THE ENTREPRENEURSHIP IN POLAND AND IN HUNGARY. 
FUTURE ENTREPRENEURS EDUCATION PERSPECTIVE

Illés B.Cs., Dunay A., Jelonek D.*

Abstract: The development of entrepreneurship is the demand of contemporary economy and one of the priorities of economical development of every country. The key role in shaping and preparation of future entrepreneurs is played by education. The aim of the paper is indication of the development directions of education systems of future managers in Poland and Hungary. It was indicated that in order to ensure entrepreneurial effectiveness there should be realized in entrepreneurship education the goals connected with knowledge provision concerning the notion of the enterprise and to shape entrepreneurial mindset and entrepreneurial capability of students. The background of considerations is constituted by comparative analysis of entrepreneurial attitudes and perceptions in Poland and in Hungary.

Key words: entrepreneurship in Poland, entrepreneurship in Hungary, the education of future entrepreneurs

Introduction

One of priorities of the European Union is the entrepreneurship. In the development strategy of the European Union formulated in the Europe 2020 document it was indicated that the aim of the EU is the achievement of smart growth, basing itself on the realization of three priorities i.e. the increase in employment, the increase of productiveness and the social cohesion. Within the framework of the realization of employment increase priority the Europe 2020 strategy the entrepreneurship and the self-employment is treated as one of key factors of smart growth achievement (Europe 2020, 2015). Popularization and the development of new companies creation initiatives is dependent on businessmen, who are people undertaking such challenges. The success of new enterprises is substantially dependent on the attitude, education and skills of the businessman. The future entrepreneur should be characterized by: openness towards changes, creativity, the skill of chances perception in the business environment, the skill concerning risk treatment, the acceptance of the creativity of workers, the openness to creation and implementation of innovation.

Therefore, on the long list of factors conditioning the development of the enterprise cannot be absent „the effective education of future managers” (Jelonek, 2014; Nabi and Holden, 2008; Robertson et al., 2003; Daróczi, 2012; Illés and Daróczi, 2014.). The aim of the paper is to indicate directions of future managers' education systems development in Poland and Hungary. The background of considerations

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Entrepreneurship is one of the most crucial factors of economic development. It has been defined in various ways, ranging from as narrow as starting one's own business, to wide concept such as a work attitude that emphasizes self-reliance, initiative, innovativeness, and risk-taking.

Entrepreneurship is the result of the creation of new enterprises and the creation of jobs within the existing ones (Carree and Thurik, 2003). In a broader scope, entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion. (Kuratko and Hodgetts, 2004).

New information technologies especially internet technologies are the source of new forms of entrepreneurship described as e-entrepreneurship (Jelonek 2013; Matlay 2004) or cyber entrepreneurship (Carrier and Raymond, 2004).

Many authors put emphasis on multi-dimensional nature of entrepreneurship (Drucker 2006; Jelonek 2013; Jelonek 2014; Grabowska 2013).

Summing up, entrepreneurship is a complex phenomenon involving a set of activities with human, technical, managerial and entrepreneurial characteristics, the performance of which requires a diverse set of skills.

In the context of education of future entrepreneurs there are many literatures using different perspective such as: intentions to become entrepreneurship (Tomski, 2014a), implementing entrepreneurial ideas (Bird, 1988), perceptions of new venture (Krueger et al, 2000), entrepreneurial education (Kuratko, 2003; Bansal, 2002), intrapreneurship or corporate entrepreneurship and the need for entrepreneurial cultures (Morris and Kuratko, 2002), entrepreneurship as a career choice (Tomski 2004).

Entrepreneurial Attitudes and Perceptions in Poland and in Hungary

The individual process of entrepreneurship always begins with attitudes and perception of entrepreneurship by an individual. Entrepreneurial attitudes are shaped by many factors e.g., social, cultural, historical, economical, political, legal or technological. For the development of such an attitudes is important created by the government a positive atmosphere for entrepreneurship.

As far as entrepreneurial attitudes and perceptions are concerned, the most important categories include (Global…, 2014): perceived opportunities, perceived
capabilities, fear of failure, entrepreneurial intentions, entrepreneurship as a good career choice, high-status to successful entrepreneurship, media attention for entrepreneurship.

Perceived opportunities reflect the percentage of individuals who believe there is occasion to start a venture in the next six months in their immediate environment. Perceived capabilities reflect the percentage of individuals who believe they have the required skills, knowledge and experience to start a new venture. The measure of fear of failure (when it comes to starting own venture) only applies to those who perceive opportunities. Entrepreneurial intentions are measured as a percentage of the population aged 18–64 who plan to establish a business within the next three years (those already entrepreneurially active are excluded from this measure).

