

Teampreneurship education as an answer to the challenges of the 21st century – Case study of Team Academy Debrecen

Georgina Árváné Ványi – Judit Katonáné Kovács – Tímea Gál

University of Debrecen

AIM OF THE PAPER

Challenges of the 21st century require answers from higher education as well. In Europe, most of the entrepreneurship programmes on the higher education institutions are less than ten years old. Whilst business studies may battle for academic legitimacy, it has a clear advantage when it comes to graduate employability. The aim of this paper is to give answer to the following questions: why entrepreneurship education is important, what are the methods which are already used and what are the results of them.

METHODOLOGY USED

The answers to the questions are based on literature reviews, a case study and in-depth interviews with alumni carried out at the University of Debrecen, where since 2010 Team Academy Debrecen, a new education model from Finland is implemented. Tiimiakatemia education is an innovative model that develops team entrepreneurs.

NOVELTY OF THE STUDY

The experience of the authors and the results of the case study show, that with more than 20 years of experience, Tiimiakatemia model is a good answer for the 'Teachability Dilemma', creativity and innovativeness (know-how and know-why components) are also teachable. Some important elements of teachability are: learning by doing, passion, learning in teams and coaching. Entrepreneurship is learnt through experience.

PROPOSALS OF THE STUDY

In line with Haase and Lautenschlager (2011) suggestion – to change the role of the entrepreneurship educator – in Tiimiakatemia team coaches support the work of the students. Authors of this paper also recommend the transformation of entrepreneurship higher education first of all with changing the role of educators.

Keywords: entrepreneurship, higher education, teachability

INTRODUCTION

Authors of the paper are working in entrepreneurship education at University of Debrecen in Hungary and have the experience of transformation from traditional education to entrepreneurship education. Their paper is structured as follows. In the introduction the challenges of the 21st century, underlining the importance of new methods in entrepreneurship education and the steps of the European Union in this direction are presented. In the second part under the title “teachability dilemma” publications in the field of entrepreneurship education are discussed. The third part of the paper is the case study of Tiimiakatemia and its implementation at University of Debrecen, where the interviews with alumni graduated from this Team Academy Debrecen were carried out.

Marquardt (2011) defines the eight most significant forces that have changed the business world and necessitate company-wide learning in the twenty-first century as: globalisation and the global economy; technology and the Internet; radical transformation of the work world; increased customer power; emergence of knowledge and learning as major organisational assets (workforce moving from manufacturing to mentofacturing); changing roles and expectations of workers; workplace diversity and mobility; and rapidly escalating change and chaos. Pink (2009) states that today we live in the Conceptual Age (creators and empathizers) going through a socio-economic change from the Agricultural Age (farmers), the Industrial Age (factory workers) and the Information Age (knowledge workers).

Information and communication play vital roles in many services that are defined primarily in terms of the interpersonal relationship involved. The growing service sector needs people with good social and communication skills. Anderson (2012) calls attention that those societies win today that have embraced 'co-creation', or community-based development.

The Oivallus study on how education can best prepare students for working life in the 2020s points out that in the future projects will involve varying combinations of people (CFI, 2011). A team needs strong basic competencies and lots of desire to try out the new. Working as a network, learning from one another and building on the ideas of others are skills that need practising. What is crucial for success is how well different experts work together.

The four pillars of learning of the 21st century defined by UNESCO are fundamental principles for reshaping education:

- Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide

an appropriate and adequate foundation for future learning.

- Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

- Learning to be: to provide self analytical and social skills to enable individuals to develop to their fullest potential psychologically, affectively as well as physically, for an all-round 'complete' person.

- Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

The largest challenges in moving beyond historic models of schooling are people's emotions and their typically unconscious beliefs, assumptions, and values. To be achieved, a transformative model must generate professional commitment, political will, and cultural enthusiasm – not an easy task (Dede 2011).

In today's Europe, it is very difficult for young people to find their place in the world of work. Fostering greater participation of young people in the labour market has therefore become a policy priority. Examples of relevant activities include the 2011 'Youth Opportunities Initiative' and 'Youth Employment Package', which led to the introduction of a Youth Guarantee in all European Member States – adopted by the European Council in April 2013. The Commission subsequently launched the 2013 'Youth Employment Initiative' and the Communication 'Working together for Europe's young people – A call to action on youth unemployment' in order to accelerate the implementation of the Youth Guarantee and the investment in young people. In this framework, youth entrepreneurship has become a very high priority in the EU debate due to its potential for job creation and human capital development. For example, in 2013 the European Commission published a Communication on the Entrepreneurship 2020 Action Plan. This document proposed decisive actions to unleash the European entrepreneurial potential and to remove existing obstacles to entrepreneurship (Eurofound 2015).

