

ENTREPRENEURSHIP COMPETENCES.
Importance and level of achievement from the
perspective of Academics, Employers, Graduates
and Students

Laura Teodora David
Transilvania University,
Brasov

Learning - new approach

- An action in the world (Hager, 2004)
- Learning is contextual (Tynjälä, 2008)
- Learning at the workplace: a combination of theory and practice
- Generic model: PP - an opportunity for developing and assessing the skills needed in working life

PP means

- doing a job by him/ herself
- working in co-operation with colleagues
- confronting with challenges and tasks that may be completely new
- reflecting on and evaluating one's work experience
- planning for future activities
- being involved in any extra work and extra study context

Objectives

- Tuning research
- Analysis of the importance and level of achievement of entrepreneurship competences during PP from the perspective of:
 - Academics
 - Employers
 - Graduates/ students

Methods

Questionnaire composed by:

- 14 Likert scale (4 points) questions
- 2 on respondent choice questions (Likert scale)
- 3 yes/no questions
- 4 open questions

Methods

- 15 minute to complete
- 4-steps scale:
 - None – 1;
 - Weak - 2;
 - Considerable – 3;
 - Strong – 4

Methods

14 questions divided in 2 scales:

Importance of competences

Level of achievement of competencies

Cronbach α value = 0.903

Spearman-Brown split-half correlation = 0.86

Methods

Importance scale

- Cronbach $\alpha = 0.88$

2 factors structure, 48.76% of total variance

Level of achievement scale

- Cronbach $\alpha = 0.90$

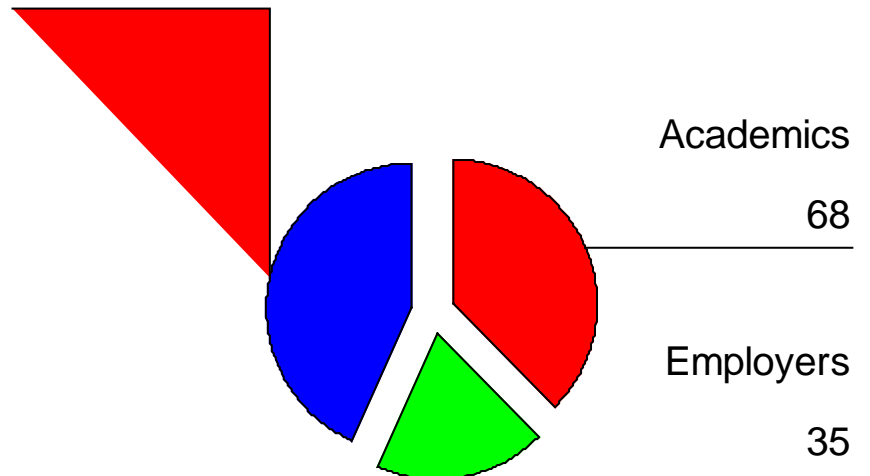
single factor, 44.75% of total variance

Subjects

- 22 countries
- 182 respondents

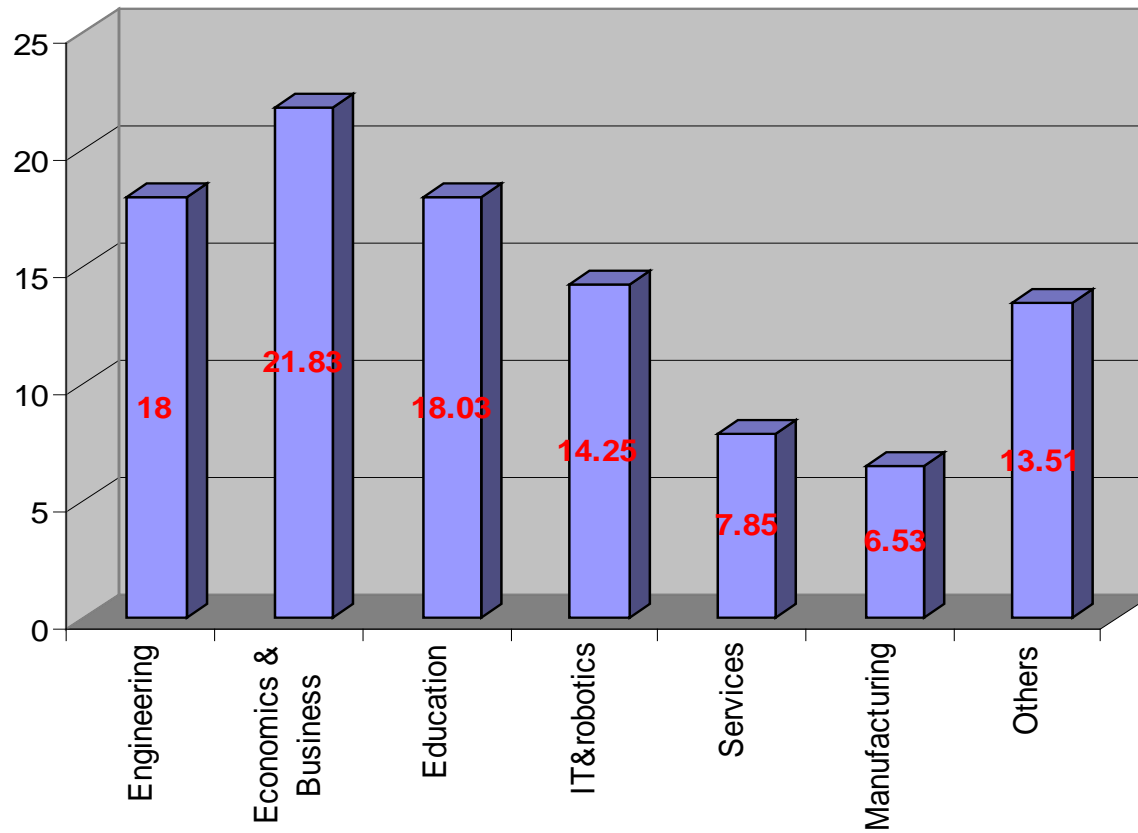
Graduates

79



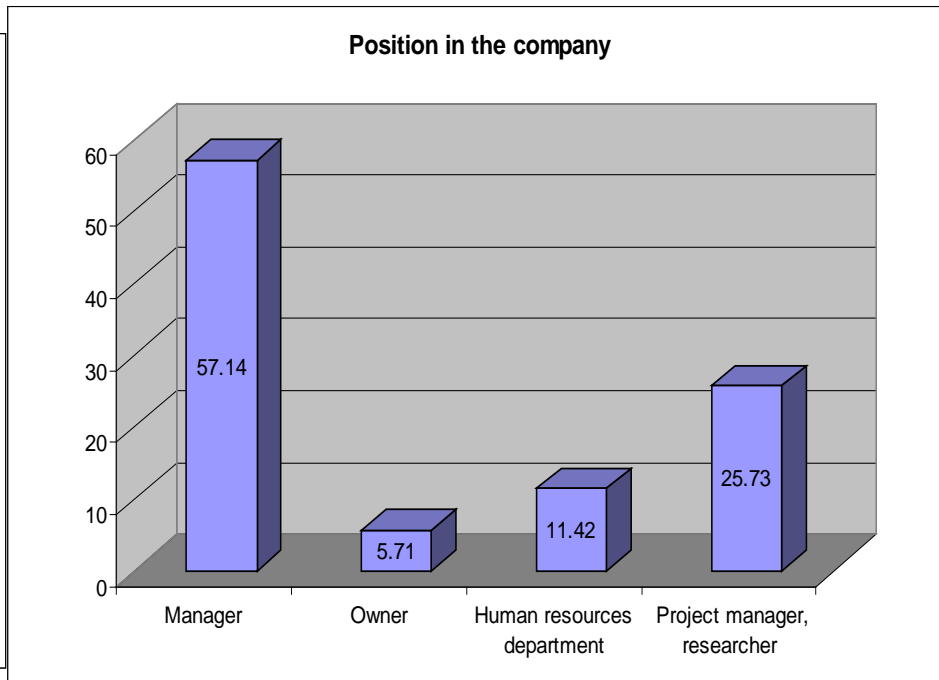
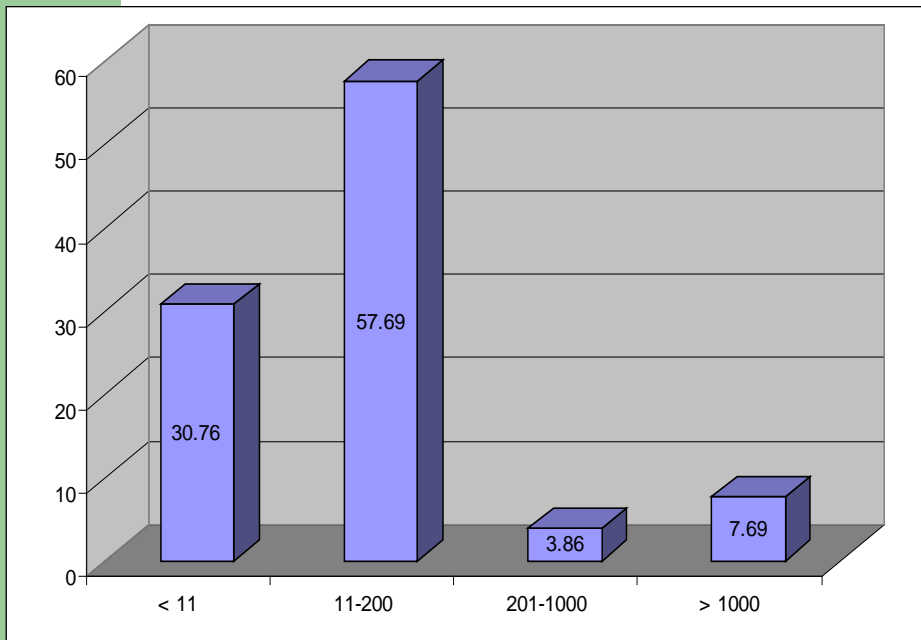
Subjects

