



Creating a learning environment via an entrepreneurial process

The case of Arcada's "Creating work life skills in an entrepreneurial environment" course

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<p>Abstract:</p> <p>The economic significance of entrepreneurship has been widely established by various governmental institutions across the European Union and the United States. In educational institutions the teacher's perception of entrepreneurship shapes the curriculum and the teaching pedagogy, and ultimately helps the student to determine their future career goals. During the spring semester of 2019, the "Creating work life skills in an entrepreneurial environment" course was launched at Arcada University of Applied Sciences. In this course the students from different background worked together to develop a new learning environment assuming the responsibility and of planning the creation process themselves, thus implementing the entrepreneurial value creation process. The purpose of this thesis was to observe and explain how the entrepreneurship process reflects in the learning experiences of the students (N=12) who participated in the course. The due to the novelty and uniqueness of the case, the study is based on the methodology of grounded theory. The data was collected using reflective diaries, self-assessment scale, participatory observation and a focused interview with the course's initiator. The theoretical framework of this study was based on scholarly literature related to the theory of entrepreneurship and the entrepreneurial value creation process, including the theories of entrepreneurial traits and self-directed learning approach. The entrepreneurial process in this case study was divided into three phases – opportunity identification, competence building and prototyping. The main findings of this thesis revealed that the students experienced the feelings of confusion and uncertainty during the opportunity identification phase. Working in a buoyant social environment and applying the "Design Sprint" concept development tool the students managed to successfully complete the entrepreneurial process and create the prototype for the new learning environment. Due to the scope of a bachelor's thesis and the uniqueness of this study case, this thesis only provides an overview of the entrepreneurial value creation process as a learning experience. The research sample is relatively small and the findings might not be applicable to the general population. Nevertheless, the insights provided by this study can be used as an orientation for a bigger study or as a comparison in a research of a similar case and corresponding a scope.</p>	
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1 INTRODUCTION

For the past decades entrepreneurship has been emerging as one of the most important economic forces in the world and innovative entrepreneurs continue playing a vital role in economic growth today (Støren, L. A., 2014). Entrepreneurship, therefore can be described as a phenomenon where an individual recognizes and pursues opportunities with little regard to the resources they control at that time. This often requires such personal attributes as creativity, daring to take risks, autonomy, leadership, self-confidence and ability to work in teams, supported by the technical knowledge of starting and maintaining a business. Considering the risky nature of entrepreneurship, an entrepreneur needs to have the capacity of procuring the necessary resources of starting a venture, as well as to be able to cope with the changes, which occur as the business grows and develops (Saji, Beena Salim & Nair & Anupama R., 2018).

According to the theory of entrepreneurship by Mishra C. S., & Zachary, R. K. (2015), entrepreneurship is not merely the process of founding a new venture, but rather a process of value creation in an uncertain environment, driven by the entrepreneurial intention, discovery of opportunity, building of competences and appropriation of the reward.

Entrepreneurs thus are seen as economic agents who develop a special learning capability to recognize entrepreneurial opportunities and estimate their outcomes, while continuously responding to personal and environmental demands which arise from experience, concept, knowledge, and action. For this reason, entrepreneurship can also be seen as a process of self-directed learning, where the entrepreneurs carry personal responsibility and collaboratively control self-monitoring and self-management with the intent of creating meaningful learning outcomes and increasing their capacities (Tseng, Ch. 2013).

Problem statement

Considering the economic significance of the entrepreneurship, evidenced by the governmental intentions to promote entrepreneurship among young people to start their own enterprises, it is important to understand the phenomenon of entrepreneurship from the entrepreneurial intention to venture creation and monetization. Entrepreneurship has been widely researched employing many different approaches, however there is still no single comprehensive theory fully explaining this phenomenon (Seikkula-Leino, J et al., 2010).

This is an issue, because from the research and academic standpoint it is crucial to have a clear understanding of entrepreneurship, especially in entrepreneurship education, where the lecturer's perception of the phenomenon shapes the curriculum, the teaching pedagogy and ultimately helps a student to determine their future career goals (Trivedi R. H., 2013). This study revolves around the “Creating work life skills in an entrepreneurial environment” course, at Arcada University of Applied Sciences during spring of 2019, in which the students developed a new learning environment, while holding the responsibility of planning and implementing the process themselves as entrepreneurial value creation.

Research Aim:

The thesis observes and explains how entrepreneurship process reflects in the creation of the new learning environment as experienced by the students who participated in the course. The overview of the entrepreneurial process and the relative student experiences can give the reader a better understanding of the student learning via entrepreneurial value creation process, its advantages, shortcomings and the dynamics within its social environment. The findings of this study, thus could be applied as orientation in development of an entrepreneurship related education course, programme, internship and other similar areas.

Research Question:

How does entrepreneurship reflect in learning experiences of students participating in the “Creating work life skills in an entrepreneurial environment” course?

The research question is supported by the definition of entrepreneurship phenomenon and its main components, as proposed in scholarly literature.

Limitations: Due to the scope of a bachelor’s thesis and the uniqueness of the study case, this thesis only provides an overview of the entrepreneurial value creation process as a learning experience regarding one real life case. Additionally, the research sample is relatively small and the findings might not be applicable to the general population. Nevertheless, this study provides insights and an overall view, which can be used as an orientation for a bigger study or as a comparison in a research of a similar case and corresponding a scope.

2 ENTREPRENEURSHIP PHENOMENON

The term “entrepreneurship” is difficult to define, because it is a multifaceted phenomenon having different meanings to different people (Audretsch, D. B., Kuratko, D. F., & Link, A. N., 2015). Although it is no longer a new phenomenon, systematic research of entrepreneurship still remains considerably recent. As a business discipline it is built adapting theories and conceptual work from different scientific fields such as sociology, psychology, anthropology, management, organizational behavior and engineering (Kuratko, D. F., Morris, M. H., & Schindehutte, M., 2015). From a practical point of view, Audretsch, D. B., Kuratko, D. F., & Link, A. N. (2015) describe entrepreneurship as the capacity and willingness to develop, organize and manage a business venture accepting any relating risks with the intention to make a profit, for example starting a new businesses. Although in market-oriented regard, entrepreneurship is seen as a business entry either creating a new business or acquiring an existing company (Trivedi R. H. 2013), it is not merely a process of founding a new business, but rather a creation of value in an uncertain environment (Mishra C. S., & Zachary, R. K. 2015). Kobia M., & Sikalieh D. (2010) define entrepreneurship as the ability to build a vision and create value from practically nothing.

2.1 Theory of Entrepreneurship

According to the Theory of Entrepreneurship by Mishra C. S. & Zachary, R. K (2015), the entrepreneurship consists of four pillar components – the entrepreneurial intention, the entrepreneurial opportunity, the entrepreneurial competence and entrepreneurial reward. Initially an individual driven by an entrepreneurial intention, discovers a value potential in their environment and identifies it as an entrepreneurial opportunity. Then, they evaluate their current resources and their ability to grasp that entrepreneurial opportunity. Eventually they develop and apply the appropriate entrepreneurial competence in the attempt to create a tradable value and appropriate the entrepreneurial reward.

2.2 Entrepreneurial intention

An entrepreneurial intention is a conscious state of mind that directs an individual towards engaging in entrepreneurial behaviors, for example, starting own business or becoming self-employed (Esfandiar K., Sharifi-Tehrani M. & Pratt S., Altinay L., 2019). Kobia M., & Sikalieh D., (2010) suggest two types of entrepreneurial intention drivers – necessity and opportunity. The need to survive in a displacement situation, such as the lack of employment can encourage an individual to engage in entrepreneurial activity founding the means for self-employment. In contrast, a growth in economy can inspire individual's entrepreneurship intention by necessitating a higher demand of goods and services and providing more attractive business opportunities.

Mahto R. J. & McDowell W. C. (2018) suggest that a higher entrepreneurial exposure during the individual's identity-formation stage has a strong effect on their entrepreneurial intentions. In other words, this means that a child growing up with entrepreneurial parents is more likely to construct an entrepreneurial identity. But exposure to entrepreneurial parents is not the only factor inspiring individual's entrepreneurship. The popular success stories within the entrepreneurial hotbeds, such as California's Silicon Valley and Boston's Tech Corridor featured in media often portray entrepreneurs as a kind of mythical or heroic figures, thus as well building the general interest in entrepreneurship. Mahto R. J. & McDowell W. C. (2018) explain this phenomenon through the process of individual's self-assessment. An individual assesses their own identity comparing it to the identities of their role models or the image of the "ideal self". Thus a higher prominence of entrepreneurial actions or entrepreneurs in an individual's social environment will lead them to develop a stronger entrepreneurial intention to become an entrepreneur themselves.

Kobia M., & Sikalieh D., (2010) suggest that some individuals are more likely than others to engage in entrepreneurial activities due to a set of particular personality traits. This might also be one of the reasons why entrepreneurs are often perceived as people who are able achieve the things that many people cannot. The entrepreneurial traits will be further discussed in chapter 2.4.

2.3 Entrepreneurial opportunity

Entrepreneurs are often described as people who can build something from practically nothing, because they possess the ability to sense an opportunity where others see risk and uncertainty (Trivedi, R. H. 2013). Entrepreneurs, in principle, both find and create opportunities (Stritar, R., & Drnovsek, M., 2016). They find existing opportunities by systematically scanning their environment and searching for information, and create new opportunities via experimentation and trial and error. Some scholarly literature sources define entrepreneur's ability to identify a potential opportunity as entrepreneurial alertness (Cox, K. 2016).

Mishra C. S. & Zachary, R. K (2015) explain that venture formulation occurs when the individual driven by their entrepreneurial intention interacts with the entrepreneurial opportunity using the effectuation method. The Effectuation method is a decision making process, where the desired outcome is determined by the potential of the means the individual has at hand. It is opposite to the causation method, where individual selects the means to create the best possible outcome. Both methods can be imagined as two different ways to prepare a meal. The causation method is used in a situation where the cook procures the needed ingredients to prepare a dish according to a menu, whereas effectuation is when the cook prepares the best possible dish from the ingredients they have in their pantry. The entrepreneurial process often begins with a set of limited resources, thus the entrepreneur selects between the potential effects of these resources accepting a possibility of affordable loss.

