

Marketing aspect of curricular approach to education for entrepreneurship in high education

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Summary

Entrepreneurship is one of the key competencies of long-life education. In broader view of the definition it qualifies people to be entrepreneurial, creative and innovative in every day life while in the narrow view of the definition it educates them for establishment and successful management of business subjects. Upbringing and education for entrepreneurship should be considered and taken care off during the whole time of formal education, starting from preschool and throughout the high school education. That is the competence which leads towards success of national economies and developed societies. Learning for entrepreneurship is of vital importance in high education as logical continuation of gaining knowledge and skills for successful private life as well as for successful leadership within the business. The entrepreneurship should be implemented in school curriculums of all kind of high schools. Entrepreneurial knowledge and skills are needed by different groups and professions such as doctors, engineers, lawyers and many other business people. In order to promote those types of curriculums, to present them to public, to explain their importance and to increase their popularity as a way of gaining knowledge, we need to utilize marketing process and activities.

Key words: *Competence, creativity, curriculum, marketing, high education, entrepreneurship*

1. Theory of entrepreneurship

The economic idea has been avoiding the role of entrepreneurship in development of economics and entrepreneur as a carrier of changes for the time being. It has been giving the importance to the technical approach to economic phenomena such as the role of technological element in the process of production (Barković, 2009, p. 13).

In the study of theory of entrepreneurship the holistic approach takes an important place. Several dimensions are there which have the impact to the quality of entrepreneurship as a scientific discipline: socio-cultural, economical, psychological, and political and others as a minority.

Interdisciplinary of entrepreneurship can be seen from the fact that the specialist in economics is able to provide entrepreneurial knowledge only if he has developed communication skills, scientific sensibility towards different paradigms, problems related to interdisciplinary management, knowledge of the problems he is faced with, aware of available analytical instruments and committed to idea about interdisciplinary approach (Ibidem, p. 76).

Traditional concepts of entrepreneurship focus on three methodological approaches: personal, neoclassical and socio-cultural. Based on those approaches there are three important theoret-

ical views on entrepreneurs and entrepreneurship: personal and psychological school, neoclassical economic theory and socio-cultural view (Ibidem, p. 79).

It is necessary for theory of entrepreneurship to focus on specialization and generalization in order to achieve the goal of the entire development of the society.

Entrepreneurship is interdisciplinary term in which we find interrelated economic and non economic factors as well as the fulfilment of theoretical picture of entrepreneurship as a scientific discipline and an entrepreneur as the one who is directly involved in entrepreneurial activities.

1.1. Definition of entrepreneurship

Until today, there is no unique definition of entrepreneurship. In practice and theory there are different definitions of entrepreneurship and term entrepreneur. Some of them prefer the personal and psychological view and some prefer non classical theories or socio-cultural schools.

Entrepreneurship is a holistic category. The most important definitions of entrepreneurship take into consideration the following facts:

- creative capability of an individual using limited resources in order to produce or accomplish certain economic activity
- it is a development and creation of something new, such as new value
- Combination of processes with personal characteristics considering certain level of risk.

Entrepreneurship could be defined as a process of creating new value while it requires time and effort under the presumption of financial, physical and social risk expecting to result with a profit and personal satisfaction as a reward (Škrtić, 2006, p. 2).

All definitions have something in common so we can conclude with a certain definition such as: the entrepreneurship in broader view means activities which involve creativity, innovativeness, determination, independency, etc., while in narrower view it is the utilisation of chances and resources in order to create new value with taking the rational level of risk.

1.2. Education for entrepreneurship

It is necessary to transfer theories about entrepreneurship into entrepreneurial practice; in economics and society. The role of education is to transfer that knowledge.

The research in the field of entrepreneurial education creates several important questions to the education system in general, especially to its academic level:

- How to operationalize the concept of entrepreneurship in educational context?
- Why is the question of entrepreneurship of high importance in today's time of uncertainty and complexity?
- What is the meaning and what is the importance of entrepreneurial educational initiative for organizing schools and universities as well as the competency of academic staff? (Barković, 2009, p. 316)

Special importance in high education is in developing vision and imagination of the creativity and innovativeness or maybe by using rigid educational programs we narrow the field of development, creativity and imagination as a dominant factor of entrepreneurship and entrepreneurial growth?

