

# Responsible Entrepreneurship Education

Emerging Research and Opportunities



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# Responsible Entrepreneurship Education:

## Emerging Research and Opportunities

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A volume in the Advances in  
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## Foreword

I first wrote about Kolb's (1984) experiential learning model over 30 years ago (Dana, 1987), and have created many course outlines for experiential learning, so I was elated when I received the invitation to write the Foreword of this book. When I read this book, I was even more pleased.

For centuries mankind has exploited resources. At the time, the earth's low population allowed it. As technology reduced infant mortality rate and increased lifespan, more people than ever before are dependent on the planet's limited supply. We see major change that requires new learning as suddenly, responsibility has become an important word.

In this timely volume, Giacomo Marzi and Andrea Caputo – both from the University of Lincoln, in the United Kingdom – provide food for thought on responsible entrepreneurship education and on the importance of lifelong learning to constantly update the knowledge required by entrepreneurs. The authors analyze research contributions in the domain of entrepreneurial training and then investigate the concept of knowledge and creativity in this context. They seek to understand what may be the internal forces that activate entrepreneurial behavior in an individual and present a detailed analysis of 38 skills fundamental skills for the entrepreneur, including – perhaps most importantly – moral orientations.

This book discusses responsible entrepreneurship education and its value, knowledge and creativity, lifelong learning and personal renewal. Four learning models are discussed in detail. The reader discovers learned helplessness and learns about attitude as well as skills. Finally, we are presented a syllabus for responsible entrepreneurship followed by exercises for responsible entrepreneurship. We are even taught about the dark side of entrepreneurship.

I commend the authors for putting together this timely volume. Enjoy!

*Léo-Paul Dana*  
*Montpellier Business School, France*

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## Preface

*Those who understand others are clever,  
Those who understand themselves are wise.  
Those who defeat others are strong,  
Those who defeat themselves are mighty.  
Those who know when they have enough are rich.  
Those who are unswerving have resolve.  
Those who stay where they are will endure.  
Those who die without being forgotten get longevity.  
Lao-Tzu, Tao Te Ching, Chapter 33, The Virtue of Judgement*

This text is born with the intent to provide food for thoughts on the responsible entrepreneurship education and on the importance of lifelong learning to constantly update the knowledge required for entrepreneurs. The audience of the present book is mostly represented by curricula developers, educators and researcher in education. However, even entrepreneurs and managers will find a set of useful insights and list of skill and competencies that are related to their jobs and suitable for personal growth and company's internal growth agenda.

Therefore, we need to ask to ourselves if entrepreneurs are born or made? The most recent literature on the subject of the entrepreneurship has debated on this apparently simple question in order to try to give a commonly accepted explanation. We are still very far from a final formalization of such apparently intangible concept but which has a very strong impact on the economic well-being of a nation. Being able to define such a complex phenomenon in an unequivocal way is certainly a hard task, but it has developed a growing, sometimes massive, interest in the last twenty years. To date, the literature, drawing inspiration from psychology, has focused particularly on trying to understand the reason for the activation of an entrepreneurship behavior and the factors that can influence it. In fact, being able to understand these variables

## **Preface**

can make it possible to encourage successful entrepreneurial behavior even in apparently passive individuals.

It is worth recalling that the subject of entrepreneurship does not end with the creation of a start-up or in pursuing an already consolidated economic reality, but manifests itself in everyday life, from the retailer who decides to experiment with a new business model in response to the drop in sales, up to the worker who decides to resign to open an own business.

The European Union has realized the importance of this value and in recent years, especially in the north of our continent, very important steps have been taken towards the teaching of this subject/attitude. The European report “Entrepreneurship Education at School in Europe” has indeed analyzed data from 31 EU countries demonstrating that nowadays a third of EU countries promotes entrepreneurial training programs and set them as compulsory both in primary and secondary schools. Due to the serious lack of education in this area in some member states, Europe has been promoting, through the “Europe 2020” agenda, several initiatives aimed at integrating this thematic into the social fabric since early adolescence.

The creation of educational programs in this sense, however, cannot be limited to a theoretical education because, as we said and we will repeat, entrepreneurship is a behavior and as such it arises from the presence of many personality traits and both technical and relational-humanistic skills.

The literature has identified this problem quite recently and it is still quite lacking on this issue, some paradigms of references to develop teaching paths are present but none of these has been strongly validated through a significant sample.

The aim of this work is therefore to first analyze the research contributions in the field of entrepreneurial training and then to investigate the concept of knowledge and creativity in this context.

In this view, we will deep the study of psychological literature to try to understand what may be the internal pushes that activate an entrepreneurship behavior in an individual aimed at breaking the conceptual patterns and habitual behaviors in order to achieve a goal of greater personal and economic well-being. In doing so, the present text is based on several well established theoretical frameworks that comes from psychology, philosophy and pedagogy. In particular, we used among the others the model of Nonaka & Takeuchi (1995), Kolb (1984), Ciappei (2005), and Hood and Young (1993).

Thus, in the last part of this study, we present a detailed analysis of thirty-eight skills identified as fundamental for the entrepreneur, ranging from purely technical qualities to personality and moral orientations.

Lastly, the work focuses on empirical validation, through the use of a quantitative research carried out on some students, so to understand the perception they have of certain identified qualities.

Then, we would like first to acknowledge our colleagues at the University of Florence, University of Rome ‘Tor Vergata’, University of Lincoln, University of Zagreb, Princess Sumaya University for Technology, University of Alicante, University of Macerata, University of Naples ‘Parthenope’, University of Sevilla, University of Queensland, and George Washington University for useful exchanges of views during the last years. We are also grateful to the members of the UNESCO Chair in Responsible Foresight for Sustainable Development at the University of Lincoln. Finally, we thank Prof Dana and Prof Ciappei for the kind words written about our work.

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# Chapter 1

## The Value of Responsible Entrepreneurship Education

### ABSTRACT

*In the chapter, the authors present an extensive literature review related to what entrepreneurship is and why it is important. They also present a brief overview of the main theories about entrepreneurship. Then, they show the importance of entrepreneurial education and how it is connected with the principles of responsible management. In doing so, this chapter is a general introduction to entrepreneurship and entrepreneurial education with the aim to introduce the reader to the theories used in the book.*

### THE ENTREPRENEURIAL STRUCTURE IN LITERATURE

In the present chapter we will present the main theories about entrepreneurship to guide the reader through the process of developing a good entrepreneurial education program.

In fact, the entrepreneurial structure is “the summit of decision-making power and the matrix of dominant ideas that not only sets goals, defines values, interprets and governs the complex business reality, but composes, breaks down and recomposes its unity” (Ciappei, 2015, p. 37).

The entrepreneur is the one who, in addition to organizing the production assets, models them according to their own intuitions and decisions.

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If we look at the classic Schumpeterian vision, the entrepreneur is the central figure in the system development process and the main *innovator* that introduces “new combinations” throughout the value chain. Innovation creates market power and profit but for this to happen it is necessary to generate a discontinuity in the system: innovation generates imbalance and profit unbalance. This is the “creative destruction” of Schumpeter.

In this type of concept, we can find the entrepreneur at any level within the company and it is necessary to make a clear distinction between the contributors to capital and the entrepreneurial figure. In this new outlined position, it is understood that the figure of the entrepreneur does not involve the assumption of any risk that is transferred entirely within the property.

Schumpeter outlines a romantic figure of “heroic” entrepreneur seen as a pure innovator. The company is continually modified according to the destructive forces introduced by the entrepreneur adding to each radical change a piece of the “chain” of value and it is precisely in this - although heroic - theory that we find the prodromes of what will then be the great strand of the theory of value generation.

In opposition to the Schumpeterian vision we find Knight (1921) who lays the basis of his theory on the condition of uncertainty. This is considered as existence of information available to the operators and it is inevitably incomplete, which is why opportunities to achieve profits can derive from it. In this view, the entrepreneur must be a skillful ruler of the condition of uncertainty by conducting their business through these imponderable conditions. We will therefore have a person taking decisions in an uncertain and uninsurable context but that *could* generate “entrepreneurial profit”. In this case, as for Schumpeter, the entrepreneurial function does not necessarily require ownership of the means of production.

The entrepreneurial figure can also be read in terms of *leadership*, s/he must generate meaning for the people who work alongside him, motivating them to achieve goals and values. In opposition to the manager and in particular to the figure outlined by the scientific management, the entrepreneurial leader expresses new ideas and values, recombines and consolidates them as the *glue* of all the assets in the company: “True leaders inspire people to do great things. And when the work is done, their people proudly say, <<See, we did it ourselves.>>” (Kohn and LaFargue, 1998, p. 77).

As for the Florentine school we can mention the vision of Fazzi that reinterprets the entrepreneurial function in a corporate vision. The academic vision recognizes in the entrepreneur:

*Own tasks to be carried out on the company, which do not derive from being the owner or not, [...] since private capital and economic risk no longer characterize the function of the entrepreneur in the great modern enterprise. (Fazzi, 1982, p. 83)*

Similarly, Cafferata stresses the distinction between the enterprise the entrepreneur, as such: “The enterprise is formed by an organized complexity of resources and by the activity effectively done through those resources. The entrepreneur is the physical person or juridical person that performs such complex system and complex activity, assuming economic and financial risks; being in last analysis the beneficiary of the positive or negative effects of the entrepreneurial activity in execution.” (Cafferata, 2018, p, 83)

The top management must therefore understand and resolve the issue concerning the organization, triggering a process of renewal of the traditional organization through the decentralization of its tasks to the entire structure. The entrepreneur keeps only those functions that cannot be disaggregated: the strategic, the organizational and the harmonization function towards internal and external stakeholders. According to Fazzi (1982), therefore, the position is acquired *de facto* exercising these functions and, in the case of delegation of them, we would have a de-entrepreneurialization and transformation into a pseudo-enterprise. It seems clear, therefore, that the company’s governance should be directed towards a plan perspective, embracing also the Schumpeterian vision of continuous innovation.

The Austrian school proposes a vision which is less pragmatic and more focused on the role of information, finding its greatest exponent in Israel Meir Kirzner (1978). The author’s contribution to entrepreneurial studies is due to the *Competition and Entrepreneurship* of 1973. Kirzner puts the entrepreneurial actor at the center of the market process and asserts that competition and entrepreneurship coincide and are symbiotic. The author cannot avoid comparison to the aforementioned Schumpeter, theorizing that the market is not a state but a process and the entrepreneur, acting within this flow, identifies and uses untapped opportunities. In this perspective it is precisely the entrepreneur who makes interaction, exchange and exploitation of opportunities possible by acting as the engine of the system. Its action consists in the perspicacity to see the weak signals and to seize the opportunities before the competitors.

The entrepreneur “... is not only the mere executor of an already established plan but s/he is the prompt discoverer capable of exploiting opportunities not seen by others.” (Kirzner (1978, p. 35)

The question therefore does not concern the figure of the entrepreneur as much as the process and the entrepreneurial activity. It is therefore the action and not the individual that is entrepreneurial, and so some of the actions must be defined as entrepreneurial choices, aimed at the future, selecting the means and ordering preferences based on a criterion of economization. Kirzner then attempted to isolate pure entrepreneurship.

The author argues that the pure entrepreneur does not have production resources and that using this abstraction it is possible to identify pure entrepreneurial variables. This analytical expedient is not different from the simplifications that are made when talking, for example about “consumer decisions”.

As we have already seen, for Kirzner (1978) entrepreneurship is a state of *alertness* (attention, perspicacity) in which characteristics like readiness to notice opportunities and take action to catch them rules the roost.

It becomes clear that to talk about entrepreneurship we have to talk about action, since without it there is no *venture* and no entrepreneur:

*Entrepreneurial profit is not only the result of luck, but it is not even exclusively due to a deliberate choice. [...] Alertness is located, as Kirzner said, between luck and deliberate research. (Kirzner, 1978, p. 96)*

Kirzner emphasizes the idea that only intuition can be qualified as “entrepreneurship” because once developed the intuition, the problem of implementing it is simply a matter of constrained maximization given the framework of means and goals.

The author also focuses on another important issue to solve: uncertainty. In Kirzner, uncertainty is linked to two other concepts: *time* and *arbitrage*. Uncertainty becomes relevant in the multi-period, while it is not relevant in the mono-period. In this perspective, the best example of pure entrepreneurship would be arbitrage, and Kirzner never distinguishes between entrepreneurship and arbitrage precisely because according to him the two things coincide.

In Kirzner’s view, arbitrage does not need any resources and it consists only in perceiving an opportunity for profit (in this case a price difference), in seizing it, in buying and selling at the same time. Arbitrage, therefore, is the most properly entrepreneurial activity and at the same time its central core. In a situation where an individual does not possess monetary resources, s/he can perceive an opportunity to earn a profit that has not yet been exploited, s/he can buy an asset and sell it at the same time. The monetary means can be

provided by other individuals. It should be noticed that this idea of arbitrage takes place exclusively in the present and this is precisely the most important criticism, in fact as Hülsmann argues:

*The conditions of the action are not immutable. They change indeed day by day; human life is a sudden succession of many very different moments. The analysis of the past cannot give us any certainty that the next instant will resemble the one that has just passed. (Hülsmann, 1998, p. 12).*

In conclusion, Kirzner's contribution to entrepreneurship theory is relevant since it has given central importance to this function and analyzing it in itself and knocking down some myths of the mainstream economy in which the entrepreneur is only the selector of resources to be inserted in a company seen as a black-box. The core of Kirznerian thought is based on the ability to discover and use opportunities in the market; opportunities are always subjective, but the focus of the issue is the following: a particular object of observation becomes an opportunity only in the moment in which it is cultured and exploited, it cannot be defined as opportunity *ex ante*, otherwise anything could be defined as an opportunity for profit, even if it should never actually become a profit.

## **VALUE GENERATION AND MANAGERIALISM**

We can state that the main purpose of the entrepreneur and the success of a company is the generation of value. Entrepreneurship is characterized by a tension to action aimed at seizing opportunities and exploiting them, a project aimed at "doing". The entrepreneur is a person of action who selects ideas but above all puts them into practice, s/he must be timely in exploiting, even opportunistically, the occasions so to take advantage of them.

The entrepreneur should be a designer, an innovator, a leader, a decision-maker and a risk taker, clearly highlighting how the entrepreneurial vision cannot be confined within the restricted walls of the company but is articulated in countless fields.

Therefore, a proactive attitude towards reality appears fundamental, diving in the surrounding environment and accepting its challenges by interpreting this kind of life as a sort of competition that, if brightened by an ethical spirit, enriches those who live it and those who meet such proxy.

On the other hand, however, pure initiative is not entrepreneurship if it is not connected to a tension towards the generation of value; the entrepreneurial attitude is indeed the engine of the company but the profit must be present together with proceeds and a control system for the realization of such decisions.

We can say then that the enterprise is governed by individuals and it is inserted in a competitive environment in order to create value, rewarding shareholders and stakeholders; this is possible by overcoming the comparison with competitors, the creation of competitive advantages, investments and decisions aimed at generating value.

The basic idea is that the company must position itself in the best way in the environment and use its skills and abilities to achieve above average performance; tension is therefore a key element of the entrepreneurial attitude aimed at modifying the real situation by interfacing with the context and customer expectations. Every time a problem of perception of the client's needs and of the way in which they can be satisfied emerges, a tension is produced and it generates in turn an energy which urges the development of new entrepreneurial initiatives. Value generation occurs in the needs-resources relationship or when the company understands that it can satisfy a need through its product-market combination. The entrepreneurial tension will therefore be aimed at maximizing the difference between the value of the need for the client and the value of the resources that the company uses to satisfy the aforementioned need. The dilemma of the generation of value lies precisely in the *gap* that the company is able to generate: the more the gap will be great, the more profit will be created.

In opposition to the entrepreneur, the role of the manager is endowed with a more limited decision-making autonomy. In fact, management means the level of professionalism of those who cope and manage according to the strategies indicated by the entrepreneurial top administration. It is connected to the manager's ability to correctly follow the phases of a process that allows to reach responsible decisions and aware risks. The issues that strictly concern this area are mainly related to planning, organization and control. Entrepreneurship and managerial skills are equally important for the lasting success of the company: such activity requires creativity, intuition, initiative but also organization and planning.

We can say that generally the management is scarce in the newly established companies while it becomes too present in the consolidated realities; in contrast the entrepreneurship has the need to be rediscovered in those realities that now tend towards a fragmentation and bureaucratization of work leaving very few margins to internal action.

Hence the need for a balance between these two capacities, as excesses on one side or the other undoubtedly lead to the death of the company.

Entrepreneurship must therefore develop in different directions, from an individual to a corporate culture that must be conducive to listening and experimenting with new ideas and methodologies.

Therefore, the definition of the characteristics of the entrepreneur is an extremely complex question, either because of the extremely changeable features of this figure and because of the strong degree of eclecticism that concerns it. Here we can outline some basic traits that literature has also considered necessary to be able to talk about entrepreneurship. These are above all the planning ability, the activism towards action and the promptness in exploiting the occasions which are completed by a series of attributes essential to the entrepreneurial figure such as innovation, promptness, risk taking, leadership and the tension in the creation of value.

Regarding the first three we have already focused on the contribution of Schumpeter, Kirzner and Knight, while the concept of leadership deserves further study.

In this regard it is good to remember that the study of this particular feature started from individuals apparently far from the business world. This is the case of the famous sociologist Max Weber (Weber, 2002) who developed the concept of charismatic leader as an extraordinary figure surrounded by an aura of sacredness and heroism, a figure setting the example and guiding others. It is precisely the “proof” that qualifies the individual as a leader and in this case we find it in the success of the economic activity that leads others to follow and trust him. For Weber, moreover, the charisma is defined as a revolutionary power that creates history and gives rise to a change of precepts that influences the culture of the organization. It seems clear that the charismatic quality enunciated by Weber is in line with the Schumpeterian idea of progress that destroys the past.

Another essential contribution to this theme is the one developed by Tichy and Devanna (1986) on transformational leadership, which takes its cue from a highly uncertain and constantly changing context. According to the authors, the cause of the transformation process of the company is identifiable in external threats and in the changing of market conditions. The task of the company captain is therefore to guide the organization throughout the process of change trying to mitigate the tensions that emerge in this challenge.

## **THE IMPORTANCE OF ENTREPRENEURSHIP EDUCATION**

The need to educate young people to a proactive entrepreneurial attitude towards the environment and the economic context has been widely discussed in the *Oslo Agenda* of the European Community, which specifies the need for both formal and informal education.

Entrepreneurship is about a person's ability to translate ideas into action. This includes creativity, innovation and risk-taking as well as the ability to plan and manage projects to achieve goals. It is a useful skill for everyone in everyday life, in the domestic sphere and in society, it serves the workers to be aware of the context in which they operate and to be able to seize the opportunities offered and it is a starting point for activities or more specific knowledge needed by entrepreneurs who start a social or commercial activity.

Entrepreneurship education thus strengthens the chances of success of newly created businesses and independent activity, and also increases the economic reward and the satisfaction that the beneficiary derives from it. However, the focus of entrepreneurship education is not limited to increasing new businesses, launching innovative projects and creating jobs.

Entrepreneurship is a fundamental competence for everybody: it helps young people to be more creative and to acquire greater confidence in all the activities they undertake, inciting them to act in a socially responsible way.

It is therefore clear that the phenomenon of entrepreneurship is not only relegated to the sphere of economic sciences but it is inserted into the social fabric and it can be a source of competitive advantage for a region, a country, a community and all those other extended individuals that benefit from it.

The position of the European Union is definitely positive, wanting to stimulate this phenomenon and widen its benefits as much as possible. As we have just said, entrepreneurship is not only in the creation of a new business, but there is entrepreneurship also in the innovation and in change of the way of thinking, in improving the situation of an individual or an entire community.

The Oslo agenda to date is becoming increasingly successful and this can be demonstrated by the countless publications that mention it and the growing interest both from individuals and public bodies for the development of entrepreneurial attitudes in both adults and young people.

In this regard it is clear the need to create ad hoc training paths to develop and shape this gift that in some individuals is innate while in others it can be developed. Yet numerous European countries such as Denmark, Estonia,

Lithuania, the Netherlands, Sweden and Norway have developed specific strategies to promote this education.

Italy, on the other hand, was the only country in which, until 2006, a centralized youth policy meant as a set of actions and interventions of public importance aimed at bringing young people to a situation of greater autonomy was not defined.

In 2007 the national plan for young people was published and the first steps were taken towards a standard already implemented in the other EU countries, creating a fund for youth policies, a national youth agency and the first national coordination of *InformaGiovani*.

Trials have also been launched through the national association of Italian municipalities to promote cultural education and the professional integration of young people into the business world.

Regarding the school policies of the MIUR national orientation plan, the term entrepreneurship is never expressed even if it is referred to as “active participation, recognition of one’s strengths, weaknesses, assumption of risk, planning skills, decisions, responsibility”.

## **BRIEF HISTORY OF ENTREPRENEURSHIP EDUCATION**

Entrepreneurial education has been formally developed only in a fairly recent period and the academic world has delayed the need and the possibility of providing formalized education at university level. The literature therefore wondered if it is possible to provide knowledge to develop and strengthen the entrepreneur’s own abilities in the individuals.

The pioneer in this field was Professor Shigeru Fijii who started teaching entrepreneurship in 1938 at the University of Kobe in Japan. A few years later, in 1945, the Harvard Business School introduced entrepreneurship courses in response to those who, as World War II veterans, found themselves in front of an economy in a strong transition. In the last thirty years we have witnessed a huge interest in this subject in the field of training courses, but without finding a single research framework in the academic ground neither a set of paradigms, theories and models on entrepreneurial training widely accepted and shared.

Most of the analyzed training programs present different objectives ranging from those easily measurable (such as students’ knowledge) to those that are more difficult to be characterized with a measure and an immediate response (such as entrepreneurial success). For example, we can find topics such as:

- Acquisition of knowledge aimed at entrepreneurial initiative
- Learning of analysis techniques of business or market situations
- Identification of entrepreneurial talents
- Risk management in a new business venture
- Development of empathy and leadership necessary for the role of entrepreneur
- The reinforcement of the attitude to change

Traditionally, entrepreneurial training has always addressed the owners or managers of small and medium-sized enterprises. Today, however, the perspective has radically changed allowing a wider audience to benefit from these types of courses. In particular, Block and Stumpf (1990) identify:

- Entrepreneurs as the most common category. These are active individuals who feel the need to renew their skills.
- Corporate Entrepreneurs, considered as entrepreneurs within large companies or senior managers who want to promote entrepreneurial skills in their team.
- Start uppers who feel the need for a comprehensive training to start a new business
- People with an entrepreneurial spirit as freelancers
- Scholars who wish to explore this subject from a scientific point of view

The empirical reality shows us that most of the learning processes undertaken by people with entrepreneurial roles are self-centered and *learning by doing*. These individuals learn only by themselves and in the field what are the “rules of the game” and only occasionally following structured paths. This is partly due to the lack of structuring of these approaches and the difficulty of framing them.

Davies and Gibb (1991) have tried to provide a partial answer to this problem by creating a case-based learning system to put in an opposite line to classical teaching. The two authors constantly emphasize the development of *soft skills* rather than mere scholastic and technical learning. Gibb (1993) proposes a method similar to what entrepreneurs apply unconsciously, i.e. a system of *learning by doing* guided by focusing on problem solving, judgment, use of sensations, use of multidisciplinary resources and interpersonal communication tools.

The need for adequate and differentiated training paths is also confirmed by the studies conducted by Sexton and Bowman (1984) in which empirical research shows that those wishing to become entrepreneurs or those already playing this role, have very different psychological characteristics from other individuals examined.

Entrepreneurship students are described as independent individuals, who cannot bear constraints, restrictions and routines. They are able to elaborate original ideas, especially in conditions of uncertainty and ambiguity.

The amount of pedagogical research on entrepreneurial training has greatly expanded and consists of countless contributions that seem to agree on the need for an active, practical and creative approach to the education of new entrepreneurs. In particular, Hood and Young (1993) suggested a list of forty-five pedagogical techniques suggested by successful entrepreneurs. The teacher will then be a facilitator who will leave ample space to the initiative of students by imparting only a basic direction to the course and growing interest around this area of teaching is also due to the demonstrated positive impact on entrepreneurial *performance* proven by several studies (Clark, Davis and Harnish, 1984; Block and Stumpf, 1992).

It has therefore been shown that entrepreneurship can be taught and it is precisely the objective of this work to provide an integrated corpus of *soft* knowledge that every entrepreneur or aspirant should master to successfully enter a field permeated with ambiguity.

Entrepreneurship is considered here in a broader conception: we are not entrepreneurs just because we are doing business but we are self-entrepreneurs in our daily actions and in everything that challenges us and to which all our energies must be re-joined. It is therefore an entrepreneur both the company captain and the student who strives to pass an exam. The common denominator that unites these apparently so different figures is precisely the generation of value that is not only declined in economic sense but also in an immaterial sense. Everything that for the person has a positive impact becomes value and all the actions moved by the will to reach this goal convert into entrepreneurial actions.

Starting from a business concept of entrepreneur and value we intend to provide a system of skills and expertise that can cover countless fields from the formation of the real personality, going through the management of ambiguity, to the formation of leadership and emotional intelligence, going thus creating a model of *homo universalis* similar to the one that the great thinkers proposed in the Renaissance.

## **RESPONSIBLE MANAGEMENT AND THE RESPONSIBLE ENTREPRENEUR**

The Principles for Responsible Management Education (PRME) were developed in 2007 by an international task force of sixty deans, university presidents and official representatives of leading business schools and academic institutions.

The founding publication by the UN Global Compact, in introducing the PRME agenda, wrote: “In a churning global marketplace, understanding the fundamental connections between business, the environment, and society has become essential. The roles and responsibilities of business as a global force are becoming more urgent and complex, and concepts related to societal responsibility and sustainability are gaining recognition as essential elements in business management. Increasing complexity and interdependence require new approaches. Companies need integrative management tools that help embed environmental, social, and governance concerns into their strategic thinking and daily operations. They need support as they internalize and integrate these issues into the core of businesses, engage in dialogue with stakeholders, and report their conduct. They require talented and ethical leaders who can not only advance organizational goals and fulfil legal and fiduciary obligations to shareholders, but who are also prepared to deal with the broader impact and potential of business as a positive global force in society. Any meaningful and lasting change in the conduct of corporations toward societal responsibility and sustainability must involve the institutions that most directly act as drivers of business behavior, especially academia. Academic institutions help shape the attitudes and behavior of business leaders through business education, research, management development programs, training, and other pervasive, but less tangible, activities, such as the spread and advocacy of new values and ideas. Through these means, academic institutions have the potential to generate a wave of positive change, thereby helping to ensure a world where both enterprises and societies can flourish.” (p. 15)

The development of a principle-based global engagement platform for academic institutions follows from a recommendation by academic stakeholders of the UN Global Compact. The idea was officially introduced by the UN Global Compact at the Global Forum “Business as an Agent of World Benefit” at Case Western Reserve University in October 2006.

## *The Value of Responsible Entrepreneurship Education*

Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for responsible management education.

The Principles were first published at the 2007 UN Global Compact Leaders Summit in presence of UN Secretary-General Ban Ki-moon and more than 1000 business, civil society, and government leaders in Geneva, Switzerland.

The six Principles for Responsible Management Education are presented in the following table:

In 2015, stemming from the PRME initiative the authors Laasch and Conaway (2015) have published the only textbook so far dedicated to responsible management. In this text they outline a model for responsible management that we believe could be useful also in responsible entrepreneurship education.

Responsible management is an approach that embraces three pivotal concepts: sustainability (triple bottom line), responsibility (stakeholder value), and ethics (moral excellence).

1. **Sustainability (Triple Bottom Line):** A situation is sustainable when it is able to maintain itself, as in the case of sustainable development, where present generations' needs fulfillment should be able to maintain the possibility of needs fulfillment for future generations. The three dimension of sustainability are based on social, environmental, and economic perspective which interact in the creation of sustainable situations. As creating agents, entrepreneurs have the opportunity

*Table 1. The Six Principles of Responsible Management Education*

<b>Principle 1   Purpose:</b> We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
<b>Principle 2   Values:</b> We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
<b>Principle 3   Method:</b> We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
<b>Principle 4   Research:</b> We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
<b>Principle 5   Partnership:</b> We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
<b>Principle 6   Dialogue:</b> We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

to embrace sustainability in their entrepreneurial activity since its conception, allowing for a responsible design of the enterprise and its business model.

2. **Responsibility (Stakeholder Value):** Refers to voluntarily assuming accountability for social, economic, and environmental issues related to stakeholders aiming to maximize stakeholder value and applies to all types of business equally, independent of size, maturity, or organizational structure. Often driven by a motive of solving social problems and satisfying social needs, entrepreneurs have the opportunity to be champions of responsibility in their community, being it local, regional, national or global.
3. **Ethics (Moral Excellence):** Business ethics is the interdisciplinary study of ethical problems in business. The entrepreneurial ethics acts at different levels: individual ethics is concerned with moral issues as encountered by single individuals; organizational ethics is concerned with moral issues on an organizational level; and, economic ethics is concerned with systemic moral issues of the economy.

If responsible management succeeds in creating a superior management performance, which is socially, environmentally, and economically sustainable, and which optimizes stakeholder value and creates moral excellence, then we may call it prime management. Similarly, prime entrepreneurship is that activity that succeeds in creating, through moral excellence, superior value for shareholders and stakeholders, which is socially, environmentally and economically sustainable.

Entrepreneurs are in an influential position that allows them to be change agents through their companies, and even beyond in the society. Entrepreneurs may significantly influence their companies' actions, which in turn influences the economic sphere and society as a whole.

In the present chapter we saw that one of the most important task for an entrepreneur is to generate value. Several authors expressed their opinions about the how to create value but all of them agreed about importance of value generation. Thus, the entrepreneur's main goal should be generate value responsibly.

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## Chapter 2

# Knowledge and Creativity

### **ABSTRACT**

*In this chapter, the authors stress the importance of the knowledge and creativity for the entrepreneurial activity. The generation of new ideas and opportunity is often dependent on the creation of knowledge and influenced by creativity. In this chapter, the authors analyze the main literature about creativity and knowledge creation.*

### **KNOWLEDGE IN PHILOSOPHY AND ECONOMIC THEORY**

In the previous chapter we delved the literature about entrepreneurship and value generation. However, if there is a possibility to learn how to generate value, everything starts by the creation, and the acquisition of knowledge that is the core of the learning process.

In fact, since the eighties, the importance of skills, knowledge, and learning in companies has emerged. It is now widely believed that the set of knowledge of the individuals within the organization is a source of a not negligible competitive advantage. Lifelong learning and accepting changes are required and essential skills both for those with more responsibility and for those involved in operational activities. The domain of knowledge and the development of internal entrepreneurship are topics that literature has increasingly considered more important than the current paradigm of organization and management.

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In particular, in the company learning process, it is fundamental to consider the motivation which is considered to be influenced by both the style of leadership and an environment encouraging the change. Companies and organizations in general need therefore to adopt a learning policy that can certainly be facilitated by an already present predisposition but also amplified with a correct education towards learning and the creation of new knowledge, as this represents an investment not so much in the short term as in the medium - long term.

As it is now clear, continuous innovation is a fundamental prerequisite for remaining competitive in an unsettled and constantly evolving market; uncertainty drives companies in search of a knowledge that exists beyond the boundaries of the organization, thus seeking, as well as a set of technical skills, also a potential for human development and metacognitive qualities that could allow a renewal.

First of all, it is important to clarify the origins of the concept of knowledge, which finds its precursors in classical Greece and in particular in the intuitions of Plato, which defines knowledge as a “justified true belief”. Unfortunately, the limitation of this definition lies in the fact that our belief may not be true at all, but just for the individual and therefore misleading. According to the Platonic philosophy, the physical world and the knowledge we have of it is a reflection of another world to which the human being aspires without being able to know it directly as stated in the famous myth of the cave.

The heritage of classical vision was then taken up and expanded by Descartes and Locke. The first author focuses mainly on the unsolved problems of Plato and therefore on the methodical doubt as the questioning of every belief to reach the truth. The conclusion to which Descartes comes is that true knowledge can only grow by deduction from real existence and from a thinking individual.

Locke instead calls into question Descartes considering that the human mind is a blank sheet devoid of any a priori idea and only the experience, the reflection and the sensation give meaning to the knowledge.

A further contribution was given at the end of the eighteenth century by the German philosopher Immanuel Kant who tried to overcome the dualism between rationalism and empiricism by stating that experience is the primary source of knowledge but not the only one since it springs from a synergy between logical thinking and experience.

In opposition to Kant, Hegel states that through the dialectic and the development of the thesis and the antithesis everyone can reach the final stage of knowledge defined as “absolute spirit”.

A more recent contribution was given by the German philosopher Edmund Husserl (Husserl, 2008) who focused his investigation on the question of the relationship between the thinking individual and the world by laying the foundations of phenomenology, a philosophical research on human awareness of oneself and of objects. The author has underlined the value of direct conscious experience using a method that allows to reduce an experience in many small events, in order to reach the purest intuition.

As far as economic theories are concerned, these have only recently been interested in the phenomenon of knowledge, attributing a fundamental role for the competitiveness of organizations in recent years.

A name to which we must refer is Alfred Marshall who was the first to considered the capital of an enterprise as largely formed by knowledge and organization, the first as the engine of production while the last as a catalyst for knowledge.

Substantial contributions came from Nelson and Winter (1977) who see in the company, within their evolutionary theory of economic and technological change, a repository of knowledge stored in predictable regular behavior patterns and therefore in *routine*. It is thanks to these authors that the concept of repeated behaviors within the company makes its way into the economic organizational theory, opening then the field to all the fundamental literature on technological trajectories that first combined innovation and knowledge.

Countless authors then wondered how knowledge can be used in management by arriving at a synthesis between organizational levels and managerial practices. One of these was Chester I. Barnard (1940) who based his thinking on his own managerial experience and deduced that it did not have an exclusively logical-linguistic content but also a behavioral and implicit aspect. According to the author, it is essential to analyze the most immaterial part to transform the actors who strategically pursue conflicting objectives in a cooperative and rational system.

Also Herbert Simon (2013), referring to the intuitions of Bernard, considers knowledge as a problem solving capacity and as a cybernetic information processing system. According to the author's model, human beings act as information processing systems extrapolating meaning content from meaningful structures coming from their experience and then in storing these insights in the form of new knowledge. Simon's thinking has certainly been influenced by the scientific context in which he was working, or by the first steps that psychology was moving towards cybernetics, a vision that is considered by many to be now outdated. The value of the author, however, is to have emphasized the logical component of human reasoning

and organizational decision-making processes as well as the limits of human cognitive abilities that we know today are widely studied as cognitive *biases*. However, it is interesting to note that for the author, tacit knowledge is only a matter of disturbance while it is essentially privileged giving priority to a logical and mechanistic thought by passively interpreting the relationship between the individuals and the environment in which they are living.

Afterwards, Simon's model was challenged by Cohen, March and Olsen (1972) in their *garbage bin model*, which underlined the characteristics of ambiguity and irrational decision-making and problem-solving processes. For the authors, the organization and the individuals that are part of it are incorporated in an environment full of issues and perceptions where the opportunities represent the garbage and the problems are the bin. In this thesis, the three authors underline how planning decisions taken in a deductive manner have serious limitations and take on meaning only retrospectively. It is therefore considered that learning takes place only on an individual and non-organizational level and it is difficult to generate shared and diffused knowledge.

Evolutionary theories believe that organizations and society in general are subject to continuous change and evolution, and after the Second World War an ever-increasing number of industrial countries has moved from an industrial economy to a service economy ending their path in what is today called the economics of information and knowledge.

One of the authors who succeeded in recognizing the importance of this transformation was Peter Drucker (2007), who in the 1960s coined the terms *knowledge work* and *knowledge worker*, emphasizing the importance of knowledge as an economic resource with which companies must confront and create paths to manage their learning and transformation processes. For the author certain skills cannot be translated in words or written and therefore they can only be practiced with experience becoming tacit knowledge within the organization. Organizations, by acquiring the knowledge of their individuals, change, evolve and improve their routines by starting an organizational learning process demonstrating how the evolution of the individual brings with it the evolution of the environment in which it operates.

As far as the *learning organization* is concerned, Senge (1994) has recognized that many organizations are lacking in terms of learning and do not allow their individuals to carry out in the best possible way the wealth of knowledge already possessed or to create a new one. The author identifies five fundamental points to ensure that the organization is in line with the environment and can continuously renew itself:

### ***Knowledge and Creativity***

- The use of systemic thinking;
- The independence of the individuals in the organization;
- The identification and discussion of the main mental models used by the organization;
- The construction of a shared vision;
- Facilitation of learning in staff and teams.

According to the author, the main of these five principles is *systemic thinking*, meant as a harmonizing competence of the other competences and able to merge theory and practice into a coherent corpus.

Senge also criticizes the philosophy of reductionism typical of occidental thought which tends to oversimplify problems of a more complex scope, thus leading to the loss of numerous fundamental information for organizational growth and learning.

The most recent contributions arrived in the 90s with the resource-based approach of Prahalad and Hamel (1994) that focused on distinctive expertise and of Stalk, Evans and Shulman (1992) who focused their attention on competition based on skills.

This group of scholars has highlighted how in the nineties the market has experienced important transformations that have made obsolete the structured approach as the dynamic capacity of the company is considered as the ability to organize, learn, adapt and continuously change, both at a strategic level and at an organizational level, to the environmental context. It is therefore emphasized a more behavioral and immaterial importance of such resources joint with a dynamic capacity for renewal that allows a continuous transformation of the company's key economic processes, meant as strategic capabilities to achieve competitive success and superiority towards competitors. According to this approach, it is fundamental to find the elements necessary to achieve a competitive advantage in the internal resources and skills rather than in the external environment; it is therefore clear that knowledge, especially tacit knowledge, plays a fundamental role in determining a higher performance that it is precisely that not revealed knowledge that allows to differentiate against competitors.

## **THE MODEL OF NONAKA AND TAKEUCHI**

It remains to solve the issue about how knowledge is created within an organization and how it can be transferred among the individuals. The literature

has recognized the model of Nonaka and Takeuchi (1995) as explanatory of this highly complex process. In the paradigm of the two authors, knowledge is divided into epistemological and ontological; the first concerns the distinction between tacit and explicit knowledge postulated by Michael Polanyi (1966) who considers as *tacit knowledge* those specific and personal information that are difficult to formalize and codify, whereas the *explicit knowledge* is codified and easily transferable. The ontological dimension is meant as the process of dissemination at the organizational level of the knowledge created by individuals and its rooting within the organization.

The two authors' model is based on the fundamental premise that human knowledge is created and spread through the interaction between tacit and explicit by a system of knowledge's conversion taken from cognitive psychology and in particular from the ACT (Anderson, 1996) model.

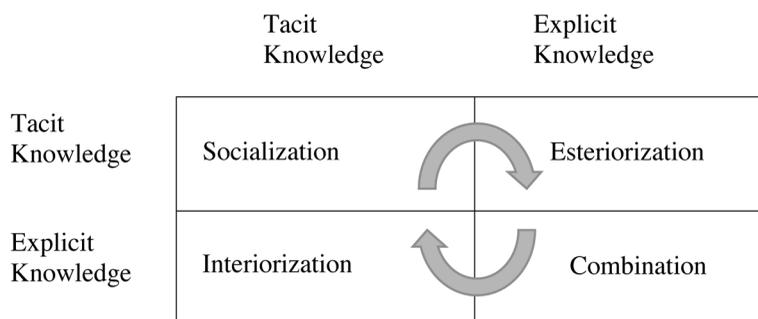
As it can be noticed, the knowledge starts from socialization and through the other three paths it spreads within the organization in a spiral-shaped cycle that is renewed once the process is complete.

For a better understanding of this model it is interesting to analyze each single area to understand what happens in each phase.

## Socialization

Socialization, the initial phase of the journey, is a process of sharing experiences and creating forms of tacit knowledge such as mental models and shared technical skills. An individual can acquire tacit knowledge from the direct relationship with others without the use of language. This is the typical example of apprenticeship where an individual is placed side by side with an expert master to understand the secrets, the practices and the ways

*Figure 1. Schematization of Nonaka e Takeuchi's model*



to do a particular job. In this case there is no transfer of written or codified knowledge but an exchange takes place through training at work; the capital of tacit knowledge acquired translates into experience. Those skills required to perform a given work are formed from the socialization with another individual and this clearly highlights the weakness of the pure transfer of explicit knowledge (such as frontal teaching lessons that obviously provide essential concepts for the performance of certain tasks but do not provide direct experiences in any way, as they are impossible to transfer). This phase of learning, as well as the acquisition of new know-how, will undoubtedly result in a transfer of greater awareness through experience that the individual is going through; thus it will enrich personal experience and allow to improve and influence even in fields apparently disconnected from that traineeships.

## **The Externalization**

Once the socialization phase is over, the transformation of tacit knowledge into explicit knowledge begins. At this particular moment, knowledge takes the form of metaphor, analogy, concept, hypothesis or model. The individual tries to express the essence of what s/he has understood through written, spoken or drawn language. There is then a real reflection on what has been learned in the socialization phase and it is fundamental that the one who receives new knowledge is able to understand and question on what has been learned. This area also includes those situations in which it is impossible to transform an experience into a language and therefore we resort to metaphors or similarities to foster the involvement of others. In conclusion, we can say that the path of externalization is the key to the creation of knowledge; indeed, new conceptual schemes are produced by acquired tacit knowledge, which must be transferred through logical systems, such as the aforementioned metaphors, from which then new models will be born.

## **The Combination**

The combination is that process of systematization of concepts in a system of knowledge, organization of thoughts and hierarchy of acquired skills. Individuals therefore exchange and combine the various knowledge through explicit systems such as documents, meetings and conversations, reconfiguring and assigning value to the acquired knowledge. This is the case of the scholastic education that makes available to the students a knowledge codified by the

experiences of others, bypassing the two previous levels and then “destroying” a considerable amount of information, especially tacit ones.

## **The Internalization**

Internalization lastly translates the newly learned explicit knowledge into tacit knowledge with learning through action. The individual will then try to put into practice what s/he has learned, s/he will acquire new knowledge and new conceptual models because of what s/he was able to understand at a theoretical level. At this moment, the cycle ends and the individual has a complete training allowing the spiral to start again from socialization to learning of new knowledge.

As we have seen, knowledge cannot easily be used in the organization until it becomes explicit and shared. This is the case of theoretical teaching where the mere combination of a set of knowledge is not sufficient to create different and complete behavior. Innovation, whether personal or organizational, deriving from the interaction between tacit and explicit knowledge takes shape in these four phases of change of knowledge and acquisition of new awareness.

## **CREATIVITY AS A FORM OF KNOWLEDGE PRODUCTION**

Creativity is a concept directly connected to the production of knowledge; we can say that this particular topic with respect to knowledge plays an extremely important role in new ventures as well as in already established organizations in which the need arises for continuous renewal.

By expanding its concept, it is possible to consider the creativity as a form of production of new knowledge that takes place within the individual and which is expressed in action. Creativity is one of the fundamental drivers of entrepreneurship since one of the characteristics of the entrepreneur’s spirit is their attention to innovation arising from a tension and finding their own outburst in the creation of new models of thought, of new actions and new ways of explaining the present.

This type of knowledge production takes place entirely within the individual but expands and is influenced by all the environmental and social variables that the person must be able to grasp. Producing new logical patterns, new forms of thought and new ways of acting undoubtedly requires an enormous effort and a fully developed personality, given that the need to separate from common thought is very evident and necessary for the production of new ideas.

