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By providing international platform, 3. International Conference on Quality of Life 2018 will gather experts from industry and academia in order to exchange ideas and present results of ongoing research in a range of topics.

This Conference has a motto "From quality to happiness".

We invite you to participate in this important event.

Sincerely yours,

President of Programme Committee

Prof. dr Slavko Arsovski



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EDUCATING STUDENTS FROM WBC TO IMPROVE ENTREPRENEURIAL COMPETENCIES

Abstract: The development of entrepreneurial capacities is one of the key objectives of EU policy. There is an increasing awareness that entrepreneurial skills, knowledge and attitudes can be learned. This leads to the ever more noticeable development of an entrepreneurial mindset and entrepreneurial culture in individuals and society as a whole. Partly because of the current crisis and high unemployment, the labor market is increasingly in demand for multidisciplinary engineers with additional skills. Engineering education is therefore faced with new challenges that require a higher level of entrepreneurial competencies. This paper presents the influence of education in the field of entrepreneurship on improvement of entrepreneurial competences among students of engineering disciplines.

Keywords: Entrepreneurship, education, entrepreneurial competences

1. INTRODUCTION

Entrepreneurship as a competence applies to all spheres of life. It has an impact on personal and social development, on employment or self-employment as well as on the initiation or expansion of jobs that may have a cultural, social or commercial motivation.

Entrepreneurial competence, in addition to encouraging the opening of new enterprises, influences the development of an entrepreneurial mindset and more efficient use of existing knowledge, skills and attitudes. The countries of the European Union, as well as the candidate countries, have defined the development of entrepreneurial competencies as a priority task. The European Commission, in its Council Recommendation on Key Competences for Lifelong Learning (2018), has included entrepreneurship among the eight key competencies to be developed at all levels of education (Figure 1).

Higher education institutions should create added value for their students and ensure their competitiveness through the development and improvement of their entrepreneurial competence. Students are in the focus of this research because they represent the base and starting point for the development of entrepreneurship. The academic community is

one of the key backbones of the entrepreneurial development strategy. The creation of highly educated entrepreneurs are directed to open companies that have high technological potential, which again may contribute to employment of a large number of highly qualified workers.

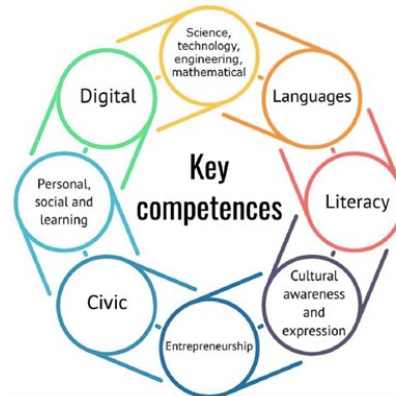


Figure 1 - Key competences [1]

The paper is organized in the following way. The literature review is presented in the second section. The proposed methodology is given in the third section. In the fourth section, a results of improvement are illustrated by an example with a real-life data. Conclusions are presented in the fifth section.

2. LITERATURE REVIEW

There is a large number of papers in the literature related to the improvement of entrepreneurial competences among students. In [2], the authors concluded that attending courses in the field of entrepreneurship significantly influenced the development of entrepreneurial potential among students. According to the study [3] after attending courses in the field of entrepreneurship, the participants showed have a significantly higher desire and willingness to engage in entrepreneurship, stating that their expressed desire to engage in entrepreneurship is the result of attending educational courses in the field of entrepreneurship. In [4], the authors in their research find evidence that specific entrepreneurial education helps entrepreneurship development and that the individuals after such education improve their entrepreneurial skills. In a survey [5] carried out on a students' population sample from 6 universities from Iran, the authors argue that entrepreneurial education has a significant impact on the development of student entrepreneurial potential. They suggested the improvement and expansion of content from the field of entrepreneurship in order to acquire students with adequate knowledge in this field and be able to see and use the opportunities and chances that they provide in the environment, and thus become successful entrepreneurs in the future. University entrepreneurial education is a major source of inspirational triggers that positively impact on entrepreneurial performance [6].

