ENHANCEMENTS IN ENTREPRENEURIAL SERVICES

JAMK Generator

Stefan Schepers

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**Abstract**
The JAMK Generator assigned this task of enhancing the services of the Generator with the objective to increase the value of the Generator for the students through developing new enhancements. The enhancement is based on five concepts, which were researched in detail among the students of JAMK through a survey.

In general, students are interested in entrepreneurship itself during their studies or in anticipation of their future careers. Students have been curious about an entrepreneurial learning environment with a specific aim of delivering help and giving advice at any time for the students willing to become entrepreneurs. In terms of tutoring students with starting a business, students would like to receive help from an experienced entrepreneur. This could also be a virtual tutor. Business owners also see the benefit from having a tutor to develop their business better.

Students were fascinated about an internship in a start-up company. Also the students without the intention of starting a business answered the questions related to this concept positively. In an internship, students are working in a start-up company to get familiar with how to start up an enterprise themselves.

Students were enthusiastic about the concept of business simulation where they can practise their business skills. A business simulation gives the students the ability to learn some entrepreneurial skills without having a business of their own. Students without the intention of starting a business were also interested in this concept.

In an entrepreneurial community, students can learn about entrepreneurship without the feeling of attending a lecture. The survey showed that students consider an entrepreneurial community valuable. In workshops, students would like to hear about the experiences of other entrepreneurs.

**Keywords**
entrepreneurship, JAMK Generator, development, entrepreneurial services
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1 DESCRIPTION OF THE STUDY

Starting your own business has nowadays become easier. Mainly, because there is now more help with establishing your own company, than there was in the past. Many other Universities of applied sciences also have the opportunity for students, to become an entrepreneur during their studies. However, JAMK has a unique way of doing it. JAMK already has entrepreneurial programs and the school has set a new goal towards entrepreneurship. “We want to offer the most entrepreneurship-oriented university of applied sciences for our students” (Entrepreneurship at JAMK, 2014). JAMK has an entrepreneurial program called the JAMK Generator, which is meant for all students of JAMK. Researching about entrepreneurial services within JAMK is relatively new. However, there are earlier studies of the behaviour of students at JAMK. This thesis was assigned by the JAMK Generator, and this thesis is an unique combination of the needs of the students with the JAMK Generator Services.

This thesis has the objective on developing new enhancements for this entrepreneurial program. This objective was chosen to increase the value of the entrepreneurial services of JAMK Generator. The five concepts based on the research question: What are the services, which enhance the JAMK Generator? In this study, awareness of the five concepts was researched among the students of JAMK through a survey.

After this, the entrepreneurial practises of JAMK will be described, followed by the research methodology. The results, which are based on the survey, are presented afterwards. In conclusion and recommendation is discussed the enhancements of services of the JAMK Generator.

At Marata there is an annual research about entrepreneurship and how students think about this subject. This study is one of the first, with the emphasis on the needs of starting entrepreneurs.
The author chose for this topic, because he has earlier participated in the JAMK Generator program and received the opportunity to do a research and further develop the program.

**Limitation of the study**

During the research, the attention was on the present LIPA students at JAMK (School of Health and Social Studies, School of Business and Service Management). This group of students are the most frequent users of the services of the JAMK Generator. The other group students of engineering and agriculture and teacher education have a different point of view towards the JAMK Generator and are most likely less interested in using this service. Still, these three groups are included in the survey. Some students, who have become successful entrepreneurs, will also be included in the research. The survey is meant all the different years of study. The survey language is English, but the survey was also meant for Finnish speaking students.

The staff of JAMK that can participate in the Generator will not be included in the research. This group is excluded, because their personal experience differs too much from that of the students. However, this group also has in general a different skill set compared with students. The survey was meant for all the students of JAMK that meet the requirements.

2 ENHANCEMENTS FOR THE JAMK GENERATOR

2.1 Entrepreneurial learning environment

There are different ways and techniques to serve students that are willing to become entrepreneur. Either it can be served on a free and open way, but it can also be served according to pattern of steps, to learn these specific skills.
Figure 1, describes, what the differences are when serving entrepreneurship on a conventional way and the enterprising way. When a student is following a course, in where the students has to write a business plan is more a conventional way. The student is learning about business skills and not about problem solving. It is useful that a student has knowledge of, how to write a business plan. Another characteristic of this learning environment are the needs of the students. There is no determined plan, which the student has to follow. The students are learning according to their own needs. The learning environment has become personal and in case of any problems while working on and setting up a business, the student can always ask for guidance anytime. This in comparison, with a for example an entrepreneurial course, in where a students are following a program in where the needs of the students are already set from the beginning. An enterprising learning environment is a learning environment in where the students determine their own goals. Also Gibb states that (2002) entrepreneurship is risk taking and risk taking is emotional related, he also mentions that, emotions and learning entrepreneurship do not mix well together, in teaching entrepreneurship, there should be also attention in teaching how to develop entrepreneurship instead of only how to teach entrepreneurship (pp 257,249).

Emotions play also a role in becoming entrepreneur. In entrepreneurship are events and those events are followed by emotions and feelings, this is the human part of entrepreneurship (Morris 2012, 12). In this learning environment there needs be room for this kind of development of the entrepreneur. Also in combination with Gibb’s enterprising approaches is stated that, learning goals and objectives needs to
be negotiated with the students. To refer back to Morris's statement, that there is space for emotions and feeling and this could be part of the learning objectives. Shepherd (2004, 275) thinks that entrepreneurship and emotions are hard to combine. With all these elements kept in mind, this learning environment is specific and has support for personal emotional problems as well as that come with starting a business. Emotions can be seen as, mistakes to be learned from. Figure 1 describes how support can be given. The young entrepreneur’s supports can also be given in moral support instead of only financial and knowhow. Personal learning is essential in order to become entrepreneur. It is not only about skills. Nowadays, there are more innovations and inventions needed because of the new technologies (Morris 2012, Op. cit. P.27). This rapid development means that the learning environment needs to be more focused on the person. On the entrepreneur instead of the business innovation that comes from the entrepreneur. Some entrepreneurs have capabilities and skills that are better than other entrepreneurs. Entrepreneurship is a recreating of events, this in combination with innovation means that successful entrepreneurship is personal (Morris 2012, Op. cit.p. 29). With the rapid development of technologies, an entrepreneurial student also needs a different way to learn, how to do entrepreneurship. Back in the days, people thought, that entrepreneurship can be taught on a classical conventional way, nowadays, it is important that knowing how to is better to know, then the knowledge that is required for being an entrepreneur. It is about how to do something instead of knowing how to (David 2000, 151).

2.2 Coaching a student entrepreneur

Business tutoring is a concept in where students are helping other students, to establish their company. This does not always have to be another student, who is helping the young entrepreneur to coach the student in the process of starting the business. This tutor can also be for example, a former entrepreneur. Schelfhout, (2004, 180) has called this kind of environment student controlled environments. After all, the student lets know, when he or she needs guidance with the business
idea and with what kind of support is needed. This tutor acts like a coach, which is guiding the student in the process of the business.

Good examples that act as a former entrepreneur, shows that it is possible to start a business (Jones 2011, 427). The students get a confirmation from former entrepreneurs, whom they can realize, their entrepreneurial dream. According to Manuere (2013, 517) students think also themselves, that when they are having their own coach, that starting a business would become more feasible. After all, they receive more support in knowledge and knowhow.

The idea behind the example entrepreneur is that the former entrepreneur is passing on his or her skills to the next generation of entrepreneurs. The students get support on a personal level and the students receives support on the needs of the students. Emotional learning is a key essential of serving entrepreneurship to the students. Gibb (2002, 257) states that, experiences may help to develop a successful entrepreneur, but during the time the students is working on his or her entrepreneurship, there is not that much attention on the personal part of entrepreneurship, but there is more attention to the knowhow of entrepreneurship. Every student has their own difficulty with setting up a company and every student is in a different situation with the company that they have established over time. With a tutor or coach, a student is more controlled in managing the business (Schelfhout, 2004, op. cit. p188). The tutor or coach is giving advice and the young entrepreneur can decide for themselves, whether they follow the advice. A coach should have a similar mindset as the entrepreneur about the business idea or the decisions that needs to be made within the business (Morris 2012, Op. cit. p.22). Decision making, can be a taught as part of managing a business, with some extra support in the way of a tutor or a coach. The young entrepreneur receives help in making decisions that can affect the business dramatically. Overseeing different kinds of situations that might come with owning a business, the coach or tutor supports in these situations that might happen to the business, which they are planning to start. Schelfhout (2004, op. cit. p.188), also describes, if students do not receive help in making these kind of decisions, student get demotivated and sometimes they are not even willing to continue with their business. Furthermore, they are getting demotivated to continue with their business most likely, they also have changed their goals on a
negative way or they have lowered their goals, which they had before this negative experience (Morris 2012, Op. cit. p.22).

Another characteristic of this kind of learning environment is, that the student is steering the process of learning, this related back to the idea of that the students is learning and acting according to their own needs and is growing on their own capabilities. The experiences that a young entrepreneur is facing, when the coach or tutor is guiding the student, will have a long-term effect, compared with traditional entrepreneurial teaching methods (Schelfhout 2004, op. cit. p196).

Family member or a good friend can be in the same role as a coach or tutor and can give advice about managing the business. In terms of emotional support, a friend or a family member can act the same. Even though, they have no business experience. The advice of friends and family is advice that is moral related rather than business related. A friend or family member is closer to the entrepreneur and can give better moral support. Sometimes, an entrepreneur has certain fears of a business. Those fears can come from negative experiences or from negatives emotions. A friend or family member can provide the guidance, to deal with the experiences in the past (Shepherd 2004, op. cit. p.278). Entrepreneurship can be a rollercoaster ride for the entrepreneur, because of all the different events and situations that are involved in being an entrepreneur (Morris 2012, op. cit. p.12). It is comfortable for the young entrepreneur, to talk about the emotions that are generated from these events with a familiar person, which can give them support.

