



Entrepreneurial Education in Poland in the Context of an Institutional Profile and an International Comparison of Entrepreneurial Activity

SUMMARY

The paper presents the actual state of entrepreneurship education in Poland in the context of the level of entrepreneurship compared to other countries and the environment for entrepreneurship. The environment for entrepreneurship is presented using the country institutional profile for entrepreneurship and the international comparison uses Global Entrepreneurship Monitor data. The study evaluates the level of effectiveness of entrepreneurship education in Poland's higher economic system by contrasting the current undergraduate and postgraduate programs in leading institutions. The activities of central government institutions, mainly Ministry of Science and Higher Education are also evaluated. Thereafter, the availability of entrepreneurship programs at the universities is appraised followed by an analysis of the objectives and content of leading programs. The study found that entrepreneurship education programmes were widely available with effective regional coverage. Moreover, the study found that the content of courses was directed towards managing small businesses as opposed to the start-up process. The study recognized the need for further research to explore the impact of such courses.

→ **KEYWORDS** – ENTREPRENEURSHIP EDUCATION, GLOBAL
ENTREPRENEURSHIP MONITOR, COUNTRY INSTITUTIONAL
PROFILE FOR ENTREPRENEURSHIP

STRESZCZENIE

Edukacja przedsiębiorczości w Polsce w kontekście profilu instytucjonalnego i międzynarodowego porównania działalności przedsiębiorczej

Artykuł prezentuje aktualny stan edukacji przedsiębiorczości w Polsce w kontekście porównania międzynarodowego poziomu przedsiębiorczości oraz otoczenia przedsiębiorczości. Uwarunkowania

przedsiębiorczości zostały zaprezentowane przy wykorzystaniu krajowego profilu instytucjonalnego dla przedsiębiorczości, a porównanie międzynarodowe za pomocą wyników Globalnego Monitora Przedsiębiorczości. Artykuł ocenia poziom efektywności przedsiębiorczości w polskim systemie edukacji wyższej poprzez zestawienie obecnych programów w wiodących instytucjach. Działalność centralnych instytucji rządowych, głównie Ministerstwa Nauki i Szkolnictwa Wyższego, również została oceniona. Dostępność programów przedsiębiorczości na uczelniach scharakteryzowano na podstawie analizy celów i treści ich nauczania. Wynikiem analizy jest konkluzja, że programy nauczania przedsiębiorczości są szeroko dostępne, również biorąc pod uwagę dostępność geograficzną. Ponadto zostało stwierdzone, że treść kursów jest bardziej nakierowana na zarządzanie małymi i średnimi firmami niż na proces rozpoczynania działalności. Zidentyfikowana została również potrzeba dalszych badań nad rezultatami nauczania.

→ **SŁOWA KLUCZOWE** – EDUKACJA PRZEDSIĘBIORCZOŚCI, GLOBALNY MONITOR PRZEDSIĘBIORCZOŚCI, KRAJOWY PROFIL INSTYTUCJONALNY DLA PRZEDSIĘBIORCZOŚCI

Introduction

The economic transition that Poland is undergoing demands also a change in economic education. This could be observed over the last 25 years. There is, however, one part of higher economic education that seems underdeveloped in Poland – entrepreneurship education. Starting up a business in Poland is more a matter of opportunity recognition and full commitment to its exploitation or being forced into entrepreneurial activity by unemployment or low skills that careful education and the aid that universities provide in new venture creation. Kierulff¹ suggests that Polish people exhibit appropriate entrepreneurial characteristics but there is still a need to produce a new generation of suitably skilled entrepreneurs for the modern economy. Therefore, the question arises: What is the level of higher entrepreneurship education in Poland? The paper examines the level and effectiveness of entrepreneurship education in Poland by considering the following key topics: (1) Poland's entrepreneurial (2) the activities of central government institutions, (3) the availability of

¹ Cf. H.E. Kierulff, *Entrepreneurship in Poland: Findings from the Field*, "Human Factors and Ergonomics in Manufacturing" 15 (2005) 1, pp. 93-98.

entrepreneurship progra universities, and (4) the analysis of the objectives and content of leading programs.