Fields of activity the respondents are involved in



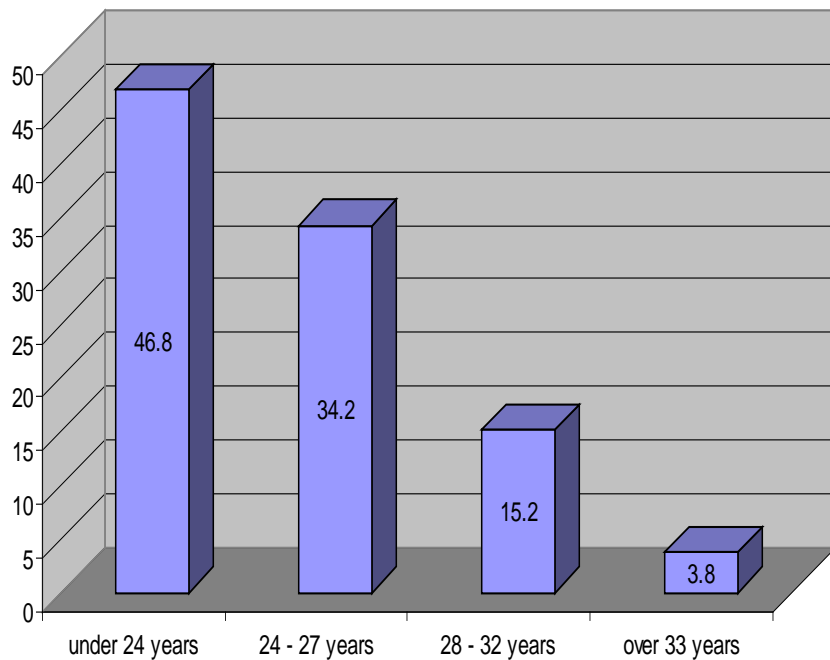
Employers group

- Size of the enterprise

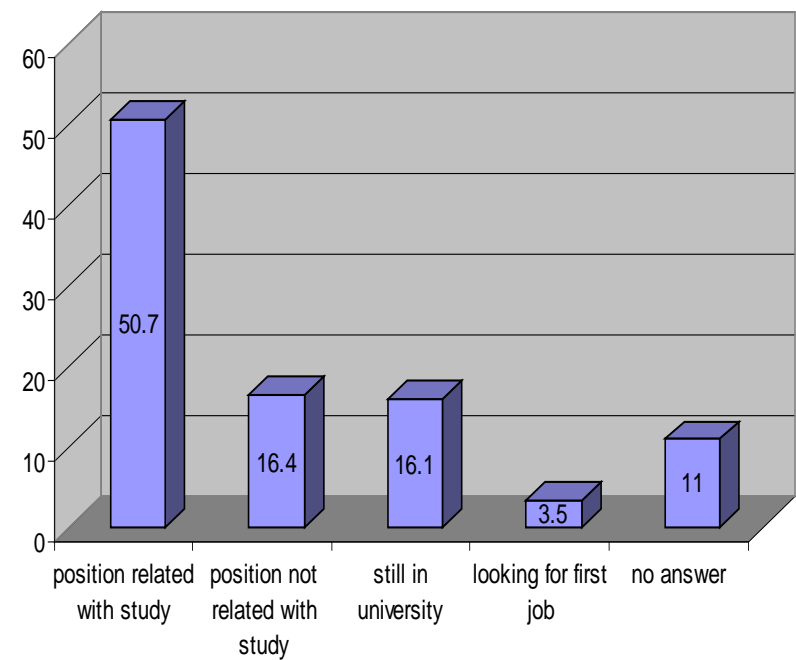


Students/ graduates group

Age distribution



Present employment situation



Results

Importance scale

	Item	Mean (std.dev.)	Rank
CI6	Capacity to understand customers needs	3.48 (.73)	1
CI8	Capacity to establish productive relationships	3.45 (.69)	2
CI7	Capacity to make decisions under conditions of uncertainty	3.36 (.68)	3
CI11	Ability to gain social capital (professional networking)	3.36 (.73)	3
CI4	Capacity to evaluate perspectives for new ideas	3.34 (.75)	4

Results

Importance scale

	Item	Mean (std.dev.)	Rank
CI5	Capacity to evaluate external environment	3.18 (.72)	10
CI12	Effective personal entrepreneurship behavior	3.14 (.79)	11
CI1	Competencies to manage small enterprises or individual businesses	3.10 (.87)	12

Similarities between groups

Competence

Group

Capacity to understand customers needs

Capacity to establish productive relationships

**Academics,
Employers, Students/
graduates**

Business ethics

Capacity to evaluate perspectives for new ideas

**Academics
Employers**

Capacity to make decisions under conditions of uncertainty

**Academics
Students/ graduates**

Understanding of market dynamics in a particular field

Employers only

Capacity to identify possible opportunities for developing new products, markets, or business models

