teaching and foster individual potential. The new education strategy also needs freedom in learning and teaching and an active mode of learning influences innovative personality development which creates something unique and turns it into entrepreneurial activity. It is also impossible to achieve all new education advantages without close relationships between governments, schools and women's organizations. In other words, only their synergies allows the education system to be efficient and can bring prosperity for women.

To many scholars, although women are improving their status in the educational systems, yet there are some nuances in their approch. In this study, the authors will try to investigate the women`s entrepreneurship education, concentrating on the gender differences between the respondents. Therefore, first we will discuss the education strategies appropriate to increase in learning the entrepreneurial abilities of students through education with focus on women. Afterwards, we will discuss in what direction the educational strategies should be developed in the future.

2 Theoretical Background

A good education system gives students the freedom to recognize their capabilities and individual potentials. In this way, as Forte [1] elaborates, in order to let students the frredom to learn, creating a new classroom atmosphere where thinking, questioning and imagining is encouraged, and is not hampered, is critical. In this context, education should foster students to work collaboratively; ask questions and creatively about ideas and issues across a range of disciplines. As creative thinkers, they try to imagine and explore alternatives, and to think in a differnt manner. Such an approach is required for a solid academic foundation and in order to enhance their intelligence, including "soft skills" such as understanding, empathy and communication skills [2]**.** The use of different learning materials and various resources allows students with various principal learning styles to understand information in the most effective way. The learning is fostered by multidimensional interactions

between students and teachers. To learn on their own, youth need unlimited time to play, explore, become bored, overcome boredom, discover their own interests, and pursue those interests [3]. It helps students develop their analytical and critical reasoning skills with particular emphasis on exploring and evaluating competing claims and different perspectives. Indeed, education leads to greater personal freedom through greater competence, if it becomes organized to consider diverse perspectives [4]**.** However, as Forte [1] argues, a student's freedom to learn requires the teacher's freedom to teach and these are in a close relationship with each other. In this context, current educational systems need to adopt new methods and strategies that are able to support made educational goals and ensure the freedom of learning and teaching. To many scholars, educational strategies should provide the learners with a fertile ground to flourish their potentials. In this way, the learner will not be hampered by disturbing and discriminating elements. As Schrank [5] also argues:

"As now defined, academic freedom...ignores the intersubjectivity of all persons in the setting... such an approach conceals the vulnerability of women and other historically excluded groups who are still marginal in the academy, and does not take account of the historic advantages enjoyed by white, heterosexual, able-bodied males. it does not acknowledge power imbalances in relations based on gender, race, sexuality, class, and other dimensions of difference..."

Educational strategies should be developed in a manner that could prevent any discrimination against women. Therefore, women's freedom in learning is a critical topic to be investigated, especially in the field of entreprenurship. To many scholars, although women are improving their status in the educational systems, yet there are some nuances in their approch. For instance, as Radovic Markovic et al [6] mention in their study: "The changes in women's educational and career attainment may have multifaceted characteristics. Women might have increased their enrolment in colleges compared to men, but women may still differ in terms of the types of subjects in which they are enrolled. "

A recently done research [11] shows that the type of skill specific training might also be heavily influenced by the specific needs of a particular gender of the potential or actual entrepreneur such as in the case of women entrepreneurs. In this research, the author also see some positive effects of new modes of entrepreneurship education. Prior to exposure to traditional entrepreneurship courses, females showed significantly less entrepreneurial intention than males. This research also shows that when studying nascent entrepreneurship among college students, male students perceived themselves to be significantly more capable than females to handle entrepreneurial activities in the control group, while the difference was not significant in the entrepreneurship education group. Women tend to gravitate more towards affective learning opportunities. They also tend to attach a deeper importance to social networks and as such work more diligently than men in their development in the form of networks and key contacts. Moreover, education has been noted as one means to infuse women more concretely into the entrepreneurial experience [7] [8]. A recent study found that education plays different roles in countries' economic development at different stages [9]. For example, in a developed country, the level of education was found to be one of the significant variables affecting the performance of female enterprises [10]. Considering the importance of education for women as entrepreneurs, it has recently become evident that the new Age is looking for new forms of education, such as creative education. Creative education and training should help women to raise their creativity, logical thinking and entrepreneurial activities [11].

Namely, entrepreneurship emerges from an individual's creative spirit into long-term business ownership, job creation, and economic security. Women bring commitment and integrity because they care about economic empowerment, entrepreneurial development and innovation. The special understanding of innovation within that framework, and the role that women play in creating and commercializing that innovation is necessary. In addition, women's historically lesser degree of participation in the human capital-generating activity now or increasingly essential to innovation entrepreneurship, that being education in science, technology, mathematics, and engineering, likely obscures the need to study female entrepreneurship in this context. Whatever the causes, the study and, ultimately, the improved engagement and success of women in innovation industries, including through entrepreneurship, are urgent needs in both domestic and international economic, legal, societal, and development contexts [12].

Due to different approaches to female entrepreneurship, it can be suggested here that this field of research is considered to be very broad. Some of the theories outlined in this research can be linked to the study of this phenomenon, such as gender theories, managerial theories, public policy, etc. In our opinion, all of these approaches should be as integrated as possible in order to provide a complete understanding of female entrepreneurship. In addition, a shift in thoughts and research in the field of female entrepreneurship is also necessary. It should follow the changes in the roles and tasks of women as entrepreneurs as the main conductors of these activities, influenced by new flows of economic operation in the age of globalization. Namely, the recognition of the capacity of women

entrepreneurs in our global community is no longer a matter of debate, but is a realisation that female entrepreneurship is now forming one of the major factors contributing to the development of many countries [13]. It is also important to point out that educational strategies should be developed in a manner that could prevent any discrimination against women.

3 Methodology

We used Pareto model to identify what education issues need attention. Our research investigates two main questions as follows: (i) How can we encourage the entrepreneurial abilities of students through education with focus on women?, and (ii) In what direction the educational strategies should be developed?
The research methodology in this research is both qualitative and quanititative in nature. This approach, involves carrying out in-depth interviews with respondents from differnt countries all around the world. Also, we designed an online questionnaire to answer the research questions in a better manner. In order to collect the required data, the questionnaires were sent online to the respondents and they filled out the questionnaires and sent them back to us. It should be noted that the respondents were from four countries (i.e. from Serbia, Iran,India and United States). A self-rated questionnaire was utilized to collect the data. In sum, 95 respondents answered the questionnaire and the quantitative phase was conducted based on these data.

4 Research Findings

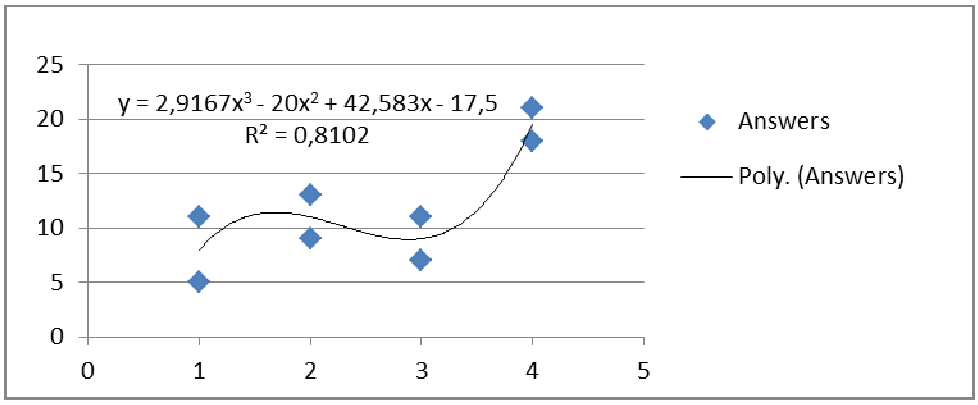
The research findings are presented according to the aforementioned research questions. Distribution of the answers is also based on the respondents' gender. After charting the frequency of the answers in our survey, it was very clear that in all considered countries the entrepreneurial abilities of students can be best fostered in an academic environment by multi dimensional relationships between course concepts and community-based entrepreneurship experiences. The results also show that there are no significant differences in responses. Namely, most of the respondents (64 out of 95) chose choice 4. Significantly, entrepreneurial abilities of students improvements positively influence toward fostering multi dimensional relationships between course concepts and community-based entrepreneurship experiences, which is showed by regression $y= 2,916x^3-20x^2+42,8x -17,5$ (figure 1). The findings on students perception regarding the most appropriate direction for the educational strategies to be developed in order to reach the above mentioned goal,i.e. to encourage the entrepreneurial abilities of students show that most of the respondents (73 out of 95) chose choice 2. According to students replies new educational strategies should encourage individuality and freedom of learning, which is showed by regression $y= 2,4167x^3-10,5x^2+10,083x+5$ (figure 3).

Question 1.How can we encourage the entrepreneurial abilities of students through education?

In this question, we were searching for the best choice to encourage the entrepreneurial abilitiesof students through education. The following choices were provided, accordingto the qualitative phase:

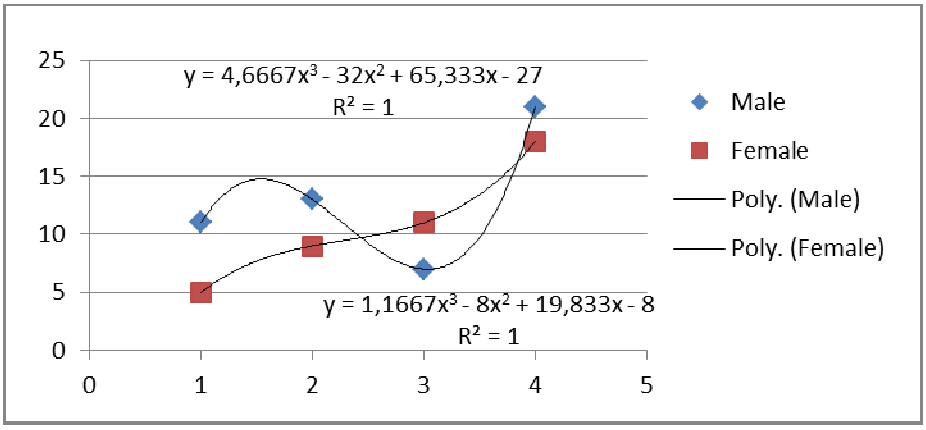
1) Fostering creativity through education
2) Offering students the tools to think originally, develop and test their business ideas
3) Fostering innovative personality development who creates something unique and turning it into entrepreneurial activity
4) Offering multi dimensional relationships between course concepts and community-based entrepreneurship experiences

Fig.1 Distribution of responses for all respondents and considered countries



Based on the chart can be seen that there is no differences between the responses observed by gender (figure 2).

Fig. 2 Distribution of responses by gender

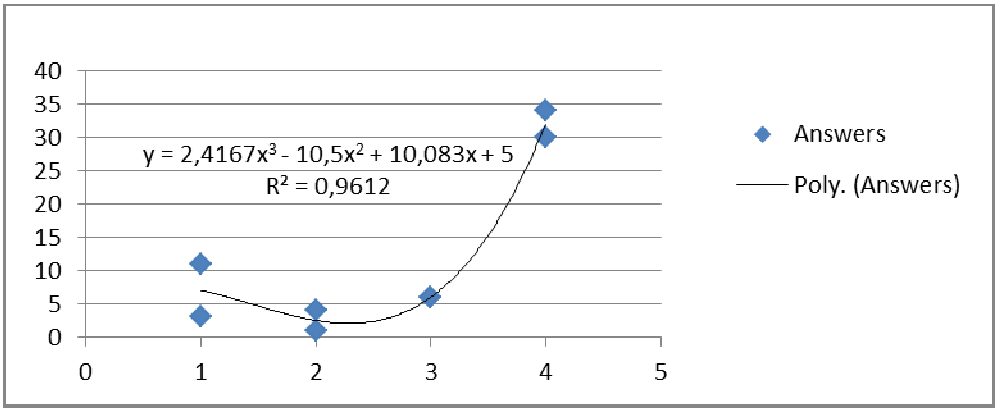


Question 2: In what direction the educational strategies should be developed?

The second question was looking to find the most appropriate direction for the educational strategies to be developed in order to reach the mentioned goal to encourage the entrepreneurial abilities of students.Therefore, the following choices were provided based on the in-depth interviews:

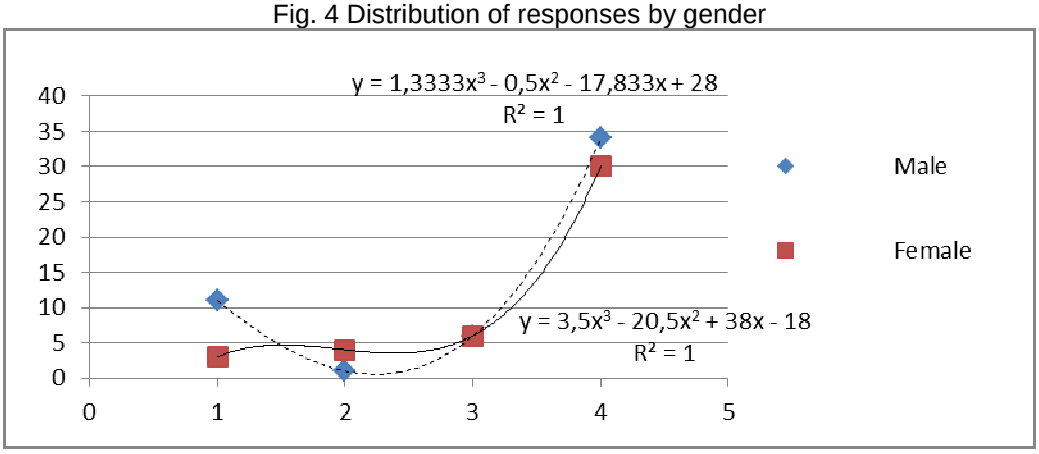
1) To be more oriented towards the individual needs of students
2) To increase an individual's level of independence and freedom
3) To increase creative abilities and original thinking
4) All of the above

Fig. 3 Distribution of responses for all respondents and considered countries



The chart four shows as wells as in chart two, that there is no differences between the responses observed by gender (figure 4).

Fig. 4 Distribution of responses by gender



5 Conclusion

The conventional educational concepts do not provide the educational curricula development in the field of entrepreneurship, meant to facilitate self-employment, the issues of closer connection of educational institutions with manufacturing and other types of organizations, the reduction of discrimination and achieving gender equality as one of the most important [14]. In the line with Millennium objectives, it is necesary enhancing various types and forms of entrepreneurship activities with special emphasis on women's entrepreneurship because of the importance of women entrepreneurship in poverty alleviation, their social role improvement and etc. In this context,in our research our intention was to show that the modern business environment should be accompanied by the change in educational environment and to call for a new women's entrepreneurship education strategy adopted to their individual needs.

Our research shows that the existing education system should be redefined as well as educational programs for women's entrepreneurship. They have to obtain multi-dimensional relationships between course concepts and community based on entrepreneurship experiences. Hence, the creative and interactive education should provide a completely new dimension of gaining knowledge. This active mode of learning provides innovative personality development who creates something unique and turning it into entrepreneurial activity. To address individual needs and to encourage the entrepreneurial activity of women learners, attention must be paid to adaptability of the curriculum and the learning environment. Furthermore, women respondents in our survey were mostly arguing about the freedom in expressing ideas and opinions, and prefered freedom in learning without religious, political, or any other kind of constraints. They also believe that fostering innovative personality development of individuals creates something unique and turn it into entrepreneurial activity. In their opinion, it is one of the most effective ways to encourage the entrepreneurial abilities of students. Interestingly, the women shared the same opinion regardless of whether they come from developed or developing countries.

Providing them more freedom in learning is critical for their self-confidence and individual development.In this directon, the new education system can reduce common existing stereotypes and help them better involvement into business environment and decision making. Namely,supply of opportunities, knowledge and technology leads to women`s choices, empowerment and entrepreneurship. In addition, development of women entrepreneurship should support their economic empowerment. Consequetly, empowering women by improving their economic status and providing them new opportunities for self-employment and entrepreneurship is necessary. It is impossible to achieve all new education advantages without suport by governments, schools and women's organizations.

