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ENTREPRENEURSHIP AND INTERNATIONAL BUSINESS

Review
Article

Keywords

*Entrepreneurship education,
International business,
Cross-cultural aspects*

JEL Classification

X00

Abstract

An important target in education for entrepreneurship in international business is to develop opportunities to establish, secure and promote national and cross-border exchange of information in science and research. Intensifying networking and improving exchange between science, industry and society is paramount in further developing funding activities for the validation of research results on the basis of a broad concept of innovation which encompasses technological and societal challenges in equal measure. EU governments introduce a new funding measure to drive the internationalization of leading-edge clusters, forward-looking projects and other similar networks. The aim is to strengthen the management skills and expertise of outstanding clusters and networks in cross-cultural international cooperation. Digital transformation in science is performed in order to take advantage of the opportunities which e-environments offer in terms of research productivity, international collaboration, and research income earned from industry against the number of academic staff employed.

INTRODUCTION

Entrepreneurship and enterprise development have been areas of increased interest to management and organisational scholars over the past four decades. Such study fields (Du Gay, 1996) are important as they deal with current issues like risk, innovation, people, discovery, processes and opportunities. The political economy and socio-cultural aspects of enterprise development and entrepreneurship are key concepts in critical management approaches. Hence business development via entrepreneurship enhancement requires academic attention.

ENTREPRENEURSHIP PROFILES

Socio-cultural factors and political contexts impact entrepreneurial processes, identity and activity; it all is about how entrepreneurs and new enterprises are transformed, not merely survive.

The entrepreneur is usually seen as a special type of personality (Cismas, 2014) with, charisma, a heroic profile and stereotypes, a rugged practical person, a risk-taker, with masculine traits and individualism; it defines the creative and flexible character always full of initiative.

The dimensions of gender, ethnicity, religion, class, culture and geographic context reveal the rich diversity of motivations, purposes and meanings of entrepreneurship and the wide variation in the ways people construct both themselves and the business they start.

Entrepreneurial education can both constrain and enhance enterprising cultures. Dynamics of power, resistance, identity, space, and ethnicity interact to outline entrepreneurship attitudes. Culture itself shapes entrepreneurial activity and its forms of organization. People may construct their identity by narrating autobiographical stories in which they are central actors, as well as narrators and authors. Their entrepreneurial identity is socially negotiated as they make sense of their own identity and reinvent themselves in their own and others' perceptions through the stories they tell.

PRO-ACTIVE EDUCATION

There are new forms of emerging entrepreneurial effort, crossing both cultural and geographic limits. Entrepreneurial teaching and learning constitutes an important area in academic environments, both for theoretical studies and for practical training of new entrepreneurs.

It demonstrates connections among the emerging entrepreneurial identity, learning in a social process of opportunity recognition, and venture formation as a negotiated activity.

Entrepreneurial study has emerged as an important area of enquiry in relation to both the academic study of entrepreneurship and the practical progress of new business. There are special strategies by which students learn to collaborate and perform in entrepreneurial ways, with significant processes and experiences in their training, facilitated by the EU-agreed upon framework of skills. Learning by practice is a fundamental and integral part of the entrepreneurial process, in which the student's social and behavioural activities are of as much concern as the economic aspects being highlighted. Entrepreneurship is an inter-related process of creating, recognising and acting on opportunities, combining innovation, decision making and action. Learning by doing in this area (Binks, Vale, 1990), is an emergent, sense-making process in which people develop the ability to act differently, by knowing, doing, and understanding reasons and consequences.

Through pro-active academic education (Wenger, 1998), the students build meaning in contextual experience and create new realities.

While education can provide cultural awareness, knowledge and skills for entrepreneurship, the art of entrepreneur practice is obtained by experience in business rather than in educational environment, so the recently-emerged tertiary education business incubators (Chakrabarty, 2000) school tomorrow's professionals today.

Competence development occurs as a contextual and active rather than a purely educational process, within a skills-based framework, able to translate the abilities worldwide.