Students/ graduates only

Similarities between groups

Competence

Group

Competencies to manage small enterprises or individual businesses

**Academics,
Employers, Students/
graduates**

Effective personal entrepreneurship behavior

Social skills for professional activity in multicultural environments

Academics only

Skills to make deals

Capacity to make decisions under conditions of uncertainty

Employers only

Business ethics

Students/ graduates only

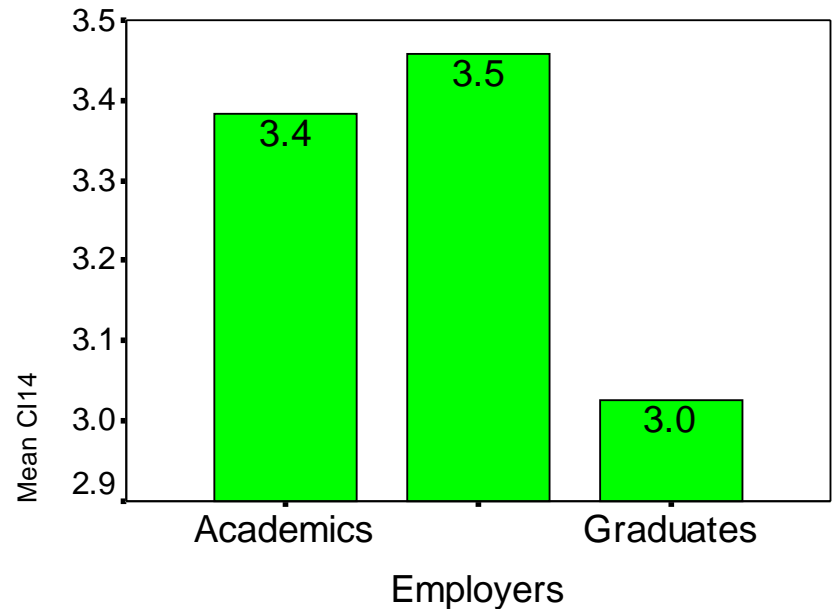
Differences between groups

CI14 Business ethics

- ANOVA analysis

$$F_{(2, 179)} = 5.81$$

$$p = .004$$



tip de chestionar

Differences between groups

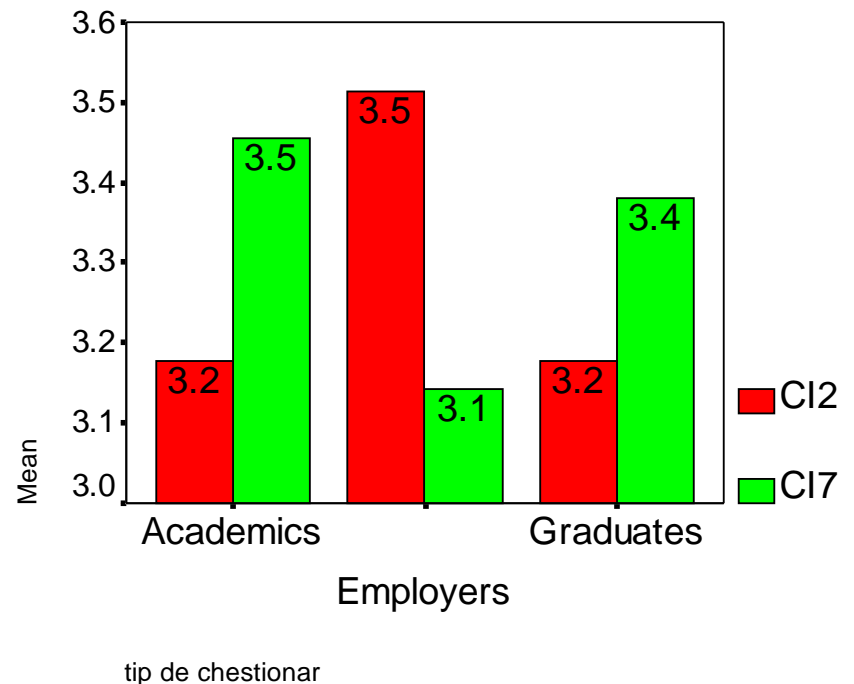
CI2 - capacity to understanding of market dynamics

$t_{(101)} = 2.50, p = .01$

$t_{(101)} = 2.21, p = .03$

CI7 - capacity to make decisions under conditions of uncertainty

$t_{(101)} = 2.30, p = .02$



Partial conclusions

- Most important ones: professional social skills
- Middle ranked: intuition for innovation and mind openness
- Less important: complex competencies related with business management

Partial conclusions

- **Academics**: centered on social professional skills
- **Employers**: job oriented, less emphasizes on skills that are complex and require expertise
- **Students/ graduates**: social professional skills, decision making and opportunities understanding
- **Entrepreneurship behavior** - “considerable important” , rank 11

Results

Achievement scale

Item		Mean (std.dev.)	Rank
CL8	Capacity to establish productive relationships	2.99 (.78)	1
CL6	Capacity to understand customers needs	2.91 (.75)	2
CL11	Ability to gain social capital (professional networking)	2.85 (.85)	3
CL14	Business ethics	2.82 (.89)	4
CL13	Social skills for professional activity in multicultural environments	2.80 (.85)	5

Results

Achievement scale

Item		Mean (std.dev.)	Rank
CL10	Skills to make deals	2.54 (.91)	11
CL9	Skills to develop new business ideas	2.53 (.89)	12
CL1	Competencies to manage small enterprises or individual businesses	2.44 (.86)	13

Similarities between groups

Competence

Group

Capacity to understand customers needs
Capacity to establish productive relationships

**Academics,
Employers, Students/
graduates**

Business ethics
Capacity to evaluate perspectives for new
ideas

**Academics
Employers**

Capacity to make decisions under conditions
of uncertainty

**Academics
Students/ graduates**

Ability to gain social capital (professional
networking)