A business consultant can provide the same knowhow to the starting entrepreneur. In general, a business consultant looks with a different set of eyes to the entrepreneurial business idea. It looks, different at it, because a consultant has a deeper understanding, if a business model would work. This in contrary with a former entrepreneur, who knows how to run and how to start a business. It depends on the needs of the students, which person can help them the best. It also depends on the entrepreneur’s own skills. Some young entrepreneurs feel more comfortable and getting more convinced and they need conformation that their business idea works, other students rather prefer to start the business right away with a former entrepreneur and they try to make their business work, without the guidance of a
business consultant. Overall, the student can decide the best for him or herself, which kind of tutor can give the best support.

2.3 Apprenticeship at a start-up company

Learning entrepreneurship by completing an internship in a start-up-company is another method of practise by doing. Practising by doing can also mean, practising business skills by writing a business plan, but that is not, what this study is about. Practising by doing, means in this case working in a business that is in an early phase. When a student is writing a business plan, there is a focus on the creation of a business plan on paper, because a business plan is often needed to start a business (Neck 2011, 59). Practising business in a real situation is another method. For the student working in a start-up company it is a safe environment and while the students is involved in a starting company and the student is also thinking entrepreneurially. “Kyrö states that (2006, 70), the special qualities of this human being are manifested in an extraordinary, risk-taking, creative, free and responsible actor”. This also describes how the environment of an internship should look like. In the internship, there should be space to learn to be responsible, but also space where the young entrepreneur can learn to be creative. Those two skills are related to the personal skills. This is not only related to emotional part of owning a business but also to the personal part and the personal skills of a starting entrepreneur. Besides that, it is related to personal skills, because an internship also allows discovering the unknown areas for the young entrepreneur, besides, they learn more then only business skills in an internship (Neck 2011, Op. cit. P 63.). Areas that have not been discovered before can either be personal skills or just skills which are related to the internship itself. An internship and the outcome of it is equivalent to work experience of how to manage a starting company and which problems to expect.

By working as an intern in a start-up company, the student experiences the same effect of a role-play. Role-play scenarios are often the similar situations practised. In an internship, there are no created role-play scenarios and the situations that the
student is experiences are more realistic. Furthermore, the student is also practising more than one kind of scenario and the student is not practising a particular situation, which is common in a practising by role-play. When a student is working with an entrepreneur, the student experiences the same effects of a role-play without being in a role-play. Shepherd (2004) mentions that, starting entrepreneurs can learn from their failures (op. cit. pp. 278). This also includes the emotions that are related to the failures in an internship. It is a skill, through which a starting entrepreneur can move on after a failure and does not get stuck in the same emotional spiral (Shepherd 2004, Op. cit. P280).

A benefit would be for the student, to learn to handle the emotional rollercoaster in this way. Another advantage is that the student can discuss his or her feelings and emotions with other student or other people that have been in the same situation before. This real life role-play also allows the student to learn more about experiences than a created role-play scenario. This internship enables the student to learn how to do entrepreneurship rather than, how to know, how to do it (Gibb 1993, 27). However, the student entrepreneur is not only learning how to, but the student also gets some work experience, by working as an intern in a start-up company (Gibb 1993, Op. cit. P27).

In addition, when a student is working in a start-up company, it also means that there is no financial risk for the student nor the entrepreneur that is hiring the student. In terms of financial safety, this is a safe environment for both parties.

### 2.4 Business stimulation by business simulation

In a simulation a student can already experience entrepreneurial situations before even have started a business. During this simulation, a student can also learn new business skills, but they can also learn something about their own personal skills.

In a computerised simulation, like a game which the student is practising on the internet, the student is be able to understand and know when to switch from emotions, this in comparison with a role-play, it does not only switch the emotions,
but also the mood that comes with it (Shepherd 2004, Op. cit. P284.). This allows us, using a game as a training method in where entrepreneurs are being prepared for what is coming when owning a business. When the student is practising the simulations in a game, the student has the feeling that he or she is the entrepreneur or the boss of the company that he or she just has established, even though the situation is surrealistic but it feels real for the student entrepreneur (Neck 2011, Op. cit. P68). Other organizations of a massive scale are also using simulation in order to prepare their employees for their job (Neck 2011, Op. cit. P64). For example: Airliners and the US Military. Another aspect of the computerised simulation is that the student entrepreneur is learning on a playful approach. It enables to learn and teach things, which were otherwise hard to teach to the students on a traditional level.

An even more realistic business simulation is, to let the students start a small company. For example, what is campus entertainment doing at the moment but also Kumina. Those small businesses let the student “work” on their entrepreneurial dream, instead of learning entrepreneurship in classrooms (Gibb 1993, Op. cit.P16). This approach of learning or teaching entrepreneurship is action based and not knowledge based. Besides, owning the company, students go beyond their experiences of “feeling” being entrepreneur, because they literally owning a company. A teacher can teach business skills that are needed to be an entrepreneur, but in order to be a successful entrepreneur, cannot be taught in school. The teachers for learning during the ownership of a small company are the share-and stakeholders, which are involved in the small business. This can be a problem, for example with a customer, but also a problem that is related to the decisions that are being made by the entrepreneur and the other workers, which are involved within the business (Gibb 1993, Op. cit. P19).
Decision-making is another aspect of what the student can learn during a simulation. In a simulation, a student experience in a safe environment what the results are of that particular decision (Doyle 2000, 331). Figure 2, demonstrates, which aspects can be more trained by owning a small business. To stay ahead of the competition, can be a challenge for a small business and perhaps lack of experience of the owner(s) makes it difficult to make the small business work. When the small company needs specific raw material, in order to be able to produce the product, it might be also a certain decision, which needs to be made, where to purchase these specific raw materials. A student entrepreneur learns to make decisions on all the fields of entrepreneurship. On the field of financial, but also on the field of human resources. Delegating task to other group members is for example, something that can be practised in a simulation that has to do with human resource management or recruiting new group members. Often entrepreneurs are alone in making decisions (Gibb 1993,Op. cit. P18). When training decision making in a small business. An entrepreneur learns how to make these kinds of decisions. Furthermore, they make
these decisions alone. It can be hard for an outsider to understand the consequences of these decisions. When practising these experiences in a small business environment, they can learn how to deal with these decisions and how to handle them when they are a successful entrepreneur.

2.5 Society for entrepreneurs

In a community, students can meet other students that are interested in entrepreneurship. It might happen that some of the students already have a company and they just visited this community for networking, perhaps also to meet other entrepreneurs.

In this community, students are thinking and discussing with each other about entrepreneurship. The main purpose of the community is to create a dialogue with other students about entrepreneurship. For example, JES (Jyväskylä Entrepreneurship Society, http://www.jyvaskylaes.fi/) they are organizing activates which relate to entrepreneurship, but there is no emphasizing on learning. Still, a student is learning something about entrepreneurship by talking with others. The correct term for learning in a community is, social learning (Howorth 2012, 375). When a student is talking about his or own entrepreneurial experiences with an entrepreneur that has successful established his or her company, the student rethinks again about the decisions he or she made during the time, when the student was working on the business plan or perhaps even a step further. In this conversation, with an experienced older entrepreneur, the student is reflecting him or herself about the skills that are needed to be an entrepreneur. In this kind of dialogue, the younger generation is learning from the older ones (Howorth 2012, Op. cit. P374). When the student is coming regularly to this kind of a meeting, there start to become a certain kind of trust and it becomes even more valuable and easier to learn and to talk about entrepreneurship (Howorth 2012, Op. cit. P375).

The organizers of this community, which are organizing these events for the student and all the other people that are interested in entrepreneurship, are facilitators
instead of organizers (Gibb 1993, Op. cit. P23). They are facilitators, they are organizing activities, which can support other students to become an entrepreneur or learn something about entrepreneurship or other entrepreneurs. In comparison with a teacher, who teaches business skills is not using the same kind of “tools” then the community is using.

As well, as the environment is not the same as in a classroom. According to figure 3, a classroom environment is more a cognition world, but a community is more a world of method (Neck 2011, Op. cit. P61). In a classroom, students are working on case studies and practising business skills. In a community, students are more observant. For example watching a documentary about entrepreneurship and afterwards talk about the documentary. With talking afterwards about the documentary is reflective according to figure 3. Value creations, can also be seen as a creative way of learning, in comprising with thinking and doing, which is common in a classroom environment (Neck 2011, Op. cit. P65).

<table>
<thead>
<tr>
<th>World of...</th>
<th>Entrepreneur World</th>
<th>Process World</th>
<th>Cognition World</th>
<th>Method World</th>
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</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Heroes, myths, and personality profiling</td>
<td>Planning and prediction</td>
<td>Thinking and doing</td>
<td>Value creation</td>
</tr>
<tr>
<td>Level of Analysis</td>
<td>Entrepreneur</td>
<td>Firm</td>
<td>Entrepreneur and team</td>
<td>Entrepreneur, team, and firm</td>
</tr>
<tr>
<td>Primary Pedagogy</td>
<td>Business basics, lectures, exams, assessment</td>
<td>Cases, business plans, business modeling</td>
<td>Cases, simulations, scripting</td>
<td>Serious games, observation, practice, reflection, cocurricular, design</td>
</tr>
<tr>
<td>Language</td>
<td>Locus of control, risk-taking propensity, tolerance for ambiguity, n-ach</td>
<td>Hockey stick projections, capital markets, growth, resource allocation, performance</td>
<td>Expert scripts, heuristics and decision-making, schema, mental models, knowledge structures</td>
<td>Practice, self-knowledge, fit, action, do-learn, cocreation, create opportunities, expect and embrace failure</td>
</tr>
<tr>
<td>Pedagogical Implications</td>
<td>Description</td>
<td>Prediction</td>
<td>Decision</td>
<td>Action</td>
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</tbody>
</table>

FIGURE 3. Known worlds and known frontiers, see Neck, Heidi M, Greene, Patricia G 2011

Besides, showing movies about entrepreneurship, there can also be other activities, which related to entrepreneurship, in where creativity and action are a key role. This
makes “learning” in a community more interactive, compared with conventional
learning in a classroom in where there is focus on doing and thinking instead of
having a good time and feeling relaxed.