Conditio sine qua non of education for entrepreneurship is exactly the “braking” of current stereotypes and creation of framework for new ways of thinking and understanding.

As a context of above mentioned it is not recommended to ignore some facts. They are those which by using imagination and creativity in dialectical relation create new, free and more advanced awareness.

In current times the competitiveness of the companies is based on the knowledge and education. The company with more implicit and explicit knowledge is more sustainable on the market. In that manner, it is useful to acquire a competence “to learn how to learn”. We often talk about corporate knowledge and corporate education.

2. Relevant documents

Starting point and basis of the development of entrepreneurial knowledge and skills consists of the economic documents. Strategic economic plans have impact on the development of entrepreneurial competencies which in the end are exposed as business qualification of an individual and group. It is all oriented to the same goal: to make the society and national economy sustainable on the long term. The following European and Croatian documents are the basis for the creation of education for entrepreneurship:

- Green paper and
- Strategy of development of entrepreneurship in Republic Croatia 2013.-2020.

2.1. “Green paper”

Publication of the European Commission called Green paper – entrepreneurship in Europe, shows and determines the importance of entrepreneurship for the entire development of Europe. It determines the ways of encouraging growth of numbers of entrepreneurs, explains the terms and conditions required for companies to grow successfully and to approach the politics of entrepreneurship with goals of achieving entrepreneurial society.

Europe must encourage the entrepreneurial spirit more, and it needs larger number of new, successful companies willing to pick up the fruits of open markets, as well as get more involved in search for commercial options and possibilities such as creative and innovative actions (Green paper, 2003, p. 4).

In the Green paper we can find models of encouraging growth of number of entrepreneurs in which the education plays an important role. It is the one of the basic documents showing the educational system to maximise mobility with goal of educating and qualifying the entire nation and society, as well as to become more entrepreneurial and more competitive from the economical and business point of view.

The final goal is to create entrepreneurial society which is dialectically developing in all its segments and proportional to its societal needs.

2.2. The key competencies for long-life learning

In March 2000 The European Council in Lisbon has established new strategic goal for European Union: to become most competent and most dynamic economy of the world based on knowledge, competent for sustainable growth with more and better working places and bigger social cohesion. One of the major components to such an approach is the promotion of new basic skills. European Council in Lisbon invited all members, Council and Commission to declare European framework and define "new basic skills" which should be gained during the long-life learning process. The framework should involve information and technological culture, foreign languages, entrepreneurship and social skills (Europska komisija, 2004).

The document determines the key competences of long-life learning where one of them is **entrepreneurship**. It defines the term key competence which says that it is the combination of knowledge, skills and attitudes adjusted to the context. The key competencies are those needed by all individuals for their personal accomplishments and growth, active public life, social integration and employment. The entrepreneurship has given very important place within the European referential framework.

2.3. Strategy of development of entrepreneurship in Republic Croatia 2013-2020

Strategy of development of entrepreneurship in Republic Croatia 2013-2020 is established in accordance with the Economic Program of Republic of Croatia 2013 with goal of strengthening of entrepreneurial potential and enhancing the culture of entrepreneurship.

Entrepreneurship and economy of Republic of Croatia as well as of European union will grow on the long term, only if the large number of Croatian citizens recognizes entrepreneurship as an attractive option (Strategija razvoja poduzetništva u Republici Hrvatskoj 2013.-2020., p. 2).

In article 4 of strategic goals of previous strategy we can find the improvement of entrepreneurial skills as well as supporting long-life learning in small enterprises within the economy. There are many relevant European and Croatian developmental documents determining entrepreneurship as vital competence oriented to social development and competitive sustainability.

All related documents are obligatory for education in order to implement entrepreneurship in high education and educational system in general.

3. Entrepreneurship in educational system of Republic of Croatia

Considering needs of national economy as well as the society in general, entrepreneurship as a key competence is becoming more and more discussed within the country.