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Correlates of Successful Entrepreneurship: The Case of the Philippines

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Abstract

This article examines the factors that affect successful entrepreneurship. The preliminary data set consists of 44 respondents who answered a two-part questionnaire: the first part attempts to measure the success of an entrepreneur while the second part attempts to gauge the adversity quotient of respondents. Using Spearman correlation, the results indicate that increase in capitalization is highly positively correlated (significant at the 1% level) with increase in assets, increase in revenues, increase in return on investments (ROI), and increase in market share but negatively correlated (significant at the 5% level) with entrepreneurs with low adversity quotients; increase in assets is highly positively correlated with increase in revenues, increase in net income, increase in ROI, and increase in market share; increase in revenues is highly positively correlated with increase in net income, increase in ROI, and increase in market share; increase in net income is highly positively correlated with increase in ROI and increase in market share but negatively correlated with entrepreneurs with low adversity quotients; increase in ROI in highly positively correlated with increase in market share but negatively correlated with entrepreneurs with low adversity quotients. Overall the preliminary results indicate that entrepreneurs with low adversity quotients tend to have businesses with lower capitalization, lower net income, and lower ROI. Moreover, entrepreneurs with low adversity quotients are significantly different from entrepreneurs with high adversity quotients at the 1% level, indicating that the success of a start-up business depends on whether its founders have either low or high adversity quotients.

Keywords: entrepreneurship, correlation, adversity quotient, success, enterprises

1 INTRODUCTION

Adversities happen unexpectedly. It is pervasive, real and an inevitable part of life. It may break a person or, conversely, it may also fuel one's desire to succeed. There are three levels: societal (covers uncertainty of the future as well as instability of various institutions like the family, government, church and school), workplace (incessant pummelling of demands and uncertainties that workers face), and individual (accumulates the burden of all possible domains of adversities).

Most published papers on entrepreneurship deal with the process; published research on the players –the entrepreneurs- are scant. This is even more evident in the case of Filipino entrepreneurs. This research study could then be considered an attempt to add to the limited literature on entrepreneurship in the Philippines in general and Filipino entrepreneurs in particular.

1.1 *The Problem*

The researcher attempts to answer how adversity plays a significant role in modeling a successful entrepreneur and its effects on the budding entrepreneur set in the Philippine context. Stoltz' Adversity Quotient theory has been tested and validated for several years already across the globe. It is in this light that the researcher would like to test its validity in the Philippine setting and later on suggest recommendations for its expansion.

2 REVIEW OF THE LITERATURE

2.1 ENTREPRENEURSHIP

Yeung (2002) in the article An Institutional Perspective on Entrepreneurship in International Business identified six views of the entrepreneur - the 'great person' school, classical and neoclassical economics perspective, psychological view, sociological view, management perspective, and the intrapreneurship perspective.

The great person school focuses on the individual (the entrepreneur) as having certain entrepreneurial tendencies and attributes. These special abilities and traits enable him to make entrepreneurial decisions.

In neoclassical and classical economics, the entrepreneur is invisible in the firm. He is recognized, though, as an input which is indivisible and non-replicable. The view is more on the entrepreneur as an innovator.

The psychological view focuses on the unique values, attitudes, needs and characteristics of the entrepreneur. It is more interested in entrepreneurial behavior in accordance with his entrepreneurial values. Personal risk-taking and the need for achievement come up readily as entrepreneurial behavior.

The sociological view shows the entrepreneur in light of his social surroundings. Two models, the misfit model and the disadvantaged model, help explain how the entrepreneur is born.

The management view and intrapreneurship view are related in that they are part of the modern world. Entrepreneurs can now be found within organizations. They are the ones who are responsible for effecting change and maximizing opportunities.

Virtanen (1997) in The Role of Different Theories in Explaining Entrepreneurship recognizes that there is no universal theory on entrepreneurship because of different assumptions of various disciplines and the difficulty of explaining and predicting the behavior of entrepreneurs (there is no average entrepreneur, Gartner et. al., 1989, 170). It does suggest that different theories are applicable in different phases of entrepreneurial development. It argues that the use of different definitions and/or theories should be contextual as to the study.

Headly and Wearing (1989) made a study (Subjective Well-Being and Coping with Adversity) the purpose of which was to identify coping strategies which are effective in mitigating adverse life events. The article identified five coping strategies: 1. logical analysis, 2. information seeking, 3. problem solving, 4. affective regulation, and 5. avoidance coping. The results pointed that instrumental strategies (the first 3 as enumerated) were most effective in all situations. Affective regulation was neither helpful nor harmful. Avoidance strategies, meanwhile, were detrimental.

Entrepreneurship researchers have acknowledged the importance of learning from failure. Shepherd argues that learning is not automatic and is dependent in part, of the grief and the grief recovery process. He argues that a dual process of grief recovery, one that involves oscillating between a loss and a restoration orientation, provides the speediest path to grief recovery.

Hayes (1948) suggests a strong apparent need for having a psychological perspective on economic behavior. It also talks about the importance of psychological factors and perspectives in analyzing and predicting business cycles and other economic behavior.

While not having a business setting, a study on a child’s resilience in a family setting by Criss, Pettit, Bates, Dodge and Lapp, opens up two factors that may be related to the researcher’s study regarding adversity. These factors help mitigate the otherwise very negative impacts of adverse family experiences. The first is overall acceptance of peers while the second being the extensivity of one’s friendship networks.

John J. Carroll as cited in Ayre (1966) made research on Filipino manufacturers from the 1950’s. It gives a brief description on the kind of challenging environment Filipino entrepreneurs faced during the said period. It also tries to describe the skills and characteristics that these entrepreneurs must have in order to survive the environment.

There is an obvious relationship between entrepreneurship and educational attainment, cultural and economic background, proximity to urban centers, and exposure to influence of foreign companies. The data humanizes the concept of entrepreneur by including his family background, personal motivations, and even political connections.

Green and Levine (1986) in their study How Colleges Can Succeed in Hard Times, posit that adhering to a well-defined, clearly enunciated mission is the primal strategy - a prerequisite for institutional survival in an adverse environment. Though with limitations, it reminds us that clarity of purpose is highly desirable for institutions searching for opportunities.

But as reviewed by Jack H. Schuster of the Claremont Graduate School, it is difficult to generalize such posit as a general solution when traversing in adversity. He contends that focused mission statements provide "no more than a partial remedy, and probably not the most critical part at that."

The Indian business environment was at one of its worst during the period 1979-1980 which was characterized by a decline in GNP, sharp fall of agricultural output, and a decline in industrial output. This was further exacerbated by a 17.1% increase in the average index of wholesale prices. Despite this adverse condition, some companies were actually thriving. Average profit after taxes (PAT) actually increased from 11.7% in 1978-1979 to 14% in 1979-1980.

The poem Through Adverse Winds by Stella Craft Tremble (1959) uses the wind as a metaphor for the different kinds of adversities a person faces. A person's inner strength is described as the deepening of the roots of a great oak tree. Though a person may fall, he must rise again with pride. He thinks about the good things when confronted with pessimism. He lets his desire win over every challenge.

The article Turning Adversity into Profit by Hansavivek (1979) published in Economic and Political Weekly, lists companies that experienced sudden problems internally and externally, from fortuitous events to predictable situations. Even through adverse business conditions, these companies thrived or at least stayed afloat in comparison to their respective competitors.

The review by Simpson, B. D. (2000) details how the American General, Ulysses S. Grant, through his characteristics (determination, perseverance, quiet self-confidence, learning from experience, trial and error experimentation), went on to become one of the most influential and well-documented generals in American History, despite having faced adversities in his first 43 years in life (had resigned from the Army at thirty-two, then an apparent failure at farming and business and something of a problem drinker in the 1850s).

Kitch in her article, From Adversity to Responsibility in Women's Studies (2002), mentions pitfalls of an adversity mindset. She contends that focusing on adversity "can impede growth, stifle self-reflection, inhibit innovation, and invite internal dissension." She then moved on by saying from experience that her department was best at work when they felt supported, solid and successful. These characteristics might be useful in this study.

2.2 SYSTEMS ANALYSIS AND THINKING

Frantzen in A Game Plan for Systems Development (1988) gives a holistic approach in creating working system from strategy development to effective people training. He uses a superset model approach in designing systems. The said approach recognizes "the constant factors that allow for the creation of a superset of activities that can be gathered together in a process model and used as a generic model of the development process."

Patel made it clear that his purpose for his book is to redress the gap of criticality in Systems Analysis and Design. He stresses the importance of PCF or Personal Critical Framework whose value is in anticipating or determining future action. He stresses reflection on knowledge and practice as important tools for the function of Information systems design.

Fundamentally, TOC can be summarized into the following statement – "an assumption that every system has at least one constraint limiting it from getting more of what it strives for. If this were not true, then the system would produce infinite output." It is useful to view the system as a chain in which the limiting constraint is "weakest link". Focusing on this weakest link would increase system performance better as compared to increasing other non-constraint links, ceteris paribus.

Senge's take on systems thinking is about the human mind's potential capacity to handle complexities in a system. He argues that systems are inevitably incomprehensible and the earlier one realizes this, the better one can sift through complex systems. He cites executives who effectively live with uncertainty in the business environment. The "liberating feeling" from the realization that nobody, not yourself, and not even your rivals, can fully comprehend and master a complex system serves as the fuel for success for these executives.

McNamara as cited in Packard and Fuhriman (1973) contends that viewing systems as interrelated parts (i.e. viewing a company as having interrelated connections and relationships among its divisions) give managers a superior perspective. They can diagnose problems by looking at patterns of interactions, as opposed to peering at a separate part. They recognize the continuity of a system and the importance of feedback.

Silver (1989) breaks systems development into 5 phases – planning, analysis, design, development, and implementation as consistent with the Systems Development Life Cycle. Other authors such as Shelly (2005) have added Operation and Support to this formula.

Sterman's Business Dynamics (2000) provides advanced topics in modeling in a business environment perspective. The tools presented in this book allow understanding of complex systems as reflected in the business environment and public organizations.

Shelly's comprehensive book on designing systems is broken in to 5 phases – planning, analysis, design, implementation, operation and support. It also integrates operations management tools such as PERT and CPM to the development of a system.

3 THEORETICAL FRAMEWORK

The theoretical framework the researcher used can be drawn from the study of Dr. Paul G. Stoltz (1997) which deals with how Adversity Quotient more or less determines the success of specifically selected Filipino entrepreneurs.

The Adversity Quotient (AQ) theory of Dr. Paul G. Stoltz (1997) is the result of his nineteen years of rigorous research and ten years of application that enables one to understand what it takes to succeed. It was built upon the landmark research of dozens of top scholars and more than 500 studies from around the world.

Stoltz puts forward that by improving response to adversity vis-à-vis understanding, measuring, and raising one's AQ, one can improve his ability to overcome it and persevere in the long run.

Through the years, he has demonstrated that those with higher AQs enjoy a host of benefits including greater performance, productivity, creativity, health, persistence, resilience, and vitality than their low AQ counterparts.

He furthers the idea that a person's success in his work and in life is largely determined by his own AQ by: telling how well one can withstand adversity and his ability to surmount it; predicting who will overcome adversity and who will be crushed; predicting who will exceed expectations of their performance and potential and who will fall short; and predicting who will give up and who will prevail. Regularly, AQ is used to help individuals strengthen their ability to persevere through life's daily challenges, remaining true to their principles and dreams, no matter what occurs.

Moreover, Stoltz came up with the idea that AQ takes three forms. First, it is a new conceptual framework for understanding and enhancing all facets of success as it redefines what it takes to succeed. Secondly, how one responds to adversity can be measured, understood and changed. Lastly, it is a scientifically- grounded set of tools for improving how to respond to adversity while looking into the personal and professional effectiveness as a result.

Luckily, AQ is learned. Carol Dweck as cited arrived at the conclusion that response to adversity is formed through the influences of parents, teachers, peers and other key people during childhood.

Paul Stoltz also recognized the three building blocks of AQ, namely Cognitive Psychology, Neurophysiology, and Psychoneuroimmunology. These building blocks provide strong scientific and conceptual support to AQ theory. The theory is further supported by empirical data from its application in various contexts.

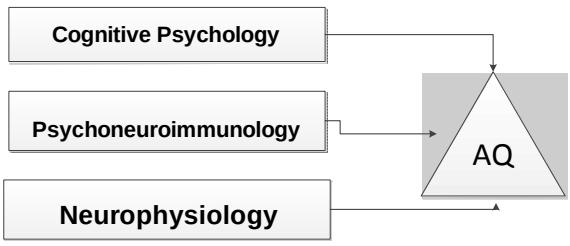


Figure 1. The Three Building Blocks of AQ (Adapted)

While numerous studies worldwide have been undertaken leading to the formulation of the AQ theory, there is a dearth of literature focusing on the entrepreneurs, and even less on the theory's applicability to Philippine context. Hence, taking off from Stoltz's study, the researcher seeks to determine how AQ applies to Philippine scenario and assess whether other factors unique to Filipino culture, besides the C.O.R.E dimensions of AQ, are at work in shaping successful Filipino entrepreneurs.

3.1 FRAMEWORK FOR ANALYSIS

According to Boulding (1956) as cited in Ott and Shafritz (2001), a system is any organized collection of parts united by prescribed interactions and designed for the accomplishment of specific goals or general purposes. Thus, it is easy to see why general systems theory provides an important perspective for understanding modern organizations. Systems theory views an organization as a complex set of dynamically intertwined and interconnected elements, including its inputs, processes, outputs and feedback loops, and the environment in which it operates and with which it continuously interacts. A change in any element of the system cause changes in other elements.

Moreover, systems theorists see organizations as always- changing processes of interactions among organizational and environmental elements. Organizations are not static, but rather are in constantly shifting states of dynamic equilibrium. They are adaptive systems that are integral parts of their environments. Organizations must adjust to changes in their environment if they are to survive; in turn, virtually all of their decisions and actions affect their environment.

In an earlier work of Ott (1989) as cited in Ott and Shafritz (2001), he stressed that the systems approach is strongly cause- and- effect oriented ("positivist") in its philosophy and methods. Though it is positivist in orientation, the researcher attempts to look into the AQ as a determinant of successful entrepreneurship.

The researcher will adopt Norbert Wiener's classic model of an organization from his 1948 book Cybernetics which epitomizes basic theoretical perspectives of the systems perspective. In Cybernetics, it is posited that actions by the system or organization cause change in the system's environment, and that change is communicated back to the system, consequently allowing the system to change its behavior.

In this study, the theory- model deems appropriate. The researcher views the system or organization (the individual entrepreneur in this case) as not static, but rather in constantly shifting states of dynamic equilibrium. This suggests an objective measurement of their AQ as a determinant of their success. For those who seems failing (as predicted), the AQ can actually provide suggestions for them to more or less attain success.

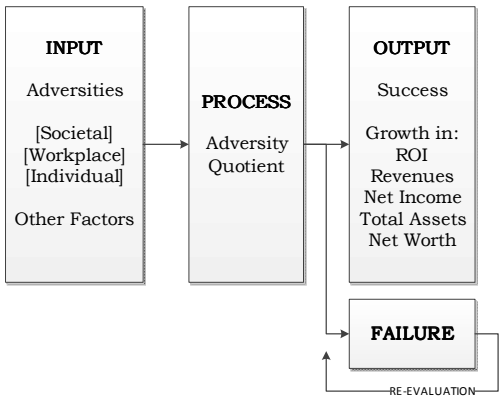


Figure 2. The Framework for Analysis

4 DATA AND METHODOLOGY

4.1 RESEARCH DESIGN

The study conducted is a combination of quantitative research design in the form of a survey and qualitative research design which draws its strength from the interpretive perspective.

The researcher initially conducted a survey with 44 respondents. The questionnaire is divided into two parts. The first part will attempt to measure the success of an entrepreneur in form of improvements or growth in sales revenues, net income, total assets and return on investments of the business or businesses. The second part of the questionnaire, which is adopted from Stoltz' AQ measurement

instrument, will attempt to gauge the AQ of the respondent. A correlation analysis was then conducted to prove whether such correlation exists.

5 RESULTS AND ANALYSIS

The researcher used Spearman's rho in calculating for the correlation between different indicators of success of a business entrepreneur such as increase in increase in capitalization, revenue growth, growth in assets, market share, among others.

