

THE EMERGENCE OF INDIVIDUAL ENTREPRENEURSHIP BASED ON ABILITIES - COMPETENCIES RELATIONSHIP

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ABSTRACT: *The paper aims to emphasize the relationship between abilities and competencies based on measurements strategies and adequate training of the abilities measured. Although measurement techniques based approaches have a long history in the field of psychometrics, psychology, education, industry their direct use in educational and training practices is scarce. The paper reflects on the European project target group SIMPRACT / Transition from a school to active life through practice and the creation of simulated enterprises. The target group which was basically tested by various aptitude batteries by Cognitrom consists of 600 counseled students regarding personal abilities, competencies and carrier and the emergence of 3 simulated enterprises each trains 3 series of students in all levels of economic, production and management activities. The paper reflects on the new opportunities and challenges that become now new qualitative and good practice policies and realities.*

KEYWORDS: abilities, competences, measurements strategies

1. Entrepreneurship education in Romania

European Union Strategy for smart, sustainable and inclusive Europe 2020 strategy for knowledge, innovation, competitiveness and efficiency in resource exploitation, a higher rate of employment but also open in terms of cultural values and allows social, economic and territorial cohesion. The strategy has five objectives: employment, innovation, education, social inclusion and the environment. Promoting entrepreneurship policy integration activities requires smart, industrial, educational research and innovation.

Entrepreneurship education has a positive impact on the younger generation, on the attitude and willingness of private initiative and ultimately its role in society and the economy. Free entrepreneurship education

to individual capacity, to stay within budget, the efficient allocation of resources, compliance deadlines, elements that lead not only to successful business but to a personal career development. Entrepreneurial educational objectives are related to improving the entrepreneurial skills of young people fostering creativity and confidence. Entrepreneurial skills considered are: creativity, innovation, risk taking and project management capability and objectives.

A great majority of European countries address entrepreneurship education through national strategies or initiatives. This clearly reflects the wide recognition of the importance of entrepreneurship education in Europe. Nearly half of the countries have incorporated the objectives linked to the promotion of entrepreneurship education

within broader strategies (lifelong learning, education and youth, growth), while several countries, located mainly in Northern Europe, have launched specific entrepreneurship education strategies [1].

The knowledge triangle (education, research, innovation) plays a decisive role in stimulating growth and employment. Therefore, it is of the utmost importance to accelerate the process of reform, to promote excellence in higher education of university-business partnerships, and to ensure that all sectors of education and training play their full role in promoting creativity and innovation.

The profound transformations have had considerable effects on the education sciences, implicit the status and the role of the teaching staff.

With the formal launch of the "education for all" paradigm, after 1990, the strategic directions that imposed greater responsibility and flexibility of the Romanian educational services consisted in the democratization of the school and in equalizing the chances of all the students, a new status and multiple roles.

The intense concerns of education specialists, particularly from the second half of the twentieth century, were to find new solutions to the challenges faced by the school: difficulties in learning, problematic attitudes and behaviors, inclusive classes, absenteeism, school dropout, etc. By implication, they generated: concerns to find new formulas of human solidarity, ways to prospect effective strategies to stimulate progress for all students, especially the gifted, modernizing the education and teaching staff.

In the last ten years of the 21st century, by modernizing information and communication technology, by endowing schools and renewing the content as a major exponential factor in the learning process, the modern teacher brings together a series of skills, qualities and roles.

The notion of teacher is associated in the mind, for each of us, with the "portrait of a certain person who embodies everything

we believe to be the model of a teacher", or a series of features, selected from the set of examples provided on during school years. "

The necessity to transform the profession of teacher into the teaching profession was imposed by the fact that at the level of each state and in particular of the Romanian state, education is a national priority, whose main objective is the elaboration of an educational policy, on the basis of which made preparation for life, at any age, of human beings. Educational activity is complex, adapted, oriented, dynamic, and flexible to stimulate the ideal of every human being, expressed by "being and becoming", concisely: it manages to prepare man as an active element of social life.

Modern education aims at conscious development of man's biopsychic potential and the formation of a personality type demanded by present and prospective conditions of society.

The didactic activity of the modern teacher exceeds the highlighting of his personal qualities, appreciated by terms: vocation, talent, craftsmanship, by assuming a complex system of theoretical knowledge, forming skills, skills, qualities and assuming roles, in a rigorous and controlled manner, which represents his professionalism.

1. Strategies and practical implementations

In Romania, after a long period of centralized economic system, characterized by dictatorial autarchy entrepreneurial spirit could not manifest and develop. So there is no tradition, experience that young people can take to develop and use.

In Romania, the Business Plan Competition, aimed at all registered training firms, was introduced in the school year 2008/09 as a joint initiative of the Ministry of Education, Research, Youth and Sports, the National Centre for the Development of Vocational

and Technical Education, Kultur Kontakt Austria and other social partners.

Entrepreneurial education items placed on different levels of education are however far from satisfactory. Following the example of most countries in solving this problem Romania introduces elements of entrepreneurial education in particular through practical applications.

Entrepreneurship Program 2020 is based on three strategies:

- development of education and training in entrepreneurship
- models and involvement of specific groups
- creating the right business environment

Anyone wishing to become entrepreneurs face a difficult environment: education does not provide the necessary foundation for a career as an entrepreneur!

