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The Entrepreneurial Profile of Students Participating in the Academic Entrepreneurship Course: Pilot Study Results[1]

SUMMARY

This paper presents the entrepreneurial profile of a group of students of the academic entrepreneurship course. The aim of this preliminary exploratory study is to discover the entrepreneurial profile of the students who took part in this course, identifying their socio-demographic profile in terms of sex, age, nationality (there is a high presence of foreign students), and family background. Moreover they are asked to assess their entrepreneurial self-perception, the desirability, feasibility, and intent to create a company, and their perception of risk. For this a questionnaire is used, which was validated in previous studies to discover the entrepreneurial profile of students who take courses on 'Entrepreneurship' in different fields, contexts, and countries. The results will allow the discovery of the entrepreneurial inclination of these students, and, in the future, to compare it with other studies and measure the possible impact of the course on the modification of the said inclination.

→ **KEYWORDS** – ENTREPRENEURIAL PROFILE, ENTREPRENEURIAL ATTITUDE, ENTREPRENEURSHIP COURSE, ENTREPRENEURSHIP EDUCATION

STRESZCZENIE

Profil przedsiębiorczy studentów uczestniczących w kursie akademickim z przedsiębiorczości: wyniki badań pilotażowych

Artykuł analizuje profil przedsiębiorczy grupy studentów uczestniczących w kursie z zakresu przedsiębiorczości. Celem tego pilotażowego badania była wstępna identyfikacja profilu przedsiębiorczego studentów, w tym ich profilu społeczno-demograficznego w odniesieniu do płci, wieku, narodowości oraz sytuacji rodzinnej. Artykuł przedstawia także

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postawy przedsiębiorcze badanych studentów w zakresie ich samooceny przedsiębiorczej, celowości oraz wykonalności podjęcia się działalności gospodarczej, a także zamiaru stworzenia firmy i postrzegania ryzyka. Badanie pilotażowe zostało przeprowadzone za pomocą metody ankietyzacji (kwestionariusz ankiety bezpośrednio skierowany do uczestników kursu), która była już z powodzeniem stosowana od kilku lat wśród analogicznych międzynarodowych grupach porównawczych.

→ **SŁOWA KLUCZOWE** – PROFIL PRZEDSIĘBIORCZY, POSTAWY PRZEDSIĘBIORCZE, PRZEDSIĘBIORCZOŚĆ, EDUKACJA DLA PRZEDSIĘBIORCZOŚCI

Introduction

The European Union considers, in the *Lisbon strategy* (2000), a series of goals – innovation, competitiveness, and growth – that allow, in the medium-term, for a better socio-economic positioning of the European Union and the European Society in the international context, based on the changes produced as a result of the phenomenon of globalisation and Europeanisation.[2] The ongoing crisis that is affecting the world economy has questioned the validity of the market economy model in some parts of the globe, depending on its impact on national economies. What is not questioned, however, is that the Schumpeterian business function continues to be the engine of the economic system. Businesses are still believed to be the most efficient instrument for the creation of wealth and employment, although a review will be needed of the conditions in which businesses make their contribution to sustained socio-economic development, and the processes of wealth redistribution. The vitality of the business system can be understood, among other factors, in terms of the degree of competition existing and the entries and exits of the system (birth and disappearance of firms). The more efficient the system is for the society, the more initiatives are started – the more competition is experienced – and the more innovations are generated – which means more utility for

[2] Cf. K. Wach, *Internationalisation and Globalisation as the Wider Context of Europeanisation Processes from the Macro- and Microeconomic Perspective*, "Horizons of Politics" 2014, vol. 5, no. 10, pp. 11-30; S. Kurek, S. Rachwał, M. Szubert, *Business Competencies in Polish School Curricula – Opinions of Teachers and Social Partners*, in: *Fit for Business: Pre-vocational Education in European Schools*, eds. M. Pilz, S. Berger, R. Canning, Wiesbaden 2012, pp. 61-88.

everyone. Independent of the existing socio-economic conditions, we always find people who have the entrepreneurial initiative to create a firm or their own business.[3] But one of the main problems detected is the lack of these entrepreneurial initiatives. This lack is explained by the lack of a strong entrepreneurial culture that would boost the creation of new businesses. One way to achieve the social permeability of entrepreneurial values is to promote them within the education system, at all levels (primary, secondary and tertiary education). The European Union already explicitly shows this approach in some references that will mark its actions in the coming years.[4]

In the last decade, the process of convergence represented by the *European Higher Education Area* (EHEA) means a new scenario for European universities, which is very welcome and widely considered as the Europeanisation of national systems of higher education.[5] Some European universities, committed to the process of Europeanisation, have already considered promoting entrepreneurial culture among their students and offering training in this subject,[6] with the aim of achieving an important qualitative change among young Europeans.[7]

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[3] Cf. J.A. Schumpeter, *The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest, and the Business Cycle*, University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship 1934; P.D. Reynolds, W.D. Bygrave, E. Autio, *Global Entrepreneurship Monitor 2003 Executive Report*, Babson College, London Business School and the Kauffman Foundation 2004; S. Kurek, T. Rachwał, *The Role of Business Education in the Development of Entrepreneurship in the Member States of the European Union*, "Europa XXI" 2009, vol. 19, pp. 127-142.

