

**ENTREPRENEURSHIP BEHAVIOR OF STUDENTS
AND GRADUATES FROM JAN DŁUGOSZ UNIVERSITY
IN CZESTOCHOWA**

Soltysiak W.*

Abstract: Purpose of this article is to analyze carriers and internship office, within a context of business behaviors among students and graduates. This work encompasses: a definition of academic business, institutional forms of students' entrepreneurship creation, chosen results of empirical research of professional activity among students and efforts of carrier and internship office at Jan Długosz University (AJD) in Czestochowa. The research was based on a method of personal interview and on analysis of carrier office reports. Afterwards, wide-ranging analysis was conducted, and within a context of this analysis there was a description of operations which strengthened professional activity of students and graduates.

Key words: entrepreneurship, academic entrepreneurship, carrier office, Transfer of Knowledge and Innovation Center in Science and Art, academic business incubators

Introduction

Message of this article, is to treat entrepreneurship academic activity as actions of academic institutions in creation of professional activity of students and graduates. Purpose of this evaluation is to demonstrated which institutional forms of students and graduates business support are applied by Universities, and to what degree these forms are used by interested people at Jan Długosz University in Czestochowa (case study). Special attention was drawn to academic carrier offices, focused on formulation of entrepreneurial behaviors among students and graduates. Furthermore, there was an attempt to conduct a broader analysis of academic entrepreneurship, and to present its definition in a context of institutional forms of support.

In order to obtain opinions of employees from individual institutions, which support students and graduates in their entrepreneurship activity, there was research conducted in a form of personal interviews. A worker from Carrier Office at Jan Długosz University in Czestochowa was answering the questions.

In order to define research, the following reports were gathered from carrier and internship office at Jan Długosz University in Czestochowa: Student's Work – Research of Professional Activity of Silesian Students part I and II, Labor Market Report 2013 (research conducted at the turn of June and September 2013), Research of labor market “qualifications and skills of graduate in employer's evaluation” (research conducted at the turn of February and March 2013), Professional Carrier History of Graduates from AJD in Czestochowa year 2011 (this report was gathered and used with approval of AJD's Dean).

* **MSc. Wioletta Soltysiak**, Jan Długosz University in Czestochowa, Faculty of Pedagogy,
✉corresponding author: woltysiak@ajd.czyst.pl

As a result of analysis of institution activity, there were recommended steps for more effective activity of carrier office presented.

Subsequent chapters of the publication included: definitions of entrepreneurship and academic entrepreneurship, institutional forms of creation of students' entrepreneurship activity, selected research results of empirical business activity of students, in a context of carrier and internship office at AJD in Czestochowa, based on a method of personal interview and reports' analysis. In the last chapter, there a recommendation for further actions of carrier office and other possibilities which are influential for active business activity of students and graduates were suggested.

A group of this chapter's Addressees comprises of office workers, teachers, employers and other decision-making individuals, who can influence:

- Formulation of entrepreneurship and self-employment behaviors among students,
- Development of business knowledge in a context of future work,
- Change of teaching programs and adjustment of specialization at a major of studies to labor market needs.

Entrepreneurship and academic entrepreneurship

Development of free market economy caused intensification of business operations among economic entities. Hence, here are numerous terms for entrepreneurships that could be noticed and which are connected with various actions, for example: searching, setting up, gathering, creation, assumption, development, establishment of a new company, adaptation of innovative products or services, use of new methods in management (Chomiak and Nowicki, 2013) or (Stamboulis and Barals, 2014).

Entrepreneurship is human's ability to make innovative and creative decisions, which are aimed at creation of a prospering activity within a market.

Entrepreneurship, according to Jelonek, is a process of implementation of changes, creation of added value for an entrepreneurship and clients, creation of innovation, for example: products, services, organization of technological processes (Jelonek, 2013). Mellor (2011) defines entrepreneurship as: "an activity which strengthens potential that is made of: posture, abilities and competences in a scope of: innovativeness, creativity, commercialization, acquiring technologies and starting new businesses" (Nowicki and Ziora, 2013).