**Atelier for entrepreneurs**

Students can learn specific skills in workshops, and they can also learn something
about themselves instead of attending a “classical” lesson. An entrepreneurial
community could also organize workshops, it fits in the idea of having a dialogue
about entrepreneurship. This sub-concept is also part of what an entrepreneurial
community might organize. A workshop also gives the possibility to let the student
decide his or her own learning goals. An effect of this is, that the students have
freedom, to find out, what the needs are for them as young entrepreneurs. In this
kind of workshop, the personal learning should be the goal, the self-enrichment of

<table>
<thead>
<tr>
<th>Stage of Debriefing</th>
<th>Questions to Stimulate Discussion</th>
</tr>
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<tbody>
<tr>
<td>Events</td>
<td>“Describe the events surrounding the business failure.”</td>
</tr>
<tr>
<td></td>
<td>“Describe the events that happened to you after the business failed.”</td>
</tr>
<tr>
<td>Emotions</td>
<td>“How did you feel when you realized the business was going to fail?”</td>
</tr>
<tr>
<td></td>
<td>“What were the emotions that you felt after the business had failed and everyone in the class knew about it?”</td>
</tr>
<tr>
<td>Empathy</td>
<td>“For those entrepreneurs whose business did not fail, what were your feelings toward those that did have businesses fail?”</td>
</tr>
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<td></td>
<td>“How would you have felt and acted if you were in their shoes?”</td>
</tr>
<tr>
<td>Explanation</td>
<td>“How does this experience relate to the saying ‘Businesses fail, Entrepreneurs learn’?”</td>
</tr>
<tr>
<td></td>
<td>“Do real-life entrepreneurs of failed businesses feel this way?”</td>
</tr>
</tbody>
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*FIGURE 4. Stimulation of a discussion, see Shepherd 2004*

An example of how a workshop could be organized is a group discussion. In a group
discussion, a student can determine, how much they would like to get involved in the
discussion and how much, they would like to learn. This group exercise, enables the
students to determine for themselves, what they would like to learn. This workshop
is a personal learning environment, even though the students are together in one
Before the group discussion starts, with the students, which are in the group discussion. All of them agree that the details that are being discussed included emotions and feelings are being kept private within the group. This gives the participants of the group discussion a feeling of safety and they are willing to talk more in depth about their feelings (Howorth, 2012, Op. cit. 375).

Figure 4, shows how a group discussion could be setup. This layout of a group discussion, could be applied to, students who would like to know more about their own emotions during an entrepreneurship. In these events, students are learning, how to deal with the emotions that come from those different situations. With having now and then, a guest speaker or a former entrepreneur telling about, their experiences, the students will be better prepared for, what to come, when they experience a similar situation in the future of their entrepreneurial career. With a guest speaker, entrepreneurial students can reflect themselves on a role model. It allows them to think, on which part of themselves they have to work on, in order also to become successful and what skills or other things are needed (Neck 2011, Op. cit. P58).

Before a group discussion starts, an entrepreneur could tell about his or her experiences or about a situation. This already, helps to put the student into the right mindset. This entrepreneur could start off, with situations, which are most likely to happen to the young entrepreneurs. The group can study a case study, in where the practises certain parts in a role-play and where they can discuss afterwards about what they have learned together and individual in a group. Figure 4, can guide the thinking process of the group and also the learning goals. Figure 4, can also be used to teach other parts of entrepreneurship then only emotions.

For instance, practising situations with a difficult customer and how they can learn how to handle these kinds of situations. When a student is practising in a group, the students are simulating and practising how to deal with different kind of relationship, for instance, the relationship with the supplier or with a good customer (Morris 2012, Op. cit. P22). Or how to, bring bad news to the employees of the company. With a role-play, a student is also learning more skills that are practical. Dealing with customer either good or bad, they both have to do being able to cope with their
social skills of the student entrepreneur. Shepherd (2004) states that, with role-play a student can learn something about themselves and how to life with a failure (Op. cit. P280). Also a role-play is realistic and it is still a role-play, but it can be practised close to a real life scenario and it gives the student of actually experiencing it.

The person, who is telling about a failure in running a business, does not always have to be entrepreneur him or herself. For instance, it can also be the wife of the former entrepreneur and even a good friend (Shepherd 2004, Op. cit. P.276). For the student, which is about to become entrepreneur, this will most likely also happen in a real life situation. Either, this experience can also come from an organization or even from a project in where other students telling about their experiences of the winning team and about the losing team (Shepherd 2004, Op. cit. P.279.) This in combination with a group discussion, students understands better, how to do entrepreneurship with grief and how to learn from failure and how to deal with it (Shepherd 2004, Op. cit. P.275 ). Not only negative emotions, can be discussed in a group discussion with the students, but also positive experiences of entrepreneurship can be discussed as well. In combination with journal writing could help the student to learn even more about his or her own emotions and how to learn from a failure (Shepherd 2004,Op. cit. P. 280). This maximise the learning experience. It also allows it, to store this experience in their memory, which they have experienced during the workshop. When the student is rereading or even rethinking about the situations, which they have experienced during the workshop. They think how they will handle the practised situation better in their further career. With reviewing and rethinking and even re-experiencing, the student has developed an own theory about the specific situation (David 2000,Op. cit. p.155).

In addition, when a student is seeing another entrepreneur in distress, they can already learn in this created scenario how to respond and even how to provide support (Morris 2012.Op. cit. p.21). Those small “tools” will support to prepare the student in these situations, and it will make already a better entrepreneur than without these exercises.

These not created real life experiences, but created in a real life scenarios can help the student how to handle with upcoming experiences. This experience is already
created “past” experience and makes the student better prepared for the future (Morris 2012. Op. cit. p.20-21). Not only, it will make it a better entrepreneur, the student is also be able to handle all the different kinds of situations better, not only in situations but also in decision making and any other kind of obstacles that might come along the route of the student entrepreneur (Morris 2012. Op. cit. p.27). The main aspect of reviewing themselves is reflecting and reflective thinking, understanding and learning and knowing the consequences what they have done is important in becoming an entrepreneur (Neck 2011, Op. cit. P65, Howorth 2012, Op. cit. P.373-374). All these ways of discussion and a journal writing and let come over another former entrepreneur can help to let the entrepreneur student think for themselves instead of putting them in a program which let them think for them.

2.6 Entrepreneurial practises at JAMK

JAMK is a University of applied sciences in Central Finland. The school has many degrees which various from business until nursing. Inside JAMK, are different schools. School of Business and Service Management, School of Technology and School of Health and Social studies and Teacher Education College.

Once a school year, the school is organizing an innovation month. In this particular month, students can participate in workshops. The goal is, to develop new business ideas or to learn new skills that are useful when the student is willing to become entrepreneur (Innovation Month 2013).

Nordic Business Forum is an example, in where students can learn something about entrepreneurship and mainly by practising. This also supports the idea that, the organizers of the Nordic Business Forum event work as a role model, of a successful company. The event is organized annually in Jyväskylä. JAMK provides students that can participate in the event as volunteer. In this events, students get some experiences about entrepreneurship in practise, by participating voluntary. The students are responsible for the services of the Nordic Business Forum, this can be
cloakroom but also the reception (Yli sata JAMKin opiskelijaa mukana Nordic Business Forumin järjestelyissä 2013).

The school also has two other different projects with a similar name. Concept Lab and Living Lab. In Concept Lab, there is more attention drawn on to business by developing new services and innovation will evolve new business eventually. In the Concept Lab, the students that are working on a project are not always doing innovations for a company or customer, they can also work on ideas that come from themselves. The difference with Living Lab is that the students in Living Lab are often developing new services and innovations for a customer which is often a company. In Concepts Lab, they idea can also come from the students themselves.

Inside the school are different projects that are related to entrepreneurship and to encourage the student to start their own enterprise during their studies. Another is Schauman Service Factory. This place is a “factory” in where student are practicing projects together with a customer, in this case a company which has assigned a task to the students. “It is a unique way of getting involved in entrepreneurship” (Usein kysytyt kysymykset 2013). If the student has also his or her own business idea. The school has financial support for it (Usein kysytyt kysymykset 2013 Op. cit.).

JAMK Generator is having multiple programs in order to start your own company. One of the first programs is the Incubator. In this program, students develop their own business ideas into a business with the support of a coach, which is assigned by the school. If the student or the group have completed this stage, they move on to another stage. The next stage is working at your own established company (JAMK Generator 2013). The school allows the students to work in their own company. The maximum amount of credits a student can get is 60 ECTS. During this time, the student has enough time to build the actual company and at the same time, the student is learning something about managing a business.

JAMK also organizes more courses, in order to fulfil their goal. A new course is the Entrepreneurship and Innovation course. The students mainly learn, how to find innovations and how to asses these innovations, in order to know if they are successful. In the master education, of the school exist a similar program, in where
students can develop their own business ideas. (See more entrepreneurial courses in appendix 3). The name of this course is: Workshop for New Business Development. In the School of Business and Service Management, they are courses, which prepare the student for a managerial and partly as an entrepreneurial role, the name of those two courses are: Basics of Business and Operational Management of a Service Company, these courses are only offered in the School of Business and Service Management of JAMK (Tunkkari-Eskelinen 2012, 4).

Team Academic is a learning environment, in where students set their own goals and objectives. It is based on working in groups in where students can start their own company and built their own network. The students themselves will fund their companies, which they set up, during their studies. Group discussion and changing dialogue is an important aspect in this learning environment (Tiimiakatemia in a nutshell 2013).

Campus entertainment is a self-learning entrepreneurial environment, in where the self-development of the students is more important than the end result (Questions about Campus Entertainment? 2013, 4). The organization of Campus Entertainment is similar to a company. The position in an actual company are the same and similar to Campus Entertainment. The task of the students is to build a brand, which develops and produces new ideas that can be used in the entertainment industry Questions about Campus Entertainment? 2013, Op. cit. 3). Another event that is also organized by the Music and Media student, is Levels. Levels is already a well-known event in Central Finland and this is an example of how the Music and Media students are learning by practising. (See more http://levels-jkl.net/levels/).