Based on the forty-four samples collected, the following values were calculated:

Correlations

			Amount of increase in Capitalization
Spearman's rho	Amount of increase in Capitalization	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	39
	Amount of increase in Assets	Correlation Coefficient	.761**
		Sig. (2-tailed)	.000
		N	38
	Amount of increase in Revenues	Correlation Coefficient	.571**
		Sig. (2-tailed)	.000
		N	38
	Amount of increase in Net Income	Correlation Coefficient	.706**
		Sig. (2-tailed)	.000
		N	37
	Amount of increase in Return on Investments	Correlation Coefficient	.604**
		Sig. (2-tailed)	.000
		N	37
	Amount of increase in Market Share	Correlation Coefficient	.564**
		Sig. (2-tailed)	.000
		N	36
	AQ	Correlation Coefficient	-.433*
		Sig. (2-tailed)	.012
		N	33
	AQ_Class	Correlation Coefficient	-.133
		Sig. (2-tailed)	.474
		N	31

**. Correlation is significant at the 0.01 level (2-tailed).

As it is hypothesized, increase in capitalization, assets, revenues, net income, return on investments, and market share have a very strong positive correlation among each other, and is significant at the 0.01 level. This may indicate that a business that has increase in capitalization may also have increase in other success indicators.

Amount of Increase in		AQ
Capitalization	Correlation Coefficient	-.433*
	Sig. (2-tailed)	0.12
	N	0.33
Assets	Correlation Coefficient	-.187
	Sig. (2-tailed)	0.298
	N	33
Revenues	Correlation Coefficient	-.264
	Sig. (2-tailed)	0.132
	N	34
Net Income	Correlation Coefficient	-.377*
	Sig. (2-tailed)	0.031
	N	33
Return on Investment	Correlation Coefficient	-.385*
	Sig. (2-tailed)	0.27
	N	33
Market Share	Correlation Coefficient	-.181
	Sig. (2-tailed)	0.314
	N	33

Table 2 - Correlation between AQ and Success Indicators

Note that at 95% confidence level there is a moderate negative correlation between the increase in capitalization, Net income, and ROI and AQ.

6 CONCLUSION

Given the initial results of the study, we can see that there is a moderate correlation between the Adversity Quotient (AQ) and the performance of the business or businesses an entrepreneur owns and manages.

It is also apparent that, based on initial results, entrepreneurs with low adversity quotients tend to have businesses with lower growth in capitalization, net income and return on investment .

While statistical analyses has been performed on this study, more particularly the correlation of AQ and performance of the businesses entrepreneurs own and manage, further work is planned to make the study more holistic in perspective. Qualitative data on the kinds of adversities entrepreneurs typically face and the various action points taken to address such adverse events will be explored. In addition, a more in-depth statistical analyses will be done in search for additional evidence of the relationship between AQ and the performance of owned enterprises.

As it is hypothesized, increase in capitalization, assets, revenues, net income, return on investments, and market share have a very strong positive correlation among each other, and is significant at the 0.01 level. This may indicate that a business that has increase in capitalization may also have increase in other success indicators.

7 EDUCATIONAL SIGNIFICANCE OF THE RESEARCH

The John Gokongwei School of Management where I teach is in the forefront of entrepreneurship education in the Philippines and has been declared as the only Center of Excellence in Entrepreneurship Education by the Philippines' Commission on Higher Education.

The two-semester course on Strategic Management that I have been teaching for the past 12 years requires our students to set up a business venture project in teams, formulate their business concept, business model and strategies and implement their business plans within the school year. I mentor about a hundred students every year and grade them based on the lessons learned from their project. The emphasis on lessons learned rather than actual business performance is a significant part of the mentoring process. The findings of my research should be useful for them and future students.

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Teaching Entrepreneurship in the EU - A quick overview

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Abstract

Education plays a fundamental role for individuals and society: it shapes mind-sets, provides skills, and generates culture. It is commonly seen as the foundation of a society and it brings wealth, prosperity and stability.

Europe needs to focus on innovation and entrepreneurship. And the European educational system needs to understand that it is no longer enough to train students for a career: they will face a dynamic, rapidly changing and global reality that will request from them creative thinking, ability to turn ideas into action, to take risks, to rapidly evaluate, to dynamically react to changes.

Most experienced entrepreneurs state that they did not really learn entrepreneurship; they refer to a crossroads of personal skills, knowledge, commitment, confidence, familiarity with concepts, interdisciplinary expertise, etc.

However, the question of the age-old debate – "can entrepreneurship be taught?" or is it a set of indefinable, chameleonic, subtle skills? – is now outmoded. Positive experiences both in the US and Europe showed that entrepreneurship can be taught, even if the evaluation of outcomes is still an issue.

The current question therefore is "Who should be the beneficiaries? Can we define a curriculum? A learning sequence for high-school, and for VeT, and for university students? For adult education?"

Upon the basis of the research made using information from the EYE Programme database; upon the basis of experiences acquired while working with youngsters interested in entrepreneurship all over Europe; upon the basis of the work conducted care of CSCS in the entrepreneurship area; and upon the basis of the various European researches, this paper will focus on a few basic questions: Why teach entrepreneurship? To whom? How can we teach it? How can we improve perception over entrepreneurship courses?

Is there any other option to be considered? And implemented?

This paper is an attempt to analyze the above issues, and propose a few solutions.

Key words: interdisciplinary skills, flexibility, preparation, entrepreneurship, curriculum, education, education institutions, learning mobility.

1 Introduction – why should entrepreneurship be taught?

1.1 *Embedding an innovative culture in Europe*

Education plays a fundamental role for individuals and society: it shapes mind-sets, provides skills, and generates culture. It is commonly seen as the foundation of a society and it brings wealth, prosperity and stability.

In order to embed an innovative culture in Europe, entrepreneurship education (EE) is the first step: it is clear that not all students want to become entrepreneurs, but it is also obvious that they should acquire knowledge about the process, learn how to recognize opportunity, take risks, and then participate to reward, even as employees[1].

[1] EACEA, P9, Eurydice and Policy Support, "Entrepreneurship Education at School in Europe National Strategies, Curricula and Learning Outcomes", Brussels, March 2012, p. 4: "Europe faces a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to

1.2 Stimulate competitiveness, growth and job creation

Europe needs to focus on innovation and entrepreneurship. And the European educational system needs to understand that it is no longer enough to train students for a career: they will face a dynamic, rapidly changing and global reality that will request from them creative thinking, ability to turn ideas into action, to take risks, to rapidly evaluate, to dynamically react to changes. Entrepreneurship is the major driver for innovation, competitiveness, and growth[2].

Youngsters should therefore become familiar with knowledge about the role of entrepreneurship in the economy and should be aware of the fact that – at some point in their careers – entrepreneurship could be an option.

1.3 Entrepreneurship education is requested

Students have the right to have a methodology and to have entrepreneurship courses. And it is quite amazing that, while more than 99% of all European Businesses are SMEs[3] and about 85% of net new jobs in the EU between 2002 and 2010 were created by small and medium sized enterprises (SMEs)[4], only few universities and high-schools in the EU have entrepreneurship departments or modules. At the HEIs level, most of the offer in terms of courses developed exclusively around universities and departments of economics, business, colleges of Business Administration, etc. The tendency has been also to conceive entrepreneurship education as exclusively regarding courses on business start-up.

The researches effected within the framework of the CReBUS project revealed a major need of information from EU University students[5] - which perceive universities like an "ivory tower", without visible connections to the labor market or to entrepreneurship - and from aspirant entrepreneurs in general, independently from variables age or level of studies[6].

2 To whom should entrepreneurship be taught?

2.1 Higher education students

"Would be" entrepreneurs and students coming from universities are, in general, interested in Business plan creation, on information about management, marketing, opportunities recognition, legal aspects about business start-up. These aspirant entrepreneurs[7] repeatedly ask, therefore, for templates of Business Plan, sometimes for templates of excel sheets to be able to edit financial tables. Most of them have no economic knowledge and some ask for courses on entrepreneurship.

The reason for that is rooted, on one hand, in an offer which is not quantitatively very ample, and, on the other, on the fact that the courses tend to be offered only in business schools or similar. This is why youngsters coming from backgrounds different from economics accuse the lack of an offer and of a curriculum in educational institutions. Their perception on EE needs to be improved.

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become entrepreneurs˜ young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider organisations in which they work. Because education is key to shaping young people's attitudes, skills and culture, it is vital that entrepreneurship education is addressed from an early age. Entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing an entrepreneurial culture."

[2] "Entrepreneurship refers to an individual's ability to turn ideas into action. It covers creativity, innovation and risk taking, and the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs setting up social or commercial activities", Commission Communication, "Fostering entrepreneurial mindsets through education and learning", COM(2006), 33 final, p. 4.

[3] http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/ - Small and medium-sized enterprises (SMEs) - Fact and figures about the EU´s Small and Medium Enterprise (SME)

[4] J. de Kok, P. Vroonhof, W. Verhoeven, N. Timmermans,T. Kwaak, J. Snijders, F. Westhof – EIM, member of Pantera, "Do SMEs create more and better jobs?", Zoetermeer, November 2011 - http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/performance-review/files/supporting-documents/2012/do-smes-create-more-and-better-jobs_en.pdf

[5] University of Latvia, S. Surikova , "Transnationl needs analysis report", CReBUS project, 511822-LLP1-2010-1-RO-KA3-KA3MP, financed by EACEA, 31.03.2011, http://www.crebus.eu/index.php?option=com_content&view=article&id=59&Itemid=84&lang=it

[6] CSCS - A. Sarateanu, DOCUMENTA – G. Diaz Dominguez , "Final report – survey on needs of aspiring and experienced entrepreneurs from partner countries", 511822-LLP1-2010-1-RO-KA3-KA3MP, financed by EACEA, March 2011 http://www.crebus.eu/index.php?option=com_content&view=article&id=63&Itemid=85&lang=it; (see also the country reports)

[7] reference is made to the aspirant entrepreneurs wishing to participate to the Erasmus for Young Entrepreneurs programme; most of the persons contacting CSCS (IO and Lead IO of the programme in all cycles up to date) ask for templates of the Business Plans, information about legal aspects, courses on Business Plan creation and on Business Start-Up.

Positive experiences in the US and Europe[8] show that entrepreneurship can be thought. There are several offers and several curricula proposed. However, the European survey[9] carried on in 2007-2008 demonstrates that not all universities introduced entrepreneurship in their strategies. Besides, among the 45 institutions quoted as "best practices", the majority belongs to Faculties or Departments of Economics, Business Administration, etc. It is of course natural that this type of curriculum develops first in business schools or similar, but the issue is that students from areas like arts, psychology, educational sciences, etc, should also beneficiate from entrepreneurship education (EE). Educational process on entrepreneurship should not be divided into customary functional units; it is an inter-disciplinary process, a cross-disciplinary area of study; it should be developed by a common, converging effort of scholars, deans, researchers, crossroad researchers, experienced entrepreneurs, staff of the Chambers of Commerce, of seed projects, of business incubators, etc.

We need to create a network of entrepreneurship educators which can learn from one another.

Contemporaneously, students should be encouraged to engage in projects with students from other disciplines, so that they can exchange experience, expertise, and ideas.

Meanwhile, an increasing number of Member States are implementing national strategies on EE; and, at this stage, it is important to produce common tools, at European level, for the measurement of the outcomes and the assessment of the impact produced by the entrepreneurship offer at HEIs level.

2.2 Primary students, lower and upper secondary education students[10] (high schools, VeT Institutions[11]) and apprentices[12]

"Certainly the earlier and more widespread the exposure to entrepreneurship and innovation, the more likely is that students will consider entrepreneurial careers at some point in the future" – Karen Wilson, European Foundation for Entrepreneurship Research[13]

In order to stimulate entrepreneurial mindsets among young people, innovative thinking, business start-ups and an "entrepreneurship friendly" culture should be promoted. The main task of educational institutions for this target group of students should not be seen as "producing skilled workers". The goal is to produce an impact and to embed elements of entrepreneurial behaviour (curiosity, creativity, autonomy, initiative etc.); to introduce innovative pedagogies and foster a close relationship with real business experiences; to raise students' awareness of self-employment and entrepreneurship as possible career options; to integrate entrepreneurship across different subjects of their study programmes, to bring entrepreneurs into the classroom; to involve students directly in enterprise projects and use active learning methods in order to provide specific business skills and knowledge on how to start and successfully run a business.

The overview provided by EACEA P9 Eurydice and Policy Support in 2012[14] underlines that only in six countries and two regions have been put into operation specific strategies for the implementation of entrepreneurship education into general education (ISCED 1-3), 2011/12[15],[16].

There are nine countries without a specific national strategy for EE (a little less than one third). However, only five out of the nine have no ongoing initiatives, or do not deal with entrepreneurship education as part of a broader strategy: France, Germany, Hungary, Ireland and Italy.

2.2.1 Primary education

Analyzing data into deeper detail, the situation reported for primary education indicates that about two thirds of the countries (or regions of the countries) part of the survey clearly recognize entrepreneurship education and – within these countries – the approach to the objectives is cross-curricular: educational goals are expressed as transversal and horizontal.

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[8] See Kauffman Foundation in the US, the example of the University of Cambridge, but also the "Survey of Entrepreneurship in Higher Education in Europe", Appendix B, Good-practice examples, Fora, Ecin, Niras Consultants, October 2008 - see the DELFT University of Technology in the Netherlands, the FINPIN – Finish Polytechnics Entrepreneurship Network, the GEA – College of Entrepreneurship in Slovenia, the HEC-ULG Entrepreneurs Programme, Liège, the Aarhus School of Business in Denmark, etc.

[9] "Survey of Entrepreneurship in Higher Education in Europe", Appendix B, Good-practice examples, Fora, Ecin, Niras Consultants, October 2008

[10] ISCED levels 2 and 3

[11] The age of students participating to initial Vocational Education varies widely: from 14 (e.g. Belgium) to 29 (e.g. Sweden)

[12] The age of apprentices also varies from 16 to 29, depending on the European country considered

[13] K. Wilson - "Entrepreneurship and Higher Education", Charter Five – "Entrepreneurship Education in Europe", OECD 2008, p. 2

[14] EACEA, P9, Eurydice and Policy Support, op.cit., Brussels, March 2012

[15] The curricula for Vocational, technical or commercial schools at ISCET level 2 are not included.

[16] original table in the report published by EACEA, P9, Eurydice and Policy Support, op.cit., Brussels, March 2012, p. 8

However, in countries like Germany, Italy, Romania, Greece, etc., EE is not explicitly referred to in the steering documents[17].

2.2.2 Lower and upper secondary students (including VET)

At the level of general lower secondary education, the situation reported is better, as many countries explicitly refer to entrepreneurship education. Approaches differ widely, even if the cross-curricular approach is the most adopted.

The general upper secondary education[18], according to the report, recognizes EE in the steering documents in all countries. The number of educational systems integrating EE in optional subjects is increasing with respect to general lower secondary education.

The overview presented in the Final Report of the "Best Procedure Project: 'Entrepreneurship in Vocational Education and Training'"[19] emphasizes a "gap to be filled" for the VeT situation; the reasons are identified in ineffective teaching methods, lack of EE in all parts of the VeT system; limited participation of students, limited competence with respect to "entrepreneurship" for teachers, limited involvement of business people, lack of a practical element; absence of a link between entrepreneurship and "specific training subjects or professions"[20].

Even if the situation improved over the last years, the effectiveness of EE in European VET system is not satisfactory: the report of GHK (2011)[21] shows that, out of 10 countries selected for the survey – "Case Study Member States", only 3 had EE integrated into the core curriculum of secondary or VET educational institutions.

Efforts are being made in all countries, but differences are quite significant: in Italy, entrepreneurship is not included in the established national curriculum for vocational education; in the UK, where there are no designated vocational schools (all schools are expected to provide opportunities for VET), the enterprise education is not compulsory, while work-related learning is; in Estonia entrepreneurship programmes and activities are provided in all VET and starting with 2006 entrepreneurship programmes have been included in all national curricula.

In brief, the European image of EE in VET institutions[22] is quite puzzled (existing as such, or in the form of work-related working, compulsory or optional subject, separate subject or integrated into others). However, the important thing to understand is that EE needs to be more commonly treated as a key competence across subjects rather than a business related and/or separate subject.

