

THE MANAGEMENT OF ENTREPRENEURIAL CAREER TO YOUNG PEOPLE

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Abstract

This paper examines the entrepreneurial counselling process and career guidance to adolescents. The information activities regarding the career, the career education and career counselling offered in institutions with educational profile by teachers and counsellors help pupils and students understand the values of occupations and the professional world through the school curriculum, the counselling and career guidance and the professional development programs of the entrepreneurial competencies, to clarify their aims and aspirations, to understand their own identity, to take right decisions regarding the choice of profession, to be responsible for their own actions and to plan their career. The entrepreneurship education stimulates the creativity, the spirit of initiative, the risk-taking ability and forms abilities, skills and entrepreneurial competencies. The development program of entrepreneurial competencies presented in this paper is a working tool that addresses to the teachers and school counsellors, being designed to enable the students for choosing an entrepreneurial orientation or career, the design and accomplishment of some learning situations for training students in the specific skills to the field.

Keywords: career counselling, career management, entrepreneurship education, entrepreneurial competencies;

1. Introduction

The process of counselling and career guidance includes different types of activities: information regarding the career, that refers to the necessary information in order to plan, obtain and keep a certain job or workplace; education regarding the career, is offered in institutions with educational profile by teachers and school counsellors and *the career counselling*. The activities aim at the personal development of adolescents and help students to obtain information for the *career management*: motivations, personal values, professional interests, skills and aptitudes, plans related to the interpersonal relationships and the manner in which they can have an active contribution within the society. There is provided knowledge about the labour market, about the opportunities for training, and there are formed skills in order to make choices regarding education, work and life in general, to experiment different roles from the community life or from the professional life, tools for career planning. Education regarding the career refers to understanding the occupations and of the professional world through the school curriculum; of the educational and vocational guidance, the career counselling determines individuals to clarify their aims and aspirations, to understand their own identity, to take informed decisions, to be responsible for their own actions, to manage their career and the transition process at different times, to ensure their own career management.

2. Entrepreneurship education

Within the teaching process of entrepreneurship, in European education, the focus is mainly on the personality of the young people. The entrepreneurship education stimulates the creativity, the spirit of initiative, the risk-taking ability, as well as the training of the specific skills of entrepreneurship; it is necessary to distinguish between the general entrepreneurial competencies that everyone should acquire and the skills for social or commercial entrepreneurship (starting up a business). Within the programs that lead to the setting up and management of a small company it is essential that some specific training should be provided.

We should mention that it is important that entrepreneurship should be developed all along or throughout the educational process and that the entrepreneurial attitudes should be cultivated through the entire educational system. The pursued objectives are the following: the capitalization of opportunities; the transposition of an idea into products or services; the courage to face problems and to solve them; the creation of networks with other students and adults; accepting the implications of their own choices; the perception of self-employment activities as a valuable career choice; the responsible management of resources and money; understanding the manner in which organizations operate or function in society. For the students who are going to set up their own business at a certain time after graduating, there will be required some specific skills such as: the ability to develop a business plan; knowledge of the administrative procedures for starting up a company; understanding the accounting principles, commercial law and of tax law; knowledge of business ethics and social responsibility; the clear understanding of market mechanisms; knowledge of sales techniques etc.

The entrepreneurship education is oriented towards the promotion of entrepreneurial spirit. The entrepreneurial competencies formed through the teaching -learning-evaluation process promotes values and attitudes such as: independence in thinking and acting, positive relationships with others, responsibility in the entrepreneurial activity, free initiative. The teaching methods are: courses, computerized simulations and business games, companies created by

the students, activity within projects and teamwork, visiting companies, internships, mentoring and counselling, role-playing, discussions and exchange of ideas, case studies etc.

The practical methods include setting up and managing the training companies/ exercise firms and companies created by the students (virtual as well as real ones). The teachers of entrepreneurship should have practical experience, for a better understanding of entrepreneurial education and of the objectives, its methods and contents. It is necessary the intensification of training teachers, seminars and workshops, as well as communicating the understanding of different ways and methods to support the entrepreneurial spirit.