Kumina is a practise by learning environment and started by a group of students in 2012. This is an example of what students can achieve during their studies, in this case in the field of Hospitality Management. The students own a small restaurant in where people can arrange meetings and organize small parties (See more appendix 1). The restaurant is a cooperation of a group of students which all of them are studying hospitality management.
A similar organization is Hamara Food and Service. In this learning environment, student can already start participating early in their studies (Tunkkari-Eskelinen 2012, Op. cit.1). This learning environment based on the idea of the Team Academy in where students also learning by practising (Tunkkari-Eskelinen 2012, Op. cit. 3).

In the School of Technology, mainly media engineering students learn something about entrepreneurship by practising it in projects. In this learning environment, the student get an assignment from a customer, often a company (See more appendix 2). These projects last for a school year and during this time, the student can expand their skills in this learning environment. Another learning environment is Freenest. This learning environment is more projects based and students are developing new products (About FreeNest 2013). The student is doing this in a team. Certain teams are focused on certain aspects of the project. Sometimes, a student get also credits for doing a small projects for a customer. Often those projects are not related to any course or a learning environment (See more appendix 2).

In the School of Health and Social studies, there is a company with a similar idea in mind of Hamara and Kumina. The name of this company is: Hyvinmonena. Their idea is to sell massage services. In meanwhile, the students that are running this company are learning something about entrepreneurship (HyvinMonena Osk Oppimis - ja kehittämisypäristö osana tutkintoa 2013). The differences with the other similar “models” are that this one is specific for the Social and Healthcare students. There is an advertisement about this service in appendix 4.

3 METHODS & MATERIAL OF THE STUDY

3.1 Research methodology

The survey consists of 50 questions, these are related to the concepts which have been found during the literature review. The survey focuses on the students’
attitudes and behaviour towards entrepreneurship and to the ways of learning
entrepreneurial skills during their studies (Veal 1997,100 ). The enhancements are
based on the research question of the services which could enhance the JAMK
Generator.

In the survey, five concepts were tested. These five concepts are based on the
literature review. Business Simulation, Entrepreneurial Community, Internship in a
start-up company, Learning Environment and a Business Tutoring. With a survey, it is
better to find out, if students like these ideas and to which extent they have to be
adjusted to promote the JAMK Generator. The survey can be found in appendix 5.In
other words, these five concepts can be seen as ways of enhancing the Generator.
This in combination with the different backgrounds of the students, this research is
being able to come up with concepts to enhance the Generator.

Data will be collected by a survey, on the Optima workspace by the teacher of the
course. The teacher will be asked, if he or she would like to promote the research
during their lessons. After, the teachers have promoted the research, they will put
the survey link on their Optima workspace. Through promoting, the research,
students will become more enthusiastic about participating in the survey. No email
related material will be sent to the students. In addition, an Optima survey makes it
to analyze the results and collect data from the students easier.

With an Optima survey, JAMK has the best opportunities to collect a lot data from
the students about how to serve this of group of students the best. Also within JAMK,
every student has a different background. The research focuses on to finding out the
differences between the students, by asking questions, which are related to the
background of the student. Every group of students and their experience require a
different sets of needs and with that, they also need a different kind of service, in
order to let them become entrepreneur. The JAMK Generator is intended for all the
students of JAMK, which also means that a survey is the right tool to collect data
from a large population.

The start of every concept contains a question were the students’ answers with the
question, with the scale from one to five (Likert scale). Appendix 7, demonstrates a
graphical layout of the survey and how the survey was build up. In the survey has chosen for the Likert scale, in this scale there is no middle answers possible (Saunders 2006. 373). The odd number five a rating creates a contrast between the different ratings and is less confusing to answer then a scaling system from zero to ten. With a scaling from zero to ten, it can be more free interpreted for the participant what to choose. With a Likert scale system, it is less confusing to answer these kinds of questions in the survey. After these questions come a couple of closed questions. The students answer these with yes or no answers. With asking yes or no questions, the concept is not being ranked. However, this is more an extra question, if they are interested in the concept. These two questions are followed by descriptive questions, in where the participant can express what makes them interested in that particular concept. The questions, which will be asked, are descriptive and a survey is a method of asking these specific descriptive questions (Saunders 2006. Op. cit. p.356). Also with closed questions, it will be easier to analyze the data. The descriptive question, at the end attempts, to find out what the student would like to learn in this kind of concept. It will help better clarify the overall picture with descriptive questions at the end and help to find out, what the student wants to learn.

3.2 Research validation

Validation of a research is an important factor to understand the results better and interpret the results correctly. In this part of the thesis, is given an explanation, how the data is analyzed and how to reach the objective, developing new enchantments, which could increase the value of the JAMK Generator and answer the research question, what are the services, which enhance the JAMK Generator correctly.

The research was designed to be a quantitative research. However, on the survey have 68 students replied, in total are in JAMK over 8,500 students (Why JAMK, 2014). The sample that has been taken from the students of JAMK, has been created by taking samples, through an Optima survey. The irregularity can be found in the different study years and in the different fields of study. This sample can be called
snowball sampling (Denscombe 2007, 17-18). This research was meant for all the
students and the different study fields at JAMK with its different years of study. The
largest study year was the third and the second largest study year, was the second.
The majority, were students from the School of Services Management and the School
of Business. There were no students from the Teacher Education, who participated in
the survey. The majority of the participants had a high school as background study.
The survey started on 22.1.2014 and ended on 7.3.2014. Some questions of the
survey had less than 68 students. If the amount of responders were lower than 68,
the amount of responders is given at the beginning of the results at every concept.
The survey was send to nineteen teachers. Three of them, placed a link to the survey
in their Optima workspace. In appendix 6, is the e-mail that has been send to the
teachers.

Question about the study field has been edited to make it usable in a pie chart and
table (Question 43 of the survey). The question was an open question in the survey,
in order to make it usable for analyzing, the author has decided to edited the open
answers. During this process, there might have been lost some data, due to the
wrong interpretation. In addition, the length of the survey, the participant could have
had troubles, to answer the questions. Besides, the participants were not familiar
with certain concepts of the survey or they may have misunderstood some concepts.
The first three questions of the survey were behavioural questions, although they
had a similar meaning, if the student is intending to start a business. In the survey,
the question, do you have a business idea, has not been analyzed any further in
certain concepts. The question did not provided new information with other current
two behavioural questions.

The desired occupation question has been irrelevant for the thesis. The question
does not provide the background information, which is needed to enhance the JAMK
Generator. Neither, the question has anything to do with entrepreneurial services in
general. The other background related questions, have not been analyzed or the data
not been published, in order to protect the identity of the participant. The duration
of study question (question 48) gave similar results to the year of study. The
question, year of study was further analyzed, the question gave the best results, to
build a profile of the participants and answer the research question the best. The
remaining questions, about the certain entrepreneurial courses of JAMK, have not been analyzed any further nor published. The amount of participants on these questions was too low and not suitable for further analyzing. The same applies for the other questions, which were more related to the current services of the JAMK Generator. These questions were related to the Business Incubator and to Concept Lab (questions 5 till 13 in the survey). A question about the Innovation week has also not been analyzed for the same reasons. However, these questions, do not meet the objective, to come up with enhancements for the JAMK Generator.

During the analyzing process, two schools School of Business and the School of Service Management are analyzed separately. To analyze these two schools separately from each other, gives a better image of how the different schools think about the concepts, which could enhance the JAMK Generator.

Learning environment concept and the sub-concept workshop, the question about times and duration of a workshop or learning environment have not been published. The outcome of these questions, were irrelevant for answering the research question.

In the concept Business Simulation, three questions about virtual money and amounts of money and the question group of students have not been further analyzed. 35 Students answered on these questions, which is not enough to build a conclusion. The motivational question, if students were interested in a Business Simulation, gave similar results to the previous question, with the Likert scale (Question 14 of the survey). The previous question has not been published, it did not provided the information, which was needed to “test” the concept. The same goes for the demotivational question. Neither, it supports the research question.

The questions related to joining an entrepreneurial community and participated before an entrepreneurial community have not been analyzed any further. The answers of these questions were invaluable. Neither have they met the objective of the research. The results of the descriptive question of this concept has not been published because, there amount of participants were too small.
4 PROFILE OF THE PARTICIPANTS

Field of study

The biggest group of participants came from the School of Services Management (42%) second biggest group was from the School of Health and Social Studies (29%). Two students have answered from the school of Technology (3%) and from the School of Business were 24%. In total have 58 students, answered this question, what their field of study is. See figure 5 for the pie chart.

![Pie chart of the study field](image)

**FIGURE 5.** Pie chart of the study field

Students, which would like to become an entrepreneur in the future. Most of them come from the School of Services Management, the second biggest group is from the School of Business. From the School of Health and Social Studies have a quarter answered to be interested in entrepreneurship in the future.

There is a difference in students, which would like to become a business owner in the future, or during their student life. In the School of Business and in the School of
Services Management, is a difference to see, according to table 1. This table shows, a higher number, in the planning to start a business in the future compared to become an entrepreneur during studies. In the School of Health and Social Studies are three students, who are having a business idea, but which are not considering starting a business and in the School of Service Management are as well three students, with a business idea, but not considering working on their business idea. More than half of the business owners came from the School of Services Management. The table can be found in Appendix 8, field of study.

Year of study

65 Students out of the 68 answers have answered the question about which year of study they are. Figure 5 shows that, there were three (4%) first year students and there were nineteen students (29%) second year students and third year students were 50% and fourth, 13%. The smallest group was the fifth year students, which have answered the survey.

![Pie chart of the year of study](image)

**FIGURE 6. Pie chart of the year of study**

In the fourth year of study, five students have answered, that they would like to start a business in the future, compared with a third from the second year. In the third year of study, half of the students would like to start a business and the other half
not. Even there, were not so much answers from the first year of studies and the third, fourth and fifth year of studies, these groups of students remained to be interested. Of the fourth year group, half of them is interested and the other half not. The table can be found in appendix 8, year of study. In general, there is a small difference between the different study years, of students, which would like to start their own business in their life, or in their studies. The most business ideas are in the second and third year of study, but this is also the year, which differs the most from the students, who would like to start their business. In the third year of studies are six business owners, but it also contains the most not business owners. In the fourth and the fifth year of studies, were in both years, one business owner.

**Previous school**

10 (16%) Students said that they came from a previous University of applied sciences. 42 (67%) Students said that they came from a high school. The other students have answered that they are from a vocational school (16%). The number of students responding to this question is 62.