2.2.3 Apprentices

Another aspect to be addressed is the one concerning apprenticeship[23]: "Apprenticeship training could be seen as a good model for cooperation on different levels: company trainers meet teachers to discuss the specific situation of apprentices, and companies negotiate with schools to ensure coherence between the company training and the school curriculum. In addition to regular placement periods in a company, formalised partnerships between the VET school and the company seem to be an efficient way of cooperating on developing an entrepreneurial mindset among students, to the benefit of all parties. Partnerships may contain many different elements, all aimed at facilitating and

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[17] EACEA, P9, Eurydice and Policy Support, op.cit., Brussels, March 2012, p. 14

[18] The curricula for Vocational, technical or commercial schools at ISCET level 2 are not included.

[19] European Commission – Enterprise and Industry Directorate-General, "Entrepreneurship in Vocational Education and Training – Final Report of the Export Group", Final Version, Novembre 2009 - http://ec.europa.eu/enterprise/policies/sme/files/smes/vocational/entr_voca_en.pdf

[20] idem, pag. 14

[21] GHK, Order 121 - Study on Support to Indicators on Entrepreneurship Education - FINAL REPORT - Framework Contract No. EAC 19/06, Date: 13 July 2011, Job Number 8350, 13 July 2011 - http://ec.europa.eu/education/more-information/doc/2011/entrepreneurship_en.pdf p. 22

[22] Due to imposed limits on the extent of this article some aspects have not been considered: for instance, I am quite aware that **initial vocational education** given in formal education and training systems corresponds not only to **upper secondary vocational** education (ISCED level 3), but also to **post-secondary non-tertiary** education (ISCED level 4); moreover, training for particular occupations can also be given at tertiary level in some countries and that ISCED level 5B should also be taken into account. However, the thesis sustained is that entrepreneurship education should be extended to the whole educational system, including training centers, apprentices' schools and educational staff.

[23] The definition used for this article is the one given by CEDEFOP: "*Systematic, long-term training alternating periods at the workplace and in an educa-tional institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation*" (CEDEFOP, 2008a).

increasing cooperation which may contribute — not just indirectly but directly — to developing the student's entrepreneurial competence".[24]

The new schemes on apprenticeship and traineeship (which are about to be reviewed under the ESF 2014-2020) should also take into consideration the entrepreneurial paradigm: teaching entrepreneurship needs to be integrated into said schemes.

2.3 Adult learners, particularly teachers

The two high level symposia organized in Budapest and Istanbul in 2011, the "Budapest Agenda on Enabling Teachers for Entrepreneurship Education" and the report on teacher education and training[25] demonstrate the crucial importance of enabling teachers to take on this new role into the classrooms. And the situation is much behind: the role of the teacher as an educator on entrepreneurship is not included neither in the initial teacher education, nor in the continuing professional development. And the need for new methods (placing the learner at the center of the educational process), new resources and professional competencies enabling teachers to guide the students through the process is quite evident.

It is therefore important to introduce education in entrepreneurship as a priority area in all member states at the level of initial teacher education. Involving local communities – and in particular entrepreneurs - is also decisive: they could assist in learning activities. Educators need to assimilate those competences they then need to pass on to students.

In-service trainings, continuing professional development, participation in workshops, in learning partnerships, in visits and exchange programmes are instead needed in order to promote the exchange of expertise and experience on pedagogical methods, on resources, etc.

3 Possible solutions

Entrepreneurship education is one of the main issues on the agenda of all EU countries, but it varies greatly in terms of contents of national strategies: some are at a full-fledge stage, some at the very begining; sometimes EE is included into wider strategies, and sometimes separated and specific national strategies are created for enterpreneurship education.

Beyond the state of art, it is however important to remember that teaching entrepreneurship, as already underlined, is a cross-disciplinary area of study and it should be treated more like a key competence to be acquired across subjects rather than a business related and/or separate subject.

3.1 External support for teachers

Common standards and strategies have to be developed so that teachers can have a clear vision of their role as coaches and facilitators. Even if strategies will be national, some common aspects need to be set: mandatory status for EE, common assessment methods, minimum standards.

In order to enable teachers to acquire the requisite competences needed to allow students to benefit from the curricula designed for them, as evidenced before, measures have to be implemented at the level of initial teacher education as well as at the level of continuing professional development.

Educational staff needs support from national structures, from their own institution, from community. Teachers need, on one hand, a clear national strategy to follow, resources to use, a supportive school environment and a structured involvement of other stakeholders: businesses, entrepreneurs, parents, local authorities, etc..

3.2 Common indicators for outcomes

The emergent consensus across Europe about definition, aims and objectives constitutes a reference point for the subsequent development of indicators on EE. The moment has come therefore to develop a set of common indicators on EE allowing monitoring on the effectiveness of the educational process and on its outcomes. This would also have the effect of further validation of EE in front of those who still consider this educational area as the minor sister of other legitimate, full-fledged fields of study.

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The development of indicators should also take into consideration that scientific rigor is always needed to keep standards up: it is the case of all educational areas and entrepreneurship should not be an exception.

3.3 Learning Mobility

Mobility experiences of teachers, students, apprentices could considerably contribute to the setting of an entrepreneurial mindset: exchanges of experiences, best practices, resources among teachers from different European schools while in study visit; or experiences abroad, care of a company or care of a host entrepreneur[26] for students and apprentices has been proved to significantly develop personal and professional dimensions.

4 Conclusions

The list of three possible solutions above introduced is, obviously, not exhaustive. But helping teachers to approach this area, establishing common indicators and offer the opportunity to students to have entrepreneurial preparation while participating to a learning mobility program abroad could be three key items able to further develop EE.

This paper is – as indicated – an overview which would like to open a constructive discussion on entrepreneurship education. As we all know, the curricula in entrepreneurship area multiplied and there has been a constantly growing interest for the field; however, in order to keep quality standard up, more scientific rigor is needed. And the the role of educators other than teachers/professors (practitioners, entrepreneurs, students themselves) needs to be recognized.

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NEW PERSPECTIVES OF EMENTORING IN ENTREPRENEURIAL EDUCATION FOR EDUCATION SCIENCES STUDENTS

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Abstract

One of the most important issues of European politics today is dealing with unemployment and economic crisis. However, the European educational systems are very slowly adapting to these dangerous social and economical phenomena, especially those from Eastern Europe. On the other side, eMentoring is becoming an increasingly relevant method, especially for education sciences students which are lacking entrepreneurship competences in comparison with fellow colleagues that are graduating economical and technical studies. In this presentation we highlight several strategies of educational and institutional policy with the explicit aim of developing entrepreneurship competences for education sciences students.

Keywords: eMentoring, entrepreneurship competences, education sciences students, European teacher training strategies etc.

1 ENTREPRENEURIAL EDUCATION AND EDUCATION SCIENCES STUDENTS

We would like to highlight the different European contexts in which entrepreneurial education takes place: Western European and Central / Eastern Europe. Before drawing strategies for developing entrepreneurship we should take into account the underlying social representations and mental images that are country or region specific. Let's take the example of Eastern Europe states and their collective memory regarding communism. Given that the communist systems prohibited entrepreneurship we can hypothesize that these negative values regarding entrepreneurs were not only transmitted through the formal education system (including universities) but also through social imagery (values, representations and images) as some authors suggested [1]. This 'invisible wall' is very resistant to educational innovation and stands in the way of developing an authentic market, thus permitting illicit phenomena to happen: the emerging black market, systemic corruption and a high number of underachievers in schools and universities. These trends are amplified by the international economical crisis and the resulting high rate of unemployment [10].

It is obvious that the European educational politics moves in the direction of encouraging entrepreneurial education. In a European Commission (EC) document, entrepreneurship competences are clearly stated as key competences for the future citizens [2]. As in the case of other important documents [3] there is a clear tendency of developing a coherent framework that can support the Lisbon Strategy and ET 2020 in terms of entrepreneurship competences for young people. These competences are essential for the future citizens because they will have to support the growing number of older people [4] and the survival of European economy, in competition with China, India, Brazil and other important economies.

It is often highlighted the importance of preschool and elementary education in the development of the future European citizens [6]. It is also well known that school has an essential role in the reproduction of social values as French sociologists Pierre Bourdieu and J.C. Passeron suggested in their theory of cultural and social reproduction [5]. Thus, it is expected from school to begin the development of entrepreneurship competences from a very early age, when human personality is open and flexible and not so much influenced by the hidden curriculum and collective imagery derived from enculturation process. However, we would like to emphasize that entrepreneurship competences are nowadays indissolubly related with social and digital competences so it is very important to use an educational approach that takes into account social learning and distance education as central parts of the learning process [10].

As a recent analysis suggests [6], one of the best methods to improve the overall educational performance is by investing in teacher's education and continuous professional development. In this context, we would like to emphasize the importance of initial primary teacher education in teaching the next generations how to create a business in the market economy. However, nothing is done to support the development of entrepreneurship competences and curriculum for education sciences students as opposed to other students from related fields.

The objective of this paper is to analyze the possibility of developing an optimized curriculum for education sciences students that includes basic concepts of entrepreneurial education, especially in the field of creating a business. The ideas suggested at the end of the article are based on the results of an expert panel organized in October 2011 at the University of Oradea, concerning the strategic development of an entrepreneurial curriculum aimed to education sciences students. In the process of designing the panel we established the objective (to develop an optimized curriculum for this specialization), we selected 15 experts (professors of pedagogy, heads of schools, primary school teachers, inspectors, and entrepreneurs) and we asked the specialists which are the best strategies to improve the current curriculum. The last step consisted in analyzing the common ideas from the videotaped material and drawing a strategy in order to reach the initial objective.

2 DEFINING EMENTORING FOR EDUCATION SCIENCES STUDENTS

Mentoring occurs very often in our lives even if we're not always aware of this phenomenon. Mentors could be persons from the family (mother, father, older brother, other relatives) a teacher, a friend or even artists or personalities respected and admired by us. A relationship between mentors and mentees should be personal, not formal (as in many educational institutions). Mentorship must be flexible, spontaneous, natural, saturated with practical wisdom and with personal discovery. The partners should enjoy of being part in this kind of educational experience and set very clear objectives and expectations from each other. Doing otherwise would push the relationship in the sphere of friendship which although may be a component of mentorship it can't be reduced to it [6]. On the other side, too many times, education is saturated with artificial concepts that are very different from the practical experience we are all required to have in our professional lives. Entrepreneurial education doesn't make a difference in this regard. Although a lot of students want to have a business and to be self-employed, the concepts which are taught in Universities don't usually meet all their needs, especially learning from role models, from persons who have succeeded in their life. Mentorship represents a challenge for both students and mentors because it involves activities which have a more practical and emotional value. I see mentoring not as an opposed concept to university's entrepreneurial education but complementary. Mentoring tries to supplement the knowledge with a more practical dimension, adapted to the individual learning profile and to preferences of the mentee. The main advantages of the entrepreneurial projects is that it puts people in a European contexts of collaboration using a virtual learning environment (VLEs) thus opening new ways for transnational collaboration in learning and creating a business. VLEs are a perfect solution for mentoring because they're offering flexibility (time, space, work) and possibilities of transnational cooperation in times when people are using post-pc devices and Internet for everyday tasks. However, using high tech in mentoring isn't a guarantee for success, it's only a premise; the value of the business projects depends in a lot of ways by the abilities of the people to make use of the mentoring potential.

On the other side, eMentoring as a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, whilst also assisting in the development of the mentor [8]. There are many advantages for eMentoring over traditional mentoring, according to Beach & Brockbank [*apud* 8]: Face-to-face interactions may be distracted by visual clues, and issues related to setting, context, and atmosphere may hamper communication. E-mail and text based messaging are leaner communication channels that allow for more direct information transfer – thereby minimizing contextual issues.

Other *advantages* are related to:

- Using a variety of multimedia learning tools: video, audio, text
- Enhancing communication and collaboration tools using Web 2.0 technologies etc.

- Flexibility in terms of time, space, work and offer
- The possibility of matching mentors and mentees from different states and cultural areas.
- Reducing financial costs and time invested in the activities
- Reaching to students and mentors from remote areas (or those who have other access difficulties), finding a place where to organize the courses, organizing the courses, infrastructure etc.
- Higher access for people of all ages, race, sex, religion, vocation, interests etc.

There are also several *disadvantages* of eMentoring in comparison with mentoring, like:

- The possibility of lacking immediate feedback (as in nonverbal face-to-face mentoring), especially audiovisual.
- The communication sometimes has an impersonal character (in comparison with the more lively and direct face-to-face meetings).
- Some mentors and mentees don't have the necessary competences to use the hardware and software (or other applications used in Web 2.0)

The emerging trend of eMentoring can be harnessed in the field of education sciences by constructing a curriculum which is more flexible and dynamic as the current one. Thus students will get to develop a cluster of competences: digital, entrepreneurial and social. Nowadays, students tend to use increasingly more the digital tools available on the Internet. And this is especially important for education sciences students because they will educate the next generations and they also have the responsibility to use the newest and most efficient didactical methods available in pedagogical practice.

3 TOWARDS A NEW EMENTORING STRATEGY OF ENTREPRENEURIAL EDUCATION FOR EDUCATION SCIENCES STUDENTS

The mentoring strategy, especially in its digital version, must address problems that formal education usually neglects, as trying to approach the mentee through empathy, understanding personal problems and barriers, nurturing self-esteem and empowering the potential of graduates. *A role model is a person so effective or inspiring in some professional or personal way that he or she is a model for others. When the role model is also the individual's mentor, he or she is someone whom the protégé admires or looks up to, a person the protégé would like to emulate. The mentor has reached a level of accomplishment in a role that the protégé aspires to with qualities and attributes that the mentee wishes to acquire* [9].

According to Stone, there are several principles for the training of mentors and mentees [9]:

- Unlearn past ideas about mentoring and eMentoring
- Make participants draw from past experience
- Redefine eMentoring
- Mentoring is a partnership
- The limitations associated with mentoring and eMentoring
- Participation is voluntary

The same author highlights that the training program should have the following *key messages* [9]:

- Set high expectations and communicate them clearly.
- Model the same excellence you expect from protégés.
- Demonstrate confidence in the protégé's capacity to meet your expectations.
- Never endorse perfection as a legitimate goal.

Next, we will try to identify several recommendations for the curriculum planners that are working with education sciences students, espcially for those with a preschool and primary education specialization (which are the majority, at least in Romania):

1. eMentoring should be included in a more *wide ranged VLE*, such as Moodle at *university level*. There can be added other digital tools as Edmondo or Twiducate.
2. Developing an eMentoring project for education sciences students *Creating a Business in Education* with the duration of three months, supervized by a joint team that includes education sciences and business administration professors. A well-constructed strategy will specify clear entrepreneurhip objectives and competences for education sciences students. The general objective could be, in my opinion, to empower the students to develop a detailed business plan for an entrepreneurial project (e.g. creating a private kindergarden or school). Even if not all the students will manage to transform the business plans into reality, we will be the witnesses of a more developed educational system in which private schools are encouraged and promoted by adequate academic support. The project could use CReBUS (Creating a business in the digital age – developing entrepreneurship competences for young European through eMentorship) project's experience in order to adapt the curriculum to a wide range of mentees and mentors.
3. Developing an academic subject *Teaching Entrepreneurship in Preschool and Primary Education*. A special didactical approach should emphasize how to explain entrepreneurial concepts (like money, profit, companies, basic planning) to children. The integration should be broad, adapted to each curriculum field and domain.
4. *Assuring the support of community partners and stakeholders*. It would be very useful to construct a network that includes universities, NGOs, private and public school, education inspectorates, national and regional authorities, parents' associations etc. The community support could materialize in a website with forum where all the interested parties can discuss and address questions to curriculum planners.
5. *Encouraging the research* in the field of entreprenerial education and eMentoring with a specific approach to education sciences students.
6. *Emphasizing the importance of European projects* aimed to develop entrepreneurship to education sciences students together with adequate support to successfully write an application.

The above list is by no means complete, and it stands only to be a starting point for a European discussion centered on the importance of defining common aims for developing entreprenership competences in the field of education sciences, especially in initial primary teacher training. It could also be used by curriculum planners [10] interested to bridge the apparent gap between education sciences and the economic field by using one of the newest and most efficient pedagogical methods which is eMentoring.