**Employers
Students/ graduates**

Similarities between groups

Competence

Group

Competencies to manage small enterprises or individual businesses

**Academics,
Employers,
Students/ graduates**

Effective personal entrepreneurship behavior

**Employers
Students/ graduates**

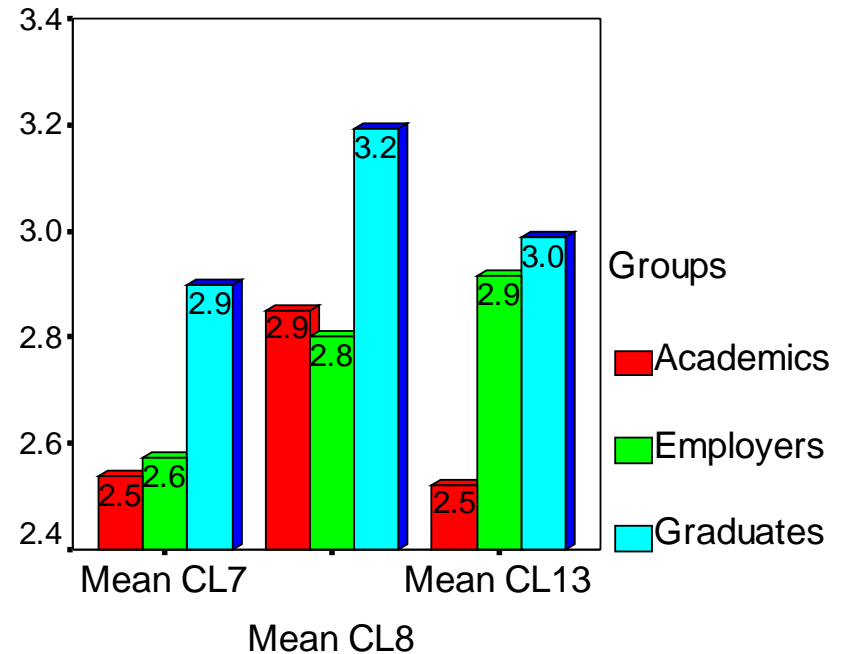
Differences between groups

CL7 - decision under uncertainty

- $F_{(2, 177)} = 3.833, p = .02$
- post hoc Games-Howell difference = .36, $p = .02$

CL8 - productive relationships

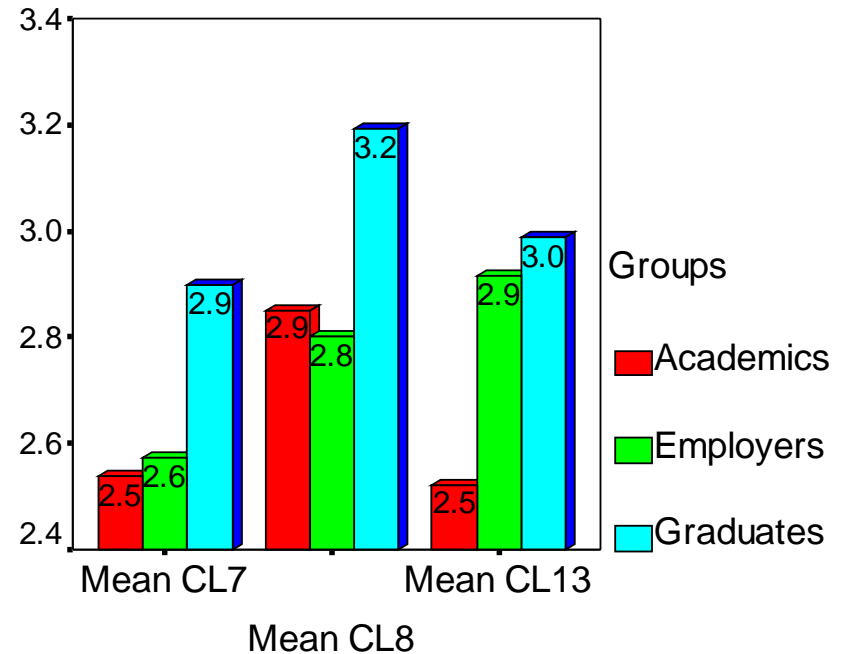
- $F_{(2, 177)} = 4.98, p = .008$
- Games-Howell difference = .34, $p = .02$
- Games-Howell difference = .39, $p = .02$



Differences between groups

CL13 - social skills in multicultural environments

- $F_{(2, 177)} = 6.03, p = .003$
- post hoc Games-Howell difference = .39, $p = .06$
- Games-Howell difference = .46, $p = .002$



Partial conclusions

- Better achieved: professional social skills
- Middle achieved: evaluation and decision making
- Less achieved: complex competencies related with business management