Spreading business values is not an easy task because it is connected with changes of people's mentality, breaking inner barriers, getting courage and being open for innovations. To figure out which path should be followed in order to achieve not even a success, but ability to become familiar with the market, and to be able to maintain one's business in a permanently working surrounding.

Since second half of 20th century, scientific-research institutions have been more actively participating in development of entrepreneurship institutions and

universities (Richtert-Kazimierska, 2010) that, through enhancing level of productivity and creativity of individuals, give an impulse to new initiatives, setting free the entrepreneurship (Goethner et al., 2012) and technological progress (Klimek, 2005) or (Kolb and Wagner, 2014). In studies van der Sluis et al. (2004) and Le (1999) suggest a positive relationship between the depth of entrepreneurial education and self-employment.

Institutional forms to support academic entrepreneurship

Legal base for individual's functioning for professional activity of students and graduates of universities, is the Act on Higher Education from 27.07.2005, which defines academic entrepreneurship as a basic scope of its activity. It is responsible to work with economic surrounding by sales, non paid access of research results and development works for interested people, as well as for spreading fundamentals of entrepreneurship within an academic environment.

At universities most often occurring forms of institutional support for entrepreneurship academic are:

- Carrier Offices,
- Academic Business Incubators of and Pre-incubators of Business,
- Centers of Technology Transfer,
- Science and Technology Parks.

These are supported by societies and students' organizations, special scientific clubs, voluntary service and student council.

At AJD in Czestochowa there are organization institutions operating, which are aimed at supporting business activity of students. These include: Carrier and Internship Office (CIO), Transfer of Innovation and Knowledge in Science and Art (TIKSA) and Business Incubator.

Carrier and Internships Office at AJD in Czestochowa, is a central institution of administration, which was set up in 2010 by Regulation of Dean of AJD. Carrier Office, similar to entrepreneurships, takes actions which are aimed for enhancing level of rendered services and for fulfilling requirements of receiver, i.e. finding appropriate internship, apprenticeship or employment for students and graduates (Baczyńska and Burawski, 2013).

Transfer of Innovation and Knowledge Center in Science and Art at AJD in Czestochowa, was created on a basis of Resolution of AJD Senate from 27.02.2013. Main task of the Center is to make use of intellectual, technical and artistic potential of AJD, for socio-economic development of Czestochowa, region and country, by transfer of scientific and artistic works for economy and surrounding in a form of sales or non-paid distribution of research results, developmental works and artistic projects (Regulamin CTWił, 2014).

Academic Business Incubators (ABI), which function at AJD, are dedicated to students, graduates, speakers, unemployed, self-employed and people from medical field (Szara and Piersceniak, 2011). Basic forms of ABI support comprise of:

advisory, trainings and informative services. Moreover, an offer of support in getting funds for company development is highly significant as well (grants, additional payments on the basis of competition, resources of EU).

Entrepreneurship of students and graduates from AJD in Czestochowa within individual research

The article focuses on analysis of activity in the Carrier and Internship Office at AJD in Czestochowa, as well as on activity of enterprising students and graduates within a context of professional work.

This research was conducted in April of 2014, through a method of personal interviews. There were 3 interviews with a clerk in the Carrier and Internship Office at AJD in Czestochowa conducted. Only one person handles the department of student's careers. Plan of the interview included as follows:

- Introduction,
- Office activity,
- Support for students and graduates,
- Professional activity of interested people and
- Summary and recommendations for further activities of university institutions for stimulation of professional activity of interested people.

According to "Act On Promotion of Employment and Labor Market Institutions", the main tasks of the Carrier and Internship Office embrace (Baczyńska and Burawski, 2013):

- Providing information on labor market for students and graduates,
- Creation of possibilities to rise professional qualifications,
- Presentation of job offers,
- Accepting applications from students and graduates interested in finding a job,
- Help for employers in choosing appropriate employee from students and graduates,
- Help in active job searching process.