Cox, K. (2016) defines opportunity identification as processing information of change to determine whether enacting a course of action to address that change would lead towards a benefit. Identified opportunities are conceptualized mainly as subjective perceptions of potential opportunities consisting of entrepreneurial ideas, which an individual had within his or her memory. Stritar, R., & Drnovsek, M. (2016) define entrepreneurial opportunities as situations in which the goods, services, raw materials and ideas can be introduced to the public and sold at greater price than their production costs. In order to identify these opportunities an entrepreneur makes multiple associations between parts of disparate information they have located in multiple sources. They judge the value of the information based on their own prior knowledge, skills and other competences, thus determining its

usefulness. The relevant information then aids entrepreneur's opportunity identification and development process, also helping them to conclude whether that opportunity will be achievable, profitable i.e. high-value, or non-profitable – low-value (Cox, K., 2016).

Entrepreneurs find gaps in technology, demographics, markets, government policies and other factors – objective, actor-independent circumstances – upon which they build their entrepreneurial opportunities applying the effectuation method (Stritar, R., & Drnovsek, M., 2016). The opportunity is then leveraged by the resources entrepreneur has at hand and additional needed resources are acquired (Mishra C. S. & Zachary, R. K, 2015). The difficult to obtain and very expensive resources are substituted using a combination of the available alternatives at hand, for example personal savings, know-how, social capital, etc. This process is recognized in scholarly literature as resource bootstrapping and bricolage (Stritar, R., & Drnovsek, M., 2016). Trivedi, R. H. (2013) points out that, from a social-oriented perspective entrepreneurship is not only seen as the creation of value for the entrepreneur, but also as the addition of value to the society in general. This, in turn, means that such factors as fraud, smuggling or cheating are not related to entrepreneurial opportunities.

2.4 Entrepreneurial competence

According to Mishra C. S. & Zachary, R. K (2015) an entrepreneur driven by an entrepreneurial intention begins the venture formulation by discovering an external opportunity and leveraging it by their entrepreneurial resources at hand using the effectuation principle, thus reconfiguring that entrepreneurial opportunity into entrepreneurial competence. Entrepreneurial competence is a specific combination of entrepreneur's underlying characteristics, such as specific knowledge, motives, traits, self-images, social roles and other skills leading towards a successful entrepreneurial activity, e.g. developing, sustaining and growing a new business venture. Entrepreneurial competences are not simply the attributes of entrepreneurial individuals, they are the combinations of attributes relevant to a particular situation (Mitchelmore, S., & Rowley, J., 2010).

Kobia M., & Sikalieh D. (2010) distinguish three important personality traits of an entrepreneur – high need for personal achievement, strong internal locus of control and high

risk-taking propensity. Mitchelmore, S., & Rowley, J. (2010) observe that very few entrepreneurs possess all the traits and attributes presented in the scholarly literature, as there are different types entrepreneurs, with different combinations of traits and personalities. A certain combination of these personality traits will likely lead an entrepreneur towards a different approach regarding entrepreneurial opportunities, even if they had the same information and skills as other people. For example, entrepreneurs with a higher desire for personal achievement trait are more inclined to set long term goals and sustain the goal-directed activity over an extended period of time, as a way of attaining more personal achievement satisfaction (Kobia M., & Sikalieh D., 2010). The need for achievement entails expectations of doing something better or more efficiency than anybody else or surpassing own previous accomplishments. A strong need for achievement can counterbalance the desire of higher earnings if the two are attained from different career alternatives (Carraher, S. M., Buchanan, J. K., & Puia, G., 2010).

On the other hand, entrepreneurs who assume the capability to set and achieve goals through their own actions, according to Kobia M., & Sikalieh D. (2010), are more likely than the general population to create successful enterprises. Entrepreneurs with a higher internal locus of control tend to believe that the circumstances surrounding them are within their personal control, therefore they are comfortable acting autonomously and taking initiative to bring about change when the circumstances are unfavorable. In other words, they perceive the environment as a result of their actions rather than a product of predetermined destiny or luck. Such mindset leads the entrepreneurs to rely more on their own ability, will and actions, and thus it is often associated with high-efficiency (Kobia M., & Sikalieh D., 2010).

According to Plehn-Dujowich J. (2010) from two equally profitable alternatives, where one is entrepreneurship and the other is wage work, entrepreneurship is chosen by less risk-averse individuals. Bearing risk is an inevitable part of entrepreneurship, because it often involves investing own savings or leaving a secure job in attempts to realize a productive yet uncertain opportunity. Entrepreneurs are generally considered to be more willing to take risks than other business managers, especially when it concerns the venture growth. Different individuals, however have different cognitive styles of taking risks, meaning that some entrepreneurs are more willing to engage in risky activities than oth-

ers. On the other hands, entrepreneurs who have high need for achievement, strong internal locus of control and are less risk averse are more likely to see opportunities where others would see threats (Kobia M., & Sikalieh D., 2010).

2.5 Metacognition and Self-directed learning

While embracing their role as economic agents, entrepreneurs, according to Chien-Chi Tseng (2013) are expected to assume a personal responsibility of their own intellectual development, where to be able identify the entrepreneurial opportunities and outcomes, and develop appropriate entrepreneurial skills they need a special learning ability.

One of such abilities as described by Cox, K. (2016) is metacognition – the ability to understand, control, and reflect upon one’s learning. The metacognitive ability, however, varies among different individuals, depending on their metacognitive resources – for example, metacognitive knowledge which represents the extent of one’s conscious and cognitive understanding of about oneself, other people, tasks, and implementation of strategy. In other words it could be seen as the entrepreneur’s ability to recognize multiple ways of interpreting a situation, consciously consider alternatives, and use learnings from the past feedback when making future decisions.

Learning process based on an individual’s perceptions of self, their skill and abilities is defined by Chien-Chi Tseng (2013) as self-directed learning. In self-directed learning the learner carries the primary responsibility of planning, creating, and evaluating their own learning experience, while put in the entrepreneurial context, it largely contributes to one’s entrepreneurial performance, because the entrepreneurs who have a strong learning initiative tendency have a higher intention to enhance their venture performance.

Although some researchers argue whether the entrepreneurs are born or made (Putta, S. S., 2014), Chien-Chi Tseng (2013) suggests, that entrepreneurship is more to do with behavior i.e. “doing” rather than trait characteristics i.e. “being”. For example, entrepreneurial competences, according to Mitchelmore, S. & Rowley, J. (2010) are built from different components – some of which are deeply rooted in the entrepreneur’s background

(traits, attitudes, and self-image), while other are acquired through work and education (skills, expertise and experience).

In contrast, the formal entrepreneurship education programs are typically concerned with the entrepreneur's ability to create and successfully administrate a business venture, so that the entrepreneurial activity contributes to the economy (Trivedi R. H., 2013). The governmental policies within the majority of the European countries are promoting entrepreneurship education, which in turn, facilitates innovative thinking and enables more young people to become self-employed (Støren, L.A., 2014). From this perspective, entrepreneurship is seen as a catalyst in the economy, increasing wealth and adding jobs, while formal entrepreneurship education is more oriented towards the economic development (Trivedi R. H., 2013). Using the self-directed learning approach, the entrepreneur, takes their own initiative and determines their own learning needs, formulates appropriate learning goals and accordingly implements a learning strategy, while considering the need of resources and evaluating the learning outcome (Chien-Chi Tseng., 2013).

2.6 Entrepreneur's social networks

The entrepreneurial competences embed entrepreneur's abilities creating a temporary advantage to the entrepreneur allowing them to advance from venture formulation to venture monetization. Venture monetization often requires the entrepreneur to procure external resources such as venture capital, strategic alliances and other necessities to run, sustain and grow that venture. Just as the effectuation, bricolage and bootstrapping processes in venture formulation phase, venture monetization strongly relies on entrepreneur's social networks – a place where the resources are initially obtained, shared and traded (Mishra C. S. & Zachary, R. K., 2015). Socializing, thus is a major part of entrepreneurship as it involves interaction with potential partners, investors, customers, suppliers, employees other stakeholders. Socializing thus requires such psychological aspects as attentiveness and empathy towards others, the ability to stimulate someone to talk and to cooperate (Zelekha, Y., Yaakobi, E., & Avnimelech, G., 2018). Entrepreneur's strong desire for personal achievement trait may suggest an intense focus on their individual credit and

difficulty to cooperate with others, however successful entrepreneurship requires the ability to cooperate because the value is created both with other people and for other people (Kobia M., & Sikalieh D., 2010).

The social behavior of an individual, according to Zelekha, Y., Yaakobi, E., & Avnimelech, G. (2018) is determined by two dimensions of social attachment – the anxiety and avoidance. The attachment anxiety is the concern of one person about another person not being responsive or available at the time of need. Attachment avoidance is the extent to which one individual strives to maintain their independence and emotional distance from other individuals. In other words, an individual with high attachment avoidance and anxiety typically struggles to form long term relationships and demonstrate a tendency to distant themselves from any emotional situation, closeness and interdependence. In contrast, the feeling of attachment security i.e. lower avoidance and anxiety characteristics, enable the entrepreneur to maintain their social networks, tolerate commitment, feel curious and motivated to explore. Curiosity and exploration are the essential components of the opportunity discovery and creation processes (Cox, K., 2016).

The quality of the entrepreneur's social network, according to Qian, X., Xu, W., & Li, K. (2010) has a strong impact on their enterprise's performance and growth potential, because the entrepreneur is the liaison body connecting the enterprises with the external environment. Huang, K., Wang, K. Y., & Yao, Y. (2019) observe that entrepreneur's social network emerges from their social skills and the ability to develop and sustain interpersonal connections. Using their social network enables entrepreneurs to obtain resources at a lower expense, reduces uncertainty and information gap (Qian, X., Xu, W., & Li, K., 2010). A set of well-developed social skills, in turn, supports the development of entrepreneur's social networks, allows them to better adapt to a range of societal settings, and facilitates having a better overall relationship with other people (Huang, K., Wang, K. Y., & Yao, Y., 2019).

2.7 Appropriation of entrepreneurial reward

Entrepreneurial reward, according to Mishra C. S. & Zachary, R. K (2015) is the value of an entrepreneurial venture appropriated by the entrepreneur and the investors. An individual initially decides between two career alternatives – entering the labor market as a wage employee or becoming an entrepreneur driven by an entrepreneurial intention. As an entrepreneur that individual launches a business venture, with at the time unknown quality (Plehn-Dujowich, J., 2010). In the venture formulation process the entrepreneur develops the entrepreneurial competence (Mishra C. S. & Zachary, R. K (2015), where a higher competence translates into a higher reward in form of profits from operating a business of higher quality (Plehn-Dujowich, J., 2010).

