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ENTREPRENEURIAL MINDSET AND MULTICULTURAL COMMUNICATION SKILLS: A REFLECTION ON THE ECMT+ INTENSIVE PROGRAMME

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Streamlining the process of entrepreneurship higher education in the field of shaping an entrepreneurial mindset, communication skills, and the professional competences necessary for working in a multicultural environment is one of the significant challenges of the Erasmus+ Strategic Partnership Project titled Entrepreneurship and Communication in Multicultural Teams (ECMT+). The purpose of the conducted research is to explore and work out practical methods and tools for entrepreneurship education to support the learning and teaching processes in higher education. The aim of this paper is to present a model of entrepreneurship teaching formats – methods, tools, contents – to enhance the development of entrepreneurial attitudes and multicultural communication skills. Both descriptive and explanatory techniques were used in the presented study.

Keywords: ECMT+ Project, entrepreneurial mindset, entrepreneurship education, intercultural collaboration

1. INTRODUCTION

Promoting entrepreneurship education and emphasizing its usefulness at all levels from primary school to university and beyond is an important objective of the European Commission. The Entrepreneurship 2020 Action Plan (European Com-

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mission, 2013) is a response to support this type of education in all EU countries, use the international potential, overcome existing obstacles and revolutionize the culture of entrepreneurship in the EU. In this sense, a multicultural approach in the process of education has become a requirement. “A wide range of programs in intercultural education seems to be an adequate response to social demands of migration processes – in particular the growing emigration and refugee problem – and the growing mobility of students and workers” (Badzińska, 2017b, p. 322). In particular, the academic environment is characterized by daily contacts with cultural diversity. Increasing student and teacher mobility, for example through the European funding of programs like Erasmus+, results in more frequent interactions between the representatives of different nationalities and cultures.

Student and teacher mobility initiatives have grown into a significant arena of varied international research and development projects and, above all, into global education services and multicultural cooperation. To shape an entrepreneurial mindset, students need clear objectives and understanding embedded with multidisciplinary knowledge as well as competences to implement it in business practice and turn challenges into useful solutions. Entrepreneurship, creativity and interpersonal communication are the key transversal skills that graduates need on the labor market. This requires future-oriented curricula, appropriate learning environments, competent teachers, possibilities to interact with professional life as well as expert support to solve real problems by interacting in diverse multicultural teams (Timonen, 2018, p. 3).

In order to increase both the attractiveness and effectiveness of entrepreneurship education, a variety of methods, tools and materials can be used. Streamlining the process of entrepreneurship higher education in the field of shaping an entrepreneurial mindset, communication skills, and the professional competences necessary for working in a multicultural environment is one of the significant challenges of the Erasmus+ Strategic Partnership Project titled Entrepreneurship and Communication in Multicultural Teams (ECMT+). The purpose of the conducted research is to explore and work out practical methods and tools for entrepreneurship education to support the learning and teaching processes in higher education. The aim of this paper is to present a model of entrepreneurship teaching formats – methods, tools, contents – to enhance the development of entrepreneurial attitudes and multicultural communication skills. To achieve this goal, the following research questions were posed: What could and should be done to support entrepreneurship learning and teaching in higher education? How to develop intercultural competences by students and the ability to utilize their potential? How to ensure wider benefits? Both descriptive and explanatory techniques were used in the presented study. Although the presented results are not representative, they can illustrate entrepreneurial attitudes, real learning and teaching experiences in multicultural teams, and thus contribute to the discussion on the methodological dilemmas associated with entrepreneurship higher education.

2. ECMT+ – BACKGROUND OF THE INTERNATIONAL PROJECT

One of the most important challenges in the field of higher education is to educate students about the entrepreneurial attitudes and professional competences necessary for working in a multicultural environment in collaboration with a real business environment. Streamlining this process is one of the aims of the Erasmus+ Strategic Partnership Project titled Entrepreneurship and Communication in Multicultural Teams (ECMT+) 2016-2019 (Agreement 2016-1-FI01-KA203-022743). In ECMT+ seven higher education institutions from seven different European countries work together to develop students' entrepreneurial mindset, practices and multicultural communication skills. The partners of this consortium are: Karelia University of Applied Sciences (Finland), University of the West of Scotland (United Kingdom), Technical University of Applied Sciences Wildau (Germany), Silesian University in Opava School of Business Administration in Karvina (Czech Republic), VIVES University of Applied Sciences (Belgium), Poznan University of Technology (Poland), Université Jean Monnet Saint-Étienne (France).