LIFELONG LEARNING FOR ENTREPRENEURS

Experiential theories and social learning intertwine action, conceptualisation and social practice; hence they are suitable for the study of entrepreneurship by young adults in faculties. Such didactic steps are accompanied by comprehensive behavioural and social instruction, including dimensions of deriving sense, refining best practice, identity reconstruction and community networking.

This is a process of creative and associative study, putting ideas, opportunities, technologies, resources together in new ways, and acting when the market and other extrinsic factors such as regulation and the absence of competition provide advantage.

Entrepreneurs, with their experience and contextual learning in the industry, develop rules and practices from real activities. Intuition and sense making of functional approaches enable people to mitigate risk using personal prior experience.

This is the conceptual foundation for the model of entrepreneurship which allows social participation

and individual action as well as cognition, enabling advanced learning theories to be applied to private initiatives in economy. It generates fast progress in individual outlooks on entrepreneurial learning.

Exploring entrepreneurs' learning process in their real-life universe of daily activities means gaining access to their networking, business venturing, and adjustment processes. Coping strategies are needed as this business niche is creative, it features rapid changes, implies significant risk and volatility, giving chances for new venture creation & growth. The development of the entrepreneurial identity includes early life & family experiences, education and career formation, the sense of self and of future aspirations, as well as close social relationships. In entrepreneurial learning people seek to renegotiate their personal and social identities expressing who they are, who they want to be, and how they prefer to be acknowledged within their social context.

A vital aspect in entrepreneurial learning processes is the ability to engage others constructively on the target. Individual identities melt into the collective identity of the enterprise aiming at mutually desired outcomes like wealth creation, economic survival or the pursuit of a particular activity. This shared interest is a must for joint enterprises accompanied by a social learning process of teamwork.

The creation of the entrepreneurial identity comes through personal and social emergence, in which four sub-themes of identity interfere: the role of the family, identity as practice and the tension between current and future identity.

People develop identity as practice in personal and social activities and in the roles they play, often starting with early employment. People learn to apply their abilities within networks of social and industry relationships. These abilities, skills and know-how are often applied to the core activity of the new enterprise. In entrepreneurial stories, there is tension between current & future identity (Kolb, 1984), where dissatisfaction with existing reality is expressed in entrepreneurial action; this may be the point where they mobilise to become entrepreneurs (Hjorth, Steyaert, 2004).

Contextual learning occurs through participation in community, industry and in other networks where individual experiences are related, compared, and constructed as shared meaning.

Through such situational experience & relationships people develop intuition and the ability to see and seize opportunities. Learning thus occurs through immersion in the industry and opportunity grasping through cultural participation, and implementation of entrepreneurial action.

There is profound influence of career experience on entrepreneurial formation, as it includes practical skills development, expertise and social contacts from employment. Such learning is relational, functional and problem-solving in nature, finding out by participation and social interaction how

things are done and establishing routines which work in most given situations.

It occurs via discovery and experiential learning, providing the intuitive practices, skills and insights people use in creating their own businesses.

Change and development happen as experience shapes the personal and social identity. The role of families is significant in crystallising identities and prompting actions. In turn, relationship with family members is changed through entrepreneurship. This is especially the case within the family businesses.

TRADITIONALISM IN FAMILY BUSINESSES

It is clear that the negotiation of expectations and roles plays an important part in the construction of identity (with patriarchal cultural & social traditions, such as gender roles of husband and wife, or father and mother). Family dimensions (McDowell, 1999) cannot be omitted from entrepreneurial progress, even if dynamics vary with family circumstances.

Decisions to create new ventures are connected with the rejection of an unsatisfactory present, the urge to create a new reality and a changed identity. So people move from being dissatisfied employees, in work roles where practices and identities are defined socially by others and contradict their aspirations and potential, to create new reality through their business ventures, enabling them to work in ways consistent with their personal values and practices.