The entrepreneurship process is led by the entrepreneur's aspiration for entrepreneurial reward, which tells them whether the venture is worth the effort (Mishra C. S. & Zachary, R. K (2015). Upon determining the value of their business venture, the entrepreneur decides whether to maintain it in operation; shut it down and launch a new venture with a new uncertain quality; or to end the entrepreneurial endeavor altogether and re-enter the labor market. A high skilled entrepreneur, typically starts and closes various business ventures until they find one that is sufficiently profitable and worth maintaining, i.e. the venture generates desired reward (Plehn-Dujowich, J. 2010).

Although, it is widely thought that that the economic gain and profit maximization are the primary main rewards of entrepreneurial endeavors, other, non-economic, factors, such as autonomy, work-life balance prestige, influence and a greater number of followers are the desired rewards deriving from entrepreneur's higher standing in social group, giving them a feeling of personal legitimacy and self-esteem (Mahto R. J., McDowell W. C., 2018).

2.8 Entrepreneurship and Enterprise

Entrepreneurship, according to Kobia M., & Sikalieh D. (2010) should not be confused with enterprise - a phenomenon described as value creation through an organized effort. Even though the two terms are closely intertwined, enterprise can be looked at as a manifestation of a small company or entrepreneurial activity, where individuals are equipped with skills and tools work towards achieving its goal. Entrepreneurship, in turn, is the attempt to create a new business enterprise or to expand already existing business (Brigde S., 2015). Kobia M., & Sikalieh D. (2010) suggest that enterprise can encourage the individuals to become entrepreneurs – agents of change, who contribute to the enterprise with their creativity and innovative ideas. Støren, L.A., (2014) defines such entrepreneurial activity as corporate entrepreneurship or intrapreneurship. Intrapreneurs, in this regard, are the innovation driven employees who are capable to identify new opportunities and translate them into products or processes at the enterprise level.

3 METHODOLOGY

This chapter provides an overview of the case study and the methods used. It also describes the research sample, its selection and the informed consent of the participants. This thesis explores the phenomenon of entrepreneurship and how it reflects in the experiences of the students participating in the “Creating work life skills in an entrepreneurial environment” course, which took place in Arcada University of applied sciences and therefore is a single case study. This case study is thus based on the methodology of grounded theory and it aims to observe and explore how the entrepreneurship phenomenon has manifested in the unique learning experience offered in the named course, through the inductive data, collected in forms of reflective diaries, self-assessment scales, the researcher’s observations and an interview with the course initiator.

3.1 Research Design

This case study is based on the methodology of the grounded theory, which is used to construct a theory about issues of importance through inductive data collection while the researcher has no preconceived hypothesis to prove or disprove. The information, thus, emerges from the stories that the participants tell about an area of interest that they have in common with the researcher (Mills, J., Bonner, A., & Francis, K. 2006).

The grounded theory methodology was chosen for this study because the research aim focuses on a unique phenomenon – the “Creating work life skills in an entrepreneurial environment” course. The course was launched in the spring of 2019, at Arcada’s University of Applied Sciences as a development of a new learning environment with the aim to increase its participants’ intrapreneurial and entrepreneurial thinking, while also introducing them to such diverse soft skills as cooperation and communication, and helping them develop their professional networks (see Appendix 1). The course was a unique learning experience, because it was based on the collaboration of 13 students and 6 coaches, using their working life skills, expertise and entrepreneurial knowledge to ultimately conceptualize the Arcada Coaching Clinic (ACC) – an upcoming project aiming to support the entrepreneurial and intrapreneurial development of Arcada’s students. Due to the fact that the course is unique and was launched for the first time, no structure or

pre-existing data was available to the researcher. This study evolved as the course progressed.

In grounded theory, the researcher analyzes information by constantly comparing between different collected data and between their interpretations translated into categories, eventually leading towards the researcher's final theorizing of the participants' experiences (Mills, J., Bonner, A., & Francis, K. 2006). In this case study, the reflective diaries of the research participants were collected once a week, during a seven week period, where each participant's diary entries were compared in a chronological order during the research period thus observing the development of their individual learning experience. A weekly summary of all the reflective diaries, collected during one week was also established, and all the weekly summaries were compared in a chronological order, thus observing the development of generalized learning experience over the period of the course.

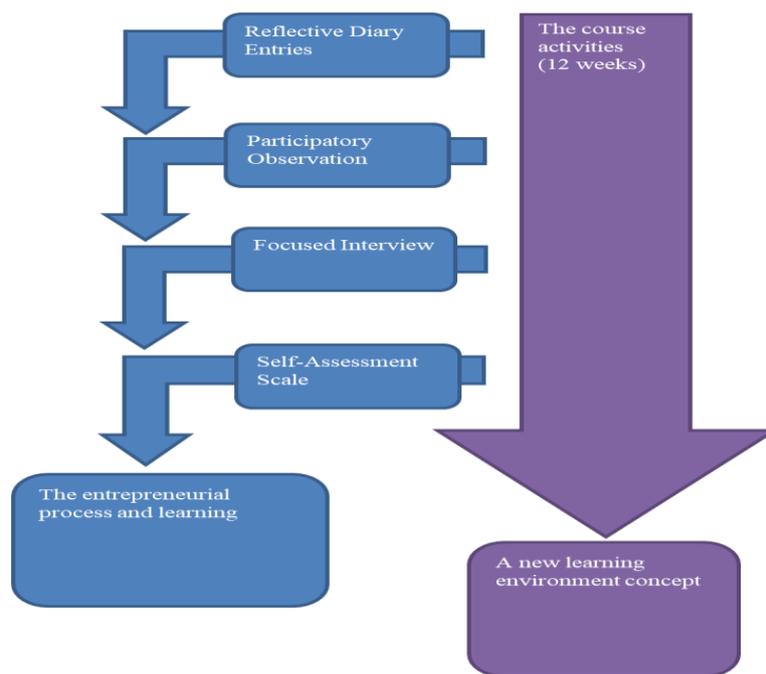


Figure 1 The research design model

According to Wilson, L. H. (2006) the grounded theory research can be guided by scholarly literature, events, collaborations between the narratives of participants' and researchers' personal experiences or a "generative theory" that is grounded in the raw data. This case study used scholarly literature to establish the three main concepts supporting the

analysis of the data, namely – entrepreneurship, entrepreneur and entrepreneurial learning. Additionally, data from the reflective diaries was supported with the researcher's participatory observations, the self-assessment scale and the interview with the course's initiator (see figure 1).

3.2 The case

The “Creating work life skills in an entrepreneurial environment” course took place during Arcada's academic periods 3 and 4 and lasted for approximately 12 weeks. The cumulative workload for the students accounted for approximately 135 hours, equivalent to 5 credits within the European Credit Transfer and Accumulation System. The education delivery mode of the course was multiform, with the students responsible of developing their own learning environment in relation to the working life skills and intra- and entrepreneurship. The learning took place in form of excursions, company visits, workshops and meetings, organized by the students under the supervision and support by the course coaches. The course also included a learning trip to Denmark, which was mainly organized by the course coaches. A version of “Design Sprint” concept development method was applied in the course as a tool helping to conceptualize the ACC project. The core idea of the “Design Sprint” is the incorporation of a five-day creative process to solve problems or to test new ideas (Knapp, 2016). In this case, the “Design Spring” method was extended into three weeks and aided as guiding tool within the ACC project. A more detailed overview of the course activities is presented in chapter 4 and in appendix 1.

Due to the fact that the students assumed the responsibility of creating their own learning environment while developing the ACC project using, among other skills, their entrepreneurial knowledge, this case study aims to observe how the entrepreneurship phenomenon reflects in their individual learning experiences. These experiences were recorded in forms of reflective diaries, written by the students themselves throughout the course. The researcher, who is one of the students in the course, did not participate in the study as an informant, he assumed the role of an observer in the course activities (see chapter 3.3).

3.3 The Sample

The research sample consisted of 12 participants, who were the students in the “Creating work life skills in an entrepreneurial environment” course. At the time of the research the participants studied at Arcada University of Applied Sciences, where based on their study fields they belonged to one of these educational departments: Business Management, Culture and Media, Energy and Materials Technology, Health and Welfare.

The researcher, who was the 13th student in the course, did not participate in the study as a respondent, therefore he was not included in the research sample. The researcher, participated in the course assuming the role of observer and his observations are discussed in the findings chapter.

Since this case study is based on the grounded theory methodology, the data was collected using the following instruments – a reflective diary, self-assessment scale, researcher’s observation and an interview with the ACC project’s initiator.

3.4 Data collection and analysis

The data for this thesis was collected in form of a reflective diary (see appendix 2), consisting of series of short free-form reflections written individually by the students who participated in “Creating work life skills in an entrepreneurial environment” course. According to Pravet, I., & Holmlund, M. (2018) a reflective diary is a suitable instrument for collecting data in an exploratory research based on subjective data, allowing participants to express their thoughts in their own words. Due to the sensitivity of the information within the reflective diaries the respondents were guaranteed anonymity – instead of using their real names the respondents used nicknames. Since the researcher was not able to identify the respondents, nicknames were used as an aid for the researcher to distinguish unique diaries. The entries of each reflective diary were summarized into nine separate sets, the findings from those sets were further discussed to observe the development of the course group’s learning experience over the duration of the course.

The self-assessment scale was used in addition to the reflective diary on two occasions – once at the beginning of the research and once at the end. The self-assessment scale was designed to measure how the respondents rated their three entrepreneurial traits – need of

achievement, internal locus of control and risk taking propensity (see Chapter 3.3). Each of the three scales ranged from 1 to 10, where 1 indicated the weakest presence of a trait and 10 – the strongest. In other words, if a respondent rated themselves 1 on the need of achievement scale, it indicated that they believed they had a weak need of achievement trait. At the end of the study the results of both self-assessment scales were compared, to observe whether the course participants experienced change in their entrepreneurial traits. An example of a reflection diary including the self-assessment scale can be seen in Appendix 3. The reflective diaries and the self-assessment scale data was collected using Google Forms surveying tool.

In this thesis, the researcher's short observations regarding the premises and the activities of the course were continuously documented, as the researcher participated in the course activities. The participatory observation is a data collection method deriving from the researcher immersing himself in his target group (Bryman & Bell, 2015). These observations were used to support and explain the data of the reflective diaries. According to Danny L. Jorgensen (1989) observations are qualitative descriptions used to formulate concepts for measurement, generalization and hypotheses which when combined with additional data could be used to construct explanatory theories.