The project team has a bit more than twenty members and it is diverse itself, too. First, the members' professional backgrounds represent several different disciplines and different academic degrees. Second, the age, sex, languages, cultural backgrounds, professions, skills, talents and personal features vary. Multidisciplinary and inclusiveness are embedded into the process as an integral part of the whole implementation. Now that the world around us changes more and more rapidly, also the teaching needs to change. The future worker will require different skills than today with a strong emphasis on emotional competence, creativity and teamwork skills. Therefore, a lot of attention is paid to develop student-oriented participatory teaching and sharing with peers.

The ECMT+ project partners work on developing competences the students need in the future. In the intensive programme (IP), the focus is on developing transversal competences and skills, which are also often referred to as soft skills. Transversal competences and skills in ECMT+ refer to self-management, interpersonal and communication skills, creativity and entrepreneurial thinking. One could call the first three intrapreneurship, yet it is challenging to make a clear distinction between entrepreneurship and intrapreneurship and their definitions (Lackéus, 2015).

When the focus is more on this kind of competence development, also the teachers need new skills and strong professional networks. Therefore, one of the aims of the ECMT+ is to develop teachers' expertise and promote their collaboration and supportive peer learning. During the intensive courses (and beyond), teachers from different countries and organizations work together and share their expertise and good practices, solve problems and create new knowledge.

In addition to student and teacher learning, the ECMT+ strengthens university-business collaboration. In intensive courses and teacher workshops, businesses and

other professional partners contribute to the program by bringing their valuable expertise to the table.

The ECMT+ international project explores three main areas: learning development, development of teachers' expertise and reflective research (Fig. 1).

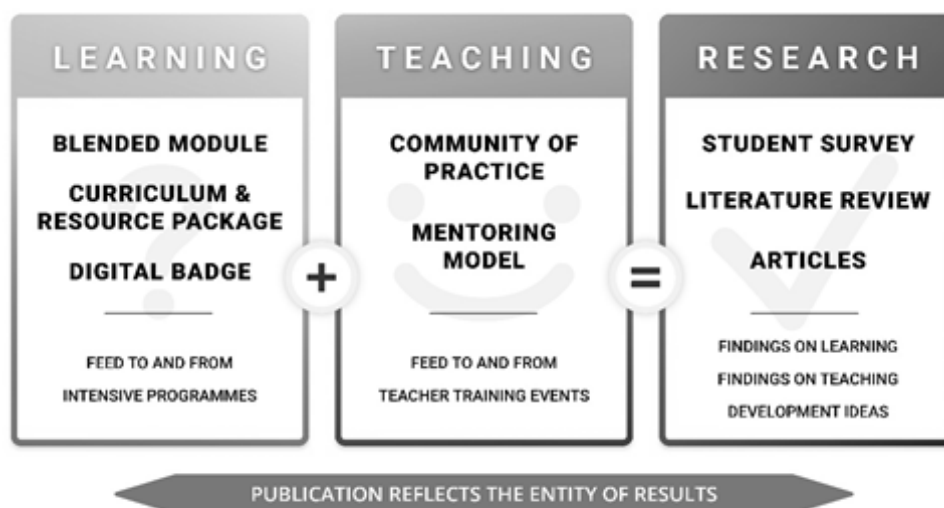


Fig. 1. ECMT+ Process and Outputs (source: elaborated by Timonen, graphics modified by Vihonen)

The agile development process includes three cycles of pilot studies along with their preliminary results. Both the pilot studies and the preliminary results will be further elaborated upon for the next round and, in the end, the very final and shareable results will be modified and published. During the whole duration of the project, the “learning” component includes all together three intensive programmes with blended modules: Finland 2017, Germany 2018 and France 2019. “Teaching” includes three teacher/expert training workshops: Poland 2017, Belgium 2018, Czech Republic 2019, which are all open to anyone wishing to join. And, to involve all the partners in hosting one of the events, the project kick-off was organized in the United Kingdom in 2016 – thus following the principle of equal participation and responsibilities.

