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A Global Perspective on Entrepreneurship (v. 1)

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ABSTRACT

The present article deals with the issue of entrepreneurship in the context of contemporary society while trying to offer to the reader our vision about key qualities that people with an entrepreneurial spirit are manifesting in their thinking and behavior. At the same time, we will expose our opinion about the necessity of the development/creation/building of the entrepreneurship behaviour - understood as a person's ability to see opportunities where others only see possible problems or failures.

Keywords: *Entrepreneur, Entrepreneurship, Education, Globalization*

INTRODUCTION

Recent studies continue to approach and debate issues about entrepreneurs and entrepreneurship from different perspectives. Besides multiple term definition and approaches, one of the goals of these studies is to understand how and why some individuals or teams can discover opportunities in a hazardous field, assess them as workable and then use them for economic benefit. The first explanation is they have biases towards seeing new possibilities and the capacity to perceive business opportunities, whereas others can not. It appears some people have native traits to sense public orientation and the market demands for new types of commodities, services or production processes, plus a venturesome attitude and risk tolerance that makes them ready to initiate and act a process of change. They are capable of discovering ideas before others, recombining the resources and opportunities for profit.

Such individuals have resources which can help their business ventures to thrive. They are motivated to engage in entrepreneurial attempts and tasks, being driven by necessity or opportunity. But innate abilities are not enough to ensure the success; the capacity to properly plan and manage a business involves the capacity to adapt to the changing environment, constantly initiating new ways of thinking and acting. In the same way, the corporate entrepreneur must not just efficiently manage the firm, but he has to anticipate and manage changes. In other words, he must reinvent the firm on a daily basis (Cuervo et al., 2007).

ENTREPRENEURSHIP IN THE CONTEXT OF CONTEMPORARY SOCIETY

Last century brought to the foreground the importance of these variables and people with these entrepreneurial qualities. Considering that personality is a system that is determined by environment, it is most likely this was due to multiple mutations and changes in various fields. It is likely, there were always people with such qualities, but the

conditions of today's world require a more aggressive shift in this direction.

It has become not just a way of living, but in recent years entrepreneurship has been seen as an important factor of economic development. The current entrepreneurial ecosystem continues to expand, providing limitless resources and optimal techniques. New methods of maximizing profitability continue to evolve quickly as the availability of human, material, and financial resources fluctuate.

If we follow the evolution of this process, an urban development supported by migration from rural to urban, in a first stage, largely freed the individual from the pressure of community, encouraging initiative, innovation, creativity. The phenomenon of globalization generated, among others, by migration to more economically developed areas, continued this process and brought important changes too. Free movement, economic and cultural exchanges are important accelerators of globalization, which determine the way of manifestation of individuals by creating new means of expression, communication, mobilization. Globalization means to reduce the strength of national boundaries and national identity, so in the contemporary informational society, the space for action becomes a wider one and economical, political and cultural interdependence, a reality (Malcolm & Askeland 2008).

For traditional communities, outer reality meant what each one usually saw around him, but as society has evolved, the space for action has widened, people and ideas interacted producing changes in the perception and representation of the world. Today the landscape around us no longer means the sight from a hillside, the dimensions of our world have widened in recent years becoming planetarian and they continue to grow. The range of our activities has another far-reaching psychological temporal, spatial size and the consciousness of a contemporary human is required to open to a large number of people, ideas, and information. The development of the consciousness of the world as a whole was largely made possible by the industrial and communicative revolution. Beginning with the last decades of the nineteenth century consequential shifts took place with respect to both our sense of space and time. They occurred through international negotiations and technological innovations, „standardization of time-space, both universal and particular. Time was organized in terms of particularistic space, in a sense of the coordination of objectiveness and subjectiveness,, (Robertson, 1995).

All this changed the dimensions and the relations with the real world and, as a result, we learned that ideas may vary depending on individuals and places and that there may be many ways of understanding and representation beyond those perceived by us. All this means new opportunities for those who are ready to exploit them. We are witnessing an intercultural and interdisciplinary openness between people and areas that at first glance seem unrelated. In the same time, the means of communication make the world around us increasingly smaller and we are witnessing a returning phenomenon to local values. The issue of the relationship between the 'local' and the 'global' has become increasingly salient in a wide variety of intellectual and practical contexts. In other words, homogenization goes hand in hand with heterogenization (Robertson, 1995).

The increased economic competition and the contradictions between individual and society, between tradition and modernity, between global and local, between the material and spiritual, the large amount of information and our ability to assimilate, are generating sources of tensions for some of us, while for others they mean finding various opportunities behind them.

Recently the term "entrepreneurship" has been widened, including the concepts

of social, cultural, political or educational entrepreneurship, in which economic approaches are studied alongside with social, environmental or humanitarian items. It has become more and more apparent to us that a distinction must be made between innovations focused on changing markets and systems and those that change hearts and minds, reimagining social roles and motivating new behaviors. The key difference is business and policy vs. attitude and behavior (Courtney & Witter, 2008).

Inherently, the problems of a period become, sooner or later, educational issues. Education towards shaping entrepreneurial qualities can be a way to harmonize humans with the present demands and with other new types of education - intercultural, ecological, for peace, democracy, media, with impact on the formation of human international dimension.