In conclusion, from analyzing the answers of the experts from the panel group, we would like to emphasize the importance of creating a joint project between several important Romanian universities, inspectorates, NGOs and professional associations in order to create the basis for a common curriculum strategy in the field of developing entrepreneurial education for education sciences students. This also means addressing other directions of research such as: defining the appropriate entrepreneurial competences for this specialization, exchanging best practices with other universities from abroad, starting a survey about students' curriculum preferences in respect to entrepreneurship.

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Entrepreneurs Assistance tool (EAT) for maritime education

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Abstract

Maritime industry requires educators with maritime background but very often it means that they don't have any educational background. What to do to give proper and essential competences in education to the field's professionals?

The Entrepreneurs Assistance Tool (EAT) could be of service for a more efficient and appropriate method of education. The Entrepreneurs Assistance Tool should help entrepreneurs/educators to construct new knowledge and self-created models of effective teaching and learning in specific contexts.

The idea of EAT came up during the Master studies "Educational treatment of diversity" at the University of Latvia. It was decided to form a research group to investigate the mentioned questions. On this basis, the workgroup planned to speed up the creation of an effective tool of entrepreneurship competences for the purposes of educators of the Novikontas maritime college in Riga.

In this paper we present a short explanation of main components, interconnections and functions of the Assistance Tool (EAT). The purpose of this paper is to show the EAT idea and the plan of what has to be done for developing the initial sample of EAT software. Databases are able to propose proper methods of education according to initially defined students' parameters.

Keywords: Maritime education, Assistance Tool, entrepreneurs competences, EAT, technologies.

1 INTRODUCTION

The actual changes in entrepreneurship culture lead new entrepreneurs to seek the acquisition of new useful competences rather than profit. Maritime industry requires educators with maritime background but very often it means that they don't have any educational background. What to do to give proper and essential competences in education to the field's professionals?

Seafarers' competences are clearly defined by the maritime industry but the way students are supposed to obtain them during their studies is now old-fashioned and needs to be changed. There is a number of well-known new educational approaches, but they should be adapted to each concrete professional field by the appropriate person who theoretically possesses a number of skills, being simultaneously a professional in education, a professional in his/her field, and a professional in social relationships.

In order to develop this competence in a structured, consistent way, it could be helpful to develop modern tools for developing entrepreneurship competence. The Entrepreneurs Assistance Tool (EAT) presented in this paper could be of service for a more efficient and appropriate method of education. The EAT should help entrepreneurs/educators to construct new knowledge and self-created models of effective teaching and learning in specific contexts.

The Entrepreneurs Assistance Tool (EAT) could become one of the main tools of educational entrepreneurs (EE). EAT is a the System for EE to assist in selection of the most effective and appropriate educational solution taking into account diversity of the students (interest, age, special needs, motivation, experience, learning style, etc.).

During the process of elaboration and implementation of the EAT, a number of questions appeared: Which technologies are to be included in it? How to interconnect technologies and students? How to group students for organizing an effective learning process? How to assess the learning process?

In order to answer these questions, the methodologies of inclusive education were analyzed, because

in inclusive education, as well as in entrepreneurship development, also it is essential to use the appropriate approach in every specific case. It was assumed that transferring knowledge and expertise from the field of inclusive education to the development of entrepreneurship competence could have a number of advantages.

This idea came up during the Master studies “Educational Treatment of Diversity” at the University of Latvia. It was decided to form a research group to investigate the mentioned questions. On this basis, the workgroup planned to speed up the creation of an effective tool of development of entrepreneurship competence for the purposes of the Novikontas maritime college in Riga.

In this paper we present a short explanation of main components, interconnections and functions of the EAT. The purpose of this paper is to show the EAT idea and the plan of what has to be done for developing the initial sample of EAT that will be tested and improved with various type of researches in the future as well as main directions and steps of the researches to be done for the creation of an effective EAT.

The group work for developing the EAT starts with the following steps:

1.1 Drawing of a picture of an ideal Educational entrepreneur (EE)

1.1.1 Psychologist / Assessor;

1.1.2 Educator / Facilitator;

1.1.3 Methodologist;

1.1.4 Leader

1.2 Setting of EAT objectives

1.2.1 Most effective teaching and learning technologies to be used for required competences gaining

1.2.2 Effective approach to common learning styles

1.2.3 To be taken into account various methods of student approaches/perception

1.2.4 Diversity of students to be taken into account.(interest, age, motivation, experience, learning style, special need, etc)

1.3 Designing the architectural project of EAT

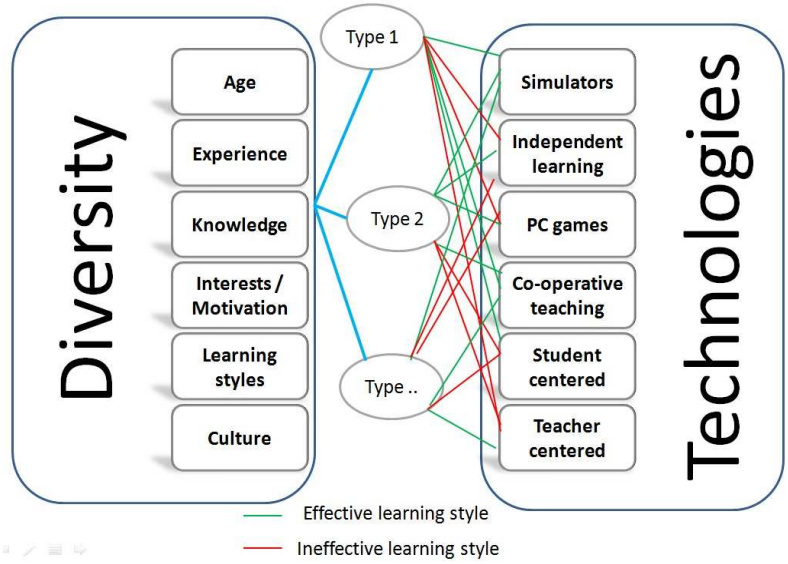
1.3.1 Inner part (consist of two blocks we name it: Diversity (diversity of student) and Technologies (educational methods and technologies))

1.3.2 Inner algorithm (interconnection between two blocks of the inner part)

1.3.3 Output (it indicates preferred direction to educate)

1.3.4. Feedback part (feedback of educator to the EAT, for improving the tool)

2 MAIN EAT COMPONENTS



"Fig. 1" EAT components and interconnections

2.1 Diversities

The diversities of learners go beyond learning styles and ethnic differences. For example students hold a wide range of motivations to take a course varying from just wanting the course credit to the enthusiastic student who has a thirst for knowledge in the subject (Hebblethwaite, 2010). Aside from the age, previous experience and knowledge, any kind of diversities and the interests of the student affect the acquiring of the material. It is known that a good understanding of the students' diversities is essential in order to optimize the learning process (Hebblethwaite, 2010). Taking the students diversities into account the educating process assumes differentiation – an approach in which educators proactively modify curricula, teaching methods, resources, learning activities, and etc. to address the diverse needs of students, to maximize the learning opportunity for each student (Tomlinson et al., 2003). In order for differentiation to be effective, assessment must be an ongoing part of teaching and learning. Pre-assessment is especially critical for determining the student's level of readiness (Kirchner & Inman, 2005). One aspect that needs to be assessed in order to use the EAT is the previous knowledge. The pre-assessment is a way to determine what students know about the topic before it is taught. It is necessary to make instructional decisions about students' strengths and needs. There are various pre-assessment strategies to choose from pending on the character of the assessed aspects: informational surveys, questionnaires, inventories, open-ended questioning, self-evaluations, standardized test information, student interviews, portfolio analysis, instructor/teacher observation and checklists, instructor/teacher prepared pretests, traditional tests, simulator exercises, practical exercises, and etc. (Oberg, 2010).

2.2 Technologies

The diversity of students requires changes to be made to teaching and learning approaches (Hebblethwaite, 2010). Diverse students cannot be educated according to the same method at the same time. Therefore the educators have to have a possibility and preparation to implement diverse teaching methods.

According to the pedagogical scientist Krull (2001) there are three main groups of teaching methods:

Teacher-centred teaching methods:

Lecture; Narrative; Explanation; Demonstrations

Co-operative teaching methods:

Questioning of students and conversation; Group-work methods; Discussion and brainstorming

Independent learning methods:

Independent work during the session; Homework; Long-term assignments and projects

Those three groups are just one way to systemize the teaching methods. In the research could be used this classification as a starting point and during the further research we are going to expand it to create the most appropriate system to classify the educational technologies for the tool.

2.3 Interconnection

Interconnection (processing part) is the heart of the EAT. It should be a clever link between diversity and technologies blocks of EAT. Relational database model proposed by Edgar F. Codd (1970) should give the opportunity to process, compare and settle data of both blocks. The diversity block consist of the data of specific characteristics of the student, which should be taken into account during technologies/educational methods choosing to perform most effective, appropriate and interesting educational process.

2.4 Feedback

The data of the effectiveness of the chosen technologies for appropriate student should be inserted into the system. Feedback system should be monitored by professional educator for further implementation of the improvement if it is required.

“Feedback“ should consist of the tick boxes with pre-defined specific questions/answers (for the automatic processing) and open suggestion / proposal / observation / remarks fields (for live processing). The feedback will act as a driving force for the improvement EAT and at the same time entrepreneurs competences.

3 RESULTS

The result of this work is a hypothesis: if educators define student’s characteristics during pre-assessment, required by “diversities” part of EAT, then they will be given by EAT appropriate and effective methods of education for this specific type of a student. This hypothesis has to be approved in further researches.

The aim of the paper is to present a plan of what has to be done for developing the tool: software that consists of two databases “Diversity” and “Technology”, to help field's professionals working in education without educational background to choose most appropriate methods of teaching according to diversity of students. Our team discussion sort out the following conditions for proper and effective EAT development based on team member experience:

3.1 Researches

3.1.1 ”Interconnection” practical researches to be performed to identify best suitable solution for every specific case of diversity technology link

3.1.2 Documentary researches on “diversity” at the beginning and further researches on learning essential part of student characteristics

3.1.3 Documentary researches on “Technology” at the beginning and further practical researches on new educational technologies

3.2 Collaboration

3.2.1 Forming a group with a various field professionals such as IT, Math, Education, Maritime, Psychology

3.2.2 Invitation for collaboration to a group of scientists working on a similar topics

3.2.3 Sharing information with the results of performed researches

3.3 Expandability

3.3.1 EAT should have possibility to expand broadly with additional “Diversity” and “Technology” features

3.3.2 EAT needs to have possibility to expand with a new block, for example competences level, etc.

3.3.3 EAT should be able to expand outside Maritime education field

3.4 Proper management

3.4.1 Essential part of the project to have proper manager to make sure organizational matter is arranged and follow up is performed

3.5 Sufficient funds

3.5.1 The interested party ready to fund EAT should be found.

3.5.2 Possible partner is Novikontas maritime College, Latvia

4 CONCLUSION

EAT will be a system easy to use. It should help the Educational entrepreneurs to change their ways of teaching so that diversities would be taken into consideration. We want the instructors to use different methods so that all participants would be active during the training course. It is hard to motivate learners with diverse background and level of experience if they all have to study the same thing in the same way and at the same level. That is why we think that learning should be individualized according to the previous experience of the participants. EAT gives the entrepreneurs ability to define and use different methods so that all participants would be active during the educational process. The system requires 7 steps: (1) pre-assessment; (2) setting the goals; (3) forming the groups based on the pre-assessment; (4) choosing appropriate methods and formats for training the groups with diverse level on experience/knowledge; (5) implementing the methods; (6) monitor and adjusting the progress; (7) analyzing the process – bringing out the strengths (what worked?) and weaknesses (what should be done differently?, why?), self evaluation of a facilitator. EAT raises the efficiency of the training process, reduces time, makes course more interesting and useful for all involved, and activates the participants (passive learner → to active learner).

We start to create EAT tool for maritime education and training but it could be easily transformed to any fields of professional education if required. Further deep researches should be carried out in interconnections between a field of educational technologies and diverse approaches to learning.

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Preferable Process of Entrepreneurship Training and E-Mentoring for Business Start-Up: A Case Study of the CReBUS Project

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Abstract

The main question of the paper is HOW? The paper describes the conceptual understanding of the entrepreneurial environment which is interpreted as a dynamic system of causally interrelated entrepreneurial opportunities of learning/support/mentoring and barriers as challenges for discovering new opportunities. The article introduces the theoretical and empirical findings of the CReBUS project (www.crebus.eu) study on needs analysis aimed at identifying students/graduates and young entrepreneurs' interests in order to develop e-mentoring system of business start-up for CReBUS e-Learning Community. The article focuses on the qualitative and quantitative analysis of the preferable process of entrepreneurship training and e-mentoring for business start-up.

Keywords: Entrepreneurial environment, entrepreneurship training, e-mentoring, etc.

1 Introduction

New institutional economics illuminates two possible directions for business and education partnerships: *education on entrepreneurship* (e.g. teaching entrepreneurial values, skills, attitudes and ideas) and *entrepreneurship in education* (e.g. promoting the entrepreneurial initiative in providing, maintaining and developing education services) [1]. Entrepreneurship education programmes can have different objectives, such as developing entrepreneurial drive among students (raising awareness and motivation); training students in the skills they need to set up a business and manage its growth; developing the entrepreneurial ability to identify and exploit opportunities [2]. For developing the entrepreneurship competences, seven partners from five European countries (Romania, Italy, Spain, Austria, and Latvia) were involved in CReBUS project "Creating a business in the digital age – developing entrepreneurship competencies for young Europeans through eMentorship". It was selected for funding through Lifelong Learning Programme, transversal action KA3-ICT, 2010-2012. The main objective of CReBUS project is to develop a training system in order to facilitate the development of entrepreneurship competences for young graduates between 18-35 years old using web technologies.

The CReBUS project research of needs analysis was carried out during the period of four months (December 2010 – March 2011) with active participation and contribution of all project partners. The main source of empirical data was the online questionnaires aimed at identifying students/graduates and young entrepreneurs' motives, needs, interests in order to develop e-mentoring system of business start-up for CReBUS e-Learning Community. The total research sample size was consisted of 109 students/graduates and 49 entrepreneurs from Romania, Italy, Spain, Austria, and Latvia. The project outcomes (e.g. concept of the needs analysis, external report of the transnational needs analysis, etc) are available on the CReBUS project website (www.crebus.eu).

2 Theoretical background

In order to develop the theoretical background and methodology of the needs analysis few examples of good practice were studied ([2], [3], etc). For the needs analysis the entrepreneurial environment is defined as a dynamic system of causally interrelated entrepreneurial opportunities of

learning/support/mentoring and barriers as challenges for discovering new opportunities. The understanding of this conception is based on the study of students' perceived barriers to business start-up [4]; study of important support needs of students for business start-up and factors of negative influence to business start-up [5]; case studies of mentoring and e-mentoring of young entrepreneurs and students in environment of networking and peer learning ([6], [7], [8], [9], [10], etc).

Young entrepreneurs further state that success as an entrepreneur is to show enjoyment in what you are doing and this form of positive attitude is fundamental in achieving goals; both personally and professionally [7]. At start-up, young entrepreneurs are looking for encouragement, positive support, helpful advice and useful ideas when starting off in business. There are theoretical arguments that suggest support for new entrepreneurs should be provided on a mentoring basis [6]. The research indicates that young entrepreneurs want support from someone who is neutral, objective and non-judgmental [7].

The most frequently mentioned type of education and training in starting a business in Global Entrepreneurship Monitor (GEM) surveys' involved countries turned out to be self-directed learning. This includes reading books and special materials, observing or working in other people's businesses [11]. Experience-based learning by doing, reflecting, networking ([6], [12], [8], [13], etc) for supporting business start-up helps entrepreneurs to learn how to deal with business problems. Mentoring involves principles drawn from experiential and cyclical approaches to learning, the entrepreneur learns from experience, but, with the mentor, learns 'how to learn' from that experience [6]. In theory the role of the business adviser (mentor) should be important for establishing contacts and encouraging networking. The literature on networking suggests that the ability of new start entrepreneur to network can be a crucial part of their early stage development and survival [14]. Two of the most common situations that involve students helping other students are peer tutoring and peer mentoring. The study of peer mentoring conducted by Colvin and Ashman [9] demonstrates that students, instructors, and mentors all have different perspectives about a mentor's role and how that role should be enacted. Connecting link, peer leader, learning coach, student advocate, and trusted friend were identified as predominant roles enacted by mentors [9].