Information gathered during the interview with the clerk allowed to prepare a list of the most important tasks, which are taken in order to support enterprising behavior of students. This list includes the following operations:

- Realization of research on monitoring of professional carrier of graduates from AJD,
- Cooperation with Business Incubator in connection with students who are interested in taking business activity,
- Organization of Work Fairs which allows to meet potential employers,
- Collection, popularization and presentation of job offers (access through direct contact or website),
- Support during writing and editing of CVs,

- Gathering CVs of students and graduates, in order to wait and find potential job offers,
- Organization of recruitment for student and graduates for employers,
- Cooperation with Voivodship Employment Agency,
- Setting up a cooperation with companies which might be potential employers,
- Promotion of all of activities which are aimed for activity growth among students and graduates, by taking actions which are aimed at finding one's own place within labor market, placing spots on website, in universities showcases and on notice boards,
- Advisory for carrier, giving consultation for students (a scientific worker from Department of Carrier Counseling at AJD),
- Psychological help (a scientific worker from Psychology Department at AJD),
- Organization of trainings, workshops, courses which are run by qualified carrier advisors,
- Subscription of magazines for job seekers.

Carrier Office, which functions with AJD, promotes and supports actions, programs (Program, 2014) contests, internships and apprenticeships organized on a central level.

In order to make the data from the obtained documents more detailed, information from the worker of the Promotion and Career Office at AJD regarding the time of the taken work encouraging actions of the analyzed research group and its origin in accordance with realized or completed field of studies.

According to observations of the CIO worker at AJD, the receivers of Carrier Office and the most effective in own efforts to find a job, are those students who attend a humanistic specializations, mainly those from Pedagogy. The less interested are those students and graduates of exact sciences and IT (Information Technology) regarding a low unemployment rate of this group. The most numerous group comprises of students of last years and graduates who, because of huge percentage of unemployment, get in touch with CO, in order to receive job offer. However, extramural students do not expect support, because most of them already have a job. Similar behavior occur among first year students, who do not show interest in carrier activity because they think that they, "still have time."

According to the report (Badanie karier, 2014) Figure 1 conducted among graduates from 2011, data on "branches of employers which hire graduates" (Figure 1.) the highest percentage, 25.5%, has a branch-education/school. Only 2.6% of graduates decide to start up their own business activity. According to graduates, factors which determine acceptance for are as follows:

- Motivation to work 29.2%,
- Finished specialization at studies 22.5%,
- Professional Qualifications gathered outside studies' program 8.6%,
- Foreign language 4.5%,
- Computer skills 3.8%.

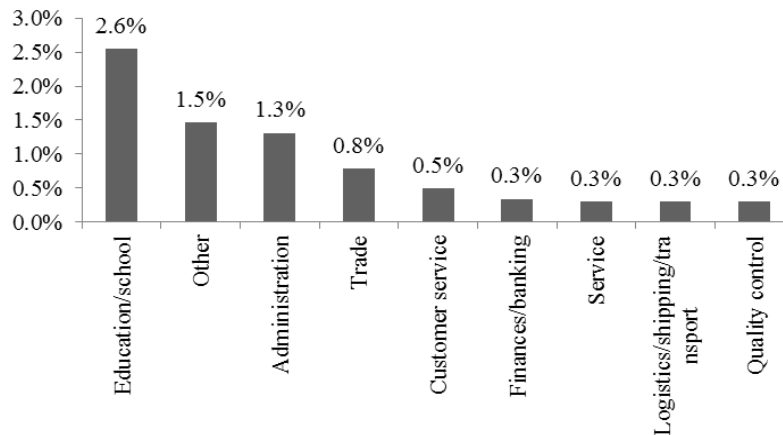


Figure 1. Branches of employers which hire graduates of Jan Długosz University in Czeszochowa, date of the research 28.01.2014-31.03.2014 (Author's elaboration based on: Badanie karier, 2014)

It was emphasized that factor "qualifications gathered outside studies' program" (16.9%), which, according to people surveyed, is one of the crucial points which decide on acceptance for work, after "motivation" (29.2%) and "specialization" (22.5%). Similar opinions were presented by employers.