In terms of identity, entrepreneurial acts translate imagined possibilities into enacted reality, taking responsibility for shaping future events. It means moving from assuming an identity defined by others, such as work and family roles, into creating a new identity, despite emotional uncertainties, but drawing on resources of self-confidence.

ENTREPRENEURSHIP AS SOLUTION FOR RURAL AREAS

Entrepreneurship means power, resistance, identity and diversity, and can call for support from certain forms of culture and community. What needs special attention is the dynamics of power and the subsequent ways in which it connects, intersects, transforms or disrupts issues such as ethnicity, gender, and place in relation to entrepreneurship.

Rural areas losing their best youth to large cities know the importance of creating businesses at home, using the advantages of modern ICTs and transportation. Global opportunities engaged by local entrepreneurial businesses may be the answer to losing local jobs. Creating new workplaces is considered more effective than holding on to inefficient old ones. Reducing business failure as a

result of entrepreneurs' better education & training is an economic benefit to all.

Geographic mobility, professional change, and the fast moving life may give a person multiple social identities and all get played out alternately on the complex framings and re-framings of daily life.

Under certain circumstances, ethnic minorities and indigenous entrepreneurs rely on cultural networks of shared language, family relationships and the accumulation and exchange of communal social capital, to reveal how social and cultural factors play an essential role in defining not only the nature of the enterprise activity itself, but also in shaping governance and management arrangements.

Entrepreneurial activity leads to enterprise progress which builds not only capacity but resilience against externally imposed, often colonially driven oppressions of the past.

A postcolonial perspective would analyse minority entrepreneurship & community enterprise progress as part of the ways in which subaltern groups act against the historic legacy of past and continuing (neo) colonial dominations.

Emergent minority enterprises may generate new hybrids of economic and social networking in host nation contexts. Growth and development should be viewed in relation to wealth generation rather than in socio-political terms.

OPPORTUNITY RECOGNITION AND CAPITALISATION

The term entrepreneur learning means recognising and acting on opportunities, alongside with socially networking to initiate/organise/manage ventures.

New understanding of entrepreneurship can emerge after investigating the reasons why people develop entrepreneurial identities, how they recognise and work on opportunities which arise from their social experience, and how they create and manage spin-offs/SMEs/companies by interpersonal processes.

People can learn to recognise opportunities and future possibilities through participating in social and industry networks and then act upon the chance to create a new venture within a known context. Prospective thinking is necessary to envisage the future and imagine how the venture can be created, before all the necessary knowledge, circumstances or conditions exist.

The concept of the negotiated enterprise is that the business venture is not implemented by one person alone, but via negotiated relationships with others. The ideas and aspirations of individuals are realised through interactive processes of exchange with partners within and around the enterprise, including customers, investors and co-actors such as partners or employees. The structures and practices evolve,

changing roles over time (Skeggs, 2004) and engagement in networks of external relationships.

The founders hold formal power and ownership of the business, yet they must learn to recognise the participation of people within the business, whose concerns and aspirations influence its culture, structures and practices. Conflict and disagreement often occur as an integral aspect of this negotiation. In creative enterprises, there is often an emotional engagement between the people and the business, in which its distinctive culture is produced through style, language, behaviours and atmosphere among people. It is the energy of the enterprise which goes beyond rationality and can create opportunity or destroy it. This quality of emotional engagement is a pivot in creative businesses.

If the enterprise is successful it evolves and grows, becoming larger and more complex in operation and structure, subsequently employing more work force. Transitions from informal to formal roles, relationships and structures accompany the process. Significant changes in roles are inevitable as the business develops. Growth can be seen in terms of changing human&social behaviour with productive interpersonal learning and negotiations around the enterprise, rather than as a mere economic process.

This negotiated role change relates to entrepreneur management, in which self-sustaining management capability develops through managers, teams and functional experts taking responsibility for the business. Such mutual learning processes, integral to growth, depend on managing employee relationships effectively, changing expectations, sharing practices, and solving tensions or conflicts.