The initial and continuous training of teachers has a particular or great importance, however, the entrepreneurial education is not yet included systematically in the training programs for teachers, within which it is important that teachers should go through the same learning process that they are going to use with their students (the creation of an idea and putting it into practice, examining the learned or acquired concepts, assessing the acquired skills and knowledge). The training of teachers must develop specific skills necessary to teach entrepreneurship: project management skills, pedagogical teaching competencies and personal skills. The pedagogical competencies reveal the teacher's ability to encourage learning through putting into practice, exchange of experience, experiments, assuming risk-taking and by committing "positive" mistakes, by solving problems creatively, through the obtained feedback as a result of social interaction, by the staging and playing a role, by analysing patterns and by the interaction with the outside world / of the business environment / professions; by providing or offering recommendations and the guidance of students (more than transmitting instructions), asking open questions, learning alongside with the students, helping or negotiate conflicts and solving difficulties by students.

The personal skills of the teachers ensure the success of the facilitation process through: communication skills, including the active listening one, the ability to negotiate and work in teams with other colleagues and the ability to create a learning environment in which students can have a direct and open attitude and in which they can feel confident and safe. The most effective way to ensure the appropriateness or suitability and updating the teacher's competence in this field would be that entrepreneurship should become a compulsory study subject within the teacher's pedagogical preparation. It is also important that teachers who have already completed the initial studies to benefit from further education. The formation or training of entrepreneurial competencies in Romanian education: the entrepreneurial education aims to develop students' specific skills in order to enable them become entrepreneurs, and by the capitalization of the potential to act effectively in any field.

The educational action is designed such as to form their own critical thinking skills, active social integration skills, as well as a set of values and personalized attitudes that allow the adequacy of the action to a changing reality, the entrepreneurial competencies can be formed through all the classical disciplines of the curriculum and through activities and specific contents.

For a methodological approach of the training of entrepreneurial competencies to students we enumerate the general entrepreneurial competencies (the ability to design and implement a project, the ability to work in a team, the initiative ability and to respond positively to changes, the ability to assess and assumption of risk-taking in certain situations); specific entrepreneurial competencies (to recognize actions, the entrepreneurial processes and concepts, to discover career paths, to identify the specific qualities and skills of entrepreneurs, to analyse their own skills, to identify the legislative provisions relating to the entrepreneurial activity, to use the necessary tools to study the market, to identify the necessary resources for running a business, to develop the business plan, to apply specific skills in developing the business plan, to develop strategies to promote the product, to evaluate the business results, to exemplify forms of business responsibility, to identify and analyse the ethical principles in business relations, to interpret the consequences of the entrepreneurial activity upon the consumer and upon the environment, to define and expose the business risk types, to recognize ways of minimizing risks, to investigate the common and specific elements for success in business).

The training of entrepreneurial competencies compulsory involves the formative approach of education and the formation in school of some autonomous environments and without formalities allowing the collaboration in which learning tasks to be globally integrative, requiring evaluation and planning, involving decision and argumentation under uncertainty conditions and having more concrete practical purposes or finalities.

3. The process of choosing entrepreneurial career to young people

Developing the career management skills starts during the school time interval and continues all along the transition to adult life. Through the education programs for career the adolescents develop their skills in the following areas: self-knowledge and personal development, communication and interpersonal relation, management of information and learning, career planning, entrepreneurial education, the management of lifestyle etc. These skills allow an active control of their own career and an easier adaptation to an educational and professional environment that is changing. The career planning and development is determined by the systems of the individual's personality: dynamic-energetic system (temperament), relational -social and self-regulation (character, values and attitudes), instrumental-performance (skills), resolving-productive system (intelligence) and transformative -constructive system. Specialists have proposed the correlation of professional interests, according to Holland's theory, RIASEC typology (Holland, 1985) and their own system of values, the establishment of the self-esteem relation- preferences regarding career and professional, vocational development ; the correlation between the occupational profiles and skills, creativity, strengths