[4] "Oslo Agenda for Entrepreneurship Education in Europe": promotion of entrepreneurship among European youths, following the objectives of innovation, competition, and growth in agreement with the Lisbon 2000 strategy, as found in the document "Education and Training 2010", from the Commission of European Communities.

[5] Cf. R. Rybkowski, *Europeanization of European Universities. Between Two Currents of Changes*, "Horyzonty Polityki" 2013, vol. 4, no. 8, pp. 111-123; K. Wach, *Europeanisation of Entrepreneurship Education in Europe – Looking Back and Looking Forward,* "Horyzonty Wychowania" 2014, vol. 13, no. 26, pp. 11-XX.

[6] Cf. K. Wach, *Kształtowanie postaw przedsiębiorczych w programach nauczania: Stan obecny i proponowane kierunki zmian* [Development of Entrepreneurial Attitudes in the Curriculum: State-of-the-art and Proposed Directions of Change], in: *Kształtowanie postaw przedsiębiorczych a edukacja ekonomiczna*, eds. P. Wachowiak, M. Dąbrowski, B. Majewski, Warszawa 2007, pp. 120-127.

[7] Cf. K. Wach, *Entrepreneurship Education in Poland*, "ERENET Profile" 2008, vol. III, no. 3 (11), pp. 36-44; M. Najda-Janoszka, K. Wach, *Lifelong*

The objective of the paper is to discuss the importance of the entrepreneurial profile of students for future plans concerning their own business activity. The paper is based on a literature review as well as a pilot study using a survey questionnaire among a small-scale sampling of students participating in an academic entrepreneurship course.

Theoretical foundations

It is necessary to know beforehand the factors that influence people and shape their intentions to create a business. We start from the indisputable premise that the action of creating a firm implies planned behaviour and we understand that said behaviour can be predicted depending on the prior intentions that the person presents in a given moment.[8]

In order to understand how business intent works we can employ some psycho-sociological models that explore attitudes and their antecedents – beliefs.[9] In the field of social psychology we have Ajzen's[10] Theory of Planned Behaviour Model (TPB), which maintains that the intention to carry out an activity depends on how its appeal, feasibility, and the social norms that frame it are perceived.

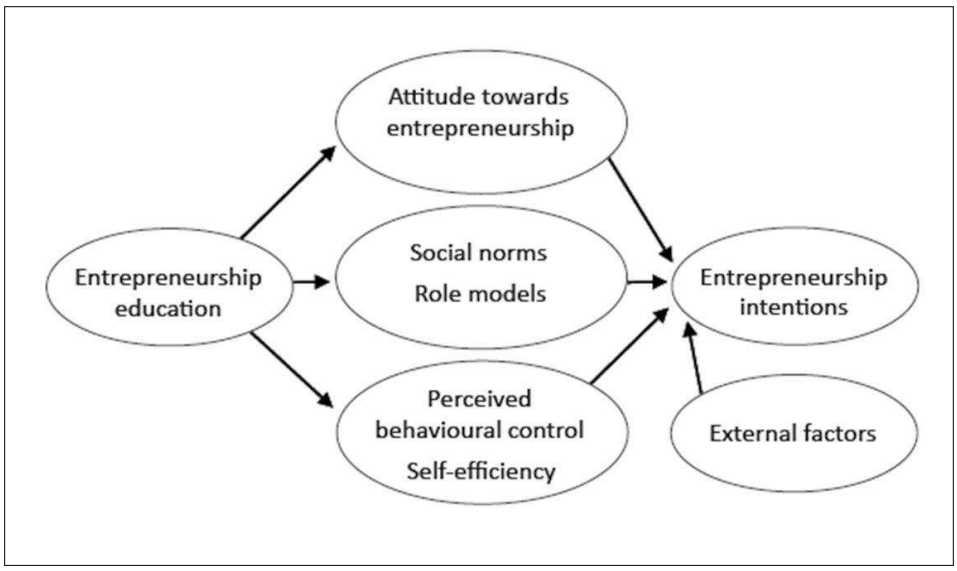
Learning in the Fields of Tourism in the European Union Taking Poland into Special Consideration, in: *Entrepreneurship in Tourism and Sport Business*, ed. Małgorzata Bednarczyk, Kraków 2008, pp. 45-58.

[8] Cf. N.F. Krueger, M.D. Reilly, A.L. Casrud, *Competing Models of Entrepreneurial Intentions*, "Journal of Business Venturing" 2000, 15, pp. 411-432.

[9] Cf. N.F. Krueger, *What Lies Beneath? The Experiential Essence of Entrepreneurial Thinking*, "Entrepreneurship Theory and Practice" 2007, vol. 31, no. 1, pp. 123-138.

[10] Cf. I. Ajzen, *Attitudes, Traits, and Actions: Dispositional Prediction of Behaviour in Social Psychology*, "Advances in Experimental Social Psychology" 1987, vol. 20, pp. 1-63.

Figure 1. Integrative Model of Assessing Entrepreneurial Intention



Source: adopted from I. Ajzen, *Theory of Planned Behavior*, "Organizational Behavior and Human Decision Processes" 1991, vol. 50, p. 182.