In broad terms European Commission considers the entrepreneurial attitude as behavioural attitude which is applicable to all areas of daily life, the entrepreneurial approach supports everyday lives of people.

The task of education is to help young people to gain an entrepreneurial approach, including:

- creativity,
- innovativeness,
- risk management,
- ability to project approach,
- ability to initiate,
- sense of responsibility,
- risk-taking ability,
- autonomy,
- and goal orientation.

This approach can be formed even at primary school (European Commission 2004a), and the acquired knowledge accompany a man all his life. The development of entrepreneurial attitudes at a young age is also supported by the European Union's Entrepreneurship Action Plan adopted in early 2004 (European Commission 2004b), and the Entrepreneurship Action Plan 2020 adopted in 2013.

„Entrepreneurship 2020 Action Plan” is a blueprint for decisive joint action to unleash Europe's entrepreneurial potential, to remove existing obstacles and to revolutionise the culture of entrepreneurship in Europe. It aims to ease the creation of new businesses and to create a much more supportive environment for existing entrepreneurs to thrive and grow. It proposes three areas for immediate intervention:

1. Entrepreneurial education and training to support growth and business creation,
2. Strengthening framework conditions for entrepreneurs by removing existing structural barriers and supporting them in crucial phases of the business lifecycle,
3. Dynamising the culture of entrepreneurship in Europe: nurturing the new generation of entrepreneurs (European Commission 2013).

Among others the Member States are invited to:

- Ensure that the key competence "entrepreneurship" is embedded into curricula across primary, secondary, vocational, higher and adult education before the end of 2015.
- Offer the opportunity to young people to have at least one practical entrepreneurial experience before leaving compulsory education, such as running a mini-company, being responsible for an entrepreneurial project for a company or a social project (European Commission 2013).

“TEACHABILITY DILEMMA”

Business studies are typical of a subject in a non-disciplinary, or multidisciplinary field. Business Schools and business studies courses have long struggled with academic legitimacy perhaps because of this. However, employers increasingly demand application-oriented knowledge, and the usability of knowledge generally requires the combination and integration of knowledge from various disciplines. So whilst business studies may continue to battle for academic legitimacy in some quarters, it has a clear advantage when it comes to graduate employability (Hat 2015).

The last decades have witnessed an immense growth in establishing entrepreneurship as an academic discipline and instituting entrepreneurship courses and programmes at all educational levels (Hisrich 2003, Solomon *et al.* 2002).

In the last decades, universities have moved from focusing exclusively on two missions: teaching and research, to be considered as key actors of economic and cultural growth, transforming themselves into engaged institutions with industry and society at large (Etzkowitz 2000, Vorley & Nelles 2008 in European Commission 2008).

Generally, third mission activities comprise three dimensions performed by universities in relation to external environments: technology transfer and innovation, continuing education and social engagement. This dimension of third mission is closely linked to education and training. The term Continuing Education/Lifelong Learning refers to “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment related perspective” (European Commission 2001).

Traditional education scheme according to business and economics was mainly teaching-oriented, focusing on theoretical and specialist knowledge, and was mainly destined to prepare students for working in large companies. Nowadays, this situation has changed, higher education institutions are expected to fulfil new and amplified functions, often articulated as relevance or the third mission of universities (Gibb 1996, Johannisson *et al.*, 1998, Etzkowitz *et al.* 2000).

Over the past 20 years, Western European universities have made a considerable progress in offering EE, in particular with regard to the Scandinavian (e.g. Johannisson 1991, Rasmussen and Sørheim 2006) and German-speaking countries (Klandt *et al.* 2008). Recently, universities of Eastern Europe (e.g. Mitra and Matlay 2004, Boyle 2007), Asia (Dana 2001, Rae 1997) and Latin America (Tiffin

2004) are increasingly engaging in entrepreneurship education.

The analysis of these EE programmes, general literature reviews and practical experiences indicate an abundant heterogeneity regarding philosophy, objectives, content, methodologies and effectiveness. According to Haase and Lautenschlager (2011) EE is still in its infancy.