The ECMT+ project shares its findings on teaching and learning by reporting and providing anyone interested with access to the development process and preliminary results. This supports the transparency and openness of the project and process (see Badzińska, 2017a, 2017b; Heinz & Chylková, 2017; Heinz, Chylková & Nenička, 2018).

3. MATERIALS & METHODS

The project methodology relies on sharing and taking active responsibility both on the individual and organizational levels. Also, proper planning, detailed preparations and an open division of work are crucial in the process. Even though this is not always easy in a somewhat challenging and ambitious project, the methodology of implementation is based on the iterative and participatory co-creation of knowledge. The development forms a hermeneutical circle where understanding and commitment grow throughout the reflective process where the experienced reality is constructed into learning (see for example Timonen, 2011). Both the teachers and learners are autonomous and responsible for their own acts.

When the focus is on teaching, experiential learning is the pedagogical umbrella applied by all but within that flexible scheme, there are many different approaches and styles to teach and facilitate the learning process. Therefore, the diversity of the multicultural approach to teaching entrepreneurship and cross-cultural collaboration require the acceptance of the limitations of the study area. The objective of the exploratory research covers the development of a set of methods, tools and contents – a model of entrepreneurship teaching formats – that could contribute to the effectiveness of entrepreneurship education. A diverse set of teaching methods and tools was applied during two-week intensive programmes within the framework of the ECMT+ project. The first IP was held in March 2017 in Joensuu at the Karelia University of Applied Sciences (Finland), the second one in March 2018 in Wildau at the Technical University of Applied Sciences Wildau (Germany). Both workshops brought together nearly 100 students: in Joensuu 48 participants from 14 countries worldwide, in Wildau 46 students from 12 countries worldwide. To increase the effectiveness of entrepreneurship education by international students, the following research methods were applied: participant-observation, reflection diaries, brainstorming, identification, analysis, description and visualization, as well as reflection based on practical teaching experiences of professionals from ECMT+ partner institutions. In addition, the results of the evaluation of reflexive essays developed by the 1st IP participants were taken into account. Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it (Boud, Keogh & Walker, 1985). The study was conducted among 48 respondents who were chosen with a purposeful sampling technique (Maxwell, 2005) and represented students from ECMT+ project partners' institutions. The modes of the students' reflective essays were primarily descriptive and evaluative, and offer suggestions for improving the teaching approach. The reflection concerned three areas: i) the form of the workshop itself, as well as seminars and the didactic methods used, ii) cooperation in multicultural teams, iii) the entrepreneurial attitudes of students and possible future plans for establishing their own companies. The task was voluntary and the students were notified that the purpose of the reflective descriptions was to explore in more depth

their experiences of a multicultural approach to teaching entrepreneurship (Badzińska, 2017, pp. 322-323).

Suggestions and comments from students, as well as the results of the participants' observations were included in the development of the second intensive programme in Wildau. The obtained research findings formed the basis for the elaboration of a preliminary model of entrepreneurship teaching formats. The next step will be to modify and improve the model based on the results of the evaluation of the methods and contents applied by the second IP. Again, the method of reflective essay writing has been implemented here.

4. ENTREPRENEURSHIP EDUCATION – DIVERSITY OF APPROACHES

Entrepreneurship education covers a wide variety of audiences, objectives, contents and pedagogical methods (Fayolle & Gailly, 2008), including entrepreneurial behavior, risk and opportunity recognition, equity financing, business culture and strategy, innovation, and the impact of entrepreneurship on economic growth and development (Acs & Audretsch, 2010). Generally, entrepreneurship education aims to increase the awareness of entrepreneurship as a career option and enhance the understanding of the process involved in initiating and managing a new business venture (Lee & Wong, 2007). Its importance to the economic growth of countries is now well established. Undoubtedly, a high level of entrepreneurial activity contributes to fostering competition, innovation, and job creation.