Psychology has been very interested in this topic by tracing countless paths for its possible formalization and its possible study. The interpretations of the structure and dynamics of the creative process began to have a scientific relevance only in the early twentieth century with the psychodynamic, gestalt and factorial interpretations.

Psychoanalysis was the first to be interested in this theme trying to highlight how conscious and unconscious processes were reflected in creativity; this line of thought holds that creativity arises from the readiness of the individual to access to the darker dimensions of their personality thus demonstrating a complete knowledge and self-mastery.

In particular, Freud and Nelson (1958) believe that creativity grows from an intense and uncontrollable drive that overcomes the barriers of censorship, removals and resistance to show itself manifestly in artistic production, whatever form it takes. Freud highlights a connection between the creative process and the child's play, underlining how those sublimation components can transform conflicts into constructive processes. According to the author, creative functionality is likely to be compromised by tensions that occur within the individual that would lead to a block of these latent potentialities in each one of us.

Adler (2013) believes instead that creativity is one of those means by which the individual seeks expansion and dominates others to find an orientation in the chaos of life in order to excel and achieve social success by overcoming contingencies. According to the author, therefore, creativity is an instrument of struggle and affirmation in the world that derives from the need of the individual to emancipate from the context. A particularity of Adler's theory manifests itself in the conviction that context and environmental factors play a very important role in determining the relationship between the individual and the outside world because they are able to influence creativity and the need for an aspiration of omnipotence. As we will underline later, according to Adler most of the impulses arise from a compensation for a sense of inferiority, setting in motion mechanisms of proactive action towards the environment.

Another important contribution comes from Carl Gustav Jung (2016) who traces in his theory of the collective unconscious a historical cultural dimension within creativity that goes beyond the limits of the individual. In particular, creativity is inserted into the archetype of the shadow that represents all those dark, primitive and hidden aspects that do not want to be accepted by the obvious self and therefore must find other ways to manifest. According to the author, the creator and in our case the entrepreneur, who wants to create something new with the available resources, will assume

an introverted attitude of investigating herself/himself. An aspect that Jung emphasizes is precisely the introspective trait of a creative personality defined as that ability to readily and clearly grasp the inner motions and stimuli coming from the outside.

A different point of view is given by Erich Fromm (1994) who sees in the creative attitude one of the fundamental qualities of person together with love, truth, justice and solidarity. In particular, the author states that there is no need of production to have creativity, but it is sufficient that the individual grows and finds their own way of self-reflection, transcending the limits that link to their own person. According to Fromm, independence is another essential theme of creative action because only with the fulfillment of one's purpose the person can face the conflict with society and dive in it consciously.

A more purely biological and environmental point of view is expressed at the thought of Hans J. Eysenck (1947) who divides the personality into three factors: extroversion-introversion, stability-instability, neuroticism-psychoticism and each individual can be classified in a position along the continuum of this dimensions. The creative activity therefore arises as an attempt to overcome the limitations and restrictions imposed by the environment and the context. Through careful studies it has been identified that the creative person possesses characteristics such as introversion extroversion, vivacity, disinhibition, reflection revealing creativity as a trait and not so much as art, thus bringing it to the level of a much wider character construct.

Abraham Maslow (1943), a supporter of the innate capacity for human development, believes that each individual is naturally devoted to freedom, happiness and self-fulfillment using creativity as an instrument and dividing it into two levels: the first instinctual and the second linked to secondary processes as a regulatory system for the harmonious development of an individual. Several studies of personality psychology have highlighted various aspects of creative personality such as affective, cognitive, social and behavioral ones. In this perspective, the creative personality is a dynamic and balanced organization of traits and characteristics of an individual that allow to develop one's own potentialities in the environment in which it is encompassed.

The personality in our vision is a process of continuous formation that is continually contaminated by personal growth and lived experiences. Since children, in fact, we are constantly subjected to environmental and experiential stimuli that will shape our personality so that one more trait or another will emerge.

Creativity and fantasy are therefore always linked to real experience even if the individual has to create the conditions for a transition from their mental world to the real world; this, as countless personality theories claim, is possible only after a harmonious development of the person and understanding of one's own identity. In this dynamic, the development of an overly balanced path can lead to the blockage of the individual in their psychic life and in reality. The mind generates phenomena that only an effective construction of character can actually make synergistic with reality and therefore psychological well-being understood as a state of gratification; such gratification plays a fundamental role in the possibility of creative action going against those inhibitions that the individual or the education impose on psychic life. The flow of creative and dynamic thought must necessarily be ready to risk of not being immediately understood by the surrounding environment, by clashing with it and staying strong in facing resistance.

We have seen that there is no precise definition of creativity, but it is possible through an understanding of the production of literature to get an idea of what is such a changing and abstract concept. Understanding this concept and its implementation are fundamental in the entrepreneurial role since the ability to innovate is closely linked to the identification of new solutions and the continuous improvement of those already present.

In the present chapter we saw how it is fundamental the process of acquiring and integrating knowledge within a subject. Moreover, we saw that creativity is a process that can be directed to the right destination by the knowledge.

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## Chapter 3

# Lifelong Learning and Personal Renewal

### ABSTRACT

*In the chapter, the authors present an introduction to an established educational model, namely the scout method. They also show how some principles of scouting education could be applied to entrepreneurial education. In the second part of the chapter, the authors draw the attention of the reader to the importance of continuous learning, namely, lifelong learning.*

### THE SCOUT METHOD: VALUES AND GOALS

Is it possible to find successful educational model? How they are built? In the present chapter we introduce an example of educational model and its cornerstone points. Later one we stressed the fact that a successful educational model should be connected with a continuous personal development that allows a continuous personal growth.

Moving from this premises, we analyze the Scouting model that offers interesting educational insights to be used as a teaching model, allowing the development of the personality and skills of an individual. Baden-Powell, the founder of this type of education, summarizes the objectives of the method in four points:

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- Personality development;
- Development of manual skills;
- Reinvigoration of health;
- Service for the community.

The author believed that the education of young people should not be interrupted in school age, neither provide only theoretical information, but should include a broader and more pragmatic level of knowledge. Scouting wanted to give the opportunity to those who needed a method to effectively develop and form the personality, out of schemes through a principle of freedom and democracy.

Baden-Powell's intuition was to understand the need of a personality and individual's realization rather than the adaptation to a model because every human possesses abilities to be developed and cured to reveal themselves to the external environment. In scouting, the individual receives education through trials, team spirit, confrontation with the hostile environment. S/he finds their own individuality in a state of crisis in which has to appeal to own resources to solve the problems that gradually arise. It is therefore necessary a structured path aimed at understanding, through theory and experimentation, the concrete reality, allowing a change of mentality and a development of the individual.

As we have already had the opportunity to say, certain values of responsibility, self-confidence, respect for others and proactivity must be developed so that those who receive teaching become independent and find their own way. This is the basis of the scout spirit (Baden-Powell and Baden-Powell, 1964) which tries to give a set of positive habits and a road that leads to live life successfully beyond the wealth, power or professional success by focusing more on being happy and complete. We can trace in this thought also that optimism that we will see in Seligman (2011) and that allows to give a greater sense to daily actions and not to get carried away by events making life experience more a playground than a constant race.

It is interesting to note how this method can be easily applied to entrepreneurial education, by offering a free and safe space where students can freely act in search of their vocation. From this point of view, the scout method is integral and active in recognizing the complexity of human nature, acting on will, ethics, intelligence, sensitivity and emotion.

A particularly important emphasis is placed on the balance between theoretical and practical activities due to the fact that too much intellectual education leads the individual to abstract intellectualism, or an excessively

scientific education forgets the aesthetic and moral aspect of person tending to stiffen the critical thinking.

As Baden-Powell reiterates in one of his writings:

*Be Prepared in Mind by having thought out beforehand any accident or situation that might occur, so that you know the right thing to do at the right moment, and are willing to do it; be Prepared in Body by making yourself strong and active and able to do the right thing at the right moment, and do it. (Baden-Powell and Baden-Powell, 1964, p. 33)*

Everyone therefore has both individual and social duties to fulfill which must be accompanied by the conscience, the will and the ability to face the situations that arise. We can deduce that the entirety of the scout method develops in the impossible fractionation of the educational side being physical, intellectual and spiritual.

In order to understand the pedagogical scope of scouting, it is necessary to reiterate that it is an active education in which passive knowledge or definitions are not passively received, but in which the individual must participate in their own education through personal research and exploration that ends in the concrete experience of individual or collective work.

In this particular field the trainer must be able to create in the individual the ambition and the desire to learn by suggesting those activities that could interest and involve them. It is therefore logical that a fundamental role in this paradigm is played by leaders who will leave the individual free to self-educate and will guide him through this steep road trying to avoid anarchism and individualistic education. Activism and experience are therefore two fundamental pillars of this methodology that does not want to teach concepts but to prepare for the art of exploration by creating that baggage of tacit knowledge that can hardly be transferred by other means. It is precisely finding themselves facing with complex and challenging problems that activates certain modes of growth both in terms of practical experience and in terms of personality formation, allowing the increase and confidence in oneself and of one's own work, thus referring to the just mentioned harmonic development.

One of the main techniques for activating this kind of learning is the game that, if declined in an andragogical teaching perspective, can be traced back to the *role playing* or business game techniques that allow to apply theoretical knowledge and experience in a protected context of situations similar to real life.

Baden-Powell's intuition was precisely offering a fun, all-encompassing and highly educational system through the wise use of games and immersion in roles; through playing, in the scout methodology, the boy/girl fulfills their desire to move, act, test with their peers and have fun. It is with the game that the boy/girl finds their personality, feels free and discovers what s/he is capable of, while also learning respect for the rules, discipline, the ability to lead others and altruism.

It is good to clarify that ludic activity is not educational in itself but only if it is able to stimulate interest and consciousness, becoming a pedagogical technique that must be mastered by the instructors emphasizing the fundamental role of those who must implement the program educational. The trainer will always have to keep in mind the personal characteristics of each individual and try to smooth out those resistances that can block the team spirit by favoring the integration between all the individuals.

Another central theme of this type of education is the contact with nature; this is considered an indispensable condition because the knowledge of a "hostile" environment obliges the person who receives the training to an active attitude, stimulating precisely that desire to get involved that creates and shapes the personality. Simple tasks such as pitching a tent, lighting a fire or orienting oneself with a map make it possible to develop all those qualities of independence necessary for the emancipation typical of adult life and to blunt those vices that a particularly wealthy life can create. Outdoor living in fact stimulates the development of intelligence and the spirit of adaptation as well as the habit of appreciating the beauty of a natural landscape. To sum up we can say that contact with a natural and Spartan environment stimulates and, at the same time, satisfies that instinct for adventure and risk that, declined in entrepreneurial terms, appears fundamental in every action to be undertaken by eliminating that fear and anxiety typical of the unknown and turning the challenge into a great game avoiding stressful situations.

## **DEVELOPMENT AREAS IN SCOUTING**

An area of particular attention in scouting is physical education because it is believed that it is closely related to all the other aspects of the personality and therefore conditions them. A correct physical development creates habits of great importance for the future personality as the respect for the body and the health together with hygiene, aesthetic and functional care of the body. Baden-Powell particularly insists on the development through the sport of

courage, patience and strength that converge in both physical and mental resistance to environmental stressors. In this particular view, sport is not seen as the competition but as a means to achieve a greater balance by avoiding to subject the body to excessive efforts; in this particular case the ability of the trainer will be to find the right balance between difficulty and challenge. In this method of education sport is the field, from the outdoor activities you can get excellent ideas for physical training since it is required commitment, perseverance and a certain resistance to which the nights spent outdoors must be added, enriching undoubtedly the experience of the individual developing that self-control needed for the attainment of balance.

Another topic on which Baden-Powell's attention was focused is the development of sense organs and the deficiency of these found in almost all mature men derived from a lack of education in the awareness of the surrounding environment. In scouting this deficit is filled through two paths: the first is that of immersion in the role of the wolf or the explorer; the second with the use of specific techniques for the stimulation of awareness. Here again the importance of nature and of an education that starts from the involvement of the boy/girl in the environment is stated: some examples can be the orientation in a wood and the search for traces. Regarding more specific techniques, we can refer to the famous Kim's Game which consists in remembering a set of previously observed objects in a certain period of time. Scouting therefore tries to develop the focusing capacity and the attention needed to live in the present and observe everything that happens in front of the individual.

Obviously, in a paradigm of complete education, intellectual development, which must be carried forward together with the other areas mentioned above, cannot be lacking. Through observation, the individual identifies objects that will then be the subject of study and a more careful analysis, trying to develop inductive and deductive reasoning from an empirical point of view, avoiding trespassing into intellectualism. Intellectual development is also expressed with enthusiasm for research and curiosity, by putting the individual receiving the education in the condition of wondering what may be the causal links that coexist between objects, the environment and the people who are part of it. All this leads to the development of other qualities such as intuition, memory and independence of judgment. Here again the game as a means of discovery and development is introduced, trying to put the boy/girl in a situation in which s/he can have a range of possibilities among which s/he must choose once again bringing back the focus on the power of independence and self-education.

Last but not least, the emphasis is placed on education in dexterity in the belief that person is worth what s/he does and is therefore born to think in the function of action. Manual skill is therefore necessary for a correct development of the individual and impacts in an important way in the capacity for personal initiative, self-confidence and responsibility, as it allows us to realize that with our own strength and our knowledge it is possible to realize something concrete and tangible. Through the development of this area it is also possible to implement concrete creativity and artistic production that have been left in the background by traditional education techniques. In the scout methodology the manual skills are implemented with countless small jobs that are gradually becoming more complicated with the learner's experience, starting with the construction of small areas of the camp up to the repair of tents or small hydraulic pipelines. This ability is then also developed with the creation of tools necessary for everyday life such as stakes, pots and pans and carrying out a whole series of tasks ranging from preparing a meal to hoeing and chopping wood.

It should also be noted that the scouting activity rewards talent in a certain field with the possibility of becoming an expert in a given sector, allowing everyone to be considered and appreciated by others. Specializations range in countless tasks such as the guide, the gardener, the designer, the photographer, the botanist or sports specialties such as swimmer or mountaineer. Here again the boy/girl has the possibility to choose the specialization in line with their values and ideals, giving the opportunity to challenge herself/himself, testing the commitment to reach certain goals. It is through this path of personal progression that the pupil's practical ability and personality development is formed.

Regarding lifestyle, the scout training method includes four areas of education:

- To the beauty;
- To love;
- To social life;
- To the moral and spiritual life

The first area, of aesthetic education, aims to teach the person the perception and production of values that can be expressed with concrete objects. This ability is not only formed through the literary and artistic world but finds expression in a wider environment: the landscape, the city, the furniture, clothing and all that requires a certain sense. In practice we try to educate

the boy/girl to distinguish between aesthetic sense and fashion, overcoming the conditioning that comes from the style in vogue. This area also includes education to good manners, common sense in dressing, cleaning and application of behavioral principles in social situations.

Education to love, on the other hand, allows the affective dimension of the individual to mature, creating the conditions for an emotional and identity balance. Affective development resides in a continuum between two opposites, egocentrism and allocentrism, and it will therefore be necessary to stimulate exploration through the paths of friendship, sympathy, compassion and love, by educating to conscious choices. Also in this case the role of game is fundamental as a means of expression and knowledge of oneself and of others allowing the exploration of the fields of human existence in a protected and formative context.

Regarding the education to social life, being able to find a balance between the value of the individual and the importance of socialization has been one of the problems that pedagogy has always faced, trying to combine apparently irreconcilable trends and needs. Scouting, as a method of integral education, works in both directions while maintaining the awareness that there is no social development without personal development and, vice versa, it is not possible to develop personally without coming into contact with other subjects. An important emphasis is placed on fraternity and on the link between the various members of the scout group, requiring the collaboration of all individuals to accomplish a mission; the responsibility towards others and the autonomy are therefore inextricably linked and developed in a favorable climate in which everyone can feel free within the rules of the community.

Regarding the practical aspect, the role of the teams is essential according to the thought of Baden-Powell as it allows to set up an autonomous group that must self-regulate to achieve the intended objectives. It is precisely in the team that individuality and sense of belonging are affirmed and through the symbology (flags, banners, arm bands) the individuals feel part of a small community in which everyone is called to collaborate. In this particular organization a micro-society is created in which every boy/girl has an indispensable task for the functioning of the whole system, thus accustoming the individuals to make commitments and to complete them with serenity.

Finally, moral education develops through the contact and observation of the behavior of the other individuals trying to deduce from the daily actions the correct behavior of honesty, loyalty and collaboration's values.

## **LANGUAGE AND EDUCATIONAL RELATIONSHIP IN SCOUTING**

In scout pedagogy, the preferred language of teaching is deduction: the chat in front of the fire allows those who receive the education to draw their own personal conclusions from the educational relationship. Leaving on the path “signs” and “traces”, the individual is able to arrive autonomously and independently to their own conclusion, living a strictly personal experience. This is just one of the peculiarities of this educational method which can appear, for those who do not know it, as hermetic or meaningless but appears as a highly formative practice to those who directly experienced. It is precisely the communication and the particular relationship that is established between the teacher and the boy/girl that gives a surplus to this method, allowing the sharing of experiences, an easier transfer of contents and total immersion in an atmosphere of fun and games

As we have seen in Nonaka’s model, the transfer of knowledge through metaphors becomes necessary when tacit knowledge must become a shared knowledge within an organization of individuals, and this is precisely what happens in scouting through the use of symbolic language. We can therefore say that this method of teaching brings together the transfer of codified knowledge, the transfer of tacit knowledge and the creation of new knowledge through experience.

Therefore, the importance of the game is reiterated as a way of simulating real life in which develop the competition, overcome the pre-set roles and defeat the fear of the unknown.

As for the competition, we consider all those games in which the equality of the probabilities of success are artificially created so that the antagonists face each other in ideal conditions. Regarding the characters, and therefore the roles, they are all considered in situations in which everyone dresses up like a different individual to experience a sensation of depersonalization while finally the last category creates voluntarily situations of fear to develop that attitude to face threatening events. As we said, the use of symbolic language is extremely important as it allows young people to develop a sense of belonging to be sublimated in a symbol or to create standard language through signals.

A still important aspect is fantasy in which we try to develop stories rich in human lessons using fiction as a means of transferring teachings at the level of metaphor. Obviously, for a fantastic story to take root, it is necessary that it stimulates the imagination in the individuals and creates the associated

emotions, also responding to the need for the development of abstract thought of a complete personality.

It is therefore clear that the role of the leader is extremely important for the success of this training project as s/he will have to be a guide to yet immature personalities and therefore extremely sensitive to both good and bad examples.

Baden-Powell believes that the boss must be a boy/girl with the following characteristics:

- Must be placed in the right plan with respect to the recipients of education;
- Must understand the needs of the group that commands;
- Must deal with each individual's separately;
- Must promote the spirit of community within the group.

Especially with regard to the first point, it is necessary to dwell on the importance of an informal relationship that can make all the recipients of the training feel comfortable without incurring the rigid schemes of a classic education relationship, always keeping in mind the role of responsibility towards who receives the education.

## **A POSSIBLE REINTERPRETATION OF SCOUTING FROM A RESPONSIBLE ENTREPRENEURSHIP POINT OF VIEW**

As we have seen, the scout methodology offers a highly integrated educational system in which, together with the frontal education provided by the school, there is an experiential and practical education that allows to work on those personality traits and those characteristics that the classical models are not able to implement. By tracing a parallel with responsible entrepreneurship education we can say that an effective educational program must be structured in all dimensions of the individual and above all must consider the target age group as that of university students or who have just completed this type of study. The development of such a complex feature requires the involvement of all the skills of an individual and only through a comprehensive education it will be possible to implement certain characteristics. Responsible entrepreneurship, in our view, arises from a set of seemingly disconnected factors such as sensitivity, personal development, emotionality, creativity and continuous updating. Certain skills require a completely immersive

training in which, in addition to the technical skills, softer skills capable of interpreting the environment must emerge. Along with these the will and desire to entrepreneurial action, will have to be developed, since they are often already present in the individuals but are commonly suffocated by the sense of frustration regarding the unknown and insecurity in undertaking a highly risky activity and uncertain results. In this context, a rehabilitation of Scout pedagogy appears to be an interesting model on which developing a first educational program that will then have to be expanded and appropriately modified according to the needs to be reached. In particular, it is necessary that such an education could take place quickly and inserting correctly into the life of the individual, respecting the already existing work or university obligations. The most interesting part of Scouting pedagogy is certainly the fact that it aims, as in our case, to the integral development of the individual because it is believed that only through this path it will be possible to create autonomous and independent people, who can face highly stressful and demanding situations. Humanistic skills will also have to be combined along with these resilience skills, as the biggest risk is to train excellent managers but not excellent entrepreneurs who, as we reiterated at the beginning of our work, have characteristics in some ways similar but for others very different from the manager category. A humanistic and artistic formation remains fundamental in order not to fall in that excessive technicality and engineering of the decision-making process and to develop sense of beauty and ability to interpret weak signals of the entrepreneur's environment.

It is clear that in our model type we want to provide a stable basis on which the individual develops their abilities in an autonomous and constant way through all the experiences s/he will encounter, drawing new lessons and new ways of acting ever more effective and efficient. Pedagogical literature has been interested in this topic with the concept of lifelong learning and permanent learning, considering them as essential qualities in the knowledge society in which the obsolescence of theoretical and practical knowledge occurs at a much faster rhythm than in the past.

## **LIFELONG LEARNING AS A SOURCE OF NEW EXPERIENCE**

Education is a process to produce and facilitate learning by involving the whole field of the person's existence and to develop the growth of the individual.

Theoretical paradigms can be defined as frameworks and filters that allow to organize and direct training by guiding in the process of learning production aimed at possessing:

- Skills such as knowledge, abilities and more technical capacity;
- Proactive attitude, meant as ability to use, manipulate and produce new knowledge;
- Meta-cognitive, reflexive and transformative learning.

Such theory in action creates a circle of knowledge, application, redefinition of concepts and the production of new awareness, triggering a virtuous circle of new knowledge, both theoretical and experiential. Lifelong learning adopts these definitions and develops resources productively, creating prerequisites for new self-training and going beyond the limits of standardized and codified responses.

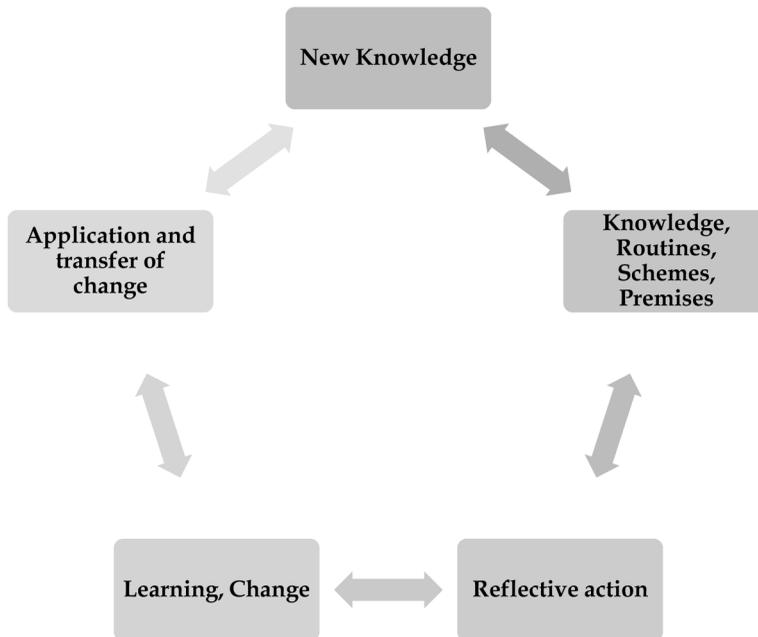
It is therefore essential to recognize three variables: the individual, the context, the training process. As stated in Rogersian psychology (Rogers, 2012), it is the individual that must be at the center of the process; in fact, tracing a line of conjunction with the thought of this author we can speak of “customer-centered training process” in which the trainer will aim to empower and exploit that individual impulse towards the growth and realization of self. Skills such as empathy and attention to will therefore be requested to those who are in the role of trainer, to create a particular atmosphere in a favorable educational climate.

In this regard, it is interesting to quote Alberici’s model (Alberici, 2008) on the reflective movement of education.

Figure 1 can be illustrated starting from the assumption that it is based on the reflexivity of the training and takes as its own basic concepts the centrality of the recipient of training, the overcoming of pure rationality, the fundamental role of the action and the importance of the context.

Therefore, it seems essential to possess some qualities such as the ability to attribute meaning to the action arising from a reflexive-introspective exercise, the role of skills as knowledge, the knowledge in action and the self-management in deciding the learning paths. It is clear that a fundamental role in this model is played by the motivation that the individual has in pursuing a path of continuous improvement and the permanent development of new skills. It is also necessary to overcome the concept of education as a goal in itself and confined to certain fields; in fact, competence must become part of the person, make the person autonomous and improve social and professional

*Figure 1. Alberici's model for lifelong education*



action. It is clear that in today's complexity and modernity it is necessary to develop skills that go beyond classical rationality, emancipating from a functional and merely technical approach.

The entrepreneurial path is certainly not a clear and unobstructed path; those who choose this path must make their own creativity, innovation and change come true, becoming not a rock in the stormy sea but a bird that flies high and lets itself be carried away by the winds, reaching its destination exerting even greater control over the events, unlike those who remain stuck and inflexible in their positions.

Giving meaning to experience undoubtedly implies a strong and responsible participation of the individuals in the path of education and change as a necessary precondition for an effective attribution of purpose to action. Lifelong and permanent learning means also this: individual's improvement and renewal in a constant way allowing to achieve those desired personal and professional goals. This path is necessary because currently one of the fundamental aspects of the economic and personal activity consists in the continuous presentation of situations that need new solutions to new problems and consequently always different paradigms on which the action must be based. The increasing conditions of uncertainty pose to the individuals the

significant problem of questioning those cognitive schemes acquired and already tested, obliging the individual who wants to continuously improve herself/himself to a disposition of critical awareness towards each action.

From an institutional point of view, the OECD in the *Definition and Selection of Competencies* project, which highlights the key competences for life, frames the system of lifelong learning at the base of a pedagogical model. This important consideration derives from the fact that yet in the sixties and seventies this concept received an important consideration by scholars such as Edgar Faure (1972) and Tosten Hausén (1989). In the first formulation made by the two scholars, lifelong learning was seen as a response to continuous social change and to the abundance of information that will gradually become available.

If we want to include the social context in the studies of this particular aspect of education, we cannot quote but Paul Black (1998) who reiterates the need to understand the way in which knowledge is rehabilitated and re-modified by the social context.

As for the Oslo Agenda, the European community has also been interested in this aspect by creating a commission that in 2004 provided some recommendations to the European Parliament from which it was born in May 2006, the *European Network on Learn-to-Learn* to develop greater theoretical and empirical knowledge on lifelong learning and ensure that this teaching method is widespread and becomes an integral part of the European pedagogical system.

## **Helsinki Project**

The international literature grew some experimental models: one of these is the Helsinki project funded directly by the European Union in the late nineties. The model is born from the convergence of different paradigms traditions with a historical and sociological approach in which the importance for a nation to create “good learners” is emphasized. The psychological basis of this model is the Piagetian theory (Piaget, 1976) on the stages of the development of thought according to which the operations that derive from a thought can be improved by increasing awareness and reducing the automatism to the action in the individual, by working on those schemes that initiated the action. The model clearly assumes an evolutionary footprint since conceptual structures, procedural skills, learning strategies, self-regulation and motivation are considered as evaluation variables.

This model has been strongly validated by its application on a large scale; in fact, at the beginning of the 2000s it has been administered to about twelve thousand students of different ages and nationalities. The Helsinki project, rather than a teaching method, is a system of evaluation that allows to understand the starting state of individuals we are going to work with and clearly define what the next steps and the subsequent areas of intervention will be focused on.

Obviously this method has in itself all the limits of the factorial approach, which badly lends itself to identifying the peculiar characteristics of an individual but it can still provide a useful indication especially in contexts where the number of individuals is particularly high.

## **The Alberta Project**

This model was developed in the state of Alberta, Canada; the material produced by this project is a classification of the skills that are necessary for lifelong learning. The first step was to identify, through numerous studies conducted by the University of Alberta, a profile of skills necessary for an adult life on which then build evaluation indicators and well-defined paths. The project ended with the production of a catalog of basic skills for adults that includes 946 elements and lifelong learning is included in 150 of them. The importance of this study is due to the amount of material available and the ease of application as it is essentially a list of skills to be developed with some basic paths to be implemented.

The Alberta project also highlighted the need for an accurate training of trainers to reach a level of empathy and management of the dynamics that are formed in such a complex social / educational context.

## **The ELLI Project**

The *Effective Lifelong Learning Inventory* (ELLI) (Crick et al., 2004) was developed by the University of Bristol as the convergence of two well-established research strands: the first studying the motivation to learn while the second focusing on lifelong learning. The fundamental premise of this model is the understanding of the motivation to learning considered as a will to learn, a positive attitude towards learning and awareness of the need to learn.

The research highlighted the need to prioritize an objective rather than a performance orientation by facilitating group collaboration and avoiding

the communication of highly judicious negative outcomes. It is therefore clear that the central objective of education is to equip individuals to face complexity, uncertainty and responsibility rather than providing simple formal knowledge with high technicality.

The ELLI project seeks to construct a tool that allows to place individuals in particular training programs after an analytical evaluation of their starting state using the information gathered in the preliminary phase to improve the learning cycle.

This study has identified in the concept of “power to learn” the core of its investigation defining it as a set of dispositions, lived experiences, social relationships, values, attitudes and beliefs that combine to form the way in which an individual engages in a particular learning situation.

The central core is then divided into four other dimensions that are the ability to learn, the identity of the individual, the socio-cultural development of the person, the relationships of learning. Basing on these premises, it is clear that it is possible to trace, through a system very similar to the factorial survey, a photograph of the individual which, even in its simplification, allows to instantly capture the gaps and then set the areas of intervention.

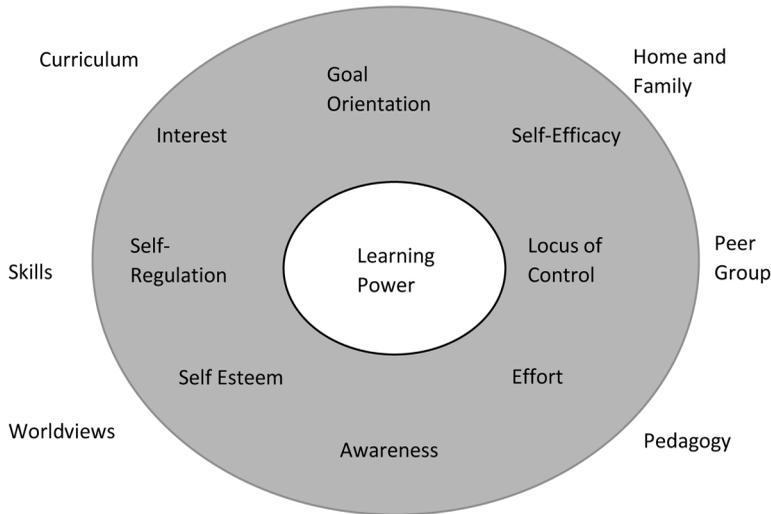
What are the factors that stimulate affect the motivation to learn, therefore, remains as the only dilemma; the study has highlighted seven:

- Growth orientation;
- Creativity and imagination;
- Resilience;
- The curiosity and the desire to investigate;
- The creation of meaning and connection in knowledge;
- Strategic awareness and self-management;
- Collaboration, interdependence, balance between individual and shared learning.

This model has certainly brought a more complete and integrated dimension in learning studies because it considers more intangible aspects such as motivation, making it a fundamental driver for learning.

So far, the model is widely validated and used, it has been administered to about ten thousand individuals only in the UK, providing further indications such as the reference environment’s influence, the increasing trend of self-learning motivation based on the age of the individual, the negative impact of a schooling exasperated on creativity.

*Figure 2. Schematization of the variables in the ELLI project*



The analysis of these models has allowed to understand that lifelong learning is disconnected from strictly cognitive variables but, as we have already had the opportunity to reiterate, it is based on metacognitive, motivational, social and empathic skills. In the last model in particular it is clear how the intrinsic motivation of the individual can play a fundamental role in the final result of a learning path and therefore how this area should be appropriately considered and developed within an effective training system without neglecting the social and cultural context.

The concept of lifelong learning involves countless relationships with other fields of interest, sometimes even in partial overlap. The first difference that appears clear is the one with classical learning; this type of learning is considered as the increase of skills through the increase of knowledge or ability, while lifelong learning focuses more on the learning process as a superordinate and regulatory function.

Another difference can be found in self-guided learning in which an individual autonomously diagnoses their training needs and fills the gaps in a self-taught way; essentially, this is a learning conducted by the individual in which the function of the trainer disappears and is incorporated in the student. We can therefore say that it is an intermediate concept with respect to learning in which a motivational and meta-cognitive component is also inserted.

It is also important to reiterate that lifelong learning is very different from a study or learning strategy because this is only a method and not a way of thinking that the individual feels as its own, even though there is no doubt that an effective study strategy bring improvements in continuous learning.

If we want to talk about problem solving, meant as that ability to transform a given situation into a desired situation, it is clear that this is inserted at a more practical level than “learning to learn” which it is located at a higher level and with less impact in daily tasks. Problem solving is certainly part of the skills necessary for lifelong training and an effective lifestyle, even if in our view it is seen as an instrument that must therefore be guided by higher principles.

It is evident that the construct of lifelong learning cannot be considered only as a competence given its function of coordinating all other skills, while its definition appears more appropriate in the category of meta-competencies indicating, more than a well-defined content, a procedure to reach better results. This meta-competence is a compass in the reflection, understanding of the environment, communication with others, attitude of discovery, emotional self-regulation, motivation and ability to adapt the individual to the context in which it operates. It is possible to find that in all individuals the ability to learn improves constantly with experience, but this can be enhanced through self-reflection, introspection and through the development of curiosity towards the environment.

In conclusion we can say that that through learning to learn we can assign a meaning to the universe of relationships based on the context, allowing to better understand the flow of events in which we are immersed; in fact, the training experience is not limited to the measure of what has been learned but it also extends to the improvement of the quality of the cognitive processes that will be put in place by the individual. This requires undoubtedly a more reflective investigation in which the individual learns to know herself/himself and their cognitive processes in a more complete and thoughtful way.

We saw that a successful education model should be accompanied by a willingness of a continuous personal development. This is particularly true for an entrepreneur that is always facing new and extremely uncertainly situations. Then in the next chapter we will focus on the entrepreneurial education.

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# Chapter 4

## Business Learning Models

### ABSTRACT

*In the chapter, the authors analyze the mindset of the entrepreneur. In doing so, they base their analysis on various widely recognized psychological theories. By reading the chapter, the reader will be aware of the general characteristics of the entrepreneurial personality. The chapter comprises the theoretical background of the model developed in the book.*

### ROLES, VALUES AND MISSION

In the present chapter we focus on the general characteristics needed for the development of an entrepreneurial personality. The present chapter is an introduction to the core of our learning model. In particular we present the main characteristics of a responsible entrepreneur mindset.

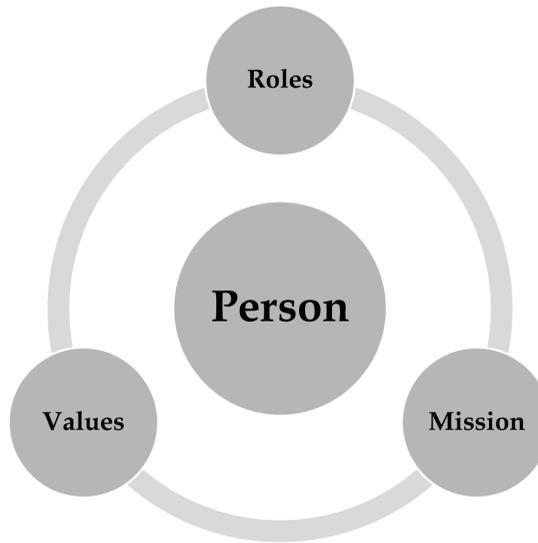
A first step towards the development of the individuals is to make them understand their desires and aspirations allowing to make clear what are the results that can lead to a gratification, a greater satisfaction and therefore a complete development of the personality.

In the training literature a three-variable system of roles, values and personal mission is used as an interpretative model that allows the subject to have greater awareness of their processes and actions. This model was developed within the managerial training and coaching programs of Franklin Covey Institute, one of the most important institutions in the personal/managerial training field.

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*Figure 1. Schematization of the model developed by Franklin Covey Institute*



## **Roles**

Understanding the roles system in which the individual is inserted appears essential for the effective development of relationships and responsibilities towards oneself and others. The person's natural instinct is to relate to other human beings in order to share values and interests. Belonging to something obviously gives a sense of safety and the natural tendency of person to socialize and unite is the demonstration of the impossibility to live in solitude, an issue also intuited by Aristotle in defining person as a social animal.

Perceiving and understanding one's own social role is therefore fundamental for a correct development, otherwise the individual will incur situations of incoherence that can alienate him.

One of the traditional methods to try to understand one's own role is to write a list for each category of belonging, both family, work and social, trying to develop an auto-reflection on one's own identity and extrapolating the implications that derive from them. Once this task has been carried out it is necessary to set a list of priorities both for each category and on a general level. The next task is to understand how effectively the role is interpreted through a personal rating scale from one to five in order to understand which areas need to work more

## **Values**

The following phase provides the identification of the guiding values of the individual and considered as a fundamental part of their personality. Some may represent various character traits such as honesty, compassion, and proactivity while others may reflect certain attitudes such as logical thinking or intuitive thinking (Judge et al., 1999).

The value system of an individual represents what s/he believes of herself/himself and considers it right and desirable to be in line with their own desires. Understanding this huge field is of fundamental importance in the development of entrepreneurial attitudes and behavior as it allows to develop a propensity to action or to make a hidden one emerge (Judge et al., 1999).

The first phase of introspection therefore foresees the awareness that any action and behavior is guided by a certain set of values that influence the external behaviors in a more or less strong way.

The second phase provides that the understanding of one's own values moves towards action by identifying which beliefs have generated that particular behavior, being duties or manifestations of will.

The third phase implies a self-reflection on the way in which the individual can use their own values to increase their own self-efficacy by focusing right on their individual desires.

The last phase focuses on understanding how the behavior of the individual is in line with the identified values and, in case of a negative outcome, the proposal and implementation of a conscious realignment.

The identification of values is carried out through a series of open questions (Eccles and Wigfield, 2002) A. to which the individual must respond in writing, summarized as follows:

- What things seem to be most important for each of the roles I identified in my life?
- What skills or abilities do I have?
- What do I like to share with others?
- What would I do if I knew I still only have six months of life?
- Which statement reflects what I really am?

Once the values have been identified, the technique requires each of them to be motivated by asking themselves “why?” in order to go deeper into the self-analysis process.

As an example, some questions may be asked:

- Why do I feel this value so strong?
- Why am I putting so much energy into this project?
- Why do I dedicate little time to this value?

This apparently simple technique has proved to be very effective in numerous training contexts, clarifying the needs and wishes of the people involved in this approach.

## **Mission**

Acting without a goal can lead to lose the direction of actions and to make any attempt to improve futile; reducing the fog that arises in front of the future is a necessary step to understand the path that we want to take. One of the most used techniques is the *declaration of personal mission* or a brief description of the purpose that the individual wants to give to life. This phase is directly linked to the roles and values as it must be consistent with them. The questions generally describe what an individual wants to be and what s/he wants to achieve in life and here the role of self-reflection is reiterated as the only way that the individual has to understand their destination.

In practice, a personal mission statement consists of some factors such as:

- It arises from a profound relationship with the interior life;
- It considers the personal talents and abilities of a person;
- It integrates the values and needs of the individual;
- It identifies the means to achieve the objectives;
- It is based on proper moral principles of the individual;
- It represents a balance between the various areas of a person such as family, work and community;
- It has the function of clarifying the direction to be taken.

Even this apparently simple step makes it possible to clarify countless aspects that may otherwise lead to frustration and lack of direction. In the identification of the mission it is necessary to understand what the priorities of the individual are and what are the means to organize the system of priorities and goals.

We have therefore seen that through the development of these three areas it is possible to arrive at a greater awareness in a completely rational way, allowing the individual to clarify their positions in a few steps in an autonomous way. Obviously this work does not end with the definition of concepts, but it

must be a map that guides action. These three areas must also be constantly updated by the possible changes that may arise from new experiences and from the environmental context that is always a source of new stimuli and new ways of perceiving the events that surround us.

## **LEARNED HELPLESSNESS AND EXPLANATORY STYLE**

Before trying to investigate the reasons that lead to entrepreneurial action, it is interesting to find out how some authors have explored the way in which people explain failures and successes in life. This topic is particularly relevant as it sheds light on how differences in the perception of identical events can impact on subsequent action and beliefs. For the entrepreneurial action the importance of these studies is traced in the fact that there is no action without error and learning does not happen without mistakes; the different perception of the environmental and personal characteristics weighs heavily on the possibility of activating or not of those high-risk behaviors that characterize the entrepreneurial action.

Martin Seligman (Seligman and Csikszentmihalyi, 2000), founder of positive psychology, an important branch of experimental psychology, has dedicated many of his studies to the concept of learned helplessness. This is considered as the belief that an individual cannot perform a given task because s/he does not possess the skills necessary to carry it out by reducing herself/himself to a situation of self-limitation and avoiding countless occasions.

Strictly connected to this concept, and partly deriving from it, we find Teasdale's studies (Watkins and Teasdale, 2001) on the explanatory style, that is on the way in which people explain the events in which they are stuck. The researcher, testing countless individuals, has discovered together with Seligman that the same event generates different emotional and cognitive reactions based on their own way of telling and explaining that particular event. In fact, everybody has the opportunity to interpret the causes of events and when this happens we apply our style to reality.

How is it possible to modify this perception? Countless studies have shown that those who surrender easily and do not have the strength to rise from a failure tend to blame themselves and to consider it as immutable and catastrophic event, fossilizing in the negative result. Research has instead shown that individuals with greater control of the situation and better performance tend to justify adversity and negative results as the fault of circumstances,

temporary and not catastrophic, attributing themselves part of the guilt but not fossilizing on the negative result.

The explanatory style is a habit of thinking that is learned in the course of education and derives from one's own vision of the world; it is therefore important, as Teasdale's studies (Watkins and Teasdale, 2001) have pointed out, to remove the permanence of these catastrophic thoughts and replace them with a more optimistic explanatory style, which observes the circumstances in a rational and non-deterministic manner.

The twenty-year research has also shown the ways in which individuals with better performances explain the positive events: those with a good explanatory style tends to explain the event as arising from their actions, as permanent and conquered with their own skills and improved over time, in contrast to those who use a style of pessimistic explanation that tends to attribute their merits to fortune, to external causes and beyond their control.

Another aspect highlighted is that of pervasiveness meant as the ability to "lock" and keep apart aspects of life, such as work and affectivity; it has been noticed that those who tend to give universal explanations for their own failures surrender more easily and develop less capacity to manage events, while those who believe that failure does not affect other areas of life tend to achieve better results in the long run. Also in this case the explanatory style concerning negative events plays a fundamental role; those who attribute specific causes to negative events tend to be more resilient towards adversity.