It can be easily stated that entrepreneurial hard facts as one EE qualification can be easily taught, not at least for their closeness to traditional business management education. Nevertheless, experience-based soft skills related to entrepreneurship are rather difficult to impart or develop, but they are much more important and render EE unique.

Building on the Golden circle of Sinek "why-how-what" Haase and Lautenschlager (2011) define three main competencies and qualification which is essential for entrepreneurs:

1. Know-what: It contains hard facts about business creation and management.
2. Know-how: McMullan and Long (1987) demand that EE must include skill-building components in negotiation, leadership, creative thinking and exposure to technological innovation. Ronstadt (1990) stresses, amongst other things, skills such as creativity, ambiguity tolerance, opportunity identification, venture strategy, deal making and networking. In addition to these attributes, Rae (1997) emphasises communication skills with focus on persuasion and, furthermore, critical thinking, problem-solving and time-management skills. According to Ronstadt (1987), EE programmes should be designed to raise attentiveness of barriers to the initiation of entrepreneurial careers and to devise solutions to overcome them. Gibb (2007) places key importance on motivation towards entrepreneurial values and on getting closer to the notions of entrepreneurial doing, thinking and feeling.
3. Know-why: Based on Johansson (1991) it contains emphasis on entrepreneurial values, goals, self-confidence and perseverance.

Rae and Carswell (2001) admit that business and management functional knowledge, business plan (know-what) are relatively easily teachable, nevertheless for example creativity and innovativeness (know-how and know-why components) are not easily teachable.

An empirical research on the pedagogical effectiveness of EE carried out by Haase and Lautenschlager (2011) is mostly directed towards measuring an impact on the 'know-why' and only scarcely on the 'know-how', not at least for operability reasons.

In particular, almost no proof exists about the suggestibility of personality-based characteristics such as proactiveness, leadership, risk-taking propensity, wakefulness and need for achievement. As a consequence, this leads to a 'Teachability Dilemma' in EE. On the one hand, the entrepreneurial 'know-how' is essential for successful business venturing, and its appropriate conveyance is what of all things differentiates and contrasts EE from traditional business management education. On the other hand, the entrepreneurial 'know-how' is hard to teach; it must rather be experienced. In other words: Whatever set of qualifications EE is able to provide, it encounters its limitations when transmitting the core value of entrepreneurship.

Blenker *et al.* (2008) dispute the present educational system is capable of developing students' motivation, competences and skills concerning entrepreneurship. They argue that, at present, universities have not mastered the necessary learning methods, pedagogical processes and frames for EE.

Learning by doing and experiential learning constitute appropriate modes for instilling the entrepreneurial 'know-how'. These methodologies are expected to accelerate the pedagogical effect since motivation is increased and emotional as well as intuitive dimensions of entrepreneurship are experienced. Hereby, EE should be designed as close to reality as possible, emulating contexts similar to those in which entrepreneurs act (Carayannis *et al.* 2003, Hindle 2002). In this sense, Smith *et al.* (2006) argue for collaborative and co-learning environments with entrepreneurs. David Birch rightly stated that "to encourage entrepreneurship, it should be through some kind of apprenticeship. That would be a wonderful experience." (Aronsson 2004, 289).

Haase and Lautenschlager (2011) suggested to change the role of the entrepreneurship educator. Its tasks consists more in acting as a promoter, facilitator and manager, instead of being a teacher. For example, his task lies in organising experiences through internships and other contacts with entrepreneurs, rather than giving a lecture on business plan development or certain theoretical aspects of it. Thus, purposeful EE should develop from habitual teaching over educating towards making experience entrepreneurship as the only way to convey the necessary 'know-how' (Haase and Lautenschlager, 2011).

CASE STUDY OF TEAM ACADEMY DEBRECEN

In Europe, most of the entrepreneurship programmes on the higher education institutions are less than ten years old. The same figure is 40-50 years in the USA (Internet 1). The case study example, Tiimiakatemia is more than 20 years old.