Sixteen students with a high school background were going to plan a business in the future. Between students from a previous University of applied sciences and a previous vocational school. Two students, with a University of applied sciences as background study have said that they also willing to become entrepreneur.

The students, who had previously been studying at a university of applied sciences, gave a higher number of yes answers. The answers were similar to students with a vocational school as background. The students with a high school background were less interested in starting a business. Three students, from the high school are planning to start a business, but are having no business idea yet.

There were four students who have a high school background and who already work as entrepreneurs. There was one entrepreneur from a previous University of applied sciences and two from a previous vocational school.

**Starting a business in the future**
68 students have answered to this question. 48% said that they are interested in starting a business in the future, 51% said that there are not interested. Of the student, who said that they are interested in becoming entrepreneur during their studies, compared with this question, the majority of the students are interested in entrepreneurship in the future and around a quarter of them would like to become an entrepreneur during their studies.

<table>
<thead>
<tr>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Are you planning to start a business in the future?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>21</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>12</td>
<td>29</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
<td>35</td>
<td>68</td>
</tr>
</tbody>
</table>

On this question, 68 students have answered to the question of: Do you a have a business idea (table 1). Of the question, more than half (57%) have no business idea at the moment and 42% are having a business idea at the moment. Of the students, which would like to become an entrepreneur during their studies, eighteen of them had a business idea and half of them not. Of the students, which are planning to start a business in the future, most of them were having a business idea, but the students which are not having a business idea were the same, compared with the previous table (table 2). Of the students, which are having a business idea. Seven of them are a business owner and there is one business owner, without a business idea.
TABLE 2. Students with business intention and those who have a business idea

<table>
<thead>
<tr>
<th>Are you planning to start a business in the future?</th>
<th>Do you have a business idea?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>25</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>4</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>29</td>
<td>39</td>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Do you have a business idea?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>18</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>11</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>29</td>
<td>39</td>
<td>68</td>
</tr>
</tbody>
</table>

5 RESULTS OF THE SURVEY

5.1 Learning environment

66 students have answered this question. The average grade was 3.5. 15% have thought, that this environment is very useful. 33% replied, that this environment is somewhat useful. 10% answered, that this environment is not so useful.

The majority said who are starting a business in the future, that this environment is somewhat useful. Around half of the students, which are intending to start a business said the same. Students, who are intending their business in the future, have replied more positive compared with students who are starting their business during their studies. See table 3.
### TABLE 3. Students with business intentions grading learning environment

<table>
<thead>
<tr>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On which scale from 1 to 5, would it be useful for you as starting entrepreneur, to be in an environment in where, you have guidance all time and without classes where you have to go?</td>
<td>Not so useful</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Useful</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Somewhat useful</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Very useful</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you planning to start a business in the future?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On which scale from 1 to 5, would it be useful for you as starting entrepreneur, to be in an environment in where, you have guidance all time and without classes where you have to go?</td>
<td>Not so useful</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Useful</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Somewhat useful</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Very useful</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

Business owners mostly gave positive answers. More than half of them answered, somewhat useful or very useful.

Table 4, shows that the School of Service Management, gave the highest number of answers very useful category, this was also the group, which given the most answers in the survey. In the somewhat useful category and not so useful category. There was no significant difference between the different schools of JAMK. A quarter of the School of Health and Social Studies gave more replies in the useful category.
The differences between the study years, half of the answers came from the third year of study replied somewhat useful. However, this was also the largest group. Even the fourth year of study small, still two students answered on this category. The somewhat useful category, second year students answered the most, despite being low in numbers. In the category useful, the majority came from the second and third year of studies. There were four students from the fourth year of study, who answered similar. Mostly second year and third year of study answered not so useful.

### 5.2 Business tutoring

67 Students answered on the question, which person is the best to guide them with their business idea. More than half of the participants (58%) answered, that a more experienced entrepreneur could help them the best. 34% Said that a business consultant could help them the best. Only a few (1%) mentioned, a friend or a family member.

The group, who would like to start a business in the future, selected a more experienced entrepreneur. A third of the students answered a business consultant. Table 5 shows that the majority of the students, who would like to start their own business, prefer tutoring from an entrepreneur.
The majority of the students from the School of Health and Social Studies selected, to get advice from a more experienced entrepreneur. However, the other schools gave similar results. Table 6 showed, that students from the School of Service Management said that a business consultant is more suitable for them. The School of Business thought a third of the students to seek advice from a business consultant.
Most students from the third year of studies answered to get advice from an experienced entrepreneur. The same applies for half of the students from the fourth year of study. In the other reaming years of study, a third of the participants chose to get advice from a more experienced entrepreneur.

The descriptive question at the end of this concept, most of the students expect from business tutoring, to get advice about their business idea. Either it can be advice about rules and regulation or advice about the risk level of their business idea. If there are difficulties in their business idea, they are willing to receive advice, how to make their business idea work. They are also to receive guidance in establishing the business and the problems they are might face, when they are in this stage of their business idea. In total 37 students, answered.

**Virtual business tutoring**

In total, 67 students answered with an average grade of 3. The students with the intention of becoming entrepreneur during their studies, half of the students answered good or even very well. However, fourteen students answered not good or not so good. Students, with a business idea answered differently. Half of the students with a business idea, considered virtual business tutoring as an alternative. However, eight students thought that business tutoring is good or not so good. Students, with the intention of starting their business in the future or during their studies answered similar. See appendix 9, virtual business tutoring.
The School of Health and Social Studies, students answered that they are less positive about a virtual business tutor. In the other remaining schools, School of Business Management, students answered more positive. Table 7 shows that seven students from the School of Business Management answered good or very good. However, three students from the same school answered not good and not so good. The School of Service Management, a quarter of students answered that the business tutoring is good and very good. Half of the students from this school answered not good and not so good.

**TABLE 7. Opinions from study fields on virtual business tutoring**

<table>
<thead>
<tr>
<th>Field of study edited</th>
<th>School of Health and Social Studies</th>
<th>School of Business</th>
<th>School of Service Management</th>
<th>School of Technology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well, do you think a virtual business tutor could work for you?</td>
<td>Not good</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Not so good</td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>No opinion</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
<td>14</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

Students from fourth year of study are divided about virtual tutoring, less than half said that virtual tutoring is good and very good, in comparison with the other half which said that virtual tutoring is not good and not so good. In the second year of studies, seven students replied, not good and not so good. Three of them good. In the third year of studies, a quarter of the students thought that virtual tutoring was good.

According to table 8, eleven students thought that they are willing to be virtual tutored by a business consultant. However a small amount of the students are willing to be tutored by an online experienced entrepreneur.
On this question in the survey, 46 students have participated in this question and 76.09% have answered, yes, that a business tutor could help to improve their company.

More than of the business owners said that a tutor could help to let their business grow better or faster. Business owners also said that they prefer to get advice from more experienced entrepreneurs. However, future business owners do consider virtual business tutoring is suitable for them, fourteen of them have answered good and very good.

### 5.3 Internship at a start-up company

This question of how valuable this concept was for students. 66 students answered. More than half of this group gave this concept a positive grade. The average of the students’ answers was 4.03. A bit over 27% gave this concept a lower grade. There are many students with the intention of becoming entrepreneur during their studies, which gave the concept a positive grade. Around half of the students, without the intention of starting a business, replied the same.
Table 9 shows that, students answered with an overall higher grade on the question, if they are planning to start a business in the future when compared with the previous one.

The 0-4 category was a third of the group positive towards this concept. A small group of more experienced worker is also still interested in this concept. 8% Of the students, which were mainly from the third study year, answered very valuable. But the less experienced student is still interested in this concept. According to table 10, even the fourth year students, seemed to be the most interested compared for the amount of students have replied from that year.
TABLE 10. Opinions on the internship from students' work experiences

<table>
<thead>
<tr>
<th></th>
<th>Years of work experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-2</td>
</tr>
<tr>
<td>How valuable, do you think an internship in a start-up company will be?</td>
<td>Not valuable</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

Besides, only a couple of students from School of Technology replied to this question, they thought it was a usable concept. Table 11 shows that, the most positive answers came from the School of Health and Social Studies, even though this group was small. Eighteen students from the School of Service Management answered very valuable and somewhat valuable. A small number from School of Business have answered less positively to this concept.

TABLE 11. Opinions from the study fields on the internship

<table>
<thead>
<tr>
<th></th>
<th>Field of study edited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of Health and Social Studies</td>
</tr>
<tr>
<td>How valuable, do you think an internship in a start-up company will be?</td>
<td>Not valuable</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

More than half of the business owners have answered positively to this concept. The business owners are also, the people who are providing this kind of internship to the students.

In the descriptive question at the end of this concept, 29 students answered. There were a few students, who answered that they are willing to work in their own to be
established company. Other students are willing to work in their field of study. Often this was an organization in the field of nursing or a company in the field of services, for example, a bar or restaurant or any other service related company. What the students would like to learn varies. Student said that they would like to get some working experience during the internship. Student also answered that they are willing to work close with the entrepreneur.

5.4 Business simulation

68 Students filled in business simulation question. Less than half of the participants said that the business simulation is somewhat valuable. 22% Of the students, answered, that this way of learning entrepreneurship is very valuable. The students have given this concept 3.6.

Students, with the intention of entrepreneurship during their studies gave this concept somewhat valuable or very valuable. Student without business intention during their studies answered similar. See also table 12. More than half of the students with a business idea gave this concept a positive grade. The same applies for students without a business idea. Table 12 shows, those students with the intention of starting a business in the future are more interested in business simulation. In comparison with students which has business intention during their studies.
TABLE 12. Opinions from the students with business intention on business simulation

<table>
<thead>
<tr>
<th>How valuable do you think a business simulation, would be in practicing your business skills?</th>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not valuable</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not so valuable</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Valuable</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>11</td>
<td>18</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Very valuable</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>41</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How valuable do you think a business simulation, would be in practicing your business skills?</th>
<th>Are you planning to start a business in the future?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not valuable</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not so valuable</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Valuable</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>11</td>
<td>18</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Very valuable</td>
<td>12</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>35</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

In the descriptive question, students said, that in a business simulation they are being able, to be a business owner without having the risks of owning a business. 27 students answered on this question. On the following descriptive question, students thought that they are willing to learn something about business skills during the simulation. They also answered that they are willing to learn how to manage a business during the business simulation. A large group also replied that they also willing to learn something about wise decision making. In total 27 students answered.