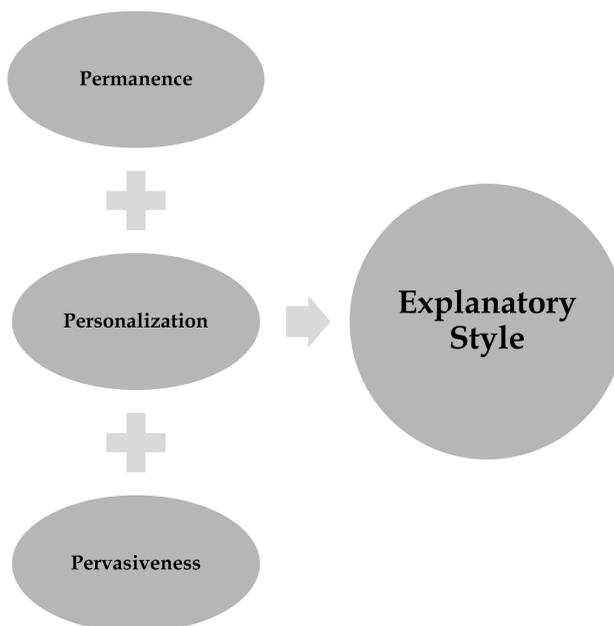
One last aspect of positive thinking is the personalization meant as blaming oneself or other people of the events that take place. The fact of accusing themselves in every situation is related to low levels of self-esteem while the fact of understanding the true origin of the problem rationally has been shown to correlate with high levels of self-esteem and management of complex situations.

It is therefore clear that the explanatory style plays a fundamental role in the actions that the individual will feel able to undertake and therefore, in our case in particular, the possibility of activating entrepreneurial and leadership behaviors. The reflection arises immediately: an individual who cannot control their situation cannot undertake a risky enterprise or drive other people.

Seligman then proposes a method of analysis and improvement of the behavioral response through the model ABC (A = Adversity, B = Belief, C = Consequences) which provides a logical path of analysis of the situation starting from adversity (A) which in turn generates a belief in that particular

## **Business Learning Models**

*Figure 2. Summary of the three variables that form the explanatory style*



event (B) that finally settles in the individual's life and conditions the future behavioral response (C).

This tool makes it possible to break down the behavioral training process into three simple steps, starting from any problematic situation and focusing on the belief that it generates. In particular, the author proposes to discuss with oneself through a process of self-reflection the implications of the problem that is being addressed using four methods:

- Tests;
- Alternatives;
- Implications;
- Utility.

The first step is precisely the test, proving oneself through arguments as rational as possible that such belief flows and derives from pessimistic convictions; in this case it is not a matter of convincing oneself that the event is in itself positive, but of reducing the scope of the situation in a very emotional and rational point of view.

The second step is the identification of the possible alternatives that have generated that situation because it is difficult to find a negative event deriving from a single cause and above all it will be difficult to derive from a single factor within the individual but will be influenced by contingency elements. Once the sources of the problem have been identified, these must be hierarchized according to the controllable and the uncontrollable ones, going therefore to act precisely on those variables on which the individual has control.

The third step is understanding the implication of the problem and the rational evaluation of the probabilities of the occurrence of negative events.

The fourth and final step consists in evaluating the usefulness of that specific belief in an entirely rational way, trying to ask ourselves what are the positive effects of that kind of thinking and to propose oneself all the possible future options deriving from alternative behavior.

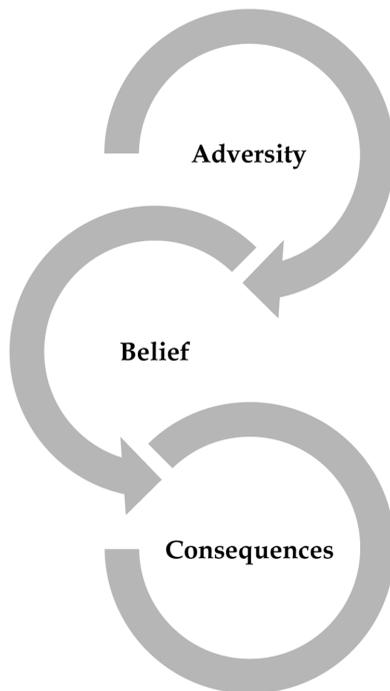
Seligman's technique focuses on the individual's rationality and on the critical analysis of events' facts; this model can certainly help in the resolution of easily ascribable and conscious conflicts while it becomes less effective to manage situations that derive from lesser obvious behaviors which require the modification of the underlying beliefs and the reconstruction of the interiority of an individual.

## **THE ENTREPRENEURIAL ATTITUDE: A PSYCHOLOGICAL PERSPECTIVE**

The entrepreneurial action thus arises from a tension towards change, an intention that the individual deeply perceives and leads him to that sense of dissatisfaction and therefore to the desire of improving their condition; this issue has already been faced by the well-known psychologist Alfred Adler (2013) who in his more significant work, *Study on the inferiority of organisms*, lays the foundations for a new and more complex individual psychology. When an individual believes that their or her status is inadequate and deficient, even if such an image is not justified by a real mental physical handicap, s/he can choose two paths: a state of abandonment or the activation of that *compensation* mechanism for whose lack is transformed into force.

If we consider this concept from an entrepreneurial point of view, we can easily notice that in some individuals who perceive their condition as not corresponding to their expectations or unsatisfactory from an economic,

*Figure 3. Analysis process with ABC technique*



financial or personal point of view, a will is triggered that drives change and improvement. This problem is summarized by Adler precisely in the principle of *aspiration to superiority*, which is not considered from a material point of view but rather from a purely philosophical point of view.

Citing directly the author we can say that “The goal of superiority is personal and unique for each individual and depends on the meaning s/he gives to life; this meaning, however, is not made of words but formed by their lifestyle, which pervades everything as a single melody of its creation” (Adler, 2013, p. 77)

This compulsive drive towards self-affirmation can be approached to the Jung individuation process; both theories foresee the need for the individual to detach herself/himself from the mass and from the collectivity in order to acquire their own and unique identity.

Adler then postulates a basic, innate, motivation, defined as a propensity for competition, a desire to prevail and as the aforementioned aspiration to superiority; for the author these concepts carry that principle of power will that is beneficial within society in order to increase the attitude to the division of labor but also to development and self-realization.

The desire to overcome this condition of non-realization creates excellent individuals from the professional point of view even if it can lead to a shift and compensation with respect to the psychological lack. Adler herself/himself reports historical examples such as Mozart, who, even if suffering from deafness, produced masterpieces that the whole world remembers.

The purpose of education is therefore to exploit these drives that come from the individual but at the same time redefine and improve their entire personality leading him to acquire that individual style that sum up, together with the philosophy of life, character traits, predispositions and skills, in the concept of lifestyle that determines the whole behavior.

Quoting Parenti, who takes up the Reichian idea, we can state that:

*Lifestyle is the unique and unrepeatable imprint of every individual, consisting of the resultant of behavioral traits, thinking orientation, feelings and emotions placed at the service of the pursued goal. (Parenti and Pagani, 1987)*

Moving from this definition, we can say that with adequate education and training it is possible to create and direct the individual action of a person towards entrepreneurial behavior. In fact, a comprehensive education can make the difference in a highly competitive context; not only the strictly technical skills are necessary for an efficient and effective existence, but also an adequate development of the most firmly psychological, existential and artistic sphere through which it is possible to give a greater sense to life in itself and, at the same time, allow to possess the necessary tools to carry out a complex action like the entrepreneurial one.

In this regard, the thought of Carl Rogers (1951) can come to aid; he, together with Adler, has allowed to expand that line of studies concerning the philosophy of life of an individual. This expression is devoid of philosophical implications of a theoretical order, instead it indicates the way in which we conceive the world and conform ourselves to it.

Such approach is important because it allows to trace the causal links between the various actions of an individual and permits to give value to the very meaning of that action. Rogers builds his thought on the pillars of self-realization; in fact he believes that life is dominated by a tension that tends to come true. The author, in a parallel with the thought of Adler, argues that the proper process of full life inevitably implies the tension and effort to realize more and more the potential with the courage to exist. It means therefore, using the words of the author, “to throw oneself completely in the river of life”.

Therefore, we have seen how even psychological research provides countless examples, validated by an important literature, of how human action can be explained in non-deterministic terms but as the product of an act of will which obviously can already be present in an individual but also developed through an adequate teaching system.

Putting goals always involves a risk of failure with which the individuals are called to challenge; the purpose of an efficient and effective education will also be to allow the individuals *to know herself/himself in a way to know their risk profile*.

The development of the individual is necessary to provide human nature that degree of autonomy and independence that give it a meaning, allowing an achievement and a satisfaction in all areas of existence bypassing the purely professional one and also extending to personal, social and spiritual ones.

From this the question of what should be those skills and capabilities that allow to be more in touch with the environment arises.

In this particular case Lewin's (1951) field theory which postulates that, even if in very simplistic terms, each individual is immersed in a space of life formed by the psychological environment and by the person, can be helpful. We cannot consider an individual and a behavior without considering the external environment which will inevitably influence choices and decisions. Lewin, despite privileging a conception in the here and now, does not neglect the fact that the individual will modify and define their own goals and expectations according to the environment in which s/he is introduced. In the space of life are thus included both all the psychological facts of the individual and all those events independent from their will that can have an important influence in determining their behavior; according to this vision it is impossible to judge an individual without considering the environment in which s/he is inserted.

From the point of view of entrepreneurial action, this topic has proficiently been addressed by Shapero (1985), who considers two variables that promote or inhibit entrepreneurial action: *desirability* and *feasibility*. Both are conditioned by internal predispositions of the individual and by context factors, and in the author's studies it was highlighted how taking a wide sample of individuals coming from different places, different social classes and with different education, the desirability of starting a new business varied greatly as the context changed. Individuals from a wealthier class had a higher risk profile than individuals who had less financial resources and this meant that even in the presence of excellent entrepreneurial formulas and high skills they were vain without adequate support and proactive behavior.

This can be seen as an impassable limit for the education which obviously cannot change the starting status of an individual but, in our vision, can substantially improve the previous decision making process allowing to make sensible decisions since a greater sensitivity towards the external environment allows to find opportunities that otherwise would be impossible to recognize.

## **THE LEARNING CYCLE AND STRATEGIC COMPETENCE**

Training and formative action are relevant as they must put the individual in a condition in which s/he can have all the tools that will enable him to act according to their own principles and continually develop their own resources; all this must take place in a context of *lifelong learning* that lasts throughout the course of an individual's life. Nowadays, our knowledge society is increasingly placing importance on *lifelong learning* because a competence, a trait or a resource developed today quickly becomes obsolescent if it is not continuously renewed and improved. This makes it possible to bring the concept of education to a broader level that does not translate only in the simple formal training but in teaching to learn.

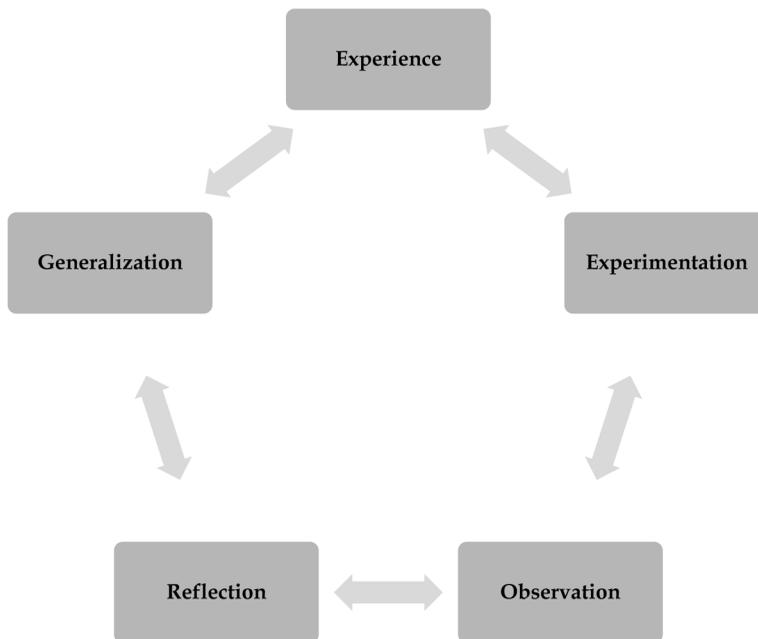
As Alberici (2002) states in her paradigm of *strategic being*, human beings are social actors who place themselves in the world in a reflective and proactive dimension of their thinking and acting. It is therefore necessary to have a repertoire of cognitive, emotional, relational, decision-making and strategic tools that allow people to live effectively and fully. Learning to learn is therefore a mental habitus based on the cognitive repertoire of an individual that recalls all the *meta-type* skills that involve reflection, self-reflection, creativity and morality.

As far as the practical elaborations on the theme of formation are concerned, it is possible to cite the Kolb model (1984) focused mainly on learning for adults, which foresees four processes interconnected with each other and not directly consequential. These processes are experience, experimentation, observation and reflection, and generalization.

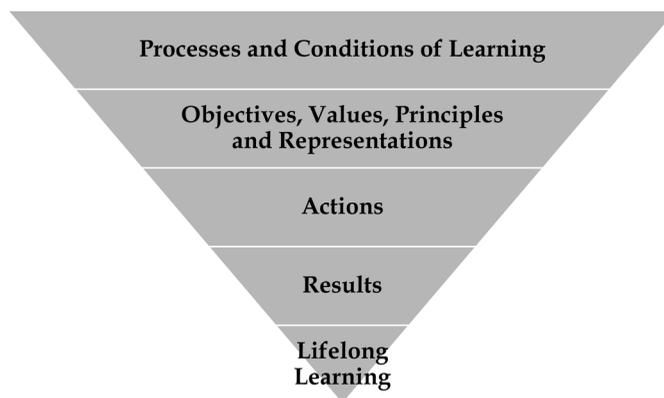
In continuity with Kolb's thinking we find the one of Le Boterf (2000) that focuses more in the process of lifelong learning which starting from a procedure of alternatives selection based on its objectives, values, principles and representations, forms the action which generates results that, in turn, will have to be re-elected due to the motivations from which they have been pushed, drawing lessons and making a change that will improve their future results.

**Business Learning Models**

*Figure 4. Kolb's model*



*Figure 5. Le Boterf's model*



We cannot fail to mention Goleman (2006) and his famous theory on emotional intelligence which states that the achievement of excellence in the field of study and work is not the result of exclusive cognitive abilities but of a more complete development on an emotional and personal level of an individual. From the point of view of the author the emotional skills are

fundamental and act in symbiosis together with the most strictly cognitive abilities of a person.

Goleman's paradigm thus highlights the need to set up learning and training processes that aim to make those mechanisms of social sharing and interaction that no one can escape in achieving their goals. It is clear that interaction with other individuals is fundamental both for the personal well-being of the individual and to achieve certain goals and this cannot be done only and exclusively with technical skills. Furthermore, according to the author, an appropriate emotional development leads the individual to identify the true intrinsic motivation that drives him to action and therefore, in the long run, to offer greater gratification.

We already cited Alberici's model and its concept of strategic competence; in this section we examine some of the author's concepts that are fundamental for understanding a learning process in the dimension of lifelong learning.

This paradigm therefore places its focus on knowing how to exercise the ability of *learning to learn* and moves in two directions: the cultural repertoire and the principles and structures of the action.

As far as the first point is concerned, all the resources of an individual are to be integrated significantly in their adult cultural profile and are expressed in some dimensions of *learning to learn* as biographical or as a capacity to recognize oneself, to attribute meaning, to orient oneself, to design and to choose.

Another dimension is that of *meta cognition* in which there are a restructuring of acquired cognitive schemes, cognitive styles, dialogue with the external environment and the adaptation of knowledge to environmental demands. Then we have a *symbolic cognitive* dimension related to verbal comprehension and logical reasoning, an emotional dimension concerning personal and interpersonal emotional skills and finally a social dimension.

Strategic competence springs from the union of these elements that orders and guides them by producing a model of self-regulation that brings theory into action. What Alberici (2002) provides us is not a schematic indication and modeling but a set of indications to create a learning path, putting in crisis the classic teaching paradigm as a pure transfer of knowledge and focusing on experiential learning. Culture is not something given but a process of exchange between the various actors involved in the training process and therefore the emphasis is placed on the centrality of the individual in its entirety and is not only due to the specialist skills that can be spent directly in the context in which they have matured. The development of organizations is closely linked to the human development of the individuals which requires holistic

learning and growth in all fields of human action. As we already reiterated, the ultimate goal of education is the total emancipation of the individual who, with certain basic tools and the ability to learn constantly, is able to develop all the skills that will become necessary as s/he goes through their professional life developing these skills as autonomously as possible. As it is clear, entrepreneurial education must be flexible and teach flexibility. It is logical that now the challenge is no longer played on specialized skills that are easily acquired and do not create competitive advantage; today the real challenge is played by training the person by leveraging those *meta* capacities that we have already considered, and which we will elaborate later on, trying to avoid that cult of rationality that over the years has increasingly established. It is clear how nowadays the individual, being free and not strictly linked to the logic desired by others, must face a multitude of possibilities which are undoubtedly a source of opportunity but can also frustrate and disorient. In this way the importance of staying within that flow of events in a coherent manner is reaffirmed, finding balance and that middle way of a Strategic thinking.

Back to the reflection on entrepreneurship, this requires individuals a flexibility that derives from the construction of a strong personal identity and it takes place through different ways, one of which is the contact with different cultural and social contexts. These contexts have a significant impact on the formation of the individual and, as we have already said, they shape it and create a philosophy of life.

Regarding the work, work experiences form what will be the professional identity, and being the workplace a place where the individuals spend an important part of their existence both at a temporal level and at a motivational and implementation level it is important to dedicate particular attention to satisfaction in this area. In fact, the working context represents a fundamental field of experience where the boundaries of realization or frustration are delineated, and due to the increasingly strong fragmentation of the working system, it is necessary to dedicate resources to optimize the result in this area. Therefore, the qualities of flexibility, of promotion of change, of creativity and of personal enhancement are precisely the imperatives needed to be competitive on the market.

The challenge is to accept change by cultivating a system of continuous training that focuses on transversal skills that can be used in various fields.

The true *competence* is when a set of apparently unconnected attributes and knowledge converge in the action of creating a performance result. The dowry of flexibility encourages a multifaceted behavior that goes beyond

the classical conceptual schemes and that allows to grasp all the nuances of the lived experience.

Rethinking training in this perspective means involving more humanistic and less technical subjects to activate those personal qualities such as curiosity, the sensitivity to know dialectics and creative thinking. It means creating an interior life and a rich open individual, with a divergent but centered on itself mind.

Professional action therefore implies the possession and the exercise of a certain practical knowledge but also of a compass to direct efforts; in order to do this, it is necessary that the training intervention offers privileged space to reconsideration, to *reflection on oneself* and to the *understanding of one's own potential*, bringing to light those hidden areas that can make the difference in the complete success of a professional and personal life.

Therefore, if we consider learning as a potential activity that develops throughout life, it is necessary to rethink the methodologies with which this can happen in adults or in any case of mature individuals for whom it is necessary to make the development of self-learning skills possible in line with their motivations and their needs. In particular, with regard to andragogic learning, certain aspects are of particular importance:

- The ability to self-drive;
- The re-use of previous experiences to improve learning;
- Reflexive capacity and analysis centered on awareness;
- Motivated action and the definition of one's own values that drive motivation;
- The relationship with the context in which the individual is located;
- The meaning that pushes the individual to action.

The horizon to which the training strategies must respond is both a short-term, with regard to the management of the emergency with the development of certain technical skills that can be used to manage a certain sudden, and medium-long term situation, which make so that an individual develops the skills necessary to live and work in a complex society; that is where continuous training fits.

Reiterating a concept already expressed in part, it is good to remember that for strategic competence, with a view to *lifelong learning*, we refer not to a specific capacity but to a *meta-competence* that results from the union of many other skills integrated into significant way that profile an adult and functional character, compared to the life contexts in which it is located. This

is a set of resources, knowledge, abilities, skills that cover various areas of existence and will be dealt with in depth in the next chapter.

In literature the research that tried to identify superior professional skills is very abundant and among these we find Spencer and Spencer (1995) and Donald McClelland (1973). The first two tried to identify the distinctive elements that allowed to have a superior performance and generate success while the last gave a first possibility of categorizing the competence in a complex business context. The contribution of McClelland has also expanded into the definition of what are now the most used categories to define skills and abilities, in fact we speak of core skills, key skills and transversal skills. Just in the transversal competences it is possible to trace what is our idea of a learning model as this particular type of competence allows to respond in a strategic way to the context, studied in depth by Howard Gardner (1985) in the multiple intelligences model which considers more soft skills necessary such as common sense, originality, metaphorical ability and wisdom.

We can therefore say that a broad line of literature has become aware of the need for skills at a less technical and more general level and we have found that with regard to the entrepreneurship issue no author has focused particularly on defining what could be the ways to develop of a certain behavior and it is therefore good, before presenting our model, to identify a pedagogical process for the development of such traits.

As we saw in the present chapter, the responsible entrepreneur's mindset is based on a delicate equilibrium of soft and hard skills. However, what are in detail these skills? We present our model in the next chapter.

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## Chapter 5

# Characteristics of the Responsible Entrepreneur

### ABSTRACT

*In the chapter, the authors provide a detailed explanation of their proposed model. In doing so, they analyze each set of entrepreneurial skills separately. For each skill, they present the relevant literature and the positioning in our theoretical model. The chapter represents the core of the study. Once the theoretical reference paradigms and the underlying literature have been defined, it is possible to start developing the theoretical model to undertake entrepreneurial education. The goal of this model is not to provide a simple list of skills but to develop, starting from a philosophical key and then moving to a psychological direction, a system to understand what should be the skills, attitudes, and meta skills to make sure that entrepreneurial action manifests itself and is successful.*

### FUNCTIONAL SKILLS

When we talk about skills, we can divide them according to a functionalistic criterion, based on their ability to direct or order the action.

Doing implies the ability to interpret and discern the contents of the actions through a purely praxis capacity and to carry them out completely through pragmatics and poietics. The dichotomy between praxis and poietics skills comes from the seminal study of Prof. Cristiano Ciappei (Ciappei, 2003; 2005) who firstly identified the role of these two functional skills on the entrepreneurial acting.

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In fact, following the aforementioned studies from Prof. Cristiano Ciappei, the Aristotelian concept of *phronesis* can be interpreted as wisdom and prudence, we mean that ability to judge through a balance the situations that arise by evaluating the emotions and the information that we get by looking with rational optics trying to avoid cognitive errors and ambiguities that can lead us to a wrong judgment. Wisdom therefore does not judge through preconceived models but takes place at a higher level in which the individual from their own experiences and their own sensitivity evaluates the pros and cons of the situation and then eventually brings the action to completion through pragmatic skills and poietic.

The action cannot be simplistically reduced to essentially organizational and technical aspects as it is the result of more complex mental processes that involve the individual's cognitive and ethical aspects. This is always strongly characterized by emotions, passions and violence that must be mitigated by praxis capacities, which is able to attenuate and direct the conscious decision going beyond the apparent and providing new elements of existential deepness to the government of action. In this case it is important to note how wisdom it is different from knowledge; this one provides a set of notations and knowledge which, if disconnected from reality and not guided by higher principles, reduce the act to be a mere execution without spirit and without reflection, bringing in this case the action of the individual to a managerial rather than entrepreneurial role. The approach that we judge correct will therefore be based on the balance between these two apparently conflicting poles which, if united and developed correctly, make every action great. It is possible to find this kind of thought in Aristotle who believes that the right medium has an average value placed in a continuum between excess and defect, in a persistent relationship with the circumstance and the suitability of the purpose.

Wisdom is therefore in equilibrium between extremities, an equilibrium that in extraordinary situations can fall in favor of an extremity as in the case where anger is considered necessary inasmuch strong stimulating action. Wisdom lies in the ability of the individual to continually modify all these capacities and to move them along an intensity scale based on contingencies in a way to remain constantly connected with the flow of events.

In the detail of acting, the praxis dimension represents a mental state within the action and in particular, from a teleological point of view, this is considered as a relation of actions with internal relations. These must have

coherence between them and present a minimum degree of awareness so that they can spring from the will and not from instinct. In praxis terms, therefore, action is interpreted through intentional content, unlike the poietic approach that starts from action to get back to the thought.

From the poietic point of view, the action is described as tending to a result and explained by the event that tends to the purpose by totally removing the whole above-mentioned praxis process.

On a purely exemplary level we could say that praxis skills are linked to those more intangible capacities such as creativity, connection with the environment and emotional intelligence. On the poietic side, on the other hand, we find the most practical, though not totally executive, qualities, such as problem solving, planning and goal setting.

## **JUDGMENTAL SKILLS**

A further useful distinction for the interpretation of our model is the one between *autos* and *nomos*. The first is meant as a propensity to desire and the last as a regulator of action. The *autos* orients the action and is exhausted in its fulfillment, while the *nomos* regulates the action and selects it. From the union of these two concepts, action is manifested as understood in Kant's philosophy. Again, the present dichotomy has been largely developed by Prof. Cristiano Ciappei in his study (Ciappei, 2003; 2005) about the entrepreneurial acting. In his model, called PESO (Politics, Economic, Strategy, Organization), s/he delved the role of functional and judgmental skills by analyzing their philosophical roots. If the reader is interested in investigate this topic, we suggest the reading of the two aforementioned text.

The agent needs an *autos* that responds to the basic principles of fulfilling a need by contrasting two apparently conflicting situations and select the desired one. The *nomos*, then, provides the direction in which to move interpreting the context and reality. For the *autos* the orientation towards something implies an attention to the action but, at the same time, also the estrangement from an alternative; while in the *nomos* a moral law that remains even after the fulfillment is determined.

## **RATIONAL AND SENSITIVE, REFLECTIVE AND PROACTIVE**

The rational thinks: it is the aspect of the mind that allows thinking, meant as reflecting, activating a mental activity, even without the need for an immediate external stimulus, directed to discern, to articulate logical relationships and to formulate weighted judgments.

The sensitive feels: here is what is relevant for the not strictly logical sense. Not only referring to organic perception, but above all capable of receiving and generating impressions of an instinctive, intuitive, passionate and affective sense. A psychic that also includes (but is not limited to) the unconscious mind, but which is above all the place of conscious feeling, a moment of inner life pertinent to the world of affections and emotions, in itself is more impulsive than reflective. (Ciappei, 2005)

It is therefore clear that these two aspects are closely intertwined and are present in every type of action, but two other aspects such as the reflective and the proactive must be tolerated.

The first derives from that inner contemplation preceding each fulfillment and every decision, and consists in self-reflection and in the evaluation of the implications of the action. It also occurs when the individual initiates introspection to extend their awareness, trying to understand the environment and all the variables that form it.

The proactive attitude is directly following the reflexive one and, free from any form of thought, it is concentrated in the action that has been programmed upstream, allowing those projects and ambitions to become reality by making sure that the greatness and depth of the individual are shown, materialized in the world and recognized outside.

## **PERSONAL COMPETENCES AND SOCIAL SKILLS**

The competence can also be declined from a personal or social point of view; the first regards an essentially internal matrix in which the ability of the individual to relate to herself/himself and make independent decisions is more present. In this area we find those personal traits that arise from an internal drive such as will, discipline, the ability to define goals and achieve them, the understanding of abilities and the awareness of the need for continuous learning.

### **Characteristics of the Responsible Entrepreneur**

On the opposite side we find indeed abilities that act outside the individual and appear in social situations, even though starting from an internal predisposition. These are leadership, emotional intelligence, ability to involve people and charisma. These skills are of fundamental importance because the action is never carried out only and exclusively within the individual's mind or in a solitary manner but requires the approval of external audiences and their involvement to create a mass that acts in a stronger way compared to the individual.

## **EMPIRICAL IDENTIFICATION OF SKILLS**

Regarding the identification of skills and character traits our model is based on an important research carried out by *Jacqueline Hood & John Young* (Hood and Young, 1993), widely accepted in literature. In the study more than one hundred CEOs of successful companies were interviewed and were asked to identify the skills they deemed necessary to become a successful entrepreneur. This study has allowed to give an empirical evidence to this literature and in our model is used to validate our evidence empirically.

The authors divide the development areas into four quadrants:

- Content;
- Mentality;
- Personal characteristics;
- Skills and behaviors.

The first area brings together those skills considered of primary importance in traditional management studies and that have a technical impact on the development of entrepreneurship.

The mentality is considered as that set of thinking skills, orientations and attitudes that the individual has developed and can develop but which remain at a level of *meta* competence.

Personal characteristics are considered as that set of traits considered necessary for the entrepreneur, such as tolerance to ambiguity, self-esteem, independence and resourcefulness. This area therefore represents the deepest characteristics of the person and that can be developed through a different education from the traditional one as they require a more comprehensive type of intervention.

The last feature concerns skills and behavior meant as those abilities of negotiation, planning and interpersonal relationships. This quadrant is therefore placed at a median level between hard and soft skills, placing itself as a collector of traits that can hardly be pigeonholed in other areas.

In Table 1 it is possible to identify the areas that the authors have proposed to the CEOs of their survey, the content of each area and a purely exemplary title, since the evidences that have emerged have substantially changed this first elaboration.

The results of the authors' research were then re-elaborated according to these four identified primary areas at the theoretical level and reordered according to a preference criterion identified through the questionnaires sent.

Below we present the results emerged from the research, separated by quadrant.

## **Content Area**

This was the area where the highest number of responses to the questionnaire was found and therefore is considered highly correlated with the development of entrepreneurial attitudes. It is believed that the oversizing of this quadrant is affected by the contingency of the interviewed sample as it is less focused on softer capacities. As we can see, these skills are typical of this area, mainly in classical university courses. The empirical evidence focuses on the need for technical knowledge as a basis for the business even if it is good to clarify that in the study of Hood & Young no distinction is made between managers and entrepreneurs as the sample used is affected by the reference context in which there is a strong discrepancy between managers and entrepreneurs.

Here is presented a list of evidences by order of importance.

- Finance and Cash Management;
- Operations Management;

*Table 1. Elaboration from Hood and Young*

Content Venture Creation Startup Management Ethical Assessment	Mentality Opportunism Divergent Thinking Fund Raising
Personal Characteristics Orientation to result Locus of control Tolerance in uncertainty	Skills and Behaviors Interpersonal Skills Business Planning Negotiation

### ***Characteristics of the Responsible Entrepreneur***

- Accounting;
- Marketing;
- Strategic Thinking;
- Sales;
- Management;
- Basic Business Principles;
- Human Relations;
- Liberal Arts.

### **Skills and Behaviors Area**

The results emerging in this area are in line with what is stated in the management literature; for this particular area, as for the previous one, there are no relevant news even if it is essential to formalize and verify this knowledge by managers and entrepreneurs, thus allowing to provide our interpretative model with an empirical and verified value.

- Leadership
- Oral communication;
- Written communication;
- Logical thinking;
- Analytical Thinking;
- Decision Making;
- Goal Setting;
- Business Planning;
- Fund Raising;
- Mediation capacity.

### **Mentality Area**

This and the following area represent the most difficult characteristics to identify, but these are considered essential for a correct business activity. We can consider these last two quadrants as the most important for the purpose of our study because, as we have already stated frequently, we intend to focus on the softer characteristics of entrepreneurial education. That said, it is possible to notice that both managers and entrepreneurs give great weight to these qualities, even if they are difficult to identify and above all how they realize that with the increase of experience these types of skills and character traits become fundamental.

As in previous descriptions, the following attributes have been identified:

- Creativity;
- Opportunistic thinking;
- Vision;
- Positive thought;
- Awareness of the impact of decisions;
- Improvement-oriented mentality;
- Innovation;
- Attention to detail.

## **Personality Area**

In the last quadrant those character traits and those orientations that could hardly be classified in other areas are represented. Here is the core of our model because in this area some concepts of primary importance are formalized; concepts that reside in the most immaterial and hardly identifiable component of the individual but that, as we have already had the opportunity to say, make the difference when the strictly technical skills can be acquired and mastered with extreme ease, unlike those that require much more complex and destructured development paths.

Here as well there are 10 competencies sorted by importance and according to the impact that empirical research has shown they have in final performances.

The list is organized as follows:

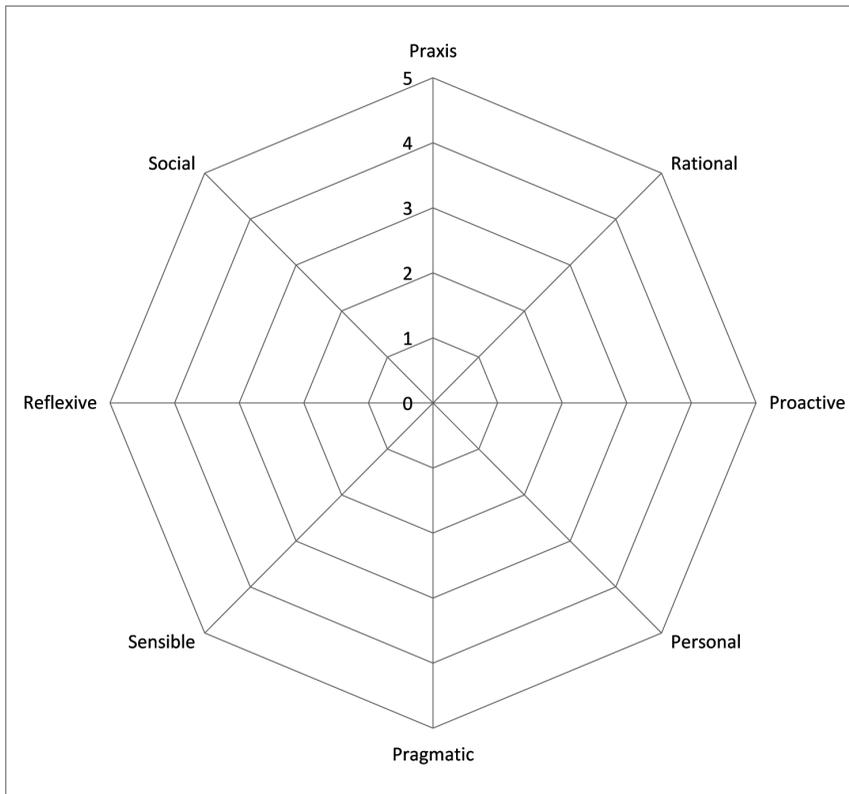
- Motivation;
- Risk taking;
- Common sense;
- Values;
- Competitiveness;
- Resilience;
- Awareness;
- Acceptance;
- Responsibility;
- Adaptability

## POSITIONING THE SKILLS THROUGH A RADIAL SYSTEM

Once the competences and traits have been identified, our aim will be to analyze the main ones and insert them into a radial diagram to identify how they influence the various variables that we considered significant. The reference scheme is shown in Figure 1.

As it is possible to notice, the variables are placed in opposite axes such as praxis, rational and sensitive, proactive and reflective. The graph also represents an evaluation scale from one to five allowing the intensity of each aspect of the analyzed characteristic to be evaluated with the right degree of sensitivity. The final aim of this type of representation is to provide a visual level of the area of influence of the traits and characteristics identified in the previous pages, making it possible to understand their impact and extent. We thought it was important to provide such a system to help the trainer

Figure 1. Example of a radial scheme for the analysis



understand the essence of each feature and balance it, based on what is detected in the individual.

Starting from the first quadrant we now pass to the analysis of each identified variable.

## **DETAILED ANALYSIS OF THE CONTENT AREA**

### **Finance and Cash Management**

The first area of interest is that of financial management and liquidity; it is clear that both for a start-up and for a well-established organization, financial management plays an essential role as the engine of the entire process of generating value. Without technical skills in this area it is difficult to manage even the most basic situations to avoid imbalances in the various time deadlines and keeping, with a view to a productive company, a net working capital suitable for business needs.

We can represent the area as shown in Figure 2.

It is therefore highlighted that this area is highly rational, action-oriented and ordering of already identified preferences. The skills of this area are therefore tools and functions needed for the technical realization of an idea already matured in the mind of the individual; it is important not to confine the entrepreneurial action to financial management only, as it is from the idea and the sensitivity that the situations that will then be managed with these tools arise.

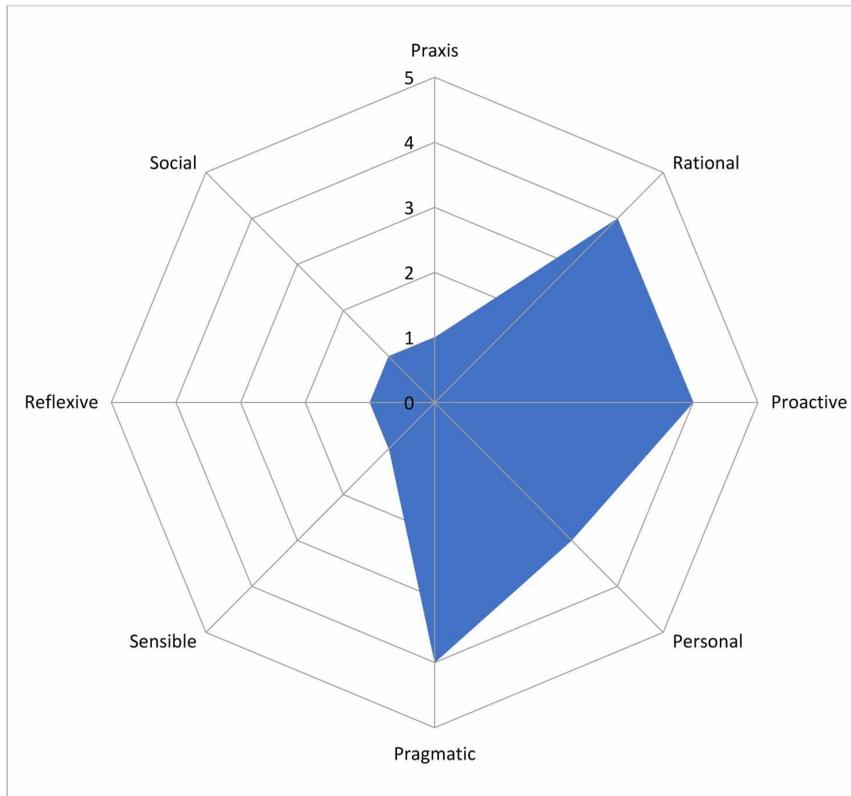
### **Operations Management**

Operations management plays a fundamental role especially in those industrial realities where management complexity and a large number of variables require the use of accurate and mathematical tools for the optimization of decisions and tasks. This area plays a particularly engineering role and can be traced back to that profile of scientific management that find the one best way for every situation (Schmenner and Swink, 1998)

The importance of rational thought and proactivity therefore appears clear, as it is clear the pragmatism of this area, which must be at the service of the strategy and must become a tool for punctual management, verification and optimization of all the processes developed at all levels inside of a company.

## Characteristics of the Responsible Entrepreneur

Figure 2. Finance and Cash Management schematization

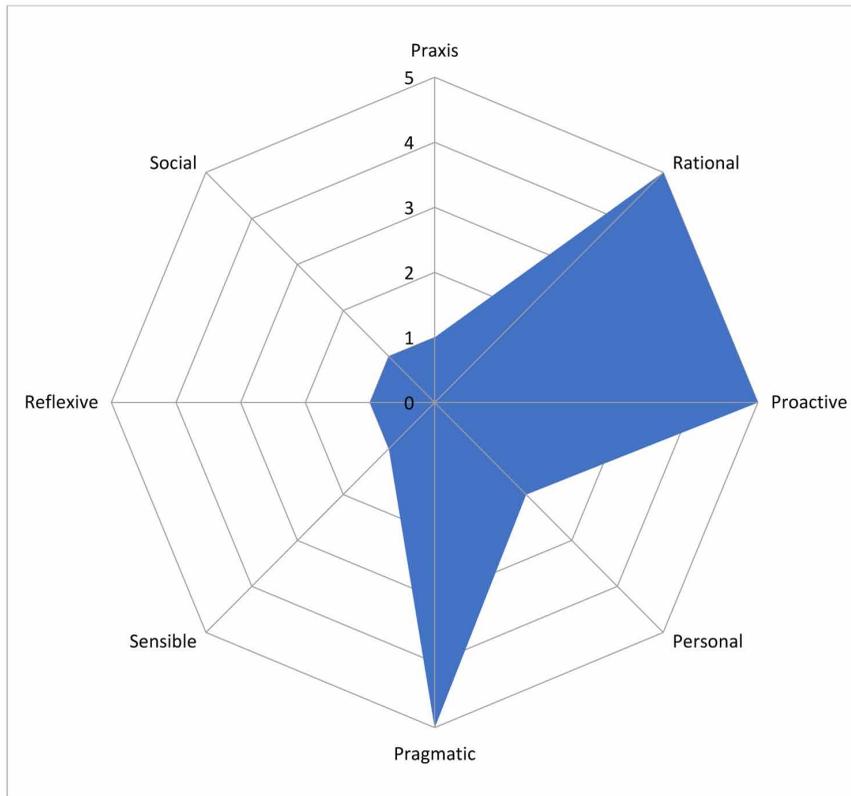


Knowing how to manage, identify, analyze and optimize operations is always more fundamental to obtain competitive advantages that are more difficult to be attacked and consequently generate company value.

## Accounting

Also in this case we have a strictly technical competence, ranked in third place for importance in the success of a business. It is clear that it plays a fundamental role in both procurement and tax decisions, undoubtedly impacting on the profitability and decisions that an entrepreneur can take (Davila et al., 2009). The knowledge of accounting principles also allows the taking of conscious decisions by assessing the impact both in the civil and fiscal balance, allowing a broad-spectrum vision of the company.

Figure 3. Operations Management schematization



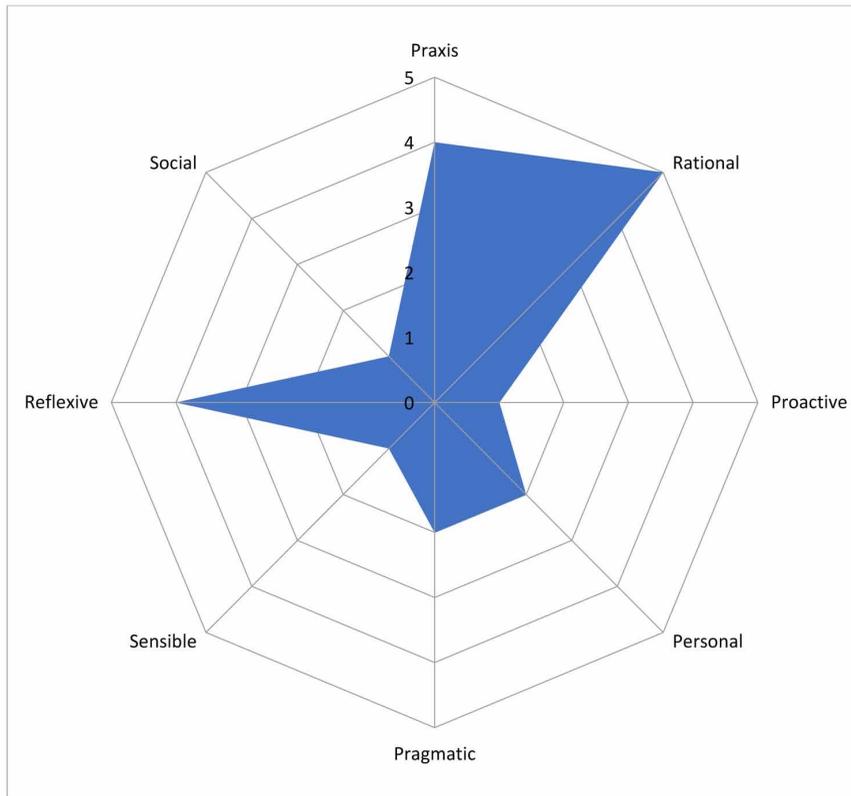
As it can be seen from Figure 4, we considered this area more orienting than authorizing as it is believed that the entrepreneur will have to know the accounting not so much as an application in everyday bookkeeping but as a guide to decision support. In this way we also explain the high score that has been given in the area of reflexivity, as well as in the area of rationality, in order to underline the importance of a thought open to all the possible variables that structure a decision.