A focused interview with the "Creating work life skills in an entrepreneurial environment" course's initiator was conducted to gather additional information about the course, such as the intention, the structure, the outcomes, etc., due to the uniqueness and novelty of this course, such information was otherwise not available to the researcher at the time. A focused interview, according to Bryman & Bell (2015) is a prominent data-collection strategy to using predominantly open questions asking informants about a specific situation or event that is relevant to them and belongs to the researcher's area of interest. The information collected with the interview also verified researcher's observation and provides clarity to the other data collected in this study.

3.5 Informed consent

The research participants were introduced to the premises of this thesis during the first three meeting sessions of the “Creating work life skills in an entrepreneurial environment” course where they have voluntarily agreed to participate in this case study and gave the permission to use the collected data within this research.

4 RESULTS

A course overview was conceptualized by the researcher based on his observations regarding the timeframe and relating activities within the path of the course. The course timeframe, was divided into nine sections, represented by nine reflective diaries, written by the course students. In this thesis the course overview (see table 1) serves as a visual representation of the course structure which was developed by the students.

Table 1 The course overview

TIMEFRAME	ACTIVITY	Reflective Diary (RD)	PHASE
WEEK 1	The Kick-Off (Getting to know)	RD 1	Opportunity Identification
WEEK 2	Planning session 1 (Clusters)		
WEEK 3	Planning session 2		
WEEK 4	Planning Session 3	RD 2 (Self-assessment scale I)	
WEEK 5	Company visit 1 (Meeting Intrapreneur)	RD 3	
WEEK 6	Company visit 2 (Transportation training) Company visit 3 (IT and Data)	RD 4	Competence development
WEEK 7	Planning session 4 (Design Sprint) Workshop 1 (Observing healthcare simulations) Workshop 2 (Personal strategy) Company visit 4 / Workshop 3 (Concept development)	RD5	
WEEK 8	Planning Session 5 (Desing Sprint II) Company visit 5 (Startup hub) Company visit 6 (Education)	RD6	
WEEK 9	Workshop 4 (Popular science) Company visit 7 (University of architecture) Workshop 5 (Mindset) Workshop 6 (Conceptualization I) Company visit 8 / Workshop 7 (University of applied sciences) Company visit 9 (Meeting Entrepreneur) Company visit 10 (Creative toy factory) Workshop 8 (Lego House) Workshop 9 (Conceptualization II)	RD7	
WEEK 10	Workshop 10 (Conceptualization III) Workshop 11 (Conceptualization IV)	RD 8 (Self-assessment scale II)	Prototyping (effectuation)
WEEK 11	Workshop 12 (Conceptualization V) Workshop 13 (Conceptualization VI) Workshop 14 (Conceptualization VII)	RD 9	
WEEK 12	The Final Presentation		

Due to the fact that the students developed their own course structure, it is looked at as an entrepreneurial process and the course activities are then divided into three phases, based on the entrepreneurial value creation process – opportunity identification, competence building and prototyping. Prototyping phase refers to the “Design Sprint” concept development method by Jake Knapp (2016). The data collected in form of reflective diaries, further illustrate the entrepreneurial process of students creating their own learning environment.

4.1 The description of the course

A general course description was composed by the researcher based on the focus interview the researcher conducted with the course’s initiator. The interview consisted of four main themes – the course intention, the course framework, the course participants and the expectations of the course. The themes were presented to the informant as generalized open questions, for example, “*what could you tell me about the intention of this course?*”. The information provided by the course initiator was then summarized in order to define the course background as the environment in which the learning students’ entrepreneurial learning experience occurred.

4.1.1 The intention

The interview with the initiator of the “Creating work life skills in an entrepreneurial environment” course has revealed that the intention of the course was to improve the learning of the university’s students, based on the suggestions coming from the students themselves. The initiator stated: “*First of all I think that what we [the university] do here is – we’re here for the students. The aim is to increase the skills of the students and how we do that is to be as up to date as possible <...> I also think that it’s crucial to ask the students that how would you like to study?*”. The initiator also revealed that improving the learning environment, particularly the entrepreneurial and intrapreneurial thinking, was the area of her interest and for that reason she organized and launched the course. She said: “*Since my title is entrepreneurship coach <...> I want to spread the entrepreneurial mindset not only among students, but also among the teachers <...> we [the initiator and her colleagues] wanted to have the students, to ask them [for suggestions] and*

to co-create together with the students something totally new". Further, the initiator provided that entrepreneurship and intrapreneurship play an important role in the contemporary work life, and for that reason the two are considered as important within the education in the university itself. The respondent provided – *"We see entrepreneurship, here at Arcada, in the way that is not only business, starting your own company. It's also this intrapreneurial mindset. If you are productive and you find solutions and you think creatively in a company – that's as important as it can be for somebody to start your own business <...> We want to spread this intra and entrepreneurial mindset to all the programmes, because that's needed in order to have the skills and to manage in work life"*.

4.1.2 The framework

The course initiator also pointed out that the "Creating work life skills in an entrepreneurial environment" course was not meant to be a typical university course, but rather a concept creation process which itself is a learning process. The respondent explained – *"there was not [a course structure], because this is not a basic course. This was a challenge to create together with you [the students] <...> the only goal that we had was that the outcome of the course should be some sort of a new concept concerning the learning environment"*. The students within the course were expected to take initiative and plan the course themselves, under the supervision of their teachers, who also were giving advice and facilitated the course participants' workspace. The students selected a set of skills, which they believed are the most needed in the contemporary work life and thus should be thought in the new learning concept they were developing. The initiator further explained – *"we asked you [the students] to read and to think about yourselves and your fellow students that – what are the skills that you think are important? <...> and based on that we found those skills could be clustered in under four major topics which then are communication personal leadership creativity and digital skills"*. Based on the selected skills, the student group have then separated into smaller working groups – the clusters. The clusters then specialized in gathering the insights, observations and inspirations regarding their areas of interest, namely, personal leadership, communication, creativity and digital knowhow. The course initiator further explained – *"we looked at the clusters at which skills were the most important, then we chose which companies can give us inputs to those. In accordance to what the company could give us, and then we booked*

the dates. Most of the ideas [regarding the company visits] came from you [the students]. And that was in good cooperation, because all the company visits and guest lectures, when you look at the brief, gave [us] insights”.

By visiting the companies and attending the guest speaker workshops, the students were gathering competences, with the intention to further develop the learning environment project. Later in the course, the students and the teachers have gone on a learning trip to Denmark, seeking inspirations and new ideas, and benchmarking them. The course initiator explained – *“all the inspiration we got there and all the places we visited during those days, the aim was that they give us the input to our project. And we also see that the Danish concept of teaching can give us new ideas <...> because benchmarking is very important – you don’t have to come up with everything by yourself, you can see what have others done, take the learnings and bring them back here”*. The gathered competences were later combined in a conceptualization process in order to develop a prototype for the new learning environment. A version of “Design Sprint” was adapted within the process, where the “Design Sprint” method was chosen by the course initiator due to its simplicity and convenience regarding the course’s timeframe. The informant explained – *“[The design sprint] was quite compact and easily described easy to understand and very interesting to the read book. And since it was quite short to do it in 5 days <...> we [the teachers] found that we can still take some of the elements from there <...> and easy to apply to our project”*.

4.1.3 The participants

The course purposely selected the students, based on three criteria. The first criteria was to have the students representing the four academic departments of the University of Applied Sciences – health, media, business and engineering. The second criteria was to have the students of different demographics. The third criteria was to have the students with an entrepreneurial mindset. The applicants who matched the three criteria were selected as students a.k.a. experts to the course. The course initiator explained – *“To get the students from all departments. That was one of the big aims. And then also we wanted to have different cultures, and then we wanted the gender mix and age mix <...> the one criteria was that you should be entrepreneurial in your mindset”*. The reason for such selection criteria is university’s diverse background. The new learning environment, which the

course aimed to develop, was intended to be incorporated to the education of students with different backgrounds, therefore the concept developers were expected to be representative of as many students as possible. The course organizer told – *“The course participants show wide variety of multicultural and multidisciplinary group, which the whole school is <...> we [the organizers] wanted to have as broad spectrum of students as possible <...> to create something that appeals to as many students as possible”*.

Both course participants – the teachers and the students – were assigned special roles. The teachers became the coaches and the students became the experts, thus removing the teacher – student hierarchy from the course. The purpose of having no hierarchy within the course was to give everyone a feeling of equality and confidence. The course initiator explained: *“That was the first thing we have decided. To be able to give you [the students] the responsibility, we need to be equal. And we also didn’t want to have any hierarchy because we want you to dare to say your opinion and be able to feel open with whatever you say. There is not a teacher-student agenda, it’s a coach and an expert”*. The students who were equal to their teachers were assigned the responsibility of the development of the new learning concept, which was expected further raise their morale. The respondent told – *“Because you [the students] are the ones who create and you own this project in that sense that you have the responsibility. And I think it also motivates differently that if it was a course with exams <...> and I think all of you [the students] with your entrepreneurial mindsets, you didn’t come here because of the credits. <...> you came here because you wanted to make an impact, maybe, and because you wanted to develop yourself”*.

4.1.4 The expectation

At the end of the course the newly developed learning environment concept was going to be introduced to its stakeholders i.e. the university’s decision makers, with hopes to implement that leaning environment to the upcoming school year. The course initiator explained – *“We will introduce it [the learning concept] to our stakeholders <...> the aim is that part of this will be utilized next year already, with Arcada students. This project is because we want to implement new learning environment created by our own students”*.

By participating in the course and working on the development of the concept the students were expected to have developed their chosen skills and gained relevant work life related insights. The course organizer expressed – *“I’m sure you [the students] gain a lot personally: you have developed your skills and you have got new insights. But you [the students] also make history in that sense that you build something totally new for this school. And I think that are not many school who have done it in Finland”*.

4.2 The Reflective Diary

The reflective diaries were written free form, giving the students the freedom to choose what to reflect upon. This in turn means that the reflections written in the diaries were purposely selected by the students and were likely significant to them. The reflection diary entries then were summarized in this chapter in order to crystalize the main student learning experiences regarding each reflective diary. Each reflective diary in turn represents a certain timeframe within the course (see table 1).

4.2.1 Reflective Diary 1

The first reflected diary concluded the learning experiences of the course’s first three weeks. 9 out of 12 participants answered the first reflective diary. The first three weeks comprised on the “Kick-Off” (Week 1), a visit to the local entrepreneurship association and the first planning session (Week 2), the second planning session (Week 3).