On the other hand, according to the European Commission's between 15% and 20% of students participating in a program of the small enterprise during secondary education will then establish their own firm. We want to climb in the coming years this percentage to 80%!

Youth in entrepreneurial studies assimilate not only business knowledge, skills and attitudes but also important including creativity, initiative, tenacity, team spirit, ability to understand risk and a sense of responsibility. According to Eurostat [2], Romania ranks second in the EU in terms of risk of poverty or social exclusion, 41.7% of the population being affected.

- According to data available from the National Institute of Statistics, in the fourth quarter 2014, youth unemployment was 24.1% versus 5.4% for adults. Which indicates a ratio of 4.46 to an unemployed young adult. In 2015 unemployment rate was 6.8% nationally, similar to last year's level, but the highest rate among young people aged 15-24 years, 21.7% respectively.

- With 24 SMEs per thousand inhabitants, Romania is the second lowest in the European Union under the European average of 40 SMEs

- The number of new businesses in 2014 was 101,000, with almost 19% lower than in 2013 representing the lowest number of companies created in the last 7 years in Romania. In the first part of 2015, after years of decline, the number increased by only 1%.

- According to Eurostat, we have one of the highest dropout rates in Europe, almost 20% of young people aged 18-24 drop out of school.

- a. Role Models - to form mixed teams of entrepreneurs and managers from multinational to meet frequently with students from all over the country, to go to kindergartens, schools, colleges, universities, disadvantaged areas, in rural areas and to share not only our success stories, but proactively identify potential young entrepreneurs and to form.

- b. Creating practical entrepreneurial opportunities. As I said, studies show that between 15% -20% of high school students who participated in programs organized by companies, later they will open their own business.

- c. In over 50% of the EU countries, is part of entrepreneurship education and secondary education is compulsory. In Romania, entrepreneurship education is taught 1 hour per week in class X has High School. The European Union proposed that entrepreneurship education should be compulsory at primary, secondary, tertiary. And we must just happen. The weaknesses of entrepreneurship education were raised by entrepreneurs among the most important obstacles to business development in Romania.

- d. The introduction of entrepreneurship education in kindergarten: systems are currently teaching at children aged 3-6 years

that stimulate children's curiosity, independence, discretion, etc. They are currently used in private kindergartens, but with a little effort we can introduce in all kindergartens in the country, especially since no license is required or additional costs.

Regarding personal abilities, competencies and carrier and the emergence of 3 simulated enterprises each trains 3 series of students in all levels of economic, production and management activities.

Table 1. General over view of participants in Pposdru simpactr

| Groups | Law | Public Administration | International Relationship and European Studies | Counselling |
|------------------------------------------|-----|-----------------------|-------------------------------------------------|-------------|
| Students | 90 | 90 | 90 | |
| Participants in the simulated enterprise | | | | |
| Students | | | | 330 |
| Total participants | | | | 600 |

Virtual enterprise is a modern and interactive teaching method centered not on the transmission of knowledge but on bringing in a position to appreciate the economic situation, to develop creative solutions to problems and put solutions to problems and to implement these solutions.

The challenge is that specialization that those students will no means of economic sciences, and they did not previously no knowledge entrepreneurship. Positions they occupy in the simulated company is random. Simulation of a real company will lead to knowledge acquisition in voluntary way, motivated and controlling their training so competencies that will facilitate insertion in the labor market.

The aim of the project is to develop the skills of students not by knowledge but by simulating economic activities. By using this method primarily students will acquire social skills: ability interaction, conflict resolution, teamwork, responsibility, leadership. While participating in an undertaking specific actions target group members will learn flexibility, willingness to learn, critical, creative initiative.

The project was addressed to students of the Faculty of Law Science, specialization of law, and was conducted in three stages.

The first group of 30 students has set up a virtual enterprise, covering virtually stages of establishing the real economy. Founding company called I.S. GORJLEX S.A. The main activity was declared "6910 Legal, 7220 Research and development in social sciences and humanities. Then it was registered on the on-line platform of the project, receiving bank account and the right to trade other simulated companies.

At the end of cycle training company participated, along with other simulated companies at the fair organized within the project where they held several competitions between companies. I.S. GORJLEX S.A. It was ranked second in the "Most transactions".

1. An example for the future/Conclusions

When drawing the project to a close the main conclusion which was made evident was

the fact they are put in the action context it triggered their practical abilities

This shows that only providing certain (at least a minimum number according to psychological principles of learning) action examples practice commence that is why this project is good start up.

Based on participants realized the importance of self-evaluation and its efficiency during the project activities and tasks they had to perform based on their evaluation, choice and level of aptitudes.

It was remarked that most of the participants signaled the fact that now they realized that to a certain degree they had over-evaluated themselves and the fact that through the project activities they became more realistic and moderate in evaluating their aptitudes in future situations.

The project as a whole has established in itself as a data base and an example of good practices both from instructional and professional formative point of view. Also it represents a set of references for professional counseling and orientation as well as good practices for the university's impact at local, regional and national level.

In a world in which needs are virtually limitless, and resources for at least partial satisfaction with them are limited, education becomes a means by which the allocation process can be optimized. Investment in education and training generates the most important gains and that any increase in the level of education of the workforce is an important factor of economic growth. The more an individual invests in his / her education, the better his chances of having a better social position through gains associated with occupation are increasing.

The most general principle of education is that it must correspond to the life that individuals are called to face later. In other

words, the purpose of education is social adaptation.

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