## Marketing

The knowledge of the marketing function, even if not through quantitative tools, is nevertheless essential for the management of all the aspects that the company sees in relation to the external environment. In this particular case, the selection of customers and the way in which they will be approached and will relate to the product/service offered by the company is analyzed.

## Characteristics of the Responsible Entrepreneur

Figure 4. Accounting schematization

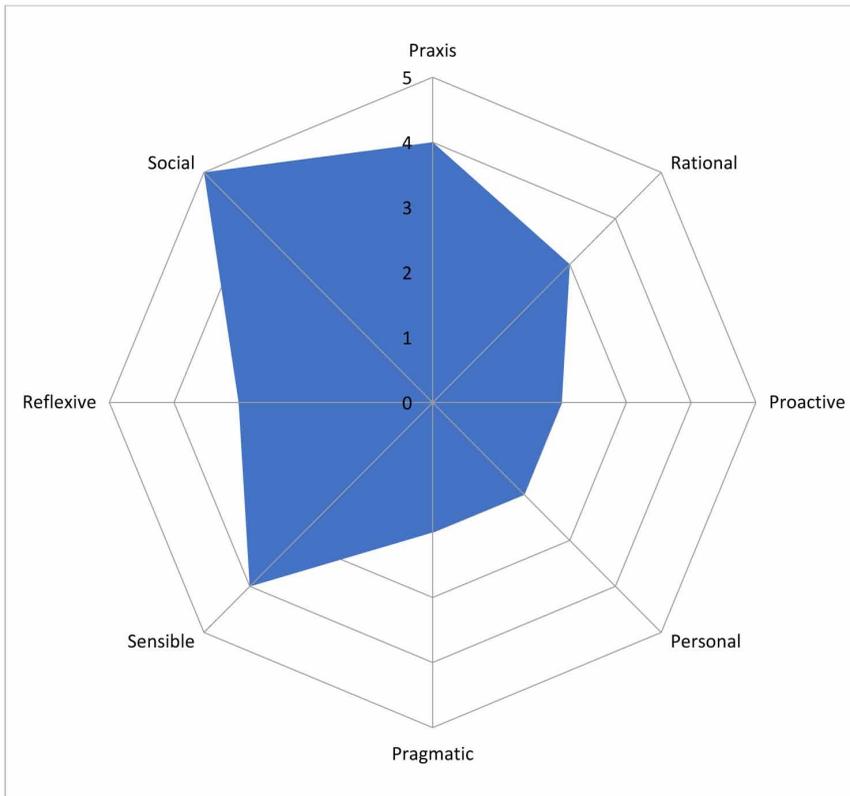


In this context too, the importance of this function in support of decisions is underlined; it is possible to find its strong sociality and the particular guiding praxis function by reason of the contribution provided to support strategic decisions. Unlike the competences identified above, we believe that this area has an evidently sensitive component since, in order to understand the market and the client, it is necessary to go beyond the purely rationalist approach typical of quantitative marketing and to enter into a more emotional and psychological component of the individual (Wood and Moreau, 2006).

### Strategic Thinking

By Strategic Thinking we mean the way to relate to the environment by evaluating the pros and cons of each situation. It includes all the skills that the strategy doctrine has highlighted as the definition of a positioning, the understanding of the competitive forces that everyone is forced to absorb, the

*Figure 5. Marketing schematization*

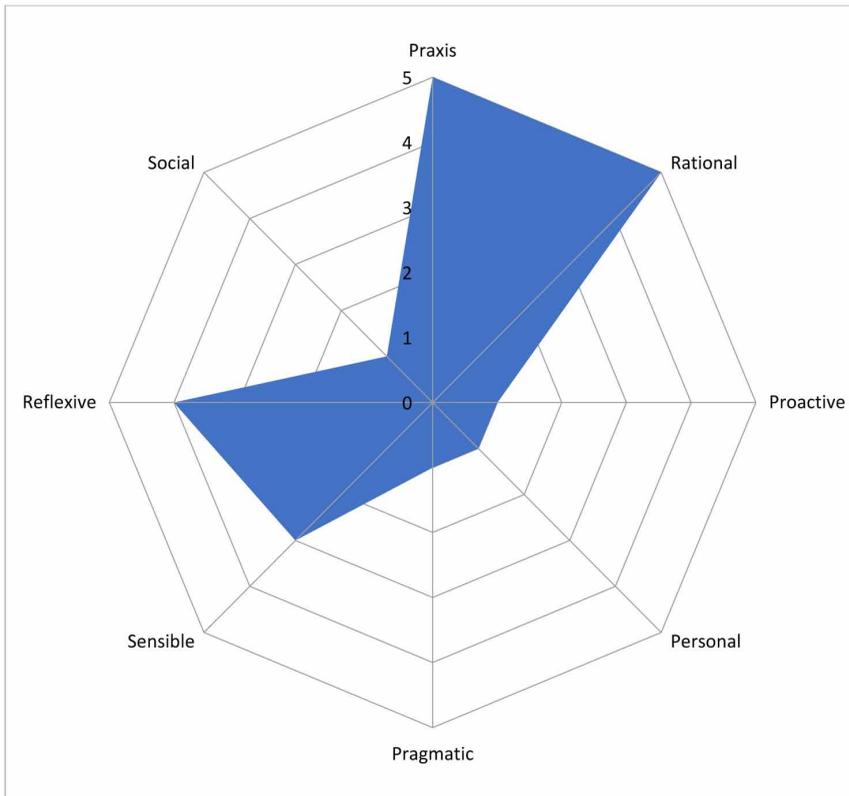


evaluation of the strengths and weaknesses (Porter, 1985), the understanding of the value chain of how the company creates a surplus for the customer. Also this case, this skill is a fundamental support to the conscious decision, making it possible to rationalize choices regarding the business so that they can be coherent with the environment and with the organization, optimizing the set of scarce resources the company has to face every.

We note therefore the strong praxis and rational component but also the reflective and sensitive one, since the strategic thinking includes all the rational skills and analysis of costs/benefits but also all the most reflective emotional components that support the decision, also in intuitive and not just rationalistic way.

## Characteristics of the Responsible Entrepreneur

Figure 6. Strategic Thinking schematization



## Sales

Also in this case the skill is due to a capacity that the authors believe can be easily taught. In the case of sales, we mean the familiarity with the finalistic environment of the company determined by all those final and intermediate customers who allow the product to be present on the market. From this point of view, if we consider the entrepreneur in the start-up phase, it is undeniable that an ability to sell the product and the idea is needed, making this area a wider container, collector of interpersonal skills useful to convince, justify and argue position. We fully agree with the authors of the study on the necessity of the individual, who wishes to become an entrepreneur, to possess communication skills applied to the sales (Pettijohn et al., 2002).

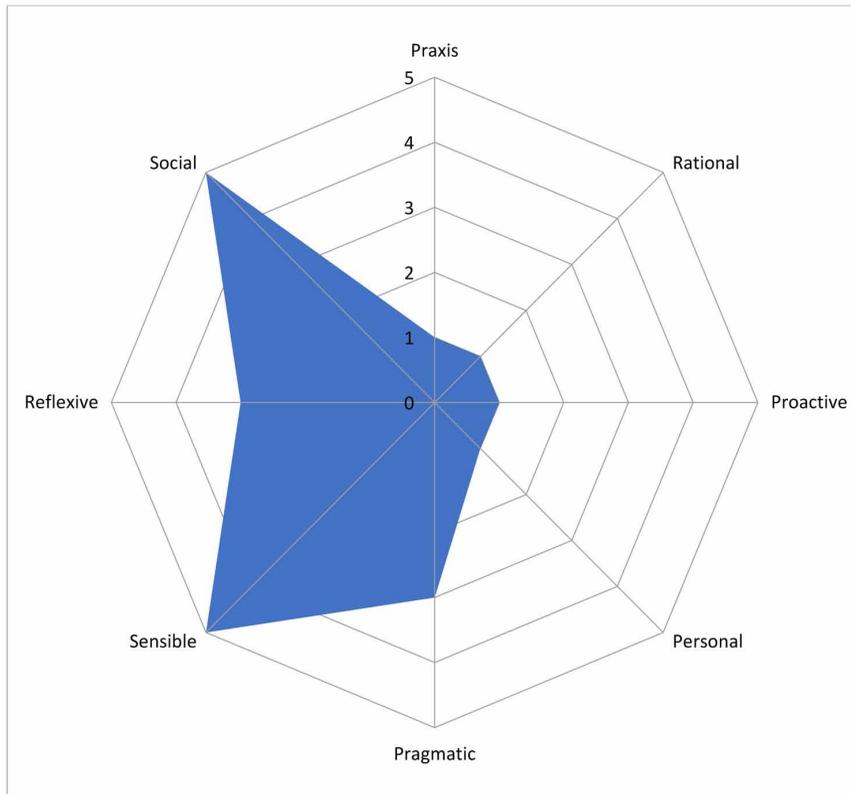
We felt it was important to underline the fact that also today's big companies whose founders are at the top, even if they no longer do field activities, in the past they have used their sales skills to advance their business.

Figure 7 highlights the other social component of this characteristic since it is exactly the contact with other individuals that manifests itself to the abilities. Furthermore, the importance of sensibility is demonstrated in all its strength in this case by virtue of the fact that the understanding of customers' desires, needs and expectations play a fundamental role in this process.

## Management

It is interesting to notice that the management occupies only the seventh place; it would seem that the survey conducted by the authors does not reflect what is now the cornerstone of every course of business management. Those involved in the field have realized that the managerial skills are insufficient

Figure 7. Sales schematization

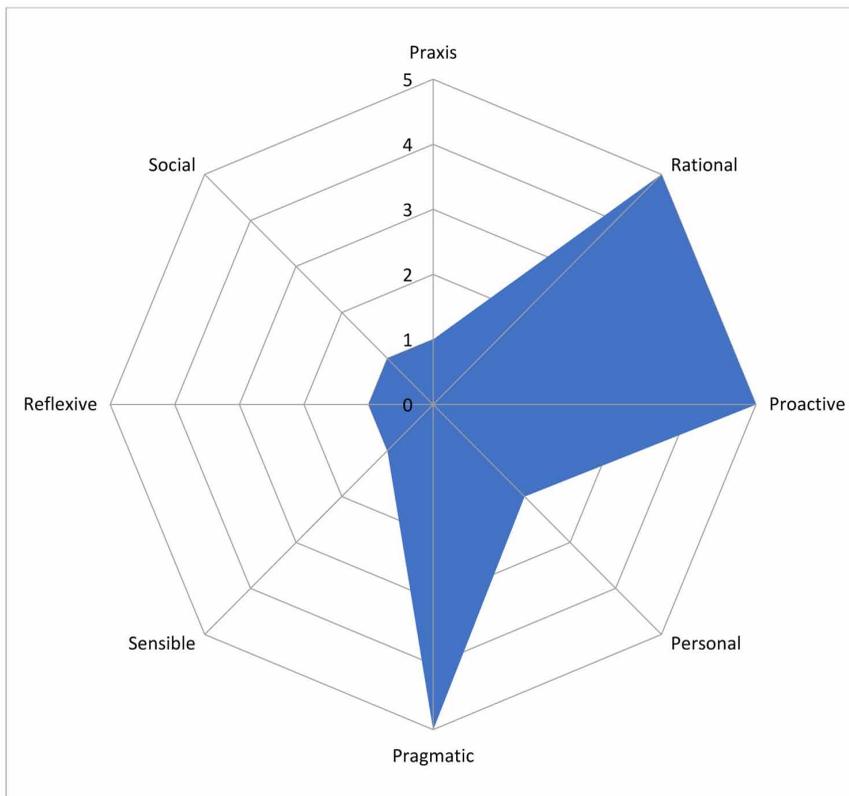


### **Characteristics of the Responsible Entrepreneur**

for an entrepreneurial action and indeed are well below the half of the list of identified competences. This highlights what we have been able to reiterate in the previous chapters, i.e. that entrepreneurship is the result of extremely varied components and that are not due exclusively to economic/managerial theory but go beyond the boundaries of this matter and expand into the fields of creativity, initiative, sensitivity and maturation of a person. The entrepreneur is very different from the manager because this one is sometimes a mere executor of directives imposed with a limited margin of discretion. The development of the whole person proves once again to be a winning move to allow the development of those interpretation qualities of the environment's weak signals that otherwise would not find fertile ground on which to develop (Sexton and Bowman, 1991)

Figure 8 allows to understand the proactive and rational essence of this capacity that must be put into play to achieve the objectives already selected with the highest degree of possible efficiency. It is the best practice

*Figure 8. Management schematization*



of management that better exemplifies the peculiarity of this competence, making it also an instrument in the service of a sensitivity that has identified the direction but needs a practical implementation

## **Basic Business Principles**

Speaking of basic business principles might seem strange for those with strong skills in the business sector, but we must not forget that entrepreneurial education is often aimed at people who do not have training in this area. In particular, we can give an example of the numerous start-ups led by engineers or physicists or chemists who, despite having strong skills in their field, do not know concepts such as the warehouse management, the financial management, contracts, taxation, etc. It may therefore be important to provide basic skills to guide and provide a minimum of awareness even in those individuals who come from completely different disciplinary sectors but who need adequate training on basic aspects of economics (Gatewood et al., 1995).

As we can see from Figure 9 it is difficult to place this feature in a well-defined map as it provides basic skills that help orientation but that alone are totally insufficient for a complete decision and that require to be accompanied by other more developed features.

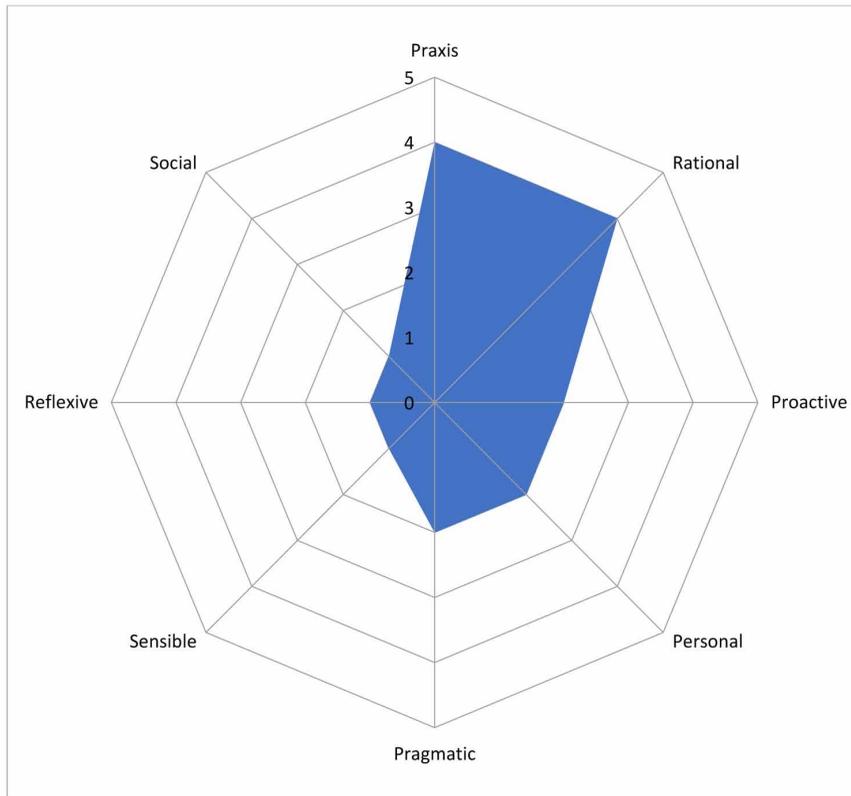
## **Human Relations**

The ability to relate with the individuals is meant here as the political function of harmonizing the interests within the organization, since the one who stands as captain of industry must be able not only to drive with leadership but also to harmonize the various opposing interests and mediate the conflict situations that will undoubtedly be created as the size of the organization grows. This capacity can in part also be traced back to that of negotiation and sales, but in this particular case, as just mentioned, we focus on an internal dimension of the organization rather than an external one.

It is therefore evident also from Figure 10 how this characteristic has a strong social component, but it does not end up with this and also includes qualities of sensitivity and rationality to probe the situation and to analyze it for the best possible compromise.

## Characteristics of the Responsible Entrepreneur

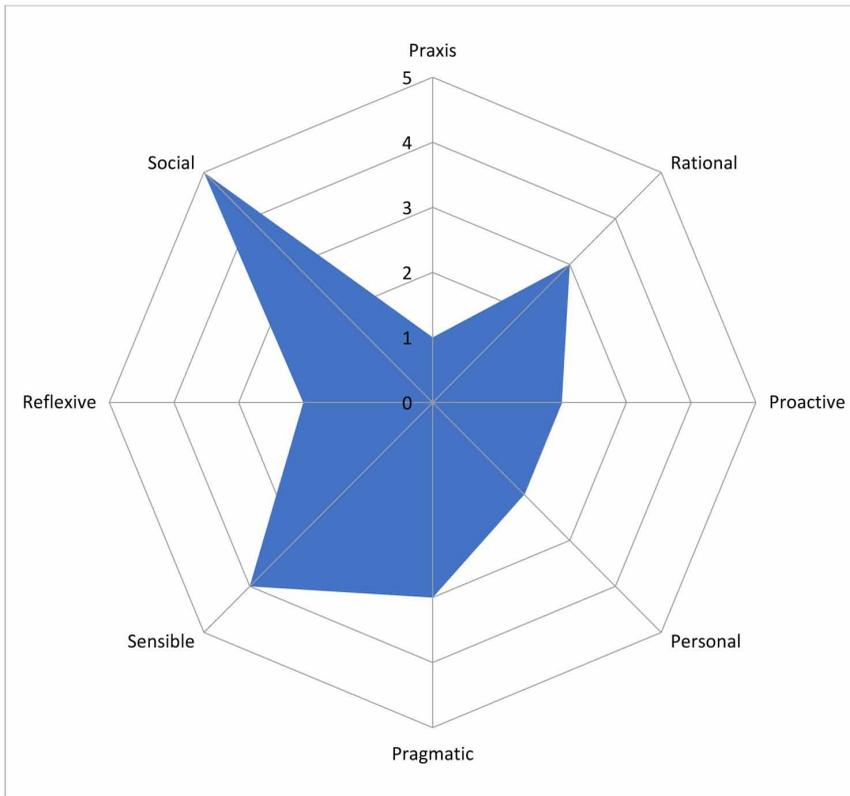
Figure 9. Basic Business Principles schematization



## Liberal Arts

It was interesting to note that in the study of Hood and Young managers and entrepreneurs included the knowledge of liberal arts among the first ten features of the content area, showing that even at a conscious level people in the field recognize the need for a greater sensitivity than the technician's one in carrying out purely managerial tasks. The liberal arts can be traced back to a soft skill that influences the individual's way of thinking in an indirect way, but which makes a substantial difference in terms of sensitivity and attitude towards the environment, demonstrating once again how working on characteristics that are apparently far from to the task performed contributes to an improvement of it.

Figure 10. Human Relations schematization



It is therefore evident that this feature does not affect the action as much as the ability to orient the individual and to select, by stimulating both the sensitive and more emotional field, both the more reflective and conscious apparatus that allows to interpret the environment through the weak signals.

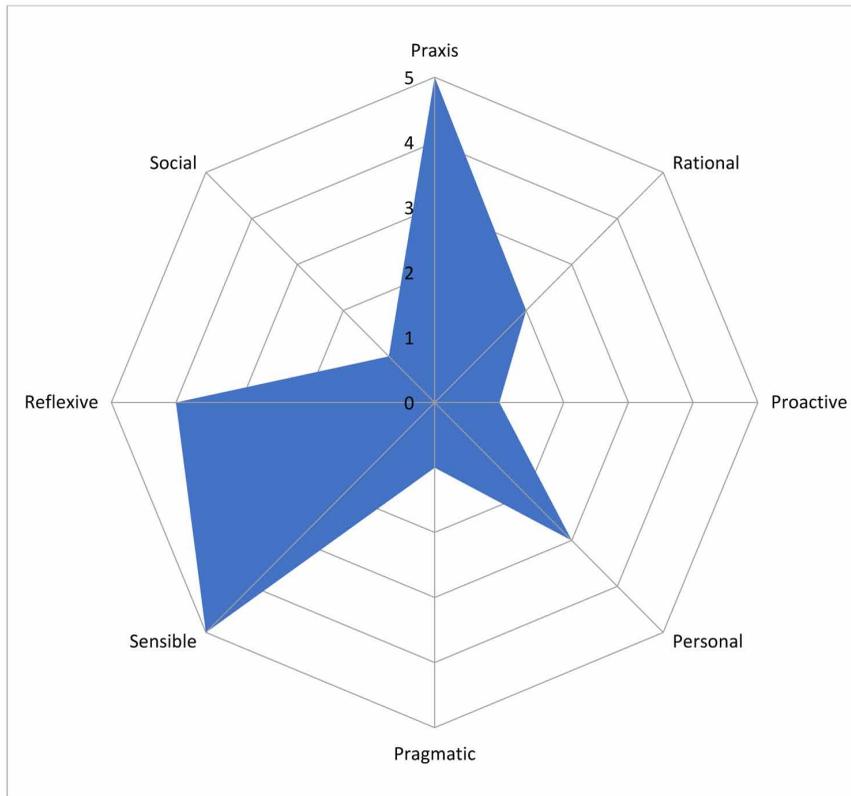
## DETAILED ANALYSIS OF THE SKILLS AND BEHAVIORS AREA

### Leadership

Not surprisingly, leadership is the first among the skills considered necessary for a successful entrepreneur. The ability to have supporters, to convince and to lead people in the same direction is judged by literature and by

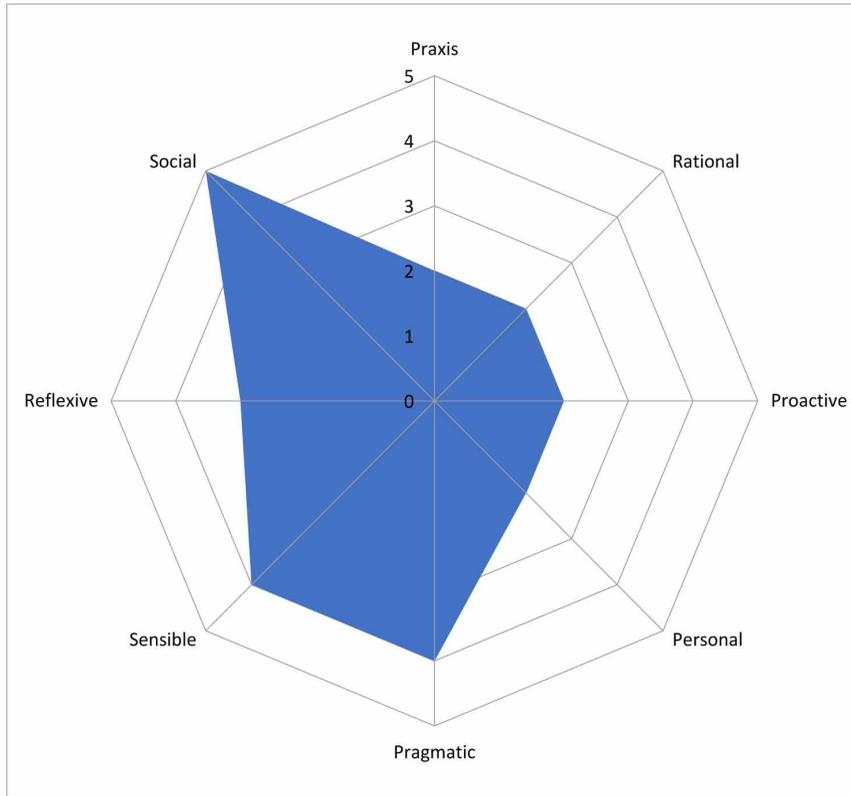
## Characteristics of the Responsible Entrepreneur

Figure 11. Liberal Arts Schematization



empirical research as fundamental for a winning organization. Unlike human relationships, here we try to channel the energies of all people towards a goal rather than harmonizing interests. Peter Druker considers leadership as essential for the entrepreneur who wants to succeed because it is logical that all the necessary skills to develop an organization cannot reside in a single person, but it will be necessary to have technicians, administrative staff and salesmen that must be guided in one direction. It is precisely the leadership that develops in this direction and allows to guide and direct the behavior of the individuals. The ways in which this can then be implemented are several, from the most collaborative to an authoritarian leadership that leaves no room for replication. It is not the goal of this work to investigate the various forms of leadership but to demonstrate how important it is to draw the attention of the trainers to the fact that to date the style of leadership which is considered the most suitable and more profitable in the long run is the participatory style (Druker, 2007).

Figure 12. Leadership schematization



Also in this case we want to underline how this characteristic represents an instrument of strong social power which, however, requires an absolute sensitivity mediated by a fair reflection and a certain dowry of rationality in the definition and management of interpersonal relationships.

## Oral Communication

The two following categories focus on the ability to represent information and present it to the various internal and external stakeholders. It is peculiar to note that such an importance is attributed to the ability to communicate information and make it accessible to the exterior. Going down in detail, the oral communication skills contemplates all the characteristics of public relations that characterize the corporate communication. Often in training courses at the university and post-graduate level there is no mention of this skills considered empirically so important to occupy the second place in the

### Characteristics of the Responsible Entrepreneur

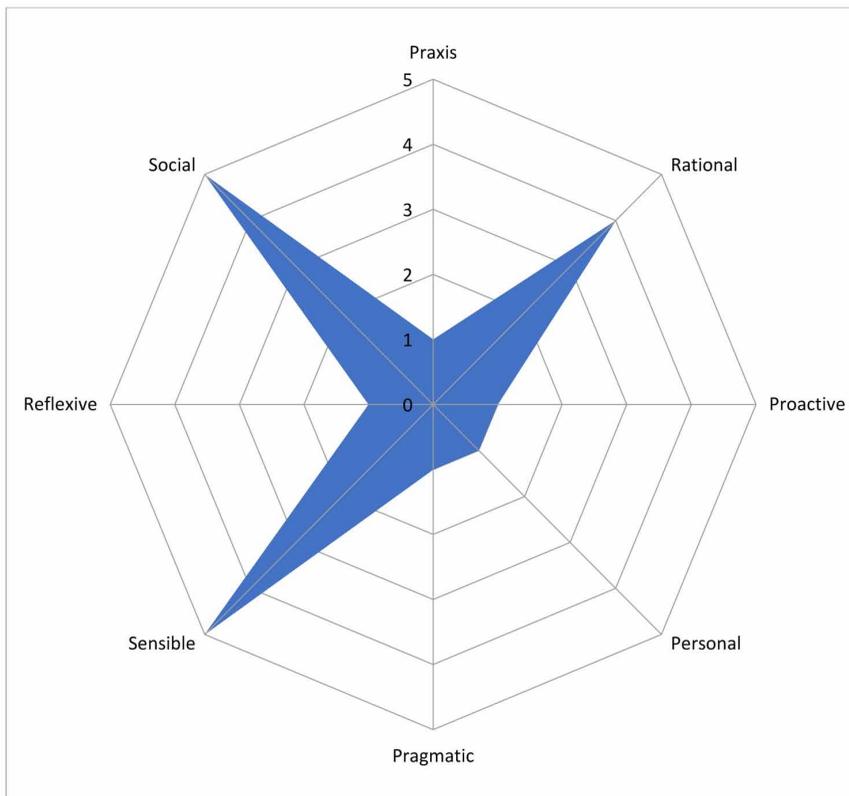
ranking identified by the manager. It is therefore important to focus attention on this type of ability to allow those who start an entrepreneurial career to have a necessary tool as technical skills for the performance of their duties.

Figure 13 obviously shows the high degree of sociality of this competence related to a high degree of sensitivity and a medium level of rationality necessary for effective communication. Innumerable psychological and communicative theories focus their attention on the difference between speaking and communicating emphasizing the high degree of content of the last and its ability to arouse reactions and emotions of the recipients.

### Written Communication

As with the previous skill, in this case too, the importance with which data and information are communicated is emphasized, but in this case it also expands to the way in which they are represented. In the study of the

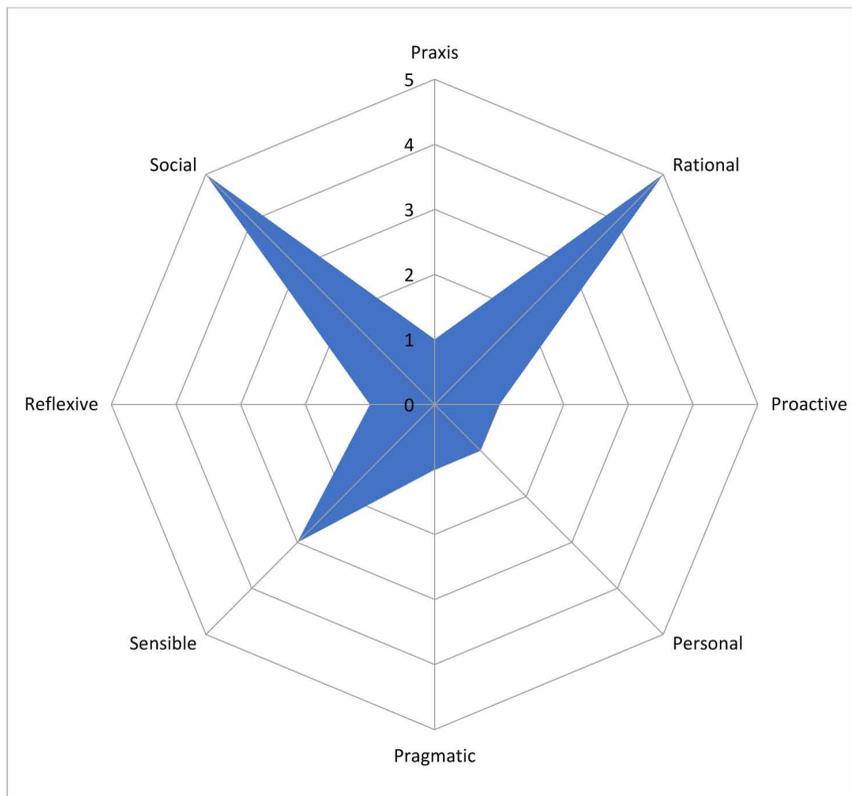
Figure 13. Oral Communication schematization



two authors we focus a lot on the ability to present and elaborate business results, projects and planning schemes. Unlike oral communication, this one has recently acquired a high importance especially in the field of start-ups where the practice of the elevator pitch has spread, a short presentation no longer than three minutes in which the contents and essential elements of the business project are outlined to submit them to a jury of possible lenders. It is therefore logical that in such a limited period of time the information to be presented must be extremely concise and convincing. However, the written communication capacity does not end with this single function and involves many others, from internal communication including reporting and budgeting, to external communication in the direction of markets and other stakeholders.

Unlike oral communication, in the written one we considered more appropriate to privilege the rational trait compared to the sensitive one because it is believed that this method was mainly used for the representation

*Figure 14. Written Communication schematization*



of data or, in any case, of quantitative information which must be presented in a rational, consistent and clear manner.

## **Logical Thinking**

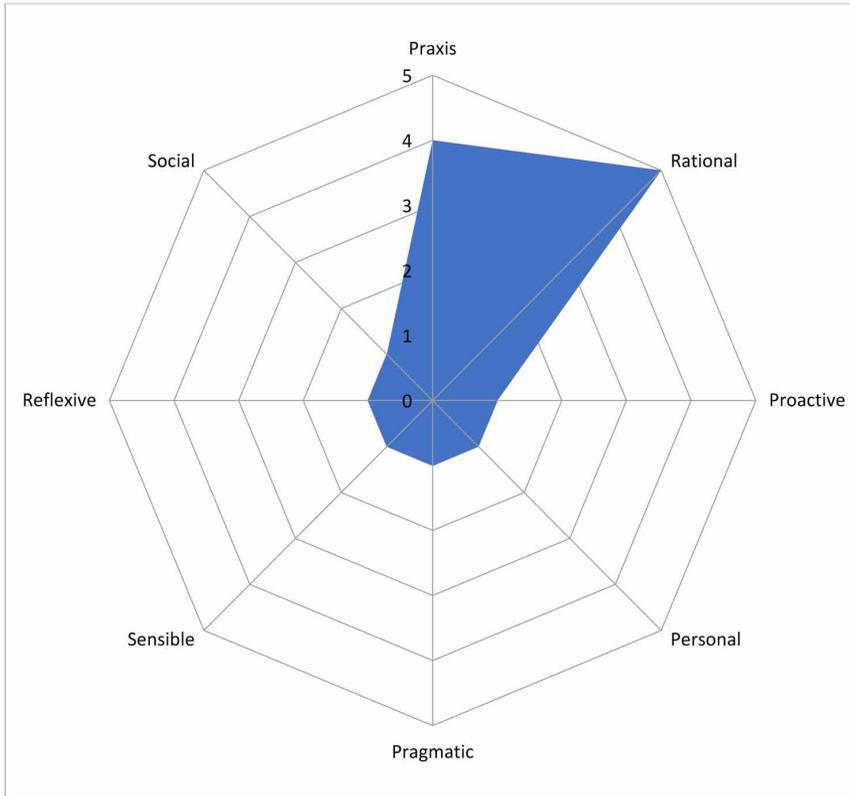
The ability to create logical chains of cause and effect principles is fundamental to understand some dynamics of the business and is a useful tool to accompany the decision and the understanding of the surrounding environment. This ability is in some ways innate and, for others, highly transferable through the understanding of mathematical models or the use of support tools such as the famous fishbone diagram that allows to identify the logical chain of events that lead to a certain result, offering the possibility to follow this path backwards, creating a path of top-down growth. This is just one of the many methods to stimulate logical thinking, which is fundamental especially in those situations in which it is necessary to manage a large quantity of certain informative flows of information such as operations. In this case we are also facing an instrument that must be dominated by a rationality of a broader sensibility always to try to avoid technicality that is never actually own of the entrepreneur.

As shown by Figure 15 it is obvious that logical thinking is based on rationality, but the main focus is the fact that in our model it is identified as an orienting rather than an ordering capacity, noting its management function much less than its decision support and guidance and selection of the different alternatives.

## **Analytical Skills**

In support of logical thinking and in symbiosis with it we find the analytical one, that allows also in this case to break down reality into many small variables, offering the possibility to understand in a deeper and more rational way the elements of the surrounding environment. The interviewed entrepreneurs considered this forma mentis to be particularly important, since the confrontation with complex situations generates a high degree of frustration that can be limited by resorting to schematization and simplification through an analytical thinking. This category also includes those skills for the assessment of the advantages and disadvantages inherent in a decision which are fundamental because the entrepreneur is the main decision maker

Figure 15. Logical Thinking schematization



of the organization and must therefore possess all the necessary tools to carry out their task.

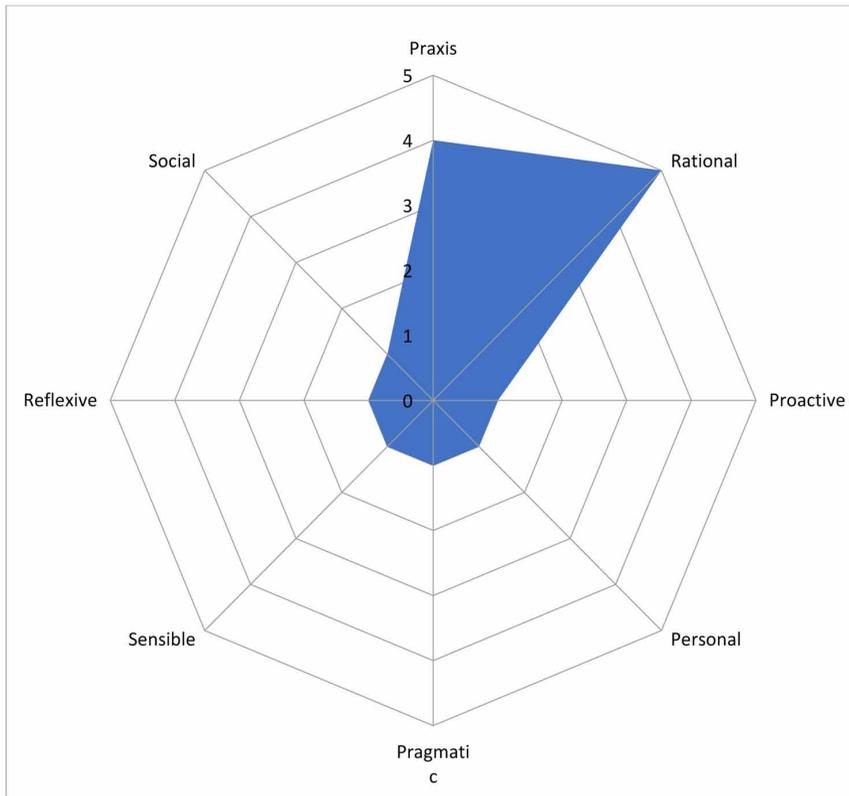
The scheme proposed here remains substantially unchanged with respect to that of logical thinking, as also in this case the analytical skills are considered to support decisions and therefore as rational tools to guide the orientation and the choice between different alternatives.

## Decision Making

The decision making process incorporates the analytical logic capacities that have just been outlined, inserting them into a process perspective aimed at offering, through a high degree of rationality, the best alternative to a complex situation. Literature has often wondered what should be the best way to arrive at a decision with a high degree of reliability. By making a summary of the

## Characteristics of the Responsible Entrepreneur

Figure 16. Analytical Thinking schematization



various contributions it is possible to identify eight essential steps useful for the process:

1. Definition and analysis of the problem through methodologies such as PEST, SWOT analysis aimed at providing an overview of the situation;
2. Define the requirements and the constraints that the solution must include;
3. Establish the objectives to be achieved through the solution identified by breaking them down into intermediate objectives;
4. Identify evaluation criteria based on objectives to verify progress towards the various goals;
5. Select decision tool such as the use of statistical methods or projections using time series;
6. Identify the different alternatives to solve the problem;
7. Use the predefined selection criteria to make the best choice;

8. Implement the solution and gradually verify the achievement of the intermediate and final objectives through the selected indicators.

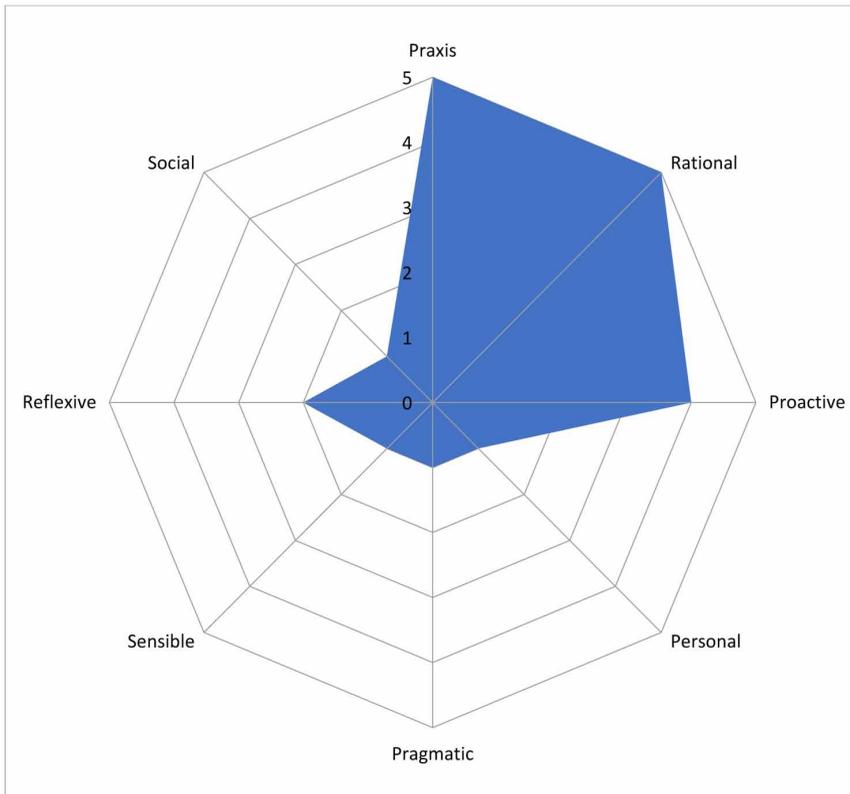
The graphic representation can therefore be shown as in Figure 17.

The strong rational and orientation characteristics of the action are highlighted, as well as a strong propensity towards the last since the decision making process works if implemented and verified constantly; otherwise it remains exclusively pure theoretical simulation exercise.

## Goal Setting

The importance of defining objectives both at a personal and business level has been widely dealt with both by psychological and economic studies (Hall and Foster, 1977) demonstrating that this is an extremely effective methodology when the time horizon is very long and the final result involves

*Figure 17. Decision Making schematization*



passing through intermediate steps. Integrating this ability into one's own behavior is one of the determinants of both personal and professional success.

Through the use of the acronym S.M.A.R.T., which includes just the five basic characteristics of a goal, such elements are analyzed individually below.

*S stands for Specific* and remembers the need for a goal to be Specific, since it is essential to know in detail what you want, or you risk making wrong choices between the daily opportunities that seem to be able to approach the goal. With a metaphor, the selection of specific objectives is often compared to a precise order made to a waiter: if you specify the dish you want in its details, you run less risk that it does not correspond to your own wishes and tastes. In fact, a generic goal can activate the wrong ways to reach it or disperse useless energy, just like when you order something to drink and wait vigilant in front of every glass or cup approaching. A specific goal must identify specific actions or events that you want to happen.

*M stands for Measurable* and remembers the need to check periodic improvements and benefits in order to check how close you are to a goal. To this end, it is possible to adopt "traditional measurement" instruments, such as numerical systems, or when it is necessary to establish "subjective measurement scales". These ones are adopted when it comes to improvements that are difficult to evaluate objectively or that it would be difficult to measure regularly with an appropriate measuring instrument: so we use so-called "scale likert" which can range from 0 to 10 and in which 0 represents the absence of something to be achieved and 10 its full presence. If weight reduction is to be achieved, the measurement can be expressed in pounds or in centimeters; on the other hand, if the goal is to improve the acceptance of one's own body, everybody must necessarily self-evaluate how much accepts it during the journey of change with the second mode of measurement.

If the periodic review of an objective tends to highlight the presence of results different from those expected, due to some inconvenience not considered or unexpected, then we recommend a review of the objectives and an adaptation to the new current condition.

*A stands for Attainable/Achievable* and indicates the need to identify goals that are considered "accessible" and "attractive" by the individual. In fact, it is necessary that the person really feels s/he can commit herself/himself to reach the goal and that s/he considers it motivating. "Achievable" therefore is a goal with respect to which the person feels attracted and for which s/he considers herself/himself capable, which emphasizes how it is always necessary to obtain the deep consent of the person who has to reach it, even when the process of Goal Setting is supervised by a professional or

involves a group (e.g. it involves the family of a person who is following a G.S. program, or if they establish common goals that relate to a work group, study or sports team).

