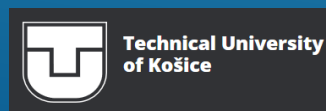# PROIECT NR. 585353-EPP-1-2017-1-RO-EPPKA2-CBHE-JP

REINFORCE ENTREPRENEURIAL AND DIGITAL SKILLS OF STUDENTS AND TEACHERS TO ENHANCE THE MODERNIZATION OF HIGHER EDUCATION IN MOLDOVA

15/10/2017 – 14/10/2020

University of Ruse "Angel Kanchev"

Technical University of Košice

Academia de Studii Economice a Moldovei

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D.1.2. Survey Report on target groups (TGs)
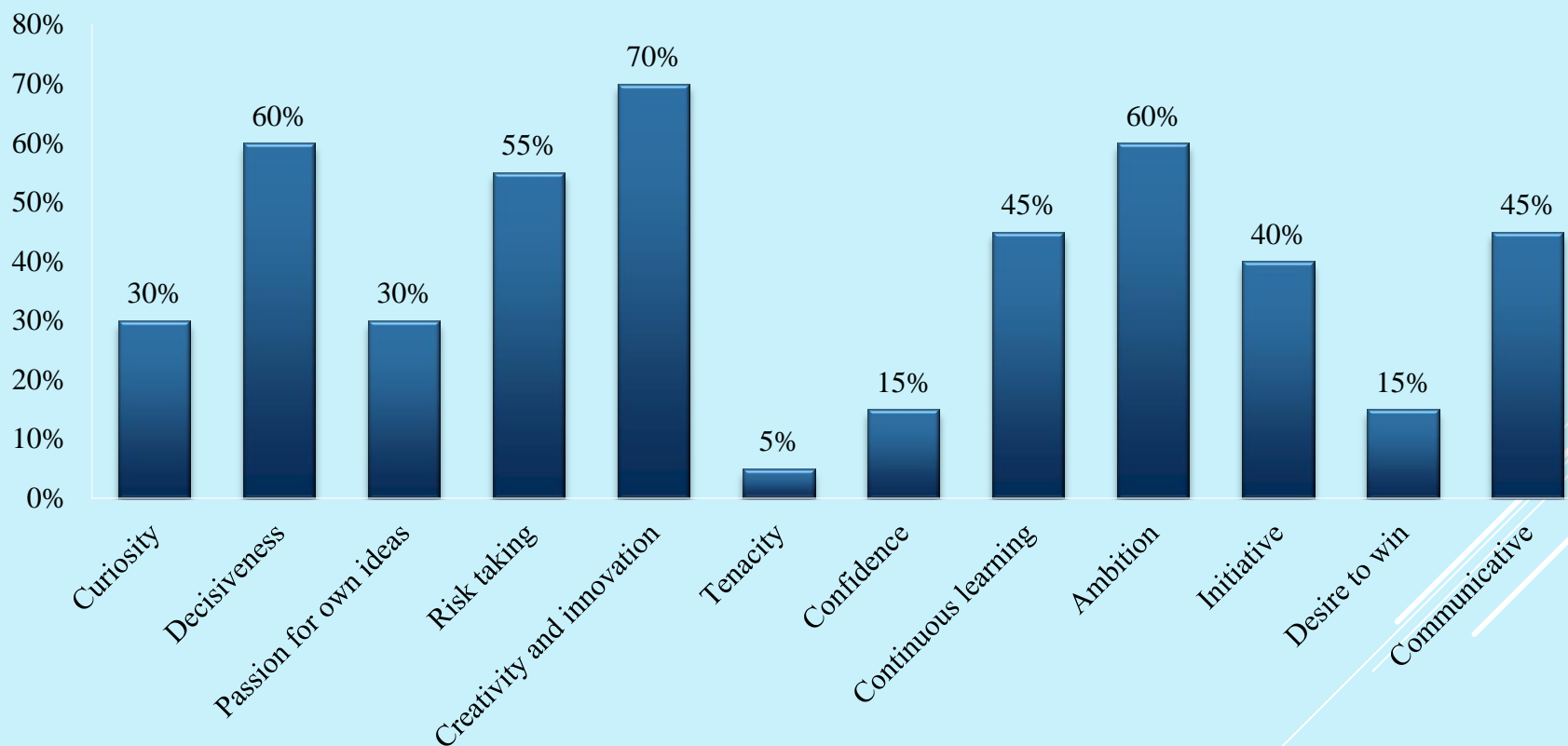## Students from B&A master programme

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The respondents of Satisfaction Survey: target group - students are 20 master students of Cahul State University „B.P.Hasdeu". Due to the fact that the major part of students enrolled in economic master studies is represented by female gender, 80 % of respondents are female.
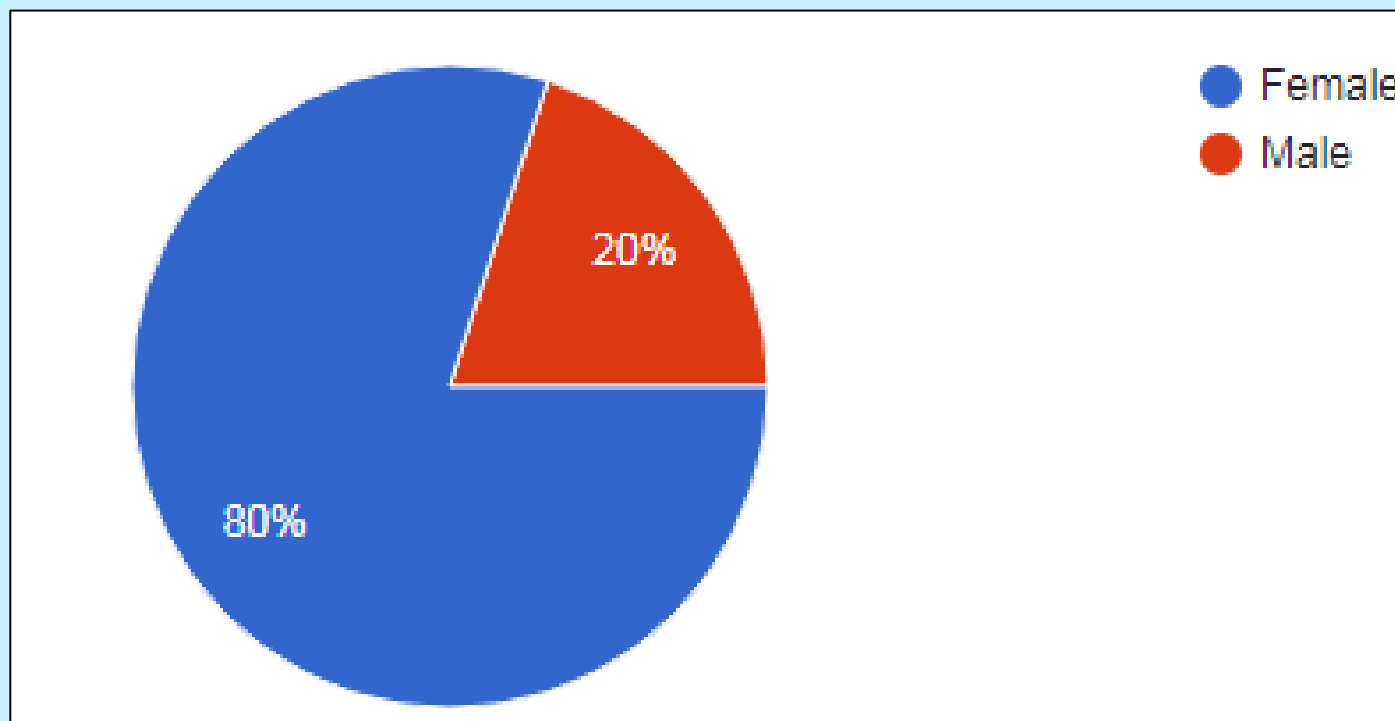
The survey results reveal that *creativity and innovation* is considered the most important qualities needed for being a successful entrepreneur (70 %). Also, *decisiveness*, *ambition* (60 %) and *risk taking (55%)* are seen as important. *Tenacity*, in the respondents' view, is only 5%, that is, it has no value.

| Quality	Percentage
Curiosity	30%
Decisiveness	60%
Passion for own ideas	30%
Risk taking	55%
Creativity and innovation	70%
Tenacity	5%
Confidence	15%
Continuous learning	45%
Ambition	60%
Initiative	40%
Desire to win	15%
Communicative	45%

The respondents were asked about the most important reasons for becoming an entrepreneur. As a result, *"the practice my own ideas"* (55%), *"to be an independent person"* and *"earning money"* (45%) are considered the most important reasons for becoming an entrepreneur. On the other hand, *having a work - life balance*, *personal employment* (25% each) *social recognition* (20%) are seen as less important reasons.