The first major finding observed in the first reflective diary revealed that almost all of the course participants experienced confusion and uncertainty during the very first week (Week 1) of the course a.k.a “the kick-off”. A typical diary entry was *“the kick-off was confusing as we had no structure or timetable”*, *“In the beginning I had no clue what to do or study”* and *“I have mixed feelings about it all”*.

The second major finding revealed that despite the feeling of confusion, the course participant experienced being inspired, excited and curious about the course. The typical learning diary answers were – *“After 3 weeks, I learnt that working in an entrepreneurial community is more interesting and exciting than I thought”*, *“I like this course and I like*

the positive energy”, “I love the atmosphere and always try to stay open for new insights and ideas”.

The third major observation in the reflective diaries was a buoyant social environment – the course participants experienced positive feelings regarding their teammates and the team work itself. The respondents typically wrote: *“I like being surrounded by active and dedicated people”, “It is surprising that people are so well connected”, “Each group has such a blend of individuals from different backgrounds and areas of study that we can learn from each other”.*

4.2.2 Reflective Diary 2

The reflective diary 2 concludes the students’ learning experiences during the fourth week of the course. 9 out of 12 informants submitted diary entries during that week. The week 4 had only one planning session.

The reflective diary 2 revealed that the majority of the students continued to experience the feeling of uncertainty and confusion regarding the structure and the purpose of the course, during week 4. A typical diary entry read: *“The course is interesting in a sense that no one really knows what is going on”;* *“I understand the freedom to explore that the coaches are providing, but there needs to be a clearer sense of 'scaffolding' to support what we are trying to build”;* *“I look forward to what's to come and more clarity as well”.*

Following, the course participants experienced feeling hopeful that the upcoming company visits may relieve their feeling of uncertainty. Some participants wrote in their diary: *“Now [I am] at the point where I am waiting for the company visits to see what we can learn from those”;* *“I also look forward to the company visit this coming week”.*

4.2.3 Reflective Diary 3

The third reflective diary concludes the students’ learning experiences during the fifth week of the course. 8 out of 12 informants submitted diary entries during that week. During the Week 5, the course participants have visited a major company within the sports equipment industry (company visit 1).

The general mood during the week 5, as revealed by the reflective diary 3 is mixed. About one half of the students experienced to continue being confused regarding the structure and the desired outcomes of the course. Some diary entries read: *“The situation hasn't changed much from last week”*, *“I still don't know what we are trying to accomplish in this course but I have noticed that there is a lot of work to be done”*. Others, seemingly, experience more clarity and encouragement as compared to the previous weeks. The participants, accordingly, wrote: *“For now, the process has been more individual - gathering insights, inspirations <...> very excited about the upcoming weeks”*, *“I have an idea for how to structure our thoughts and learnings”*.

During the company visit 1, the students met an intrapreneur, who created his own job – a role within the company, which did not exist before. Additionally, the intrapreneur shared his working experiences i.e. how within the company he is making changes toward creating a healthier working environment and promoting the wellbeing of the company's employees. From the company visit, the students have made observations suggesting that they were learning a spectrum of work life skills. The students wrote: *“This only demonstrates the most basic level of intrapreneurship <...> may be innovative in the Finnish market, but in other cultures, (e.g. USA & Australia), it is an expected skill in the workforce”*; *“Just, luck being in the right place was big part of this success and not giving up”*; *“I didn't know what intrapreneurship was but now I know. I have learned how important networking, environment and personal development are for wellbeing and success in the working career”*.

Nevertheless the students had mixed experiences regarding the significance of their learnings from company visit 1. Some students wrote: *“I did not walk away with a lot from the visit”*; *“I'm not so sure I learned anything earth shattering and new things from our [name redacted] visit”*, *“We visited [name redacted], which was nice but in my opinion didn't give much new information to the concept we are developing”*.

4.2.4 Reflective Diary 4

The fourth reflective diary concluded the students' learning experiences during the sixth week of the course. 7 out of 12 informants submitted diary entries during that week. During the Week 6, the course participants have visited two companies: one specialized in

transportation training (company visit 2), the other – a major player in IT and service design industry (company visit 3).

At the end of the week 6, the course students revealed that they continued to experience uncertainty due to lack of structure and focus regarding the course, and the project they were working on at the time. Some entries in the reflective diary read: *“More structure, more planning from the beginning, would have resulted a bit more [learnings]”*; *“I find it a bit tricky to find and pick up things to our cluster. I have followed the presentations and learnt a lot about the companies in general, but they haven’t been speaking so much in detail about our cluster”*.

In contrast, some students experienced that they were gaining work life competences from the company visits. The students wrote: *“I like the visits even though they are not revolutionizing my knowledge, rather they are reminding me and teaching me how certain things can be applied and used for real”*; *“What I learned from last week was how to apply gamification to things in order to make them more fun and fun to use/utilize”*; *“This was inspiring. To see how demanding it is to fly a helicopter, and to understand how rigorously they prepare for problems”*; *“What I proved to myself is that you always need to be open for opportunities and stay active”*; *“One actual and relevant way of taking our studying and learning forward is what other institutions already do – [their] departments would work together”*.

4.2.5 Reflective Diary 5

The fifth reflective diary concludes the students’ learning experiences during the seventh week of the course. 9 out of 12 informants submitted diary entries during that week. During the Week 7, the students visited a company specialized in marketing (company visit 4), had a planning session (planning session 4) and three competence building workshops – nursing simulation observation (workshop 1), strategy development (workshop 2), concept development (workshop 3).

At the end of the week 7 the students expressed feeling less uncertain about the course and the project they were working on. Some diary entries read – *“On our team meeting I finally understood what we are supposed to achieve with this course”*; *“This week has been really good in terms of learning”*.

Most of the students attributed the change in their learning experience to the introduction to Design Sprint. Some diary entries suggested: *“reading the Sprint book has helped me understand the structure/content of the course better”*; *“I get to read the Sprint book which is very interesting and inspiring my idea. I get to know some tactics in working effectively in an environment”*.

During the week 7, the course group was also divided into two sprint teams – one with 6 members and the other with 7. The reorganization of working groups was expected to make the implementation of the Design Sprint method easier during the prototyping phase, because the method is better applied in smaller groups (Knapp, 2016). The students had mixed feeling regarding the reorganization. Some students revealed that they were content with the change, for example – *“The new sprint teams will also be interested to work with. I am pleased with my team, though I think I'd work well with anyone in the group”*, while some were dissatisfied – *“I was not so happy when the group was split in two <...> why both groups have to come out with the same "solution"”*.

Participating in a workshop about personal strategy, by guest speaker was found by the students very positively. The students wrote: *“He spoke about personal experiences, how something has created an impact and caused a person to be inspired and achieve something more. Then he told us how to present well, just few minutes but some useful tips there”*; *“The human factor is still the main thing to consider”*

The visit to the marketing company, where the students had a fast concept development workshop was found positively by the majority of the students. In the reflective diary students wrote – *“The visit at [company visit 4] helped a lot! Finding my inner spark”*; *“We had small workshop where we created using different tools some ideas and concepts/designs towards this course”*, *“Still, one exercised enabled us to quickly map what our potential student participants on the ACC course are feeling, hearing, seeing, etc. And what could trigger them to sign up”*.

Eventually, the students expressed being empowered by the social environment within the course group. Some students wrote: *“Having a group of people, all equally interested in developing and learning new things creates a good atmosphere where you dare to do and network”*; *“I really like our group dynamic <...> it is inspiring to hear other people's stories and see how things are in the other fields”*.

4.2.6 Reflective Diary 6

The sixth reflective diary revolved around the students' learning experiences during the eight week of the course with 8 out of 12 informants submitting the diary entries. During the week 8, the students participated in a second Design Sprint session (planning session 5), visited a local startup community where they have listened to entrepreneurs' presentations (company visit 5) and listened to a representative of a company from the children education field (company visit 6).

In general, at the end of week 7 the learning environment within the course group was described by the students as busy, more motivated and more clear. The students wrote: *"This week has been quite busy for us course members"; "I think the motivation in the group has risen a lot this week, that's probably mostly because the task has been properly discussed and become more clear"; "After the last meeting I got the main point of the course. Is not that I have not understood before, but somehow it got more clear. Right now, I am trying to put everything in order and trying to come up with new ideas for the project"*.

The change of the learning environment was attributed by the students to the use of the Design Sprint method, introduced during the previous week and the buoyant social environment, which existed within the group. The students revealed in their diaries: *"By reading the sprint book I understand that you can create a lot and innovate something new and creative as long as you have a great team and do your best in those days. <...>I basically learned that I need to learn to make decisions faster and somehow turn on my creativity on the spot which isn't easy"; "My schedule is crazy, I need more time... But I enjoy the Sprint, the workshops and the Company visits very much! Looking forward to making the trip with these great people and course content in mind". "I have also studied the SPRINT-method at home, and feel quite well prepared and "on track"."*

4.2.7 Reflective Diary 7

The seventh reflective diary revolves around the students' learning experiences during the ninth week of the course with 9 out of 12 informants submitting their diary entries. During the week 9, the students together with their coaches travelled to Denmark, where

they have visited a popular science exhibition (workshop 4) and a university of architecture (company visit 7). The students also attended a workshop about mindset (workshop 5) and began conceptualizing their project (workshop 6). Later, the students met with a group of Danish students at a university of applied sciences, where they have also observed the local learning environment (company visit 8 / workshop 7) and met a local entrepreneur (company visit 9). The following day, the students visited a creative toy manufacturer (company visit 10) and used the toy as a tool in their idea generation/ concept development workshop (workshop 8). The week ended by a final conceptualization workshop (workshop 9) at the end of which the students developed a primitive prototype of the ACC project.

In general, the feeling towards the learning environment of the course during the week 8 was described by the students as intense, overwhelming and inspiring. The students wrote: *“This week was a bit overwhelming since it was very intense with a meeting and a trip for my part”*; *“The Denmark trip was a real success! I found every day inspiring, and could see the purpose of every visit/lecture we had”*; *“We had such intense and busy schedule, and a bit too ambitious when thinking back what we had to do there”*.