Being enterprising is not the being self-employed. Rather it is a particular mix of individuality (Potter, Weatherall, 1987), creativity, and leadership. These are key skills increasingly demanded by both employers and research organizations. People are different, but enterprising characters have in common a number of abilities, attributes, and behaviours that enable them to see and grasp opportunities.

SKILLS FOR GLOBAL ENTREPRENEURS

The global world prompts to combining resources expertise, finance and technology to implement a business idea. So, within the enterprise a distinctive culture emerges, based on negotiated ways of work which reflect both the founders' style, language, ambitions and labour habits, and employees'.

As people are employed by the business, they become socialised into it and adopt its cultural norms of participation, behaviour and language. This is a learning process of cultural integration among individuals as employees in the business.

Applications of the EU Grid of Entrepreneurship Skills to tertiary education and to work-based study

and practice are instrumental in instructing and training graduates able to face the challenges and opportunities of a global world.

Globalisation generates new shifts not only in the transnational operations of international businesses but also in the movement of population groups across the world. Analyses are primarily influenced by western values and Eurocentric frameworks. New enterprise development is a context-dependent process involving both social and economic dimensions and can embrace social change and transformation in ways that go far beyond simple commerce or economic growth.

Relevant personal contributions to explaining (Chell, Haworth, 1991), managing and facilitating research as well as education envisage occupational integration, best training quality, and wider access to innovation. Adequate cultivation of leadership and entrepreneurship competences are achieved through work-linked internships with a view to promoting employability & enabling reintegration; continuing training and lifelong acquisition of abilities foster technological and organisational change, improve competitiveness and generate new job opportunities, thus cultivating cooperation among training institutions, including universities and the business sector (mainly SMEs). Under these objectives the emphasis is on: lifelong training; the use of new ICTs; the participation in SMEs & craft industries; in a nutshell, partnerships among players from all walks of life.

Thinking, problem-solving, interpersonal, and self-directional skills are inherent. By using the real world of entrepreneurship to apply the 21st century skills (Spencer, L. Spencer, S. 1993), students learn the content & context necessary to adapt to the fast changing world. Information and communications technology skills are acquired as students conduct research, negotiate with others, and prepare presentations of their work. Contemporary education (Weick, 1995) advocates for developing entrepreneurial skills to enhance career options and work-place productivity.

The new ICTs are another priority insofar as they can support active teaching methods and contribute to innovation. Transnational cooperation is used to enhance quality, promote research and support the European dimension of vocational training systems and practices.

This didactic framework is widely accepted and implemented not only at EU levels, but worldwide, so it effectively contributes to academic teaching and research development, with professors actively taking on responsibilities and roles according to their interests, skills and level of development.

Contemporary research is shaping up in the new millennium, steadily transforming itself, deepening its integration and broadening its responsibilities. We live in the knowledge society (Deakins, 2000) which aims at better catering for the key challenges

of this century: to promote lifelong learning, to encourage access by everybody to education, and to acquire qualifications and recognised skills.

CONCLUSIONS

Research themes become consistent with the five EU key objectives: to foster European dimensions of education at all levels; to promote cooperation and mobility throughout education; to encourage innovation in education; to give equal opportunities in all educational sectors.

Moreover, all actions must be designed to provide special support for disadvantaged groups, to give equal opportunities to men and women, to provide integration for disabled people and to fight racism. There is also emphasis on studying in multicultural environments as one of the basic traits of European citizenship.

Entrepreneurship has become a metaphor for innovation across a broad range of settings, spaces and places. However, there are norms concerning the values of individualism & competition (Boyatzis, 1982) embedded in entrepreneurship discourses.

Standardized & harmonized approaches in business engineering education are the main modality to disseminate progress and provide democratic access to it (Spinosa, Flores, Dreyfus, 1997).

Entrepreneurship and leadership education will bridge disparate worlds and will apply creative and practical scientific approaches to new situations.

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