On the other hand, Shapero's[11] Entrepreneurial Event Model postulates that business intent depends on how desirability and feasibility are perceived, as well as the inclination to act. These models were corroborated by Krueger, Reilly, and Casrud,[12] who specify that both coincide in their consideration of the relationship between feasibility and self-efficacy. We start from the premise of considering that the beliefs people have about their own abilities influence whether they display a certain future behaviour or not. Simplifying this causal chain, we suggest that beliefs (self-efficacy) generate attitudes, attitudes influence the (entrepreneurial) intent, and intent in turn creates a type of behaviour (creating a business):

Beliefs (self-efficacy) → attitudes → intent → behaviour

[11] Cf. A. Shapero, *The Social Dimensions of Entrepreneurship*, in: *The Encyclopedia of Entrepreneurship*, eds. C.A. Kent, D.L. Sexton, K. Vesper, NJ 1982, pp. 72-90.

[12] Cf. N.F. Krueger, M.D. Reilly, A.L. Casrud, *Competing Models of Entrepreneurial Intentions*, op. cit.

Therefore, the level of confidence – self-efficacy – that the person has in terms of their own abilities and capacities, as a manifestation of their beliefs regarding the possibility of carrying out a certain activity, plays a very important role in entrepreneurial action.[13]

Different studies show that self-efficacy, understood as the confidence a person has in themselves based on beliefs about their possibility for success,[14] is a key element in studied human behaviour.[15] In this sense, we understand that it is more likely that a person who perceives him/herself as having a high level of self-efficacy in a certain activity will act on it and be dedicated to it tenaciously,[16] more so than other people who show low self-efficacy in the same activity.

Put simply, we can compare the *entrepreneurial attitude* that a person presents with the perception said person has on whether the possibility of creating their own business appeals to them or not. Liao and Welsch[17] use a construct named *entrepreneurial intensity*, with which they represent the so-called *degree of entrepreneurship*, that is, the degree of commitment the person has to the (potential) creation of their firm. Koçoğlu and Hassan[18] repeats after Ajzen[19] that the entrepreneurial intention,

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[13] Cf. N.G. Boyd, G.S. Vozikis, *The Influence of Self-efficacy on the Development of Entrepreneurial Intentions and Actions*, "Entrepreneurship Theory and Practice" 1994, vol. 18, no. 4, pp. 63-77; N.F. Krueger, D.V. Brazeal, *Entrepreneurial Potential and Potential Entrepreneurs*, "Entrepreneurship Theory and Practice" 1994, Spring, pp. 91-104; C.C. Chen, P.G. Green, A. Crick, *Does Entrepreneurial Self-efficacy distinguish Entrepreneurs from Managers?*, "Journal of Business Venturing" 1998, vol. 13, no. 4, pp. 295-316.

[14] Cf. G.D. Markman, D.B. Balkin, R.A. Baron, *Inventors and New Venture Formation: The Effects of General Self-efficacy and Regretful Thinking*, "Entrepreneurship Theory and Practice" 2002, vol. 27, no. 2, pp. 149-165.

[15] Cf. A. Bandura, *Human Agency in Social Cognitive Theory*, "American Psychologist" 1989, vol. 44, no. 9, pp. 1175-1184.

[16] Cf. A. Bandura, *Self-efficacy: The Exercise of Control*, New York 1997.

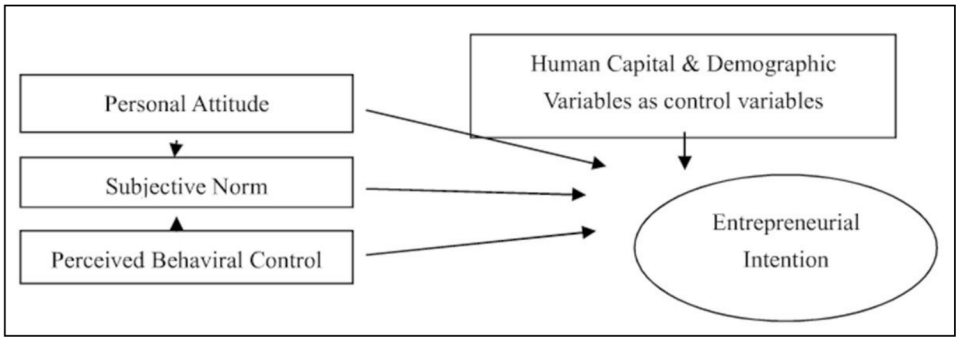
[17] Cf. J. Liao, H. Welsch, *Entrepreneurial Intensity*, in: *Handbook of Entrepreneurial Dynamics*, eds. W.B. Gartner, K.G. Shaver, N.M. Carter, P.D. Reynolds, California 2004.

[18] Cf. M. Koçoğlu, M.U. Hassan, *Assessing Entrepreneurial Intentions of University Students: A Comparative Study of Two Different Cultures: Turkey and Pakistani*, "European Journal of Business and Management" 2013, vol. 5, no. 13, pp. 243-252.