3. PROCESS OF VALIDATING ENTREPRENEURIAL COMPETENCIES

Taking into account key entrepreneurial attributes and skills, entrepreneurial competencies can be defined as a combination of knowledge, skills and attitudes needed to create and discover opportunities in the environment. Entrepreneurial competencies are used to direct behavior to successfully solve the task of creating and managing an organization that aims to take advantage of these opportunities and deal with a greater level of uncertainty and complexity in an environment full of challenges.

In order to promote entrepreneurial competencies, training was held for students of engineering disciplines in the Western Balkans Countries. In order to determine the level of knowledge that students acquire after the education, the process of self-assessment of student competences was carried out before and after the course.

Competence is define as ability to apply a synthesis of

- Knowledge,

Knowledge is defined as theoretical and practical knowledge of the application of various tools and strategies such as project management, marketing, leadership, economic principles

- Skills

Skills are defined as the ability to apply different tools and strategies in accordance with the situation and goals to be met, the ability to assess and analyze opportunities and risks, take responsibility for realized activities and the ability to promote their ideas.

- Attitudes

Attitudes include proactivity, motivation to take initiative, willingness to take risks, all in order to achieve the set goal as it is shown on figure 2 [7,8].

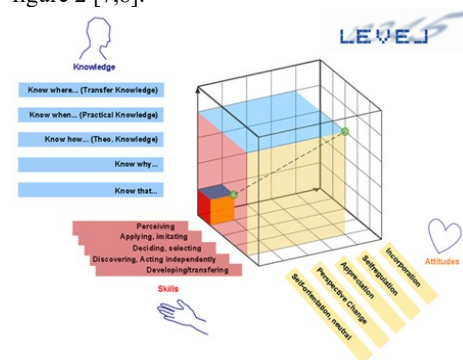


Figure 2 - Assessment of competences

Entrepreneurship refers to a learner's competence to turn ideas into action. It includes a number of sub-competences such as creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve the objectives. The learners are competent to apply different entrepreneurial skills and strategies in order to develop, organize, and manage an encounter he/she wants to achieve, be it private, professional or a contribution to civic society. The learners are

able to discover opportunities, to realize innovation, to exploit and use resources and to

identify and bear risks.

Table 1 - Levels of self-assessment

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Know where else...(Transfer knowledge)	Knowing how to transfer entrepreneurial skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures.	Developing / Constructing / Transferring	Being able to transfer business strategies into new contexts. Actively planning and creating new entrepreneurial activities.	Incorporation (Internalising)	Having internalised entrepreneurship as a fundamental personal mind set. Being an inspiration for others in their entrepreneurial activities.
4	Know when...(Practical knowledge)	Knowing when to apply the right instrument from the portfolio of different entrepreneurial approaches and instruments. Knowing when to use certain entrepreneurial strategies.	Discovering / Acting independently	Deliberately seeking entrepreneurial opportunities. Searching for and selecting appropriate entrepreneurial techniques and instruments for the own business. Creating and executing an entrepreneurial strategy for the own context and professional domain	Affective self-regulation	Being determined and pro-active in using and improving own entrepreneurial competences. Finding it important to be creative in this respect.
3	Know how...(Theoretical knowledge)	Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. Theoretically knowing how to act along an entrepreneurial concept.	Deciding / Selecting	Taking part in entrepreneurial activities as they are offered by others in known and undisturbed contexts. Choosing singular entrepreneurial tools from a known portfolio	Appreciation	Valuing entrepreneurship in general. Being motivated to develop own entrepreneurial competences and visions.
2	Know why...(Factual knowledge)	Knowing that through entrepreneurship one can develop an own business and become self-sustainable. Knowing that entrepreneurship includes social responsibility.	Applying / Imitating	Occasionally taking part in non structured entrepreneurial activities. Carrying out entrepreneurial actions when being instructed to.	Perspective taking	Being curious and interested in entrepreneurship and related concepts and opportunities.
1	Know-that...(Basic knowledge)	Knowing that entrepreneurship is an essential concept that aims at developing a business.	Perceiving / Listening	Perceiving and recognising the concept of entrepreneurship without taking further steps.	Self orientation (Neutral)	Perceiving the concept of entrepreneurship without relating it to oneself.