The School of Health and Social Studies were few in number, overall they said that this concept a very valuable. A quarter of the students from this school also answered negatively. Table 13 shows, that The School of Service Management and the School of Business answered 75% positively. In comparison with the students from the School of Health and Social Studies.
Half of the second year students thought that this concept was somewhat valuable and valuable. However, more than half of the third year students answered similar. Eight of the third year students replied very valuable. In comparison with three students of the second year.

In terms of working experiences, less than half of the students with more than eight years of working experiences answered valuable. Students with working experiences between four-and six years answered similar.

Students, with a vocational school as background answered more positively than students with a previous University of applied sciences as background. Besides, the two background schools were similar in number.

Table 14 shows that, business owners were less enthusiastic about this concept. Half of the business owners thought that this concept was somewhat valuable. The other half thought that this concept was valuable and not so valuable.
TABLE 14. Business owners’ opinions on business simulation

<table>
<thead>
<tr>
<th>Are you a business owner?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not valuable</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Not so valuable</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Valuable</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>4</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Very valuable</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>60</td>
<td>68</td>
</tr>
</tbody>
</table>

5.5 Entrepreneurial community

The question about entrepreneurial community, 67 students replied with an average grade of 3.7. The majority answered somewhat valuable. There were around 40% of the students, which answered group valuable and somewhat valuable.

Table 15 shows, sixteen students in the category of entrepreneurship during studies answered very valuable and somewhat valuable. However, half of the students from the same category said very valuable and somewhat valuable. Students with a business intention in the future have scored higher on very valuable and somewhat valuable. In comparison with students, which are starting their business during their studies.
TABLE 15. Opinions from students with business intention on entrepreneurial events

<table>
<thead>
<tr>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How valuable do you think that, entrepreneurial events would be for you as starting entrepreneur?</td>
<td>Not valuable</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Not so valuable</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Valuable</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Somewhat valuable</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Very valuable</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you planning to start a business in the future?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How valuable do you think that, entrepreneurial events would be for you as starting entrepreneur?</td>
<td>Not valuable</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Not so valuable</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Valuable</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Somewhat valuable</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Very valuable</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
</tbody>
</table>

Table 16 shows, eighteen students, from the School of Services Management answered somewhat valuable and very valuable. Eight students from the School of Business answered in the same category. However, students from the School of Health and Social Studies said three quarter of them that somewhat valuable and very valuable.

TABLE 16. Opinions from the study fields on entrepreneurial events

<table>
<thead>
<tr>
<th>Field of study edited</th>
<th>School of Health and Social Studies</th>
<th>School of Service Management</th>
<th>School of Technology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How valuable do you think that, entrepreneurial events would be for you as starting entrepreneur?</td>
<td>Not valuable</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Not so valuable</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Valuable</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Somewhat valuable</td>
<td>8</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Very valuable</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>14</td>
<td>23</td>
<td>2</td>
</tr>
</tbody>
</table>
The majority of the fourth year of study said very valuable and somewhat valuable despite they were low in number. Three quarter students of the third year students answered somewhat valuable and very valuable in comparison with the second year. However, half of second year, have replied positively to this concept.

Students, from a previous University of applied sciences answered more positive than students which had a vocational school as background. The largest group were students from a previous high school which said somewhat valuable.

The majority of the students have not participated before in an entrepreneurial community or event. Quarter of the participants, participated before and are familiar with this concept. 68 students answered this question in the survey. 51 Students replied if they were interested in joining an entrepreneurial community. Less than a quarter of the participants said that they are interested in joining this kind of community. However, 76% has answered, that they are not interested.

### 5.6 Workshop

The question about the workshop concept, 66 students replied. Out of this group, the majority replied overall positive. Less than half of the students replied somewhat valuable and 28% replied is valuable. The reaming students (15%) replied lower. The students answered with an average of 3.4.

Students, which are interested in becoming entrepreneur during their studies, said that most of them somewhat valuable. In addition, students, who are not interested in starting a business during their studies, replied similar. Five students, who are interested in becoming entrepreneur, thought that this concept is not so valuable. Table 17 shows, that there was a small group of students, which are not having a business idea nor they are willing to become entrepreneur during their studies, thought that this concept was valuable and eight of them somewhat valuable. In the table 17, starting to plan a business in the future, showed a difference in somewhat
valuable and very valuable. These students answered that they more interested in workshops than the others are.

**TABLE 17. Opinions from students with business intention on workshop**

<table>
<thead>
<tr>
<th>How valuable, do you think a workshop could be for your business idea?</th>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Not valuable</td>
<td>0</td>
</tr>
<tr>
<td>Not so valuable</td>
<td>5</td>
</tr>
<tr>
<td>Valuable</td>
<td>7</td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>9</td>
</tr>
<tr>
<td>Very valuable</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How valuable, do you think a workshop could be for your business idea?</th>
<th>Do you have a business idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Not valuable</td>
<td>0</td>
</tr>
<tr>
<td>Not so valuable</td>
<td>5</td>
</tr>
<tr>
<td>Valuable</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>8</td>
</tr>
<tr>
<td>Very valuable</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How valuable, do you think a workshop could be for your business idea?</th>
<th>Are you planning to start a business in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Not valuable</td>
<td>0</td>
</tr>
<tr>
<td>Not so valuable</td>
<td>5</td>
</tr>
<tr>
<td>Valuable</td>
<td>8</td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>12</td>
</tr>
<tr>
<td>Very valuable</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

Table 18, shows that the School of Health and Social Studies and the School of Service Management answered more positive compared with the School of Business. Less than a quarter of the School of Health and Social Studies said that this concept is not valuable or not so valuable for them.
The third year’s students and the second year’s students were the most optimistic about following workshops. However, half of the Students, were less optimistic about this concept, came from the same study years. The majority of the fourth year students, given this concept a high grade, besides they were low in number.

More than half of the business owners thought that this concept was valuable and somewhat valuable. Despite, a small amount of business owners participated in the survey.

**Different kinds of workshops**

The deepened question in were the students selected what they willing to learn during a workshop. 43% Of the students said that they are willing to follow a workshop about business skills. This means a workshop about financial skills, business administration skills, law and writing a business plan. 1/3 answered, that they would like to follow a workshop, about experiences from other entrepreneurs. The last category, personal skills have 22% replied. Personal skills means in the survey, public speaking, leadership, time management and team management. In total 67 students answered.

Table 19, in comparison with the previous question. 1/10 of the students thought that students answered that experiences from other entrepreneurs is somewhat valuable. Twelve students said that a workshop about business skills is somewhat
valuable. The last category, nine students have answered that personal skills are somewhat valuable.

<table>
<thead>
<tr>
<th>TABLE 19. Different kinds of workshops and their grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How valuable, do you think a workshop could be for your business idea?</strong></td>
</tr>
<tr>
<td><strong>Not valuable</strong></td>
</tr>
<tr>
<td>What kind of workshops would help you the most with starting your business?</td>
</tr>
<tr>
<td>Personal skills</td>
</tr>
<tr>
<td>Business skills</td>
</tr>
<tr>
<td>Experiences from other entrepreneurs</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Ten students answered that they would like to follow a workshop about experiences from other entrepreneurs. Nine students answered personal skills. However, from students, which are do not would like to become an entrepreneur during their studies, 21 students have replied that they would like to follow a workshop about business skills. Half of the students, with a business idea, said that they would like to follow a workshop about business skills. The other half of this group answered about experiences from other entrepreneurs. The students, which are planning to start a business in the future, fourteen students answered that they are willing to follow a workshop about experiences from other entrepreneurs. 1/10 Of this group said that business skills. The table is located in appendix 9, workshop.

In the second and third year of study, can be seen, that in both years ten students have answered business skills, but in the category, experiences from other entrepreneurs, have six students answered in the second year and eleven in the third year. In the fourth year of study, experiences from other entrepreneur have five students answered. However, in the third year of study, have twelve students answered personal skills.

In the School of Services Management, table 20 showed less than students replied business skills and less than the other half experiences from another entrepreneur. Students from the School of Health and Social Studies answered similar. Students
from the School of Business, seven students answered on business skills and five on experiences from other entrepreneurs.

<table>
<thead>
<tr>
<th>Field of study edited</th>
<th>School of Health and Social Studies</th>
<th>School of Business</th>
<th>School of Service Management</th>
<th>School of Technology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of workshops would help you the most with starting your business?</td>
<td>Personal skills</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Business skills</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Experiences from other entrepreneurs</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
<td>14</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

Half of the business owners said that they are willing to follow a workshop about experiences from other entrepreneurs. Around 1/3 of this group answered personal skills.

6 CONTRIBUTION OF THE SERVICES TO THE JAMK GENERATOR

This chapter is dedicated to answer the research question, based on the five concepts. Business Simulation, Entrepreneurial Community, Internship in a start-up company, Learning Environment and a Business Tutoring. In the beginning is discussed the attitude of the students’ of JAMK towards entrepreneurship. Later on, the concepts are discussed according to the results and the theory background. In conclusion is a recommendation, to further enhance the JAMK Generator, based on research question: What are the services, which enhance the JAMK Generator and with the objective of this thesis: Increase the value of JAMK Generator through new enchantments.

Students of JAMK
Students, who have said in the survey, substantially a large amount of this group are interested in becoming entrepreneur, either during their studies or in another stage during their life. The fact, that they are interested in entrepreneurship itself, is already a positive attitude, even the amount of participants is low, compared with the amount of students, which JAMK is having. In the field of study, from the School of Health and Social Studies was surprisingly to see, the amount of students, who are willing to become entrepreneur or who are having a business idea. It is very surprising, because this group of students, are not following any business studies or do not studies in the direction of managing a business or any other business related courses.

However, the most business owners were from the School of Services Management. In the survey, would have been expected to see that business owners were mainly coming from the School of Business. The most, obvious reason is that in the survey, the School of Services Management was the largest group of participants. Still, the amount of business owners, who have answered from this school, has been higher than expected.