/ talents, weaknesses of the individual etc. In the counselling and career guidance offices, the steps taken in the counselling sessions are: identifying the problem upon which a teenager should take a decision (which high -school / college profile to choose, what profession he/she would love etc.); self-knowledge: analysis of interests, values, abilities, personality characteristics or traits (what areas he/she is fascinated about, what are the school subjects at which he/she is the best, which are skills that can he/she can use, what are the successful experiences, the strengths and weaknesses etc.); the exploration and evaluation of existing alternatives: identifying and analysing alternatives, several alternative development, identifying and analysing the options, the development of several alternatives, identifying the advantages and disadvantages of each option, identifying the values and needs that are met by each option, identifying the risks and the possible negative consequences of each option (before taking a decision it is necessary to find more accurate information involving each profession , what skills and studies are needed); selecting an option / career decision; the career plan; implementation of the decision (implementing the plan into practice); the reassessment of the decision (allows a flexible attitude, of review and optimization of the on-going taken decision). As the specialists concluded in the field of guidance and counselling in school, we mention the main categories of activities: "a) knowing the students' personality; b) the education of the student for the career choice; c) knowledge of the school networks and of the world of professions; d) the effective counselling and guidance of the student" (Tomşa, 1999).

Within the psycho-pedagogical assistance offices from schools and high- schools, the school counsellor assumes the duties of facilitator, consultant, coordinator, provider of information, mediator between schools, business and the fields of economy. The school counsellor has the role to help the students, to promote and develop the communication and cooperation skills, to provide information about employment and occupational fields. The process by of choosing the entrepreneurial career by teenagers consists of several steps or stages: identifying the entrepreneurial behaviour, desirability for entrepreneurship development (through direct entrepreneurial experience, indirect entrepreneurial experience), assuming the entrepreneurial behaviour and exercising the role of employer in a competitive environment. The successful entrepreneurial career brings financial benefits and a higher status to the person. A series of negative beliefs about entrepreneurial career can lead to the premature closure of a person towards this possibility, because many persons establish a career path before gathering the information needed to assume it. The need to promote the entrepreneurial spirit in Romania nowadays is of major importance, and this can be achieved and the counselling and psycho-pedagogical offices in the career choice process by teenagers, through developing some programs to boost or stimulate entrepreneurial education, acquiring knowledge of entrepreneurial education , the formation of entrepreneurial competencies, by encouraging some independent activities, projects and ideas for starting up a business. The research "The development of high school students' entrepreneurial competencies" (Vîlcov, 2015) led to a series of results which revealed, among other things, that certain personality traits, skills, professional interests, the personal values, the self-esteem level are the motivational and key/determinant factors for training entrepreneurial competencies, the development of entrepreneurial initiative and career choice. Thus, the most important arguments in favour of a program aimed at training the necessary skills to initiate a project, of an own business are related to the development and ensuring a high level of these factors. The research results are significant in the design approach of the training and development program of the entrepreneurial competencies, as well as the implementation and evaluation one. In this context we are going to take into consideration the two axes of *the training and development program of entrepreneurial competencies*: theoretical and practical knowledge and entrepreneurial competencies, on the one hand, and motivation of entrepreneurial initiative, shaping a profile of a future entrepreneur able to take risks, to identify opportunities, to overcome obstacles, on the other hand. As it is structured in the mentioned research (Vîlcov, 2015) the entrepreneur's profile is characterized by the ability to take decisions, by perseverance, and confidence in oneself. He possesses the ability to turn ideas into effect is creative, know how to communicate and has the ability to attract resources material, human, has managerial skills, communication, sales and persuasion, as well as marketing and financial knowledge. He possesses the ability to turn ideas into practice, he is creative, knows how to communicate and has the ability to attract material resources, human ones, has managerial skills, communication, sales and persuasion skills, as well as marketing and financial knowledge. Other characteristics of successful entrepreneurs, as it results from our documentation are: the ability to concentrate all available resources in an attempt to get more value from their own business; the ability to identify the opportunity to develop a profitable business; a psychological profile characterized by high self-esteem, problem-solving strategies and taking decisions, efficient interpersonal relationships, personal system of values, communication skills, good organization, creativity, initiative, optimal management of the resource - objectives relationship, entrepreneurial knowledge (setting up and running a business), the ability to attract funding, communication skills, the ability to make decisions, the ability to think critically and independently, to face challenges, team spirit, the quality of being leader of the group / company, originality, assuming risks, capacity of detailed analysis of the market and of external and internal factors that influence a business. As a result of the analysis of the documents accomplished during the design of the entrepreneurial competencies development program to adolescents, it was considered necessary to identify some specific concepts to the entrepreneurial field. Thus, we have structured the following conceptual delimitations: *Entrepreneurship* refers to an individual's ability to turn ideas into action, includes creativity, innovation, risk taking, the ability to plan and manage projects in order to achieve their goals within social or commercial activities; *Entrepreneurial competencies* represent the potential of a person to obtain performance in the entrepreneurial career: 1.General learning ability;2.Verbal ability;3.Numerical ability ;4.Clerk skills; 5.Decisional capacity. Amid a potential existing skill, through education, there can be shaped and developed skills, skills in a particular area or field; the entrepreneurial competencies represent the ability of a person to manage a project / business

