

ENTREPRENEURSHIP EDUCATION, A DINAMYC PROCESS OF VISION

George NICULESCU
Professor, PhD, “Constantin Brâncuși” University of
Târgu-Jiu,
gniculesco@yahoo.com
Mihaela Silvia MIHU
Teacher, The School no.1 Bumbesti Jiu,
silviamihaela7@yahoo.com

***ABSTRACT:** ENTREPRENEURSHIP EDUCATION IS BECOMING MORE AND MORE IMPORTANT EVERYWHERE IN THE WORLD AND RESEARCH WORKS IN ENTREPRENEURSHIP ARE GROWING AND GETTING LEGITIMACY IN THE SCIENTIFIC COMMUNITIES., ALTHOUGH THE KEY TO A SUCCESSFUL ENTREPRENEURSHIP EDUCATION IS TO FIND THE MOST EFFECTIVE WAY TO MANAGE THE TEACHABLE SKILLS AND IDENTIFY THE BEST MATCH BETWEEN STUDENT NEEDS AND TEACHING TECHNIQUES, THERE IS NO UNIVERSAL PEDAGOGICAL RECIPE TO TEACH ENTREPRENEURSHIP AND THE CHOICE OF TECHNIQUES AND MODALITIES DEPENDS MAINLY ON THE OBJECTIVES, CONTENTS AND CONSTRAINTS IMPOSED BY THE INSTITUTIONAL CONTEXT. ENTREPRENEURSHIP EDUCATION IS A NEW PHENOMENON. THESE PROGRAMS VARY WIDELY IN TERMS OF SHORT TERM OBJECTIVES, TARGET AUDIENCES, FORMAT AND PEDAGOGICAL APPROACH. PURPOSE OF THIS PAPER IS TO INVESTIGATE ON DIFFERENT TEACHING METHODS OF ENTREPRENEURSHIP EDUCATION.*

THE ENTREPRENEURIAL EDUCATION MUST INCLUDE SKILL BUILDING COURSES IN NEGOTIATION, LEADERSHIP, NEW PRODUCT DEVELOPMENT, CREATIVE THINKING AND EXPOSURE TO TECHNOLOGICAL INNOVATION.

***KEYWORDS:** ENTREPRENEURSHIP EDUCATION, LEADERSHIP, MANAGEMENT, TEACHING METHODS.*

Introduction

“Entrepreneurship is 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. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of building solid business

plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.”[6].

Entrepreneurship is more than the mere creation of business. Entrepreneurship is an integrated concept that permeates an individual’s business in an innovative manner. It is this perspective that has revolutionized the way business is conducted at every level and in every country. Entrepreneurial firms make two indispensable contributions to economy. First, they are an integral part of the renewal process that pervades and defines market economies.

Entrepreneurial firms play a crucial role in the innovations that lead to technological change and productivity growth. In short, they are about change and competition because they change market structure.

Second, entrepreneurial firms are the essential mechanism by which millions enter the economic and social mainstream of society. Entrepreneurship enables millions of people, including women, minorities, and immigrants, to access the dream of the wealth. In this evolutionary process, the entrepreneurship plays the crucial and indispensable role of providing the “social glue” that binds together both high-tech and “main street” activities. however, Stevenson warned, “with benefits of hindsight, the opportunity of the last twenty years is evident. An entrepreneurial revolution has occurred. Some of the early volunteers have had a most exciting time. The danger lies in presuming that the future is without challenge.” [13].

The Lifestyle Entrepreneur

Lifestyle entrepreneurs have more to consider than if it will work. As such an entrepreneur must consider if it will fit your chosen lifestyle.

A pillar of traditional business rationale is to earn a return on your investment. It’s hard to argue against this principle, but it does need modification for lifestyle entrepreneurs because it doesn’t include personal preferences and nonmonetary goals.

The lifestyle entrepreneur can be anyone who wants to spend the career portion of his life doing something that doesn’t fit neatly into a current job or any other job likely to be available.

The unwanted restrictiveness can be as straightforward as the number of hours the job demands or the inflexibility of work schedules. It can also be the job function itself, because no organization is looking for an employee to practice the skill the employee wants to practice, at least in the way the employee wants to.

Most people who choose entrepreneurship do so to gain independence. That independence can take the form of time flexibility, job structure flexibility, or often just the freedom of not answering to a boss.

Typically, a prospective lifestyle entrepreneur is highly educated and/or highly skilled, though frustrated because he or she wants to do other things with that training. Many more college professors want to do this than the ones who actually do it.

A number of writers who have either jobs that don’t involve writing or jobs that involve writing what they are told to write aspire to be freelance writers. Through freelance writing they can largely control their work schedule and at least partly control what it is they write. Similarly, a number of artists who may work for ad agencies or for large companies aspire to do their own art in the way that fits their lifestyle. There are librarians who think

about offering research services commercially, teachers who want to be private tutors or consultants, chefs who want to own their own restaurants, and so on.