On the basis of observations and conducted research by Career Office at AJD, students do not pay too much attention to get extra-curricular qualifications during their studies; do not use potential which can be offered by university institutions of students' support in creation of future professional carrier.

Students demonstrate little awareness regarding: professional future, slight practical preparations, unseen and bigger expectations of employers, wrongly seen imagination about what they can expect in reality, fear from making a decision, concerns when it comes to relations with employers and choice of university which is often dependant from place of habitat, without reconsideration of situation that "nearby" cannot be found a job after graduation from particular specialization. It is confirmed by research among working graduates (60%), and only half of them have a job related to their mastered qualifications.

Reason of unemployment among working graduates is first of all "limited amount of places" (38.2%), second is "too high number of educated people in relation to market needs" (29.0%), and "lack of experience" (21.4%) (Badanie kompetencji, 2013).

According to Report on labor market, verified by employers, majors of studies after which there is the highest employment comprise of: administration (33%), social work (22%), others (21%) such as: economy 5%; medical analytics around 3%; medicine 2,3%; law, nursery, finances and accounting, building all of which has

1.5%; Pedagogy (19%), Management (18%), IT (13%), Environment protection (13%), Graphics (7%).

Employers expect from future candidates completed MA studies (52% of people surveyed). Every third employer (32%) expects from graduate completed BA studies, 15% of respondents expect that a candidate finished high school, and only 2% declared that employee can poses only basic education.

46% of employers, who hire a person with higher education (MA), expect ability of foreign language, mainly English language (61% of answers). And 54% do not demand from candidate ability to communicate in foreign languages.

Employers, hiring a graduate for work, expect the following competences:

- Firstly, responsibility (69%),
- Involvement (61%),
- Independence (50%), as well as ability for team works (49%),
- Loyalty for employer (36%),
- Direct and specialist knowledge (33%),
- Ability to make decisions (31%),
- Creativity, ability to solve problems, fast learning skill, organization of work ability (approx. 30%),
- Ability to use and service information technology tools (28%).

According to survey data and reports on monitoring of labor market, states that 50% of employers have difficulties in finding the right employee. This is mainly about lack of graduates with appropriate qualifications and skills.

Summary

Companies which are interested in hiring qualified staff should take actions which lead to get adequate candidates for work. From conducted research, it occurs that only 11% of entrepreneurs is eager to conduct trainings and workshop for student, to participate in work fairs and carrier days and to cooperate on creation of education and professional programs.

On one hand, the expectations of employers are growing, there are occurring problems with choice of qualified graduate, and on the other hand, there is lack of employers' activity in an educational sphere, where a lot could be changed in order to train a competent graduate.

By analyzing opinions of graduates on labor market, it can be noticed that only 50% of employed, work within a scope of their specialization. This is why, it is important to be interested into own future, by enhancing qualifications and competences. These can be done in various forms of efforts taken for mastering professional competences, such as: post graduate studies, extra trainings, workshops, volunteer services, various programs, projects, involvement in special interests clubs, participation in conferences, and others.

According to graduates, difficulties in employment, results from: market intensity (29%), lack of experience (21%) and limited number of job positions (38%).

Effectiveness of CIO in efforts which support professional activity of students is caused by involvement of institutions' members.

It has been observed, that Carrier Office at AJD resigned from some activities, for example: free trainings, getting new work positions, lack of research on pro-professional activity of graduates, organization of campaigns which activate professionally. It was noticed that CIO does not offer extra: competences tests on professional predispositions, apprenticeships and internships, and instead, it promotes on website other organizations' activities where students and graduates can get the above mentioned support.