Entrepreneurial Activity within Poland

In explaining the entrepreneurial profile of Poland, the study utilizes the country institutional profile for entrepreneurship and Global Entrepreneurship Monitor (GEM) data. The country's institutional profile for entrepreneurship² is composed of three dimensions namely the regulatory, cognitive and normative. The regulatory dimension consists of laws, regulations, and government policies that provide support for new businesses, reduce the risks for individuals starting a new company, and facilitate entrepreneurs' efforts to acquire resources. The cognitive dimension includes knowledge and skills possessed by the people in a country pertaining to establishing and operating a new business. Finally, the normative dimension measures the degree to which a country's residents value entrepreneurial activity, creative and innovative thinking. Table 1 presents the comparative results of Busenitz, Gomez, and Spencer's research for six countries – Germany, Italy, Norway, Spain, Sweden, and the United States, and Bratnicki, Zbierowski and Wielgus's³ findings for Poland.

Within Table 1, the second column (Institutional Profile) displays the results for the entire profile and columns 3-5 show the results for separate dimensions (Regulatory, Cognitive and Normative). The first number in each cell reflects the ranking of the country in the comparison. The second number is the actual result of the research (mean from the answers to the questions) and last number is a standard deviation. The codes at the bottom of each cell indicate the countries for which the result is statistically significantly different from the result for a given country.

² Cf. L.W. Busenitz, C. Gomez, J.W. Spencer, *Country Institutional Profiles: Unlocking Entrepreneurial Phenomena*, "Academy of Management Journal" 43 (2000) 5, pp. 994-1003.

³ Cf. M. Bratnicki, P. Zbierowski, M. Wielgus, *Institutional Profile for Entrepreneurship: A Cross-Country Analysis*, "Management" 7 (2003) 1, pp. 7-16.

Table 1: Institutional profile for entrepreneurship international comparison

	Institutional Profile	Regulatory	Cognitive	Normative
1	2	3	4	5
Country	Rank Mean s.d.	Rank Mean s.d.	Rank Mean s.d.	Rank Mean s.d.
United States	1 4.75 .61 G, I, N, Sp, Sw, P	2 4.32 .87 G, I, Sp, Sw, P	1 4.18 .92 G, I, Sw, P	1 5.86 .94 G, I, Sp, N, Sw, P
Sweden	2 4.40 .65 G, I, Sp, US, P	1 4.62 .75 G, I, N, Sp, US, P	4 3.89 .80 US	4 4.67 1.02 US
Norway	3 4.24 .64 G, I, Sp, US, P	3 4.26 .77 G, I, Sp, Sw, P	2 3.96 .97	7 4.47 1.07 US
Spain	4 4.04 .64 N, Sw, US, P	4 3.61 .93 N, Sw, US, P	3 3.95 .80	5 4.66 1.03 US
Italy	5 3.98 .78 N, Sw, US, P	5 3.55 1.18 N, Sw, US, P	6 3.76 .95 US	2 4.74 1.14 US
Germany	5 3.98 .68 N, Sw, US, P	6 3.53 .96 N, Sw, US, P	6 3.76 .95 US	2 4.74 1.14 US
Poland	7 3.73 1.23 US, Sw, N, Sp, I, G	7 3.07 1.14 N, US, Sw, Sp, I, G	5 3.79 1.19 US	6 4.48 1.21 US, G, I

Second row in each cell indicate differences between country means significant at $p < .05$.

US = United States, Sw = Sweden, N = Norway, Sp = Spain, I = Italy, G = Germany, P = Poland

Source: M. Bratnicki, P. Zbierowski, M. Wielgus, *Institutional Profile for Entrepreneurship: A Cross-Country Analysis*, op. cit.