Reason	Percentage
Social recognition	20%
Personal employment	25%
Having a work-life balance	25%
Earning money	45%
To be an independent person	45%
To practice my own ideas	55%
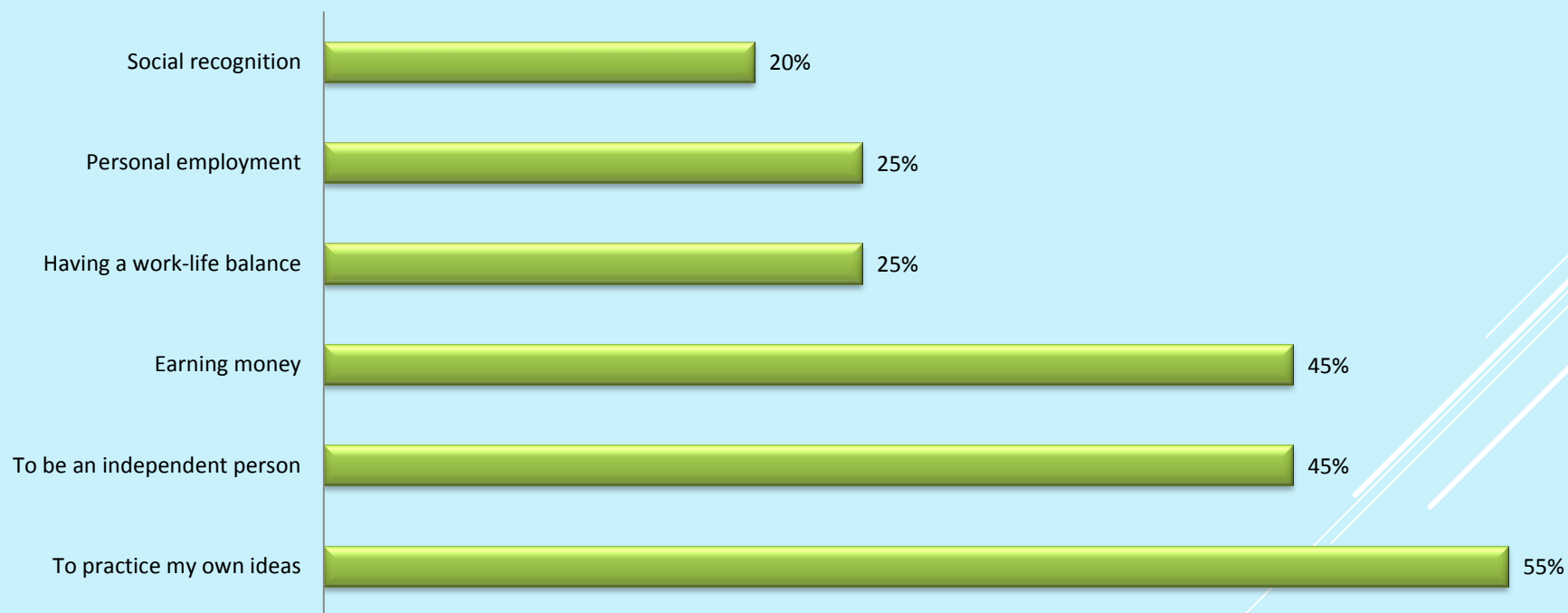
To this question, respondents gave equal priority to three answers (as many as 25% of respondents for each variant): *In only a learning experience*, *Denote the lack of entrepreneurial skills*, *Is a barrier for future businesses ideas*.

Only 15% of respondents believe that business failure *has no effect on future business ideas*, and 10% of respondents think it is a *career failure*.
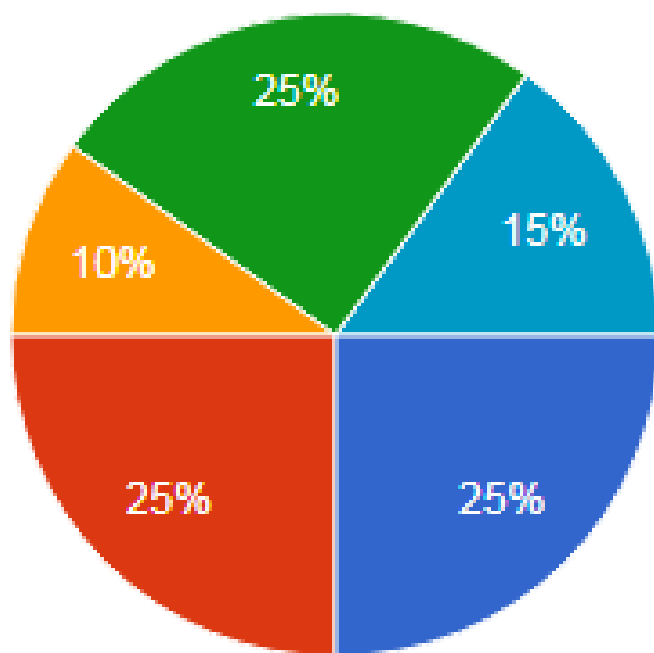
- In only a learning experience
- Denote the lack of entrepreneurial skills
- Is a career failure
- Is a barrier for future businesses ideas
- I don't know
- Has no effect on future business ideas

The results of the survey reveal that excessive bureaucracy (70%), corruption in society (65%) and the lack of advice and information (35%) are considered to be "the top three bariers for starting a new business". In contrast, lack of business idea, lack of successful examples (5 %) and lack on entrepreneurial knowledge almost do not prevent the launch of a business

Barrier	Percentage
Lack on entrepreneurial knowledge	10%
Lack of successful examples	5%
Lack of advice and information	35%
The ignorance of local business opportunities and threats	20%
Corruption in society	65%
Lack of business idea	5%
Excessive bureaucracy	70%
Fear to failure	25%
Lack of own experience	20%
Lack on entrepreneurial skills	30%

In the top of the most useful solutions needed for the development of the students' entrepreneurial skills and knowledge were included: *Business simulations during the learning period* (65%), *Internships in companies* (65%), *Business Incubators* (40%), *Practical study cases on entrepreneurship* (40%). . In the end, *Business plans competitions* (10%) is seen as the least practical solution