[19] Cf. I. Ajzen, *Theory of Planned Behavior*, op. cit.

as a measure of entrepreneurship education, is determined by personal attitude, subjective norms as well as perceived behavioural control (Figure 2). What is more entrepreneurial actions of students are led by personality factors but is up to how an individual perceives his or her current circumastances as leading to a desired state,[20] thus Byabashaija and Katono[21] while building a model (Figure 2) linking the entrepreneurial education on one hand and entrepreneurial attitude as well as entrepreneurial intention on the other hand, emphasize the special role of situaltional factors (employability and commitments) as well as attitudes (desirability, feasibility and self-efficacy), which is also mentioned by Bae at al.[22]

Figure 2. Entrepreneurial Intention Model in Entrepreneurship Education



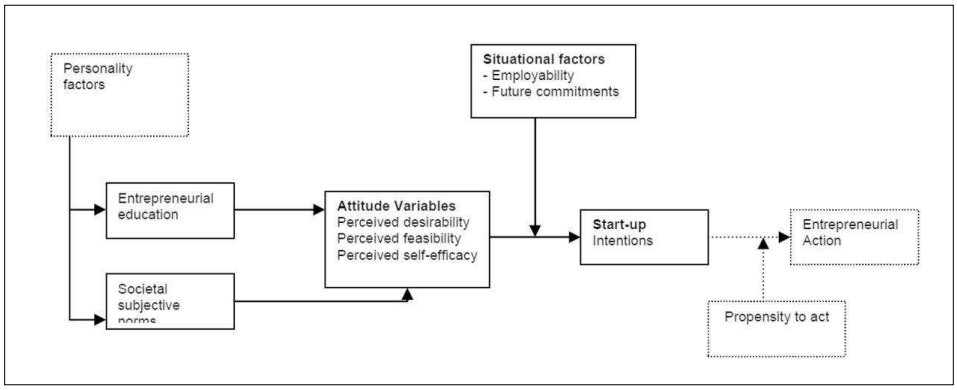
Source: M. Koçoğlu, M.U. Hassan, *Assessing Entrepreneurial Intentions of University Students: A Comparative Study of Two Different Cultures: Turkey and Pakistani*, "European Journal of Business and Management" 2013, vol. 5, no. 13, p. 244.

[20] Cf. I. Ajzen, *Attitudes, Traits, and Actions: Dispositional Prediction of Behaviour in Social Psychology*, op. cit.

[21] Cf. W. Byabashaija, I. Katono, *The Impact of College Entrepreneurial Education on Entrepreneurial Attitudes and Intention to start a Business in Uganda,* "Journal of Developmental Entrepreneurship" 2011, vol. 16, no. 1, pp. 127-144.

[22] Cf. T.J. Bae, S. Qian, Ch. Miao, J.O. Fiet, *The Relationship Between Entrepreneurship Education and Entrepreneurial Intentions: A Meta-Analytic Review*, "Entrepreneurship Theory and Practice" 2014, vol. 38, no. 2, pp. 217-254.

Figure 3. Shaping Entrepreneurial Attitudes within Entrepreneurship Education



Source: W. Byabashaija, I. Katono, *The Impact of College Entrepreneurial Education on Entrepreneurial Attitudes and Intention to start a Business in Uganda*, op. cit., pp. 129.

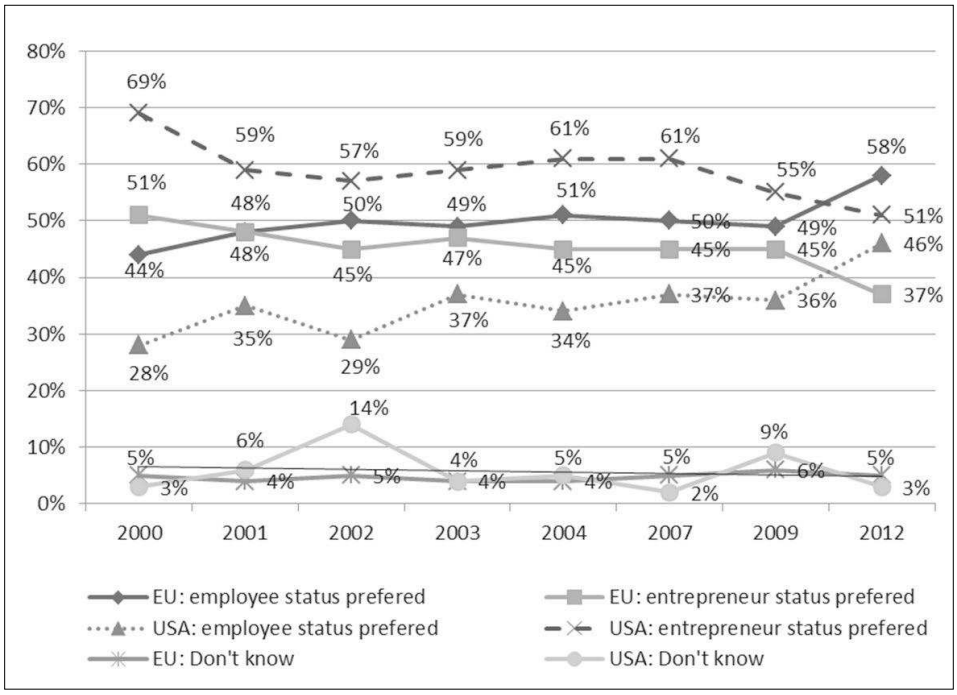
In the light of present research the following assumption can be accepted:[23] European systems of education and trainings are not in a sufficient degree focused on moulding entrepreneurial attitudes of the youth (Figure 4). The research conducted on the order of the European Commission results in the fact that nearly 58% of the Europeans never considered setting up their own business, and only **37**% prefer being an entrepreneur (before the crisis it used to be **45**%), in comparison to the United States – in which **51**% of the citizens prefers self-employment status (before the crises it used to be 61% or even 69% in 2000). The early experiences of entrepreneurship and innovativeness have fundamental influence on future decisions on setting up own business.[24] Hence, the most important here is support for the realization all kinds of education programmes of entrepreneurship, on basic, secondary, and higher education (on all majors of studies) levels.[25]

[23] Cf. K. Wach, *Edukacja na rzecz przedsiębiorczości wobec współczesnych wyzwań cywilizacyjno-gospodarczych* [Entrepreneurship Education towards Modern Civilization and Economic Challenges], "Przedsiębiorczość – Edukacja" 2013, vol. 9, pp. 246-257.