The research demonstrates that measures of country institutional profile for entrepreneurship for Poland are generally lower than for other countries. It is more than 1.0 lower than the United States, which has the highest result and 0.25 less than the other profiled countries in terms of the entire profile. The most important dimension from the educational point of view is cognitive. The results suggest that European countries have similar levels of knowledge and skills possessed by individuals pertaining to establishing and operating a new business (3.76-3.96). The results suggest US citizens possess significantly more knowledge and

skills in this dimension than Europeans. For European countries, including Poland, results concerning the normative dimension are similar. The lowest result for Poland, 3.07 is obtained in the regulatory environment. This evidence suggests that government policy supporting entrepreneurship is limited and has a minimal effect in encouraging entrepreneurial activity. Currently within Poland, government organizations rarely assist individuals with starting their own business. The government does not set aside contracts for new and small businesses and has a minimal support infrastructure to assist individuals who want to start a new business. The lack of governmental support towards entrepreneurial activity and high constraints caused by administrative requirements seem to be the key reason for the low propensity for entrepreneurship in Poland. According to recent GEM data⁴ the total early-stage entrepreneurial activity (TEA) index for Poland is 9.0, which means that 9 out of 100 adult Poles are involved in a business start-up process or own and manage a new business (up to 42 months of existence) (see Table 2). This response is substantially lower than the average for efficiency-driven economies (14.1) but higher than the average for innovation-driven economies (6.9). This evidence suggests that Poland is somewhere between those two groups which is reflected in the TEA level. Overall, Poland ranked 27th out of the 55 participating nations. GEM also provides an insight into the process of entrepreneurship which starts with entrepreneurial intent and opportunity recognition, followed by a self-assessment of entrepreneurial skills and fear of failure (see Table 3).

⁴ Cf. N. Bosma, S. Vennekers, J.E. Amoros, J.E., *Global Entrepreneurship Monitor: 2011 Extended Report: Entrepreneurs and Entrepreneurial Employees across the Globe*, Babson Park 2012; P. Zbierowski, D. Węclawska, A. Tarna-wa, P. Zadura-Lichota, M. Bratnicki, *Global Entrepreneurship Monitor – Poland*, Warszawa 2012.

Table 2: TEA levels for countries researched by GEM

Country	TEA	Country	TEA
Slovenia	3.65	RSA	9,14
Russia	4.57	Algeria	9,26
Denmark	4.63	Mexico	9,62
Malaysia	4.92	Romania	9,89
Japan	5.22	Australia	10,50
Germany	5.62	Lithuania	11,26
Belgium	5.69	Latvia	11,85
France	5.73	Turkey	11,87
Sweden	5.80	USA	12,34
Spain	5.81	Barbados	12,60
UAE	6.19	Bangladesh	12,77
Finland	6.25	Jamaica	13,71
Hungary	6.29	Slovakia	14,20
Switzerland	6.58	Iran	14,54
Singapore	6.60	Brazil	14,89
Norway	6.94	Venezuela	15,43
Ireland	7.25	Uruguay	16,72
UK	7.29	Guatemala	19,31
Croatia	7.32	Thailand	19,51
Portugal	7.54	Argentina	20,78
Czech Republic	7.64	Panama	20,78
South Korea	7.82	Colombia	21,44
Taiwan	7.91	Trinidad and Tobago	22,67
Greece	7.95	Peru	22,89
Bosnia and Herz.	8.10	Chile	23,69
Netherlands	8.21	China	24,01
Poland	9.03	Nigeria	34,99
Pakistan	9.07		
Mean		11.39	
Median		9.07	

Source: GEM data

Table 3: Entrepreneurial intent, opportunity recognition, entrepreneurial skills and fear of failure in research countries

Country	Entrepreneurial intent	Opportunity recognition	Entrepreneurial skills	Fear of failure
Factor-driven economies				
Algeria	44.23	54.26	59.60	38.90
Bangladesh	31.99	64.43	23.63	63.05
Guatemala	29.21	55.09	71.01	29.90
Iran	33.43	32.01	46.39	25.35
Jamaica	21.41	49.14	78.60	32.23
Nigeria	57.65	85.54	83.68	29.78
Pakistan	26.92	39.69	42.61	31.19
Venezuela	28.40	48.45	66.86	23.48
Efficiency-driven economies				
Argentina	35.86	56.03	63.76	30.67
Barbados	11.48	43.95	66.91	20.01
Bosnia and Herz.	21.56	20.53	48.86	37.70
Brazil	32.27	43.06	52.78	35.32
Chile	48.61	56.56	62.06	30.60
China	43.36	48.84	43.90	34.94
Croatia	21.64	18.25	48.97	45.72
Colombia	58.46	73.06	61.32	32.58
Lithuania	20.56	23.20	35.40	48.24
Latvia	27.99	23.65	46.53	44.74
Malaysia	11.25	36.50	31.06	36.28
Mexico	25.82	43.46	60.64	32.73
Panama	27.24	46.10	63.66	15.56
Peru	41.57	70.33	72.85	42.77
Poland	26.94	33.10	51.99	54.05
Russia	6.18	27.06	33.20	46.41
RSA	17.62	40.73	42.83	28.81
Romania	27.71	36.06	41.63	43.05
Slovakia	24.43	23.08	52.92	44.76
Thailand	35.19	40.14	42.68	60.47
Trinidad and Tob.	37.15	62.14	81.21	18.20
Turkey	11.32	32.36	42.08	26.51
Uruguay	42.46	53.65	61.06	37.70
Hungary	21.90	14.22	39.98	44.54
Innovation-driven economies				
Australia	14.52	47.83	47.42	43.75
Belgium	11.98	42.97	43.99	41.96
Czech Republic	14.62	23.90	39.22	39.84
Denmark	8.90	46.64	34.97	41.97