Variables: entrepreneurship as a desirable career choice, high-status successful entrepreneurship, and media attention for entrepreneurship belong to so called cultural variables. They affect the social perception of entrepreneurship and, as a result, the level of entrepreneurship in a given country.

In Poland can be observed increase of indicators: perceived opportunities 26.1 (2013) – 31.3 (2014), perceived capabilities 51.8 (2013) – 54.3 (2014), fear of failure 46.7 (2013) – 51.1 (2014). However despite the growth, the current indicator of perceived opportunities is still low in Poland. In 2014 the value of entrepreneurial intentions indicator was lowered. According to GEM (2013) all these four indicators decreases along with the economic development. The value of such indicators as entrepreneurship as a good career choice, high-status to successful entrepreneurship and media attention for entrepreneurship in 2014 was slightly decreased (about 2-3%).

In Hungary four from seven indicators slightly increased: perceived opportunities 18.0 (2013) – 23.4 (2014), perceived capabilities 37.5 (2013) – 40.9 (2014), entrepreneurship as a good career choice 45.7 (2013) – 47.4 (2014). The highest growth 5% was gained by indicator of perceived opportunities and media attention for entrepreneurship. The level of entrepreneurial intentions indicator has almost the same level (0.2% increase). However the value of: fear of failure and high-status to successful entrepreneurship indicators slightly decreased.

In the Figure 1 was presented comparison of the value of analyzed indicators in Poland, in Hungary and the average for EU countries.

Both Polish (31.3%) as and Hungarian (23.4%) businessmen do not perceive business chances and consider that in their environment do not appear favorable conditions for establishing business activity. Poles (54.3%) comparatively highly evaluate their own knowledge and skills concerning running businesses but despite this fact they often (51.1%) give up starting business due to the fear of defeat. The indicator entrepreneurial intentions is higher both in Poland as and in Hungary comparing to average for EU countries. Hungarians (47.4%) considerably more seldom than Poles (63.3%) consider entrepreneurship as a good path of the career, though Hungarian businessmen (72.4%) are described as having higher social
status than Polish businessmen (56.5%). In Polish media (54.5%) more often than in Hungarian (33.5%) media and more often than the mean value for EUs (53.3%) are presented broadcasts forming positive image of the enterprise.

Figure 1. Entrepreneurial attitudes and perceptions in Poland and in Hungary in 2014 (% of population aged 18-64) (Authors' study based on Global Entrepreneurship Monitor 2014 data)

Above conclusions justify the necessity of taking actions leading to the development of education of future businessmen, so that they would be prepared for the perception of business chances, possessed proper competences and were not afraid of running the risks. Universities should create entrepreneurship as a good path of the career and take care of high social status of businessmen.

Entrepreneur Competences and the Specificity of Entrepreneurial Career

Analyzing qualifications of future entrepreneurs and set of features of entrepreneur it can be accepted that the entrepreneur should be characterized by: strong need for achievements and self realization; persistence and determination; entrepreneurial mindset; ambition; motivation and goals; oriented on opportunities; self-discipline and personal organization; trust in own capabilities; tolerance of uncertainty, risk and failure; leading skills; creativity and innovation; communication and strategy skills; creativity in search for new areas of activity; opportunity recognition, creation and evaluation; decision-making and interpersonal skills (Bratnicki, 2002; Lichtarski, Karaś, 2003; Kuratko, 2003; Jelonek, Stępniak 2014; Tomski 2014a).
Selection of entrepreneurial career is the courage indication of young people. According to Pocztowski (2007), “career” is a sequence of attitudes and behaviors of an individual related to their experience at work, or in other words, a professional development of an individual in their lifetime. Becoming an entrepreneur means being own boss.

Tomski (2014) have analyzed students’ attitudes concerning entrepreneurial career and also gave an overview of main stimulating and motivating factors for starting entrepreneurial career in the perception of students of management courses. On the basis of research was showed that the most frequently indicated factors motivating for the implementation of self-employment and taking up entrepreneurial career belong to the group of typically financial factors and refer to the permanent (certain) provision of the desired standard of living. An interesting result is the conclusion that entrepreneurial career will most probably be started by the people who wish to be their own boss, who want to be employers, and among the factors motivating them to start self-employment there is a sense of freedom (Tomski, 2014).

The future entrepreneur must possess multiple skills which should be acquired during studies. Among them can be mentioned: the skill of decision making, planning skill, communication skill, negotiation skills, the stress dealing skill, delegating authorizations.