The mentoring relationship is a two-way process which potentially benefits both mentor and mentee as they learn from each other. According to Kasprisin et.al e-mentoring (electronic mentoring) is mentoring carried out using electronic forms of communication and is otherwise referred to as telementoring, online mentoring, virtual or cyber-mentoring (cited in [10]). Stewart and McLoughlin emphasize that asynchronous e-mentoring is usually carried out by email but synchronous e-mentoring by instant messaging, online voice-to-voice networks such as "Skype", and video conferencing [10]. ICT tools and social software can enable the communication process, and provide choices to both mentors and mentees in the modalities of communication they prefer (e.g. text, audio, video) therefore support the development of mentoring relationships based on learner needs and preferences [10]. Electronic mentoring approaches have been adopted in order to overcome barriers to traditional face-to-face mentoring including lack of access due to geographical and professional isolation; time constraints; unavailability of a suitable mentor; lack of managerial and institutional support; limited knowledge of mentoring [10].

3 Empirical findings

3.1 *Favourite ways of learning*

The respondents were asked to answer the question "*Your favorite ways of learning are…*" Closed-ended question allowed evaluating four learning ways using the 4 point Likert scale such as 1 – not important at all, 2 – not very important, 3 – important, 4 – very important. The most important way of learning both for students/graduates and entrepreneurs was *learning by doing* (mean=3.64 and mean=3.67, mode=4). The least important motive both for students/graduates and entrepreneurs was *networking* (mode=3) (see Fig. 1).

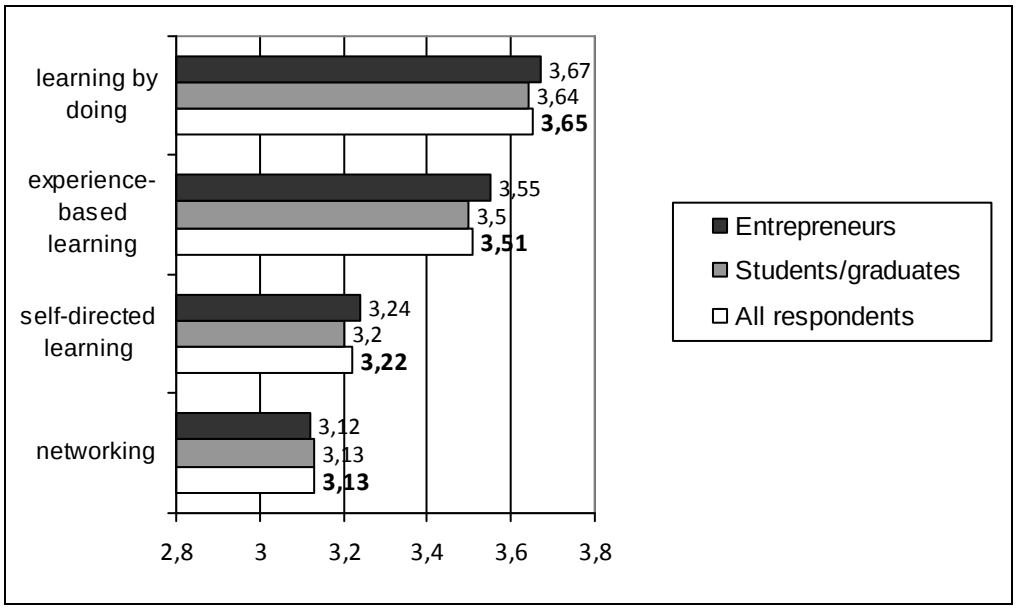


Fig. 1. Importance of the learning ways for students/graduates and entrepreneurs

Almost all learning ways (excluding *networking*) were more important for entrepreneurs than for students/graduates. However, in accordance with the results of the Mann-Whitney Test and Kruskal-Wallis Test there were no statistically significant differences between respondents' responses depending on respondent code and represented country.

3.2 *Understanding of entrepreneurship education and its promoting at the universities*

The students/graduates were asked to answer the open-ended question "*How do you define the 'entrepreneurship education and training'?*" The most frequently mentioned categories of students/graduates' understanding of entrepreneurship education and training were the following: entrepreneurial potential (n=93), practical skills (n=46) and opportunities of practical experience (n=44). Some examples of students/graduates' responses which show students/graduates' understanding of entrepreneurship education and training are available in Table 1. According to the results of qualitative data analysis using AQUAD 6 software there were linkages between potential and environment (65 confirmations were found).

Table 1. Examples of students/graduates' responses by categories of qualitative data analysis (*How do you define the 'entrepreneurship education and training'?*)

Categories of qualitative data analysis	Some examples of responses
Potential	• I would define "entrepreneurship education and training" as a lesson about how we can develop our entrepreneurial spirit, what the first steps in becoming an entrepreneur are. • Personal and professional development. • A strategy to improve professional performance, a systematic process for acquiring new knowledge, skills and abilities necessary to meet more effectively the duties of a particular job.
Motivation	• Entrepreneurship education seeks to provide students with motivation to encourage entrepreneurial success in a variety of settings.

Environment	• Lectures (or material) on entrepreneurship as a whole for everyone. Chat rooms, emails, Skype calls, which mostly are discussions with an entrepreneur who already has an experience in my field. • "Entrepreneurship education and training" is a concept which brings something new to educational field, something which has a great impact in education and training; a concept which changes the way we perceive education by the means of interactive ways.
Knowledge	• Theoretical and practical knowledge for young business people. • Knowledge about how to start a business.
Cognitive skills	• How to plan business. • A program that is giving students the possibility to identify opportunities, allocate resources and create value.
Practical skills	• Training of practical skills how to run your own business. • Obtaining practical skills for creating and running a successful business.
Opportunities of practical experience	• I would define it in one sentence "Turning ideas into real outcome". • It is put into practice your training and your ideas in the labor market independently and proactively. • Allowing entrepreneurs to access advice on demand – education through practice.
Learning from experienced entrepreneurs	• Learning from persons who have their own businesses or they have an important role in the company. • To learn from a mentor. • Receiving mentoring from experienced people in the field.

The students/graduates and entrepreneurs were asked to answer the open-ended question "*Which would be the optimum proportion (in %) between theory and practice (theory/practice) in a course of entrepreneurship education?*" About 31% (n=43) of respondents had chosen proportion 30/70, about 24% (n=36) – 50/50, about 20% (n=31) – 40/60. In accordance with the results of the Mann-Whitney Test there were no statistically significant differences between students/graduates and entrepreneurs' responses. In accordance with the results of the Kruskal-Wallis Test there was statistically significant difference between respondents' responses depending on the represented country (p=0.033) – Italian respondents preferred more practice in a course of entrepreneurship education than respondents from Austria, Romania, Latvia and Spain.

3.3 *Opinion about an e-mentoring activity*

The students/graduates and entrepreneurs were asked to answer the open-ended question "*What is your opinion about an e-mentoring activity for those interested in entrepreneurship?*" According to the results of qualitative data analysis e-mentoring activity was important and useful (both for students/graduates and entrepreneurs). The e-mentoring activity as value, good idea, good solution had been mentioned the most frequently (n=85) both by the entrepreneurs and students/graduates. However, there were 39 responses throwing doubt upon the effectiveness of e-mentoring. The e-mentoring activity for those interested in entrepreneurship was evaluated more positively by the students/graduates and entrepreneurs interested to know more details about the CReBUS e-Learning Community. They had perceived more advantages of e-mentoring than those who were not interested in CReBUS. However, the students/graduates interested to know more details about the CReBUS e-Learning Community were more critical-minded with regard to the efficiency and effectiveness of online mentoring (n=19).

The students/graduates were asked to answer the closed-ended question "*Would you like to attend an e-mentoring activity for those interested in entrepreneurship?*" using a set of dichotomous answers such as *yes/no.* About 83% (n=91) of students/graduates were interested in attending an e-mentoring activity for those interested in entrepreneurship, but about 17% (n=18) were not interested. In accordance with the results of the Kruskal-Wallis Test there were no statistically significant differences between students/graduates' responses depending on the represented country.

The students/graduates were asked to answer the closed-ended question "*Are you interested to learn from an experienced entrepreneur how to start your business?*" using a set of dichotomous answers such as yes/no. About 90% (n=98) of students/graduates were interested to learn from an experienced entrepreneur, but about 10% (n=18) were not interested. In accordance with the results of the Kruskal-Wallis Test there were no statistically significant differences between students/graduates' responses depending on represented country.

The entrepreneurs were asked to answer the closed-ended question "*Would you be interested in e-mentoring of a youngster who wants to start a business?*" using a set of dichotomous answers such as *yes/no*. About 65% (n=32) of entrepreneurs were interested in online mentoring of a youngster who wanted to start a business, but about 35% (n=17) were not interested. In accordance with the results of the Kruskal-Wallis Test there were no statistically significant differences between entrepreneurs' responses depending on the represented country. According to the results of the Mann-Whitney Test there was the most significant difference between students/graduates and entrepreneurs' responses (p=0.000). The students/graduates were more interested to learn from an experienced entrepreneur how to start their business than entrepreneurs were interested in e-mentoring of a youngster who wanted to start a business.

The students/graduates and entrepreneurs were asked to answer the open-ended question "*If you are interested (for students/graduates – to learn from an experienced entrepreneur; for entrepreneurs – in e-mentoring of a youngster who wants to start a business), how many hours per week?*" Only 88% (n=96) of students/graduates answered this question. About 19% (n=18) of them had chosen two hours per week, about 15% (n=14) – four hours per week, about 14% (n=13) – ten hours per week. Only 65% (n=32) of entrepreneurs answered this question. About 31% (n=10) of them had chosen two hours per week, about 19% (n=6) – three hours per week, about 13% (n=4) – one hour per week. In accordance with the results of the Mann-Whitney Test there was very significant difference between students/graduates and entrepreneurs' responses (p=0.002). The students/graduates were interested in more hours of learning from an experienced entrepreneur how to start their business (mean=7.07 hours per week) than entrepreneurs were interested in e-mentoring of a youngster who wanted to start a business (mean=4.44 hours per week).

4 Conclusions

According to the empirical findings of the CReBUS project research the most important way of learning both for students/graduates and entrepreneurs is learning by doing. Entrepreneurial potential, practical skills and opportunities of practical experience are the most frequently mentioned categories of students/graduates' understanding of entrepreneurship education and training. Italian respondents preferred more practice in a course of entrepreneurship education than respondents from Austria, Romania, Latvia and Spain.

The students/graduates were more interested to learn from an experienced entrepreneur how to start their business than entrepreneurs were interested in e-mentoring of a youngster who wanted to start a business. The e-mentoring activity as value, good idea, good solution had been mentioned the most frequently both by the entrepreneurs and students/graduates.

The following characteristics of preferable process of entrepreneurship training and e-mentoring for business start-up were identified: optimum proportion between theory and practice (e.g. 30% of theory and 70% of practice), preferable attending hours per week (e.g. two hours per week), efficiency and effectiveness of the process, providing of the opportunities of practical experience and learning from successful experienced entrepreneurs.

Efficient and effective process of entrepreneurship training and e-mentoring is a necessary component of entrepreneurial environment. The main objective of the entrepreneurship training and e-mentoring is providing the opportunities of developing entrepreneurial potential and motivation.

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Entrepreneurial Motivations from the Students and Entrepreneurs' Perspectives: A Case Study of the CReBUS Project

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Abstract

The main question of the paper is WHY? Engagement in entrepreneurial activity can be driven by different motives. The paper gives an insight into the conceptual understanding of the entrepreneurial motivation which is defined as a dynamic system of individual's causally interrelated entrepreneurial needs, interests, motives, and emotions. The article describes the theoretical and empirical findings of the CReBUS project (www.crebus.eu) study on needs analysis aimed at identifying students/graduates and young entrepreneurs' needs in order to develop e-mentoring system of business start-up for CReBUS e-Learning Community. The article focuses on the qualitative and quantitative analysis of students/graduates' motivations for starting a business and attending entrepreneurship training as well as entrepreneurs' motivations for supporting business start-up and e-mentoring.

Keywords: Entrepreneurial motivation, motives, needs, interests, etc.

1 Introduction

The CReBUS project research was carried out during the period of four months with active participation and contribution of all project partners from Romania, Italy, Spain, Austria, and Latvia:

- research preparation stage – concept of the needs analysis was developed as well as two online questionnaires for entrepreneurs and students/graduates were designed using Google forms (December 2010 – January 2011);
- data collection stage – e-survey by using online questionnaires among entrepreneurs and students/graduates was carried out (February 2011);
- data processing and analysis stage – internal and external versions of the transnational needs analysis report was developed (March 2011).

The main source of empirical data was the online questionnaires aimed at identifying students/graduates and young entrepreneurs' motives, needs, interests in order to develop e-mentoring system of business start-up for CReBUS e-Learning Community. The total research sample size was consisted of 109 students/graduates and 49 entrepreneurs from Romania, Italy, Spain, Austria, and Latvia. The project outcomes (e.g. concept of the needs analysis, external report of the transnational needs analysis, etc) are available on the CReBUS project website (www.crebus.eu).

2 Theoretical background

The theoretical background of the research is based on the study of students' motives, interests, and behavioural intentions for business start-up [1]; factor analysis of entrepreneurs' motivations ([2], [3], [4], [5]); multi-country survey of students' attitudes towards the enterprise [6] etc. In this paper entrepreneurial motivation is defined as a dynamic system of individual's causally interrelated entrepreneurial needs, interests, motives, and emotions.

The decision to start up a business venture may stem from '*push factors*' (limited employment possibilities and threat of unemployment, job dissatisfaction, loss of paid job, divorce) or '*pull factors*' (perceiving entrepreneurial opportunity, desire to be independent or earn higher income). In Global

Entrepreneurship Monitor (GEM) reports these two different 'types' of entrepreneurial motivation are distinguished. Individuals that are pushed into entrepreneurial activity because of no alternative options are called '*necessity-driven entrepreneurs*' and those who are pulled into entrepreneurial activity to pursue a business opportunity are called '*opportunity-driven entrepreneurs*' [7].

According to theoretical analysis ([8], [9]) the important characteristics of entrepreneurs' motivations are: need for autonomy, achievement, dominance, personal control, persistence; desire of developing personal skills, quest for knowledge, desire for extra income, desire to build something of one's own, etc. Students' motivations for business start-up [1] and entrepreneurs' motivational factors [5] can be as follows (see Table 1):

Table 1. Students' motivations for business start-up and entrepreneurs' motivational factors

Students' motivations for business start-up [1]	Entrepreneurs' motivational factors [5]
• The chance to implement my own ideas; • Personal independence; • Creating something of my own; • The opportunity to be financially independent; • Improving my quality of life; • Being at the head of an organization; • Building personal wealth; • Managing people; • Making more money than by working for wages; • Receiving fair compensation; • Creating jobs; • Having more free time; • Dissatisfaction in a professional occupation; • The difficulty of finding the right job; • Following a family tradition; • Gaining high social status.	• To be my own boss; • To be able to use my past experience and training; • To prove I can do; • To increase my income; • To provide jobs for family members; • For my own satisfaction and growth; • So I will always have job security; • To build a business to pass on; • To maintain my personal freedom; • To be closer to my family; • To have fun.

Many researchers surveyed entrepreneurs to determine how motivation relates to business success. Findings from their studies show that motivation falls into four categories: extrinsic rewards (extrinsic motives are the economic reasons that entrepreneurs work); independence/autonomy; intrinsic rewards (intrinsic motives are related to self-fulfillment and growth); family security (cited in [5]). As Robshaw [3] points out, businesses fall into three categories, depending on the entrepreneur's motivation: the job option/survival business; the lifestyle business; the growth business. According to Robshaw [3] for an entrepreneur, recognition and a sense of achievement are fundamental motivators which have significant consequences in the way entrepreneurs approach and manage their businesses. Entrepreneurs need to align their personal goals with their business goals (cf. [3] cited in [4]). Thompson [2] states that entrepreneurs can be found in many walks of life, not just business, and explains that they are responsible for creating social and artistic capital as well as financial wealth. Not every entrepreneur fits the pattern of a ruthless, hard nosed, achievement-oriented person in search of a deal. Some present a softer image. They operate in a more informal manner, they are strong on communication and they sell their vision in order to engage and motivate others (cf. [2] cited in [4]). Thomson's suggestions correspond with Nga and Shamuganathan [10] study of aspects of social entrepreneurship such as social vision, creation of social value, social networking, conscientiousness, etc.