If students are already accustomed to face-to-face method from school, then learning methods involving modern technologies have just begun to be implemented recently. As a result, students prefer more *blended learning* (60%) than clasical *face-to-face learning* (30 %) and modern *e-learning* (10 %).
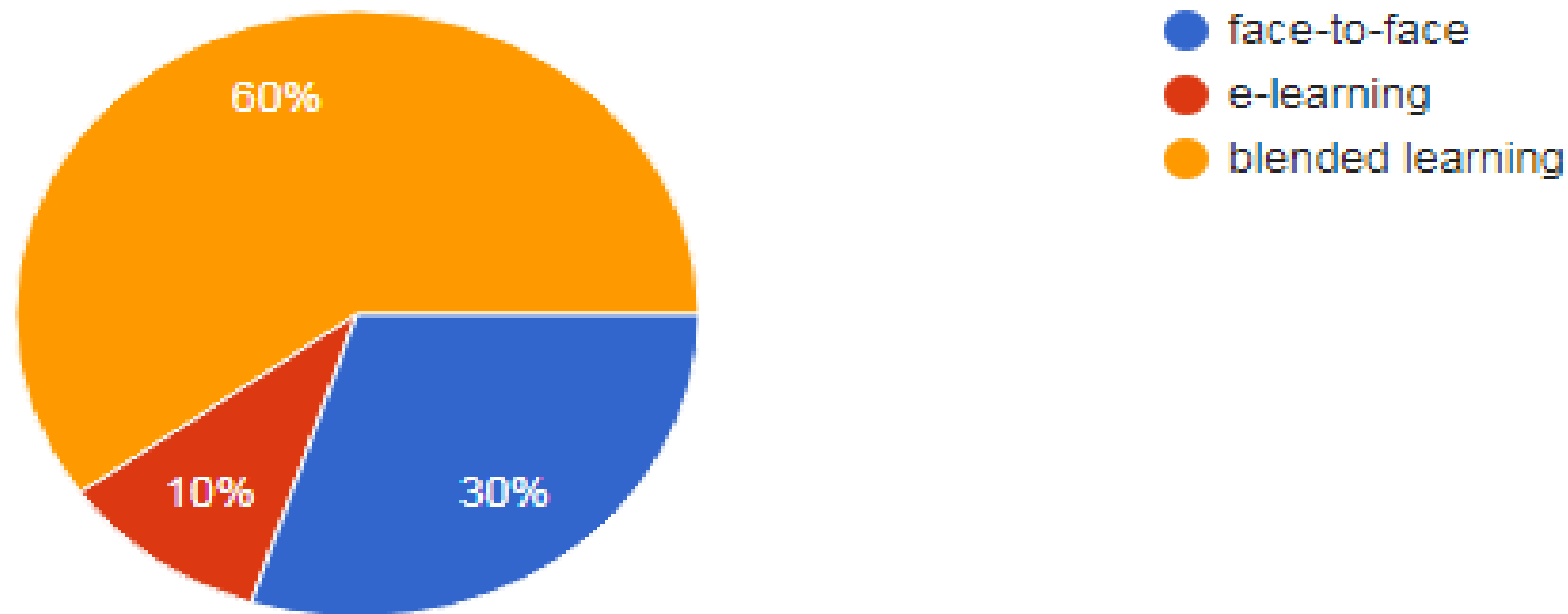
Teachers's courses is considered the most important, 16 of 20 students or 80 % of respondents appreciate this resources as very important and important.

Also, *libraries* are considered an important resource of information, 75 % of respondents considers them important and very important. A difference is observed between classical library and the on-line one: *classical library* is considered very important by 7 of 20 students, while *e-books* are seen very important resource of learning by 9 of 20 students. *Project-based work* (70 %), *quizzes* (60 %) and *video lessons* (60 %) are considered important as well. Finally, *Wikipedia* is seen less appropriate learning resource, only 40 % of respondents consider it important or very important
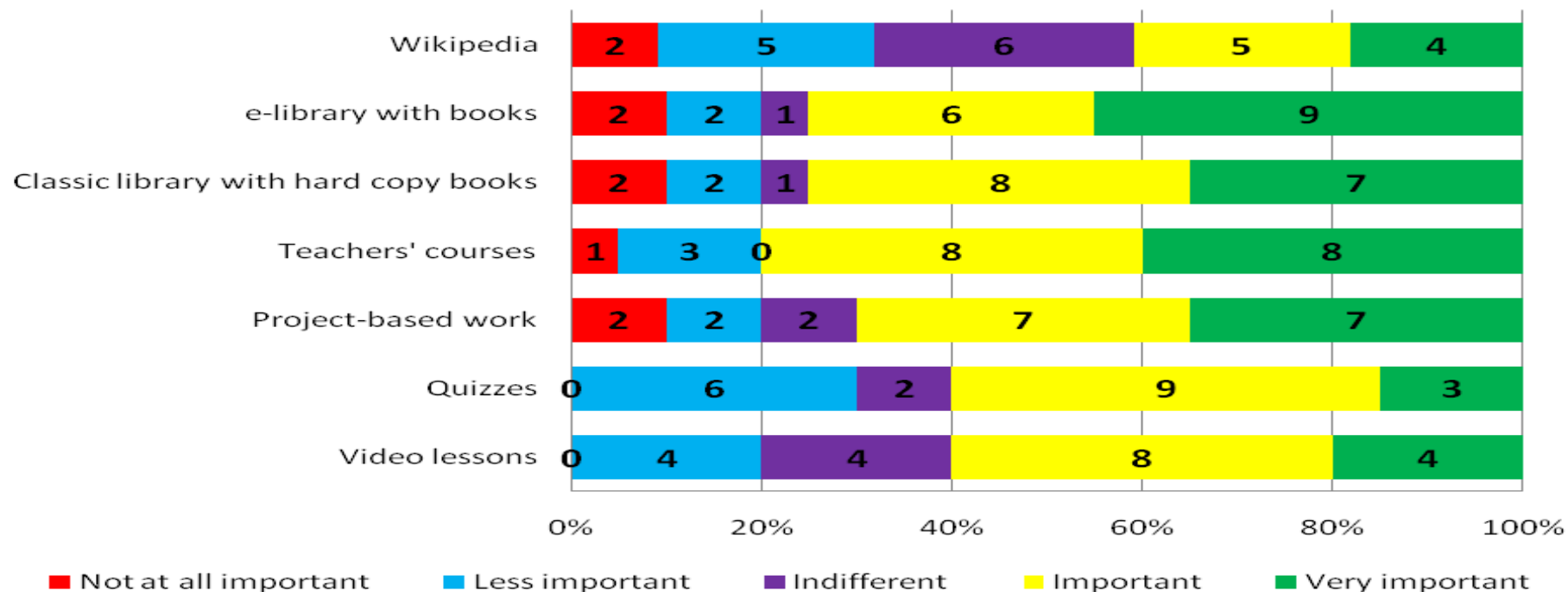
The respondents were asked to assess diverse skills (figure 9). The results reveal that the most important skills are: *creativity* and *innovation*, *digital skills, analytical skill, adaptability* and *flexibility* (all respondents consider these skills as "very important" and "important". Despite of the fact that few respondents rank few skills as "not so important" or "not important", the following skills are considered important for entrepreneurship education as well: *communication, teamwork and negotiation* (60 % of students consider them as "very important"), *problem solving* and *conflict management* (55 % - "very important")
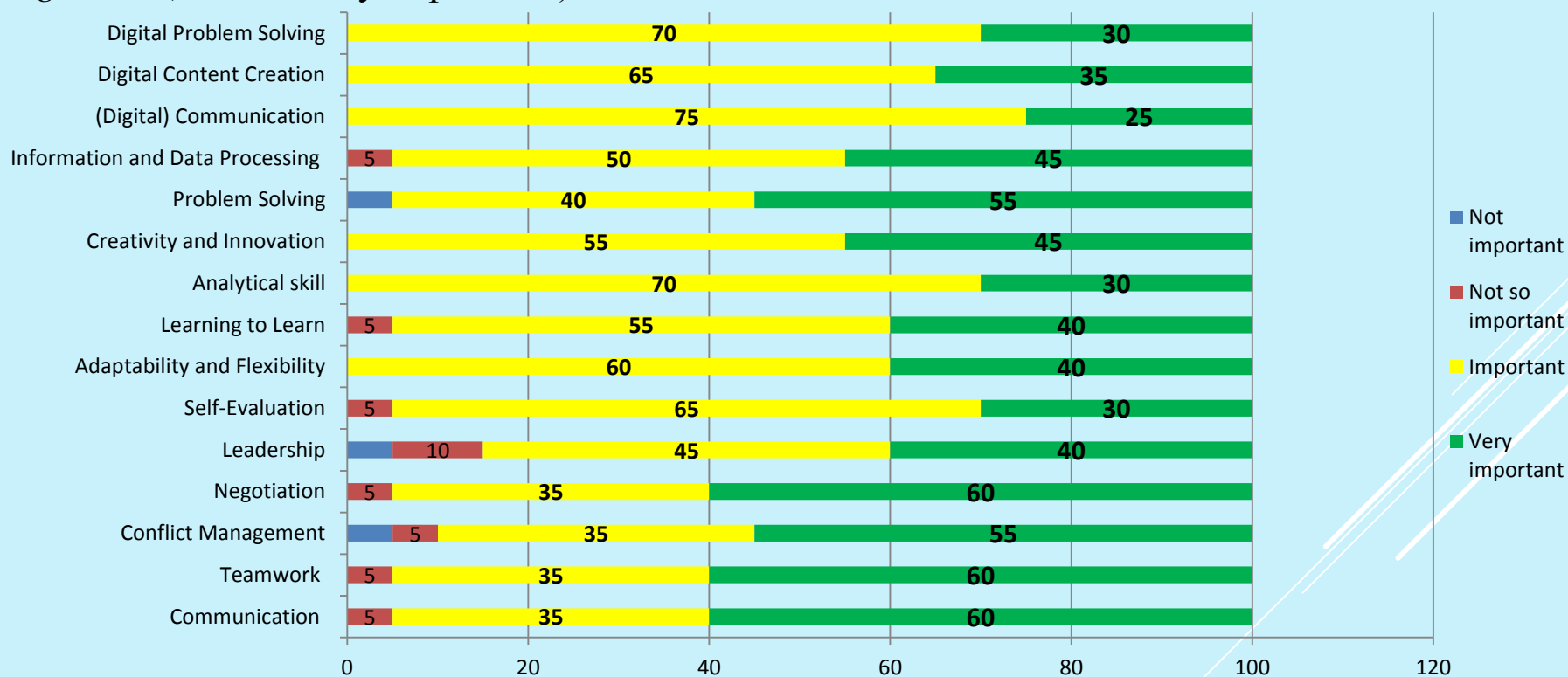
Communication