The Education of Future Entrepreneurs

The key determinant of entrepreneurship development is the preparation of university students for taking independent enterprising activities in the labor market. Important is the preparation of the graduate to the role of creator of a new business as well as the preparation of the graduate to the role of enterprising employee in the already existing company. In either case, in order to achieve success during studies the student should acquire indispensable knowledge, competences and skills from widely understood domain of entrepreneurship. The future creators of new companies need the knowledge and the acquaintance with practical application of analytic tools which will facilitate to diagnose chances for enterprising activities in the economic environment and to transform their own projects into successful ventures. The other important attribute of the businessman is the motivation to undertaking challenges. From teachers on all stages of education, not only from academics it depends how far they will be able to encourage young people to the learning through the whole life.

Initiatives in the Area of Education of Future Entrepreneurs in Poland and in Hungary

The development of the entrepreneurship in the macro scale is exactly related to the development of the education of future businessmen in the universities. The development of the entrepreneurship in the macro scale is exactly related to
the development of the education of future businessmen in the universities. Both in Poland as and in Hungary are undertaken many initiatives which an aim is adaptation of curriculums at economic directions to changing conditions of business environment, assurance of the possibility of practices realization in enterprises, participation in projects and achievement of competences and skills indispensable for future businessman.

The aim of carried out research was identification of activities undertaken in both countries which have an influence on the development of future businessmen education.

The panel of experts was applied in the research. This is the method of qualitative research based on the knowledge of experts. Participants of the panel included academics of the Faculty of Management of Czestochowa University of Technology in Poland and Faculty of Economics and Social Sciences of Szent István University in Hungary. All experts possess long standing training and the experience of academics and good recognition of education systems of higher education in their own countries. The comparisons of initiatives undertaken by government institutions on the national and universities level were discussed. Many initiatives whose an aim is development of entrepreneurship and improvement of education of future businessmen is similar in both countries.

In the Table 1 were introduced the most important conclusions on the education development of future businessmen on academic level.

During discussion there was also analyzed the model connecting the development of entrepreneurial effectiveness with graduate outcomes (Fig. 2). Entrepreneurial effectiveness is the ability to behave in entrepreneurial ways and it is achieved through the development of enhanced awareness, mindset and capabilities to enable learners to perform effectively in taking up opportunities and achieving desired results.

The model in Figure 2 incorporates the main objectives of entrepreneurship education:

- provision of knowledge for students concerning enterprise,
- development of entrepreneurial attitudes,
- development of entrepreneurial abilities.

"Enterprise awareness", element emphasizes knowledge about models of enterprises, the basis of the enterprise functionality as a whole and the specificity of departments with approaches to enterprise management especially in turbulent changing environment. The student should know both the traditional models of companies functionality and the latest trends based on the use of Internet technology e.g. e-business models and virtual organizations.

The development of "Entrepreneurial mindset" can be effectively realized by providing student - entrepreneur contact (practices, internships in enterprises), lectures given by business practitioners and identifying good practices.
Table 1. Conditionings of development of future entrepreneurs’ education in Poland and in Hungary

<table>
<thead>
<tr>
<th>Poland</th>
<th>Hungary</th>
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<tr>
<td>The institutions at the national level supporting education of future</td>
<td>Ministry of Science and Higher Education, National Center for</td>
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<tr>
<td>entrepreneurs</td>
<td>Research and Development</td>
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<tr>
<td>The Foundation for Polish Science</td>
<td>Hungarian Foundation for Enterprise Promotion (regional associations)</td>
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<tr>
<td>Polish Agency for Enterprise Development</td>
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<tr>
<td>Programs supporting entrepreneurship</td>
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<td>Long-term country development strategy &quot;Poland 2030&quot; - the key tasks</td>
<td>Széchenyi 2020 Programme national strategy for supporting economic growth,</td>
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<td>are related to the development of entrepreneurship. The &quot;Top 500</td>
<td>Governmental campaign for financial education in public education (started in 2015).</td>
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<tr>
<td>Innovators&quot; program (since 2013). &quot;Innovation Brokers&quot; (since 2013)</td>
<td>Start your business! – joint programme of the Hungarian Venture Capital</td>
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<td>supporting innovation managers at Polish universities.</td>
<td>Association and the American Chamber of Commerce (AmCham Hungary) – at</td>
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<td>The &quot;Package for Innovation&quot; program (since 2013).</td>
<td>universities for promoting entrepreneurship and motivating students.</td>
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<td>The project &quot;Innovation Incubators&quot;</td>
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<td>The objectives of universities in the area of entrepreneurship</td>
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<td>Strategic objectives of universities include creation of entrepreneurial</td>
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<td>attitudes and motivation and development of skills and competences in</td>
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<td>the field of entrepreneurship</td>
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<td>Curricula</td>
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<td>Obligatory model of National Qualification Framework allows for</td>
<td>Inserting financial education and entrepreneurship into the National</td>
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<td>flexible creation of a new faculties based on defined learning</td>
<td>Curriculum for public educational institutions and higher education</td>
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<td>outcomes.</td>
<td>(training and education of teachers)</td>
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<td>Modern methods of entrepreneurship teaching</td>
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<td>Teaching methods taking into account simulation and actual business</td>
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<td>experience. Projects, workshops. E-learning application</td>
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<td>Cooperation between the university and local companies</td>
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<td>Consulting Boards of business representatives &quot;- discussions about the</td>
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<td>needs of the regional labor market, learning about new specialties of</td>
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<td>studies</td>
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<td>Agreement on cooperation in the field of research for their theses</td>
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<td>Agreement on training and students' practice</td>
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<td>Start-up and spin-off type companies</td>
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<td>University support for start-up and spin-off companies</td>
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<td>Academic business incubators</td>
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<td>Cooperation between the university and foreign companies</td>
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<td>Internships for students in foreign companies in the scope of &quot;Erasmus+&quot;</td>
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<td>program and competitions announced by companies</td>
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The "Entrepreneurial capability" list which should characterize the future entrepreneur is long although new positions could be added to it. Academic teachers can develop the creativity and innovation of students in teaching various
subjects by selection of appropriate teaching methods. Shaping communication skills, leadership and management conduces the choice of group work method and decision-making skills are developed, e.g. during didactic games.