3 Empirical findings

3.1 *Motives of Business and Life Activity*

The respondents were asked to answer the question "*How important is it for you?*" The question focused on the identification of the respondents' motives of business and life activity. Closed-ended

question allowed evaluating a set of motives using the 4 point Likert scale such as 1 – not important at all, 2 – not very important, 3 – important, 4 – very important. The most important motive for students/graduates was *improving the quality of life* (mean=3.64, mode=4), but the most important motive for entrepreneurs was *to be independent* (mean=3.57, mode=4). The least important motive both for students/graduates and entrepreneurs was *gaining high social status* (mode=3) (see Fig. 1).

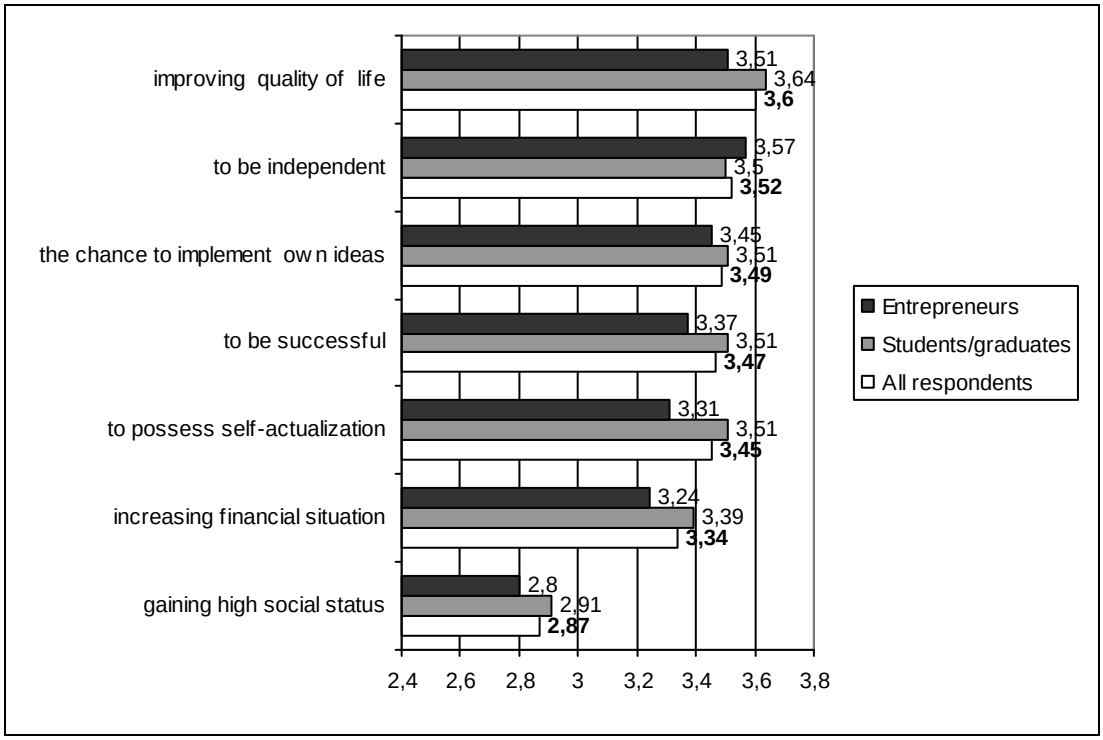


Fig 1. Importance of the motives of business and life activity for students/graduates and entrepreneurs

Almost all motives (with the exception of *to be independent*) were more important for students/graduates than for entrepreneurs. However, in accordance with the results of the Mann-Whitney Test there were no statistically significant differences between students/graduates and entrepreneurs' responses. By total mean the three most important motives both for students/graduates and entrepreneurs were the following: *improving the quality of life* (total mean=3.6, mode=4); *to be independent* (total mean=3.52, mode=4); *the chance to implement own ideas* (total mean=3.49, mode=4). According to the results of the Kruskal-Wallis Test there were statistically significant differences between respondents' responses in the represented countries:

- *Gaining high social status* and *to be successful* were more important motives for Latvian and Romanian respondents than for Austrian, Italian and Spanish respondents (p=0.001; p=0.003);
- *Increasing your financial situation* was less important motive for Austrian respondents than for respondents from Latvia, Romania, Spain and Italy (p=0.011);
- *To possess self-actualization* was less important motive for Austrian and Italian respondents than for the respondents from Latvia, Romania and Spain (p=0.046).

3.2 *Students' Motivation in Attending Entrepreneurship Training*

The students/graduates were asked to answer the open-ended question "*What would motivate you to attend entrepreneurship training?*" The most frequently mentioned students/graduates' responses to attend an entrepreneurship training were the following: *self-development, learning* (n=54), *supportive environment* (n=38) and *interest to learn from experienced entrepreneurs* (n=29). Some examples of students/graduates' responses which demonstrate students/graduates' motivation to attend an entrepreneurship training are available in Table 2.

Table 2. Examples of students/graduates' responses by categories of qualitative data analysis (*What would motivate you to attend an entrepreneurship training?*)

Categories of qualitative data analysis	Some examples of responses
Self-development, learning	• I am looking towards performance and excellence in doing my job. • I find an entrepreneurship training a very good opportunity of self-development and getting all the basic information needed to start a business by myself, by association or by joining a good company as an employee and advancing further. I wish to improve my abilities in recognizing a successful business, to find out which the most required fields of activity are and which ones will be in the near future.
Interest to learn from experienced entrepreneurs	• I would be motivated if I had the possibility to learn from experienced entrepreneurs. • I think it would be good to participate to get a picture as clear as possible and get some advice from those who already have experience. • I am interested to attend the training because I want to start a business and I know that this is the only way to learn from experienced people, from real entrepreneurs.
Supportive environment	• Good trainers, quality training materials, great team and colleagues. • Quality of curriculum, trainers, prestige of the institution, qualification.
Creating something of my own	• I'm already motivated, because I really want my own business. • After I graduate I want to have my own business in education area and it's vital to attend entrepreneurship training.
Chance to implement my own ideas	• My target – to finish my own business idea - motivates me. • Especially to implement my own ideas and projects. • The opportunity in the future to successfully fulfill my own ideas, participate rather than only observe other projects and innovations.
Desire to be successful, improve quality of life, gain high social status	• My motivation is that I personally want to become an entrepreneur on European economical market. I want to be an important player in different national industries, so in order to achieve this objective I must be one of the best in my domain: as an entrepreneur, as a leader, as a manager, as a member of my team. • I want to be successful. To be successful one has to be lucky or educated. One cannot rely on luck, but always can rely on his own knowledge and education.
Personal and financial independence	• Motivation is being my own boss. • To start a business with my ideas and become my own boss. • The wish to be self-employed. • Opportunity to earn money.

3.3 *Entrepreneurs' Motivation in Supporting of Online Mentoring*

The entrepreneurs were asked to answer the open-ended question "*What would motivate you to do that?*" The most frequently mentioned entrepreneurs' motivation in online mentoring of a youngster who wanted to start a business were *opportunities to help someone, to use their past experience and training* (n=17) and *opportunities of collaboration, networking, new contacts* (n=10). Some examples of entrepreneurs' responses which show their motivation in online mentoring of a youngster who wanted to start a business are given in Table 3.

Table 3. Examples of entrepreneurs' responses by the categories of qualitative data analysis (*What would motivate you to do that?*)

Categories of qualitative data analysis	Some examples of responses
Opportunity to help someone, to use my past experience and training	• Sharing experiences and simulating challenges for the participants. • Desire to help and encourage young people to start their own business, because having your business is a great chance to work for yourself. • It depends on the hours of work. If I am able to help the young entrepreneurs with any questions or advice from my own experience within reasonable hours, I'm happy to do it. • Altruism, generosity, contributing to young man success.
Opportunity of collaboration, networking	• Networking, participation. • Possible future collaboration. • Networking, contacts. • Collaboration with many institutions from this field.
Opportunity of self-development, learning	• In the path to greatness there are 5 steps: silence, listening, remembering, practice and teaching. Only by teaching others I can truly understand what I am doing and become as a true master of that field. • Personal development, learning new things. • Meeting other mentors and learning from them.
Opportunity to increase my income	• When you spent time to do something, you would expect money in compensation. • Money.

4 Conclusions

According to the empirical findings of the CReBUS project research the following important motives of business and life activity were identified: to improve the quality of life; to be independent; to have the chance to implement own ideas.

Self-development and learning, supportive environment and interest to learn from experienced entrepreneurs were the most popular students/graduates' motivations to attend an entrepreneurship training.

Opportunities to help someone, to use their past experience and training as well as opportunities of collaboration, networking and new contacts were the most frequently mentioned entrepreneurs' motivations to provide e-mentoring for start-ups.

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Learning mobility and capacity building for entrepreneurship

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Abstract

Entrepreneurial attitude and competencies are strategic objectives with growing relevance at European and national level. Especially in times of economic crisis, developing a stronger culture of entrepreneurship and promoting among youngsters an "entrepreneurial mindset" has become a priority in policies at European and at Member States level.

Transnational learning mobility is perceived as a very effective educational process enabling, within a relatively short timeframe, a significant improvement of personal and professional dimensions.

We aim at highlighting the benefits of learning mobility on entrepreneurial attitude and how entrepreneurial education is strengthened by the integration of a transnational learning mobility dimension. We also look at the conditions and prerequisites required to magnify the impact of learning mobility on entrepreneurial education both at individual as well as at institutional level in the perspective of promoting capacity building processes.

Keywords: entrepreneurship, entrepreneurial education, learning mobility, capacity building

1 Entrepreneurial Education in Europe

The provision of entrepreneurial education within all educational levels and sectors, from primary school to academic degrees, from vocational to non-formal and informal education is seen as the key channel to attain the objective of fostering entrepreneurial attitude and mindset among all youngsters.

Entrepreneurship has a direct correlation with the ability of individuals to solve problems and transform projects and ideas into action plans. Entrepreneurship is consequently seen as a key competence for everyone, with special focus on enabling youngsters to adopt constructive, autonomous and innovative approach in life challenges.

Current budget cuts among public institutions and, as a consequence, within the educational sector, imply the need to revise the strategies also in the field of entrepreneurial education.

Greater cooperation and synergies among different measures and initiatives in this field are required in order to attain the desired impact.

Indeed, a wide range of effective measures and initiatives in the field of entrepreneurship education have already been implemented across Europe, not only and not merely within the framework of business studies but also among those learners and youngster who do not pertain to economic, finance and business studies as such.

Under this perspective, we believe that a great contribution to entrepreneurial education and to the spread of "entrepreneurial mindset" can be achieved by the means learning mobility initiatives.

Research on youngsters undertaking learning mobility and work placements abroad[1] shows a significant impact on a wide number of key skills and, among others, several crucial competencies for future entrepreneurs, such as:

- **Personal dimension**: Self confidence; Ability to form and express own opinion; Take initiative
- **Professional dimension**: Actively designing work processes; Ability to interact and work with international teams
- **Social dimension**: Interpersonal skills; Pro-active approach to life; Take on new tasks; Adaptability

These research findings show how general learning mobility schemes stimulate an entrepreneurial mindset while focused activities both before, during and after mobility could strengthen and increase the impact of such initiatives on entrepreneurial education.

In addition and beyond dedicated actions, such as the new Erasmus for Young Entrepreneurs Programme, the wide range of learning mobility opportunities offered at European and National levels, can considerably contribute to entrepreneurial education, especially when a number of ad hoc costless measures are adopted.

A selection of exercises, tools and educational resources that could be adopted in different phases of learning mobility have been published in the Europemobility Guidebook on Work Placements Abroad[2].

2 Lessons Learned from the Erasmus for Young Entrepreneurs Programme

The Erasmus for Young Entrepreneurs (EYE) programme has been launched by the European Commission, Directorate General Enterprise and Industry in 2008 with the objective of providing new businesses with the opportunity to learn from experienced entrepreneurs in another European member state.

CSCS is one of the pioneers of this programme, being one of the Lead Intermediary Organizations who have played its part since the pilot and preparatory phases of EYE initiative, contributing to the testing, improvement and implementation of the procedures, the quality framework, the IT management tool.

The Erasmus for Young Entrepreneurs programme promotes a fascinating idea: new entrepreneurs need to improve their entrepreneurial skills and one of the best (and cost effective) ways of doing so is shadowing another successful entrepreneur. Adding a transnational dimension to this bilateral cooperation and a network of intermediary organizations, supporting the entrepreneurs both in the country of origin as well as in the destination country, makes the whole story even more attractive.

We believe a number of key factors are essential to ensure the success and the impact of this initiative:

- **Recruitment**: it is of outmost importance that those entrepreneurs who are selected to take part in the programme do comply with a set of quality standards and criteria. In short, the new entrepreneur should not be a youngster looking for another internship abroad, while the host entrepreneur should be clear in terms of benefits to be gained from each transnational cooperation. Learning mobility focusing on work placements abroad can be supported by a number of other EU and national programmes.
- **Management**: the EYE programme is based upon the concept that local contact points, intermediary organizations, are required to ensure close link to businesses, promotion and communication, mentoring to beneficiaries. Intermediary organizations are essential to ensure the quality of the learning mobility. How to select intermediary organizations and, in turn, train and induct them, in order to reassure quality and commitment of all local contact points, still represents a challenge.
- **Relationship building**: while for some beneficiaries identifying benefits and listing objectives of a transnational cooperation with a foreign entrepreneur might be very straightforward, others do require some sort of facilitation. Again the role of intermediary organizations and their ability to support the growth of businesses, identifying needs and proposing development strategies is important to focus the perspective and point out potential benefits of each transnational cooperation. The more details are outlined in the written cooperation contract beforehand, the better will result the interaction among the two entrepreneurs and the outcomes of their cooperation.
- **IT tool**: a database allowing advanced repository, search and match of entrepreneurs profiles is clearly an essential element of this initiative and the more the programme grows, the easier will be for entrepreneurs to identify foreign business partners. At the same time, we believe that even the smartest database can only suggest profiles, while it is responsibility of the beneficiaries and their respective intermediary organizations to assess the coherence and relevance of a foreign entrepreneur with own objectives and strategies.

3 CREBUS Research on European Entrepreneurs

A complementary experience in the field of entrepreneurial education has been accomplished within the framework of the CREBUS initiative[3] which have promoted e-mentoring support between experienced entrepreneurs and youngsters / new entrepreneur.

The interaction between a mentor and a mentee and the benefits of such relationship have been largely investigated and demonstrated within the framework of different educational contexts, from primary to academic level, among socially deprived learners as well as business managers.

Indeed entrepreneurial education can gain a lot form integrating a mentoring scheme and several resources are available for facilitating this process[4].

CREBUS has adopted an e-mentoring methodology in order to stimulate and create the conditions for youngsters and for new entrepreneurs to gain insights and feedback on their business ideas.

Selected successful entrepreneurs have been trained in order to provide structured support to some nationals, as well as foreign aspiring new entrepreneurs, on specific elements of the business plan developed by the mentee.

The process and delivery of the mentoring service has been managed by the means of online resources via a cooperation platform based on Moodle, allowing repository of resources, profiling of mentors and mentees, tracking of beneficiaries activities, evaluation and bilateral feedback.

Within the framework of the CREBUS initiative, as a side activity, CSCS has coordinated a comparative research on over 350 entrepreneurs' profiles with the objective of tracing expectations, wishes as well as fears and bottlenecks in the provision of entrepreneurial education based on mentoring within transnational learning mobility.

One of the findings of the CREBUS research is coherent with the overall approach adopted by the Erasmus for Young Entrepreneurs Programme: experienced entrepreneurs might be willing to offer shadowing and mentoring services, experience and entrepreneurial education to new entrepreneurs coming from a different country and thus not been seen as direct potential competitors.