(the ability to plan, organize, manage, delegate, evaluate), the ability to negotiate efficiently, the ability to work individually and in team, the ability to identify the strengths and the weaknesses (personal, of the team, of the project, of the business), the ability to take risks; the *entrepreneurial attitude* is characterized by self-confidence, initiative, independence and innovation on a personal level, in the social life and at the workplace, includes motivation and the determination to achieve personal goals or and common objectives, at the workplace; *the entrepreneurial values*: independence, creativity, power, competition, material compensation and risk taking are positively correlated with a high level of development of the entrepreneurial competencies and with the choice of the entrepreneurial career; *the entrepreneurial spirit* is defined as being the individual's ability to recognize and exploit opportunities regardless the available resources at a certain time, in order to transform ideas into practice; it refers to an individual's ability to turn ideas into practice, to plan and manage projects so as to achieve the proposed objectives; *the profile of the entrepreneur*: to have a number of qualities, abilities, skills that generate an entrepreneurial behaviour, this thing involves innovation, creativity, spirit of initiative, flexibility, risk-taking, self-confidence, ability to work in team, as well as the ability to design and manage projects in order to achieve certain objectives, the necessary skills to set up a business and manage its development, the development of the ability to identify and capitalize the business opportunities; *Entrepreneurial competencies*: 1. The use of concepts specific to social sciences for organizing the knowledge steps and the explanation of certain facts, events, processes from the real life; 2. The application of knowledge of social sciences in solving some specific problem situations, as well as in analysing the personal development opportunities; 3. Cooperation with others in solving theoretical and practical problems, within the different groups; 4. The manifestation of an active and responsible social behaviour, suitable for a changing world; 5. Participation to decision-making and solving community problems; 6. Expressing the quantitative or qualitative mathematical characteristics of a concrete situation; 7. The analysis of problem- situations in order to find strategies for the optimization of solutions; 8. The development of modern skills of IT user; 9. Knowing how to use some computer working environments 10. Using the acquired knowledge in school for a faster integration on the labour market. *The covered topics* : the entrepreneur's personality (high self-esteem, problem-solving strategies and decision making strategies, effective interpersonal relationships, personal system of values, communication skills, learning general ability, verbal ability, numerical ability, clerk skills, decision-making ability, organizational capacity), culture and entrepreneurial career, leadership and communication in business, business law, financial indicators of the activity/business plan, marketing and business promotion, business project management, information technology to support the business, business plan, entrepreneurial ethics, entrepreneurial career .