It's often not the work itself that aspiring entrepreneurs find distasteful but rather the structure of a job that doesn't allow asserting one's personality. It may well be a matter of feeling as though you are abdicating your personality to fit the corporate or organizational image [10].

„Some people go off on their own because they have an overriding need to make a unique contribution to the world., [11].

Many people look to their own business as a way of gaining flexibility over their time. A parent who wants to spend more time with his or her children and needs a schedule that accommodates the children's schedule would fit this category. Although some organizations make allowances for working parents with childcare responsibilities, most do not, and those that do tend to do it in small incremental steps.

Schedule flexibility is certainly possible in the world of lifestyle businesses so long as the appropriate type of business is chosen at the outset. Retail businesses, at least the traditional brick-and-mortar kind, do not lend themselves to flexible scheduling, so they are not appropriate for those hoping to work when they please. Other businesses, primarily service and many Internet related businesses, often do permit making one's own schedule [12].

Still other lifestyle entrepreneurs look at work as a means primarily of paying their bills and at pursuits, such as travel or hobbies, as their reason for being. The ideal job is one that can be performed around recreational needs and not the more traditional reverse.

A number of people in this group aspire to make their hobby their business. This, too, is a real possibility for the lifestyle entrepreneur.

What the various lifestyle entrepreneurs have in common is a desire to get something more out of business, indeed out of life, than financial rewards. This is not to say that lifestyle entrepreneurs don't expect or want to make money from their businesses.

It is to say that money is only one of the returns they want to see from their efforts.

Lifestyle entrepreneurs tend to aim for a well-considered life.

They want to decide what is important to them and how they spend their time. They don't want to blindly accept the values of a larger and more established group such as a corporation, which means they want to set their own goals, values, and priorities. A relatively free society offers this opportunity; if you can conceive it and do it, go ahead. But nothing in our laws or culture forces us to take advantage of our freedoms nor even makes it easy for us to do so. It is far easier to choose from the several templated sets of values and definitions of success offered by family, school, company, and other organizational entities. If you're one of those who can't find a set of values that fit, or you just aren't interested in looking, small business or self-employment may offer the vehicle to exercise your own custom-made values and priorities.

Entrepreneurship may have come of age, but there is a wide range of perceptions your friends, colleagues, and coworkers will exhibit and reactions you can expect. Some will be positive, some negative. Many will be based partly on a misunderstanding of what small business is about. Most will say more about the person who is responding to your plans than they will about your plans or yourself.

The idea of having the freedom and control to assume the employer’s role, even to employ only one’s self, is simply beyond the comprehension of most employees.

Many books offer comprehensive warnings about these kinds of lifestyle sacrifices and psychological characteristics that are needed to fit the entrepreneurial stereotype. But, not everyone who wants to have his or her own business wants to or needs to fit the stereotype.

There are nonetheless certain psychological characteristics and issues to consider that are important to entering and thriving in the entrepreneurial life. If you have these traits innately and have considered these issues, you’re at an advantage. If you don’t have the traits, you can develop them, at least to a degree sufficient to run a lifestyle business.

The field of entrepreneurship education

The major themes that characterize recent research about entrepreneurs and new-venture creation can be summarized as follows [5];

1. The entrepreneurial spirit is universal, judging by the enormous growth of interest in entrepreneurship around the world in the past few years [7];.
2. The entrepreneurial and managerial domains are not mutually exclusive but overlap to a certain extent. The former is more opportunity-driven, and the latter is more resource- and “conversation” – driven [16];
3. Intrapreneurship (corporate entrepreneurship) and the need for entrepreneurial cultures have gained much attention during the past few years[18],
4. Venture financing, including both venture capital and angel capital financing as well as other innovative financing techniques, emerged in the 1990s with unprecedented strength, fueling another decade of entrepreneurship[9],
5. Entrepreneurial strategies have been identified that show some important common denominators, issues, and trade-offs between entrepreneurship and strategy [3];
6. The great variety among types of entrepreneurs and the methods they have used to achieve success have motivated research on the psychological aspects that can predict future success [4];
7. The risks and trade-offs of an entrepreneurial career - particularly its demanding and stressful nature - have been subject of keen research interest relevant to would-be and practicing entrepreneurs alike [8];
8. Women and minority entrepreneurs have emerged in unprecedented numbers;
9. The economic and social contributions of entrepreneurs, new companies, and family businesses have been shown to make immensely disproportionate contributions to job creation, innovation, and economic renewal, compared with the contributions that the 500 or so largest companies make [1];

Today it is a big increase in the field of entrepreneurship education. The recent growth and development in the curricula and programs devoted to entrepreneurship and new venture creation has been remarkable.

It is becoming clear that entrepreneurship, or certain facets of it, can be taught [17].. Business educators and professionals have evolved beyond the myth that entrepreneurs are born, not made.