A transnational dimension of the support relationship, attained either via physical mobility, as in EYE, or via e-mentoring, as in CREBUS initiative, is therefore a key to success.

The CREBUS research have also highlighted the importance for experienced entrepreneurs of clearly defined benefits, expressed as tangible outcomes and/or strategic objectives, to ensure commitment and participation within entrepreneurial education activities.

Benefit for experienced entrepreneurs taking part in entrepreneurial education and providing shadowing and mentoring support might include: exploring foreign markets, establishing business partnerships, implementing project oriented tasks, gaining innovative methodologies and ideas, linking up with educational providers and academic milieu, visibility and public recognition.

Other elements appears to be given more importance and relevance than they actually hold. This is the case for example of the variable concerning "foreign languages spoken": as long as the two entrepreneurs can communicate, the language barrier disappears, even when they do not share the same language as mother tongue. Furthermore, the preferred country for the transnational exchange has indeed a lower priority than the profile of the foreign entrepreneur, which should indeed be coherent with the needs and expectations of the final beneficiary.

Under this perspective, the CREBUS experience and methodology show the importance of the preliminary phase where the intermediary organization or educational provider has the responsibility of identifying the learning outcomes and training needs of the new or aspiring entrepreneur which should constitute the basis of the shadowing and mentoring support received by the foreign host entrepreneur.

4 Capacity Building on Entrepreneurship

While Article 3 of the European Charter of Local Self-Government states that "local self-government denotes the right and the ability of local authorities, within the limits of the law, to regulate and manage a substantial share of public affairs under their own responsibility and in the interests of the local population" this attribute relies on the skills, technical competencies as well as wisdom and vision of local stakeholders and administrators, to correctly plan and manage such processes.

Furthermore, we believe the boost of entrepreneurial attitude via the improvement of entrepreneurial education and focused learning mobility relies upon three pillars which are closely inter-related and which complement each other.

- **Human resource development**: it is required to promote among key people the understanding, skills and access to information, knowledge and training that enables them to perform effectively as individuals in incorporating the entrepreneurial dimension within their educational activities and strategies.
- **Organizational development**: we call for a set of tools and methodologies to facilitate organizations in incorporating an entrepreneurial approach in the management of structures, processes and procedures, not only within organizations but also in the interactions among different organizations and sectors (public, private and the society).
- **Institutional and legal framework development** enabling organizations, institutions and agencies at all levels and in all sectors to enhance their capacities in integrating an entrepreneurial dimension in their legal and regulatory agendas.

We believe structured measures should be promoted to sustain capacity building processes on entrepreneurial education. A good example of capacity building processes on entrepreneurship education, possibly inspiring new and systematic actions, can be seen within the framework and the deliverables of the initiative held in 2006 organized by the EC and Norwegian Government[5].

The so called "Oslo Agenda for Entrepreneurship Education" aims at promoting entrepreneurial mindset in society by proposing a wide range of concrete actions and proposals which different stakeholders at European, national and local level may adopt and at implement their respective area of influence.

The Oslo Agenda could be seen as a capacity building “working document”, stimulating constructive and complementary measures within six key areas:

- Policy development
- Educational Establishments
- Teachers and Educators
- Specific actions within different sectors and levels of Education
- Building links and opening education to the outside world
- Communication activities

As key and priority measure to fight against unemployment and economic depression, we call for new and reinvigorated actions, both at European, National and local level, to pursue and promote entrepreneurial education involving relevant stakeholders in systematic capacity building processes complemented by a transnational learning mobility dimension.

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SMALL AND MEDIUM ENTERPRISES DEVELOPMENT, ESSENTIAL PART OF EUROPE 2020 STRATEGY

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Abstract: *Small and medium enterprises represent main promoters of innovation and employment, as well as social and local European integration. The paper makes a small European Union SME'S sector scan and briefly presents representative documents at community level in order to create a favourable business environment for entrepreneurs' initiatives. Also are emphasized progress on SME's and European Commission proposed actions for next period, according to "Europe 2020" Strategy objective, as well as recent registered evolutions at European and international level.*

Key words: SME's, Europe 2020, community actions, economic development.

JEL classification: D83, D90, M10, M21.

1. Introduction

"Europe 2020" Strategy [3] and European economy is based mainly on materialization of SME's potential. In an international landscape characterized by continuous structural changes and by a growing competitive pressure, the part of SME's becomes more and more important as employment opportunity creators and main actors of local and regional collective of prosperity. Dynamic SME's will fortify Europe facing uncertainty caused by globalization [1].

European Commission vice-president, Antonio Tajani, commissary for industry and entrepreneurship, stated that "SMEs represent more than 99% of all businesses and employ more than 90 million in Europe. They are the engine behind our economy and must be kept strong, competitive and innovative. Member states must act quickly to ensure full implementation of "Small Business Act". SME's play an important part within our industrial capital, thus we must develop their potential, especially increasing export. This might mean, on one hand, to ensure increased access to financing, and on the other hand, to support daily functioning by efficient implementation of "Small Business Act"." Within such context it is necessary to develop a new entrepreneurship and innovation culture in Europe, to create and consolidate a business environment in which European citizens to be encouraged to initiate new entrepreneurial actions. [9,10]

European Union capacity, in its ensemble, and of member states to materialize growth and innovation potential of SMEs will decide their future and prosperity in community space. Given that SMEs function in different national and local environment presents a great diversity, community politics focused on SMEs must take account on such diversity and to respect subsidiary principle.

After 2008, European Committee and member states implemented actions established by "Small Business Act" for Europe to ease administrative burden, facilitating access of SMEs to financing and support their entry on new markets. Even though most initiatives stipulated by "Small Business Act" for Europe were launched, a re-examination of present stage of implementation indicates there are more actions to be taken to support SMEs sector [14].

2. Brief scan of SMES sector in European Union

Within European Commission, the General Direction "Enterprises and Industry" is found which has an important part in "Europe 2020" strategy implementation, answering two of the seven main initiatives, such as [11]:

- "An industrial politics adapted to globalization era", with the role of improving business environment, especially for SMEs and to support the development of a strong and lasting industrial basis, which can compete worldwide.
- "A Union of innovation", with the role to improve general conditions and access to financing for the sector of research and innovation, to allow changing new ideas into products and services which generate economic growth and employment.

The two initiatives are essential for Europe's economy to become more competitive and more innovative and to use resources more efficiently, thus to handle present and future challenges.

According to Working Programme of European Commission provisions, activities developed by General Direction of "Enterprises and Industry" aim to fundament and adopt measures to allow implementation of "Europe 2020" strategy in business and industrial sector [12].

Nowadays, in European Union activate about 20.8 million small and medium enterprises, which represent 99% of the total number of private enterprises. These firms concentrate two thirds of employment and realise 55% of the community companies' business number. Also, small and medium enterprises have a contribution of 57% on the added value in European Union (45% in industry, 59% services and 81% constructions). Small and medium enterprises represent an important component of European industry, using 80% of labour occupied in constructions, textile and furniture industry. They are a permanent source of labour, solving numerous social problems, as well as a development vector of sustainable economy.

Strategic indicator which emphasizes development stage of SMEs in European Union economy is their density, respectively the number of SMEs active per 1000 inhabitants. This indicator offers essential information on the efficiency of governmental encouragement and assistance politics for SMEs and, in the same time, it reflects sector and regional tendencies [2]. Nowadays, European Union has a density of 52.69 SMEs/1000 inhabitants.

Existent differences between community countries are a resultant of their promoted politics in small and medium enterprises domain. In Germany, on the second position in Europe concerning the firms' number, after Great Britain, small and medium enterprises present the greatest relative productivity of these firms. German state intervened on two levels: on federal level and on land level. On federal level, main concern was to create a favourable economic environment [7].

Nowadays main targets are stimulating activity of research-development in SMEs, providing external consultancy, environmental protection and elimination of bureaucratic barriers. On every land level, measures of intervention focus on local economic specific and groups of interest in that area. Financial assistance programmes and of research-development takes place under the coordination of Federal Ministry of Finances and Federal Ministry of Research-Development.

France supported this microeconomic sector by facilitating credit access on long term, by establishing fiscal reforms and by promoting cooperation between enterprises, in Denmark it was conceived and applied a guarantee programme having as an objective smoothing financial difficulties for small and medium enterprises, and in Holland, intervention measures aimed improvement of labour market flexibility in order to maintain a high degree of employment.

Great Britain has the largest number of small and medium enterprises in Europe and is on the third place from relative productivity point of view, after Germany and Luxemburg. This microeconomic sector's politics was based on creating a favourable general frame, to improve access to financing by elaborating some investment projects and assistance projects in domains such as informatics, training and consultancy.

Community states present several particularities on what concerns distribution of small and medium enterprises on main economy branches. In Italy, Denmark, Finland and Sweden these firms own and important percentage of industry, and in Germany, Luxemburg and France small and medium enterprises are well represented in services sphere. In Greece, small and medium enterprises are mainly oriented to commercial activities. Conclusion is that between the development levels in a country and small and medium enterprises percentage in industry and services there is proportionality relation.

Of the total of small and medium enterprises in European Union, microenterprises are 93.3%. They are 51.9% of employment in small and medium enterprises and 33% of their turnover. Microenterprises' sector is powerful and not only in community space, though in U.S.A. and Japan. Although enterprises are preponderant, in numbers as well as in employment, their contribution in total turnover of small and medium enterprises and to added value is low. Next, governmental and community politics must aim to ensure necessary premises to microenterprises development and, generally, to all enterprises categories.

3. European Charter of Small Enterprises and "Small Business Act" for Europe

General Council for Business adopted in June 2000 the "European Charter of Small Enterprises" [4]. This document underlined the fact that small enterprises have an important role to sustain social and regional development, representing examples of initiative and commitment. Main presented objective in "European Charter of Small Enterprises" are consolidating innovative and entrepreneurial spirit, achievement of legislative, fiscal and administrative frames, which stimulate entrepreneurship, improvement of entrepreneurs' status, as well as facilitating access to best result of research, advanced technologies and financing along entire firm's life cycle.

By this European Commission document it was demanded to member states to consider ten action directions for small and medium enterprises to benefit from digital economy advantages [8]:

- Entrepreneurs education and training;
- Less expensive and faster business launch;
- Legislation and best representation;
- Availability of skills;
- Improving on-line access;
- Strengthening internal market;
- Fiscal system and financial aspects;
- Strengthening technologic capacity of small and medium enterprises;
- Use of successful e-business models and quality assistance for SMEs;
- Development of more powerful and more efficient representation of SMEs interest nationally and on European Union level;

Member European Union states registered important progress on what concerns commitment to "European Charter of Small Enterprises". They constantly act to decrease bureaucracy which affects small entrepreneurs and to develop entrepreneurship. Most politics and national and community programmes include sections referring to small and medium enterprises. Also, these firms were numbered between main beneficiaries of VI Programme – Frame for Technological Research and Development. Valued funds of 2.2 billion Euros were directed, in 2002-2006, to research and innovation activity development for small and medium enterprises.

On January 1st 2007 the VII Programme - Frame for Technological Research and Development (FP7) became operational. Out of the major FP7 objectives, we remind:

- Innovation capacity growth for small and medium enterprises;
- Research activity intensification in SMEs;
- Development of new organization cultural models based on innovation;
- Materialization of scientific research results in organizational practice;
- Achieve technologic know-how, in order to increase economic competitiveness;

In 2008 "Small Business Act" for Europe was adopted, first comprehensive politics framework for European Union SMEs and its member states [1]. Main objective of "Small Business Act" for Europe is improving general strategic approach of entrepreneurship, to stabilize irreversibly the principle "Think Small First".

"Small Business Act" for Europe relies on Commission and member states strategic achievement, creating a new strategic frame to integrate existent instruments of enterprise politics and it is inspired by European Charter of Small Enterprises and modern politics of SMEs. To implement this ambitious strategic agenda, the Commission proposes a genuine political partnership between European Commission and member states, to meet principles of subsidiary and proportionality.

"Small Business Act" promotes and set of 10 principles meant to guide the creation and implementation of domain public politics, on European level, as well as member states' level. These principles are:

- Creating an environment in which entrepreneurs and family enterprises can prosper and where entrepreneurship is rewarded;
- Ensure that honest entrepreneurs who have failed can get second chance;
- Definition of rules by the "Think Small First";
- Make public administrations responsive to SME needs;

- Adapt public policy tools to SME needs, facilitating SMEs to public procurement and judicious exploitation of the possibilities for SMEs to benefit from state aid;
- Facilitating SME access to finance and implement a legal and business environment supportive to timely payments in commercial transactions;
- Support SMEs to benefit more from opportunities offered by the Single Market;
- Promote upgrading of skills in SMEs and all forms of innovation;
- Helping SMEs to turn environmental challenges into opportunities;
- Encourage and support SMEs to benefit from growth of markets outside the European Union.

4. Progress and future actions

Since the adoption of "Small Business Act" for Europe in June 2008, there has been some progress in the SME sector, among which:

- 100,000 SMEs have benefited from financial instruments of Frame – Programme for Competiveness and Innovation, creating over 100,000 jobs;
- By the directive on late payments, public authorities are required now to pay their suppliers within 30 days, improving cash flow on businesses;
- In most member states, time and cost required for setting up a business were considerably reduced, lowering EU average for a private company limited to 12 days and 485 Euros in 2007, at 7 days and 399 Euros in 2010;
- Streamlined online procedures and opportunities for joint bidding have made participation in public procurement easier for SMEs;
- New EU Centre for SMEs in China supports Chinese companies' access to European markets.

European Commission will continue to give priority to SME sector. Review "Small Business Act" in line with "Europe 2020" goals, as well as recent developments on European and international level, meaning taking action structured along following lines [13]:

- *improving access to finance for investment and development;*
  - access to loan guarantees for SMEs through enhanced loan guarantee mechanisms;
  - measures to raise awareness of investors with opportunities for SMEs;
  - providing for all banks, regardless of size, the ability to easily implement the European Investment Bank loans and European Union instruments;
- *smart regulation to give SMEs the opportunity to focus on core activities;*
  - improving legislation and special attention to differences between micro, small and medium enterprises;
  - establishment of "one-stop shops" in the Member States to facilitate administrative procedures;
  - quantified targets to reduce "over-regulation" of national practice which exceed the terms of the transposition of EU directives into national law;
- *full use of the Single Market;*
  - creating a common consolidated tax base for businesses;
  - facilitating cross-border recovery of debts;
  - review the European standardization system to achieve good standards and accessible to SMEs;
- *helping SMEs to cope with problems posed by globalization and climate change;*
  - support SMEs access to markets outside the European Union;
  - foundation and implementation of strategies for clusters and networks globally competitive;
  - initiate specific actions on regional transfer of knowledge between experts in environmental and energy of the Enterprise Europe Network.

5. Conclusions

Nowadays, in European Union almost 20.8 million small and medium enterprises are active, which represent 99% of the total number of private enterprises. These firms concentrate two thirds of employment and achieve 55% of the community companies' turnover. Also, small and medium enterprises have a contribution of 57% of the added value to European Union (45% industry, 59% services and 81% construction).

Strategic indicator which underlines the stage of small and medium enterprises in European Union economy is their density, meaning the number of active per 1000 inhabitants. This indicator offers essential information concerning the efficiency of governmental encouraging and assistance politics for small and medium enterprises and, in the same time, it reflects sector and regional tendencies.

Community states present several particularities on what concerns small and medium firms' distribution on main economy branches. In Italy, Denmark, Finland and Sweden these firms have an important weight in industry, in Germany, Luxemburg and France small and medium enterprises are well represented in services area, while in Greece their orientation is especially on commercial activities. The result is that between development of a country and weight of small and medium enterprises in industry and services is a proportionality relation.

Following adoption of the European Charter for Small Enterprises, respectively, of "Small Business Act" for Europe, there have been several developments in the SME sector, among which the creation of over 100, 000 jobs, reducing duration and cost required to set up a streamlining online company procedures, facilitating companies to public and open a European Union Center of China, to support European SMEs access to Chinese markets.

Next, European Commission will continue to give priority to SMEs and will align "Small Business Act" for Europe to Europe 2020 priorities, so that businesses in the Community to promote entrepreneurial spirit manifestation, and thus development of SMEs, as main vector of the knowledge economy.

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