**Learning environment**

On this concept, many students, who are studying at the School of Health and Social Studies, said that they are interested in this learning environment. At JAMK these students are not following directly studies about business. They have the opportunity to take courses from other schools at JAMK and they can get familiar with business courses and entrepreneurship during their studies. The other remaining schools at JAMK replied positively.

In this concept, the different schools and the learning environment, which is aimed on helping these kinds of students with a business idea, would help them the best. Gibb (1996) has also mentioned, this in his enterprising approach (figure 1) (pp. 315). The different schools, answered that this concept is useful, does also supports this theory, about that every student has a personal learning goal and every student has their own difficulties and challenges to start their own business in the learning environment. Morris (2012, Op. cit. P.27) stated that, the learning environment and
the goals, needs to be more focused on the person, or to be precise, to be focused on the field of study. Also, (David 2000, Op. cit. P151) mentioned that, it is more important to how to do entrepreneurship than the knowledge of entrepreneurship. Team Academic has a similar approach of practising entrepreneurship according to this concept.

**Business tutoring**

Most students answered, that they prefer to get advice from an experienced entrepreneur instead of a business consultant. The advice based on general guidance of establishing a business and advice about the risk level of the business idea. The student mentioned the learning goals during the process of establishing their business and the tutor is providing support. Schelfhout (2004, Op. cit. p.180) has also called this a student controlled environment. The tutor or coach act as support and is helping to realize their entrepreneurial dream (Jones 2011, Op. cit. P.427; Manuere 2013, Op. cit. p.517). However, students which are willing to start their business during the future, have more students chosen to get advice from a business consultant.

Students from the School of Health and Social Studies and School of Service Management have said that they would like to get advice from an experienced entrepreneur. However, students from the School of Business have partly answered to seek advice from a business consultant. Therefore cannot be made a conclusion, the motivation behind business consulting.

**Virtual tutoring**

A virtual tutor or coach could work for some students. This shows that students have their own needs of how to be tutored. Students from the School of Business and students from the School of Service Management answered that a virtual tutor works for them. They have also answered, that a business consultant is the kind of tutor, which they are willing to meet online. Business owners answered that a virtual more experienced entrepreneur tutor would be helpful to let their business grow faster (Gibb 2002, Op. cit. P.257). However, in this concept has not been a motivational question in where the student gives an explanation of a virtual tutor.
Internship start-up company

Many students without the having a business idea were interested in the start-up company internship. The descriptive question described that most of them would like to get some working experiences during the internship. This is similar to Gibb (1993, Op. cit. P27) mentioned, that students can learn new skills and get to learn to work with their new learned skills. Students said also that they would like to work close with the entrepreneur. When working with the entrepreneur, the students feels partly being an entrepreneur and all the other emotions that comes with it (Shepherd 2004, Op. cit. P278).

The School of Health and Social Studies, was a large participant in providing positive answers. Even though, the School of Health and Social Studies cannot work the same, like any other students in an internship at a start-up company and they may have understood the internship wrong. Still they can they can learn to be a risk-taking, creative, free and responsible actor (Kyrö 2006, Op. cit. P70). Neck (2011 Op. cit. P63) has written in his article, that students can learn new discovered unknown areas in this kind of atmosphere.

Students with more than average of working experiences, remain to be interested in this internship. This is was not to be expected, from students with more working experiences than an average student has. Business owner thought positively about this concept. In this concept has not been a motivational question in where students were being able to give their motivation for this concept and in where can explained, what the benefits are of a virtual tutor for the students.

Business simulation

In the concept simulating a business, it was surprisingly, that also the students, which were not indented to start a business, given this concept a positive grade. Students who are interested in becoming entrepreneur answered similar. The open question of the survey, what makes you interested, students answered that they would like to get experiences of being an entrepreneur (Neck 2011, Op. cit. P68). They also would like to be in an environment where they can practise their skills, without any risk (Doyle 2000, 331).
Students from the School of Health and Social Studies answered positively. Besides that they are not following any business studies during their studies. It was noticeable, that students with more than eight years of working experience were interested in business simulation. Students, with a vocation school as background study answered positively towards this concept. Business owners also replied positively towards this concept.

**Entrepreneurial community**

For making a conclusion based on this concept, needs to be kept in mind that most of the students, most likely have never heard of an entrepreneurial community, or from the entrepreneurial community in Jyväskylä (JES).

Students, which having no intention to start a business or having no business idea, have giving this concept a good grade. Nevertheless, this group of students are still entrepreneurial orientated and are still interested in entrepreneurship. Students are willing to learn something about entrepreneurship, in the way of a community instead of a normal classroom environment (Neck 2011, .Op. cit. 67) See also figure 3. Students, willing to start a business in the future, have answered more positively towards this concept.

The students from the School of Health and Social Studies and students from the School of Service Management have considered that this concept is valuable for them. Students which had as background study a previous University of applied sciences said that this concept somewhat and very valuable. In comparison, that they were low in number. Although, in the survey has not been a motivation question about this concept. Therefore cannot given any conclusion, which explains the motivation of the students towards this concept.

**Workshop**

On the idea of following workshops, most students answered to be interested, most of them, have also given this sub concept a high grade. It was interesting, to see, that also students which did not intend to start a business neither in the future neither
during their studies, to be interested in this sub concept of an entrepreneurial community.

In addition, the not business students, have given this concept a higher grade, compared with the business students. Business owners, have also given this concept a high grade, compared with the other group of students. Surprising, was to see, that this group does feel the need of self-enrichment. When all different kind of students are participating in this workshop, they have all their own goal and motivation of following the workshop, they have different goals, but everybody has their own learning goal, when they are all in the same environment (Gibb 1993,Op. cit. P21).

Kinds of workshops

The kinds of workshops, student willing to follow are mainly based on business skills and they are willing to hear some experiences from other entrepreneurs. Students, which are not intending to start a business, where the most interested in following a workshop about business skills. The fact, that students are interested in hearing something from another entrepreneur, gives the student the ability for self-reflection (Neck 2011, Op. cit. P58). With self-reflection, it teaches the student, were to work on to become entrepreneur (David 2000,Op. cit. p.155). Surprisingly, students from for the School of Business answered to be interested to follow a workshop about business skills. Besides these students are already business orientated. Business owners, however answered, that they are the most interested in hearing experiences from other entrepreneurs.

The survey did not include a motivational question about the different types of workshops. Thus there cannot be made a conclusion, the motivation behind the students without the intention of starting a business.
7 RECOMMENDATION

The research question, what are the services, which enhance the JAMK Generator, cannot be answered conclusively. The same goes for the objective of the thesis, increasing the value of the Generator through developing new enhancements for the Generator. It is not possible to say which concept is the best due to the low number of participants in the survey. Further research is required for every concept in specific for the students with the different backgrounds. However, certain concepts, which could enhance the quality of the JAMK Generator, were more interesting for some students than for others. Overall, every concept is unique for a particular target group. As for further studies, teachers and other staff that are related to the JAMK Generator could be interviewed. Based on further research there could even be developed a complete new service based on one of the five concepts, which could increase the value of the JAMK Generator.

As for the concepts, students understood the benefit from the entrepreneurial learning environment. A further study could explore of learning environment and could provide the answers of how this environment should be further developed. In the concept of business tutoring, virtual business tutoring could be further studied among the students of JAMK and in particular how this service should be further developed but also how the students could be virtually guided with starting their own business, in particular the business owners. As for concept of internship, business owners could be further interviewed, to find out, what they could offer for the students, in entrepreneurship. Concerning the business simulation concept, there were students with and without the intention of starting a business. Both groups could be further researched, with the aim of finding out what they would like to learn in a business simulation. Most students from all the years of studies and all the different schools at JAMK are interested in the concept of entrepreneurial community. The next research based on this concept could try, to find the motivation of the students, visiting these kinds of events. The same applies for the sub-concept of workshops in where students willing to participate in one of the three categories.
This study could not provide a clear image of the motivation and personal learning goals of the students. To find out their needs and wants, based on one of the five concepts is an important step in further enhancing the JAMK Generator. Furthermore, the next study should focus on certain schools of JAMK. The results from these studies should be better analyzed taking into account the year of study. After there has been done further deepened research, there can be better drawn a correct conclusion. From that point JAMK Generator has enhanced their services and it has increased its value to the customers.
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APPENDICES

Appendix 1. Information about Kumina Food and Service.

E-mail message October 10 2013. Receiver J, Asikainen.

Hello,

I am writing my thesis about how to enhance the service for the JAMK Generator. I am now working, on the part that describes the entrepreneurial programs that the school is having, and how student participate in them.

Could you give me a description of Kumina Food and Service? Would you like also to mention, how students can participate in it, and what their role is in Kumina?

You information about, Kumina Food and Service will be used in my thesis, in order to cover my part, about the other entrepreneurial programs that JAMK is having.

Thanks for your help!

Kind Regards,

Stefan Schepers

Reply from Asikainen

Hi,

And sorry for late reply. I have been very busy and just got back from London.

Basically Kumina Food & Service is our own company which we established last year when we started studying in JAMK. We are all studying hospitality management and majoring in food and restaurant business. In the beginning there were almost 30 of us but now there are 10 left and that is basically our core group. Our studies are mostly in touch with our company and last spring we established our own restaurant Kisko at Jyväskylän Veturitallit here in Jyväskylä.
Technically anyone can join our cooperative but it's up to us if we want to recruit any new members. Currently we are doing well and can manage our restaurant business fine with our current group. Having a cooperative was mandatory for us when we started studying here and currently Kumina F&S and Hamara Food & Service (founded by 3rd year students) are the only cooperatives formed here in JAMK. Students who started this year can establish their own cooperative if they want to but it's not mandatory for them any longer.

Kumina Food & Service is a food and restaurant business and currently we work at Kisko restaurant where we serve food and have parties, seminars and meetings. We used to serve lunch daily but currently we are open at request.

If you have any more questions or want to know more or details, feel free to ask. I will happily try to give as much information as you need.

Kind regards

Jerry Asikainen

G8451/MPA1251
Appendix 2. Information related to entrepreneurial programs School of Technology.
E-mail message of 13 November 2013. Receiver Kari Niemi.