As for the Skills assessment of communication, the respondents mentioned that they strongly agree with the options: *To prepare for my presentation*, *I think carefully about the message*, I want to send (60%), *I communicate transparently, stating clearly, what I want to express* (55%). They agree with the following options: *I consider cultural barriers when* (55%), *I find it easy to listen to what other people have to say without interrupting* (40%) *and When I talk to people I pay attention to their body language* (40%). But about 20% of respondents are in disagreement with the option: *I consider cultural barriers when planning my communications.*
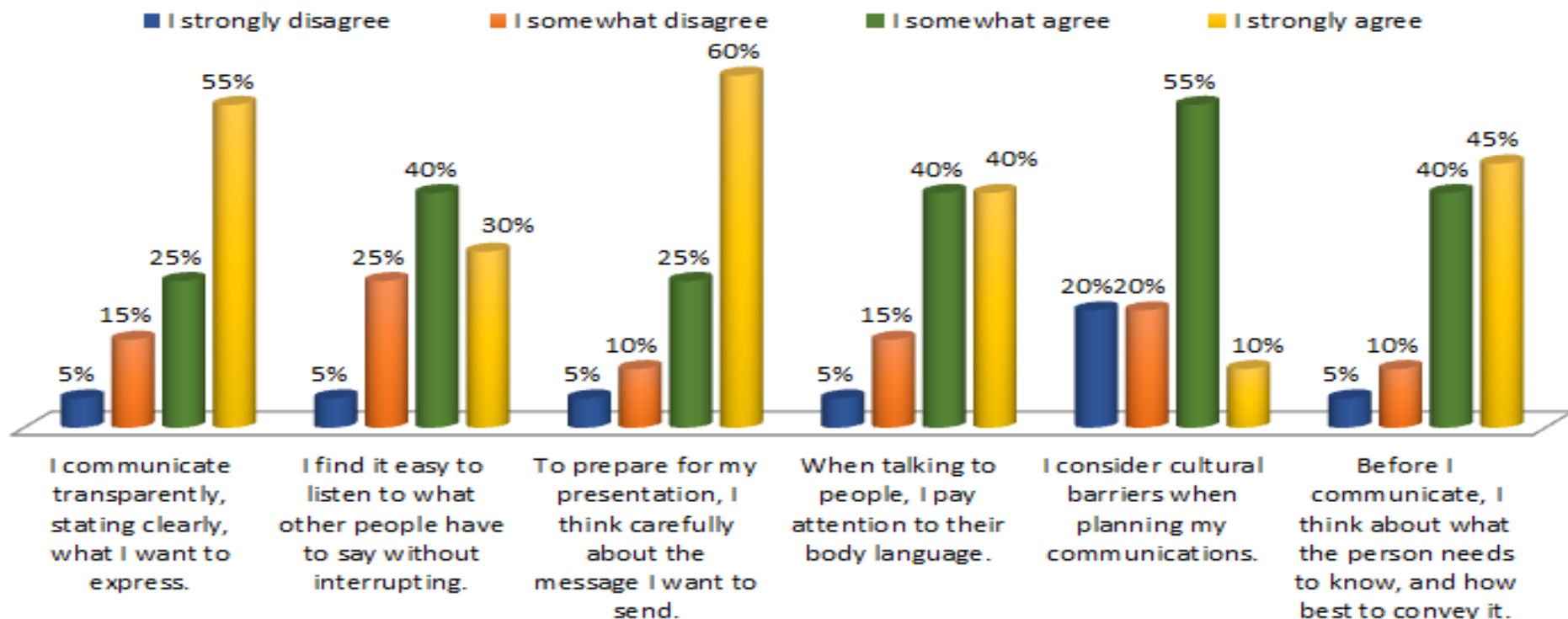
Students appreciate **Teamwork** for: *I listen carefully to what the other team members have to say* (55%), *I encourage quiet group members to contribute* (50%), *I introduce new ideas to groups in which I work* (40%) .

I introduce new ideas to groups in which I work.
- 40%
- 50%
- 0%
- 10%

In meetings, I take on the role of moderator/facilitator when necessary.
- 30%
- 45%
- 20%
- 5%

In meetings, I take on the role of moderator/facilitator when necessary.
- 25%
- 55%
- 15%
- 5%

I can use a wide range of team processes (brainstorming, structured organization, meetings, etc.) effectively.
- 35%
- 40%
- 15%
- 10%

I encourage quiet group members to contribute.
- 50%
- 25%
- 20%
- 5%

I listen carefully to what the other team members have to say.
- 55%
- 35%
- 5%
- 5%

Legend:
- I strongly agree
- I somewhat agree
- I somewhat disagree
- I strongly disagree

X-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%

Conflict Management

It is clear from the diagram below that most of respondents were totally in agreement with the following options: I treat my team members with respect (60%), I welcome suggestions for improvements from my team (60%) and During a conflict, I try to find some compromise (60%).
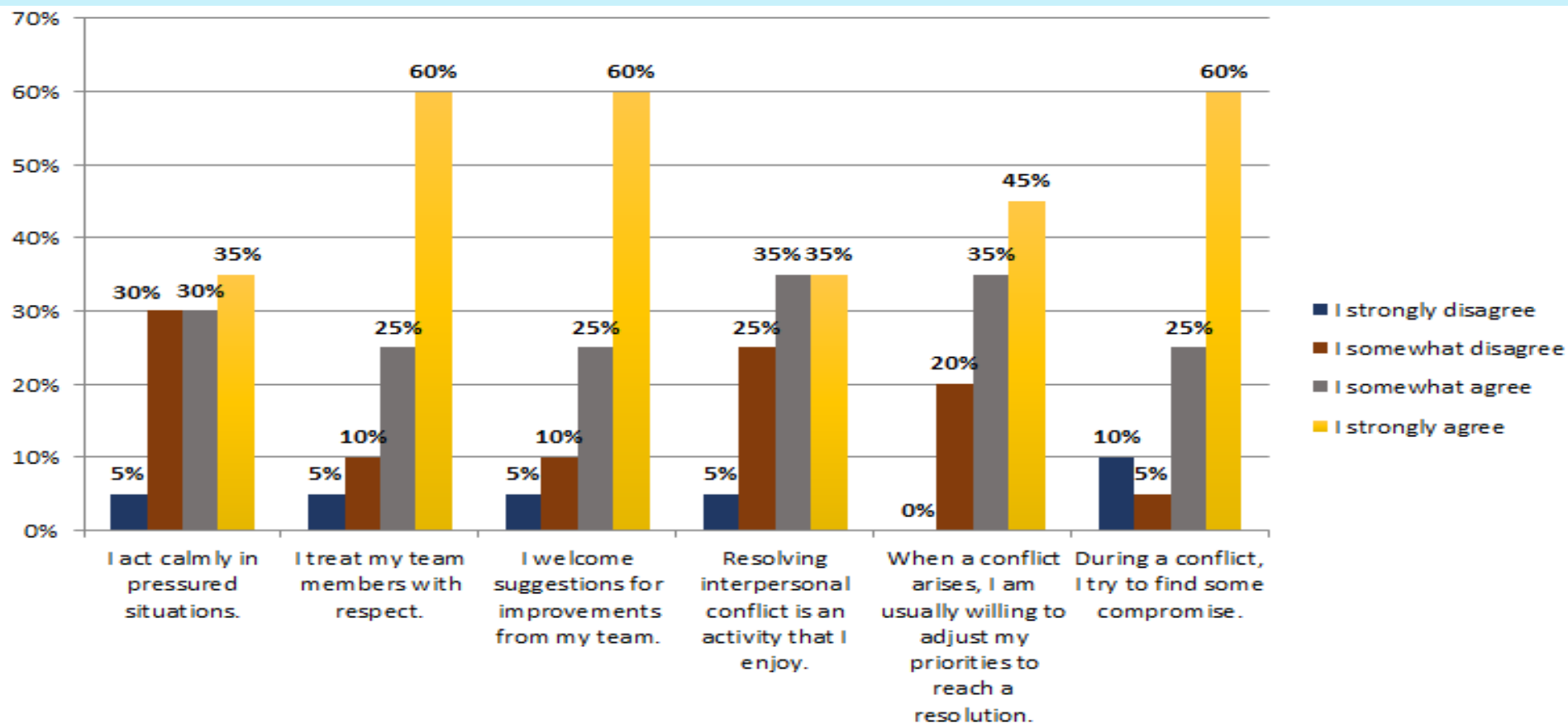
Negotiation