They know to judge and plan entrepreneurial activities in regard to the given economic conditions, and how to act and react in different professional/ business situations. The learner is able to assess and evaluate risks, to convince others of his/her vision and to work both individually and in a team. They are able

to communicate in a goal oriented way and to delegate tasks to others. The learner is ready to take over risks and responsibility and appreciates development and innovation. They value pro-active behaviour, collaboration and independence and complies to ethical standards for doing business. They are determined to take the necessary steps to achieve their vision.

Students evaluated knowledge, skills and attitudes with grades from 1 to 5. Levels of self-assessment are shown in Table 1.

4. LEVEL OF IMPROVEMENT OF ENTREPRENEURIAL COMPETENCES

After the conducted self-assessment, the results showed significant progress and improvement of entrepreneurial competences among students. The self-assessment results are shown in Figure 3.

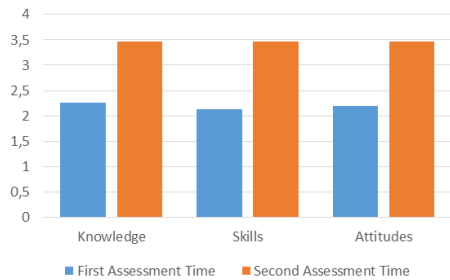


Figure 3 - Results of self-assessment

Percentage of students' knowledge, skills and attitudes improvement before and after the course have increased by 31% to 36%. The largest improvements were achieved in the area of entrepreneurial skills by 36% (Figure 4).

In order to determine the correlation between knowledge, skills and attitudes, a correlation analysis was performed (Table 2). Based on this analysis, it has been established that there is no correlation between knowledge and ability, neither between knowledge and attitudes, however a higher correlation between the abilities and attitudes is evident.

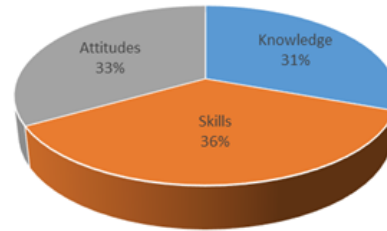


Figure 4 - Percentage of improvement of entrepreneurial competences

Table 2 - Correlation analysis

		Knowledge	Skills	Attitudes
Knowledge	Pearson Correlation	1.00	.55	.25
	Sig. (2-tailed)		.033	.363
Skills	Pearson Correlation	.55	1.00	.02
	Sig. (2-tailed)	.033		.934
Attitudes	Pearson Correlation	.25	.02	1.00
	Sig. (2-tailed)	.363	.934	

5. CONCLUSION

The number of entrepreneurs among the students has traditionally been lower in WBC. It has been identified that lack of entrepreneurial education programs in entrepreneurship at HEIs in WBC is the main reason why students are not entering into private business. WBC HEIs offer more theoretical education and research. They need to participate more actively into the regional development activities, directed the education and research to serve better the regional needs, co-operate with the industry and incorporate regional development aims into their strategies. Efforts are being made by individual faculties to teach the students about entrepreneurship but the approach has not proven to be efficient. The new role of WBC HEIs as regional development actors need to be establish.

At WBC HEIs the deficiencies in education programs have often been identified in the confusion between the aims of the program, appropriate methods and needs of students. Introducing students with entrepreneurship is important for their future work orientation and the utilization of their entrepreneurial potential. Training program will help students to gain sufficient knowledge, skills and experience on how to implement their research work and entrepreneurial ideas in real business environment.

The realizing of these training programs should improve the level of entrepreneurial and innovative orientation among students.

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