In Europe, the universities have created many initiatives to build entrepreneurial universities and practices during the last two decades. This is visible for example in the rising number of entrepreneurship courses and entrepreneurship departments in higher education. In addition, a tendency to build more systemic ecosystems promoting start-up culture and business development seems to be more common. The relevant literature suggests “important links between education, venture creation and entrepreneurial performance, as well as between entrepreneurial education and entrepreneurial activity” (Raposo & do Paço, 2011, p. 453). Despite that the key to a successful entrepreneurship education is to find the most effective way to manage the teachable skills and to identify the best match between student needs and teaching techniques, there is no universal pedagogical recipe to teach entrepreneurship. The choice of techniques and methods depends mainly on the objectives, contents and constraints imposed by the institutional context (Arasti, Falavarjani & Imanipour, 2012).

Entrepreneurship education and training programs are aimed directly at stimulating entrepreneurial attitudes. With more experiences in multicultural teams and encouragement, students should be able to realize their entrepreneurial aspirations.

In this sense, the EU Member States have recognized the need of entrepreneurship education to be integrated in the official educational curricula. However, the methods and the curriculum do not always seem to be the most efficient and communicable to students. There is still work to do until the entrepreneurial practices will be embedded into university practices enabling all students to choose an entrepreneurial pathway in their studies.

The most important primary and short term results of entrepreneurship education are to raise awareness, knowledge and understanding about the entrepreneurship concept and practice, to develop individual entrepreneurial and networking skills, behaviors, and attitudes as well as personal self-confidence and capability to start a new business (Hannon et al., 2006). On the other hand, entrepreneurship education's long term results include changes in culture, in the support system and the business environment. Besides knowledge and skills in business, entrepreneurship education develops certain beliefs, values and attitudes, with the aim to get students to really consider entrepreneurship as an attractive and valid alternative to paid employment or unemployment (Sánchez, 2010).

Referring to the European Commission Communication "Fostering Entrepreneurial Mindsets through Education and Learning" (2006, C 309), entrepreneurship concerns an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. As the Commission recognizes, "the benefits of entrepreneurship education are not limited only to more start-ups, innovative ventures and new jobs. An entrepreneurial mindset should be seen as a basic skill and a career opportunity as well as an essential part of personal development. It fosters creativity and innovation as well as self-confidence as it develops a spirit of initiative and helps individuals to learn to cope with failure" (European Commission, 2006, C 309, p. 111).

"A multicultural approach to teaching entrepreneurship is based on a set of conditions for intercultural collaboration, associated learner attributes as well as teaching methods and tools leading to acquisition of entrepreneurial knowledge" (Badzińska, 2017b, p. 323). Culture is commonly understood as a system of values, norms and behaviors characterizing particular groups and nations. The scientific study of human behavior and its transmission, taking into account the ways in which behaviors are shaped and influenced by the social and cultural context, is the field of cross-cultural psychology (Berry et al., 2011, pp. 1-3). Intercultural differences are differences in the values that govern the behavior of a person, in the norms they subordinate to, and in the ways behavior and communication are recognized as right by the given cultural groups. Not everyone shares the same values or behaves according to established standards, but everybody recognizes them as characteristic of their group. Misunderstandings in a multicultural educational context may have their origins in the misunderstanding of intentions stemming from deeply ingrained values and cultural norms (Badzińska, 2017b, pp. 323-324).

The intercultural dimension and diversity play a crucial role in the implementation of the ECMT+ Project. The partners of the consortium focused on finding ways to develop the students' and graduates' entrepreneurial mindset and practices in a way that is easily adoptable and scalable. The intensive course pilots and teacher collaboration in the project aim to find concrete tools to build and promote an entrepreneurial mindset. The theoretical background benefits from the entrepreneurial university scheme (Lackéus, 2015; OECD, 2012; see also Bacigalupo, Kamylyis, Punie & Van den Brande, 2016). In ECMT+ the entrepreneurial university is explored as a scheme which directly involves students, teachers, businesses and higher education institution management, has measurable actions and promotes both the teachers' and students' competences in a visible and recognized manner. Reciprocal learning and sharing between the teachers and professionals offer the opportunity, even if a small one, for the local businesses to take part in the international cooperation and offer all parties the possibility to build connections in a diverse network. This in turn feeds back into the regional entrepreneurial ecosystem building. The business ecosystem covers a wide spectrum of cooperation with business environment institutions and "external factors that influence the formation of technology firms" (Bailetti, 2012, p. 6). An essential element of this process is "effective cooperation between research institutions, research and development centers, capital market institutions, the business-related sphere and enterprises in order to diffuse knowledge and scientific potential into commercial solutions regarding technological innovations" (Badzińska, 2015, p. 112).