Somewhat agree, the master students have been exposed for such options: *I will immediately step forward to do it* (50%), 45% of the respondents have been to: *I do things expressly to make sure that negotiation stays friendly and comfortable* and 35% have chosen: *I'll try to see things from the other person's point of view and be considered of their needs*. The maximum total agreement of 45% was for: *I come up with a plan so I can steer the negotiation to go my way*.
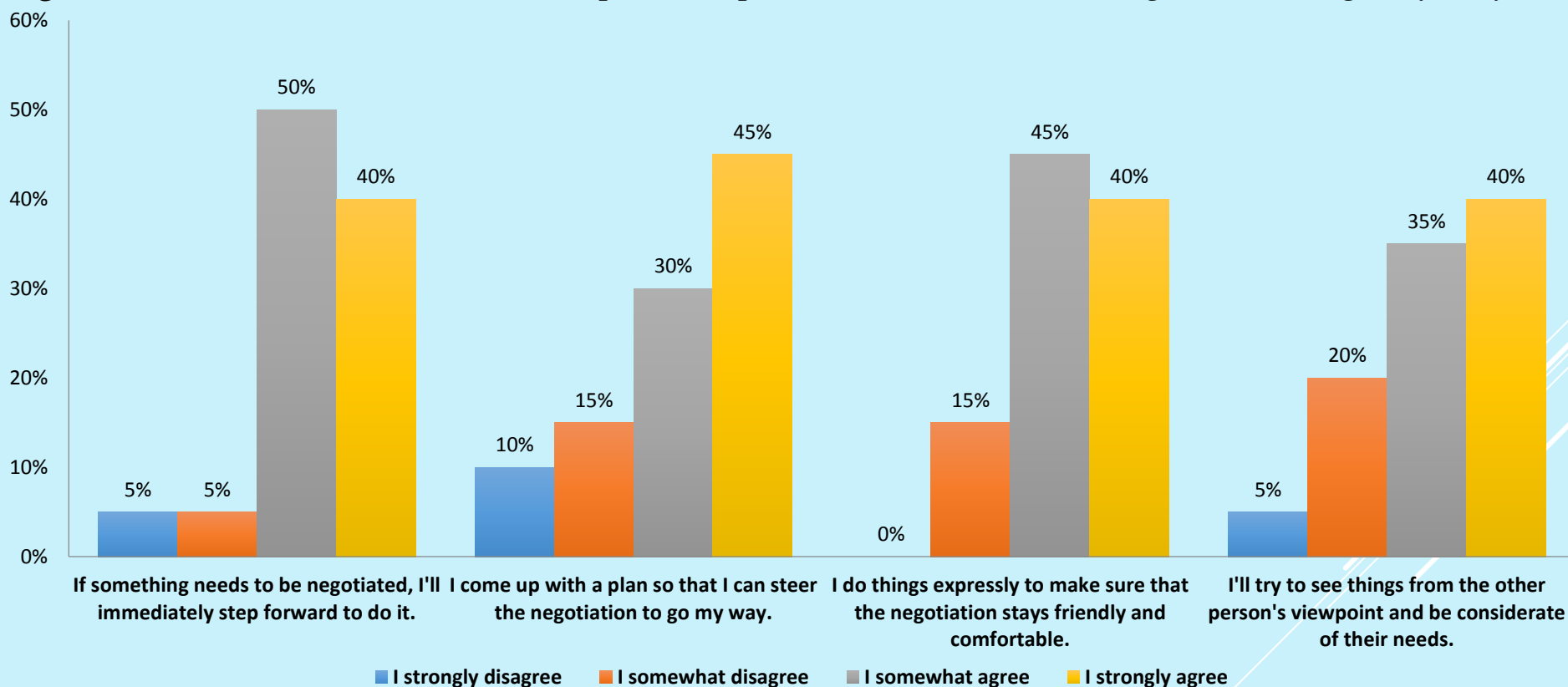
Leadership

I strongly agree with this category for: *I have a vision for where I am headed* (55%) and equally exposed to*: I can describe important qualities and behaviours of effective leaders* (50%) and *I know that different situations require different leadership styles* (50%).

Chart legend:
- I strongly disagree
- I somewhat disagree
- I somewhat agree
- I strongly agree

Statement	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I can explain how leadership works and is understood in organizations.	5%	20%	30%	45%
I can identify my strengths and development needs.	5%	5%	45%	45%
I can describe important qualities and behaviours of effective leaders.	5%	10%	35%	50%
I know that different situations require different leadership styles.	5%	10%	35%	50%
I have a vision for where I am headed.	10%	5%	30%	55%

Self-Evaluation

About 60% of the respondents or expressed with total agreement for the option: I can measure the results of improvement against the expected performance indicators.

	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I set goals, indicators and objectives.	0%	10%	45%	45%
I focus on the results of my efforts to accomplish goals and evaluate different means for achieving them.	0%	15%	35%	50%
I can determine the time frames, tasks, responsibilities and resources required to achieve the improvement goals identified.	0%	10%	50%	40%
I can measure the results of improvement against the expected performance indicators.	0%	5%	35%	60%
I can identify the causes of variations between results and expected performance indicators.	5%	5%	40%	50%

Adaptability and Flexibility

About 50% of the respondents fully agreed with the option: *I can identify the nature of change and as many* as 55% of respondents somewhat agree with the options: *I am willing to question old habits and innovate in managing life's demands* and *challenge traditional assumptions about how things are done, experimenting to make things better whenever possible.* (Total Leadership)

Chart data:

Statement	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I am willing to question old habits and innovate in managing life's demands.	0%	15%	55%	30%
I can identify the nature of change.	5%	15%	30%	50%
I look for opportunities to encourage others to learn new ways of doing things.	0%	15%	50%	40%
I challenge traditional assumptions about how things are done, experimenting to make things better whenever possible. (Total Leadership)	0%	15%	55%	30%
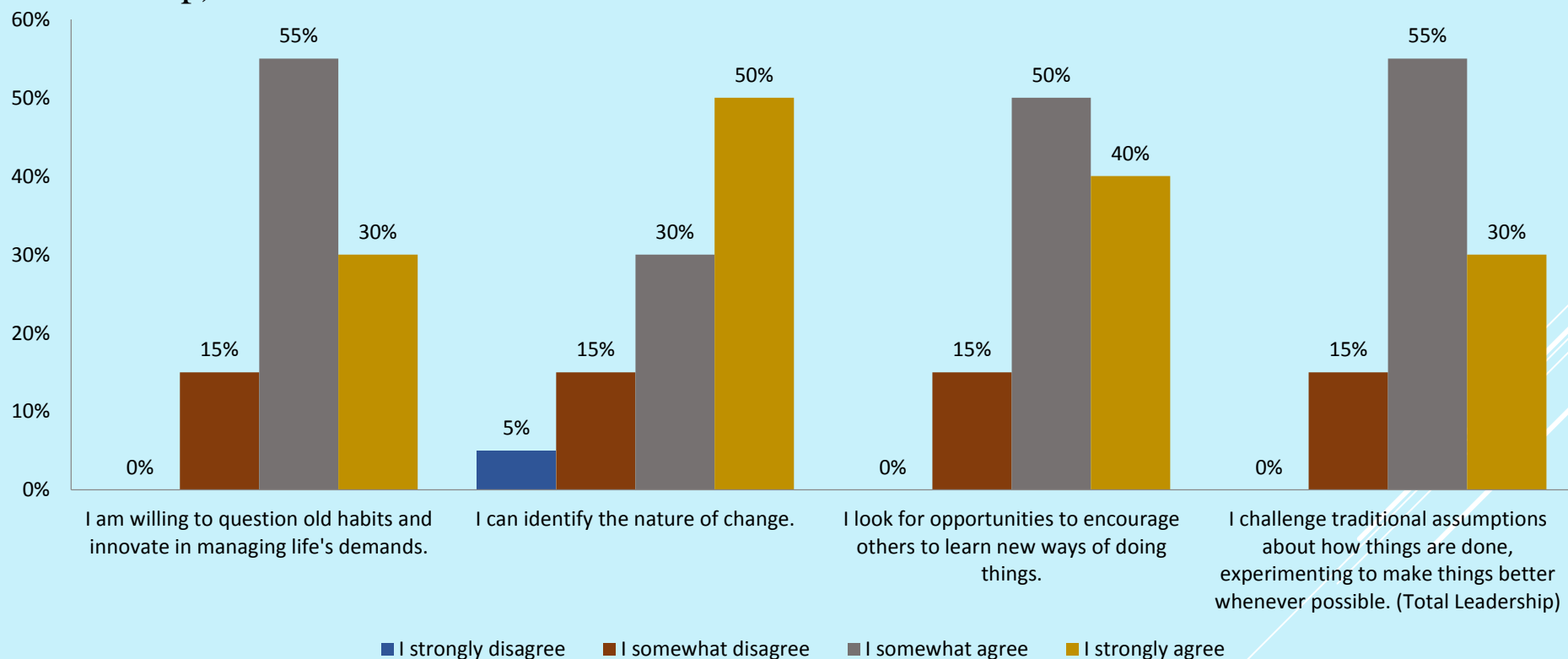
Learning to Learn

Basically, the majority (about 75%) strongly agree with the version: I identify my learning needs and plan actions to meet them and the same percentage (75%) have somewhat been agreed to I can evaluate possible efforts related to a change process.

Legend: I strongly disagree · I somewhat disagree · I somewhat agree · I strongly agree
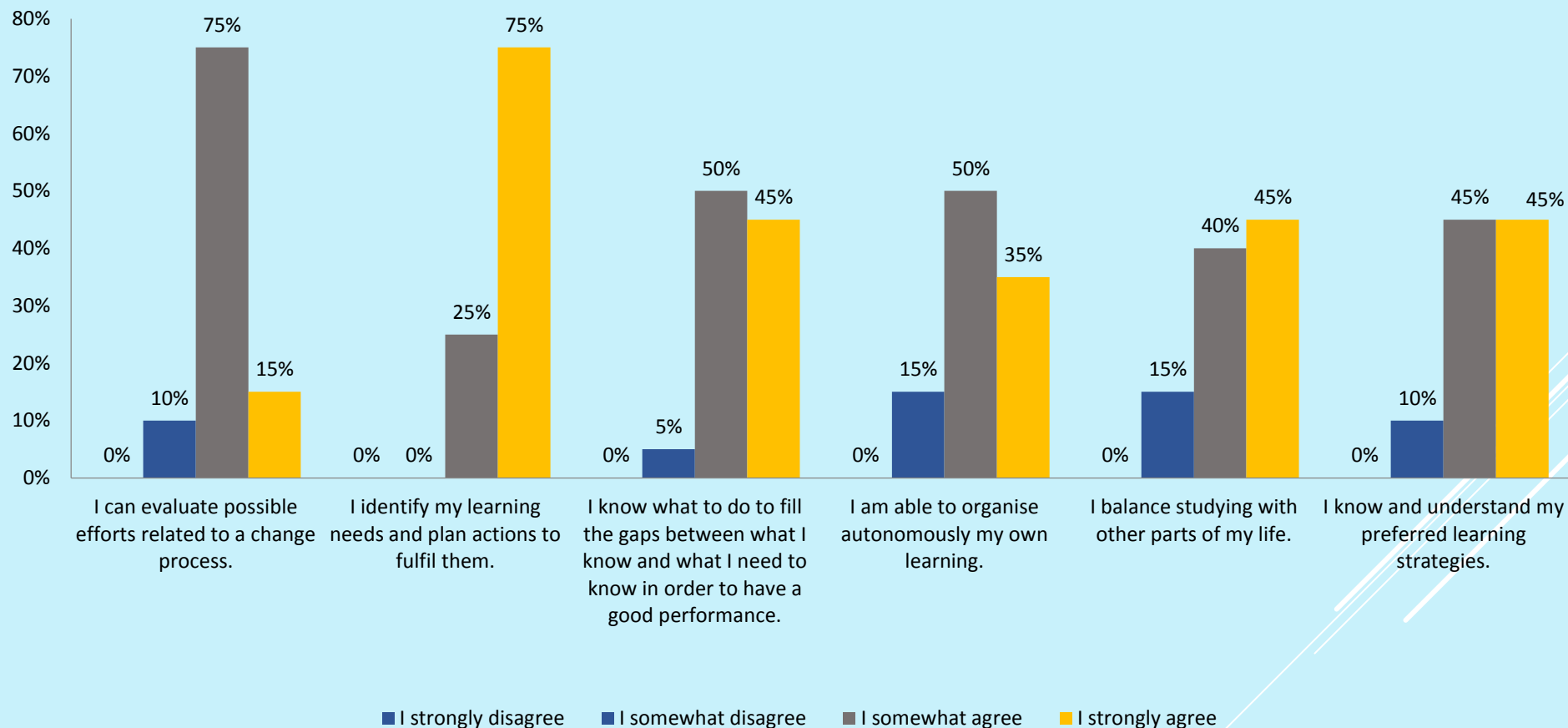
Analytical Skills

Here we observe that the total agreement students have exposed it for three options: *I can effectively define the scope of the research question* (55%), *I can select sources directly related to the key concepts or the research question (55%), I can analyze , synthesize and evaluate the quality of information* (55%).

Chart data:

	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I can effectively define the scope of the research question.	0%	10%	35%	55%
I can choose a variety of information sources appropriate to the scope and discipline of the research question.	0%	20%	35%	45%
I select sources directly related to key concepts or to the research question.	0%	10%	35%	55%
I can analyse, synthesise and evaluate the quality of information.	0%	15%	30%	55%
I state a conclusion that is a logical extrapolation from the analysis and inquiry findings.	0%	10%	45%	45%

Creativity and Innovation

Here the respondents somewhat agree with: *I can respond creatively to problems and opportunities* (60%), *I can extend a new or unique idea, question, format, or product to create new knowledge* (55%) and *use the framework and strategies for a supportive environment for creativity and innovation, e.g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support* (50%). And strongly agree was, for the most part, the option: *I can transform ideas into completely new forms* (50%).