According to a worker from CIO at AJD, there is a common opinion that initialization of, for example, a subject of choice from the field of entrepreneurship, into education program, could bring measurable results. Classes on entrepreneurship could strengthen awareness among students, when it comes to time within which a person should start getting experience and shaping professional development path.

It seems that decision making people do not see potential, which can be offered for students and graduates by carrier office. Individuals act very bravely but often their limited possibilities for activity (one person teams) are reduced and budget is small. Consequence of such limited activities of carrier offices, lack of realization possibilities, for example: approved internships from other organizations, conducting big informative campaigns, more advanced monitoring of a labor market.

It was noticed that there is a hole in unused potential among academic professors. Recommendations for professional activity of students and graduates, is the growing awareness of role which can be made by socio-didactic employees, who have systematical contact with students. Role which they can give in propagation of knowledge on academic individuals, a support for young people who start their professional carrier or business carriers and to support them in pro-professional activities, especially helping working people, adjusting teaching methods to time possibilities of student.

A new reform on higher education allows complete autonomy for creation of educational directions, by making it possible to fulfill needs of the labor market. The needs for majors and specializations of education should be verified on the basis of research conducted by carrier offices, which could help to regularly monitor the local labor market, by taking into consideration deficit of qualifications and skills of graduates. Based on recommendations of carrier offices, high schools could focus specializations on education directions, in such a way to get rid of a hole within the labor market, both for employers and for graduates. Keeping in mind particular formulation of plans and programs of studies, adequate bodies should make a proper choice of didactic methods (with higher significance of activity methods), extra-didactic forms of activity (connected with functioning of students circles, organization of contests or rewarding student's activity),

promotion and realization of additional internships, cooperation with inner environment (Kunasz, 2013).

It should be emphasized that an ambitious person will use every opportunity to reach a set goal, which can include: finding internship, apprenticeship, constant employment or starting own business activity (Baczyńska and Burawski, 2013), and organizations and professors at universities should support professional activity, and show the way where one can go and what he/she can achieve.

References

- Baczyńska U., Burawski P., 2013, *Żaka Praca - Badanie Aktywności Zawodowej Śląskich Studentów część I i II*, Katowice.
- Badanie Karier, 2014, "Monitorowanie karier zawodowych absolwentów Rocznik 2011. Badanie po 3 latach od ukończenia studiów" z dnia 09.04.2014 r., Biuro Praktyk i Karier Akademii im. Jana Długosza w Częstochowie.
- Badanie Kompetencji, 2013, *Kompetencje i umiejętności absolwenta uczelni wyższej w ocenie pracodawcy*, Biuro Praktyk i Karier Akademii im. Jana Długosza w Częstochowie.
- Chomiak I., Nowicki A., 2013, *Przedsiębiorczość jako determinanta doskonalenia systemów informacyjnych przedsiębiorstwa*, [In:] Wiedza i technologie informacyjne w kreowaniu przedsiębiorczości, (red.) A. Nowicki, D. Jelonek, Częstochowa, Sekcja Wyd. WZPCzest.
- Fayolle A., Liñán F., 2014, *The future of research on entrepreneurial intentions*, "Journal of Business Research", 67.
- Goethner M., Obschonka M., Silbereisen R. K., Cantner U., 2012, *Scientists' transition to academic entrepreneurship: Economic and psychological determinants*, "Journal of Economic Psychology", 33(3).
- Jelonek D., 2013, *Przedsiębiorczość a e-przedsiębiorczość*, [In:] Wiedza i technologie informacyjne w kreowaniu przedsiębiorczości, (Red.) A. Nowicki, D. Jelonek, Sekcja Wyd. WZPCzest., Częstochowa.
- Klimek J., 2005, *A co z naszą przedsiębiorczością?* Wydawnictwo Adam Marszałek, Toruń.
- Kolb C., Wagner M., 2014, *Crowding in or crowding out: the link between academic entrepreneurship and entrepreneurial traits*, "The Journal of Technology Transfer".
- Kunasz M., 2013, *Pomysł biznesowy studentów i bariery wiedzy w jego wdrażaniu*, „E-Mentor”, 5(52).
- Kwalifikacje i umiejętności absolwenta uczelni wyższej w ocenie pracodawcy*, Badanie rynku pracy (luty / marzec 2013 r.), Biuro Praktyk i Karier Akademii im. Jana Długosza w Częstochowie.
- Le A.T., 1999, *Empirical studies of self-employment*, "Journal of Economic Surveys", 13(4).
- Losy zawodowe absolwentów AJD w Częstochowie rocznik 2011*, 2013, Częstochowa, Biuro Praktyk i Karier Akademii im. Jana Długosza w Częstochowie.
- Mellor R.B., Coulton G., Chick A., Bifulco A., Mellor N., Fisher A., 2011, *Przedsiębiorczość*, Warszawa, PWE.
- Program Kariera*, 11. Edycja, <http://programkariera.pl/>; Access on: 09.05.2014.