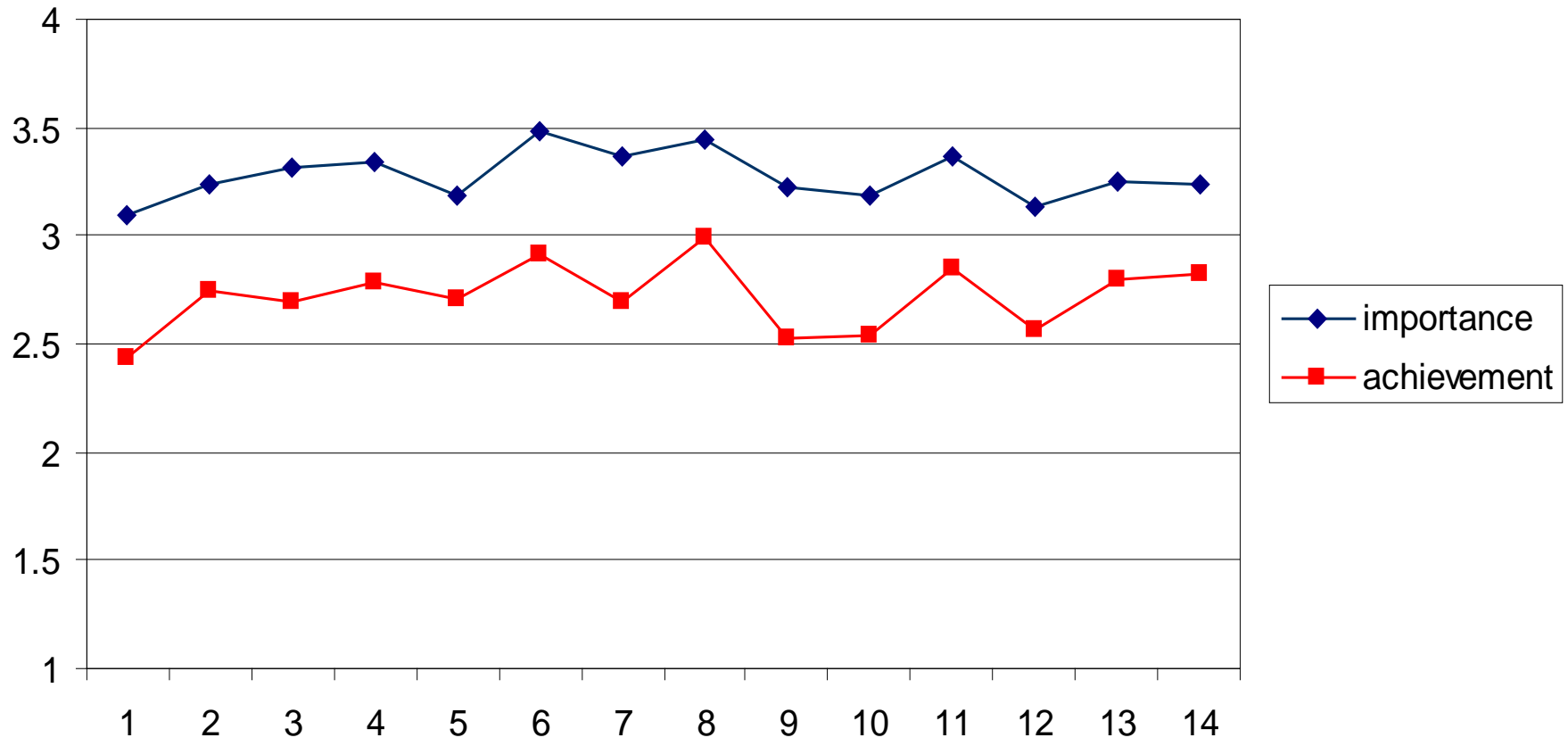
Partial conclusions

- **Academics:** abilities they have to do with direct work with clients or concrete job requirements
- **Employers:** professional interrelation and business ethics
- **Students/ graduates:** more satisfied, cognitive abilities improve

Level of importance - and the actual level of their achievement during PP

- Paired t tests
- Differences are all significant
- Size effects are medium and large

Differences between the level of importance and level of achievement



Conclusions

- The importance of competencies were rated above “considerable”
- The achievement of competencies were rated between “weak” and “considerable”
- First positions in the hierarchy are occupied ability to establish appropriate relations with clients
- Importance and improvement of the entrepreneurship competencies are related and vary in parallel