Finland	8.05	60.82	37.26	35.58
France	19.76	34.92	38.43	43.80
Greece	12.29	10.87	49.69	67.59
Spain	9.66	14.41	50.86	51.78
Netherlands	9.76	47.78	41.87	36.64
Ireland	8.45	25.57	45.50	41.23
Japan	7.14	6.35	13.73	46.97
South Korea	17.24	11.24	26.72	39.58
Germany	7.60	35.17	37.14	49.92
Norway	10.87	67.07	33.24	38.20
Portugal	14.89	16.74	46.67	49.37
Singapore	15.31	21.44	24.10	38.97
Slovenia	10.03	18.37	50.79	39.30
Switzerland	10.26	47.40	42.45	35.13
Sweden	10.42	71.49	40.32	37.05
Taiwan	29.71	38.92	28.61	42.38
USA	15.77	36.25	55.69	37.14
UK	10.37	33.30	42.47	45.75
UAE	6.40	43.72	62.07	47.09

Source: GEM data.

I argue that entrepreneurship education has an impact on all four entrepreneurial attitudes and perceptions, but the strongest influence is on entrepreneurial skills. The entrepreneurial intent in Poland (26.9%) (the percentage of population who want to start up during next three years) is slightly lower than the average for the efficiency-driven economies (28.3%). The result is also lower for the rate of opportunity recognition (33.1%) (percentage of population who think that there is a chance to do business in the area they live during the next 6 months) than the combined country average (40.3%). In total, 52% of Poles think that they have the knowledge and skills necessary to start up and run a business which is exactly at the same level as the mean for efficiency-driven economies. In innovation-driven economies the faith in one's skills is lower (41% on average) which is somewhat contrary to Busenitz, Gomez and Spencer's results, possibly due to a different research methodology. It should be noted that the assessment of entrepreneurial skills in Poland is higher than in countries with similar historical and economic background (Czech Republic – 39%, Hungary – 40%). The fear of failure in Poland is on a relatively high level (56% of respondents think that it may keep them away from starting up), higher than in most of the countries (except Thailand, Bangladesh

and Greece) which suggest the high uncertainty of the business environment is possibly linked to ever changing administrative and unsympathetic tax regulations.

The National Experts Survey within GEM indicates that the level of entrepreneurship education is low. On the one to five scale, the survey response assessed the education and training at 2.27, which was the second lowest factor after research and development and knowledge transfer. This indicates the strong need to encourage the development of high quality entrepreneurship education within Polish universities.

Entrepreneurial Education in Poland

Universities in Poland are autonomous and the Ministry of Science and Higher Education has no direct impact on programmes of study. Although the introduction of a new Higher Education law along with National Qualifications Framework in 2011 increased the autonomy of higher education, the Ministry of Science and Higher Education undertakes a number of activities to promote the education of entrepreneurship. Those activities can be categorized into three groups: (1) activities aimed at researchers and teachers, (2) encouraging involvement of practitioners in the educational system, and (3) requiring universities to monitor the labour market and use feedback information in developing educational programmes.