Tiimiakatemia

The Award-Winning Tiimiakatemia of the JAMK (Jyväskylä) University of Applied Sciences combines the worlds of business and education. It was founded in 1993 by Johannes Partanen. In the description of the

birth of Tiimiakatemia, Partanen (2012) writes the following: *“I got it in my head, that people should sit in circle. ... I saw dialogue spring up between people, just like Socrates's days.”*

In Tiimiakatemia students operate in teams, as independent cooperative companies and graduate as Bachelors of Business. They have to do real-life projects, which they have to find themselves, to cover all the expenses of the company. Projects function both as learning environments and as ways of doing business. Learning is a process that is not divided into modules or subjects like marketing or leadership. Tiimiakatemia has no legal control (Table 1) over its team companies; it only provides the coaching for the learning process (Internet2).

Table 1. Main differences between the model of traditional university and Tiimiakatemia

Traditional university	Tiimiakatemia
students	team entrepreneurs
classrooms	an open plan office
teaching	learning
teachers	coaches
simulations	real business
control	self-organizing

Source: own table based on Internet 2.

Four wheel driving learning developed by Partanen (in: Toivanen, 2014) includes theory (books), learning contract, dialogue and practical actions with customer (projects). The main methods are learning by doing and team learning. Projects offer opportunities to apply studied theory directly into practise and also provide a platform for students to reflect on theory in light of their own experiences while studying. Students read books that support their actions, do not load themselves with reading, read what they need. Teams use dialogue as a tool to share knowledge and think together. The purpose of dialogue is to go beyond one individual's understanding – the whole organizes the parts, rather than trying to pull the parts into a whole. In dialogue, people become observers of their own thinking. Probably due to the real life experiences, 42% of Tiimiakatemia graduates have started their own company by the 3rd year since graduation in Jyväskylä. (INTERNET 2)

Lehtonen (2013) describes the structure of Tiimiakatemia as follows. The foundation is formed of three triangles: Tiimiakatemia, the team member and the team. The team member is in the middle because everything starts from one enterprising, brave and inspired first-year learner. He or she is linked to the team with the team contract that reveals the ground

rules, objectives, and goals that the team sets together. The learners' life at Tiimiakatemia is guided by the Leading Thoughts of Tiimiakatemia, which contains the purpose, their shared values, vision and goal. Learners, who operate according to the Leading Thoughts, give birth to a living and inspiring brand, together with their interest groups. Commitment to the team and Tiimiakatemia, energetic work and learning together with the customer, as well as respectful interaction, can create a flow mode of learning. This creates fruitful business, well-functioning networks, and effective learning, a genuine foundation for developing Teampreneurship.

Nowadays Tiimiakatemia is spreading around the world as a brand that creates Teampreneurship. Tiimiakatemia Mondragon at the Mondragon University in the Basque Country is a prime example of how Tiimiakatemia methods are universal, Socatic tools. Tiimiakatemia also spread to France, Germany, the Netherlands, England, Spain, Brazil, Argentina and Hungary (Partanen, 2012).

Tiimiakatemia at University of Debrecen – Team Academy Debrecen

At the University of Debrecen Faculty of Business and Economics Tiimiakatemia, in English Team Academy,

has started its operation in 2010. Students of Finance and Accounting, Commerce and Marketing and Tourism and Catering BSc join to this training from their 5th semester. In their 4th semester usually the teampreneurs (students) go and give a recruiting presentation about this opportunity to join Team Academy. After the presentation there are open days at Team Academy Debrecen, when students can come and try out a training session with the teampreneurs. This way they can see if they like this way of learning or not. If someone wants to apply, he/she has to fill in an application form online at our website. After the deadline of the application, we invite the applicants for a small talk where we talk about their motivation to join us and the applicant has to fill in the Belbin test (which investigates the team role of the person). Based on the results, we can decide who to accept.

This model, as it was introduced above, is based on the principle of 'learning by doing'. The students in Hungary usually establish a limited liability company compared to the Finnish who establish cooperatives, but in Hungary this entrepreneurship form is not popular. The foundation happens at the end of their first semester at Team Academy, because building trust in the team takes a couple of months in the beginning. Usually one team includes 10-12 people, but by the end of the first semester 2-3 students leave the programme, because they realize that being an entrepreneur is not for them.