Hello,

At the moment, I am writing my thesis about, how to enhance services of the jamk generator.

Currently, I am writing my background about the entrepreneurial programs of JAMK. I was wondering, If you know, what the programs are in the ICT sector of the school?

And if so, could you provide me more information, so I can use this information in my thesis. This also includes small companies that are started by students while they are studying.

Kind Regards,

Stefan Schepers

F5283

Reply from Niemi

Hi!

Freenest.org content and the tools (collection of open source applications) are made mainly by software engineering students and UX-side by media engineering students as their practical training course (summer school). There are teams for example UX team, coding team and so on. Teams are working by agile methods for example scrum and there is always a team leader. Mr. Marko Rintamäki is coaching these teams... there are also quite many publications http://freenest.org/wiki/bin/view/Main/DocumentsAndPublications so some of the students do the bachelor thesis also for the project...Media engineering and also software engineering students do projects for enterprises as part of 3rd year studies.
In media engineering
http://mediaproject.labranet.jamk.fi/projekti/yritys_yleista.html (in Finnish, sorry;=)

we have 12 ects Project the hole academic year (September to April), the concepts are same: real assignments from enterprises.
https://asio.jamk.fi/pls/asio/asio_ectskuv1.kurssin_ks?ktun=llM70211&knro=&lan=e &ark=true Course content.

One example is also in the project site:
http://mediaproject.labranet.jamk.fi/projekti/awecode/sovellus.html

3D-models and the application for the customer education or marketing purposes (only with demo content)...

Projects work and small groups is the way (in media engineering) to do the studies from 1st year digital media project to build a multimedia application to 3rd year project studies...

Many media engineering students are also freelancers and do some small business with web-sites on graphic designs and I give ects points for the work .... and the alumn students have many small companies ...

Hope this gives you some aspects for the subject..

br, kari
Appendix 3. Entrepreneurial courses at JAMK

Entrepreneurship and Innovation course

https://asio.jamk.fi/pls/asio/asio_ectskuv1.kurssin_ks?ktun=ZWPP0700&knro=&noclose=%20&lan=e

Concept Lab

https://asio.jamk.fi/pls/asio/asio_ectskuv1.kurssin_ks?ktun=HIBP3100&knro=&noclose=%20&lan=e

Workshop for New Business Development

https://asio.jamk.fi/pls/asio/asio_ectskuv1.kurssin_ks?ktun=YHIHE500&knro=&noclose=%20&lan=e
Appendix 4. Advertising for Hyvinmonena at JAMK
Appendix 5. Survey about the JAMK Generator

1. Are you interested in becoming an entrepreneur during your studies?
   Yes / No

2. Are you a business owner?
   Yes/ No

3. Do you have a business idea?
   Yes/ No

4. Are you planning to start a business in the future?
   Yes/ No

   Yes/ No

6. How valuable was the experience of the JAMK Business incubator for you?
   1  2  3  4  5
   Not so valuable  Very valuable

7. Could you describe briefly, what you have learned in the time that you were in the Business Incubator?

8. Have you participated in the Concept Lab during your studies? (https://asio.jamk.fi/pls/asio/asio_ectskuv1.kurssin_ks?ktun=HIBP3100&knro=&noclose=&%20&lan=e )
   Yes/ No

9. How valuable was the experience of the Concept lab for you?
10. Have you participated in the Workshop for New Business Development during your studies?
(https://asio.jamk.fi/pls/asio/asio_ectskuv1.kurssin_ks?ktun=YHIHE500&knro=&noclose=%20&lan=e )

Yes/ No

11. How valuable was the experience of the Workshop for New Business Development for you?

Not so valuable Very valuable

12. Have you already participated in an Entrepreneurship and Innovation course?

Yes/No

13. Have you participated in the Innovation week in the autumn of this year?

Yes/ No

Business simulation is kind of a game, in where you can practice business skills. The good thing about the simulation is that you are practising it in a safe environment in where you receive support and can develop your business skills better. An example is: http://www.cesim.com/

14. How valuable do you think a business simulation, would be in practising your business skills?

Not so valuable Very valuable

15. Are you interested in practising this kind of simulation?
Yes/No

16. What makes you interested in business simulation?

17. What does not make you interested?

18. With that kind of amounts of money, would you like to practice the simulation?

0-1000

1000-5000

5000-1000

10000-15000

15000-20000

19. Does this money have to be virtual money?

Yes/No

20. Would you like to practise it with a group of students?

Yes/ No

21. Finish the sentence. In a business simulation, I would like to learn....

In Jyväskylä there has been recently established JES. http://www.jyvaskyla.fi/ In an entrepreneurial community, you as student can actively participate in the events that are organized by this organization. Also in this community, you can meet other people that have a similar point of view towards entrepreneurship.

22. How valuable do you think that, entrepreneurial events would be for you as starting entrepreneur?

1  2  3  4  5

Not so valuable  Very valuable

23. Have you participated before in an entrepreneurial event?
Yes/No

24. Are you interested in joining an entrepreneurial community?
Yes/No

25. Could you describe how an entrepreneurial community might help with establishing your business?

A workshop is kind of a lesson, in where the environment is relaxed and you sit together in a small group with a teacher. In the small group, you could have group discussion, but can you also have small assignment that you have to do with a group of students. In a workshop, you can learn for example something about marketing, but it you can also learn something about for example, new skills that you can use in entrepreneurship.

26. How valuable, do you think a workshop could be for your business idea?

1 2 3 4 5

Not so valuable Very valuable

27. What kind of workshops would help you the most with starting your business?

Please select one of the option from the list

Personal skills, for example: public speaking, leadership, time management, team management

Business skills, for example: financial skills, business administration skills, law, writing a business plan

Experiences from other entrepreneurs. An entrepreneur that has been in the same path before.

Other

28. Select from the list, the day of the week that would be good to follow a workshop. (you can select more than 1 answer)
Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

29. Select now, the time of the day

Morning

Afternoon

Evening

Night

30. How long should this workshop last?

15-30 Minutes

30-60 Minutes

60-90 Minutes

90-120 Minutes

31. How often in a week, should this workshop be organized?

1 time a week

2 times a week

3 times a week
4 times a week

5 times a week

This is a place, in where the student is learning and practising entrepreneurship. This place does not have to be, a library or a school, it can also be for example in a special section of the school.

32. On which scale from 1 to 5, would it be useful for you as starting entrepreneur, to be in an environment in which, you have guidance all time and without classes where you have to go?

1 2 3 4 5

Not so useful Very useful

33. Select from the list, what good opening times could be for this learning environment (you can select more than 1 answer)

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

34. Select now, the time of the day (you can select more than 1 answer)

Morning
Afternoon
Evening
Night

In an internship, you work in a start-up company. In this start-up company and during your internship, you are getting familiar with entrepreneurship and you are learning new know how and skills that you can use, if you want to start your own business.

35. How valuable, do you think an internship in a start-up company will be?

1 2 3 4 5

Not so valuable Very valuable

36. Give a description, of how your internship should look like during the time that you are working in a start-up company, also describe in what kind of start-up company you would like to work

A business tutor is a person that is guiding all the time with your business idea. This tutor can give tips in order to start your business. This tutor can also help with connecting to the right people, in case you need some information that is hard to find for your business idea. But, this tutor can also just help with writing your business plan.

37. Which person, in this list, is the best that can guide, with your business idea?
Select one of the options from the list

Business Consultant

Friend

Family member

More experienced entrepreneur

Other student

Other

38. How best, could the tutor help, with your business idea
39. How well, do you think a virtual business tutor could work for you?

1   2   3   4   5

Not so good       Very good

40. If you already own a company, would a business tutor help with growing the company better or faster?

Yes/No

41. Age

<18

19-21

22-24

25-27

28-30

30+

42. Gender

Male

Female

43. Field of study

44. Current year of study

1st

2nd

3rd
4th

5th

45. Current occupation

46. Desired occupation

47. Years of work experience

0-2

2-4

4-6

6-8

8>

48. How long have you been studying

1-2

2-4

4-6

6>

49. What was your previous study (Before this study)

University of applied sciences

High school

Vocational school

50. Relationship status

Single
Married

Engagement

Divorced
Appendix 6. Request teachers for the Optima survey

Hello,

I am a student of Facility Management and I am now at the last stage of my study. I am writing my thesis for the JAMK Generator and my topic is how to enhance the services of the JAMK Generator.


I would kindly like to ask you, if you would like to promote my survey during your lessons and put a link in your optima workspace.

Thanks a lot for your help!

Kind Regards,

Stefan Schepers
Appendix 7. Graphical layout of the survey

Valuable
With Likert Scale 1-5

Interested
Yes/No answer

Descriptives questions
Open question
Why, Why not

Further in depth question
## Appendix 8. Business intention students of JAMK

### Field of study

<table>
<thead>
<tr>
<th>Field of study edited</th>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
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<tr>
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<td>14</td>
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<td>14</td>
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</tr>
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<td>2</td>
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<tr>
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<th>No</th>
<th>Total</th>
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<td>8</td>
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<th>No</th>
<th>Total</th>
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<td>Total</td>
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## Year of study

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<th>Are you interested in becoming an entrepreneur during your studies?</th>
<th>Total</th>
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<table>
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<th>Current year of study</th>
<th>Do you have a business idea?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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## Appendix 9. Tables results of the survey

### Virtual business tutoring

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<thead>
<tr>
<th>How well, do you think a virtual business tutor could work for you?</th>
<th>Are you interested in becoming an entrepreneur during your studies?</th>
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<tr>
<td>Not good</td>
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<tr>
<td>Not so good</td>
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<table>
<thead>
<tr>
<th>How well, do you think a virtual business tutor could work for you?</th>
<th>Are you planning to start a business in the future?</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>How well, do you think a virtual business tutor could work for you?</th>
<th>Do you have a business idea?</th>
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<tbody>
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## Workshop

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<td>Experiences from other entrepreneurs</td>
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</thead>
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<th>What kind of workshops would help you the most with starting your business?</th>
<th>Are you planning to start a business in the future?</th>
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<th>No</th>
<th>Total</th>
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