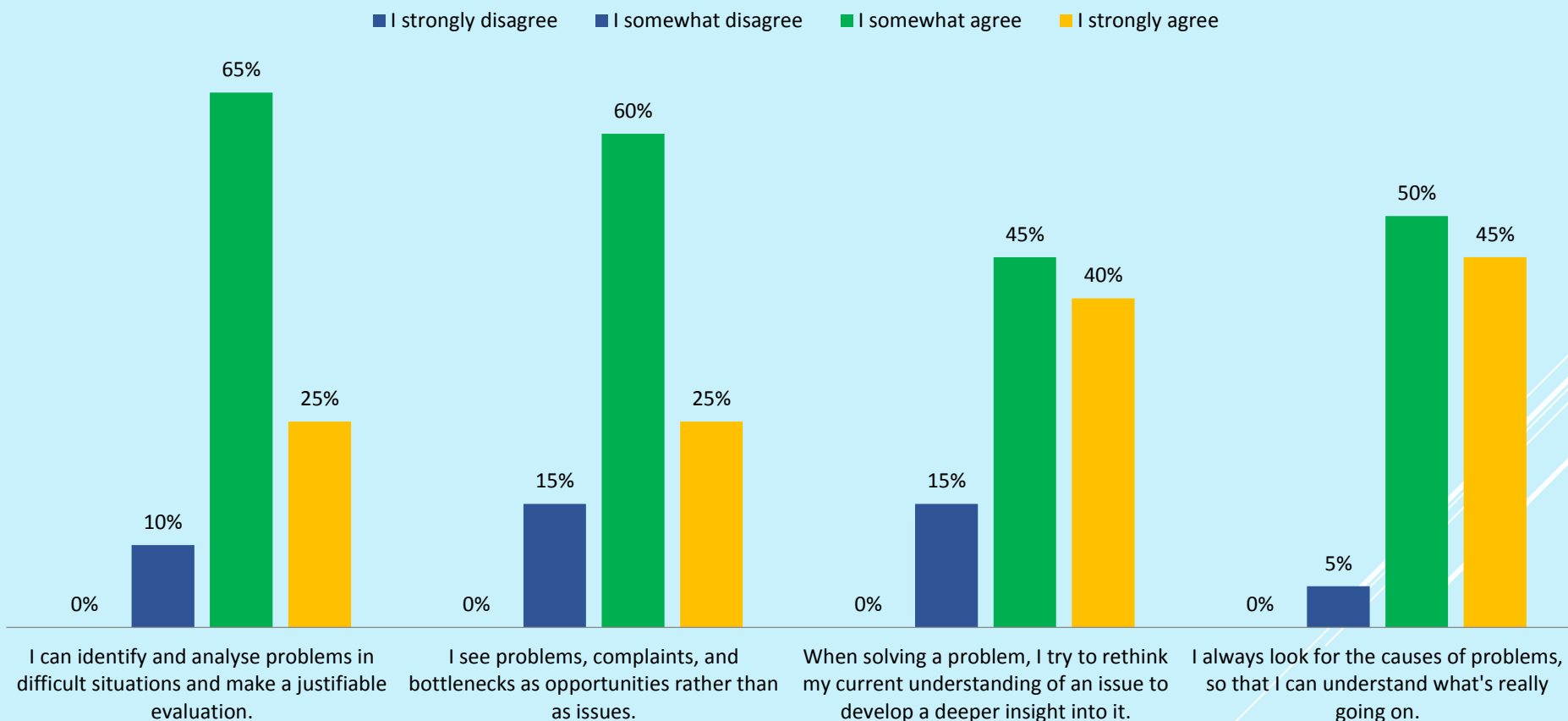|	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I can extend a novel or unique idea, question, format, or product to create new knowledge.	0%	5%	55%	40%
I can transform ideas or solutions into entirely new forms.	0%	5%	45%	50%
I can evaluate creative process and product using domain-appropriate criteria.	0%	15%	45%	40%
I use framework and strategies for enabling a supportive environment for creativity and innovation, e.g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support.	0%	10%	50%	40%
I can respond creatively to problems and opportunities.	0%	5%	60%	35%

Problem Solving

In this case, the majority of students somewhat agree with the options: *I can identify and analyze problems in difficult situations and make a justifiable assessment* (65%) and *I see problems, complaints, and bottlenecks as opportunities rather than as issues* (60%).

Legend: ■ I strongly disagree ■ I somewhat disagree ■ I somewhat agree ■ I strongly agree

Statement	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I can identify and analyse problems in difficult situations and make a justifiable evaluation.	0%	10%	65%	25%
I see problems, complaints, and bottlenecks as opportunities rather than as issues.	0%	15%	60%	25%
When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it.	0%	15%	45%	40%
I always look for the causes of problems, so that I can understand what's really going on.	0%	5%	50%	45%

Information and Data Processing

Some 60% of respondents are somewhat in agreement with: I adapt search strategies to a specific search engine, application or device and I recognize the usefulness, timeliness, accuracy and integrity of the information. While somewhat disagree exposed about 30% of respondents for the option: I follow information presented in hyperlinked and non-linear form.
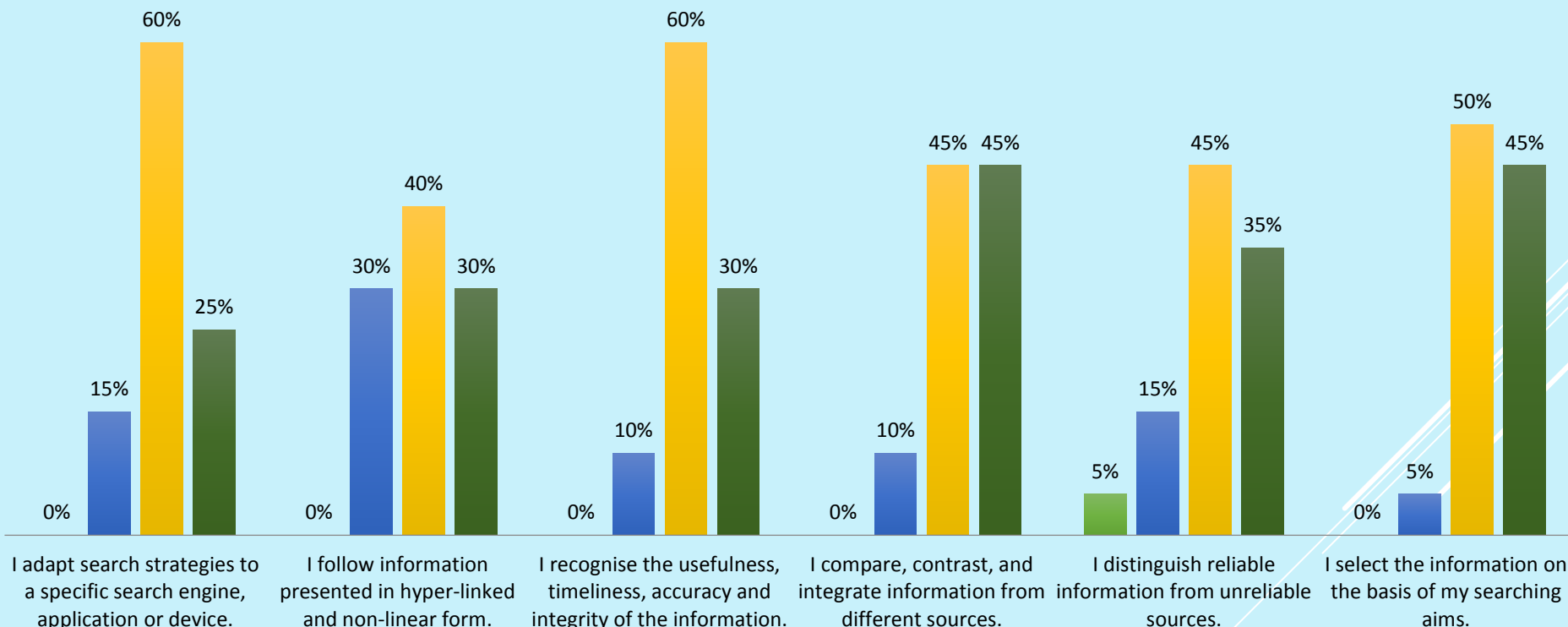
(Digital) Communication

Most agree to use digital communication skills to select information to share according to they needs or targets (55%).

Legend: ■ I strongly disagree ■ I somewhat disagree ■ I somewhat agree ■ I strongly agree

Category	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I edit information to communicate it through email, presentation in slides, post in social networks, blog.	5%	20%	30%	45%
I share contents and information using social networks and collaborative platforms (e.g. Google Drive, Dropbox etc.) to collect feedbacks.	0%	30%	35%	35%
I use the collaborative features of software packages and web-based collaborative services.	10%	10%	45%	35%
I construct different e-profiles according to my needs or targets (e.g. professionals, friends etc.).	0%	30%	25%	45%
I select the information to share according to my needs or targets.	0%	10%	35%	55%

Digital Content Creation

Strongly agree is for: *I am able to create visual representations of knowledge (e.g., diagrams, infographics) using digital media* (50%). But somewhat agree from the total respondents were for the following options: *I tried to always explore new ways and original formats for content creation* (55%) and the same percentage of respondents chose: *I know there are different copyright and license rules for intellectual property products* , and about 50% of respondents chose: *I am able to combine different media to express myself creatively (text, images, audio, and video)*.