Some of the activities are directed at teaching and research staff based on the idea that their knowledge and experience in the field of entrepreneurship will be transmitted to students. The flagship of those projects is "500 Innovators" directed at transfer of technology from science to business. Within that, programme teachers take part in training and spend two months at Stanford University used as a benchmark of technology transfer provision. Other projects include "Diamond grants" directed at supporting research of young researchers and other activities in the field of commercialization of research results and protecting intellectual property. The new law also allows the formation of partnerships between university and students or researchers aimed at technology and innovations transfer.

The new Higher Education Law also promotes the involvement of business people in creating educational programs and

teaching. Within this protocol, one person with a PhD being regarded as the “minimum staff” required for the programme may be substituted with two people with relevant business experience. Such a strategy promotes entrepreneurship education and enables the students to benefit from the experience of business people. It may also enhance the design and construction of the programmes of study. It is mainly directed at 35 Public Higher Vocational Schools based in smaller cities. The education they provide is less academic and more business focused. The board of governors of such schools must by law include some entrepreneurship practitioners. The Ministry activities directed at universities require them to have Internal Systems of Quality Assurance. Career Bureaus at the universities track the post qualification careers of graduates three and five years upon completion of their studies. The outcome of that research must be taken into consideration in the development of educational programmes which is monitored by a Polish Accreditation Committee. It also monitors the involvement of students and employers in internships. Their outcome should be assessed by employers and have impact on the assessment of the student.

The Ministry of Science and Higher Education, due to a lack of direct impact on universities, does not set any objectives in terms of entrepreneurship education. The monitoring and measurement of the impact of education on start-up rate is also limited. The system of monitoring the number of students in majors and minors – POLON is however being developed. Among central government institutions the National Centre for Research and Development supports entrepreneurship education through projects aimed at encouraging innovations, like “Innovativeness Creator” and supporting financially the development of academic incubators.

The Polish Agency for Enterprise Development undertakes a monitoring and research role in entrepreneurship education. Their monitoring and research activities are grouped in a number of research projects and entrepreneurship education is partly included in two of them: Report on the State of SME Sector and The Balance Sheet of Human Capital. Within the first project Węclawska and Zadura-Lichota⁵ analyse the impact of education

⁵ Cf. D. Węclawska, P. Zadura-Lichota, *Wpływ edukacji na postawy przedsiębiorcze i przygotowanie młodych Polaków do prowadzenia działalności*

on the entrepreneurial attitudes and preparation of young Poles to run a business. They point out that entrepreneurship education at lower levels should focus more on developing certain traits (like persistence, autonomy, creativity) and at a higher level should be more directed towards delivering skills closely connected with running a business. They also highlight the trend of increase in the percentage of firms founded by highly educated people (at least with a bachelor degree) from 26.6% in 2003 to 38.9% in 2007 which is important as those companies have the highest survival rate. It is also important to mention that 34% of students who want to run a business in the future, only 28% of students have or had in their programmes modules any help in starting-up or running a business and entrepreneurial intent is much higher among students that participated in an “entrepreneurship” module (53% compared to 33% of those who have not attended such a module). Jelonek⁶ in her report from the second of mentioned projects claims that 39% of students intend to run their own business or NGO in the future. The index is higher among male students and highest among students of architecture, construction, services and veterinary (74% of female and 80% of male students), environment protection and art (66% female and 75% of male students).

The programs in entrepreneurship at Polish universities are typically based within the direction of management. Until 2011, there were central requirements for directions issued by the Ministry of Science and Higher Education, which meant that every direction of management provided by any university in Poland had to have the same “core” of modules. Currently, the universities have autonomy in structuring their programmes, however, most of them have been left unchanged thus far. In the analysis of the entrepreneurship programmes attention is given to the following issues: (1) the clarity of objectives of the programme in terms of learning outcomes, (2) profile of the graduate, and (3) the content of the program, especially how it differs from general

gospodarczej, in: *Raport o stanie sektora małych i średnich przedsiębiorstw w Polsce w latach 2008-2009*, ed. A. Wilmańska, Warszawa 2010.

⁶ Cf. M. Jelonek, *Studenci – przyszłe kadry polskiej gospodarki: Raport z badań studentów i analizy kierunków kształcenia realizowanych w 2010 r. w ramach projektu „Bilans Kapitału Ludzkiego”*, Warszawa 2011.

management programs. The author will analyze the entrepreneurship programs in leading Polish universities.