Within the team they work in smaller groups on several projects. Teampreneurs carry out projects to the economic life using their team company as a vehicle to get them done. They are responsible themselves to find clients, negotiate with them on the projects, sign contracts and do the jobs they have promised to do. Teampreneurs participate to team's team coaching sessions twice a week for four hours per time. They are called „training sessions“. In these sessions a learning organization practice called „dialogue“ is used. It is facilitated by a team-coach who uses questions to steer the dialogue. Sometimes team members might organize brainstorming sessions to solve hot problems or keep presentations and lectures to each other on theoretical subjects. Learning by doing and training sessions are supported with a theory programme. It consists of reading books and Teampreneurs write a reflective essay on it. The key idea is to support „applying theory to practice“ and vice versa. They get book points after reading it, usually 1 book worth 1-2 points and during one semester they must reach 20 book points.

Besides, they spend minimum 20 hours in the office, but it depends on the teams' decision, it can even be more.

The last indicator is the number of customer visits. They have to have at least 25 customer visits in a semester. There have been 8 teams until now at Team Academy Debrecen. Their characteristics can be seen in Table 2.

Table 2. Teams' characteristics at Team Academy Debrecen

	Starting year	Company name	Number of students in the beginning	Number of students at graduation	Number of semesters at Team Academy	Projects, activities
1.	2010	Hungarian Pie	30	12	7	sales, marketing, project management, event organization
2.	2011	New Side Team	14	10	7	sales, marketing, project management, event organization, webdesign, marketing research
3.	2012	Mad Marketing	10	4	7	marketing, webdesign, marketing research
4.	2013	Operco	10	6	3	marketing, webdesign, online marketing
5.	2013	TenDare	10	7	4	event organisation
6.	2014	FourSix	10	7	3	marketing, clothes design, online marketing
7.	2014	IdcuPot	11	8	4	marketing, webdesign, online marketing
8.	2015	Xtend	9	still in the system		marketing food service, event organization

Source: own compiling

Results of the interviews with teampreneurs

In-depth interviews with Team Academy Debrecen Alumni students were made. Students had to answer 11 open questions during the interview. The first 4 questions assessed the dates and majors when they had entered Team Academy and when they had graduated. The second part dealt with those issues what kind of place they are working now, the duration of job-seeking, and the type of organisation which they are working for. The last part was about the learnings at Team Academy, what skills they improved during their stay, which of those they can use recently and finally their suggestions to improve Team Academy system further. In-depth interviews were held in June and July of 2015 and altogether 35 interviews were made.

According to the interviews, 14 people joined Team Academy in 2010 as pioneers. 9 people started in 2011, 2 in 2012 and 10 alumni students began their studies based on the Finnish education method.

The graduated spent 6 semesters (5.59) at Team Academy Debrecen on average.

Most of the students graduated from Team Academy (25 people from 35, i.e. 71%) were at the major of Commerce and Marketing BA, 2-2 people were at Finance-Accounting and Tourism-Catering, 5 people (7%) were at Master level when they had started this new education method.

Almost half of the graduated (48.5%, 17 students) finished Team Academy after getting their BA diploma, 12 people finished their bachelor and master studies as well, and 5 students finished only at master level.

After graduation 5 people (14%) started his own business immediately, one person continued with the family business. After graduation from Team Academy 5 people studied further (14%) and 4 students have not found a workplace yet. Among those who are working now, 3 began to work at governmental institutions, one-fourth of them (9 people) at national SMEs and 8 ex-students (23%) at multinational companies. As a result, it can be stated that 89% of the graduated at Team Academy are working, and one-fifth of them (19%) are entrepreneurs.

Considering the duration of job-seeking it can be seen that on average it took 4.11 months to get a job for the questioned.

The first net salary after graduation was also asked at the interviews with the Alumni members. For 14% of the interviewed the first net salary was below 100 thousand HUF, while for 37% (13 people) this amount was between 101 and 150 thousand HUF. More than one-fifth of them (22%) got a salary between 151 and 200 hundred thousand HUF for the first time and only 2 people got more than 201

thousand HUF. Based on the results it can be stated that one-third of the fresh graduates had average or higher than average salary at their first workplace, since the average net salary is 159.308 HUF according to KSH.

The next question dealt with those experiences that they can use recently in their work. 40% of the consulted highlighted teamwork, team play and cooperation, which they use on a daily basis. The second frequently mentioned skill was the effective communication. At a similar rate they said the practical experience of operating a company, and connected to it the complex entrepreneurial view, thinking, which could not have been learned at a regular academic education.