5. RESULTS AND DISCUSSION

The issue of developing an entrepreneurial mindset and multicultural communication skills discussed in the paper relates to the implementation of the international ECMT+ project, where entrepreneurship education, cultural diversity, and intercultural communicative competence play a crucial role. One of the important tasks carried out within the framework of the ECMT+ project is the organization of practical workshops for entrepreneurship education. The project includes three workshops, one per year. The intensive programme in Joensuu 2017 and in Wildau 2018 in each case involved both students and teachers from seven different European institutions of higher education intensively working together for two weeks in order to work out practical methods and tools for entrepreneurship education and to develop multicultural communication skills by creating innovative business solutions. During the IP, students encounter a balance between practical experience and theoretical issues to encourage them to adopt a wide range of tools and methods of entrepreneurship education. The participants received input from teachers and practitioners from various backgrounds while working in multicultural teams on generating business models.

During the two-week intensive programmes, students were taught entrepreneurial skills as well as tasked to work out and present an innovative idea and business model to the experts and practitioners from the Finnish and German business environment. After the end of the IP, the participants were asked to evaluate the workshop by writing a reflective essay. The study concerned the following areas: i) diversity of applied methods of teaching entrepreneurship, ii) professional mentoring and coaching, iii) acquiring substantive knowledge about entrepreneurship, iv) workshops in small groups, v) involvement of team members, vi) networking possibility, vii) intercultural collaboration, viii) gaining / developing social competencies and skills, ix) team leadership, x) the national team presentations, xi) taste of culture with regional delicacies, xii) testimonials of the Finnish entrepreneurs, xiii) the functioning of the online communication Claroline Platform.

Knowledge of workshop participants' critical remarks regarding the applied methods and contents of the entrepreneurship education was crucial for improving the practical approach and the effectiveness of teaching in the second intensive programme at the Technical University of Applied Sciences Wildau.

Based on observations, discussions and an evaluation of qualitative research results among the IP participants, the project partners revised their current approach and introduced improvements in the process of communication, division of tasks and responsibility for achieving the goal working in multicultural teams.

In order to improve the education process, appropriate activities have been assigned to individual tasks, namely: learn it, do it, present it, test it, pitch it, evaluate it, and celebrate it. The preliminary model of the above-mentioned activities is presented in Fig. 2.

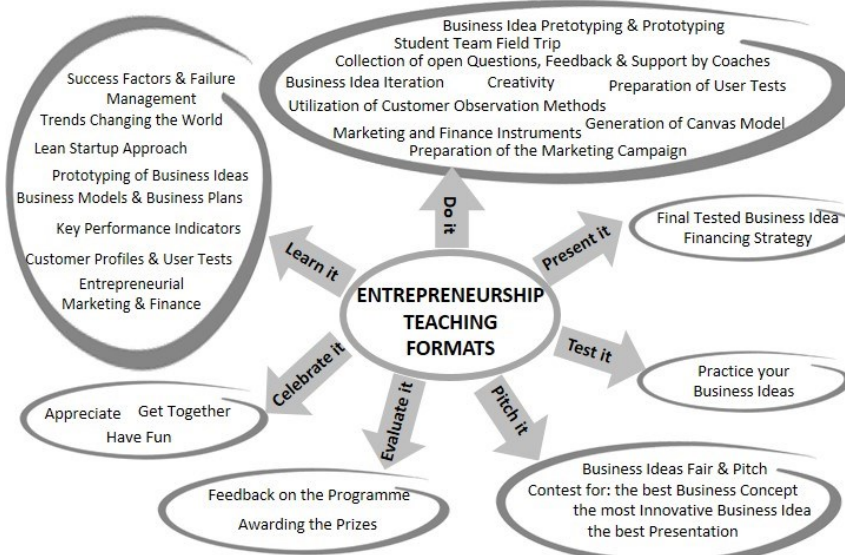


Fig. 2. The model of entrepreneurship teaching formats (source: elaborated by Badzińska based on the ECMT+ project research work)

The designed model of entrepreneurship teaching formats refers to the process and practical approach in the context of entrepreneurship education and is experimental in its nature. The final goal of the two-week intensive workshop was for nine teams of multicultural students to come up with entrepreneurial ideas and generate business models for ventures contributing to the sustainable development of an urban (or rural) environment. To achieve this goal, different didactic methods and tools were used in six areas of activity, the so-called teaching formats, which are discussed below in a synthetic way.