All the changes generate questions, tensions, and anxieties, and education has an extra task, which is to prepare people to face these challenges and to try to overcome adversities. Situations require more effort to adapt to the new and unexpected. Greater flexibility, creativity, innovative attitude and ability of continuous restructuring is a requirement of contemporary man. As traditional education's emphasis on conformity, compliance, and a linear path stifles this (Rogan, 2016), for the most, following the traditional line of logic is no longer enough to find solutions. Activating these compartments, far from being just a fashion, is a solution that allows the individual to face and overcome these pressures.

Personal innate qualities are not enough to face problems, one must have the ability to form and maintain social relations, the capacity to negotiate, improvise, listen, convince and courage to argue, claim, and act, elements that can be educated. Creativity helps, of course, but being successful means you know how to put your ideas forward in a way that meets the other person's interest, how to apply your ideas and what you can do to get the best from them. Education for entrepreneurship endeavors graduates to think beyond the traditional career trajectory for which conservatory training (Beckman & Essig, 2012) was designed, searching and pursuing opportunities.

If the knowledge processes in the modern world (school learning, training, and professional qualifications etc.) based on repetition and imitation corresponded to a certain pattern and lifestyle, the practice of today and the new situations require innovative spirit and ability to adapt to change as a way of living. Such a mobile person does not learn mechanically, but by selecting and processing information, giving them different weight and significance according to the criteria of profit, no matter this means. Such a person does not retain information in data structures but integrates them in the previously developed structures, establishing new relationships and associations between data. Organizing and integrating data in one's structures may increase the capacity to trigger the deep learning and can instil engagement, joy, motivation, feelings of confidence and relevancy. This can give the feeling of safety in handling problems and free movement when facing them.

It is what Saras Sarasvathy calls effectual rationality, the inverse of causal one. Traditional education is very good at teaching students to think causally, to set a predetermined goal and then acquire the means and resources to find the most efficient way of achieving it. People who use effectual reasoning, on the other hand, start with a given set of means and allow goals to emerge and change over time (Rogan, 2015).

A person with an entrepreneurial mindset retains and processes what is important and acts accordingly. Their attitude towards work is supported by passion, commitment, and desire for self-affirmation. This can invest an individual with psychic

force, deployment and capacity to cope with various requests of today`s world.

Theoretical foundations alongside with related researches and practical implications must be put forward in pedagogical approaches, debates, and frameworks of entrepreneurial education curricula. It comes with tools, methods, and approaches from various fields, capable of contributing with practical advice to teachers and students in their attempts to create value to external stakeholders as formal part of the curriculum (Lackeus, 2015).

To be completed.**

GLOBALIZATION, WHERE NEXT?

Next, we intend to analyze the positive influence of promoting entrepreneurial thinking in contemporary society, a society in which nationalist, anti-immigration, and racist movements have lately intensified.

A few decades ago the unionist pro-globalization movement has been seen as the best solution for the modern society, nowadays, more often one may encounter trends that perceive the phenomenon of globalization as a new form of imperialism or colonialism. This phenomenon was most strongly in South Eastern Europe and now received new meanings in other states with a developed economy, or in countries considered as models of democracy (see Brexit, the electoral cycles results in several European states and United States etc.). In the following period, we expect an intensification of these phenomena, as more data indicates that something is not going as it should.

In our opinion, the cause of these phenomena is the accumulation of resources resulting from economic globalization in few places / countries, the lack of generally available standards, and in political terms the imposition from the "center" of measures that did not previously deal with all the involved partners in the correct manner.

Is it possible to develop new economic policies, namely by promoting economic giants and large multinational companies in order to support entrepreneurial initiatives in the countries where they develop an economic activity? Can these companies be encouraged (via tax deduction etc.) to develop other business models with other companies, instead of rapid acquisition of all innovative ideas?

Does the stimulation of more business partnerships with other economic companies, even with the small or medium ones, produce the appearance of new competitors in the future and extend views / ways of thinking in developing certain concepts, ideas or innovations?

ENTREPRENEURSHIP IN ROMANIA: HIGHLIGHTS AND ADVANCEMENTS**

CONCLUSION**

Incorporating principles of entrepreneurship into education from primary or secondary schools through programs should give individuals core competences and tools to operate within their work, community, business on a higher level via partnerships, social media, crowd funding, managed loan funds, government subsidies, government-funded business development centers, and the like. The debate if academics or entrepreneurs themselves sharing their practical experience are the right people to teach

entrepreneurship and if this is something which can be learned still goes on. There seems to be promising initiatives under way to develop entrepreneurial mindsets and behaviors, but how they are best taught is still under debate (Rogan, 2015).

The present economical context with record levels of youth unemployment force individuals to proactively seek alternative revenue streams in order to survive.

An entrepreneurial mindset built by entrepreneurial competences can help them to do this, efficiently directing the factors of production— human, material. financial resources—that are required to capitalize a business opportunity, diversifying their business plans. The new model of employee must be resourceful and entrepreneurial. This will increasingly involve innovative thinking, flexibility, creativity, and social skills, that things the machines can not do (Byrnes, 2015).

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