The questioned further emphasized the acquired practical English knowledge, since there were some of them who got their job only because of this. Many of the alumni students thought that they learned a lot about the knowledge of human and self-knowledge as well, since through the reflection they see much clearer picture of themselves than others in their age, so they can improve themselves consciously. Feedbacks given to each other also helped in forming their self-confidence. Therefore, they acquired autonomy and the spirit of initiative, since they learn how they can set real objectives and how to reach them. In connection with these they also learned the importance of persistence.

Many of the consulted mentioned conflict management, since the students learn to manage their conflicts in an assertive way, which they use in their life. Among the acquired experiences they also learned the openness, how to motivate others and to sell themselves.

Some of the questioned answered that they learned to manage problems as challenges, so they can see these situations with a different view. They also said that they learned that sometimes the solution is inside them.

Most of the alumni students said that for them the books were very useful which they had to read during their time at Team Academy.

Among the most useful values the alumni students mentioned that it was very significant to realize the importance of contacts and that for them being an entrepreneur is the right job. During their studies they got to know how far they can go, because they could test their abilities. Many of the students mentioned learning international experience and English language, since the network of Team Academy ensures to use the English language and to get to know new people.

There was one alumni student who said he learned how much he does not know yet. Many highlighted that they learned a lot of professional

knowledge at the training sessions which they can use on a daily basis.

To sum up, students have a very positive opinion about the learning at Team Academy that they can use in their life continuously.

The last question dealt with the suggestions to improve the Team Academy system for the future generations. The respondents said that the circle of students who can enter the system could be controlled more strictly and to test them in a more sound way from the point of motivation. They think that the size of the teams should be decreased to a smaller size and that the student should form their own groups freely.

According to the alumni students, sanctions should be used more often toward those who do not keep the rules or do not work properly. They also mentioned that this education form should be priced and if somebody would leave it, one should pay the price of trainings, therefore the commitment could be raised to be more active and to appreciate what they get at Team Academy.

Many of the alumni students said that training sessions should be held only in English, since those are the most useful.

A lot of them highlighted that mentors should be hired to follow the path of a team, help to generate projects and control how the team executes it. Some of them think that more projects are needed to work on and they think that the practical semester (7th semester at bachelor studies) should be allowed to spend outside Team Academy to get new impulses and project ideas.

Based on the answers of the students, 'conventional' academic lessons should be reduced more to have time to deal with their own company.

Team Academy alumni students think that the university should provide financial support to establish their company, since the financial background of a student can control if he/she can join this education method.

CONCLUSION

The experience of the authors and the results of the case study show, that with more than 20 years experience, Tiimiakatemia model is a good answer for the 'Teachability Dilemma', creativity and innovativeness (know-how and know-why components) are also teachable.

Some important elements of teachability are: learning by doing, passion, learning in teams and coaching. Entrepreneurship is learnt through experience. Teampreneurs along their studies can concentrate on what they are passionate about.

Participants of Team Academy understand that being entrepreneurial means believing that if there is a problem, there must also be a solution, and that any challenges can be overcome (Hat 2015).

Analysis of the qualitative data from interviews underlines the importance of learning in teams as 40% of the consulted highlighted teamwork, team play and cooperation, which they use on a daily basis.

In line with Haase and Lautenschlager (2011) suggestion – to change the role of the entrepreneurship educator – in Tiimiakatemia team coaches support the work of the students.

The results of the paper are in line with the results from the European Commission (McCoshan 2010), that entrepreneurship education has a positive effect on the employability in terms of job experience, creativity.

Investing in entrepreneurship education is one of the highest return investments Europe can make. Whether or not they go on to found businesses or social enterprises, young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility. This is the entrepreneurial mind-set that helps entrepreneurs transform ideas into action and also significantly increases employability (European Commission 2013).

Outcomes of the paper increase the evidence of this type of learning in Europe. As mentioned earlier there are more countries in Europe today working on the basis of the Tiimiakatemia model, what gives possibility in the long run to provide an international comparison, examining the similarities differences, specialties of different countries. The outcomes of the paper and further researches in this field can increase the evidence of this type of learning in Europe.

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*Georgina Árváné Ványi, PhD, Assistant Professor
arvane.vanyi.georgina@econ.unideb.hu
Judit Katonáné Kovács, PhD, Assistant Professor
katonane.kovacs.judit@econ.unideb.hu
Timea Gál, PhD, Assistant Professor
gal.timea@econ.unideb.hu*

*University of Debrecen
Faculty of Economics and Business Administration*