- Learn it – covers the activities of the didactic process by focusing on the transfer of theoretical knowledge and examples from business practice. The effectiveness of this stage depends both on the potential of participants in the education process as well as on the professional knowledge, experience and teaching competences of the lecturers (coaches).
- Do it – includes activities involving the direct engagement of students and other project participants in the implementation of tasks. It depends on participants' interactive communication tools and the commitment of the team. The support and feedback from a mentor (coach) can significantly improve this stage of the process. The competences of the team members (or their lack) in the area of division of tasks, decision making, respect for different values and behaviors, overcoming cultural prejudices, as well as shared responsibility for tasks and time management are crucial for achieving the expected final results.
- Resent it – This format includes activities related to the art of presentation. What counts here is the emotional involvement of the audience, the attractiveness and rationality of the message and the ability to convince the listeners to the advantages of the designed solution.
- Test it – It is a wide range of activities related to the verification of the designed idea, e.g. collecting the opinions of potential users, testing and implementing the functionality of the solution.
- Pitch it – It is the final presentation of the created business idea according to strictly defined criteria (briefly, factual, substantive, convincing and time-limited, the so-called Elevator pitch). It is also a form of competition and participation in the contest with other student teams. It is a test of acquired knowledge, communication skills and the ability to communicate and collaborate in a multicultural team and convince the audience to the rightness of the presented solution. What matters is a good organization of the team's work, appropriate argumentation and visualization of the designed solution and real implementation possibilities.
- Evaluate it – The Evaluation is an important stage in the whole process, which involves assessing and pointing out the strengths and weaknesses of the presented solutions. The expert knowledge, experience and authority of the evaluators play an important role here. The participants of the workshops want to be sure that the professionals evaluate them, both business practitioners and teachers (coaches). Feedback from mentors, specialists and active entrepreneurs is

a very important element of an effective teaching process and plays a significant role for participants. A reliable assessment and substantive remarks (practical tips) confirm the importance of the entire project and motivate participants to make improvements. Awarded prizes do not have to be expensive, but they play a significant symbolic role - they are an expression of appreciation for the work and the achieved results.

- Celebrate it – It is an additional form of activity that aims to celebrate achievement and healthy competition. This is the final meeting of the workshop participants, which gives the opportunity to congratulate others on achieving, being together and having fun. Undoubtedly, it serves to strengthen boundaries, build relationships and unforgettable experiences. This form of activity is optional and is not always possible to implement it in an educational institution. For the project, however, it was a significant culmination of the two-week intensive work of both students, teachers, mentors and entrepreneurs who jointly developed an entrepreneurial mindset and communications skills in multicultural teams.

The teaching formats presented above serve as a guide to help the workshop participants efficiently pass through the subsequent stages of the didactic process. An additional advantage is the clear structure of the curriculum elements. Both students and lecturers are aware of the character of a given block of classes.

It is extremely important in each teaching process to clearly define tasks, goals and the expected final results. During the second intensive programme that took place at the Technical University of Applied Sciences Wildau, the milestones were determined for each day of the two-week workshop. The sub-objectives were designed to improve the didactic process and encourage students to efficiently accomplish the tasks and achieve the expected final results. Setting partial objectives is an important motivating tool that allows participants to see the progress of their work, but also to emphasize its lack or problems in achieving the final goal. Setting milestones is also a tool supporting a rivalry between the teams – it leads them to not only carry out their own tasks, but also to observe and evaluate the effects of other “players”. The role of the teacher (coach) is to provide an atmosphere of healthy competition and mutual learning.

Developing a set of engaging teaching methods and motivating tools, as well as their flexible adaptation to the current needs of learners, is a necessary condition for the success of the entire didactic process. The contents of the curriculum must closely correlate with the assigned tasks and expected results. The designed model has the nature of organizing the content, teaching methods and tools, and its advantage is its universality and the possibility of flexible adaptation in the education process, not only in the field of entrepreneurship.