- Raport Rynek Pracy 2013* (Czerwiec / wrzesień 2013 r.), Biuro Karier Akademii im. Jana Długosza w Częstochowie.
- Regulamin CTWiI. Postanowienia ogólne*, <http://www.ctwii.ajd.czyst.pl>; Access on: 22.04.2014.
- Richtert-Kaźmierska A., 2010, *Instytucjonalne formy wspierania przedsiębiorczości akademickiej w Polsce*, „E-mentor”, 3(35).
- Sołtysiak W., 2013, *E-learning stymulatorem przedsiębiorczości*, [In:] Wiedza i technologie informacyjne w kreowaniu przedsiębiorczości. Nowe trendy badań i aplikacji, Częstochowa, Sekcja Wyd. WZPCzest.
- Stamboulis Y., Barals A., 2014, *Entrepreneurship education impact on student attitudes*, "The International Journal of Management Education" 30 lipca.
- Van der Sluis, J., Van Praag, C. M., Vijverberg, W., 2004, *Entrepreneurship selection and performance: A meta-analysis of the impact of education in industrialized countries*, Working Paper 03-046/3, Tinbergen Institute, University of Amsterdam.

ZACHOWANIA PRZEDSIĘBIORCZE STUDENTÓW I ABSOLWENTÓW AKADEMII IM. JANA DŁUGOSZA W CZĘSTOCHOWIE

Streszczenie: Celem publikacji jest analiza działalności Biura Praktyk i Karier w kontekście zachowań przedsiębiorczych studentów i absolwentów. Przedstawiono definicje przedsiębiorczości akademickiej, instytucjonalne formy kreowania przedsiębiorczości studenckiej, zaprezentowano wybrane wyniki badań empirycznych aktywności zawodowej studentów oraz działalność Biura Praktyk i Karier Akademii im. Jana Długosza w Częstochowie. Badania przeprowadzono w oparciu o metodę indywidualnego wywiadu oraz analizę raportów Biura Karier. Następnie dokonano wielostronnych analiz w kontekście, których zaproponowano działania wzmacniające aktywizację zawodową studentów i absolwentów.

Słowa kluczowe: przedsiębiorczość, przedsiębiorczość akademicka, biuro karier, Centrum Transferu Wiedzy i Innowacji w Obszarze Nauki i Sztuki, Akademickie Inkubatory Przedsiębiorczości

创业行为的学生和毕业生的学院名称 JAN DŁUGOSZ 在城市 CZESTOCHOWA

摘要: 該出版物的目的是實踐和事業廳在創業的學生和畢業生的背景下進行分析。學術事業的定義，創建創業型學生的制度形式選錄學生的實證研究活動和實踐職業學院辦公室的效果。揚Dlugosz琴斯托霍瓦。根據對個人情報的職業指導辦公室的分析方法的研究進行。其次是多變量分析，在上下文中建議的行動，以加強學生和畢業生的專業活動。

關鍵字: 創業，創業學業，事業辦公室，中心知識轉移與創新科學與藝術領域，学术的孵化器企業