[24] Cf. K. Wach, *Kształtowanie postaw przedsiębiorczych w programach nauczania: Stan obecny i proponowane kierunki zmian*, op. cit.

[25] Cf. M. Najda-Janoszka, K. Wach, *Lifelong Learning in the Fields of Tourism in the European Union Taking Poland into Special Consideration*, op. cit.

Figure 4. Preferred tracks of career in the EU and the USA in the years 2000-2012



Source: own compilation based on *Entrepreneurship,* „Flash Eurobarometr" no. 160, European Commission, Brussels 2004, p. 4; *Entrepreneurship Survey of the EU, United States, Iceland and Norway*, „Flash Eurobarometr" no. 192, European Commission, Brussels 2007, p. 6; *Entrepreneurship in the EU and Beyond,* „Flash Eurobarometr" no. 283, European Commission, Brussels 2010, p. 4; *Entrepreneurship in the EU and Beyond,* „Flash Eurobarometr" no. 354, European Commission, Brussels 2012, p. 15.

Methodology

Antecedents

In order to provide our observations with a scientific basis and to validate the results, different theoretical contributions and different models proposed in relation to intentionality have been studied and related to entrepreneurial intent. Also, a broad review of the existing literature on attitudes in entrepreneurial intent (business intent) and on education (training) in the creation of companies has been carried out.

For the first objective, the two most important reference points are the models of Ajzen[26] and Shapero.[27] From Ajzen's[28] model, it is suggested that a set of cognitive variables – indicated as "antecedents"– influence human intent. Following this model, we aim to discover the entrepreneurial profile of the students, in the first phase. In the second phase the possible impact of the course on said variables is studied and, in the third phase, whether those (entrepreneurial) intentions are maintained or not after a certain period of time. This practice is common with students that, year after year, take academic course(s) with the same instructor.

The work presented here corresponds with the first phase, and forms a part of a wider study, with which aims to discover the perception the student body has of itself (measuring self-efficacy, business attitude, and business intent) at the beginning of the course, at the time of finishing the course, and after a period of time of between four and six months, such that it may be possible for use to confirm the variations that have been registered in these variables and the impact that the training received in the subject has over time.

This work finds its antecedents in other previous studies and is based on an already tested model.[29] In the said model the perception of the environment and social norms, the self-efficacy, entrepreneurial intensity, and gender interact in the process of gestation of business intent were analyzed.[30] Now the aim

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[26] Cf. I. Ajzen, *Attitudes, Traits, and Actions: Dispositional Prediction of Behaviour in Social Psychology*, op. cit.

[27] Cf. A. Shapero, *The Social Dimensions of Entrepreneurship*, op. cit.

[28] Cf. I. Ajzen, *Theory of Planned Behavior*, op. cit.

[29] Cf. M.C. Díaz, J.J. Jiménez, *Factores que inciden en la intención empresarial: Propuesta de un modelo* [Factors Affecting Entrepreneurial Intention: Proposal of a Model], *Creación de Empresas: Aproximación al Estado del Arte,* ed. R. Hernández, Curitiba 2008; C.M. Díaz, J.J. Jiménez, *Factores que inciden en la intención empresarial: evaluación del curso Emprendedores' para la promoción de la cultura emprendedora* [Factors Affecting Entrepreneurial Intention: Entrepreneurship Course Evaluation for the Promotion of Entrepreneurial Culture], eds. C. Vázquez et al., San Martín 2008; J.J. Jiménez, C.M. Díaz, *Evaluación del impacto de la asignatura 'Creación de Empresas' en la intención empresarial de su alumnado* [Assessing the Impact of the ‚Entrepreneurship' Course on Entrepreneurial Intention of the Students], eds. A. Legato et al., *V Encuentro Regional de Centros de Investigación en Administración y disciplinas afines,* Tandil 2009.

[30] This model was first compared, in the academic year 2007-2008, with the answers obtained from the students of the course 'Company Creation' ('*Creación*

is simply to discover the entrepreneurial profile of the student body, for which the methodology previously considered will be followed. A standard questionnaire with validated questions that have been previously compared in other studies was employed.

Survey Questionnaire

The survey questionnaire included 19 questions, some of them were complex (which means there were 28 questions altogether). The questionnaire was comprised of the following parts:

- willingness of students to start their own business (desirability, feasibility),
- entrepreneurial profile of students (self-efficacy, initiative, risk-taking),
- entrepreneurial potential of students,
- basic characteristics of the students (as controlled variables).

To measure the degree to which the creation of a business is desired,two variables were used: *desirability* and *feasibility* of the respondent in terms of creating his/her own business – measured using a 7-point Likert scale.

The entrepreneurial profile of the students was verified using three different features, namely self-efficacy, entrepreneurial attitude as initiative, as well as ability to take risks. For all three mentioned variables the 10-point Likert scale was applied. The measure for *entrepreneurial self-efficacy* was based on the work of Krueger and Kickul[31] and Kolvereid and Isaksen,[32] employing factor items obtained from different previous studies that use specific scales for entrepreneurial self-efficacy.