Warsaw School of Economics has a bachelor programme in entrepreneurship both in Polish and in English within the direction of management. The profile of a graduate of the field of study in management is provided within the course documentation. However, there is no profile of a graduate of the entrepreneurship programme and no knowledge/skills/social competencies directly related to entrepreneurship in the overall profile. The structure of the programmes in both Polish and English is exactly the same. The obligatory modules to be taken in management are: accounting and financial reporting, business administration, business planning, competition strategies, corporate finance, economic and financial analysis, human resource management, marketing of management, marketing research, operational research, organizational behaviour, project management and quality management. Within the elective modules, none are directly related to entrepreneurship. Specialized modules for the entrepreneurship programme are limited to: corporate liquidity management, entrepreneurship training, labour law, risk management in integrated management systems and tax and non-tax corporate burden.⁷

The Poznań University of Economics offers an entrepreneurship programme entitled “entrepreneurship in small and medium enterprises” within the management direction at Masters level only in Polish. A detailed profile of the graduate profile is provided for the programme. It claims that graduates will be able to on completion of the programme:

create and develop their own business, use financial and marketing instruments, cooperate with institutions in economic environment and enter foreign markets.⁸

Moreover, graduates should be equipped to work for entrepreneurship support institutions which are rapidly increasing due to European Union funds. The specialized modules in this programme include: SME sector in European economies, creating

⁷ Cf. A. Karmańska, S. Macioł, *Studia pierwszego i drugiego stopnia w SGH*, Warszawa 2012.

⁸ <<http://www.ue.poznan.pl/studia-i-studenci/specjalnosci-studiow/przedsiębiorczosc-w-malej-i-sredniej-firmie/>> (accessed at: 10.10.2012).

and financing the growth of enterprise, business planning, the business game and Internet tools for small business support, family business and inter-generational succession, entrepreneurship in Polish and Spanish economies, international aspects of SME activity, managing European Union funds. An interesting element regarding this course is that some of the lectures are provided in Spanish. This suggests that there is an association with a Spanish University for this programme.

Wrocław University of Economics is an interesting example of internal competition. It offers four management majors at four faculties and three entrepreneurship minors: entrepreneurship and managing your own company, management of a small business (at bachelor level), and entrepreneurship in the small business sector (at masters level). The profile of the graduate of the entrepreneurship and managing one's own company minor is described in detail and includes a wide range of knowledge and skills directly related to starting-up and managing a company. Similarly, the offered modules include: business planning, information technology for small business, legal aspects of running a business, accounting in small businesses, starting-up and financing a new business. The profile of the "management of the small business" graduate is also described in detail and the content includes: managing a small firm, financing SMEs, business plan, managing a family firm, economic analysis in SMEs, accounting in SMEs, legal aspects of small firm management, marketing in small businesses, European Union funds, finance and taxes in small businesses and management games. The profile of "entrepreneurship in the small business sector" graduate is identical to the previous one, which suggests that they were written by the same person or team. Moreover, some of the modules are repeated, such as business planning, European Union funds, managing small firm and financing small businesses. The remaining modules focus on controlling, budgeting, small business strategies, managerial and leadership skills.

In Cracow University of Economics, the minor in Entrepreneurship and innovations is offered within the major in Economics. The profile of the graduate (the same for bachelor and masters levels) is only partly directed at entrepreneurship. It also offers the possibility of employment as a manager or within the banking or public sector. The modules connected with entrepreneurship at the bachelor level include basics of entrepreneurship

and innovations, managing organizational growth, small business in the European Union, e-business, pricing decisions in small businesses, corporate entrepreneurship, information technology and Internet entrepreneurship, European Union funds, international entrepreneurship and entrepreneurship in tourism. At masters level there are only a few modules directly connected with entrepreneurship and innovation.

In the University of Economics in Katowice the minor in Entrepreneurship is provided within the major in Management only at bachelor level. The profile of the graduate is detailed and focuses on entrepreneurial skills. The content includes: innovations, creating entrepreneurial attitude, individual entrepreneurship, managing a small business, managing entrepreneurial growth, strategic analysis of the entrepreneurial organization, entrepreneurial leadership, corporate entrepreneurship and Internet entrepreneurship.