According to the students’ experiences the trip, in general, has had a positive effect on their learning environment and contributed to the ACC project. The students wrote: *“The trip gives me new idea of building a new concept in a study/working environment”*; *“We had to prepare our presentation on the train from Copenhagen to Odense, which was not so easy, but I think we got things done in both sprint teams”*, *“The trip was great and you got a lot of insight into how you can utilize learning, methods and spaces in different ways than what we are used to”*, *“Throughout our trip we never heard that the best way of learning is to sit still and listen and I think that is something we really have to remember when developing our learning system and what types of methods we want to utilize and how our physical space should be designed”*; *“To me, the pieces of our concept also got very much clearer during the trip. I think this was due to some initial confusion that could incubate for some days, and then develop into a real concept”*.

Another major observation made by the students in the reflective diaries after the Denmark trip, was the importance of networking and social environment regarding both the course activities and in a general sense. The students wrote: *“From the trip I feel that the*

biggest impact for me is that networking really is a big part of your working life and how your future might turn out. So, social skills are a great skill to develop and master”; “It is so important to get to know each other informally to work well together formally”; “The human factor (individually) and the dynamic between humans is what makes the difference if you want to succeed in whatever you do <...> Icebreakers and feel good moments, humorous and playful atmosphere are very important throughout the process <...> If you want to go fast - go alone, if you want to go far - go together”.

Regarding to the visit to the school of applied sciences in Denmark (company visit 8/ workshop 7) the students have had two opinions. The students liked the study environment within the university – *“how “free” the studies seem to be and how the relationship between students and teachers are. They have fantastic places to work and the possibility to co-operate is good. Lot of open air and excellent lighting in the rooms we were shown”*; but generally felt disappointed by the workshop 7, which involved cooperating with the local students. The students wrote: *“We didn’t have time enough to explain the concept for the Danish students or they weren’t listening, the feedback didn’t give much, unfortunately”*; *“The Danish students were not clearly not the best (or maybe they were just shy), we couldn’t get any relevant feedback from them. The teacher (Jacob?) used a 3 tier model to define and move ideas around and possibly add to our ideas, but nothing came from the Danish students”*; *“I feel that the trip was a good way to get inspired, but I don’t think the students in Denmark helped much” <...> Maybe they didn’t get our ideas or maybe they were not just listening the presentation”*; *“We try to work with the Danish students, but they were not that open, they were very likeminded compared to our team, but they tried their best. We did not get that much feedback from them”.*

Regarding the visit to the creative tool manufacturer [company visit 10] and the relative workshop [workshop 8], the students generally experienced being amazed and happy. The students wrote: *“The [workshop 8] was excellent, again too little time to see and investigate and be creative and let your inner child out. But the brief tour was nice”*; *“The [workshop 8] was amazing!!! The tour, the <...> monuments, the different zones amazing perfect, perfect, perfect”.* Only one reflective diary discussed the contribution of the workshop 8 regarding the learning environment and the project itself. The contribution was positive. A student wrote: *“Drawing on my experience at [workshop 8] and customer experience, as detailed in the Sprint methodology book, we mapped out the path a student*

would take through our ACC concept <...> We really feel our concept is coming together, we have 5 key unanswered questions to tackle this week”.

4.2.8 Reflective Diary 8

The eight reflective diary concludes the students’ learning experiences during the tenth week of the course. 6 out of 12 informants submitted diary entries during that week. During the week 10, the students arranged two conceptualization sessions (workshop 10 and workshop 11), where they combined the earlier gathered competences into a single prototype representing their idea for the ACC learning environment.

The students have generally had two opinions regarding the prototyping sessions. Some students had positive feeling towards the conceptualizing work and the upcoming outcome. They wrote: *“The experience of co-creation has been rewarding. The coaches have provided us plenty of space to hone our ideas <...> at times, a little more structure or guidance would have been nice, however, I can also see why the coaches left us to own”*; *“Great experience, but also ambitious (which I like) and stressful to have so little time to make the best/enough of it (I don’t like that). Good to have a framework”*; *“We got to finalize the concept which was exciting and it is nice to see everything coming together in a logical way”*; *“We discussed with our sprint teams and with our feedback we further developed our concepts, which was great. Next time we put them together and discuss”*.

Other students experiences negative feelings regarding the final conceptualization group work and the final outcome. They wrote: *“What I don’t like is the fact that when one person suggests something it is dismissed and maybe not considered at all, but after some time a second person presents the same idea as the first one and that idea is taken as an excellent suggestion and is taken directly part of the whole concepts”*, *“I feel that we are bad at organizing and structuring our work now since we have many pieces to stitch together and as a group we are very good at jumping from one subject to another without coming to a decision or conclusion”*; *“I have the feeling that in both groups there was one person who mainly forced his/her idea and not everyone’s ideas was considered. Well, this is the way always”*.

4.2.9 Reflective Diary 9

The ninth reflective diary concludes the students' learning experiences during the eleventh week of the course and the final presentation of the prototype during the twelfth week. 6 out of 12 informants submitted diary entries during that period, ninth reflective diary concludes the data collection for this study. During the week 11, the students arranged three final conceptualizing sessions (workshop 12 – workshop 14), where they finalized the prototype and began preparing to present that prototype to the university's stakeholders. Week 12, concluded the course and learning environment project as the students presented their prototype and reflected on their personal learnings throughout the course.

The reflective diary entries revealed that the students generally experienced feelings of stress, confidence and content regarding their final prototyping and the preparation for the presentation. The feelings of confidence and content with the result, was attributed by the students to the buoyant social environment. The students reflected – *“now I feel more on track, and I am so proud of what this group has been able to achieve in such a short period of time”*; *“everyone is flexible and taking each other's thoughts into consideration. I like the honesty and the resistance we give each other's ideas”*; *“I am very proud of myself and the group. I felt I could count on almost everyone to do their part and come with input in order to create our concept”*; *“Before the presentation I did everything I possibly could do to make it as good as possible. I am really driven by deadlines (milestones) and the anticipation from other people”*.

The feelings of stress was attributed to the time pressure, while preparing for the presentation. The students wrote: *“The day of the presentation, in the morning, I experienced a mixture of stress and anger because I got frustrated that we were practicing the presentation with a very not ready to go presentation, but it all got done in the end”*. *The preparation was a bit chaotic last week and on Monday before the actual moment. It was unnecessary for all to be there as not everyone presented and couldn't really give feedback as the presentation was still work in process”*.

While the course group felt content with their prototype and its presentation, the majority of reflective diary entries have revealed that the group also experienced the feelings of sadness. The students wrote: *“I feel a bit sad that it ends, I hope it continues and we stay*

active friends”; “It feels sad and great that it is over. Sad because I liked the mission and the people. Great because I need my family life back”; ”The course is sadly over, but I still have a lot of ideas and a drive to do more still”.

4.3 The Entrepreneurial Traits

During the path of the “Creating work life skills in an entrepreneurial environment” course two sets of self-assessment scale were incorporated together with the reflection diary. The two self-assessment scales, one at the beginning of the course and one at the end, asked the students to rate their three entrepreneurial traits, namely – willingness to take risks, need of achievement and internal locus of control. The scale ranged from numbers 1 to 10, where 1 meant the weakest presence of the trait, and 10 – the strongest.

The first self-assessment scale (RD 2) has revealed that the group consisted of students with different sets of entrepreneurial traits. The difference of sets of entrepreneurial traits among the students could be explained by the fact that diversity within the course group was intentionally desired by the course’s initiator, who recruited and selected the students.

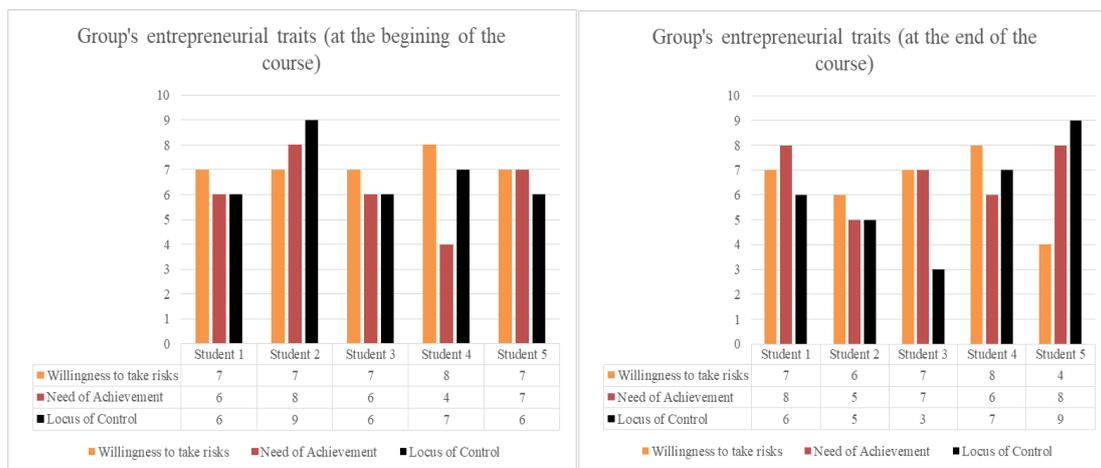


Figure 2 Entrepreneurial traits at the beginning and at the end of the course

The second self-assessment scale (RD 8), was implemented to observe whether there has been a change in the students’ entrepreneurial traits at the end of the course, which by that time has continued for its tenth week. The scale has revealed that there has been a change in the students’ entrepreneurial traits at the end of the course. Only five same students have participated in both the first and the second self-assessment research therefore in this study only five student data is analyzed.

The willingness to take risks trait has changed the least when compared to other traits. The change can be noted in self-assessment of two students, whose risk taking trait has weakened at the end of the course.

The need of achievement trait has seemingly changed the most when compared to the change of other traits. Four out of five students experienced a slight increase in their need of achievement by the end of the course, while one student experienced their trait diminished by nearly a half.

The internal locus of control trait within the group has also changed at the end of the course. Two students experienced their internal locus of control (higher rate) diminishing by 3-4 points, suggesting that after the course they were feeling as the external factor had more influence over their everyday reality rather than their own (internal) actions. One student experiences an increase in their internal locus of control by 3 points, suggesting that they felt gaining more control over their everyday reality at the end of the course than they felt they had at the beginning of the course. The internal locus of control remained unchanged according to two students of the sample.