Questions on perception of entrepreneurial capacity were asked using a 10-point Likert scale (1: not entrepreneurial at all; 10: very entrepreneurial). The perception of risk facing the creation of a company was also discovered using a 10-point Likert scale

de Empresas') at the Faculty of Economics and Business in Albacete, University of Castilla-La Mancha (Spain).

[31] Cf. N. Krueger, J. Kickul, *So You Thought the Intentions Model was Simple?: Navigating the Complexities and Interactions of Cognitive Style, Culture, Gender, Social Norms, and Intensity on the Pathways to Entrepreneurship*, USASBE conference, Tuscon 2006, AZ.

[32] L. Kolvereid, E. Isaksen, *New Business Start-up and Subsequent Entry into Self-Employment*, "Journal of Business Venturing" 2006, vol. 21, no. 6, pp. 866-885.

(1: very little risk; 10: a lot of risk). And, on the probability of creating their own business in the near future again, a 10-point Likert scale (1: very probable; 10: very improbable) was used.

As the independent variables, among other things, such controlled variables as the nationality, age, sex, family environment, and entrepreneurial self-assessment of the respondent were applied. For this reason corresponding dichotomous questions or closed-ended questions were employed.

Aa personality test was also used to evaluate the entrepreneurial potential of the students. It was a self-administered test used by some public administrations and organisations dedicated to entrepreneurial promotion. The test consisted of 60 questions of subjective assessment, using a 0 to 6 point scale, where '0' means that the characteristic described does not correspond to the profile of the respondent and '6' means that the characteristic specifically describes the personality of the respondent. The result is the balanced sum of the answers obtained in each question, corresponding to five discreet categories of entrepreneurial profile: low (0-119), medium-low (120-209), medium (210-279), high (280-319), and very high (320-360).

Results and Discussion

The Environment of the Pilot Study: The University

The above mentioned assumptions are applied at the Cracow University of Economics, where the Department of Entrepreneurship and Innovation was created in 1992 within the newly re-shaped the Faculty of Economics and International Relations. The Department offers various courses on entrepreneurship in Bachelor, Master and Doctoral Studies. The students can study dedicated 3-semester bachaleror and 2-semester master studies track of 'Entrepreneurship & Innovation' (majoring in economics):

Entrepreneurship Techniques,
Creativity and Innovation,
Innovation Management,
Internet Entrepreneurship and e-Entrepreneurship,
Corporate Entrepreneurship,

European Union Funds for Entrepreneurship,
International Entrepreneurship,
Law for Entrepreneurs and Entrepreneurship,
Entrepreneurship in Tourism,
Small Business Management,
etc.

The Department offers also various entrepreneurship courses for students of other majors (e.g. *Entrepreneurship and New Venture Planning* for master students majoring in international business, *Entrepreneurship in the EU* for bachelor students majoring in European Studies as well as international business, *Innovation and Entrepreneurship* for students majoring in international economics, *International Entrepreneurship* for students majoring in international relations,). All PhD students at the Faculty are offered a module in *Entrepreneurship and Innovation in the Modern Economy*. The faculty of the Departments includes 2 associate professors (with the PhD supervision certificate), 8 assistant professors and 1 assistant lecturer. Currently, there are also 8 PhD students in the Department.

The Environment of the Pilot Study: The Course

This is the most specific case of the course "Entrepreneurship in the European Union", with 4 ECTS, taught in the majoring in 'International Economics', within the specialization track in 'International Business', in the full-time Bachelor Programme as Specialization modules. It is offered in the spring semester of the academic year 2013/2014. It is a 45-hour course, divided into two parts: Lectures (15 hours) and Seminars (30 hours); each student must be enrolled in one seminar group (attendance is compulsory), during which the interactive teaching methods (entrepreneurial pedagogy) such as case studies[33] or strategic games[34] are used. The course aims to meet the following teaching effects:

[33] Cf. A. Gaweł, *The Case Study Method in Entrepreneurial and Managerial Education in a Knowledge-based Economy,* in: *The Case Study Method in Business Education,* eds. Ph. Ammerman at al., Poznań 2012, pp. 25-38.

[34] Cf. A. Gaweł, *Strategic Management Games from the Perspective of a Business Trainer* (chapter 4), in: *The Strategic Management Virtual Game Method in Business Education,* eds. A. Gaweł, M. Pietrzykowski, Warszawa 2014, pp. 77-94.

- A student understands various entrepreneurship policies and SME policy challenges and the specific aims and complexities of entrepreneurship in the European Union.
- A student demonstrates knowledge of main European entrepreneurship concepts, their models, benefits and possible applications (knowledge).
- A student is able to interpret, analyse and assess the activities of various businesses operating on the single European market as well as is able to create practical solutions to decision problems in the field of European entrepreneurship (skills).
- A student takes an active attitude towards solving decision problems working individually and in a team as well as is able to present his/her opinion based on individual analysis as well as on a group discussion about the activity of various European business units (attitude).
- A student takes an active and entrepreneurial attitude towards various tasks and is keen on team working (attitude).