*R stands for Realistic* and indicates the need to identify “possible” goals, i.e. relatively easy, even if not too much to be demotivating. They must be chosen taking into account the current resources of the individual and what is required to be done to reach the goal. To understand if a goal is realistic, you should always have clear ideas in detail about what you must do to achieve it, so as to understand if you are in a position to get there, both in terms of availability and capacity. With a sporting metaphor, the application of this aspect can be imagined as the choice to “adjust the rod at the right height” to prepare a high jump. And this image also recalls that, to improve effectively, the height of the pole to be jumped must be raised even by a single centimeter.

*T stands for Time phased/Time based* and means that it is necessary to establish a deadline within which to reach the target scope and any intermediate well marked steps. In relation to time, we distinguish: short-term objectives, medium-term objectives and long-term objectives. In the first case we generally propose to reach them within a month, in the second within 3-6 months and in the third case we can go from a calendar year to a full period in which an activity takes place (e.g. a sports season for an athlete, a theater season for an actor, a school year for a student, etc.).

More recently, one of the best known world organizations of professionals in the field of Goal Setting, Franklin Covey Association, has completed the description of the optimal quality of the objectives, reaching the most complete synthetic code S.M.A.R.T.E.R., which includes two other fundamental qualities for each destination

*E stands for Exciting* and emphasizes that the goal provokes excitement and enthusiasm when it is achieved, but also that it motivates as it simply motivates if one imagines its possibility of realizing itself. To maximize the translatable benefits of this quality of objectives, during the Goal Setting, imagery is one of the fundamental techniques used to choose, consolidate and refine objectives, supporting motivation. Imagining the goal is a key to keep it at the center of everyday activities and to make it more likely to occur.

*R stands for Recorded.* This underlines that it is important that the commitment to reach an objective must be signed and duly noted, so that it becomes a visible “contract” with oneself and a legible commitment. Naturally every memorandum daily present is considered important to keep motivation and promise at high level. This characteristic is considered the key to distinguishing between a goal and a dream: the last is alive only on

### **Characteristics of the Responsible Entrepreneur**

an abstract and mental level and tends to become a concrete objective only when a written plan is transcribed to translate the idea into activity.

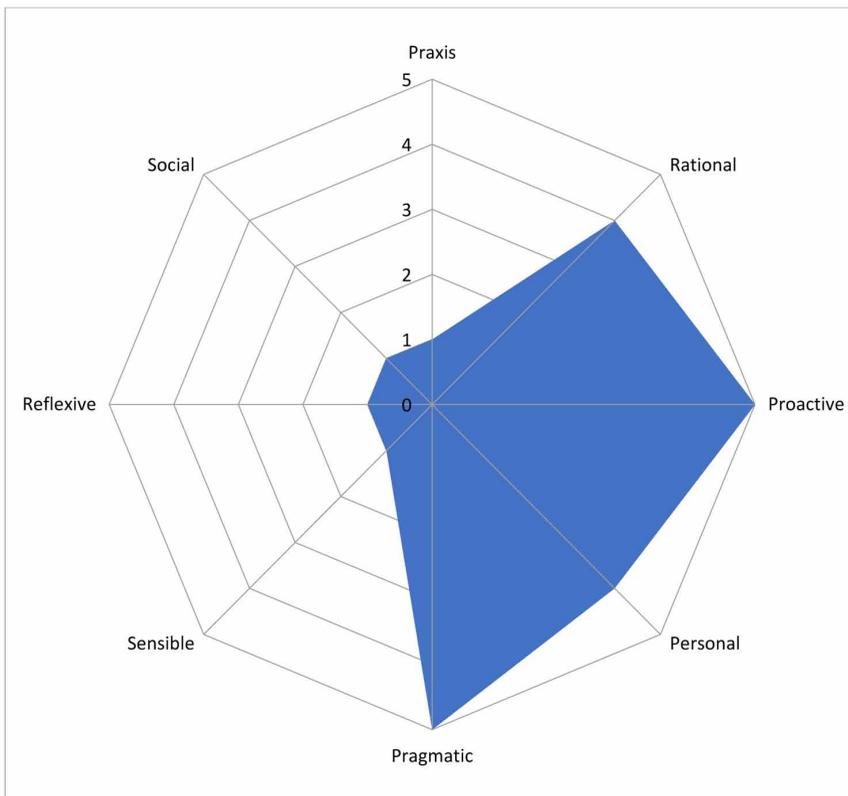
Through these premises the graphic scheme to set up our analysis is given in Figure 18.

Thus a strong rational component that must guide the definition of objectives together with high proactivity and pragma in ordering priorities and ways of acting emerges.

## **Business Planning**

The business plan is a highly operational tool that allows to quantify the previously defined objectives and to support the decision allowing to trace a first way to act. This tool is also particularly important for the definition of the resources necessary for both the start of a new activity and the implementation

*Figure 18. Goal Setting schematization*



of already existing projects. Operatively, the essential guidelines can be summarized in a very synthetic way to some points such as:

1. Entrepreneur and company's data;
2. Project description;
3. Market analysis;
4. Marketing strategies;
5. Organizational structure;
6. Financial economic forecasts;
7. Sources of investment coverage;
8. Balance sheet and budget statement;
9. Estimated cash flows;
10. Planning of actions to be carried out.

The list that we provided is purely illustrative and refers in particular to newly established production companies, even though, as we have said, planning is undoubtedly a fundamental tool for planning actions such as internationalization, new investments or creation of new products that are essential for the continuous development and constant competition in a dynamic market.

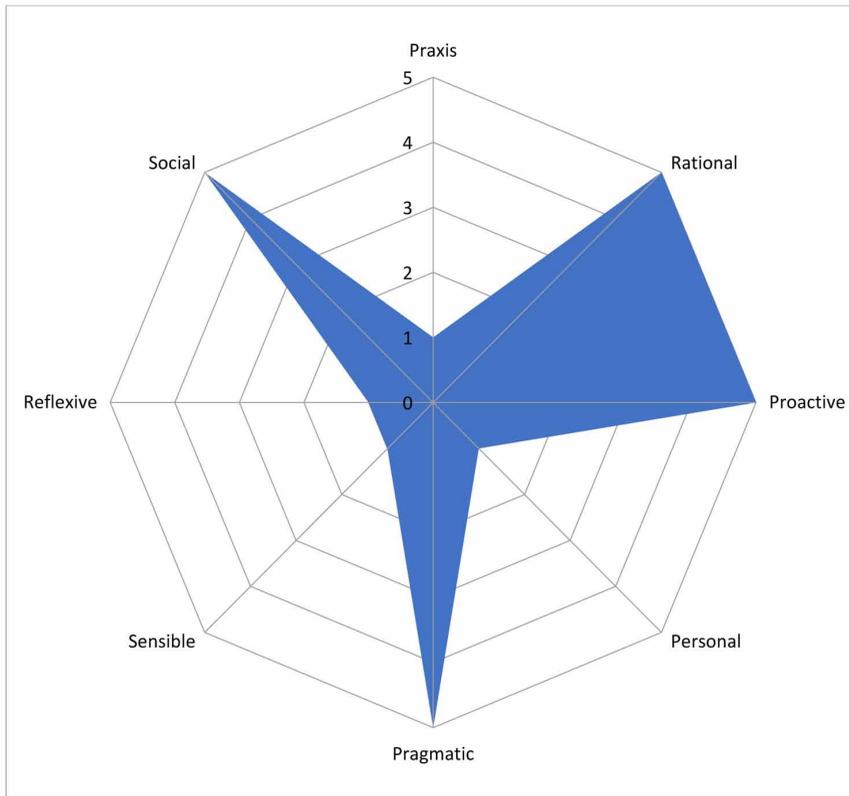
As the scheme demonstrates also in this case, the rationality is extremely strong as well as the orientation to action and pragma but unlike the qualities we previously identified we also consider the social component to be important; this is due to the fact that this tool has an internal value as regards the management control and the achievement of the objectives, but acquires an extreme value in the legitimization of its own external actions, moreover in those cases in which it is necessary to obtain funding from external bodies.

## **Fund Raising**

Directly connected to the planning activity we find the ability of the entrepreneur to obtain financing outside and to legitimize their actions towards the suppliers of risk or debt capital. This competence requires that the idea to be proposed is consistent with the sensitivity of the market and of the suppliers of capital and does not limit to the possession of a good business plan but also develops the ability to convince and make the other individuals involved in the own ideas. This category also includes those components of theoretical knowledge of the various tools applicable to the financing of the company, since based on the type of investment needed the entrepreneur will be able

## Characteristics of the Responsible Entrepreneur

Figure 19. Business Planning schematization



to select the best way to ensure the adequate flow of financial resources by assessing simultaneously the pros and cons of every circumstance.

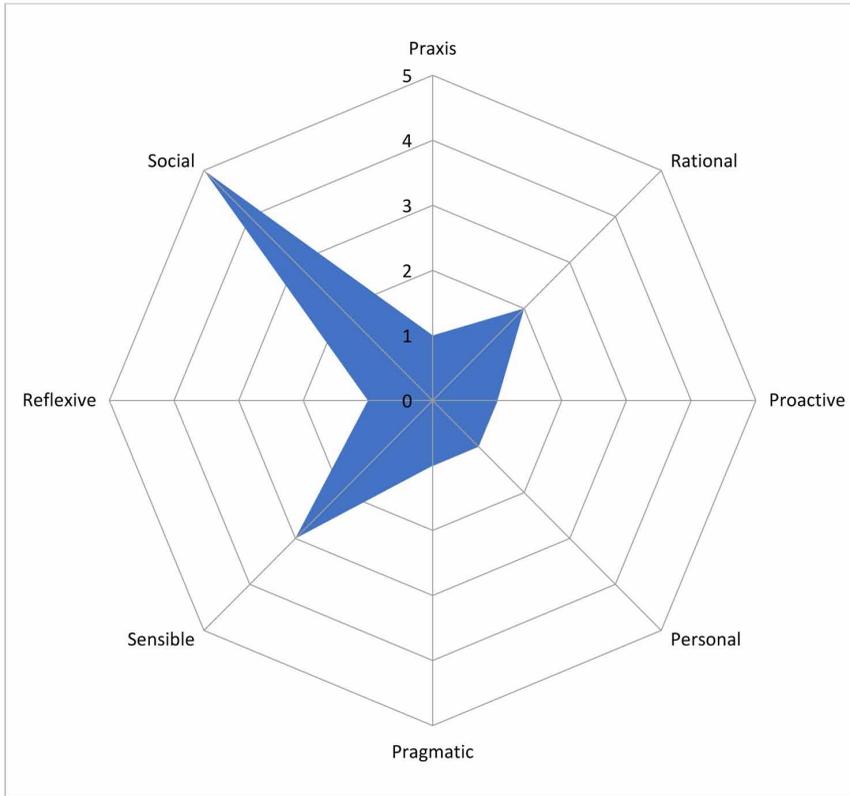
This ability can also manifest when the logic of the company is not purely economic but also social and therefore it is necessary to find sponsors and lenders to support the cause using mediation and involvement.

We have decided to place this capacity in a social but also slightly sensitive and rational area because it is believed that these two traits should guide the process of presentation and exposure outside of the idea.

### Mediation Capacity

The last quality found in this area is the capacity for mediation meant as the ability of the individual to mediate the conflicts that are created both inside and outside the organization. In a complex situation such as the one of a company in which the interactions between people are the essential ingredient

*Figure 20. Fund Raising schematization*

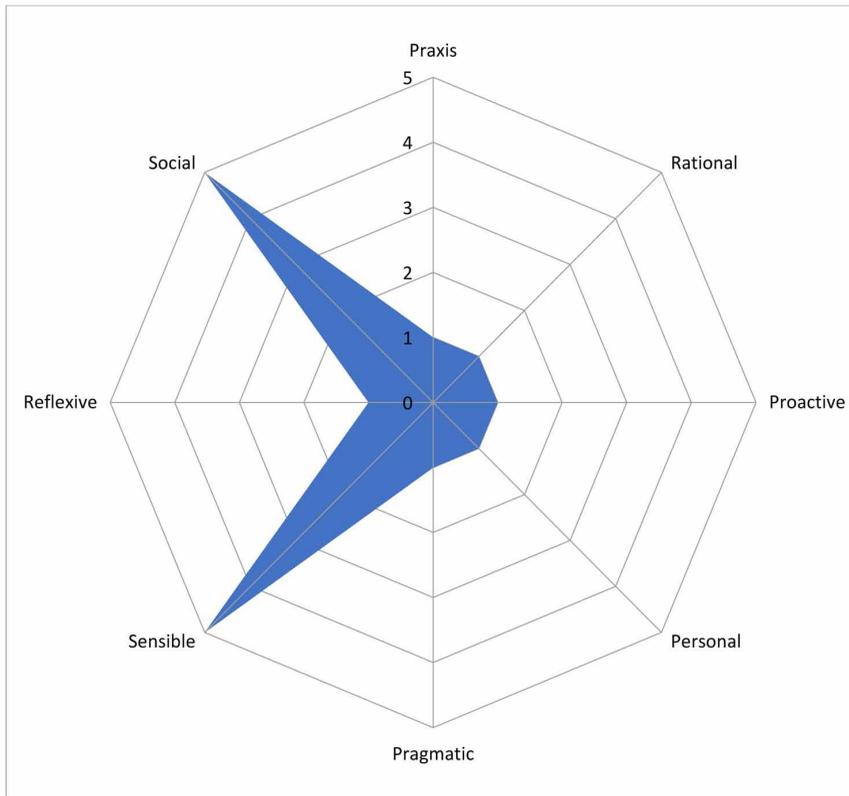


for the development, not infrequently entrepreneur will be called to manage conflict situations, having to choose between various alternatives that will undoubtedly cause damage from one part and will benefit from another. This ability is due in some ways to a political and diplomatic function in which the search for compromise is essential to obtain the participation and involvement of all the individuals.

Sensitivity and sociability are particularly present in this competence.

## Characteristics of the Responsible Entrepreneur

Figure 21. Mediation Capacity schematization



## DETAILED ANALYSIS MENTALITY AREA

### Creativity

Creativity is one of the relevant features of human behavior, it is dictated by a non-logical intelligence, it's more evident in some individuals who are able to produce novelties and changes thanks to their ability to perceive new connections between thoughts and objects.

According to Gardner (1991) creativity grows in a particular field and is not a kind of fluid that infiltrates in every direction: an individual can be innovative and original in an area without being in any of the others. Gardner considers creative who is able to invent something new that will be appreciated in a particular field.

For Goleman, Ray, Kaufman (2001) creativity comes from the gathering of some key elements, including expertise, ability to think creatively, passion (intrinsic motivation), constancy (which derives from passion).

The term “creativity” is often confused with “innovation” and vice-versa, but between the two terms there are basic differences. According to a broad idea, creativity goes beyond, being a fundamental building block of innovation which can instead be defined as the implementation of creative ideas. For example, Von Stamm (2003) states that:

“If the implementation is to transform an idea into practice, creativity emerges together with the idea in the first place: creativity is an essential part of innovation, it is the starting point”. (p. 83)

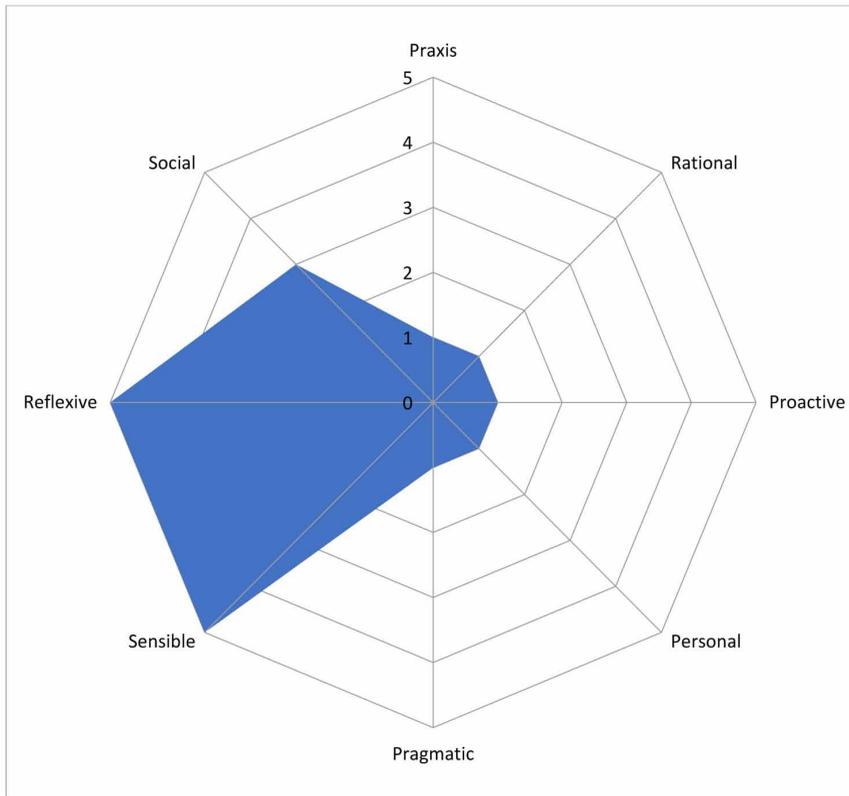
The common opinion regarding the links between creativity and innovation derives from the belief that internal business processes are very similar to external ones. Given that, quite often, the industrial sectors are characterized by an innovative change, which is a consequence of technological change, thanks to a sort of “technological-innovative chain”, which lead to transfer the same succession within factories and imagine a sequence of events for which the cause is creativity, while innovation is the effect. In other words, creativity will be transformed into innovation; according to this idea, creativity is the input and innovation is the output. So creativity simply means to produce ideas and innovation will be the result of a selection process that aims at dividing the right ones from the wrong ones. Once we have selected the ideas to work on, innovation will arise from their application. But this concept of innovation is not suitable for organizations. We could say that creativity is not the source of innovation processes, it is not a kind of input for innovation, but it is the environment where innovative processes can develop more easily. Creativity is the context where innovation can develop.

Hood & Young show how creativity is considered the most important trait of entrepreneurial thinking and in our model it can be declined as shown in Figure 22.

It is immediately noticeable the high reflective and sensitive value of this quality since, as previously stated and as evidenced by the literature, creativity derives mostly from the introspection of the individual combined with the ability to grasp the contaminations that come from the external environment through an extremely developed sensitivity.

## Characteristics of the Responsible Entrepreneur

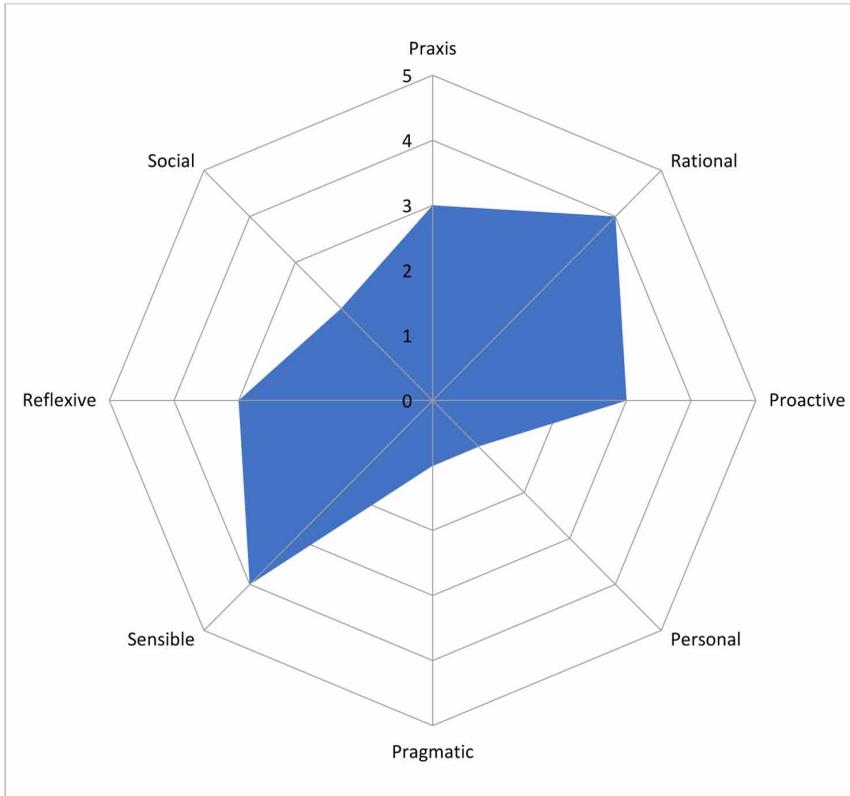
Figure 22. Creativity schematization



## Opportunistic Thinking

In this case the opportunistic thinking is not considered from a negative point of view but in the capacity, often underlined, to grasp that opportunity and those weak signals coming from the environment which are suitable for the development of the enterprise. It is possible to draw parallels with Kirzner who sees the entrepreneur's skill of *alertness* the discriminating factor of their success. It is precisely the ability to find hidden and invisible opportunities, in the eyes of the majority, the essential skill of the entrepreneur, emphasizing how this must be sensitive but also attentive, aware and constantly immersed in the flow of the surrounding events. It would be unthinkable to consider the entrepreneur as a technician perched in their research tower, while it is to be considered as an individual that fights in the field and continuously collects information from the surrounding environment to readjust them and use them in their business.

Figure 23. Opportunistic Thinking schematization



The proposed schematization (Figure 23) highlights the balance between rational capacity, sensible capacity, the equilibrium between reflexivity and pro activity, as well as a certain guiding presence. We consider this *meta*-type capacity to be able to orientate other choices and provide information that can be used for all the other capabilities already listed and enumerated.

## Vision

The term Vision in the economy and business management, is used in the strategic management to indicate the projection of a scenario that an entrepreneur wants to “see” in the future and that reflects their values, their ideals and their general aspirations.

Designing a business organization according to vision is fundamental, as in the case of Bill Gates who expressed his dream as an entrepreneur in

his Vision: “A personal computer on every desk, and every computer with a Microsoft software installed”.

The vision must be explicit and must be shared with the entire organization, at all levels: this is one of the main problems in the vision’s definition because even today too many entrepreneurs have not yet fully understood its importance and underestimate the impact it has on company. A clear and accurate vision, deriving from careful reflections, serves to make the members of the organization understand where the company wants to arrive, in order to share its successes. If, therefore, Vision is the “dream” that defines the purpose for which the company exists, the mission defines the role of the company to implement the Vision. The Mission is the path to be followed to realize Vision and to define the resources that must be used to reach the Vision. The company mission must be aligned with the vision and must show, in much more detail, how we intend to achieve the objectives described by Vision. The mission tends to focus more on the present and to provide an operational guide to the organization’s action; this must be composed of some key elements such as: the company’s history; the preferences of management and property; the available resources.

The vision is therefore also an internal and external means of legitimation and allows to provide an adequate basis for leadership by helping employees collaborators to achieve the organization’s purpose.

By vision we can also mean the ability of the entrepreneur to anticipate the future and to see beyond everyday life; in this sense we refer to all those characteristics of sensitivity, rationality and ability to organize the information needed to deduce from the present events the evolution of the future, trying to anticipate it and in some way orient it.

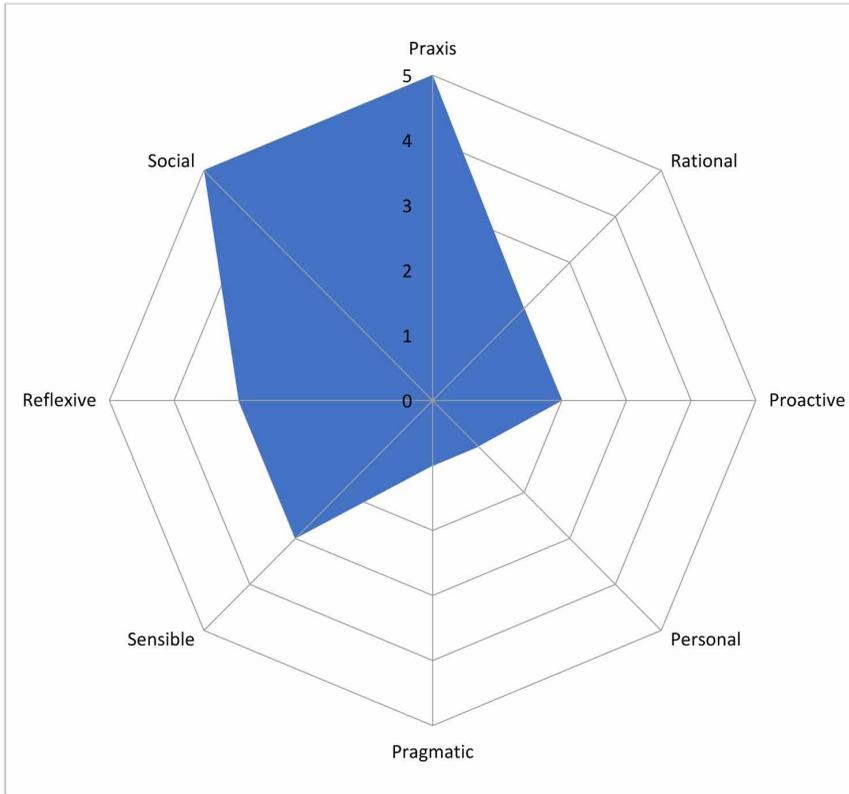
Figure 24 highlights without any doubt the high orientation value of this feature as well as the social impact it has on the external legitimacy of the company.

## **Positive Thinking**

Martin Seligman, psychologist recognized worldwide as the father of Positive Psychology, has brought a profound renewal of research issues and paradigms: from the treatment of the disorder to a psychology of well-being, self-realization and the optimization of personal resources.

In his research the identification of the individual’s skills, resources and personal characteristics were his primary interests. The main purpose

*Figure 24. Vision schematization*



is to promote, in positive terms, the potential without denying suffering or discomfort. His work intends to find an alternative way that aims to understand and encourage the development of subjective resources to better manage their existence.

According to Seligman, the key to well-being is enclosed in an acronym - *PERMA* - which defines the substantial elements that make the existence of an individual a life worth living:

- Positive Emotion;
- Engagement;
- Relationships;
- Meaning;
- Achievement.

### Characteristics of the Responsible Entrepreneur

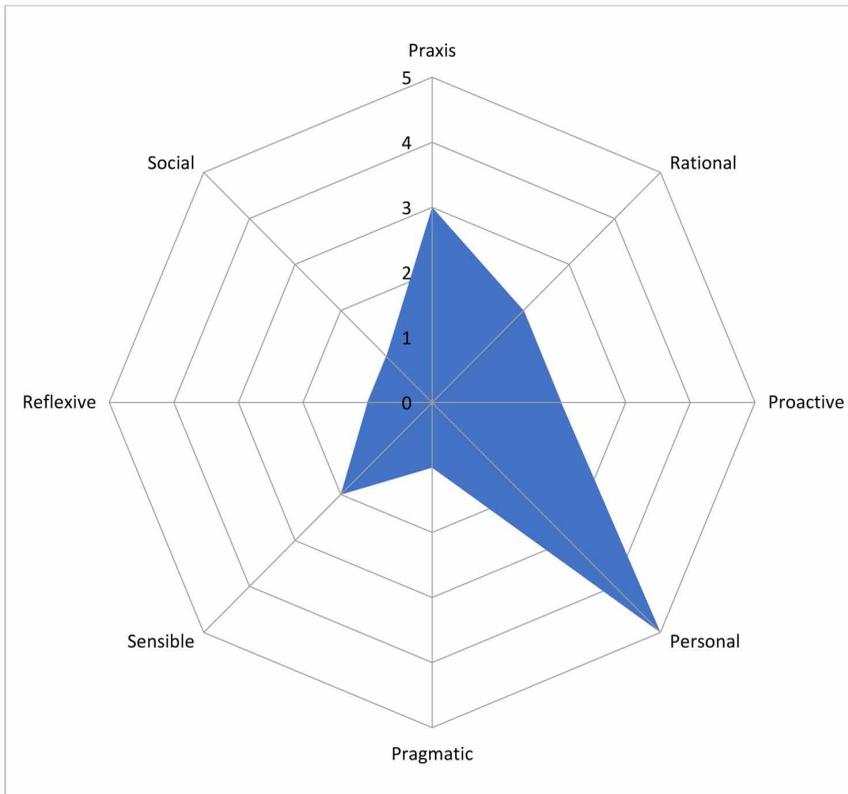
Positive thinking therefore contains a wide range of variables that need timely development; self-confidence and awareness of the impact of decisions are the corollaries of these five points identified above. From an entrepreneurial point of view, it is important to focus on these topics since a complete person cannot be endorsed only in the professional success and must also expand to other fields of life allowing to positively influence in an indirect way also in the workplace.

Seligman's path is an all-round development, to which the present work is also referring, trying to highlight the extent of the need of an integral person's education even in these fields which are far from the disciplinary sector.

### Awareness of the Impact of Decisions

This ability is judged by the interviewees as essential because it allows to define and implement the risk profile of the individual. The entrepreneurial

Figure 25. Positive Thinking schematization

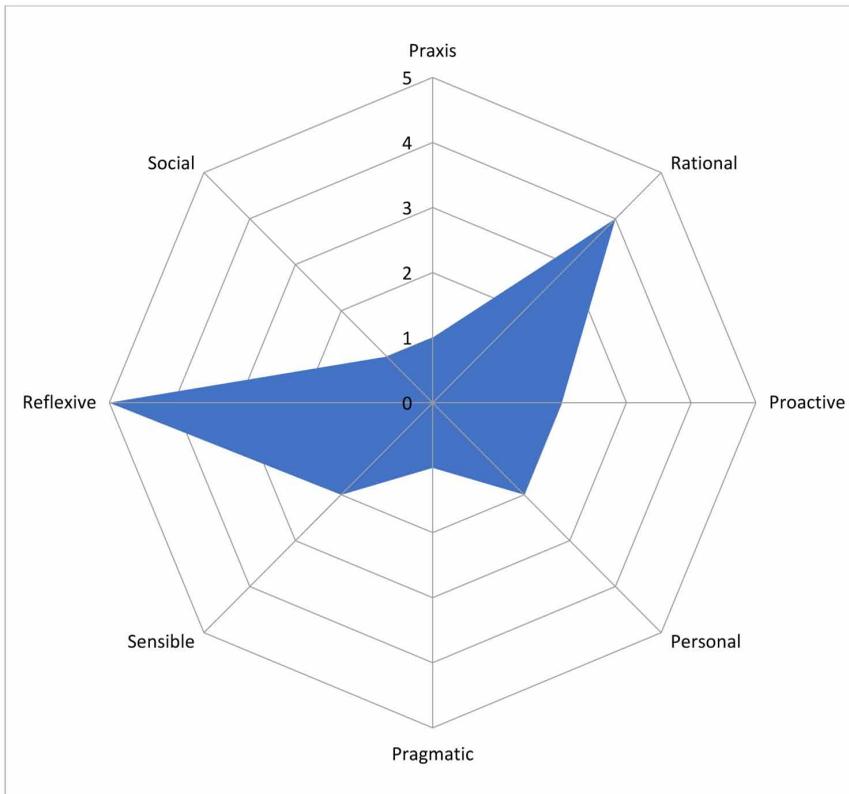


activity is undoubtedly characterized by high risk and therefore the awareness of the impact of decisions on the short term over the long term and on the whole organizational complex is essential for an adequate distribution of risk.

The aforementioned skill is made up of common sense, ability to evaluate the environment, quantitative and qualitative methods aimed at understanding the scope of decisions and concludes with analysis tools to evaluate their impact. Unlike the decision making in this field, a proactive and action-oriented strategy as well as constant verification and awareness of what is taking place in the organization is not implemented.

As supported by Figure 26, then, the reflective component is extremely strong while the proactive component is definitely less important.

*Figure 26. Awareness of the impact of the decisions schematization*



## **Improvement-Oriented Mentality**

The continuous improvement, called “Kaizen”, consists in the planning and the methodological development to acquire a continuous increase in the value of every business process, through the ideas and the contribution of all the staff and without the employment of huge economic resources. The leading international expert on Kaizen is Masaaki Imai. With the Kaizen we require the constant effort of everyone, in the logic that great results can be achieved only through small and continuous improvements.

Not only all the staff must maintain a certain standard in their work, but they must also continually improve it to acquire higher standards.

Kaizen’s main objective is to achieve excellence through small but continuous improvements, with real cost savings and increased productivity. The Kaizen is characterized by:

- Improvement implemented through small steps.
- Orientation to customer satisfaction.
- Strong involvement and the voluntary participation of the staff.
- A remarkable autonomy of the Kaizen improvement groups
- Bottom-up communication flows.
- The traditional know-how.
- Decisions aimed at the process under consideration and at the efforts to improve.
- The continuous change of standards towards more ambitious objectives.
- Small batches of production and a low level of stocks.
- Standardization in processes, without detriment to production flexibility.

Kaizen is the word that was originally used to describe the key element of the Toyota Production System with the meaning of “doing things the way they should be done”. It means creating an atmosphere of continuous improvement by changing point of views and the way of thinking to do something better than what is already done. In practical use, the Kaizen describes an environment in which the company and the individuals who work there are proactively engaged to improve processes. The basis for improvement is to encourage people to make small changes every day in their work area. The overall effect of all these small changes, over time, becomes significant, especially if all people and their managers are committed to follow this philosophy. Improvements are usually not accompanied by the use of sophisticated or

expensive techniques or the use of particular materials. Therefore, managers are encouraged to improve the efficiency of existing infrastructures rather than investing new resources by purchasing new ones.

Simplifying means focusing on simplifying processes, breaking them into sub processes and trying to improve each of them independently.

Teaching this type of mentality and applying it constantly both in the personal and the company context since its early days, definitely presents undoubted advantages. The orientation towards continuous improvement through small steps, the management of the quality of production and decision-maker processes has an important impact especially in the medium to long term. We can consider this method also with a view to continuous improvement of the person and continuous training of the organization by making it become part of the culture of the company and sediment itself in its processes.

Figure 27 highlights the very strong pragmatic component of this quality aimed at continuously improving company processes with a high proactive value which constantly impacts management through continuous improvement of the action and through the rational study of best practices to be applied in every situation.

## **Innovation**

Innovation can be considered in terms of process and thought as postulated by McAdam and McClelland (2002) who identify a route to follow through paths of creativity and feasibility studies to achieve marketing but also organizational improvement. Our model embraces this concept because it is directly connected to all the abilities we have identified, demonstrating its practical value and importance.

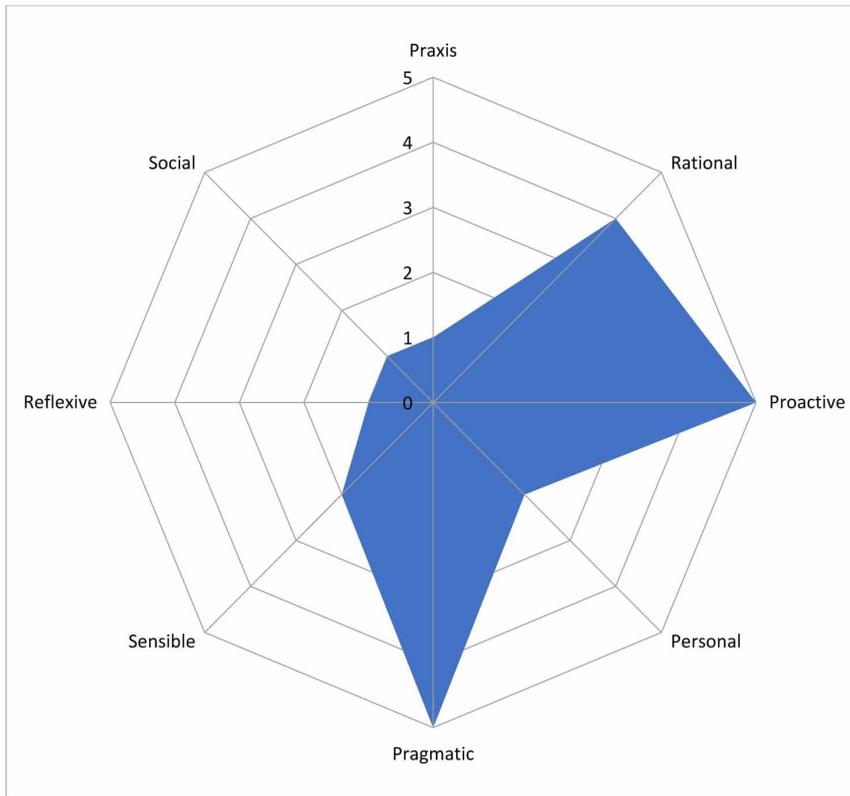
In Figure 28 it is possible to identify the stages the authors consider essential in this process by summarizing the necessary objectives and the fundamental steps to the development of coherent and economically sustainable ideas.

The first phase therefore involves the generation of ideas through all those techniques that are now part of the most competitive companies' practice such as the six-hat method or the Metaplan method.

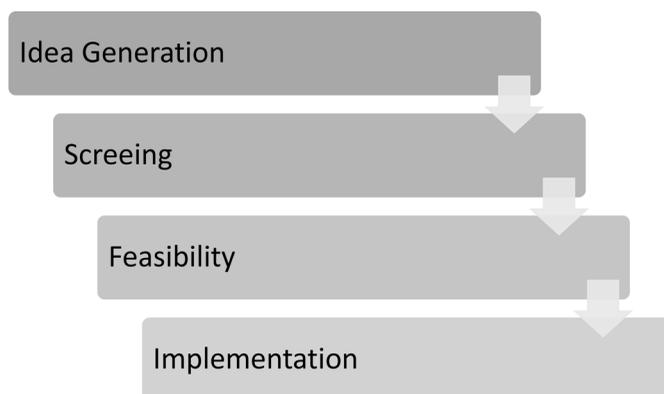
In the second phase the compatibility with the goals of the company will be evaluated to ensure a consonance and alignment both with vision and mission and with the imposed budgeting constraints.

**Characteristics of the Responsible Entrepreneur**

*Figure 27. Mentality oriented towards improvement schematization*



*Figure 28. The innovation process according to McAdam and McClelland*

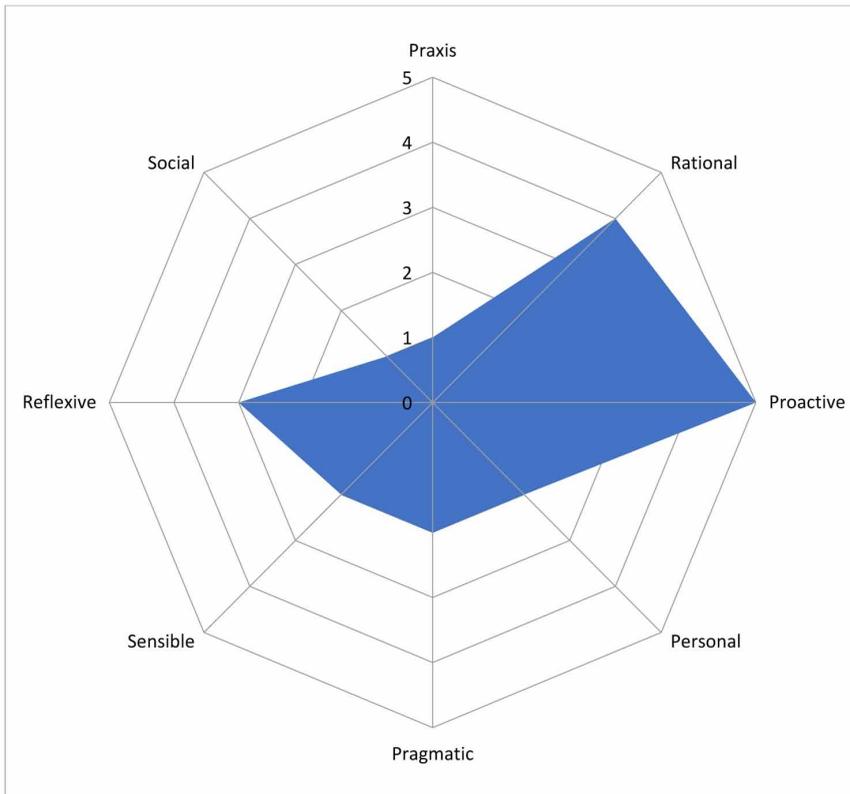


The third phase is the study of technical and commercial feasibility, the check of the necessary skills and the availability of material and immaterial resources for the realization of the new idea. If these are not present, the possibility of abandoning the project to implement new knowledge in the company will be evaluated.

Finally, we pass to the implementation and the realization of the idea through all the processes of optimization and formalization aimed at transforming the thinking of a material product.

In this view, we considered innovation as a process because we believe that the mental attitude stems from the union of all the skills that we have already listed while in this case we want to focus more on a process perspective that can allow the entrepreneur to drive the innovation process through all its phases and limiting the risk of error to a minimum. The proactivity within this process, which is more aimed at creating than reflecting, is therefore evident.

*Figure 29. Innovation Schematization*



## **Attention to Detail**

The last identified category in our model is the attention to detail that has been declined in Total Quality Management.

The TQM can be defined as an integrated system consisting of a part of theory and a part based on a series of practices that inflate the commitment of top management, the customer care, the good relations with suppliers, the use of benchmarking to improve, the continuous training, a great attention to workers, a reduction of defects to the point of their final disappearance and a good use of quality measurement techniques.

The characteristics of the TQM are the following:

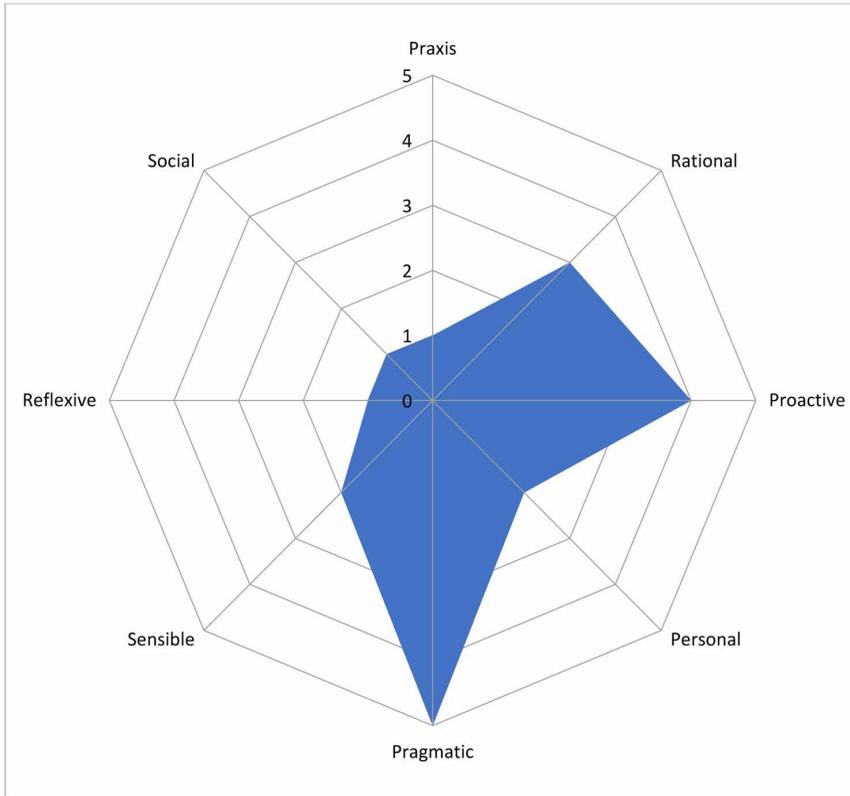
- A strong customer orientation;
- A method based on a long-term commitment for a constant improvement of processes;
- A strong leadership of the Management, accompanied by its involvement in the application of the methodology;
- The responsibility for establishing and improving the system is delegated to top management;
- Continuous improvement of performance at all levels and in all company areas.

