

Factors affecting establishing startups: a role for education

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Introduction

- This study aims to contribute to design improved entrepreneurship education to focus on students' abilities to start new ventures.
- As entrepreneurs-to-be they want to become independent and they want to regard themselves as experts in their career.
- The empirics are based on two main elements: DACUM model and a separate questionnaire.

Statement of the problem

“What skill sets do entrepreneurship students personally feel they must possess in order to invest more effort in effective entrepreneurial/startup studies?”

Questions of the study

1. What are the core skills or skill sets which make entrepreneurship/startup students regard themselves as entrepreneurs-to-be in their career field?
2. Which sub-skills make up the above core skills?
3. How can skill sets be classified into cognitive, psychomotor and affective elements?

Literature review

- ***Römer-Paakkanen & Suonpää (2017): Multiple objectives and means of entrepreneurship education***
- ***Hyrkäs (2016): Startup Complexity : Tracing the conceptual shift disruptive entrepreneurship***
- Gartner (1985): A conceptual framework for describing the phenomenon of new venture creation
- The theoretical review includes elements from Bloom's taxonomy (Bloom, 1956)
- Koiranen (2007) emphasizes entrepreneurial attitude in everyday work
- Suonpää (2013) brings the role of entrepreneurship and entrepreneurship education as keys to the well-being of individuals, organisations and nations.
- The data collection method was the Canadian DACUM model, i.e. an occupational analysis (Glendenning 1995, Takanen-Körperich & Westerholm 2017, Westerholm 2007 & 2010).
- Ries (2016) emphasizes in Lean Startup the meaning of continuing innovation for remarkably better new ventures

Quotation

“Can we use the term **entrepreneur** at this stage, when there is intent but as yet no value creation? We do not think so. We would surely not describe someone as a highly trained sportsperson if he or she had not yet obtained significant results, as a writer if he or she had not yet begun to write a book, or as a painter if he or she had not yet painted a picture. In adopting a functionalist standpoint, it would therefore be preferable at this stage to use the term **potential entrepreneur** or **developing entrepreneur**” (Reynolds and Miller 1992)

Methodology

- The approach in this study is predominantly **qualitative**
- and has been deepened by **cognitive approach**

Data collection

- The empirical data was collected through a Finnish adaptation of the Canadian DACUM (Developing A Curriculum) model which is used to analyze the contents of the requirements of various occupations.
- Focus group was selected in cooperation with Haaga-Helia, University of Applied Sciences, during Studia Generalia in Helsinki, Finland
- The separate questionnaire supported data collection.

Findings

According to our study the entrepreneurship and business students of startups should

- have mental capacity -> state of will
- understand the big picture of society and working life
- accept creativity being as meaningful as competences
- have safe learning environment
- study with opportunity-based learning method
- have inspiring atmosphere
- accept failures and take advantage of them in a positive way
- ask: **What does** the entrepreneur **do** instead of asking **who is** the entrepreneur?

Conclusions

From students' point of view he/she

- understands overwhelming teaching and learning process
- understands significance of attitude towards studies
- applies knowledge, puts theory into practice and uses knowledge
- contributes to be more open-minded to experiences
- must realize: there are now “ready-made” career paths but he/she has to create one's own individual combinations of different kinds of skills and competences

As an entrepreneurship/startup student I must be able to...

....plus suitable **VERB**

- *communicate*
- *understand and respect the whole business and its value chains*
- *adopt new information and make use of it*
- *master foreign languages*
- *make use of knowledge achieved*
- *organize and prioritize the main tasks*
- *set goals*
- *have the courage to let the dreams come true*

**Thank you for your
attention !**