Two special sessions (6-hours' modules) 'Creativity for Enterprising People' (instructed by a visiting professor of business and entrepreneurship) and 'Frontier Security Markets in the European Union' (instructed by a visiting professor of economics and finance) were taught by visiting professors within the framework of the Erasmus Teaching Staff Programme.[35]

The following two sessions are dedicated to the figure of the enterprising person who becomes an 'entrepreneur', their socio-demographic profile, their motivation –intent– and the process they follow until becoming a businessperson. It is at this point that students are asked about their own 'entrepreneurial' profile, to get to know their position in relation to the profile-type that the literature on entrepreneurship defines. It continues with the importance of the idea of business and the role performed by creativity and innovation in the search for and achievement of said idea.

The course finishes with the two last sessions dedicated to actively experimenting with different creative techniques, to

[35] The ERASMUS TSM (Teaching Staff Mobility Programme) is a programme for mobility and exchange among teaching staff, with training objectives within the European Union's Lifelong Learning Programme (LLP).

facilitate a proactive mental state for the generation of novel ideas.

The Sampling Characteristics

In April 2014 a small-scale experiment conducted among a small-scale set of observations (*n* = 35) was undertaken during a single seminar with a group of students participating in the entrepreneurship course at Cracow University of Economics. There were 35 students attending the seminar, 68.6% of whom were female and 31.4% are male. There were both Polish and international students in all English language classes offered at Cracow University of Economics, thus 54.3% of respondents were Polish (84.2% female and 15.8% male) and 45.7% foreign (50% female and 50% male), from 10 countries: Denmark (1), Germany (3), Greece (1), Russia (2), Slovakia (2), Sweden (1), Switzerland (1), Taiwan (1), Ukraine (3), and the USA (1). The average age of the Polish students was 20.7 years old (20.8 for females, 20.3 for males), and for the foreign students it was 21.3 years old (21.6 for males, 21 for females).

As for the open question of why they chose the course, all of the Polish students understand it as mandatory – as the course is compulsory for all second year students of the 'international business' specialization track. All of them confirmed having previous studies in various courses in economics, business, management, marketing, and entrepreneurship.

Planning One's Own Business

For the dichotomous question of whether they have at some point thought about the possibility of creating a business or having their own firm, 82.8% of the students responded in the affirmative. 65.5% of the students that responded positively were female and 34.5% male. 51.7% were foreign students (53.3% females and 46.6% males) and 48.3% Polish students (78.6% females and 21.4% males).

For the dichotomous question about whether they have or have had some business idea, 65.7% of the students responded positively, of which 69.6% were female and 30.4% male. Such as

56.5% were foreign (53.8% female and 46.2% male) and 43.5% Polish (90% female and 10% male). 82.6% of responders commented on what is or was their business idea; in no case was it an original idea, but imitations of successful ideas such as restaurant-bar, restaurant-café, health food restaurant, youth hostel, coffee shop, online clothing shop, renting to tourists. For the dichotomous question of whether in their family or social environment there was any businessperson, 65.7% of the students confirmed having or knowing a businessperson in their closest family and/or social circles. Just 65.2% were female and 34.8% male. 65.2% were Polish (80% female and 20% male) and 34.8% foreign (62.5% female and 37.5% male). 27.3% of the answers show the father to be a businessman, 27.3% point to an uncle, 18.2% point to parents, 13.6% to a friend, 9.1% to a sister, and 4.5% to the mother. Among the Polish students, 33.3% indicated their father as their business reference, and 33.3% indicated an uncle. Among the foreign students 28.6% indicated both parents, and 28.6% indicated a friend.

The result of the 'entrepreneur's test' shows an average value of 246.8 points out of a maximum of 360. As such 88.5% of the students have a 'medium' entrepreneurial level, 7.7% have a 'high' level, and 3.8% have a 'medium-low' level. In these data, male students showed an average value of 257.1 points and female students showed 243.1 points. The average for the foreign student body was 256.9 points (261.1 points for male foreign students and 253.6 points for female foreign students), and for the Polish students the average was 238.3 points (246 points for male Polish students and 237 points for female Polish students). In all of the cases the results correspond with the category of 'medium' entrepreneurial level.[36]

On calculating the corresponding correlation coefficients between having a business idea, the possibility of having one's own business and creating a company, and the existence of some kind of business point of reference in their environment, significant results were not obtained.

[36] The person has entrepreneurial potential, but needs to develop some competencies that will help them better understand the entrepreneurial process; the benefits of receiving business training and information are indicated.

Entrepreneurial Intent

Regarding the questionnaire used to discover the entrepreneurial intent of the studentship, the results obtained are gathered in Table 1. As such 76.5% of the students consider the idea of having their own business or their own company to be very attractive. The average value is of 6.17 over 7. The foreign students presented slightly higher values (6.20) than the Polish students (6.14), and male students had higher values (6.75) than female students (6.00).