A core objective of entrepreneurship education is that it differentiates from typical business education. Business entry is fundamentally a different activity than managing a business [14].

The entrepreneurial education must include skill building courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation.

“Entrepreneurship is now a part of the mainstream. Perhaps the greatest danger of all is that the hardy band of entrepreneurial scholars will become like many successful businesses. Business and scholars fail by not valuing change. Guarding the past, espousing orthodoxy and refusing to see the wisdom inherent in the challenges of the young and inexperienced will lead to the same problems in education as in business.” [15].

Entrepreneurship is the new and its about continual innovation and creativity. It is the future of universities (or certainly business schools) and it should begin to move into a leadership role.

Conclutions

Entrepreneurship is the process of discovery, evaluation and exploitation of opportunities to create future goods and services. Individuals with certain personality traits may be more attracted to the entrepreneurial form of employment than others may be. Successful entrepreneurship requires a blend of analytical, creative, and practical aspects of intelligence, which, in combination, constitute successful intelligence. Successful intelligence is the ability to succeed in life, according to one’s own conception of success, within one’s environmental context. Thus, success is defined in terms of personal goals. People succeed by identifying their strengths and capitalizing on them and by identifying their weaknesses and either correcting or compensating for them. They do so by adapting to, shaping, and selecting environments. That is, sometimes they change themselves to fit the environment; other times, they change the environment to fit them; still other times, they find a different environment if the one they are in is not adequate for them. Entrepreneurship is an integrated concept that permeates an individual’s business in an innovative manner. It is this perspective that has revolutionized the way business is conducted at every level and in every country. Entrepreneurial firms make two indispensable contributions to economy.

The entrepreneurial education must include skill building courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation.

The recent growth and development in the curricula and programs devoted to entrepreneurship and new venture creation has been remarkable.

REFERENCES

- [1]. Chrisman, J.J., Chua, J.H. & Sharma, P. (2003). *Current trends and future directions in family business management studies: Toward a theory of the family firm*. Coleman White Paper Series,
- [2]. Gartner, W.B. & Vesper, K.H. (1994). *Executive forum: Experiments in entrepreneurship education: Successes and failures*. Journal of Business Venturing, 9, pp. 179-187.

- [3]. Hitt, M.A., Ireland, R.D., Camp, S.M., & Sexton, D.L. (2001). *Strategic entrepreneurship: Entrepreneurial strategies for wealth creation*. Strategic Management Journal (special issue): 22(6), pp. 479-492.
- [4]. Kickul, J. & Gundry, L.K. (2002). *Prospecting for strategic advantage: The proactive entrepreneurial personality and small firm innovation*. Journal of Small Business Management 40(2), pp. 85-97.
- [5]. Kuratko F. Donald, (2004) *Entrepreneurship education in the 21ST century: from legitimization to leadership*, USASBE National Conference January 16
- [6]. Kuratko, D.F. & Hodgetts, R.M. (2004). *Entrepreneurship: Theory, Process. Practice* Mason, OH; South-Western Publishers.
- [7]. McDougall, P.P. & Oviatt, B.M. (2003). *Some fundamental issues in international entrepreneurship*. Coleman White Paper Series,
- [8]. McGrath, R.G., MacMillan, I.C., & Scheinbert, S. (1992). *Elitist, risk takers and rugged individualists? An exploratory analysis of cultural differences between entrepreneurs and non-entrepreneurs*. Journal of Business Venturing, pp. 115-136.
- [9]. Shepherd, D.A. & Zacharakis, A. (2002). *Venture capitalists' expertise: A call for research into decision aids and cognitive feedback*. Journal of Business Venturing 17(1), pp. 1-20.
- [10]. Schine, Gary L. (2003) *How to succeed as a lifestyle entrepreneur*, Dearborn Trade Publishing, Chicago, pp. 7-9.
- [11]. Ibidem, p.11
- [12]. Ibidem, p.15
- [13]. Stevenson, H.H. (2000). *Why entrepreneurship has won! Coleman White Paper* (USASBE National Conference, February 2000).
- [14]. Ibidem, p. 36
- [15]. Ibidem, p. 68
- [16]. Stewart, W.H., Watson, W.E., Carland, J.C., & Carland, J.W. (1999). *A productivity for entrepreneurship: A comparison of entrepreneurs, small business owners and corporate managers*. Journal of Business Venturing (February), pp. 189-214.
- [17]. Vesper, K.H. & Gartner, W.B. (1997). *Measuring progress in entrepreneurship education*. Journal of Business Venturing May, pp. 403-421.
- [18]. Zahra, S.A., Kuratko, D.F., & Jennings, D.F. (1999). *Corporate entrepreneurship and wealth creation: Contemporary and emerging perspectives*. *Entrepreneurship Theory and Practice* 24(2): pp. 5-9.