Figure 2. Connecting the development of entrepreneurial effectiveness with graduate outcomes (Authors' study based on Enterprise ..., 2012)

The above considerations showed that not only systemic actions in the education system, that not only learning objectives set by the universities, but particularly academic teachers play a significant role in the transformation of entrepreneurship education and prepare students to take the role of an entrepreneur.

Summary

In the face of economic challenges facing the Poland and Hungary, the issue of stimulating entrepreneurial activity is the main objective of government administration and universities which play a key role in educating future entrepreneurs.

Entrepreneurship education in Poland and in Hungary focuses on equipping students to develop their overall effectiveness beyond the educational setting. Entrepreneurial effectiveness is developed through a combination of enterprise awareness, entrepreneurial mindset and entrepreneurial capability. Universities recognize the need to improve traditional teaching model "about entrepreneurship" for "entrepreneurial effectiveness" model.
The new approach takes into account a wider range of methods that provide the opportunity for learning by example e.g. workshop methods, case studies of local companies and educational games.

Very important in gaining experience are internships for students in newly established companies and other actively engaging activities which take into account interactions with entrepreneurs. Business practitioners can provide positive role models for students and encourage them to choose this career path.

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PRZEDSIĘBIORCZOŚĆ W POLSCE I NA WĘGRZEH.
PERSPEKTYWA KSZTAŁCENIA PRZYSZŁYCH PRZEDSIĘBIORCÓW

Streszczenie: Rozwój przedsiebiorczości to wymóg współczesnej gospodarki i jeden z priorytetów strategii rozwoju gospodarczego każdego państwa. Kluczową rolę w wychowaniu i przygotowaniu przyszłych przedsiębiorców odgrywa edukacja. Celem artykułu jest wskazanie kierunków rozwoju systemów kształcenia przyszłych menedżerów w Polsce i na Węgrzech. Wykazano, że aby zapewnić efektywność przedsiebiorstw, należy w kształceniu przedsiębiorczości realizować cele związane z dostarczeniem wiedzy o istocie przedsiębiorstwa oraz kształtować nastawienie i zdolności studentów w kierunku przedsiębiorczości. Tłem rozważań jest analiza porównawcza postaw i postrzegania przedsiębiorczości w Polsce i na Węgrzech.

Słowa kluczowe: przedsiębiorczość w Polsce, przedsiębiorczość na Węgrzech, kształcenie przyszłych przedsiębiorców

在波蘭和匈牙利企業家精神。未來的企業家，教育透視

摘要：企業家精神的發展是現代經濟的和每一個國家的經濟發展的優先事項之一的需求。在塑造和準備未來的企業家的關鍵作用是通過教育發揮。本文的目的是在波蘭和匈牙利未來的管理教育體系的發展方向指示。據指出，為了確保企業效益，應該在創業教育來實現企業有關的概念與知識提供連接的目標和塑造企業家思維和學生的創業能力。考慮的背景是由波蘭和匈牙利的創業態度和觀念比較分析構成。

關鍵詞：創業波蘭，創業在匈牙利，未來的企業家的教育