Within this program, one of the very valuable resources is the Pedagogical and resources Assistance Centres (CMBRAE / CJRAE) represented by providing the necessary support for the psychological testing regarding the entrepreneurial competencies, conducting or unfolding group counselling activities and collective pedagogical assistance for improving self-esteem, problem-solving strategies and decision-making strategies, developing effective interpersonal skills, purchasing a personal system of values, of learning communication skills, counselling for educational and vocational guidance for career choice, individual and group counselling for entrepreneurial career choice through entrepreneurial activities at which can participate any of the persons interested in starting up a business on their own. The materials drawn up or developed within this program are intended and can be used to train and develop entrepreneurial competencies to young people, to increase the efficiency of teachers who teach in high-schools economic subjects ,for the flexibility of collaboration between teachers / tutors/class masters with school psychologists and counsellors within CMBRAE / CJRAE that performs activities of development of the emotional and social intelligence, the choice and career planning to adolescents within the psycho-pedagogical assistance offices. The student participation to the program *Development of entrepreneurial competencies and Career Plan* will be an extra qualification for them, also capitalized by the collaboration and participation in specific contests and competitions organized by Ministry of National Education, non-governmental associations, certification courses for entrepreneurial competencies , which will ensure the continuation of the development program of entrepreneurial competencies on a long-term. *The program objectives*: understanding the general concepts related to entrepreneurship; the acquisition of development methods of the entrepreneurial skills, for developing a specific way of thinking and specific entrepreneurial action; developing the understanding capacity of economic principles and the manner of decision in the market economy; the development of relational balanced behaviours for the market economic system and teamwork capacities; critical thinking development in the economic field and the manifestation of favourable attitudes in decision-making and assumption of responsibilities. *Units of content* : Starting up and running a business, The business plan and the problems of its implementation, The legislative conditions of the entrepreneurial activity, The necessary resources to run a business (financial, material and human), Ethical principles in dealing with the employees of the company, with the business partners and public institutions, The business risk: risk types; ways of minimizing the risk, Successful business models; general and particular in achieving a successful business, The management of personal resources, Qualities and competencies of a successful entrepreneur, Educational and Vocational Guidance, The career plan.

4. Conclusions

The program Development of entrepreneurial competencies and Career Plan is a work tool that addresses to the teachers and school counsellors, being designed so as to allow them: to guide students in career the *management of entrepreneurial career* through knowledge of concepts and practices of free enterprise; to direct its own activity

towards the design and implementation of some learning situations aimed at training students in the skills specific to the field; to express their didactic creativity in adjusting the teaching approaches to the peculiarities of the students they are working with; the use of preferred learning techniques depending upon the personality traits, the learning style; using some active methods that can help developing receptivity and the ability of rational approach to economic, personal and public problems, in the context of a complex and dynamic economic, social and cultural environment, organizing workshops on topics regarding entrepreneurship, the establishment of START-UP, interviews with entrepreneurs and visits to business centres and companies set up by young entrepreneurs, the participation in projects and social and commercial entrepreneurial competitions etc.

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DETERMINATION OF METABOREFLEX WITH THE INNOVATIVE DUMBBELL-FLEXOR SYSTEM

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Abstract

The study started from the hypothesis that the exercises performed with the innovative dumbbell-flexor device applying for less the cardiovascular system than forearm flexion made with ordinary dumbbell (even with much lower resistance), due to lower isometric component of muscle contraction. Evaluation of heart rate and blood pressure in 13 healthy volunteers showed that the hypothesis is confirmed for the first physiological constants. Applications could be the use of the device for kinetotherapy of hypertension and arteriopathies.

Keywords: isometric component, heart rate

1. Introduction

Recovering of the hand in post-stroke paresis through isometric exercises constitutes a basic mean [2, 4]. Although short-term isometric exercise have the effect of reducing blood pressure in hypertensive patients [8], recent research has shown that in normal subjects during the execution of exercises with an important isometric component, metaboreflex cause climbs of arterial blood pressure above the upper limit of normal and corresponding increase in heart rate [3]. As a result, since hypertension is a major etiologic factor for stroke [7], the risk exists that through hand function recovery programs to be favored relapse of the disease. Therefore, in this study we aimed the evaluation of metaboreflex occurred during exercises with an innovative dumbbell-flexor system [5]; one of its features is the reduction of the isometric component of auxotonic contraction necessary for execution. The capacity of the the dumbbell-flexor to reduce isometric component is proved by a recent study on the analgesic effects of this device [6].

2. Materials and methods

The study was conducted on 13 healthy volunteers, normotensive and normal weight (or athletic corpulence). Determining heart rate and blood pressure by invasive methods is viewed with suspicion by volunteers. For this reason, after the model of metaboreflex assessment by isometric handgrip and post exercise ischemia performed using inflatable sleeve which carries a pressure of 240 mm Hg in the active muscle [3], we developed an own protocol using an ordinary dumbbell, a dumbbell flexor system (fig. 1) and an automatic blood pressure monitor (Visomat). On 7 subjects (untrained) was determined blood pressure and heart rate before and immediately after they are executed 20 forearm flexion with a dumbbell loaded to a maximum of 5 kg; the tensiometer sleeve was applied to the active arm.