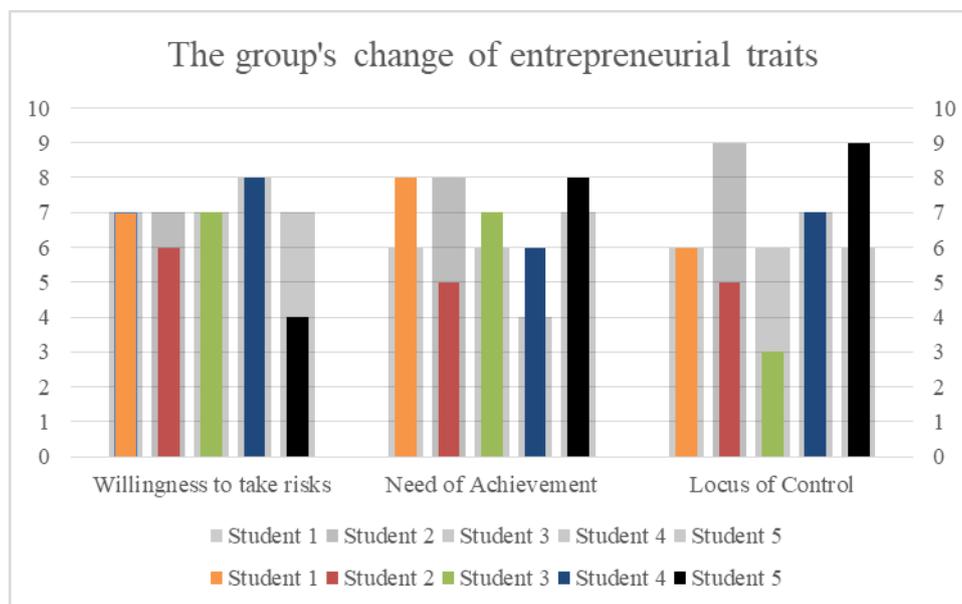


Figure 3 The change of entrepreneurial traits at the end of the course

Due to the scope of this thesis and the limited data accessible to the researcher a further analysis of the self-assessment data was not available at the time. The current analysis,

however, demonstrates a perceived change in the entrepreneurial traits and the direction of the change. These findings could be used as an orientation in further studies of similar cases or in development of similar courses.

5 DISCUSSION

The summarized findings of the reflective diaries were then attributed to the entrepreneurial value creation phases, demonstrating how the entrepreneurial process was applied by the students in creating their own learning environment. According to the Theory of Entrepreneurship by Mishra C. S. & Zachary, R. K (2015), the entrepreneurship is a process where the actors driven by the entrepreneurial intention seek to identify an entrepreneurial opportunity, then builds entrepreneurial competences to utilize that opportunity creating value and appropriating the entrepreneurial reward.

An entrepreneurial intention, according to Esfandiar K., Sharifi-Tehrani M. & Pratt S., Altinay L. (2019), is a conscious state of mind that directs an individual towards engaging in entrepreneurial behaviors. The entrepreneurial intention within the course group is described by the course initiator (see chapter 4.1.3) as the willingness to make an impact i.e. to develop an new learning concept and willingness to develop oneself – learn work life skills, develop entrepreneurial mindset. Driven by that intention the course participants then sought to identify an opportunity allowing them to achieve their goal.

5.1 Opportunity identification

The opportunity identification phase can be observed during the first five weeks of the course (week 1 – 5). Attending the “kick-off” session, during the first week of the course, the students were introduced to each other and the framework of the course. As Cox, K. (2016) defined, opportunity identification is processing of information in order to determine whether enacting a course of action to address a certain issue would lead towards a benefit. Judging the value of that information is based on entrepreneur’s prior knowledge, skills and other competences. In this case study the course did not have a preplanned structure, therefore the students, during the weekly activity planning sessions, formed four smaller working groups – clusters, where each cluster contained 3-4 students who shared the area of interest regarding contemporary work life skills, in this case – communication, creativity, personal leadership and digital skills. During the path of the course, the student clusters were responsible for observing, collecting and documenting competences from company visits, workshops and other activities outside the course. According

to Mishra C. S. & Zachary, R. K (2015), entrepreneurs interact with the entrepreneurial opportunity using the effectuation method, where the potentially best outcome is determined by the resources immediately available to the entrepreneur. In this case study, the students during the planning sessions of the week 3 and 4 selected a number of companies and speakers from which they would be able to gather the competences relevant to their cluster interests. The time of the course was a limited resource, therefore the students organized only the most relevant company and speaker visits from those that were available to them. The fifth week accommodated the students' first company visit, which was a pilot for the upcoming visits. During the first company visit the students met an intrapreneur who created his own workplace within an existing company.

The student learning experiences during the five week opportunity identification phase were documented in three sets of reflective diaries. The first reflective diary concluded the activities regarding the first three weeks of the course and it revealed a dominating experience of confusion and uncertainty among the course students. These feelings were attributed by the students to the lack of structure and direction within the course. Despite the feelings of uncertainty and confusion, the students experienced being inspired, excited and curious about the project. A great significance was attributed by the students to the buoyant social environment, which existed within the course. According to them it was the main factor for the positive feelings, such as inspiration, excitement and curiosity toward the project. Socializing, according to Zelekha, Y., Yaakobi, E., & Avnimelech, G., (2018) is also a major part of entrepreneurship, because entrepreneurship requires interactions with different actors, such as partners, suppliers, mentors and other stakeholders. Socializing incorporates such psychological aspects as attentiveness and empathy towards others, the ability to stimulate someone to talk and to cooperate.

The course activities during week 4 and 5 were concluded by the students in the second and the third reflective diaries, which revealed that the majority of the students continued feeling confused and uncertain about their role within the project. A few students, however, expressed beginning to understand how to structure their own competence development. A few observations regarding the first company visit were made in the diaries, however the majority of the students claimed they did not experience any significant

learnings from the visit. According to Cox K., (2016) seeking further information regarding the entrepreneurial opportunity helps entrepreneurs to conclude whether that opportunity will be achievable or profitable.

5.2 Competence building

Based on the student activities and learning experiences, the weeks 6 – 8 of the course can be identified at the competence building phase for the new learning environment development project. Entrepreneurial competence, according to Mishra C. S. & Zachary, R. K (2015) is a specific combination of entrepreneur's underlying characteristics, such as specific knowledge, motives, traits, self-images, social roles and other skills leading towards a successful entrepreneurial activity.

According to Chien-Chi Tseng (2013) entrepreneurs are expected to assume a personal responsibility of their own intellectual development to be able identify the entrepreneurial opportunities, outcomes, and develop appropriate entrepreneurial skills. In this case study, the students developed their own course structure and determined the competences they wanted to build. During the weeks 6-8, the students attended the earlier scheduled company visits and participated in the guest speaker workshops to gather the competences of their focus, during the competence building phase. The sixth week of the course had the students visiting two companies, their experiences documented in the fourth reflective diary revealed five general observations applicable to their personal development and the future development of the project. During the seventh week the students were introduced to the "Design Sprint" concept development tool written by Jake Knapp (2016), observed a health care professional training simulation, attended a personal strategy development workshop on campus and participated in a concept development workshop facilitated by a large marketing company.

During the first five weeks of the course, i.e. the opportunity identification phase, the students generally experienced the feelings of confusion and uncertainty because there was no pre-planned course structure, however while working in a buoyant social environment they managed to identify the competences, which they would like to develop with the intend to conceptualizing the learning environment project. The reflective diary 5, concluding learning experiences of the week 7, revealed that the students were beginning

to feel more confident and clear about the path of the course. The feeling of confidence and added clarity was attributed by the students to the “Design Sprint” method, which they have been reading about during that week. Another factor positively affecting the learning experience in the course was the mindset existing within the course group, where everyone seemingly was equally interested in developing the project and learning new skills. According to Cox K. (2016), entrepreneurship requires a metacognitive ability to understand, control, and reflect upon one’s own learning. Additionally, the buoyant social environment also played an important role throughout the learning process of the entire group, where the uncertainty and confusion experiencing students were able to gather insights and inspirations from their fellow students, who have managed to develop some competences at an earlier stage; the students were also able to combine insights, they have earlier gained from their studies within different disciplines. According to Huang, K., Wang, K. Y., & Yao, Y. (2019) a set of well-developed social skills supports the development of entrepreneur’s social networks and allows them to better adapt to a range of societal settings, while also facilitating having a better relationship with other people. By using their social network entrepreneurs also obtain resources at a lower expense and are able to reduce the uncertainty and information gap within their environment. This mechanism, thus can be observed in the competence building phase.

5.3 Prototyping

Based on the student activities and the initiators course description, the weeks 9 – 12 of the course can be identified as the prototyping phase for the new learning environment development project. In the earlier phases the students’ experiences feelings of confusion and uncertainty due to the course having no pre-planned structure. Later, working in a buoyant social environment and separating into cluster teams, the course group managed to develop a course structure i.e. selected the competences they wanted to build and chose the companies and guest speakers from who they would be able to gather insights. Following the introduction to the Jake Knapp’s “Design Sprint” concept developing method the student experienced gaining more confidence and clarity regarding the course and creation of the new learning environment, thus successfully transitioning into the prototyping phase. According to Mishra C. S. & Zachary, R. K (2015) entrepreneurs driven by the entrepreneurial intention discover an entrepreneurial opportunity. They then build

competences effectuating resources at hand with the aim to concur that opportunity and to move closer towards the entrepreneurial reward. In this case study, considering that the students were not developing a business venture, but rather a learning concept, the effectuation of competences is named a prototyping phase. At the end of this phase the students achieved their entrepreneurial reward – they have developed a concept for the new learning environment also gaining new insights from the entrepreneurial process itself.

The prototyping phase is reflected in three sets of reflection diaries (RD 7 – 9) and it began with a course group travelling to Denmark, where they have visited selected Danish companies, and educational institutions with the purpose of prototyping and benchmarking, while also further building the chosen competences. The Denmark trip was generally experienced as intense, overwhelming, but also inspiring by the students. The trip, according to the students, has contributed to their general learning experience due to its practical nature – the students were applying their earlier built competences into the prototyping process, which they have later presented to the students of a Danish university of applied sciences, as a way of testing. According to Plehn-Dujowich J. (2010) the entrepreneur constantly evaluates the value of their venture and then decides whether to maintain it in operation, shut it down and launch a new venture or to quit the entrepreneurial endeavor altogether. The feedback received from the Danish students was regarded to, by the course's group, as having little value to the project, due to perceived inactivity and disinterest of the Danish students regarding the group's project. Further, the course group visited the creative toy manufacturing company and applying the toy as a tool participated in another prototyping workshop. The prototyping workshop was perceived by the students as highly stimulating, however only one diary entry referred to the workshops contribution to the project. No more reflective diary entries showed any concrete learning experiences regarding the prototyping activities during the Denmark trip.