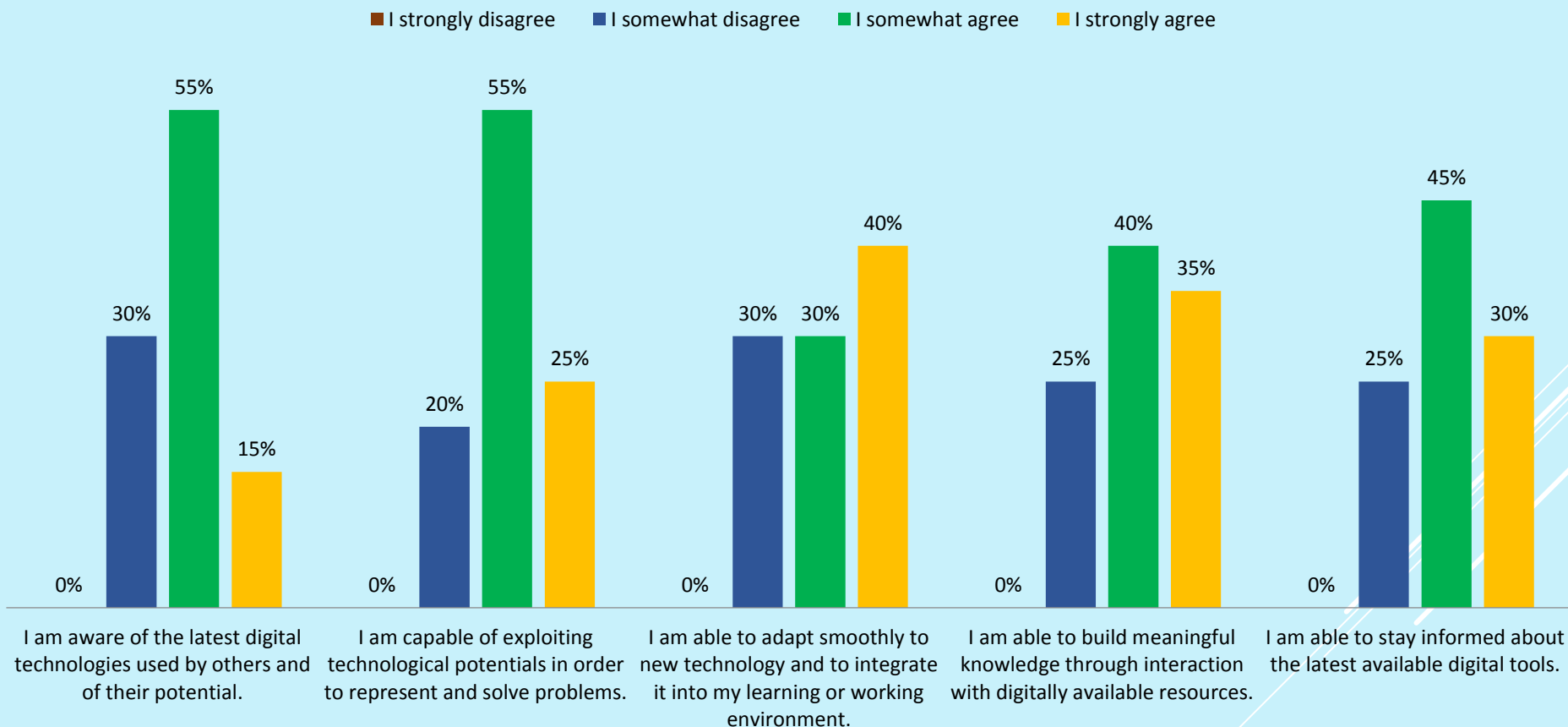**Legend:** ■ I strongly disagree   ■ I somewhat disagree   ■ I somewhat agree   ■ I strongly agree

Category	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I am able to combine different media to express myself creatively (text, images, audio, and video).	0%	15%	50%	35%
I try to always explore new ways and original formats for content creation.	0%	10%	55%	35%
I am able to create visual representations of knowledge (e.g. diagrams, infographics) using digital media.	0%	10%	40%	50%
I know there are different copyright and licence rules for intellectual property products.	0%	10%	55%	35%
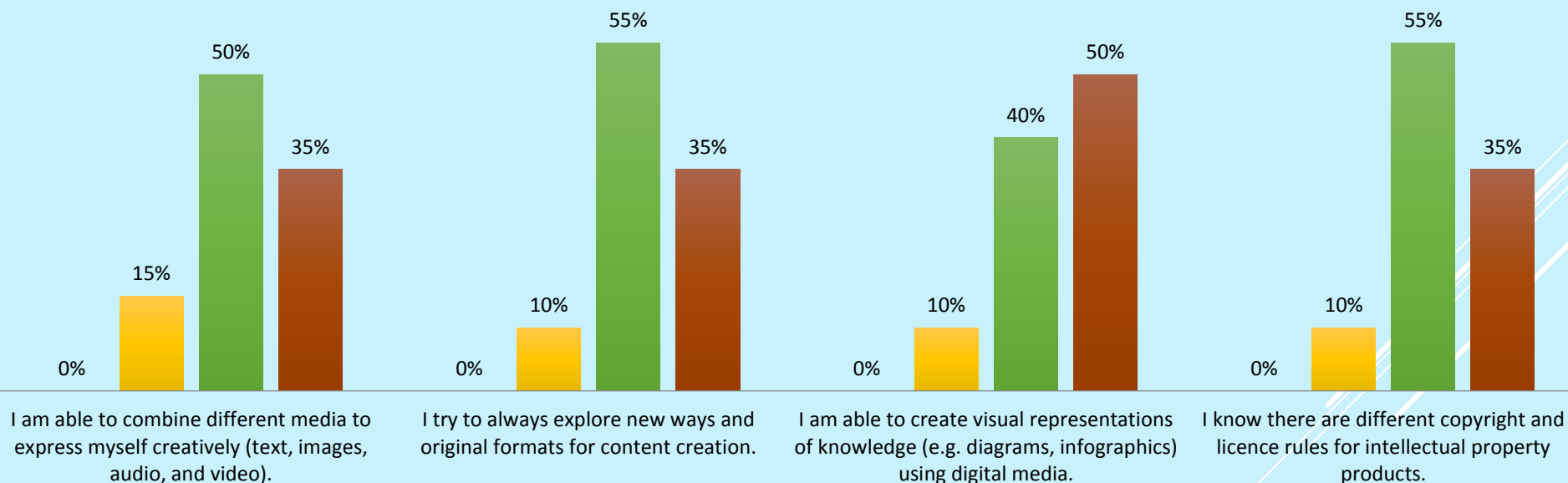
Digital Problem Solving

Equally, 55% of respondents have somewhat agreed on the options: I am aware of the latest digital technologies used by others and their potential and I am capable of exploiting technological potentials to represent and solve problems.

Legend:
- ■ I strongly disagree
- ■ I somewhat disagree
- ■ I somewhat agree
- ■ I strongly agree

Statement	I strongly disagree	I somewhat disagree	I somewhat agree	I strongly agree
I am aware of the latest digital technologies used by others and of their potential.	0%	30%	55%	15%
I am capable of exploiting technological potentials in order to represent and solve problems.	0%	20%	55%	25%
I am able to adapt smoothly to new technology and to integrate it into my learning or working environment.	0%	30%	30%	40%
I am able to build meaningful knowledge through interaction with digitally available resources.	0%	25%	40%	35%
I am able to stay informed about the latest available digital tools.	0%	25%	45%	30%

Conclusions:

I want to mention that I was glad that the master students were receptive to the request to honestly fill in these questionnaires.

We are convinced that the information taken from the results of the questionnaire will help us considerably in the development of the new courses at the master, depending on the needs and preferences of the students.

At the same time, we will diversify teaching methods and training sources for master students.

Thus, we hope to awaken the interest of students to study!