6. CONCLUSION

The development of an entrepreneurial mindset and multicultural communication skills requires both the use of a wide range of tools and engaging teaching methods as well as professionally prepared and motivated teachers. In the age of ever-increasing human mobility, an ability to cooperate in a culturally diverse team has become an important and necessary competence. The ECMT+ international project provides opportunities for students and university staff members to participate in workshops, seminars and interactive games, where young people can personally experience intercultural differences but also advantages of mutual cooperation and competition. Undoubtedly, significant differences in attitudes and rooted prejudices may disrupt the ability to achieve the common goal.

The two-week intensive workshops for students from seven European universities were dedicated to entrepreneurship education and preparing participants to face future challenges by enhancing their knowledge of the business world and developing essential skills and attitudes including creativity, initiative, tenacity, teamwork, an understanding of risk and a sense of responsibility. Based on the results of the participant-observation method, reflection diaries and opinions of the intensive programme participants, all have confirmed that intercultural entrepreneurial collaboration has produced the intended results. The variety of applied entrepreneurship teaching formats – methods, tools and topics – was met with a high approval of respondents. A free and open teamwork environment, combined with well-coordinated mentoring by coaches, provided a full sense of creating a unique solution, merging individual team members.

Concerning workshops, the students appreciated that they could work in small international groups (4–5 persons) because they had to process the information immediately as well as divide and coordinate the tasks to accomplish the designated goal. Another essential factor for teaching students efficiently was a motivated and committed team.

One other area of reflection concerned cooperation in multicultural teams or even prejudices regarding peers of other nationalities and cultures. The aim of the international ECMT+ project is, *inter alia*, to develop solutions in entrepreneurship education that would address the needs of immigrants and refugees and create a culturally diverse academic and business community. The results of the study confirm that the national and cultural diversity of the teams was met with high student acceptance. Different backgrounds, different fields of study and different cultures turned out to be something unique for many students. An important advantage was reciprocal learning - an opportunity to learn and experience a different perspective on the same issues and exchange views. It can be emphasized that diversity has become the strength of teams and the basis of creative thinking for developing business solutions.

It can therefore be concluded that the goal to explore and work out practical methods and tools for entrepreneurship education in higher education has been achieved. However, the project partners are also conscious of the risks and obstacles influencing teaching effectiveness and teams' satisfaction. Further research will concern the evaluation of the intensive workshops that took place in March 2018, based on the participants' reflective essays. Knowledge of workshop participants' critical remarks will be crucial for improving the elaborated teaching formats by the next intensive programme in France in 2019 and for preparing the final publication reflecting the results.

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**MYŚLENIE PRZEDSIĘBIORCZE I UMIEJĘTNOŚĆ KOMUNIKACJI
W ŚRODOWISKU WIELOKULTUROWYM – REFLEKSJA NA TEMAT
INTENSYWNEGO PROGRAMU NAUCZANIA W RAMACH ECMT+**

Streszczenie

Usprawnienie procesu nauczania przedsiębiorczości w szkolnictwie wyższym w zakresie kształtowania postaw przedsiębiorczych, umiejętności komunikacyjnych i kompetencji zawodowych niezbędnych do pracy w środowisku wielokulturowym jest jednym z istotnych wyzwań dla partnerów strategicznych Erasmus+ w ramach projektu pt. „Przedsiębiorczość i Komunikacja w Środowisku Wielokulturowym” (ECMT+). Celem przeprowadzonych badań jest zdiagnozowanie i wypracowanie praktycznych metod i narzędzi nauczania przedsiębiorczości w celu wspierania procesów uczenia się i nauczania na poziomie szkolnictwa wyższego. Celem poznawczym artykułu jest zaprezentowanie modelu formatów nauczania przedsiębiorczości, składającego się z metod, narzędzi i treści, dla wspierania rozwoju postaw przedsiębiorczych i umiejętności komunikacji międzykulturowej. W przedstawionym badaniu wykorzystano zarówno techniki opisowe, jak i wyjaśniające.

Słowa kluczowe: projekt ECMT+, myślenie przedsiębiorcze, edukacja w zakresie przedsiębiorczości, współpraca międzykulturowa