The integration of this practice, in the corporate culture thinking, is the task of the entrepreneur since the creation of the enterprise. This is a *forma mentis* that allows to reach high quality standards and to impose in a widespread manner throughout the organization a quality culture and tension towards the final customer that is increasingly necessary and fundamental to maintain consonance with the reference environment.

We can schematize the areas of influence of this skill shown in Figure 30.

It is logical to expect the strong pragmatic component of the actions aimed at constantly proactively improving the decisions to be implemented through a continuous learning circle.

Figure 30. Attention to detail schematization



## DETAILED ANALYSIS OF THE PERSONALITY AREA

### Motivation

In the 50s and 60s the first studies related to motivation are developed and the different researchers, like Maslow (Maslow et al., 1970), try to conceive interpretive models that, however, can hardly grasp the complexity of the motivational question and to clarify its dynamics.

Certainly it is necessary to consider at least two different aspects, which gave rise to different interpretative theories.

- Aspects of Content, in other words set of elements connected to the identification and analysis of individual needs and goals;

### *Characteristics of the Responsible Entrepreneur*

- Process aspects, that is a set of actions that produce and support the motivation of the individuals within the organization.

Motivation is a concept that refers to the process by which the individual is stimulated to perform specific actions towards a goal and related emotions and feelings. It arises from the manifestation of a Need and, therefore, of a problem that generates an impulse to its resolution.

Every human behavior involves motivational aspects together with other elements such as culture and personal conceptions - i.e. beliefs, opinions and attitudes about the environment - and personality dynamics.

In particular, motivations are influenced by:

- **Locus of Control:** “Place” where the causes of success and/or failure are believed to be found. The belief that “success” and accomplishment are the result of external events and wills can, for example, lead to a lack of motivation to engage. On the contrary, believing that depends on one’s own abilities, one’s own actions, means taking responsibility upon oneself and, therefore, an individual can decide their own behavior according to the objectives s/he wants to attain.
- **Attribution Style:** Attitudes and beliefs that the individual has regarding strategies, their usefulness and the role played by the active effort to learn and use them. The connection between the attribution style and the locus of control is evident. In fact, the external assignment of control greatly reduces the perception that using appropriate strategies can produce useful results. On the other hand, the style of attribution is interrelated to self-esteem and to the sense of self-efficacy.
- **Sense of Self-Efficacy:** Perception of one’s ability to achieve success in task execution (success-based programming). It can also be understood as the “degree of trust” that a person has about their own success. It is based on the results achieved in previous experiences, and the achievement of each goal contributes to consolidate it. It is influenced by other personality characteristics such as the ability to manage failures, to receive delayed feedback over performance, ...
- **Self-Esteem:** Set of perceptions, opinions and feelings that we feel towards the many aspects of the person.

Maslow’s theory of needs, which is certainly the most known, places human needs in a pyramidal hierarchy, illustrated below:

1. Physiological needs, connected to the most ancient aspects, to immediate survival (breathing, drinking, eating, resting, moving ...); they are cyclic, linked to genetic aspects; the lack of satisfaction of these needs inhibits the perception of different needs;
2. Needs of security/safety, physical and emotional, related to long-term survival (freedom from dangers, threats and deprivations caused by physical damage, financial difficulties, illness);
3. Needs of affiliation, love and belonging; they are needs connected to the necessity for emotional exchange with others; they are realized through affective relationships, acceptance by peers, recognition as a member of the group, being together; the working environment is one of the contexts in which it is possible and necessary to establish emotional bonds; moreover, if the premises are created, the sense of belonging to the group develops, the organization is strengthened and personal identity strengthened;
4. Needs of esteem and self-esteem, i.e. recognition by others and respect for oneself; they are connected to the acquisition and maintenance of reputation, social collocation and self-image;
5. Needs of self-realization, whose satisfaction manifests itself in the acceptance of self, in spontaneity and in the ability to create deep human relationships.

McClelland's (1985) theory proposes a more precise definition, considering individual differences, specifying a method for measuring the construct. McClelland postulates the presence of three basic needs - success (achievement), power (power), affiliation (affiliation) - that operate simultaneously in each person, even if one of the three is particularly relevant if compared to the others. The need for success conditions the individual performances; it is characterized by a strong drive towards success, the assumption of personal responsibility, the acceptance of moderate levels of risk, the preference for individual work and the need for feedback and performance evaluation. The need for affiliation calls for behaviors of acceptance and friendship and cooperation, contributes to develop a sense of belonging. People in whom this need emerges prefer group work and show a moderate interest in professional recognition, they are very attentive to the work process while less focused on the result. The need for power manifests itself with control and influence needs, it easily stimulates competition, but often constitutes an instrument for the evolution of the organization. The relevance of one of the needs pushes the person to implement appropriate behaviors to the satisfaction of their need

### *Characteristics of the Responsible Entrepreneur*

and, in parallel, will tend to attribute value to situations that, even indirectly, contribute to the satisfaction of the same need.

The cognitive control exercised on thoughts and action is also determined by the ability to represent a concrete goal. In this perspective, it is important to make a distinction between intention, which is vaguer and not concrete, and objective which is de facto an intention that has such an intensity that becomes a precursor of action, and therefore an objective. Scholars who have developed these theories emphasize that the objectives are important elements for the person, they are specific in the content, and they are able to direct the behavior in an appropriate manner. When the person chooses the objective, a virtuous circuit is created in which the cognitive processes (symbolization, self-reflection, anticipation, etc.) guide the use of time, energy and money according to its achievement. (Bandura 1977, Locke and Latham, 2002).

In order to be motivating, the objectives must be evaluated on the basis of two parameters:

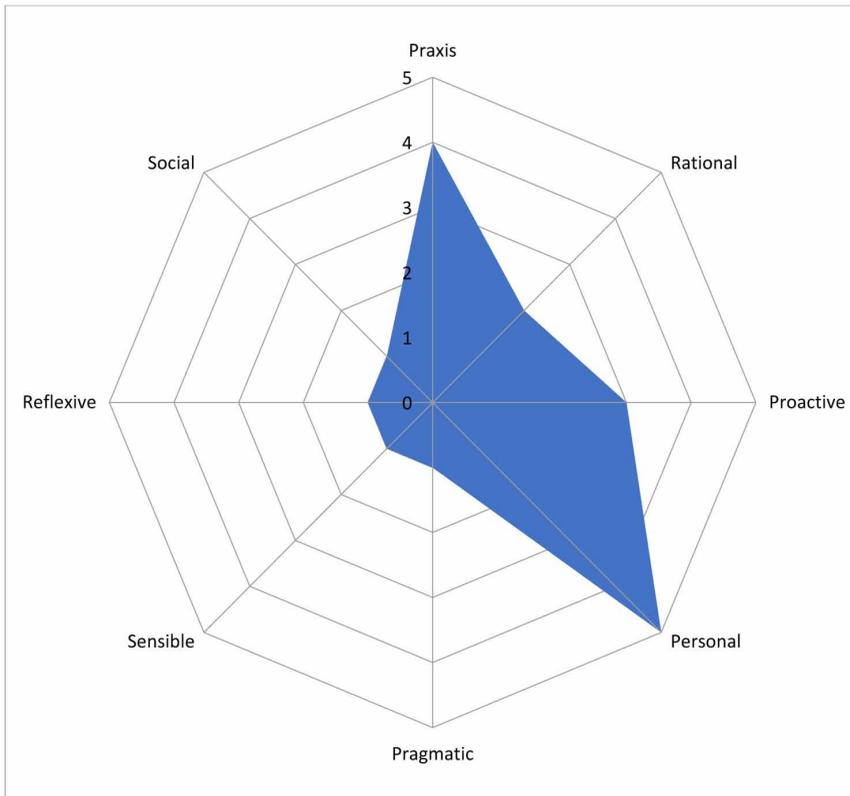
- Intensity, strength related to the importance of the objective
- Content, e.g. difficulty, specificity, achievability, etc.

Goals are important if they are clearly perceived, as achievable and important. In addition, challenging goals increase performance, while specific goals improve implementation. The objectives then direct attention and action and increase persistence. Commonly, frequent feedback is required especially at the beginning of an activity when the person does not have sufficient experience. The achievability and the value attributed to the success of the objective influence the participation of the individual and therefore goals perceived as difficult to reach, or whose success does not have sufficient value for the person to repay the effort, are difficult to be pursued.

From this brief summary of the literature, it is clear that there is not yet a precise definition on motivation, there are conflicting opinions on what the main drivers that are changing it. In our perspective, from an entrepreneurial point of view, we can simply define it as the desire to create something of its own that is the result of a dissatisfaction with the present condition in a proactive effort to change it.

We can therefore consider this guiding characteristic in a pro-active perspective such to select and guide action towards a direction in a strictly personal perspective of internal motivation without the need for social legitimization.

Figure 31. Motivation schematization



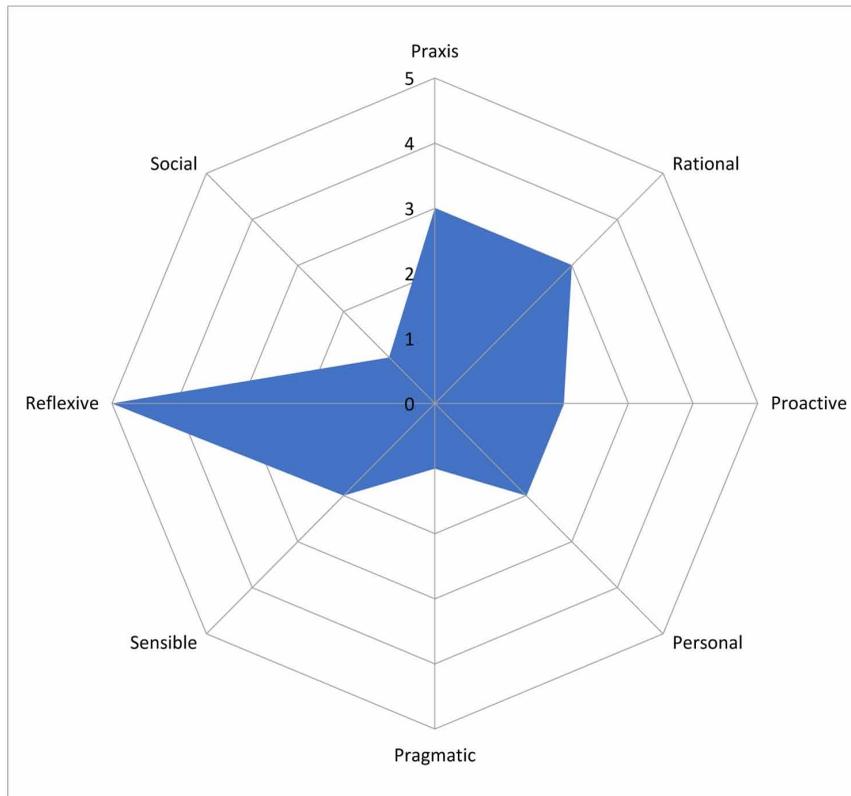
## Risk Assumption

The riskiness of every business activity is logically high; as regards this feature we do not want to observe the ability of the entrepreneur to mitigate the risk but the identification of their risk profile and the evaluation of opportunity costs consequent to it. It is logical that every action first involves a reflection, it will therefore be the entrepreneur, through the joint use of all the characteristics that we have identified, who will make an assessment on the scope of decisions and on the deriving opportunity costs.

The different characterization of each individual will therefore lead to a different approach to risk; there will be those who will be more inclined towards innovation and more pioneering actions, and those who prefer to use consolidated mechanisms, but making a creative contribution to generate a competitive advantage against already consolidated competitors.

## Characteristics of the Responsible Entrepreneur

Figure 32. Risk Assumption schematization



We therefore consider this activity as extremely reflexive; in fact, it concretizes in the reflection of the risk the individual is willing to take.

## Common Sense

When we talk about common sense it is difficult to furnish a precise and unambiguous definition; if we want to compare with law definitions it is immediate to link it to the diligence of the good family father who sees this virtue as the average diligence required in fulfilling of an obligation which, however, should not be confused with correctness or good faith. From a psychological point of view, we can consider common sense that ability to discern and understand the situation to reach a balanced decision in line with our objectives.

If we look at this definition from a philosophical and theological point of view, we can define common sense as prudence, the principal of the cardinal virtues recognized by Christianity, that guides person to act in a good and balanced way.

From these three apparently different definitions, however, it can be deduced that common sense is exactly the ability not to be influenced by external events and to decide in a sensible and rational way, understanding the scope of action in all the fields of existence in which it manifests. Therefore, common sense makes us choose which are the right tools to use in every situation and which are the right choices to cause the minimum damage to the individuals involved. The development of this characteristic undoubtedly takes place through practice but also through an emotional intelligence that understands the situations and circumstances, seeking through the sensitivity to understand even the most profound consequences of our actions.

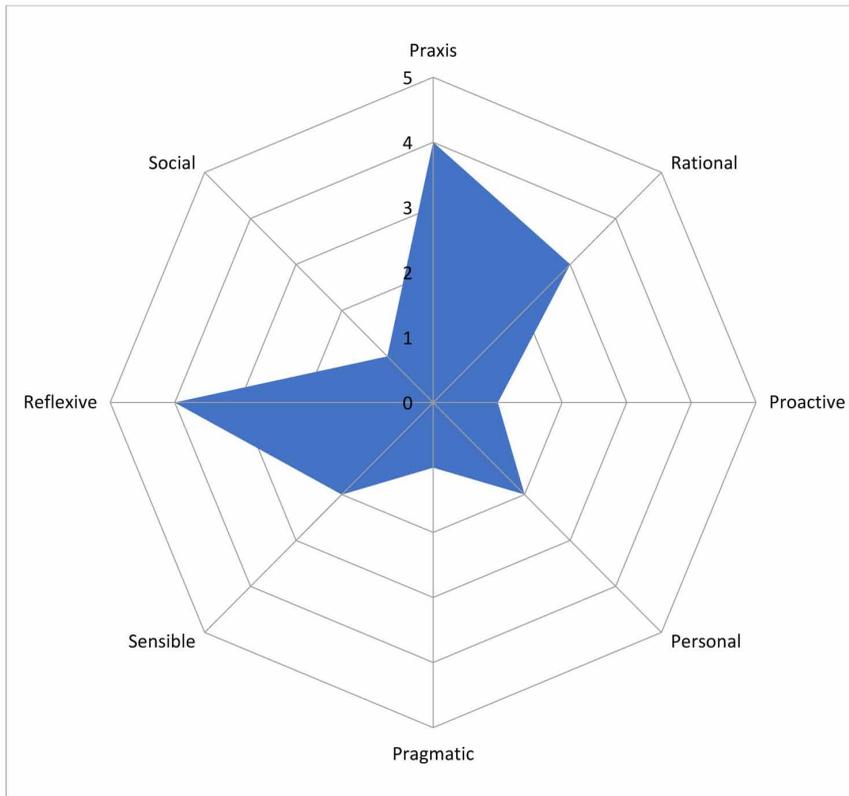
## **Values**

We have already had the opportunity to talk about value system in an individual, but in this particular case we concentrate on its possession. From an entrepreneurial point of view, it is possible to refer to all the ethical aspects applied to the business. In the first place, the definition of ethics is to act good for the goodness, and if we decline this concept in a more economic perspective we can argue that even in doing business it is necessary to have basic guiding values in order not to transform competitiveness and the generation of profit in the only drivers of the action. The entrepreneur as a leader is responsible for their collaborators, the impact of their decisions on the social and institutional environment. Profit is the ultimate goal of the enterprise but the production of the good must be enslaved in order to improve the human condition by producing objects or services whose ultimate goal is to improve the quality of life of the individual.

Another important aspect to focus on is the compliance with environmental and social standards: the generation of mere profit with heavy repercussions on the environment, perhaps through pollution, exploitation of child labor does not appear in our perspective worthy of being called entrepreneurial. The development of this sensitivity takes place through the civic consciousness of an individual, the understanding of the need for respect for other people and the idea that in the future the damage caused by the company by a simple

## Characteristics of the Responsible Entrepreneur

Figure 33. Common Sense Schematization



selfish act could have a dramatic effect on who it will inherit the environment and the context.

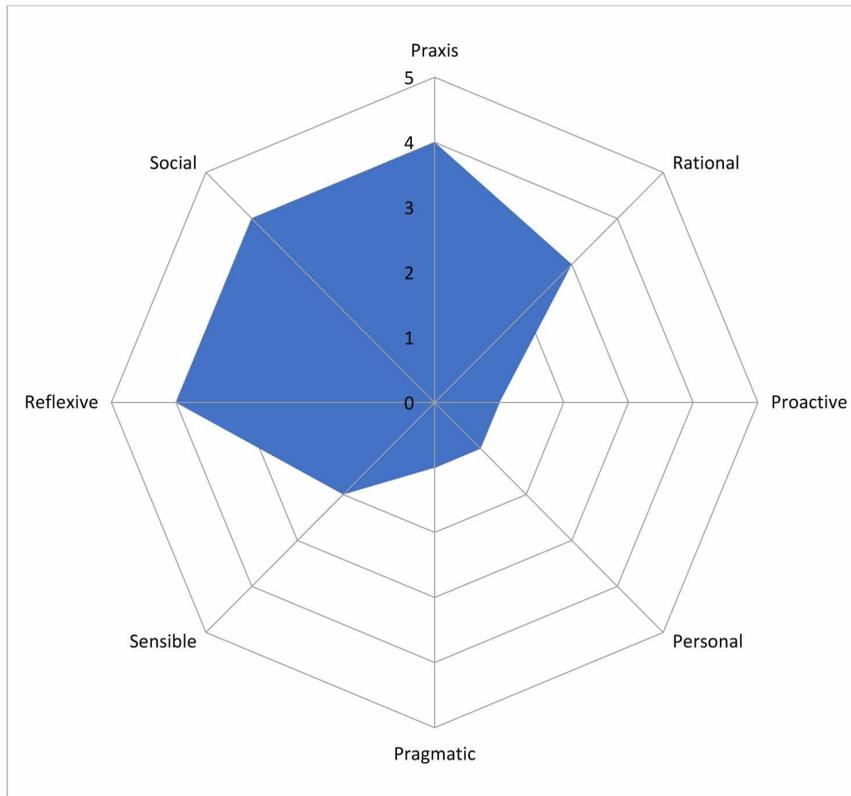
Building an ethical sense in business seems to be of secondary importance while it contributes to the creation of real value not only within the company but also outside of it, by discarding those decisions that could generate a benefit in the short term but strong damage in an optic that is not temporary.

As mentioned above, the high social content of this feature is highlighted as it directly influences both individuals outside the organization and those directly close to the entrepreneur. We have considered this feature as a guide because it will allow to select some paths with respect to others.

## Competitiveness

The spirit of competition can also be translated as an orientation to the result and it is a competence that manifests itself when a person adopts with

*Figure 34. Values schematization*



continuity an attitude oriented to accept the objectives linked to their role and coherently orientates the action.

Some indicators proposed in the literature (Spangler, 1992) relating to the individual can be summarized as follows:

- S/He perseveres in achieving the result and is not discouraged by errors and failures;
- S/He identifies and research all the strategies to achieve the result;
- S/He recognizes priorities and urgencies with a view to achieving the result;
- S/He evaluates the risk of the activities and regulates performance and resources level in relation to the importance of the activities and the objectives to be achieved;
- Involves and guides the group towards the result to be achieved;

### Characteristics of the Responsible Entrepreneur

- It acts consistently with the commitments, actively and positively influencing the events.

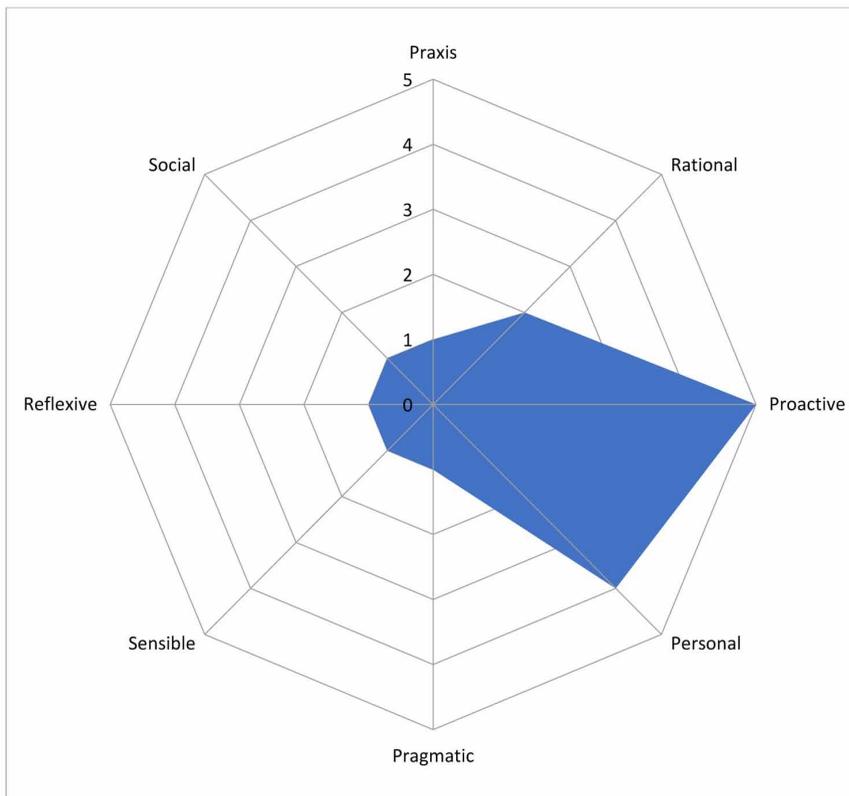
These qualities as defined seem necessary to the entrepreneur, to the continuous orientation to the result and to the self-competition and the trend of an extremely proactive person towards the surrounding environment, allowing to transform thought into action through a virtuous circle.

It can be deduced, therefore, the high pro-active value of this characteristic, which stimulates the action and the guide by giving motivation and energy, transforming the individual from passive to orientate to action.

## Resilience

The term “resilience” originally came from metallurgy: it indicates, in metallurgical technology, the ability of a metal to withstand the forces applied

Figure 35. Competitiveness schema



to it. For a metal, resilience is the opposite of fragility. It is the same also in the psychological field: the resilient person is the opposite of an easily vulnerable one. Etymologically “resilience” derives from the Latin “resalio”, iterative of “salio”. Someone proposes a suggestive connection between the original meaning of “resalio”, which also connoted the gesture of going up on the boat upside down by the force of the sea, and the current use in the psychological field: both terms indicate the attitude of moving forward without surrender, despite the difficulties.

Psychological resilience is the ability to persist in pursuing challenging goals, effectively addressing the difficulties and other negative events that will meet on the journey. The verb “persist” indicates the idea of a motivation that remains firm. In fact, the resilient individual presents a series of unmistakable psychological characteristics: s/he is an optimist and tends to “read” negative events as temporary and circumscribed; s/he believes to have a large margin of control over its life and the surrounding environment; s/he is strongly motivated to achieve the goals s/he has set; s/he tends to see changes as a challenge and as an opportunity rather than a threat; faced with defeats and frustrations, s/he is capable of not losing hope anyway.

This mental attitude is a filter that allows to observe reality in a detached and anti-anxiety-like manner. Entrepreneurial work is certainly challenging and full of tension, the personality of the individual who tries to undertake this path must be strong and formed as s/he will have to face a very high and heterogeneous difficulties which may disrupt the average person. Developing this characteristic therefore appears essential, it partly derives from a natural tendency of the individual but can be improved through guided exercises of self-talk, meditation and management of critical states.

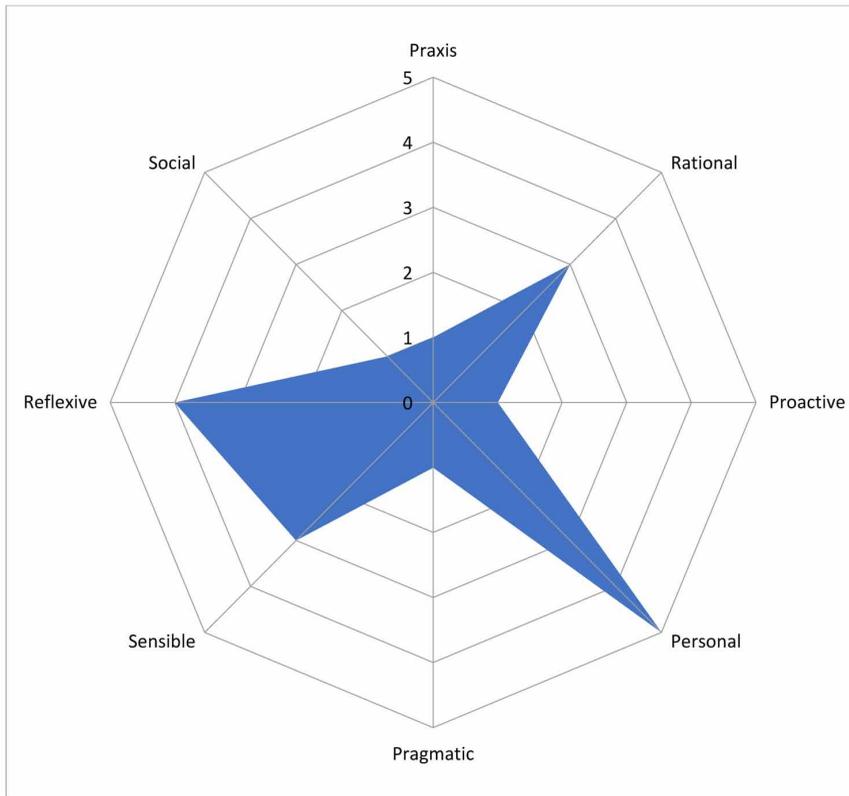
This feature strongly impacts in the personal sphere of the individual and is guided by a rational but at the same time sensitive thought and develops through a self-reflection on own abilities, own desires and the style to approach the complications, trying to improve cognitive models as difficulties arise.

## **Awareness**

The awareness can be declined in various aspects; in our model it is considered as the ability to be present in the moment and to have control over the majority of the environmental variables in order to have a constant vision of the ongoing processes. This ability is reached partly with experience and partly with attention to the present moment and to detail. It is also important

## Characteristics of the Responsible Entrepreneur

Figure 36. Resilience schematization



to underline that this process is favored by the streamlining of procedures and ways of thinking in line with what we will say in the following sections on Lean Organization.

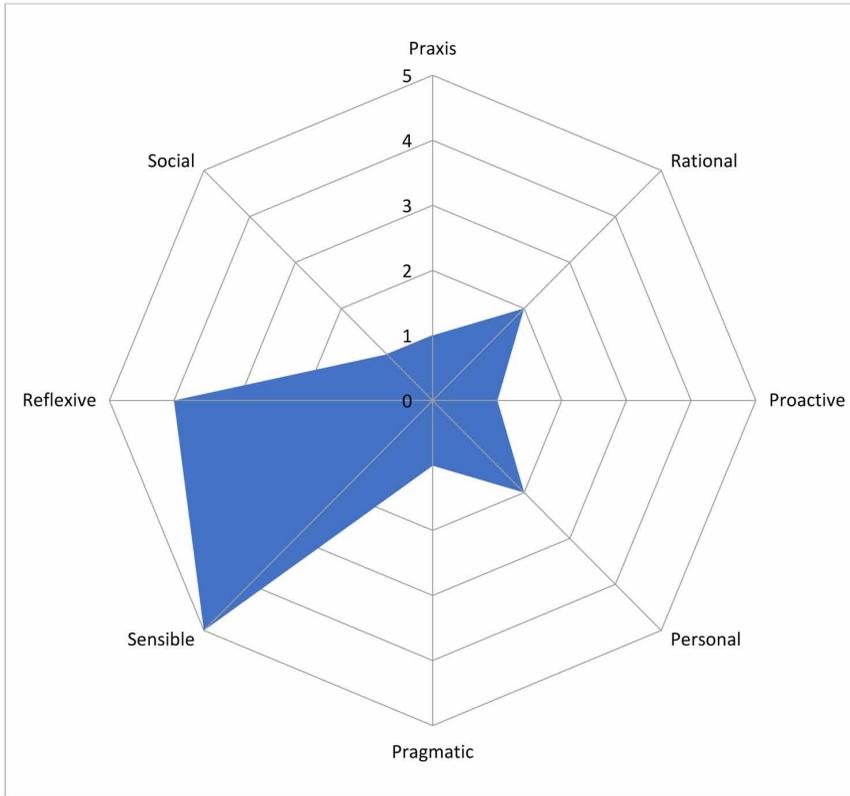
The entrepreneur must constantly monitor the organization of all involved processes, giving importance to feedback received from both collaborators and other stakeholders as well as end customers.

The high degree of sensitivity required by this ability is also combined with a dose of rationality, in order to understand the situation as a whole, rather than a reflection on the organization.

## Acceptance

In the study by Hood & Young, acceptance is referred to both failure and loneliness and isolation that can lead to the entrepreneurial role. It is no coincidence that this kind of experience is certainly punctuated by failures

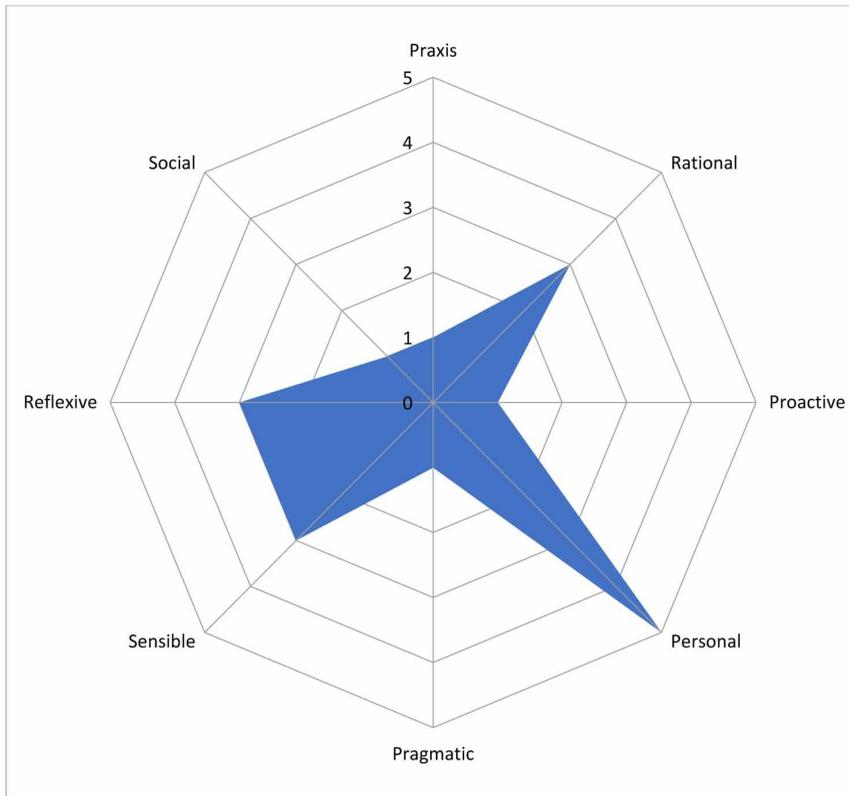
Figure 37. Awareness schematization



successes along its path which requires constant and continuous commitment that can lead to the sacrifice of other aspects of life. The two authors refer to the solitude and the need to have periods in which to withdraw to work and reflect. The person who decides to undertake this type of experience must be aware of the hard work and the constant effort that are required and needed in this sector; interviewing many entrepreneurs we realize that these moments are not lived with melancholy but by virtue of a vision of a deeper desire to create and see the growth of one's own business and the balance between fatigue and satisfaction tends strongly in favor of the last one. This topic links directly to the issue of resilience as the need for a high capacity for managing stress and situations that do not bring immediately benefit to the status of the individual is evident.

## Characteristics of the Responsible Entrepreneur

Figure 38. Acceptance schematization



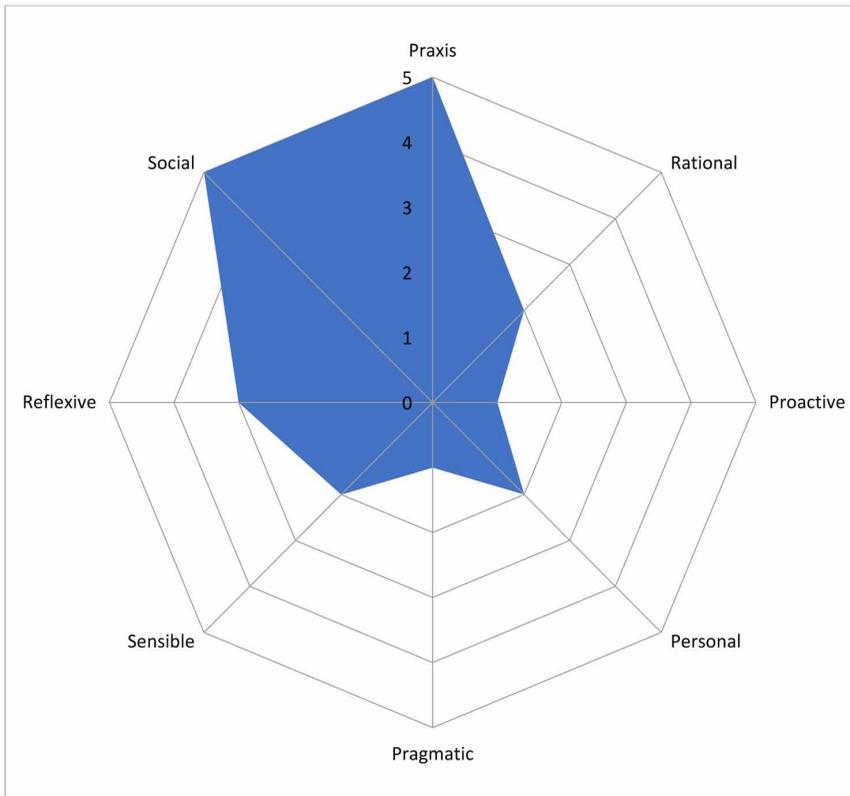
## Responsibility

This area is connected directly to the values and common sense, but declined from a moral standpoint, the duty of the entrepreneur towards their employees and acting in the awareness of their behavior.

## Adaptability

We consider adaptability as an expansion of the concept of flexibility applied to both thought and organization. This principle in economics was expressed by the Lean Thinking who appears in managerial terminology in 1996, following the publication by James P. Womack and Daniel T. Jones (2015) of the book with the eponymous title, in which the authors describe the 5 lean principles.

Figure 39. Responsibility schematization



The step is important because the authors make the lean methodology developed in the TPS (Toyota Production System) and made known in 1990 with the book “The machine that changed the world”, a philosophy of business management that goes well beyond the manufacturing. Simplifying a lot, the key concept behind “Lean Thinking” is that of value, i.e. we need to focus company resources on processes that create value for the end customer, eliminating waste.

Today, this way of managing has been declined also in a way of thinking in which all the superfluous is eliminated and every decision made in context is made flexible and adaptable. This ability is particularly interesting as the entrepreneur will constantly have to face a changing environment and will constantly have to change their own goals and objectives according to the new information s/he constantly acquires. The dowry of flexibility is essential to entrepreneurial activity because the individual can change in part

### Characteristics of the Responsible Entrepreneur

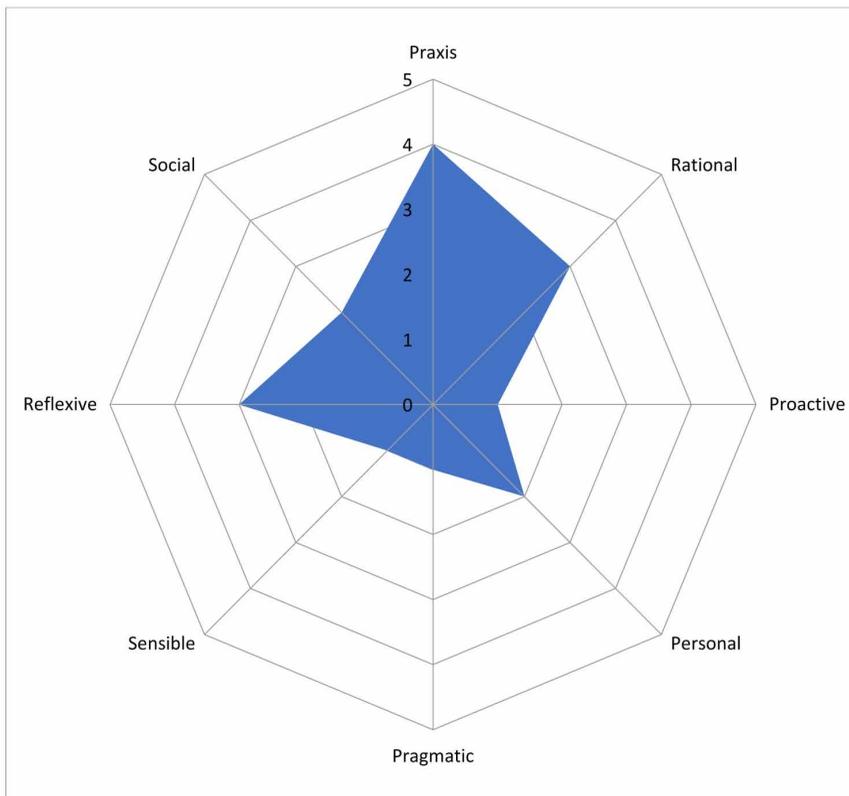
the environment but will mainly have to comply with it by looking for those interstices to enter into, in order to leverage the competitive environment.

Adaptability is therefore a personal and organizational mindset that must be implemented constantly and since the early stages in the corporate culture.

## “HARD” AND “SOFT” ENTREPRENEURSHIP POLES

Based on what we said, it should be noticed that entrepreneurship is made up of a well-blended set of highly heterogeneous components; these essentially lead, also by virtue of the thought proposed by Kirzner (1979), to a particular attention to reality and the environment which is formed through the multifaceted development of a set of activities and apparently disconnected capacities. Such those, however, join to allow the individual to

Figure 40. Adaptability schematization



reach a development and a sensitivity capable of making the individual able to interpret the weak signals of the environment.

It is important to reiterate the distinction between entrepreneurship and management: an entrepreneur must certainly be a manager able to manage those more pragmatic organizational aspects of the life of the company but will never forget the sensitivity and spirit of initiative that distinguishes him from the executor. The manager must also have a certain talent of entrepreneurship perhaps declined in a perspective of continuous improvement and propensity to act. Even the literature has recognized the lack of importance of the technical ability of entrepreneurial actuation activation and the lack of attention by educational institutions to train students in this direction.

Therefore, a spontaneous reflection on how nowadays students who come from a faculty of economics are perhaps excellent managers, but often lacks that attitude of that particular sensitivity of the entrepreneur. The role of training institutions in this sense should be to provide an adequate background for the development of these characteristics also in reason of what we have seen and the recommendations of the Oslo agenda, in which it is believed that entrepreneurship is one of the basic qualities necessary for the development of the whole country economic system. It is important to reiterate that the Oslo agenda has been approved by the European countries, thus giving practical validation and universal recognition of the importance of this feature. In fact, in this agenda refers to soft skills and not so much to the technical component of entrepreneurship which, as we have seen, is expressed in management.

Understanding the importance of those attributes that are hardly more teachable and measurable is essential today as the difference is that competitiveness is not so much played on skills that can be easily acquired but through a set of meta-skills that create a very strong path dependency and therefore difficult to avoid if not through a long training process. We have therefore seen that the American model is based on managerial skills and is strongly in crisis both because of the new literature available in the sector and of the practical evidence that occurs more and more often. The optics of long range planning, of scientific management and of the American manufacturing system are extremely inapplicable and obsolete in a highly changeable context such as the current one in which information management, its skimming and sensitivity play an essential role. Approaching today the scientific rigor and consolation of mathematical models is a failure. The necessity of a certain rigor always remains more and more confined to those strictly technical fields in which, for example, the optimization of certain phases and the improvement of the business processes are required, but they

find their fulfillment and their reason for being in decisions strategies and opportunities well-known to many of them.

It is good to distinguish the necessity and importance of an instrument from the entrepreneur skills; the tools made available to management and decision making are exclusively part of the toolbox that requires the skill of the craftsman in order to create the artwork.

Based on our vast literature analysis and with the guide of the well-established Hood and Young's model, we presented a detailed overview of the responsible entrepreneur's skills and traits. However, our theoretical model needs an empirical validation that is presented in the next chapter.

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## Chapter 6

# Characteristics of the Responsible Entrepreneur: An Empirical Research

### **ABSTRACT**

*In the chapter, the authors present the empirical testing of their theoretical model. After the presentation of the theories behind the model, they now provide an empirical validation to their claims and hypotheses. The result of the empirical testing confirmed the validity of the proposed model.*

### **INTRODUCTION AND RESEARCH METHODS**

Once the model, drawn up according to our evaluations, was presented, we asked ourselves what would have been the perception of entrepreneurial education that the possible beneficiaries could have. It is good to remember that the insertion of the values presented in the previous model was made on an arbitrary basis by the authors through what is exposed in the literature.

In order to try to understand on a sample basis the accuracy of our assumptions we have found it useful to empirically validate the first four attributes of each area of the matrix, obtaining a complete evaluation of all the eight characteristics for each attribute.

In this way the data set is presented as the evaluation of a total of 16 areas as well as demographic information for each tested individual such as: age, work experience, gender differentiation.

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**Characteristics of the Responsible Entrepreneur**

Synthetically, for each survey it is possible to summarize the aggregate data as shown in Table 1.

The reference sample, after careful consideration, has been identified in a group of students in the first year of the Master’s course in Management.

The reason that led to this choice is due to some factors:

- All students had at least a bachelor’s degree of education;
- All the students having attended the mentioned courses were familiar with the concepts of praxis, pragma and poiesis;
- The students represented a possible reference target to start an entrepreneurial training path and, therefore, a direct evaluation by students appeared essential to understand the perception of certain issues;
- Given the previous university experience, the reference sample was familiar with the areas where assessment was required and therefore the risk of cognitive bias was severely limited;
- The sample was easily accessible and the questionnaires could be administered in a controlled environment such as university lectures, where the level of student participation was presumably high.

Regarding the collection of evidence, we created an ad-hoc questionnaire in which, after entering the demographic data, it was necessary to evaluate for each area the eight variables present in the Kiviati diagram, as exemplified in Table 2.

*Table 1. Research macro areas*

Demographic information: Age Sex Work Experience	
Evaluation of the different areas	
Content Finance & Cash Management Operations Management Accounting Marketing	Mentality Creativity Opportunistic Thinking Vision Positive Thinking
Personal characteristics Motivation Risk Assumption Common sense Values	Skills and Behaviors Leadership Oral Communication Written Communication Logic Thinking

*Table 2. Individual attribute variables*

Required information for each area on a scale from 1 (little) to 5 (good)
<ul style="list-style-type: none"> <li>● Praxis</li> <li>● Pragma</li> <li>● Rational</li> <li>● Sensible</li> <li>● Reflexive</li> <li>● Proactive</li> <li>● Personal</li> <li>● Social</li> </ul>

The evaluation was carried out on a scale of values from 1 to 5 with 1 considered as little and 5 considered as good; the questions were asked in an indirect way to avoid any kind of cognitive bias.