Knowledge, competencies, success and competitiveness are strategic orientation of Republic of Croatia. Changes in the world of market economy, European lifestyle, intercultural relations as well as the influence of information technologies, scientific achievements and globalization processes, require effective adjustment of individuals and society. Those goals could be achieved with systematic and long term adjustments in the system of education. Changes on the level of high education are taking place already by applying Bologna process. Implementation and changes on lower levels of education and child upbringing are supposed to be done too. The starting

point for systematic changes on the level of pre schools, primary schools and secondary schools is a National curriculum for pre schools, primary schools and secondary schools (NOK) (Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje, 2010, p. 5).

In high schools for economics, the field of economics and entrepreneurship is more or less acknowledged as a key competence and it has been implemented in school curriculums. But in technical and some other social studies entrepreneurship is not studied at the acceptable quality and quantity pace.

It is necessary to be aware of the fact that the entrepreneurship is a generic competence which should be implemented in all fields. Everybody must be entrepreneurial; an engineer, lawyer, doctor, etc. In such a way, entrepreneurship should be implemented in curriculums of all kind of schools and because of its importance the special attention should be given to entrepreneurship in high education.

3.1. High school education and entrepreneurship

Famous philosopher Alfred North Whitehead, 1932 in his written work "The Aims of Education" wrote: "Real function of University is imaginative collection of knowledge. Beside the importance of imaginational, there is no reason why business people and people of other professions wouldn't collect facts step by step when they feel the need for it. The University is imaginative or it is nothing" (Whitehead, 1932, p. 139).

The job of high schools is to unite experience, skill and creativity, imagination. The real power of educational programs lays in the fact that using it we enable freedom of individual minds which are than capable of recognizing how the insights in different concepts, understanding certain aspects should be adjusted to specific individual circumstances (Barković, 2009, p. 339).

High school education should "produce" highly educated individuals with significant combination of knowledge and skills from the entrepreneurship itself as well as from the symbiosis of technical and social knowledge and entrepreneurial knowledge and skills.

3.1.1. Competencies' approach

Creation of high school curriculum (regardless of the field of science) starts up with the precise definition of educational outcomes, which once adopted become competence while appreciating acquiring of certain qualification. As such, entrepreneurship as a key competence would find its useful place within a curriculum of high school educational institution. When the education is expressed as a process of learning, than the goals are expressed as expected results with levels of accomplished results or outcomes (Previšić, 2007).

Educational outcomes should be established on the level of programs and courses. The optimal number of educational outcomes per course is 4-10 and per program 15-20.

When defining the educational outcomes it is desirable to use The Bloom's taxonomy of knowledge in the field of cognitive part, while in the field of acquiring skills, psycho motoric domain (Simpson and Harrow). In the context of acquiring entrepreneurial competences it is necessary to determine knowledge, skills and attitudes which should be adopted during the process of education.

3.1.2. Content of the lectures and workshops

After determining educational outcomes it is important to create the content of the lectures and a workshops within is possible to adopt planned educational outcomes. The content of lectures and workshops are thematic parts of contextual content which need to be broth together with correlation to students' load (ECTS points).

Entrepreneurial educational content comprises of all entrepreneurial themes which are related to educational outcomes and make the meaningful system. It comprises of the field of business economics, psychology, sociology, law and many other. Since the entrepreneurship is interdisciplinary science, it is necessary to include appropriate educational content. One of the important themes is the field of the development of creativity and innovativeness. The content should also include the themes for the personal development of an individual.

Creation of the content of lectures and workshops in the field of entrepreneurship requires also interdisciplinary knowledge of lecturers. It is important to be able to provide professional and technical knowledge as well as entrepreneurial and economics. Beside, it should all be didactically implemented and connected into parts of curriculum as meaningful and useful pedagogic part.

3.1.3. Methods of learning

In educational practice there are different methods of learning used: from lecturing in classes which is most common and most conservative because of functional reasons, via workshops and case studies, until the learning by doing and participating in projects as more significant and important way of acquiring entrepreneurial skills. By participating in projects students are part of active learning process and working in teams helps them to be more progressive, creative and innovative.