During the second week in the prototyping phase, the students, returned to their home university, have worked on further developing the prototype of the new learning environment. Initially, they have worked separated into two groups focusing on two different ideas of the new learning environment concept. The two prototypes have been combined into one during the week's two conceptualization sessions. According to Kobia M., & Sikalieh D. (2010) entrepreneur's strong desire for personal achievement trait may sometimes suggest difficulty working with others. In this case the group managed to produce

a unified prototype of the new learning environment, although the group had mixed feeling regarding the group work – some of the students felt accomplished and some felt unappreciated. The changes in students' entrepreneurial traits, particularly the need of achievement trait can be observed in chapter 4.3.

During the week 11 the students had three final conceptualization sessions, during which they also prepared to present their prototype to the university's stakeholders. During the week the students generally experienced confidence due to the buoyant social environment within the group. Working together the students managed to complete their prototype and prepare for the planned presentation. The students reflected feeling of stress and chaos before the presentation. After presenting their project to the universities stakeholders, the students experiences the feeling of accomplishment where according to Mahto R. J. & McDowell W. C. (2018) besides the economic gain other important rewards of entrepreneurial endeavors are factors, such as autonomy, prestige, influence and a greater number of followers giving the entrepreneurs a feeling of personal legitimacy and self-esteem. Additionally, the students experienced the natural feeling of sadness because their three month long project was over.

6 CONCLUSION

With the intention of improving the learning environment within Arcada University of Applied Sciences, particularly the entrepreneurial and intrapreneurial thinking, a unique course “Creating work life skills in an entrepreneurial environment” was launched in the spring of 2019 by the course’s initiator. The expected outcome of that course was a concept for entrepreneurial and intrapreneurial learning environment developed by a diverse selected group of students coming from each educational department within the university. The course did not have a typical educational structure and the students held the responsibility of planning the path of the course and the developing the course outcome, applying their intra- and intrapreneurial knowledge into the process.

Lead by the course’s intention and under the direction of their coaches the students sought to identify possible opportunities for the development of the new learning environment. The students researched the needed skills for a contemporary working life and have arranged them into four skill clusters. The students then formed four smaller groups responsible for gathering the information regarding each skill cluster. The cluster skills were meant to later be incorporated into the new learning environment concept.

The students sought for opportunities to observe and learn more about the clustered skills from already existing companies, intra- and intrapreneurs, other experts. They have then selected their opportunities of learning, considering the time limitations of the course and the availability of the companies and experts.

The competences they have developed from the companies and guest speakers were then incorporated by the students into a unified learning concept. The concept was presented to the stakeholders of the university and was expected to be implemented into the universities teaching the upcoming school year.

The new learning concept development can be identified as an intrapreneurial value creation process in which the students assumed the role of intrapreneurs. Starting with only a few resources, such as coaches, prior knowledge, facilities and the social capital, the students managed to develop their project in three major phases – opportunity identification, competence building and prototyping (effectuation). The intrapreneurial concept development was initially experienced by the students with the feelings of confusion and

uncertainty, deriving from the lack of structure and direction at the early phases. Coming from different disciplines and belonging to different demographics, the students made up a buoyant social environment within the course. Utilizing this buoyant social environment, was attributed by the students as a major factor enabling them to overcome the feeling of confusion and complete their project.

6.1 Shortcomings and future recommendation

A major shortcoming of this study was the scope of the bachelor's thesis. Over the period of the study the researcher collected an abundant amount of data, but due to the scope of the thesis he was constrained to focus only on generalized findings. A more in-depth analysis of the abundant data for this study would be more appropriate for the scope of a master's or a doctorate's thesis. Another important shortcoming of this study is lack of similar case studies or projects available to the researcher. Due to the uniqueness and novelty of the case, the researcher was not able to compare this study with a similar already published study.

Nevertheless the findings presented in this thesis could be used as an overview providing insights developing and implementing a similar project. It also provides the reader a basic view of the entrepreneurial value creation as a learning experience.

6.2 Trustworthiness of the thesis

Traditionally, qualitative studies are associated with criticism for lack of objectivity and generalizability (Phillimore and Goodson, 2004). In order to assure trustworthiness of this thesis the author used multiple data collection instruments to gather evidence based information. The reflective diaries were systematically collected on a weekly basis (except RD 1) in order to determine the student experiences. These experiences then were supplemented by the researcher's participatory observations and the interview with the course initiator in order to derive a more accurate result.

The researches, who participated in the study as an observer, excluded himself from the main course activities and the research sample, in order to avoid interference with the data and bias. The researcher also identified and presented the shortcomings and limitations of this thesis.

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APPENDIX 1

The public course description (Arcada course syllabus 2019):

AB-3-008 (0) - Creating work life skills in an entrepreneurial environment

The course takes place in period

3, 4 (01.01.2019 - 31.07.2019)

The course is included in these study plans and study modules

Level/Category

Extension studies

Type of course

Optional

Cycle/Level of course

First

Recommended year of study

3

Total number of ECTS

5 cr

Competency aims

The aim of the course is to increase students' knowledge of intra- and entrepreneurial thinking as well as help them to build their own networks. The aim is also to increase the knowledge of diverse soft skills such as co-operation and communication. By the end of the course the student will be able to: - can use agile and innovative tools for concept and/or service development projects - better understand the entrepreneurial mindset - better reflect on own learnings - work in multidisciplinary and multicultural teams -recognize

own entrepreneurial strengths -understand the importance of soft skills in the future working life.

Learning outcomes

At the end of the course the student is expected to - be able to understand and apply the concept of intra- and entrepreneurial thinking -understanding of lean and agile process and concept development - fully understand the concept of life-long learning - be able to critically evaluate and reflect on his/her learning - be able to understand and apply the concept creativity - build and appreciate networks - increase his/her working life skills - learn teamwork and team building skills in multidisciplinary teams

Course contents

- soft skills understanding and development
- creative concept development
- learning about the entrepreneurial mind and the
- art of being innovative

Prerequisites and co-requisites

Previous studies in entrepreneurship, within area of innovation and most of all entrepreneurial mindset are a plus.

Additional information

Test your entrepreneurial mind and broaden your horizon! We are looking for driven and innovative students who want to make a change and contribute to development of a new entrepreneurial learning concept at Arcada. Do you want to be part of this inspiring team of talents? We search for 10-15 creative and ambitious students from different disciplines who together will develop a new type of learning environment.

General description of the course:

The work life oriented course takes part in periods 3 and 4 enabling students to create a concept where entrepreneurship and skills for life & work are emphasized. Arcada students representing different institutions participate in multi-disciplinary teams in order to

create a work life related project. The aim is to develop a foundation for a working culture that stimulates intrapreneurial/entrepreneurial environments where innovations pedagogy, coaching/mentoring, working skills and personal leadership play a central role. Students are to develop concepts from the student perspective in collaboration with working life. Final results of this course are new working modes that can be utilized and integrated into learning environment at Arcada. Interested? If you feel like you could utilize your own know how and have something to give to the topics mentioned earlier + want to develop your own skills, please write us a short presentation about yourself and motivate why we would choose you to be part of this team. Please add also to the application the entrepreneurial skill you see as relevant in this context. Previous studies in entrepreneurship, within area of innovation and most of all entrepreneurial mindset are a plus. Please include your study register into the application. Send your application at latest 28th of January to [email redacted] Every student will take part of a conceptualization journey to Denmark where we visit partner universities and LEGO Creative Play Lab in Billund. Cost for the trip is 80€ + you pay for your own food. Coaching session with various topics will be arranged throughout the course, no ordinary lectures. **OBSERVE:** you can enroll yourself to the course after you have been accepted to it!

IMPORTANT DATES:

Kick-off for the course is 25th of February at 16.15-18.30 Conceptualisation trip to Denmark in end of March/ April 2019. Students participating in this course will get Pass/fail grades and the course is worth 5 ects.

Recommended or required reading

Recommended readings: <https://www.thesprintbook.com/>

Teaching Entrepreneurship: A Practice-Based Approach by Heidi M. Neck (Author), Patricia G. Greene (Author), Candida G. Brush (Author)

Study activities

Excursions and demonstrations 50 h; Individual- and group instruction 20 h; Practical exercises 30 h; Project- and production work/artistic activities 35 h

Work loads

Total work load of the course: 135 h

Mode of Delivery

Multiform education

Teaching language

English

Assessment methods

Essays, reports, productions and portfolio, 27.12.2018

Assessment requirements

To pass the course the student should take part in the following: Study and concept development excursion(s) Successful participation in the teamwork. Successful conceptualization (work, delivery and demonstration).

APPENDIX 2

An example of the reflective diary submission form:

My Learning Experience #9

Informed consent:

This survey is not a learning diary or a course evaluation form - it is completely up to you what to say!

It is a measurement tool for our personal / subjective learning experience of the Creating work life skills in an Entrepreneurial Environment course. The surveying will continue for 12 weeks where each respondent submits a response at the end of each week. Throughout the weeks we will follow our learning experience and observe how it develops in relation to the course activities. The answers are anonymous, the researcher will not be able to identify the respondent. The data collected will be analyzed and the qualitative results will be used in a bachelors thesis and an academic article, about entrepreneurial learning in the named course.

Nickname

Remember to use the same nickname throughout the research process. The survey is anonymous, but the nickname is needed to distinguish between unique learning experiences.

Short answer text

What's your experience of the course so far? *

Use 100 words to describe your experience (feelings, emotions, learnings, thoughts, questions...) regarding this week's entrepreneurship course. Give a spontaneous answer without thinking much about the structure or the content. Whatever comes into your mind. Be it positive or a negative experience. Answer is anonymous.

Long answer text

APPENDIX 3

An example of the self-assessment scale:

MY ENTREPRENEURIAL TRAITS

Following are three entrepreneurial traits - willingness to take risks, need of achievement and locus of control (Kobia M. & Sikalieh, D., 2010). How would you rate yourself at the present time from 1-10. This question will be repeated once more at the end of the course, in order to measure whether there has been a change in our entrepreneurial traits

Willingness to take risks

1 2 3 4 5 6 7 8 9 10

I avoid taking risks as much as possible

I am ready to take calculated risks anytime

Need of Achievement

1 2 3 4 5 6 7 8 9 10

Being THE WINNER is not the most important thing

The most important thing is to be THE WINNER

Locus of Control

1 2 3 4 5 6 7 8 9 10

I feel almost nothing in my life is under my control

I feel almost everything in my life is under my control

Thank you! And see you in the class!