The administration of the questionnaire took place during the lessons, the students were invited one by one to sit in a reserved place inside the classroom where there was a PC to provide answers. The choice of this method with respect to the use of paper is due to a lower risk of entering incorrect data in the elaborations of the questionnaire by virtue of the fact that each individual produced 131 variables to be processed.

## **ANALYSIS OF THE SAMPLE OF RESPONDENTS**

It is important to reiterate that the selected sample is part of a university class and is therefore centered on this particular aspect for the reasons mentioned above.

The total amount of evidence collected amounts to 61. The size of the sample appeared to be significant for a comparison between our hypotheses and an empirical test.

Regarding the age distribution, it is possible to refer to Figure 1.

As it can be seen, the average age is around 25 years with a shift to the right for residual amounts of age values above the average.

An interesting fact is represented by the equality of students with 24 and 25 years and by the high number of students with 28 years who shift the average age to a slightly higher value.

Figure 2 represents the same set of data through a pie chart, to provide a better understanding of the age distribution of the sample, in this case the percentage values on the total of the observations are also represented.

Figure 1. Age distribution histogram

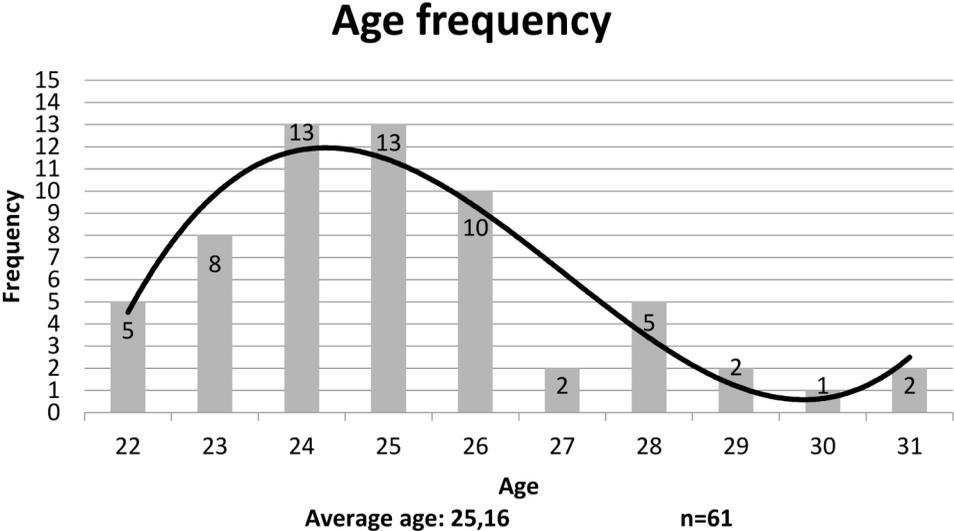
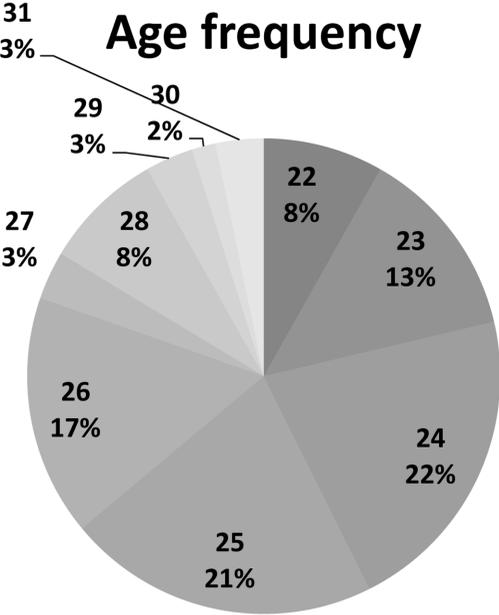


Figure 2. Age distribution pie chart



From this new graphic representation, it can be seen how our sample is centered on an age of 24 and 25 with two fairly important appendages over 23 years and 26 years.

With regard to gender distribution, the data shows us a substantial equality of observations.

Figure 3 illustrates the gender distribution of our sample.

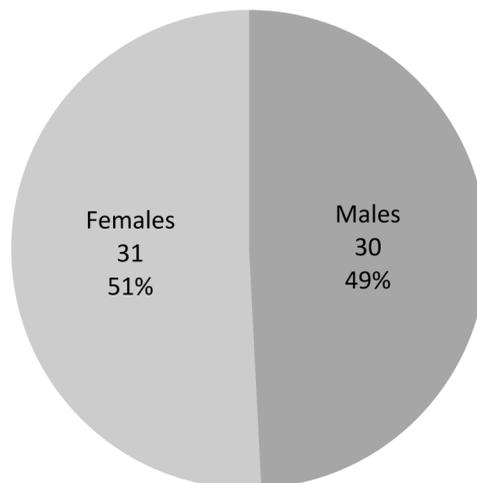
As it can be noticed the observations ( $n = 61$ ) are homogeneously distributed between males and females with only one more observation for the female group.

This datum is particularly important as in this way our sample should not be affected by any correlations on the weights possibly due to the different score given to the variables from males and females. The data analysis did not show any kind of correlation of this type but we were anyway satisfied that we found the equitable distribution of gender in our random sample.

Finally, as the last analysis carried out on the sample, we asked the interviewed students if they have had work experience, even non-continuous, for at least six (6) months; the reason for this request is due to the fact that direct experience in the field and at work could have modified perceptual criteria regarding the qualities needed for an entrepreneur.

This could be due to the fact that by working and coming into contact with entrepreneurs, it is possible to better identify the needed skills to undertake such an activity. However, the data analysis did not give substantial differences between the perception of those who worked and those who didn't, this

*Figure 3. Gender distribution pie chart*



### *Characteristics of the Responsible Entrepreneur*

evidence could be related to the fact that the students have not yet practiced the world of work as an ongoing experience, eluding that reflection on its characteristics.

However, it is noteworthy that an important share, which is close to 2/3 of the total, had work experience of at least more than six months, also demonstrating students' knowledge of the world of work.

## **DESCRIPTION OF THE EVIDENCE REPRESENTATION**

After analyzing our reference sample for the empirical test of the model, we move to the analysis of the evidences emerged during the phase of the questionnaire regarding the four of the main attributes of each area.

The processed data were represented in tabular form by dividing the questionnaire results into all the variables analyzed in the theoretical model, then the percentage weight attributed during the processing phase was analyzed with the one that emerged from the sample perception using the quadratic deviation medium as a dispersion measure.

The last step before the graphical representation was to analyze the degree of existing correlation between the data emerged from the empirical research and the hypotheses ones comparing them with the average correlation of all the evidences of the sample.

*Figure 4. Work experience pie chart*

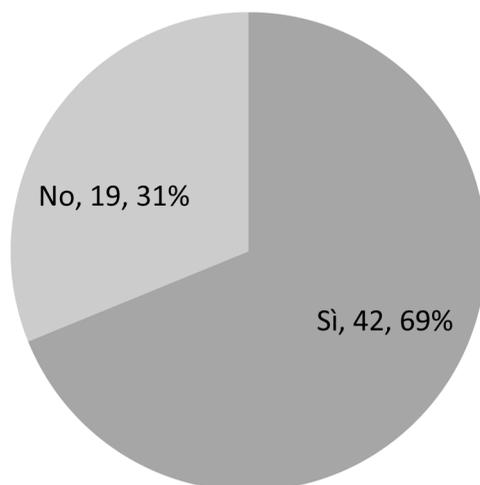


Table 3. Data representation example

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis					
Rational					
Proactive					
Personal					
Pragmatic					
Sensible					
Reflexive					
Social					
Correlation:				Deviation average:	
Average Correlation:					

After the tabular representation shown in Table 3, data were placed in the Kiviati diagram where the hypotheses were represented in blue and the evidences in red (Figure 5).

## COMPARISON BETWEEN HYPOTHESIS AND EVIDENCE IN THE CONTENT AREA

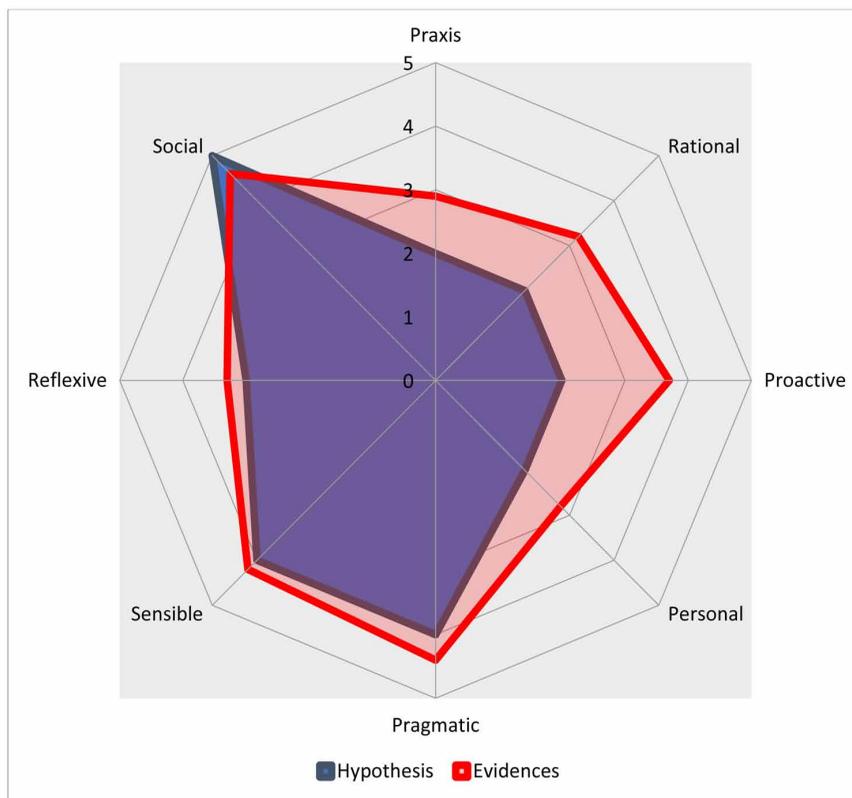
Following the outline of the previous chapter, we present the study of the evidence from the content area.

### Finance and Cash Management

As it can be seen from Table 4 and Figure 6, the perception of this area by the students does not have significant changes compared to what is proposed in the model, the correlation is only slightly lower than the average as the average deviation does not exceed the unit. The only consideration that emerges concerns the score assigned to social values and praxis that deviate from our hypothesis of about one unit. We interpreted this result as a distortion related to the wide content concerning the finance area where countless concepts, not always strictly related to the management of liquidity but also to its investment as a secondary profit source for the company, can be found.

## Characteristics of the Responsible Entrepreneur

Figure 5. Graphical representation example

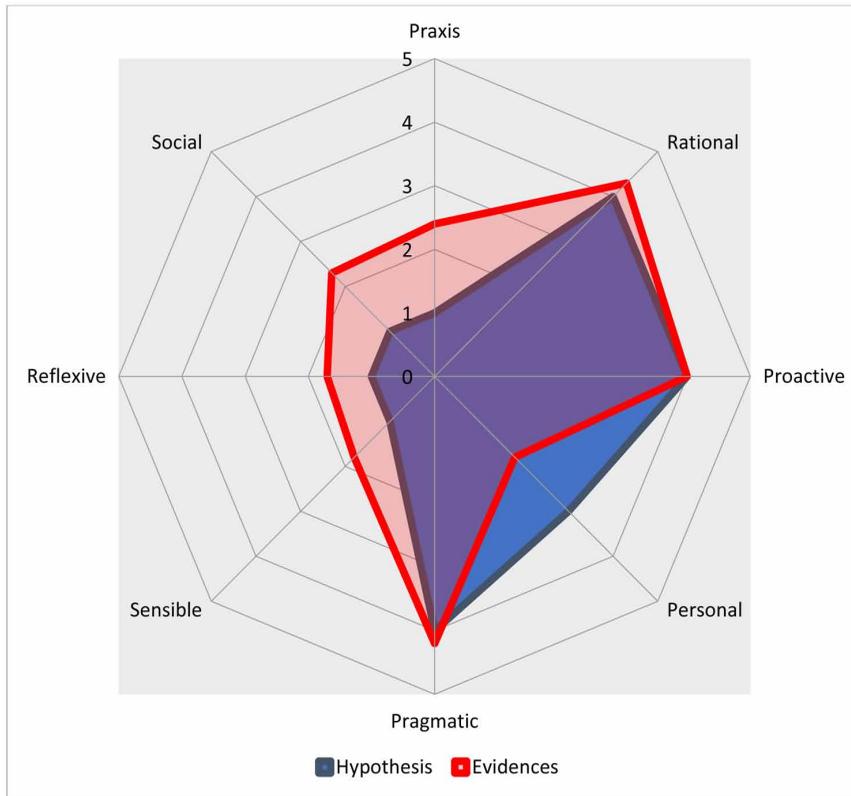


\*For a more accurate representation see the electronic version.

Table 4. Finance and cash management data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	1	2,4	5,26%	10,82%	2,05
Rational	4	4,3	21,05%	19,13%	0,09
Proactive	4	4	21,05%	17,79%	0,00
Personal	3	1,8	15,79%	8,01%	1,44
Pragmatic	4	4,2	21,05%	18,46%	0,02
Sensible	1	1,8	5,26%	8,01%	0,64
Reflexive	1	1,7	5,26%	7,56%	0,49
Social	1	2,3	5,26%	10,23%	1,69
Correlation:		0,835		Average Deviation:	0,80
Average Correlation:		0,846			

Figure 6. Finance and cash management data representation



*\*For a more accurate representation see the electronic version.*

## Operations Management

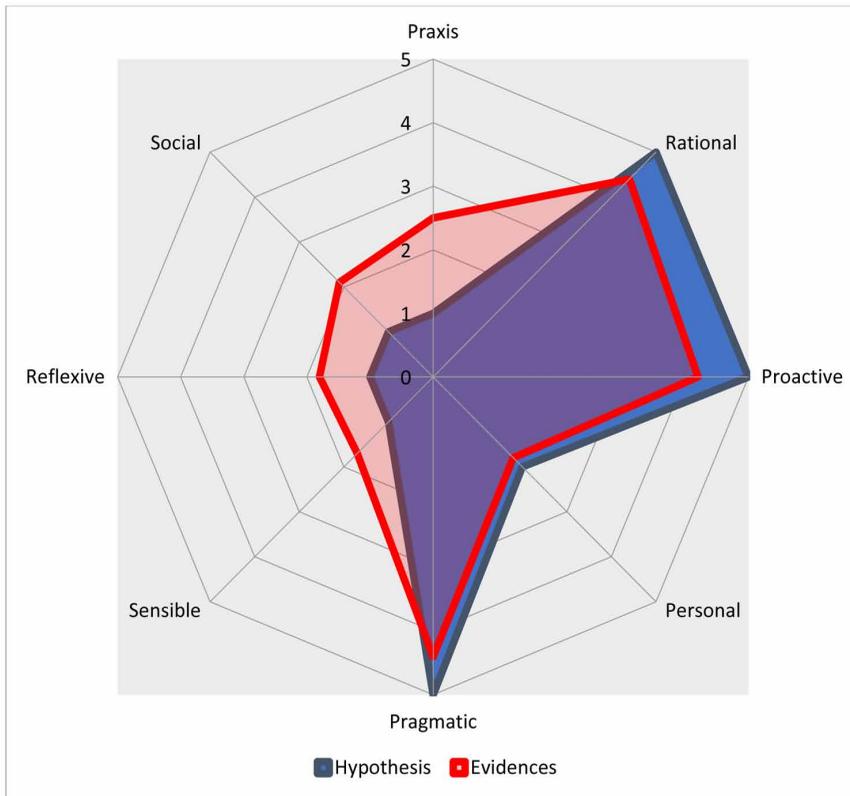
Also in this case there are no particular deviations from what was hypothesized, if not a slight shift of the right perceived area that subtracts values from Rational and Proactive and assigns them more to Reflective and Practices. Compared to the Finance area, in this case, the correlation rate is one of the largest found throughout the study, showing how when the area of analysis is strongly punctual and delimited as the Operations, the degree of understanding improves and consequently also the perception from part of the students is closer to the hypotheses of the model.

**Characteristics of the Responsible Entrepreneur**

*Table 5. Operations management data elaboration*

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	1	2,5	4,76%	10,92%	2,25
Rational	5	4,4	23,81%	19,21%	0,36
Proactive	5	4,2	23,81%	18,34%	0,64
Personal	2	1,8	9,52%	7,86%	0,04
Pragmatic	5	4,4	23,81%	19,21%	0,36
Sensible	1	1,7	4,76%	7,42%	0,49
Reflexive	1	1,8	4,76%	7,86%	0,64
Social	1	2,1	4,76%	9,17%	1,21
Correlation:		0,954		Average Deviation:	0,75
Average Correlation:		0,853			

*Figure 7. Operations management data representation*



*\*For a more accurate representation see the electronic version.*

## Accounting

Given the high degree of fragmentation of this particular analysis area, it was reasonable to expect that the students would not follow in a timely manner what we hypothesized. Even with this premise, although the correlation is lower than the average, it remains within satisfactory levels. The interesting data is the one given by the sample to the Proactive variable; also here we refer to the finance area as the use of the term accounting is nothing more than to use a container inside which countless notions and activities find space. We think it is normal and rather we consider very good such data that show that, despite the possible interpretations that could be provided, the common thought is in line with what was postulated by our model confirming our perception as correct.

## Marketing

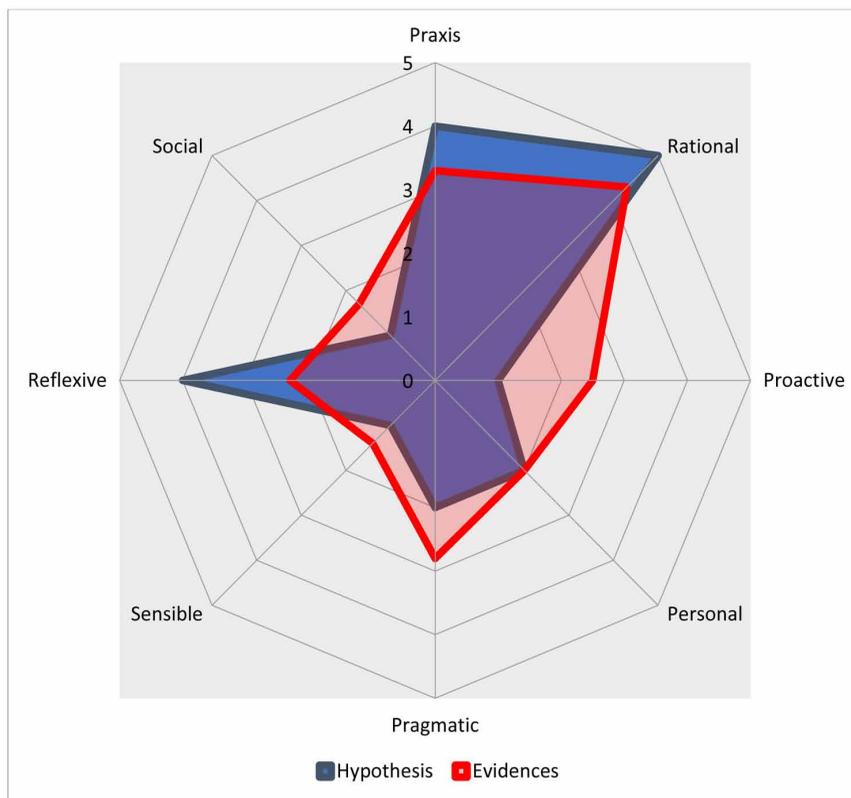
In this case the consideration that we made for the previous areas is valid as regards the fact that the Marketing area is a very large container whose space can be found in countless concepts ranging from strategy, quantitative analysis and advertising. Also in our model we have given a broad weight to the strongly multidisciplinary matrix of this matter, our thinking has been then confirmed and certainly expanded by empirical evidence that have even expanded this area even in a Proactive and Pragma dimension.

Table 6. Accounting data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	4	3,3	20,00%	16,26%	0,49
Rational	5	4,3	25,00%	21,18%	0,49
Proactive	1	2,5	5,00%	12,32%	2,25
Personal	2	2	10,00%	9,85%	0,00
Pragmatic	2	2,8	10,00%	13,79%	0,64
Sensible	1	1,4	5,00%	6,90%	0,16
Reflexive	4	2,3	20,00%	11,33%	2,89
Social	1	1,7	5,00%	8,37%	0,49
Correlation:		0,797		Average Deviation:	0,93
Average Correlation:		0,844			

## Characteristics of the Responsible Entrepreneur

Figure 8. Accounting data representation

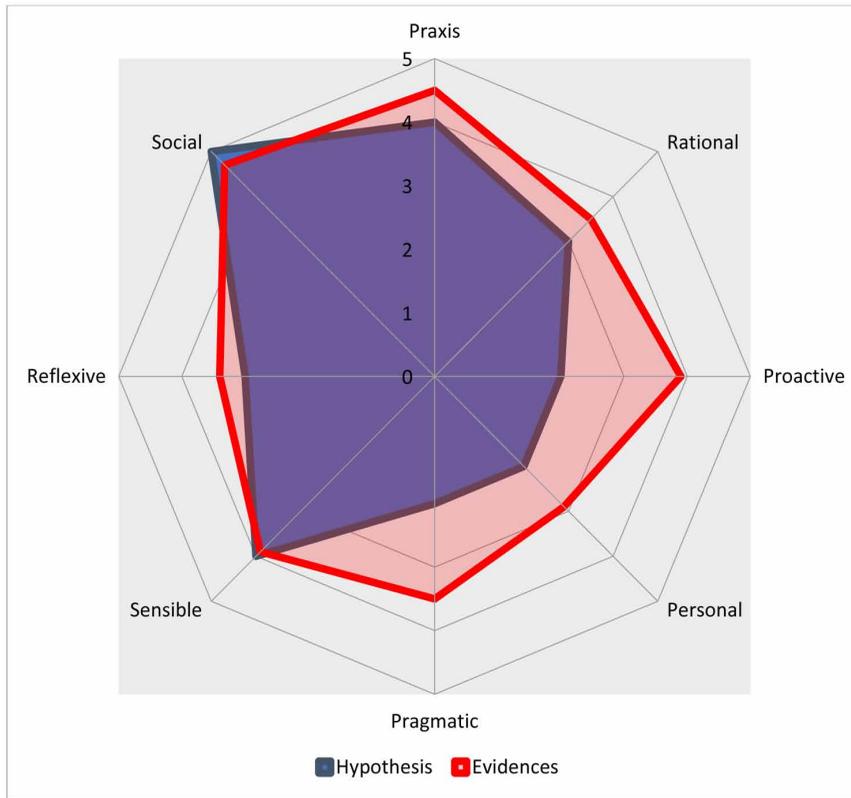


\*For a more accurate representation see the electronic version.

Table 7. Marketing data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	4	4,5	16,00%	14,85%	0,25
Rational	3	3,5	12,00%	11,55%	0,25
Proactive	2	3,9	8,00%	12,87%	3,61
Personal	2	2,9	8,00%	9,57%	0,81
Pragmatic	2	3,5	8,00%	11,55%	2,25
Sensible	4	3,9	16,00%	12,87%	0,01
Reflexive	3	3,4	12,00%	11,22%	0,16
Social	5	4,7	20,00%	15,51%	0,09
Correlation:		0,793		Average Deviation:	0,93
Average Correlation:		0,843			

Figure 9. Marketing data representation



*\*For a more accurate representation see the electronic version.*

Although the correlation is lower than the average and the discards are closer to a unit, it is important to note that the trend of the evidence graph follows that of the hypotheses thus confirming our theories and expanding a concept that maybe we have deliberately restricted in an excessive way.

## COMPARISON BETWEEN HYPOTHESIS AND EVIDENCE IN THE AREA OF SKILLS AND BEHAVIORS

We move now to the second area in which our investigation has been focused, showing again results that confirm our initial hypotheses.

## Leadership

The evidence shows that although this feature may be the object of a wide range of interpretations, it has a lower dispersion rate than the variables we analyzed earlier. The first data that can be identified is an above average correlation as well as the low number deviation that is concentrated almost exclusively in the area of proactivity and rationality.

This data appears to be particularly significant for two reasons, the first shows that in the students' mind and perception not only hard but also more immaterial concepts of quality are rooted. Furthermore, it shows that leadership is considered to be strongly proactive and not as a more static quality arising from our interpretation. From an entrepreneurial point of view, therefore, a leadership that combines proactivity and reflection is perceived as winning by a significant sample of students who could hold such a position one day.

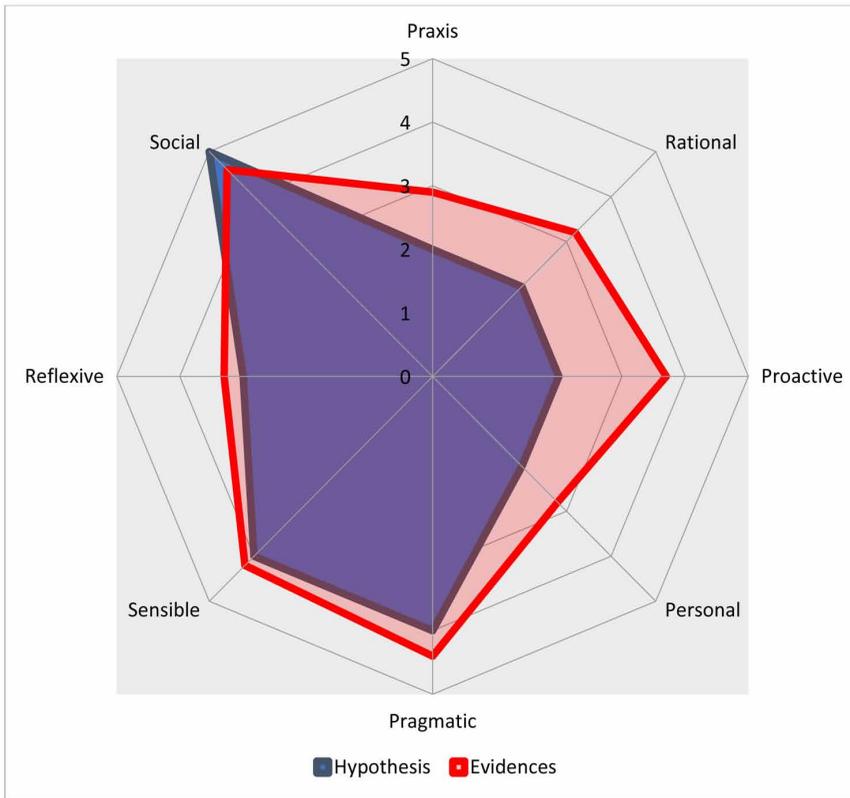
## Oral Communication

The first clear evidence is the very strong existing correlation with the hypotheses but at the same time the strong relevance of the deviation. Using graphic analysis as an aid, it is possible to understand this phenomenon as the result of a strong concentration of apparently conflicting attributes in the hypothesis generation phase. The reference sample has perceived with our own sensitivity the scope of this feature, preferring a less "sharp" representation

*Table 8. Leadership data elaboration*

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	2	2,9	8,33%	9,97%	0,81
Rational	2	3,2	8,33%	11,00%	1,44
Proactive	2	3,7	8,33%	12,71%	2,89
Personal	2	2,8	8,33%	9,62%	0,64
Pragmatic	4	4,4	16,67%	15,12%	0,16
Sensible	4	4,2	16,67%	14,43%	0,04
Reflexive	3	3,3	12,50%	11,34%	0,09
Social	5	4,6	20,83%	15,81%	0,16
Correlation:		0,895		Average Deviation:	0,78
Average Correlation:		0,850			

Figure 10. Leadership data representation



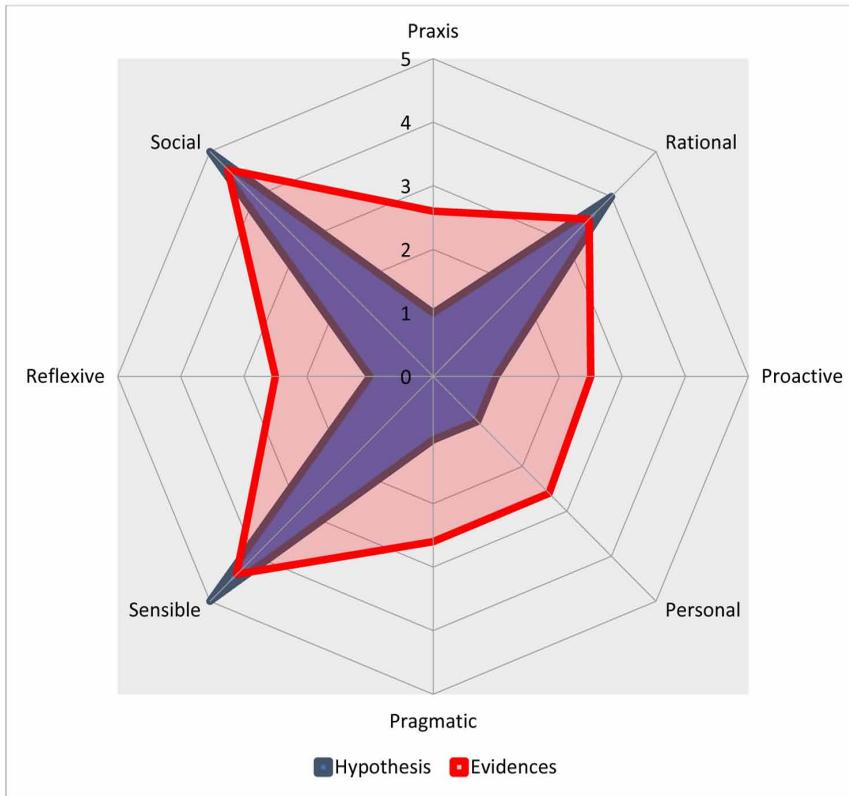
\*For a more accurate representation see the electronic version.

Table 9. Oral Communication data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	1	2,6	5,26%	10,28%	2,56
Rational	4	3,5	21,05%	13,83%	0,25
Proactive	1	2,5	5,26%	9,88%	2,25
Personal	1	2,6	5,26%	10,28%	2,56
Pragmatic	1	2,6	5,26%	10,28%	2,56
Sensible	5	4,4	26,32%	17,39%	0,36
Reflexive	1	2,5	5,26%	9,88%	2,25
Social	5	4,6	26,32%	18,18%	0,16
Correlation:		0,978		Average Deviation:	1,62
Average Correlation:		0,855			

## Characteristics of the Responsible Entrepreneur

Figure 11. Oral communication data representation



*\*For a more accurate representation see the electronic version.*

going to distribute the preferences, as it can be seen, both in the three peaks but also in the other attributes that we have deemed less important. This fact may be due both to the indecision of inserting apparently conflicting data during the testing phase, and the natural avoidance of assigning high scores in more than 1 or 2 characteristics. This led to a flattening of the observation, but it clearly shows how it is still in line with the hypotheses we have formulated and that even in the presence of high discards it has a correlation rate close to unity.

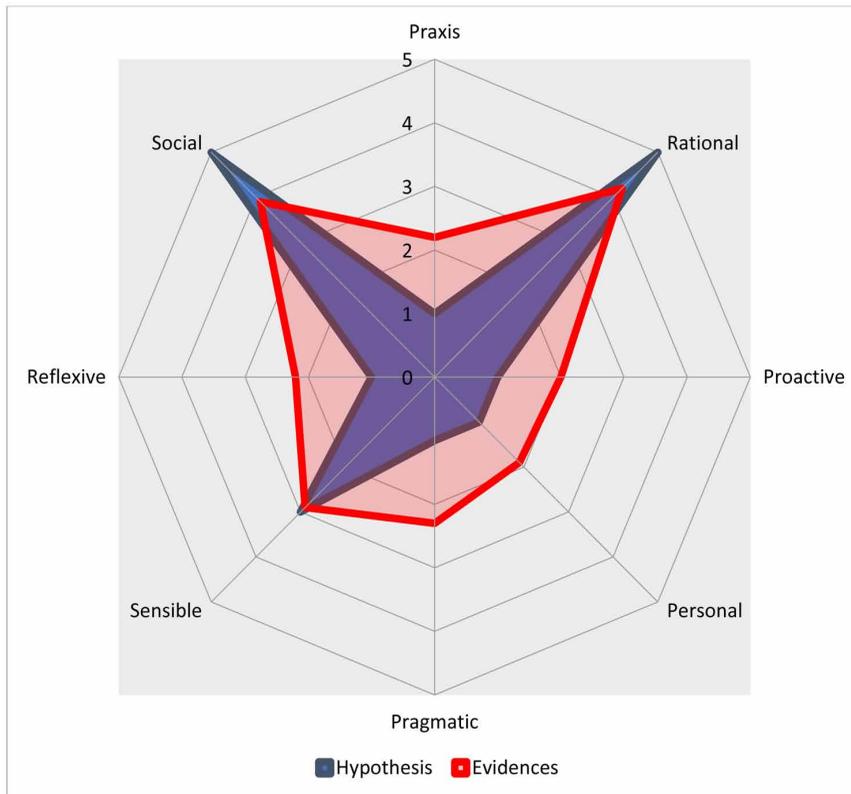
## Written Communication

Similar considerations to the data emerged for oral communication can be made regarding the written one. In this case, however, it should be noted that the correlation index is slightly higher while the deviations are definitely smaller and below the unit. As it can be seen from the graphical representation it is

Table 10. Written communication data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	1	2,2	5,56%	10,19%	1,44
Rational	5	4,2	27,78%	19,44%	0,64
Proactive	1	2	5,56%	9,26%	1,00
Personal	1	1,9	5,56%	8,80%	0,81
Pragmatic	1	2,3	5,56%	10,65%	1,69
Sensible	3	2,9	16,67%	13,43%	0,01
Reflexive	1	2,2	5,56%	10,19%	1,44
Social	5	3,9	27,78%	18,06%	1,21
Correlation:		0,983		Average Deviation:	1,03
Average Correlation:		0,855			

Figure 12. Written communication data representation



\*For a more accurate representation see the electronic version.

possible to notice a lower degree of dispersion and a greater concentration around the points identified in the hypothesis. This may be due to the fact that it is believed that the written communication has an important role but that it is affected by a lower degree of randomness in its definition and that by submitting the sample to this quality it has responded in a more precise and compact way

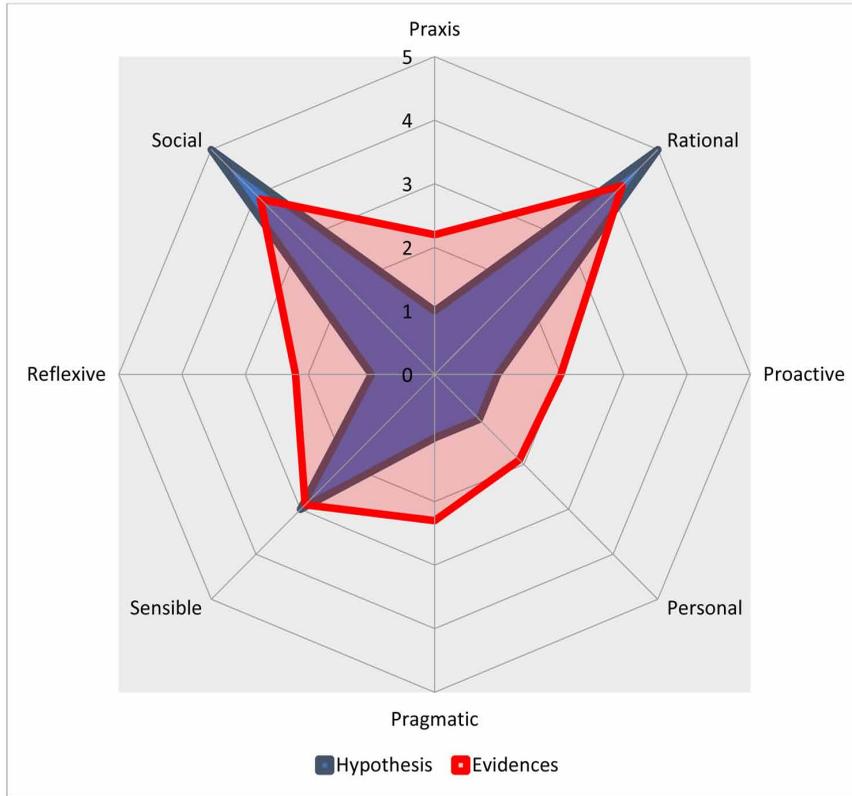
## **Logical Thinking**

Regarding this last feature analyzed in the area of skills and content, it is highlighted that, if compared to the evaluation made at the hypothesis, the sample retained the identified peaks of Rationality and Praxis but it dispersed inside the center of the graph giving on average low but not null scores to other features. If we look at the correlation index, we can see how even in this case we are close to unity and definitely above average while also the deviation is positioned on fairly high values by virtue of the fact that in the formulation of the hypothesis we gave a very high score to only two characteristics, leaving the others with a score equal to 1. It is however good to note that, even in spite of the dispersion around the center of the graph, there are no deviations to any other attribute but the sample has identified as more important our same characteristics.

*Table 11. Logical thinking data elaboration*

	<b>Hypothesis</b>	<b>Evidences</b>	<b>% Hypothesis Weight</b>	<b>% Evidence Weight</b>	<b>Deviations</b>
Praxis	4	4,6	26,67%	19,66%	0,36
Rational	5	4,6	33,33%	19,66%	0,16
Proactive	1	2,6	6,67%	11,11%	2,56
Personal	1	2,4	6,67%	10,26%	1,96
Pragmatic	1	2,5	6,67%	10,68%	2,25
Sensible	1	2,1	6,67%	8,97%	1,21
Reflexive	1	2,3	6,67%	9,83%	1,69
Social	1	2,3	6,67%	9,83%	1,69
Correlation:		0,977		Average Deviation:	1,49
Average Correlation:		0,855			

Figure 13. Logical thinking data representation



*\*For a more accurate representation see the electronic version.*

## COMPARISON BETWEEN HYPOTHESIS AND EVIDENCE IN THE AREA OF MENTALITY

Let's now analyze the third area on which our survey has been focused, in this particular quadrant the characteristics that have been requested for the evaluation have a much less "hard" connotation and take the form of character traits.

### Creativity

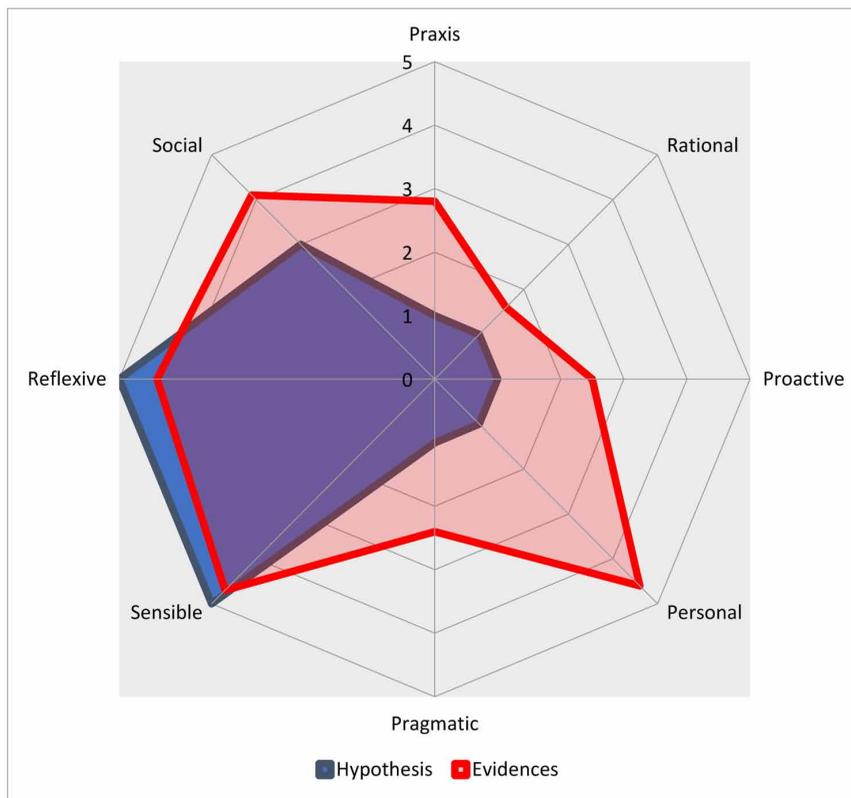
Creativity is by definition a concept on which it is difficult to find a common opinion, even in literature several authors have analyzed this feature from different, often also conflicting, points of view. Our empirical research has highlighted the same "problem", as we can see, the correlation index is very

**Characteristics of the Responsible Entrepreneur**

*Table 12. Creativity data elaboration*

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	1	2,8	5,56%	10,33%	3,24
Rational	1	1,6	5,56%	19,66%	0,36
Proactive	1	2,5	5,56%	11,11%	2,25
Personal	1	4,6	5,56%	10,26%	12,96
Pragmatic	1	2,4	5,56%	10,68%	1,96
Sensible	5	4,7	27,78%	8,97%	0,09
Reflexive	5	4,4	27,78%	9,83%	0,36
Social	3	4,1	16,67%	9,83%	1,21
Correlation:		0,699		Average Deviation:	2,80
Average Correlation:		0,837			

*Figure 14. Creativity data representation*



*\*For a more accurate representation see the electronic version.*

low as well as the average of the deviation, approaching almost to three. The results that emerged in this area confirm only partially our opinion about creativity, as we can see from the graph the sample has partly followed our reasoning but has given very high scores in the social variable as well as in the personal one where the deviation is well above its average.

This result is not a surprise and indeed confirms a consolidated trend in which it is impossible to unanimously define this characteristic.

## **Opportunistic Thinking**

This characteristic is also influenced by the strong uncertainty inherent in its definition; although during the questionnaire phase we tried to explain in depth all the characteristics, it is logical to assume that some definition and comprehension were subject to high bias. Together with creativity, opportunistic thinking has presented a very low correlation, in this case below 0.5, showing that the perception of this feature by the students was very different from ours.