Some universities or technology universities in major cities (where no universities of economics are based) have faculties of economics or management and provide entrepreneurship programs. Examples include: the University of Gdańsk, Szczecin University and Lodz University of Technology. Moreover, some private business schools provide programmes in entrepreneurship. The Polish sector of private business schools encompasses about 500 schools of various levels of quality. Private business schools are used by students unable to meet the entry criteria for the state funded institutions. One of the best in terms of breath of content is the programme offered by Kozminski University. There is an entrepreneurship minor provided within the management major at bachelor level both in Polish and English. The programme outcomes are not clearly stated but there are a number of specialized modules including: new venture creation, e-business, family business development, entrepreneurial marketing, international entrepreneurship, creativity and innovations, business plan, financing new ventures, local and regional entrepreneurship, Internet entrepreneurship, corporate entrepreneurship.

Pedagogical Practice

The delivery of entrepreneurship programs in Poland does not differ greatly from that in the rest of Europe. Perhaps there is a tendency to rely on traditional conservative methods as

opposed to particularly innovative delivery methods across the higher education sector. A typical example is provided in the form of the entrepreneurship programme offered at bachelor's level at the University of Economics in Katowice. This scheme is designed around the development of the business idea and finishes with a comprehensive project of the business including strategic, legal, formal, financial and tax issues. The basic idea is to guide the student through the whole process of starting up providing knowledge and skills necessary to start and run a company. The final result of the teaching and learning process is the project of the business that the students develop during the last two semesters of the studies and that is ready to be used in business practice. In some cases, the students start up during the last year of the programme and use the "project of the firm" module to amend the project based on the feedback received from running a business. The course team acknowledge that the involvement of business practitioners in the programme is still too low, and that there are many administrative obstacles before this situation can be improved. The practice of entrepreneurship education would benefit from greater reflection, evaluation and comparison of existing practice. Currently, this does not happen although Polish academics do have the opportunity to attend international entrepreneurial practice conferences such as ICSB and ISBE. The creation of entrepreneurial education support agencies within Poland to reflect on pedagogical approaches and applied research would only benefit existing practice.

Conclusions

The analysis of the entrepreneurship programmes in Polish universities provides some conclusions. First of all, such programmes are widely available. In most regions, there is at least one university that provides entrepreneurship education at either undergraduate or postgraduate level. Those programmes generally narrowly focus on entrepreneurship. In most cases, the objectives, learning outcomes and the profile of graduates are clearly stated, probably influenced by the new National Qualifications Framework. The only notable exception is the Warsaw School of Economics where there are only a few modules directly aimed at entrepreneurship. The content of most of the programmes is

however directed more at managing SMEs than the start-up process, and there is more emphasis on skills than on enhancing entrepreneurial mindset. Some of the programmes are also directed at the employment of graduates in various kinds of institutions involved in entrepreneurship support as substantial amount of European Union funds are absorbed by Poland in the field of entrepreneurship support.

There is undoubtedly a need for more applied research to reflect on the current effectiveness of entrepreneurship education within Poland. Currently, this literature is minimal in comparison to other countries such as the UK and USA. There has been some investigation into the impact on student attitudes from entrepreneurial short courses⁹ but this needs to be significantly extended to consider the longitudinal impact of both undergraduate and postgraduate programmes across the Polish Higher Education sector. There is a need for both qualitative and quantitative research to assess overall measures of impact plus highlight individual case studies. Moreover, additional work needs to be undertaken to reflect on current pedagogical practices in comparison to other countries practices. This research will enable Polish Universities to enhance and refine existing entrepreneurship education practices.

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⁹ Cf. G. Packham, P. Jones, C. Miller, D. Pickernell, B. Thomas, *Attitudes towards Entrepreneurship Education: a Comparative Analysis*, "Education + Training" 52 (2010) 8/9, pp. 568-586; P. Jones, C. Miller, A. Jones, G. Packham, D. Pickernell, P. Zbierowski, *Attitudes and Motivations of Polish Students towards Entrepreneurial Activity*, "Education + Training" 53 (2011) 5, pp. 416-432.

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