Table 2. Characteristics of the Entrepreneurial Intent of the Responders

Features		Average	Variance	SD
04.attractiveness of own business		6.17	0.91	0.95
Median = 6 Likert scale (no 1-7 yes)	Polish students	6.14	0.69	0.900
	Foreign students	6.20	0.96	1.03
	Male students	6.75	0.18	0.50
	Female students	6.00	0.92	1.00
05.feasibility of own business		5.76	1.44	1.20
Median = 6 Likert scale (no 1-7 yes)	Polish students	5.85	1.65	1.21
	Foreign students	5.70	1.41	1.52
	Male students	6.75	0.18	0.50
	Female students	5.46	1.32	1.19
06.entrepreneurial attitude		7.06	2.31	1.52
Median = 7 Likert scale (no 1-10 yes)	Polish students	7.14	2.98	1.86
	Foreign students	7.00	1.60	1.33
	Male students	7.50	0.25	0.57
	Female students	6.92	2.68	1.70
08.risk-taking to create a firm		6.65	6.49	2.55
Median = 8 Likert scale (low 1-10 high)	Polish students	6.71	6.02	2.69
	Foreign students	6.60	6.04	2.59
	Male students	6.00	4.50	2.44
	Female students	6.84	6.43	2.64
19.probability of starting a business		5,71	2,85	1,69

Median = 8 Likert scale (low 1-10 high)	Polish students	4.70	1.34	1.25
	Foreign students	6.40	2.44	1.64
	Male students	6.50	1.25	1.29
	Female students	5.46	2.86	1.76

Source: own study (survey, *n* = 35)

Just 64.7% of the students consider the possibility of having their own business or their own company as very feasible. The average value is of 5.76 over 7. The Polish students presented slightly higher values (5.85) than foreign students (5.70), and male students had higher values (6.75) than female students (5.46).

Just 58.8% of the students consider themselves as moderately entrepreneurial. The average value is of 7.06 over 10. Polish students presented slightly higher values (7.14) than foreign students (7.00), and male students had higher values (7.50) than the female students (6.92).

58.6% of the students considered that they had a medium probability of creating their own business at some point. The average value is of 5.71 over 10. Foreign students presented higher values (6.40) than Polish students (4.70), and male students had higher values (6.50) than female students (5.46).

64.8% of the students considered that it is fairly or very risky to create a business or start a company. The average value is of 6.65 over 10. Polish students presented slightly higher values (6.71) than foreign students (6.60), and female students had higher values (6.84) than male students (6.00).

Regarding the level of importance of some elements if the students were to set up their own business, on a scale of 1 ('not at all') to 4 ('very') –2: 'a little'; 3: 'fairly'– 52.9% consider that creating a company as an alternative to unemployment is 'very' (35.3%) or 'fairly' (17.6%) important. 88.2% of the students believed that creating a company to have an income to live off is also 'very' (52.9%) or 'fairly' (35.3%) important. 100% of the students value creating a company to obtain large profits as also 'very' (52.9%) or 'fairly' (47.1%) important. 88.2% of the students considered that creating a company to achieve personal self-realisation is 'very' important. 94.1% of the students considered that creating a company to put in place their own idea is 'very' important. 76.4% of the students value creating a company to be independent (having no boss) as 'very' (52.9%) or 'fairly' (23.5%) important. 82.4% considered that

creating a company to achieve professional or social prestige is 'very' (47.1%) or 'fairly' (35.3%) important.

In relation to their attitude towards the risk involved in creating a company, on a scale of 1 ('very fearful') to 3 ('not fearful') – 2: 'fearful'– 76.5% considered themselves as 'fearful', and the other 23.6% was divided in half between 'very fearful' (11.8%) and 'not fearful' (11.8%).

In the cross-examination, the values in terms of business idea, family environment, business references, and antecedents are maintained. If they decided to set up a business, just 58.8% of the students indicated that they would do so as a secondary activity, complementing another primary one, in comparison to 41.2% who would want it to be their main activity. 64.7% of the students indicated that they would prefer to have partners in comparison to 35.3% who would want to tackle the situation alone. The preferred sector for starting a business activity is Services (58.8%), followed by Commerce (23.5%), Industry (11.8%), and New Technologies ICT (5.9%), no one opted for Agriculture and Farming.

Only 11.7% acknowledged having some previous professional experience in business management. In terms of initial capital needed to start their own company, 16.6% estimated that they would need at least 50,000 PLN; 33.3% estimated that they would need between 50,000 and 100,000 PLN; 41.6% estimated that they would need between 100,000 and 200,000 PLN; and, 8.3% estimated that they would need more that 200,000 PLN as their start-up capital.

On calculating the corresponding correlation coefficients between the variables, attractiveness, feasibility, entrepreneurial attitude, risk, and probability, we only obtain significant results (0.7961) for the relationship between considering oneself an entrepreneurial person and seeing as feasible the possibility of having one's own business or of creating one's own firm.

Conclusions

Given the current crisis of the model of market economy, it is clear that society, and public and private institutions, should promote entrepreneurial culture values that promote the creation of innovative and competitive companies that stimulate the socio-economic system to benefit whole society.

One of the main tools for developing such a strategy is the education system, at different levels. The university can and should play an important role in promoting entrepreneurial values and training in entrepreneurship. But overall, the university educational system does not have a training offer specifically oriented to entrepreneurship. On the occasions where content related to 'entrepreneurship' appear, is with unequal treatment in courses (legal macroeconomic approach, public policy framework, business plans, final projects, etc.).

When programs of training activities in entrepreneurship are designed, taken into both the content as the most appropriate pedagogical techniques should be taken into account. An appropriate relationship between content and pedagogy would enable truly positive change in entrepreneurial attitude of some students, generating creativity, positive motivation, entrepreneurship and innovative capacity.

The entrepreneurial profile of students in this course was not very different from other groups of students, which opens up possibilities that if they would receive adequate training in entrepreneurship, it would have an impact on their propensity to entrepreneurial intention.

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