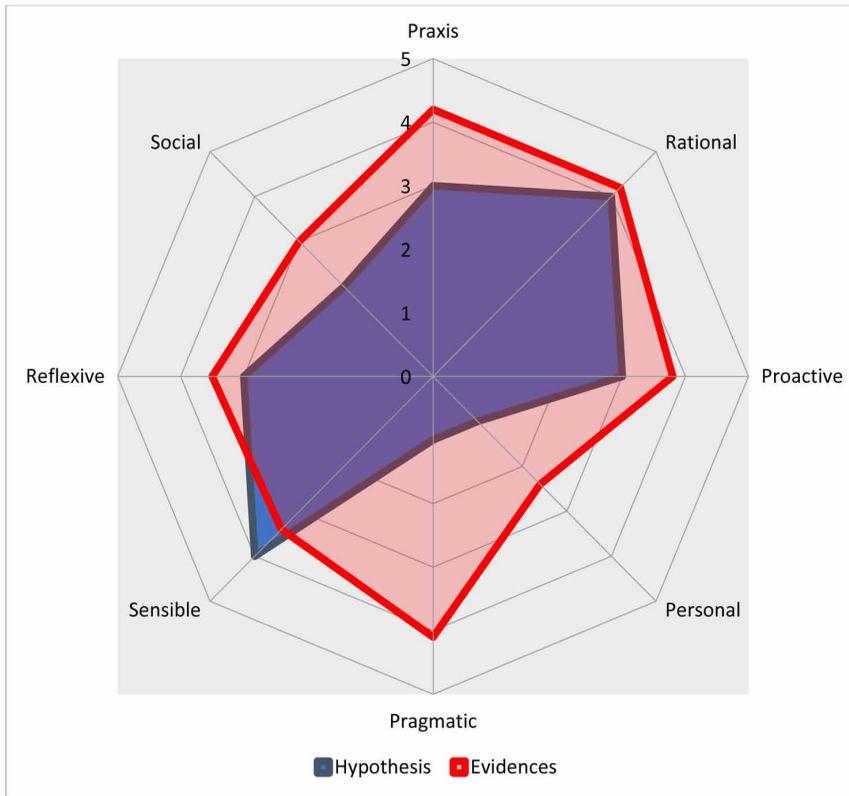
As it can be noticed, the assignment of our score has been concentrated in the central areas of the graph without any particular imbalance towards any feature. The evaluation given by the sample was instead distributed around the center without extreme peaks, but assigned to all the characteristics higher scores preferring Praxis, Pragmatic and Rational.

*Table 13. Opportunistic thinking data elaboration*

	<b>Hypothesis</b>	<b>Evidences</b>	<b>% Hypothesis Weight</b>	<b>% Evidence Weight</b>	<b>Deviations</b>
Praxis	3	4,2	14,29%	14,69%	1,44
Rational	4	4,2	19,05%	14,69%	0,04
Proactive	3	3,8	14,29%	13,29%	0,64
Personal	1	2,4	4,76%	8,39%	1,96
Pragmatic	1	4,1	4,76%	14,34%	9,61
Sensible	4	3,4	19,05%	11,89%	0,36
Reflexive	3	3,5	14,29%	12,24%	0,25
Social	2	3	9,52%	10,49%	1,00
Correlation:		0,438		Average Deviation:	1,91
Average Correlation:		0,821			

## Characteristics of the Responsible Entrepreneur

Figure 15. Opportunistic thinking data representation



*\*For a more accurate representation see the electronic version.*

This evidence shows that the characteristic in question is perceived as important and fundamental and confirms what we have postulated in the hypotheses, i.e. that we are facing a *meta* characteristic that coordinates and organizes all the others, placing above them.

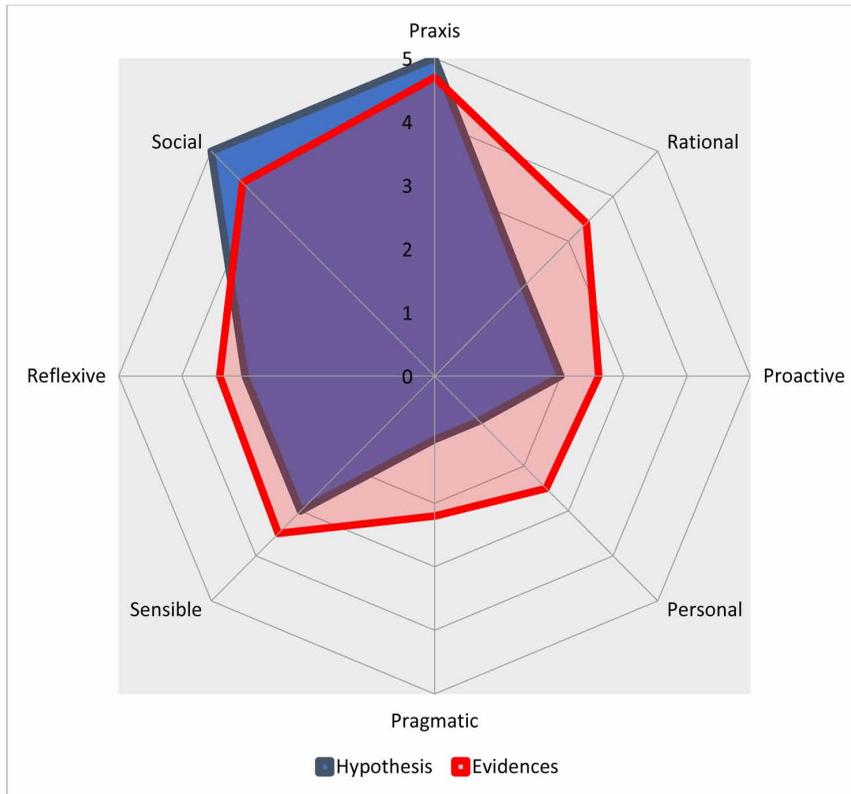
## Vision

The first important difference that can be seen with respect to the first two analyzed characteristics in the same area is that in this case both the correlation and the average of the deviation are significantly improved. If we look at the graphic representation, we can see how the sample responded in line with our hypotheses, creating only small deviations towards the Rational and the Personnel.

Table 14. Vision data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	5	4,7	22,73%	17,67%	0,09
Rational	2	3,4	9,09%	12,78%	1,96
Proactive	2	2,6	9,09%	9,77%	0,36
Personal	1	2,5	4,55%	9,40%	2,25
Pragmatic	1	2,2	4,55%	8,27%	1,44
Sensible	3	3,5	13,64%	13,16%	0,25
Reflexive	3	3,4	13,64%	12,78%	0,16
Social	5	4,3	22,73%	16,17%	0,49
Correlation:		0,956		Average Deviation:	0,88
Average Correlation:		0,854			

Figure 16. Vision data representation



\*For a more accurate representation see the electronic version.

## Characteristics of the Responsible Entrepreneur

This fact makes think that the vision is a clearer concept of the two previous areas in the internal perceptual map of each analyzed individual, this could be due to a greater familiarity with such concepts that see the application of the strategic vision even in a personal and entrepreneurial optics.

## Positive Thinking

The last area of the mentality quadrant had, in the empirical detection phase, a fairly important dispersion of values around the mean of the evaluation scale. As it is clear from both the table and the graphical representation, although the correlation is high, even the deviation is significant. The sample then followed our own reasoning but gave higher and centered scores towards the average of the scale. This has partly flattened the significance of the observations that do not present high peaks values. Also in this case the observation that we have to do is that the perception of this characteristic is that of *metacompetence* that manifests in all actions and in all other competencies, working as a fabric on which to graft the other attributes.

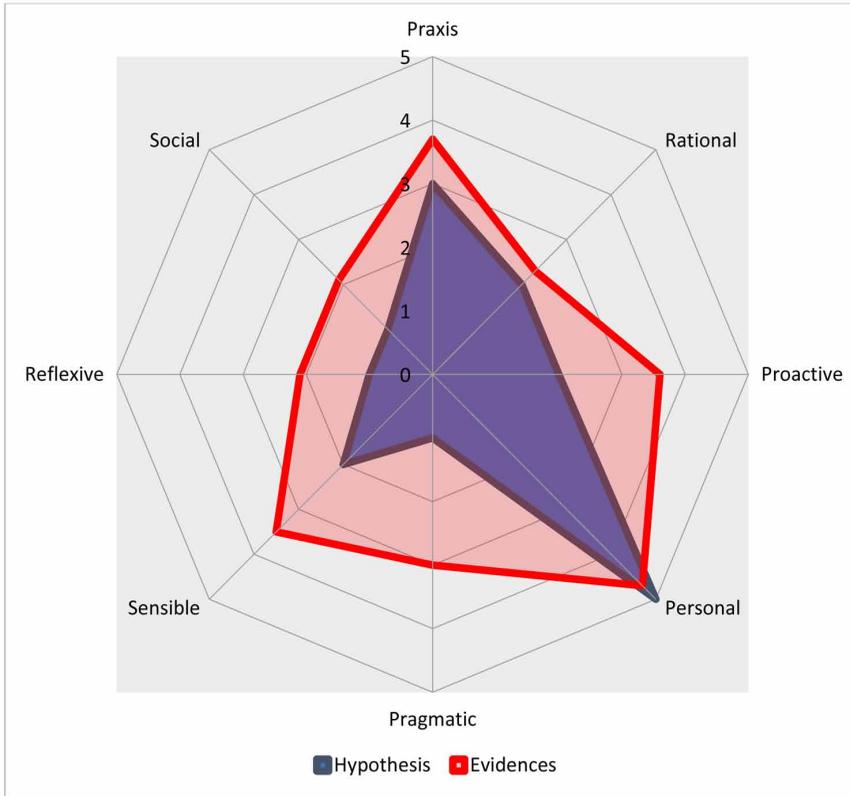
## COMPARISON BETWEEN HYPOTHESIS AND EVIDENCE IN THE AREA OF PERSONAL CHARACTERISTICS

In the last of the four analyzed areas we find the softer characteristics and, despite the high level of abstraction of these attributes it is possible to notice

Table 15. Positive thinking data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	3	3,7	17,65%	14,80%	0,49
Rational	2	2,3	11,76%	9,20%	0,09
Proactive	2	3,6	11,76%	14,40%	2,56
Personal	5	4,7	29,41%	18,80%	0,09
Pragmatic	1	3,0	5,88%	12,00%	4,00
Sensible	2	3,5	11,76%	14,00%	2,25
Reflexive	1	2,1	5,88%	8,40%	1,21
Social	1	2,1	5,88%	8,40%	1,21
Correlation:		0,852		Average Deviation:	1,49
Average Correlation:		0,847			

Figure 17. Positive thinking data representation



*\*For a more accurate representation see the electronic version.*

how the sample has expressed judgments in a compact way and in line with our hypotheses.

## Motivation

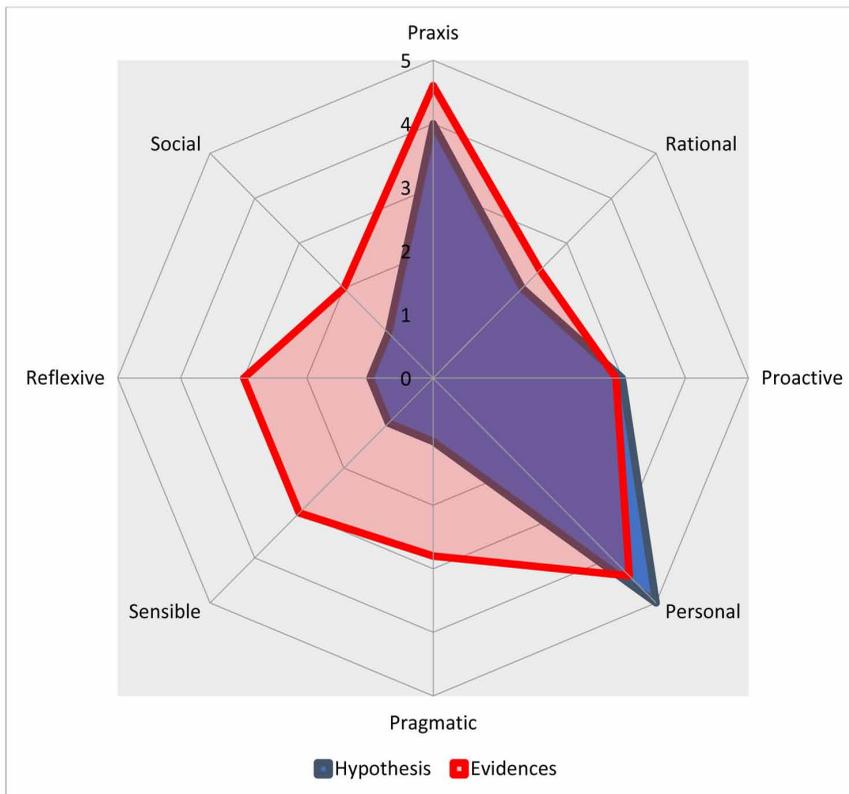
Analyzing the first of the four personal characteristics taken into consideration, it is possible to notice how the dispersion is reduced and in spite of the average of the deviation exceeding the unit, the sample has followed the arrangement given during the hypothesis. The only significant difference is that the students have evaluated this characteristic as Reflective and Sensitive by associating high scores to these two variables. If in fact in our hypotheses these values weighed on 5.56% of the total, while the empirical survey assigned them to 11.95%. Another highlighted evidence was then the high score assigned to the variable Praxis which exceeds by 4 percentage points our value; this shows

**Characteristics of the Responsible Entrepreneur**

*Table 16. Motivation data elaboration*

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	4	4,6	22,22%	18,33%	0,36
Rational	2	2,4	11,11%	9,56%	0,16
Proactive	3	2,9	16,67%	11,55%	0,01
Personal	5	4,4	27,78%	17,53%	0,36
Pragmatic	1	2,8	5,56%	11,16%	3,24
Sensible	1	3	5,56%	11,95%	4,00
Reflexive	1	3	5,56%	11,95%	4,00
Social	1	2	5,56%	7,97%	1,00
Correlation:		0,818		Average Deviation:	1,64
Average Correlation:		0,845			

*Figure 18. Motivation data representation*



*\*For a more accurate representation see the electronic version.*

that students perceive the motivation as highly orientative of their choices and therefore strongly important for an entrepreneurial context.

## Risk Assumption

With regard to this second feature, we were surprised about the fact that empirical evidence shows such a low level of deviation and such a good correlation for such an interpretable survey variable. This tells that during the formulation of hypotheses we managed to remain adherent to reality and to the sense of common perception. As it can be seen from the graph, the only deviation occurs for the Pragmatic variable, but not in a particularly significant way, while the other variables are followed in a very good way.

## Common Sense

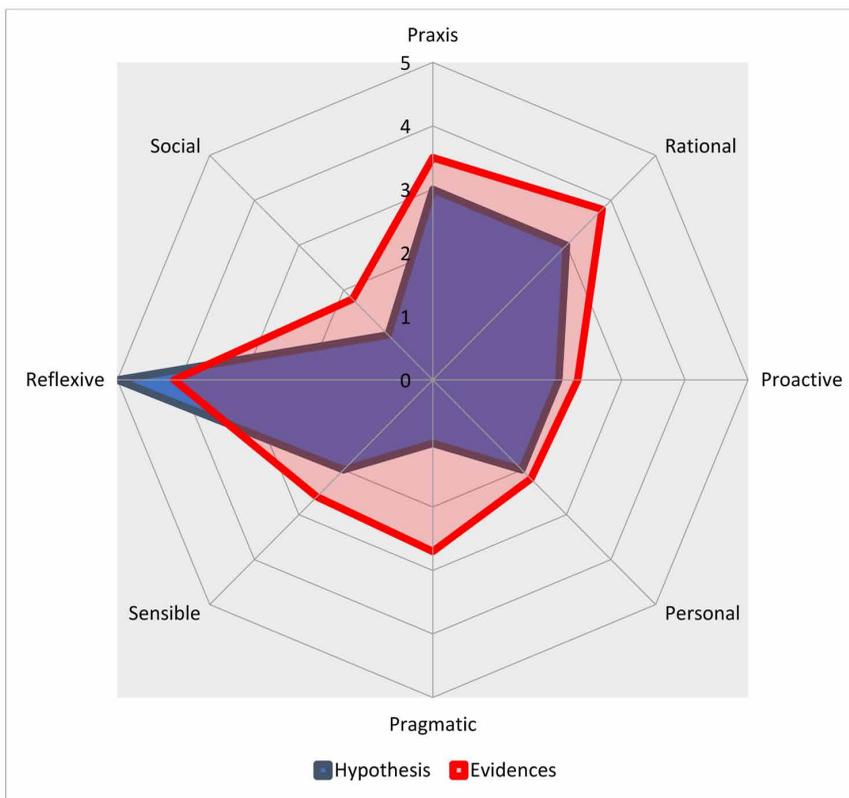
Compared to the other highlighted characteristics, here we find a greater level of deviation, undoubtedly this is due to the fact that requesting to evaluate within stringent parameters a quality like the Common Sense can limit the degree of response of the sample. Even with this premise, the data we received from the questionnaires turns out to be very good anyway, as it can be seen the degree of correlation is only slightly lower than the average and within acceptable values. The graphical representation shows a slight

Table 17. Risk assumption data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	3	3,5	15,79%	15,22%	0,25
Rational	3	3,8	15,79%	16,52%	0,64
Proactive	2	2,3	10,53%	10,00%	0,09
Personal	2	2,2	10,53%	9,57%	0,04
Pragmatic	1	2,7	5,26%	11,74%	2,89
Sensible	2	2,6	10,53%	11,30%	0,36
Reflexive	5	4,1	26,32%	17,83%	0,81
Social	1	1,8	5,26%	7,83%	0,64
Correlation:		0,858		Average Deviation:	0,72
Average Correlation:		0,847			

**Characteristics of the Responsible Entrepreneur**

*Figure 19. Risk assumption data representation*

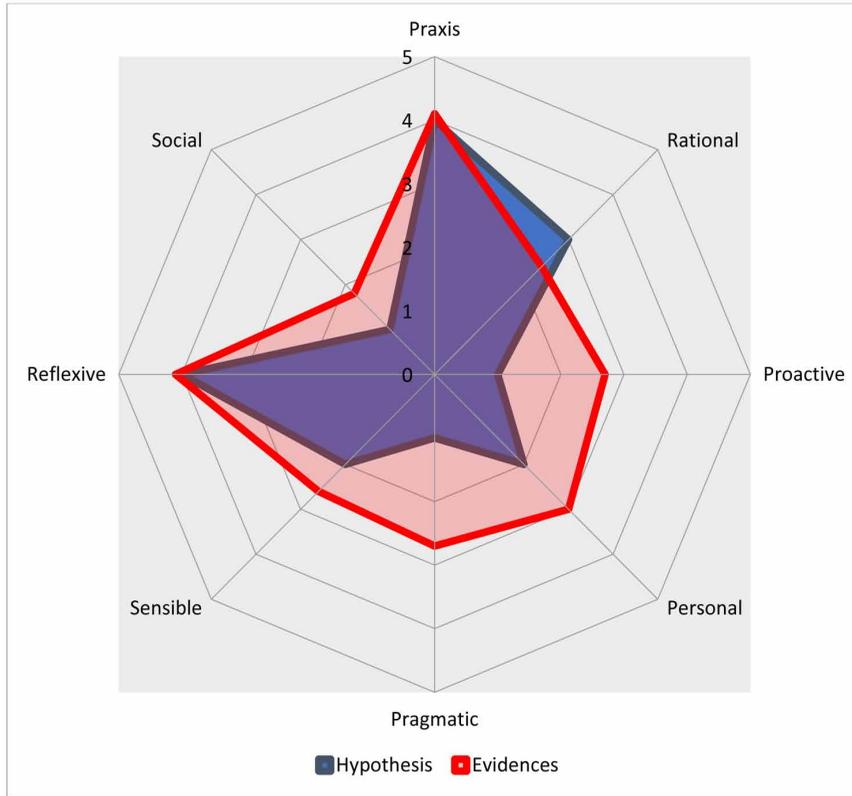


*\*For a more accurate representation see the electronic version.*

*Table 18. Common sense data elaboration*

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	4	4,1	22,22%	17,52%	0,01
Rational	3	2,4	16,67%	10,26%	0,36
Proactive	1	2,7	5,56%	11,54%	2,89
Personal	2	3	11,11%	12,82%	1,00
Pragmatic	1	2,7	5,56%	11,54%	2,89
Sensible	2	2,6	11,11%	11,11%	0,36
Reflexive	4	4,1	22,22%	17,52%	0,01
Social	1	1,8	5,56%	7,69%	0,64
Correlation:		0,798		Average Deviation:	1,02
Average Correlation:		0,844			

Figure 20. Common sense data representation



*\*For a more accurate representation see the electronic version.*

dispersion around central values with two very significant peaks, Praxis and Reflexive, and a less significant one, that is the Personal.

This one represents the only slightly significant variance for this variable, while the others remained in line with what was formulated during the hypothesis.

## Values

The last analyzed feature by our empirical research examined the internal values of the individual. Yet in the hypothesis we reiterated how this feature was placed at the *meta* level if compared to many others, and the evidence gave us this confirmation.

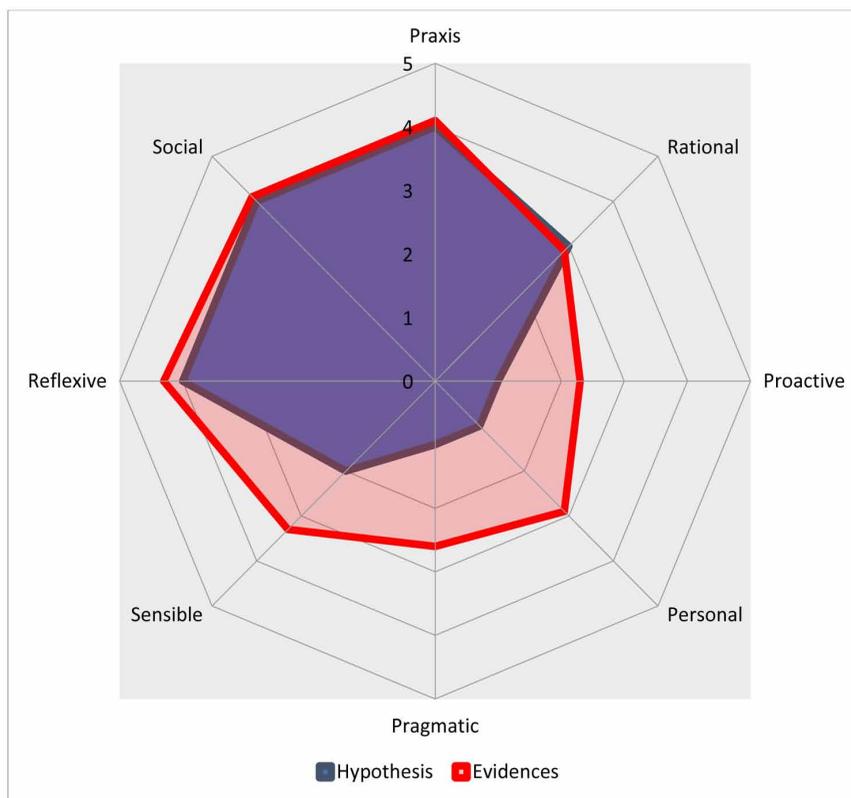
As it can be seen from the table, the correlation level is closer to the unit, while the average deviation overcomes it; if we keep in mind the previous observations we can conclude that this kind of data behavior occurs every

## Characteristics of the Responsible Entrepreneur

Table 19. Values data elaboration

	Hypothesis	Evidences	% Hypothesis Weight	% Evidence Weight	Deviations
Praxis	4	4,1	20,00%	15,47%	0,01
Rational	3	2,9	15,00%	10,94%	0,01
Proactive	1	2,3	5,00%	8,68%	1,69
Personal	1	2,9	5,00%	10,94%	3,61
Pragmatic	1	2,6	5,00%	9,81%	2,56
Sensible	2	3,3	10,00%	12,45%	1,69
Reflexive	4	4,3	20,00%	16,23%	0,09
Social	4	4,1	20,00%	15,47%	0,01
Correlation:		0,905		Average Deviation:	1,21
Average Correlation:		0,850			

Figure 21. Values data representation



*\*For a more accurate representation see the electronic version.*

time the analysis move towards a *metacompetence*. The graph exemplifies this observation even better because it does not present significant peaks towards any variable but it is distributed equally over all variables with a slight upward shift.

The only deviation is towards the Personal characteristic and slightly towards the Sensitive one, confirming the difficult classification of this characteristic and its importance in harmonizing and directing the others.

## **GENERAL CONSIDERATIONS ON EVIDENCE**

The first significant data we can analyze is the one concerning the average correlation coefficient calculated as aggregate data for all the observations, it stands at 0.850 and is certainly an important datum related to the general reliability of the questionnaire which proved to be sufficiently robust in testing and validating our hypotheses.

Together with the aggregated correlation, if we consider the average of the deviation in all the observations, it stands at a value of 1.03. This data undergoes important fluctuations based on the degree of randomness of the variable taken into consideration. We find a very low deviation when it comes to Finance and Cash Management, i.e. a clear concept that leaves little space for imagination, while conversely if we analyze the creativity the deviation is close to 3 units, exemplifying the high degree of discretionality met when trying to study such a phenomenon with so many facets.

Another emerging figure that we considered important is that in each area taken into analysis arose a competence that was at a *meta* and higher level than the others.

In detail we have highlighted this behavior for the following features:

- Marketing;
- Leadership;
- Opportunistic thinking;
- Values.

This led us to think that in every quadrant taken in analysis there is a *metacompetence* among those analyzed that harmonizes all the others and guides them towards a certain direction.

### ***Characteristics of the Responsible Entrepreneur***

The importance of this evidence is manifested when this aspect in training or developing entrepreneurial skills is neglected and teaching in this direction is not harmonized. In our opinion, it would therefore be necessary first to start work on these higher level four qualities, directing them towards the most appropriate direction and only after start a process of appropriate development of all the others characteristics.

Thus, with the present chapter we tested our model on representative sample. Since the data shows a good fit between the theory and the evidences we can consider the proposed model valid for application. Moving from this premise, in the next chapter we present a series of application of the model to a learning environment. The next chapter will be particularly important for curricula developers.

## Chapter 7

# Example of a Responsible Entrepreneurship Course

### ABSTRACT

*In this chapter, the authors present an example syllabus to create a teaching course for “Responsible Entrepreneurship.” They developed the course based on the theoretical model presented in this book. Along with the syllabus of the course, they also suggest a series of exercises to improve the efficacy of the teaching outcome.*

### INTRODUCTION

The purpose of this chapter is to provide indications and insights to prospective trainers, academics, professionals and learners, about the practice of teaching a responsible entrepreneurship course.

The presented insights in the chapter are theoretically based on the first six chapters of the book and practically based upon the teaching experience of the authors and their colleagues, who over the years contributed to the teaching and training of many entrepreneurs of the future.

The chapter is structured in three main sections. First, the example of a syllabus for teaching responsible entrepreneurship is presented. Second, some examples of in-class activities are presented to be used in the course are presented. Third, a framework for responsible entrepreneurship is presented.

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## **A SYLLABUS FOR RESPONSIBLE ENTREPRENEURSHIP**

The lecturer who approaches the task of designing and teaching a module of responsible entrepreneurship has no easy task. Indeed, at the time of writing, very little courses are available in universities that combine elements of responsibilities with elements of entrepreneurship. In universities, often the two are kept separate, with entrepreneurship programs that devote the teaching of responsibility by borrowing from the teaching of business ethics. As a result, there are no many textbooks available to be used as core for a responsible entrepreneurship module.

The lecturer will have to choose a mix of business ethics texts and entrepreneurship/small business management texts, with the result of a constant adaptation of content for the purpose of its course. Indeed, most of the business ethics textbooks that are available, do not consider entrepreneurship as their context. They mostly provide case studies and exercises that draw from a literature based on multinational or large corporations, with a vast orientation toward CSR, which albeit interesting it is difficult to relate to youngsters interested in starting their own small venture. Similarly, entrepreneurship and small business management textbooks, tend to delve little, if any, attention to the concepts of ethics, morality, and therefore responsibility.

The syllabus that is presented in this section is the result of a process of integration of ethics with entrepreneurship to combine their concepts into a cohesive and comprehensive course on responsible entrepreneurship. The syllabus is designed for a first year bachelor in business entrepreneurship that is offered by a leading university in the UK.

### **Module Overview**

Entrepreneurs are best known for creating independent businesses. Some are leading examples of creating enterprises with deep social values. For most small businesses, the extent of their responsibility is framed by personal and regulatory limitations.

According to the Institute of Small Business and Entrepreneurship (2015), many small companies make the mistake of only tackling unethical behaviour once a problem has arisen.

This module provides students with the opportunity to consider the role of responsible entrepreneurship and understand how they can contribute to

the development of a business culture which is socially aware of its actions on others. It is anticipated that this module will provide students with a clear understanding of the main issues facing the responsible entrepreneur and actions which can be taken to address them.

The purpose of this module is to reflect and support the changing agenda for responsible entrepreneurs and the increasing impact that responsible management is having on the organizational landscape and world at large. As the boundaries between the private, public and third sectors become ever more vague these challenges apply across all sectors and require the ability to lead in times uncertainty and constrained resources in a way inconceivable only a few years ago.

## **Learning Outcomes**

On successful completion of this module students will be able:

1. To apply conceptual and theoretical models to responsible entrepreneurship.
2. To understand how ethics and responsible management policies are defined and implemented.
3. To be able to link the responsibilities of small enterprises to the World Problematiques.
4. To understand the role of entrepreneurship on social and economic wellbeing.

## **Teaching and Learning**

The module will be delivered by a combination of lectures, seminars, and directed learning activities. This will involve students undertaking approximately 150 hours of study. The learning philosophy aims to encourage students to develop analytical, evaluative and critical patterns of thought. Students will be expected to make use of the several learning resources, such as lectures and seminars, Blackboard system, Textbooks, Academic Journals, Professional publications, Webinars and e books, Case studies and video materials.

Lectures will address a combination of theoretical and practice issues, with seminars providing an opportunity for staff and students to work together on case studies, discuss key themes emerging from the lectures and attend guest

### **Example of a Responsible Entrepreneurship Course**

lecturers and presentations from business entrepreneurs. The combination of lectures and seminars will provide students with an opportunity to critically examine theoretical constructs in order to better understand the theoretical and practical aspects of responsible entrepreneurs. It is crucial that students prepare for seminars and make themselves aware of current issues and events.

## **Module Outline**

The module will evolve around the following learning units:

1. Introduction to responsible entrepreneurship and management
2. Sustainability and the Enterprise
3. Responsibility and Stakeholder Value Creation
4. Ethics in Business
5. Responsible competition and the enterprise strategy
6. Philanthropy, altruism and social enterprises
7. Responsible Organization and Infrastructure
8. Leading employees responsibly
9. Responsible marketing & communication
10. International Responsible Business and Management

## **Assessment**

Two assignments are envisaged in this one term module: a formative in-class MCQ and a summative individual element comprising the development of a responsible management policy for a nascent business.

### **Formative MCQ**

The first assignment is designed to test the student's knowledge and understanding of key concepts and theories. The test is formed by Multiple Choice Questions based on the theoretical aspects covered in the first half of

*Table 1.*

<b>Assessment Method</b>	<b>Weighting (%)</b>	<b>Module Learning Outcome(s) tested</b>	<b>Group work</b>
Formative MCQ	30	1, 2	No
Summative report	70	1, 2, 3, 4	No

the module. The test will be formative and it is mainly intended to provide feedback to students about their learning journey in the module. As such, a mark of 30% of the total mark will be given to students who take part in the test, reaching a pass standard (50% of correct answers) and in the feedback session following the test.

## Summative Report

The second assessment – the summative report - is aimed at assessing the student's ability to investigate, collate and critically evaluate information about responsible entrepreneurs and apply this knowledge in practice.

As previously noted, the focus of the course is to provide both practical expertise and theoretical knowledge. For this reason, in-class case study based discussions are fundamental in supporting students for the assessment.

The final assessment consists of an individual report where students are required to design a framework for a Responsible Management Policy (otherwise known as Responsible Business Strategy) for an enterprise. Further details about the choice of the enterprise will be released in due course. However, it will be preferable that students choose the enterprise they have developed in previous modules.

Although there is no standard format for a responsible business strategy, and freedom is given to the student to arrange the content as it suits better the enterprise, the following elements should be typically included:

1. Scope of application
2. Principles, key values and commitments
3. Duties and responsibilities of people
4. Approach to sustainable development
5. Communication channels, participation and dialogue
6. Monitoring and oversight
7. Identification of the stakeholders (internal and external) and relationships with them

## **EXERCISES FOR RESPONSIBLE ENTREPRENEURSHIP**

This section presents some insights on games that have been used through the years for teaching responsible entrepreneurship. We suggest the reader who wishes to adopt games in its class environment to be creative and modify

### ***Example of a Responsible Entrepreneurship Course***

the games for the specific needs of the audience and the pedagogy adopted. The games presented here are purely indicative, many games can be found also online, for example on the website [www.teampedia.net](http://www.teampedia.net).

One of the best sources for entrepreneurship exercises is Neck, H. M., Greene, P. G., & Brush, C. G. (Eds.). (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar Publishing. This book presents a large collection of exercises that can be adapted to the teaching of responsible entrepreneurship by providing an ethical / moral context.

## **Responsible Opportunity Walk**

One of the favorite exercises of the authors is “Opportunity Walk”, or in his modified version “Responsible Opportunity Walk”. The original exercise is available in Neck, H. M., Greene, P. G., & Brush, C. G. (Eds.). (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar Publishing, and was developed by Bradley George.

The exercise can be used for all audiences, undergraduate, graduate, or practitioner. In its modified form, it has mostly been adopted for undergraduate modules at a fairly early stage of the course.

The exercise does not require material or pre-work for the student in advance for it. It can be adapted to different time schedules depending on the needs of the instructor. However, in our experience it usually works best in a session of 45-50 minutes. Additionally, it is best to allow students to be outdoor. One of our favorite version of the game is to take students on a walk on campus.

The learning goals are:

- Practice being observant about potential responsible business opportunities
- Reflect on personal differences in viewing and perceiving the world
- Improve the ability to generate ideas
- Improve understanding of the relationship between ideas and social value

The exercise evolves around the following steps:

1. Ask students to take pen and paper (or iPad) and follow you outside the class. Once you have reached a suitable location (for us is usually the start of the walk outside our building), ask students to tell you what they

- see. Typically they will respond by naming things like “street”, “cars”, “trees”, etc.
2. Now ask them to look around and try to think of as many activities as possible, they will typically start naming activities like “walking”, “driving”, etc.
  3. Then ask them to think of as many businesses as possible that allow those activities to be performed as they are. Give them about 5 minutes to identify the businesses, you can motivate them by asking a certain range of businesses they should come up with.
  4. Move to a suitable quiet area, if your campus have quiet cafes, parks or lobbies those are quite good areas, otherwise we suggest going back to class. Select some students and ask them to name some of the businesses they found.
  5. Then, pair up the students and ask them to select one business and think how, if they could create a venture, they could improve the business by running it more responsibly and sustainably. When doing this step, we suggest encouraging students to be as creative as possible, they should think of ways that could be ideal. Allow sufficient time for student to draft a raw plan of how this business could function.
  6. Now, have students discuss in group about the potential value for investors and customers of their new concept. Remind them how the responsible part should be integral to their idea. You will be surprised by how many ideas are generated and by the level of engagement of students with issues of sustainability and responsibility.
  7. Finally, have students take their idea and think about how it improves people’s life and how it could be put in place.

## **The News Panel**

This exercise is quite handy as it is based on an in-class discussion, in the form of a panel discussion, of a news that has elements of ethics and entrepreneurship. The exercise is very flexible and can be adapted to virtually any need of the class environment. The authors have used it in several seminars along a responsible entrepreneur module with different news. Here, we present the general structure of the exercise and provide few examples of news that have been used.

### ***Example of a Responsible Entrepreneurship Course***

The exercise does not require material or pre-work for the student in advance for it. However, the instructor may decide to give students the news to read in advance. It can be adapted to different time schedules depending on the needs of the instructor. However, in our experience it usually works best in a session of 45-50 minutes.

The learning goals are:

- Reflect and critically evaluate real life situations
- Reflect on differences in personal views about a real-life situation
- Improve the ability to analyze a situation and propose an action
- Improve understanding of the relationship between behaviors and social value

The exercise evolves around the following steps:

1. The exercise is best run if the student position themselves in a circle, with the instructor being part of it. This allows all participants to feel peers and should improve the quality of the discussion
2. Once class arrangement is settle, distribute the news and allow the time for individual reading of the news. (this step may be skipped if the instructor distributed the news in advance)
3. Once students have completed reading the news, the instructor should trigger some reflections, usually by asking questions such as “who wants to summarize what happened?”, “do you all agree with this view?”, etc.
4. Once the discussion starts, the instructor’s role is to moderate the discussion, allowing all options to emerge and be respected. Depending on the topic, the instructor may wish to guide the discussion or to signal some theoretical aspects.
5. Wrap up the discussion and ask students to close the exercise by writing down the key insights of the day.

## **The Dark Side of Entrepreneurship**

Another of the favorite exercise we found on responsible entrepreneurship is Rosa Slegers’ “The Dark Side of Entrepreneurship” exercise published in Neck, H. M., Greene, P. G., & Brush, C. G. (Eds.). (2014). Teaching entrepreneurship: A practice-based approach. Edward Elgar Publishing.

### *Example of a Responsible Entrepreneurship Course*

The exercise can be used for all audiences, undergraduate, graduate, or practitioner. In its modified form, it has mostly been adopted for undergraduate modules at a fairly early stage of the course.

The exercise does not require material or pre-work for the student in advance for it. It can be adapted to different time schedules depending on the needs of the instructor. However, in our experience it usually work best in a session of 45-50 minutes.

The learning goals are:

- Explore how even a great entrepreneurial idea may result in suffering, whether in the short or in the long term
- Construct scenarios to manage the consequences of our actions
- Debate how to deal with the pressure of unforeseen consequences and the possible effects of our actions on current and future stakeholders

The exercise evolves around the following steps:

1. Distribute to students the case text available at page 304 of Neck, H. M., Greene, P. G., & Brush, C. G. (Eds.). (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar Publishing.
2. Once students have read the situation, ask students to list the pros and cons of this attitude and this company's decision. Instructors may find it useful to integrate this exercise with the use of the framework available in section 7.4 of this book.
3. Ask students to assess whether the pros outweigh the cons of this approach.
4. Ask students to share their opinions and assessment with the class and moderate the discussion that results. The instructor may act as a devil's advocate dropping controversial issues on the table, such as overpopulation to trigger a further reflection.
5. Ask students to summarize their own conclusions.
6. Ask students what other situation where the dark side of entrepreneurship emerge they can think of. If as part of the course students are asked to develop their own business idea, a reflection on the dark side of their own venture could be possible.

## A FRAMEWORK TO ANALYZE RESPONSIBLE ENTREPRENEURSHIP

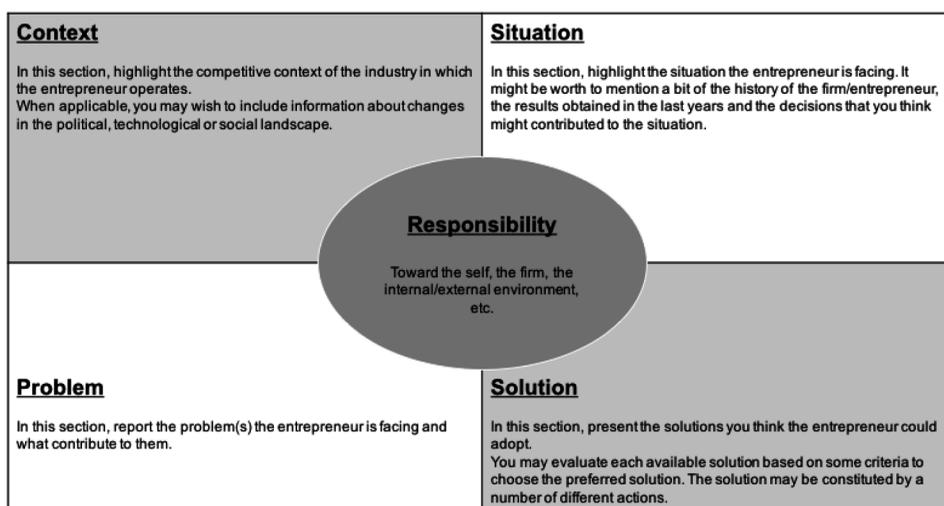
In this section, we present a framework that the authors have adopted in several courses, with different adaptation, which can be used for several purposes, such as:

- Guide students in the analysis of a case study
- Guide students in the analysis of their own business venture
- Guide students in the development of a responsible entrepreneurial venture
- Guide students in the understanding of responsible entrepreneurship

Figure 1 presents the framework in its five dimensions. Four, related to the analysis of the case: context, situation, problem, solution. The fifth, being responsibility, which is the same time the starting point and the end point (desired result) for the analysis. Indeed, the responsibility dimension should guide students in the application of the framework, by reminding them about the fact that a responsible entrepreneur, when taking any decision, should be responsible, as in the Scout method, toward the self and toward the environment in which s/he operates, the firm, the industry, the community, etc.

The use of the framework evolves around the following steps:

Figure 1. A framework for responsible entrepreneurship



1. The *context* section can be used to highlight the competitive context of the industry in which the entrepreneur operates. When applicable, students may wish to include information about changes in the political, technological or social landscape.
2. The *situation* section can be used to highlight the situation the entrepreneur is facing. It might be worth to mention a bit of the history of the firm/ entrepreneur, the results obtained in the last years and the decisions that you think might contributed to the situation.
3. The *problem* section can be used to report the problem(s) the entrepreneur is facing and what contribute to them.
4. The *solution* section can be used to present the solutions you think the entrepreneur could adopt. Students may evaluate each available solution based on some criteria to choose the preferred solution. The solution may be constituted by a number of different actions.
5. The *responsibility* section can be used to highlight how the entrepreneur is being responsible toward the different actors affected by the situation and operating in the context.

## **ADDITIONAL READING**

Bjerke, B., & Karlsson, M. (2013). *Social entrepreneurship: to act as if and make a difference*. Edward Elgar. doi:10.4337/9781781006986

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## Afterword

It is with great pleasure that I am writing this afterword for this work by Giacomo Marzi and Andrea Caputo. In particular, Giacomo has worked a lot with me on these subjects during his doctorate and the present text represents a fruit of his cultivation.

The themes of learning, creativity, knowledge and, above all that, the entrepreneurial education are referring to a wisdom approach in which the sense of what is known are data and information available as big data.

Education in general, and in entrepreneurship in particular, is the lighting fire that seeks opportunities and circumstances to feed itself, and not only to fill a container of knowledge and skills. An education is not aimed at simplifying or modeling the explanation, but also opens to the understanding of reality and the possibility of thinking about it in its original and irreducible complexity.

The value of the knowledge obtained in this way is not given by individual knowledge, but by their dynamic architecture that is able to give a relatively complete sense to the relationships that each element establishes with others. Learning, educating and being educated, means to connect fragments of experience to renew the sense of knowledge already acquired.

Every truly new experience bears implications that modify in substance the whole network of knowledge and therefore the sense of being there (Ciappei & Poggi, 1997). Through learning, the actor becomes autonomous and tends to emancipation: the disposition of a vast field of possibilities makes them able to find, from time to time, the cognitive elements that they need.

In this way, also the response of the company, as a collective agent, can also take place through a guided learning of the missing knowledge to give a complete meaning to its own prospective becoming.

Learning means for the company to continually reinterpret the knowledge in order to cope with the disorder of the context. Therefore, the existence of the enterprise means a transition from indetermination to determination. In other words, it means the transition from the synchronic situation of being and of knowledge, to the diachronic situation of becoming and learning.

In this vein, the authors have worked on the transition from indetermination to determination while working on this book though the implementation of the process of conservation and change of knowledge. This process allows them to adopt new behaviors that can guarantee the generation of value for themselves and for the others, the passage from the determination of today to the indeterminacy of tomorrow.

With all regards,

*Cristiano Ciappei*  
*University of Florence, Italy*

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To continue IGI Global's long-standing tradition of advancing innovation through emerging research, please find below a compiled list of recommended IGI Global book chapters and journal articles in the areas of entrepreneurship, business education, and business management. These related readings will provide additional information and guidance to further enrich your knowledge and assist you with your own research.

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