It is necessary to use the definition of entrepreneurship as a source of learning outcomes, learning content and methods of learning as well as a model of evaluation of students' educational outcomes from the field of entrepreneurship.

The immanent terms in entrepreneurship are creativity, imagination, innovativeness, profitability, risk, etc. Methods of learning together with all other parameters of quality education for acquiring entrepreneurial skills must follow the key terms of the core of entrepreneurship. Lectures and workshops must be creative, innovative, and full of imagination, there must be team work. Otherwise, what would be the meaning of education if we would use only the lecturing and conservative frontal lecturing methods? Or only presentation style of teaching? Methods of learning how to acquire entrepreneurial skills, knowledge and attitudes must follow the principal of methodical pluralism: to use all methods of learning available and applicable to achieve certain level of educational outcomes.

It means that lecture or workshop could start up with very short introduction to entrepreneurship terms and follow to use other methods: such as brainstorming about specific entrepreneurial subject, students form group or team with specific researching task given by lecturer or mentor. In order to solve the task or given problem they all participate; lecturer and students together. Process must end with acquiring certain entrepreneurial and managerial skill which must be objectively evaluated on individual level.

3.1.4. Evaluation of learning outcomes

All acquired learning outcomes must be evaluated individually. It is very demanding but still creative to determine a model of assessing level of entrepreneurial knowledge – cognitive part, skills – psycho motoric part and attitudes – affective part of acquiring entrepreneurial competence.

Especially is challenging to match assessment according to learning outcomes of individual when they work in team: when they have a common task. It is important to give student the mark to his index, rather because of technical but not imaginative and creative reasons. It is also necessary to match and adjust that part of creative process of gaining entrepreneurial competence (knowledge, skills and attitudes) with assessment of an individual.

In that context it is possible to use model of assessment recommended by Bloom's taxonomy of knowledge which defines 3 major domains:

- Cognitive and affective created by Bloom, Krathwohl and
- Psycho motoric created by Simpson and Harrow.

Finally, it is essential to assess the level of achieved educational outcomes in terms of entrepreneurial knowledge, skills and attitudes.

4. Marketing aspect of education for entrepreneurship

Within the marketing aspect of education for entrepreneurship we must consider importance of researching the market of education, creation of products and services in a form of curricular activities, curricular content and promotion of entrepreneurial programs and approaches to pricing and distribution of the program. Communication with the carefully selected target market as well as the combination of well chosen communication instruments plays the important role too.

4.1. How to market curriculum?

In order to decide on major marketing decisions in promotion of curriculum in entrepreneurship in high education firstly we have to be aware of the fact that marketing is the process by which companies create value for customers and build strong customer relationships in order to capture value from customers in return (Kotler, 2006), therefore it is very important for all; public and private sector, governmental educational agencies as well as all national and private educational entities to contribute in marketing effort when it comes to curriculum. Marketing is also a societal and managerial process by which individuals and groups obtain what they need and want through creating and exchanging value with others. In order to build profitable customer relationship we have to manage demand, analyse marketing opportunities, select target markets, develop marketing mix and manage marketing effort.

Education for entrepreneurship can not be the responsibility of only those schools that provide the program of entrepreneurial learning because it consists of more values and competencies offered to its clients (in that sense known as students). Those values are contribution to whole societies such as the Croatia as a country consisting from small and medium enterprises and logically the education for entrepreneurship is not only for some or few occupations but (as mentioned previously) for all sectors, fields and industries.

Marketing of curricular approach to learning for entrepreneurship should be perceived as a national value added to every type of school, especially high school. Until now we are witnessing programs for entrepreneurial learning mostly in schools associated with management and economics but it is much more than that; it is there for lawyers, doctors, engineers, hairdressers, media community, etc. Entrepreneurship is simply present in all professions.

Marketing mix of good curriculum for entrepreneurship should consist of its product/service description, values for students and future graduates, way of distributing knowledge through different institutions, target market selection in different types of high schools, pricing principles from completely financed by government to half-private and fully private tuition, and combination of communication instruments such as public relations, advertising, merchandising and direct sales.

Strong bound with private and public sector's marketing efforts can be driving force in education for entrepreneurship in Croatia.

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