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DEVELOPMENT OF ENTREPRENEURIAL COMPETENCIES OF STUDENTS AND RELEVANT TEACHING METHODS

M. Slabová

Abstract

In the current dynamic development of the knowledge economy, it is necessary to focus student education on active learning, to create challenges for students that would lead them to use thinking in the fields studied, which are characteristic of business. The inclusion of this type of education requires action by education (reorientation between students and their teachers) and support from society. It is an interconnected area based on the education system, cooperation between schools and the private sector, business skills training and the emphasis is on the role of the teacher in this integrated process. This article provides insight into new supporting and influencing factors for learning entrepreneurial competencies.

The aim of the article is to set key competencies that help develop students' entrepreneurship and evaluate the importance of selected competencies for entrepreneurship from the perspective of SME entrepreneurs and students of economics. Then evaluate the educational methods that will develop these competencies in a suitable way in the university environment within business related courses. For these purposes within partial goal quantitative research was conducted through two questionnaire surveys in the period 2018–2019. The results showed that entrepreneurs generally give higher value to all competencies than students, probably due to practical experience. A very significant difference was found in terms of evaluating the importance of one of the key competencies for entrepreneurship *"Intent Creation"* between entrepreneurs and students, where students significantly underestimated the importance of this competence compared to entrepreneurs.

Another partial goal was focused on the evaluation of teaching methods by students of the Faculty of Economics of the University of South Bohemia in České Budějovice in terms of their contribution to the development of competencies for business. Students' attitudes were ascertained through a quantitative survey. The relevance of teaching methods was expressed bythe level of agreement (1 - disagree, 7 - agree).

Obtained results *"Lectures of experts", "Special projects", "Business simulators"* and *"Role-playing"* were chosen from the students´s opinion as the most suitable methods for business development. The results of the evaluation of the methods do not depend on whether their close relatives do business or not.

Keywords: Entrepreneurial competences, Entrepreneurship education, Higher education, Teaching methods, Conceptual model

JEL Classification: I23, I25, M13

1. Introduction

Competences, abilities, skills and knowledge are concepts that are increasingly mentioned in the 21st century in the context of development regarding the talent, performance, potential of individuals. These attributes, needed for almost every area of the modern world and at all levels, professions and specializations, are getting more and more into the lens of scientific studies. The development of the potential that is closely linked to these concepts is very much related to innovation and constant progress, especially in the age of online world and constant unexpected changes.

In an effort to address the shaping of the future, universities have invested heavily in business programs so that students can adapt to new skills that have not been the focus of attention in the curriculum and have been neglected to some extent. The role and goal of the higher education sector still rests on the production and education of individuals, who will eventually become experts in a specialized field. The World Economic Forum argues that higher education is a "systemic failure" that does not equip graduates with the skills needed to solve the problems of the 21st century (Hansen, 2018).

In this context, especially students in the fields related to business and economics need to be led to entrepreneurship during their studies and develop not only competencies but also attitudes, skills and behaviors that stimulate the fulfillment of creative tasks and innovative ways needed to solve complex problems. These activities can be called entrepreneurial because they support individuals with the willingness and ability to recognize and seize opportunities to create new values and solve problems in any environment. Entrepreneurship must therefore be understood as a multifaceted concept that includes attitudes and skills to create new value in society.

This paper aims to contribute knowledge not only in finding competencies key to the development of students' entrepreneurship in academia, but also to evaluate the importance of these selected competencies from the perspective of SME entrepreneurs and from the perspective of students of the Faculty of Economics of the University of South Bohemia. Furthermore, the output is focused on the evaluation of the relevance and usefulness of individual teaching methods by students of selected economic disciplines, in which managerial / business skills are intensively trained and supported.

2. Literature review

2.1 Competence

The origin of the word “competence” comes from France "compétence" and dates back to 17th century and means "sufficient life in peace". An interpretation of the Latin word "competentia" means "agreement or symmetry". According to Nagarajan and Prabhu (2015), "competence" is the state or quality of an individual's work. Individuals and their work can be assessed as competent if the performance is considered "satisfactory". Competencies are proven abilities and enhanced capabilities. Overall, however, competence is a concept that includes individual components and their combinations in the form of knowledge, skills, abilities, capabilities, behavior and approach.

There are many definitions of the concept of competence. McClelland and Boyatzis (1980) define competences as "a general set of knowledge, motives, traits, self-images, social roles and skills that are causally related to superior effective performance at work." From a historical perspective, Sinclair (1995) defines "competence" as the ability to do an activity well or effectively. For Erpenbeck and Rosenstiel (2007), competencies are: "the ability to act creatively and independently in open, clear, complex, dynamic and often chaotic situations". Campion et al. (2011) incline to the importance of competence as a combination of knowledge, experience, productive attitudes (attributes) and a suitable combination of functional and technical skills. Yusoff and Armstrong (2012) focus on the view that competence is what is expected of a person in the workplace and their ability to transfer and apply knowledge and skills in their work.

Part of the competence formation process is the educational qualifications that are necessary for employees in their positions to be able to perform their roles effectively. Recent perspectives include Patalas-Maliszewska and Kłos, (2017) “Competences are based on the activation, combination and use of personal resources that can be developed (such as knowledge, networks, cognitive and practical skills), as well as on social aspects or behavior. but not on human character. Knowledge as well as cognitive and practical skills are essential for the development of competencies. Kinkel, Schemmann and Lichtner (2017) argue that competencies can be summarized as a combination of knowledge, skills and behaviors of a person that lead to success in employment. Competencies show how an individual's behavior brings the desired results in his or her role. As with skills, there are different types of competencies. Key competencies are characterized with the fact that they are needed for the

successful operation of an employee in the organization. Different levels of competencies also play a role in applying for a job and differentiate individual candidates - they determine their future success and adaptability, which is crucial for the company (McNeill, 2019).

2.2 Knowledge, skills, abilities

As mentioned above, competences include various elements and links, which are based on: knowledge, skills, abilities, capability. When these individual elements are properly understood, they form a semantic framework of competence that can be developed in the complex. For development to be effective, key points need to be specified and individual components targeted.

Abilities (capabilities x capacities) are the basic building blocks of success in any field. Průcha, Walterová and Mareš (2003) characterize abilities as "the individual potential of a person to perform a certain activity in the future. It is an opportunity, conditioned to some extent by innate assumptions, which may (but may not) develop depending on the social environment in which a person is integrated, how good education and training he gets, what he himself will do to develop his abilities. " These two English words, ability and capacity, are synonymous but each expresses something a little different. According to Průcha, Walterová and Mareš (2003), "capacity" is the potential (internally set) in achieving results. "Abilities" represent innate talents further developed by learning and are also the result of past experience. Every adult has different abilities, different people also have different levels of abilities and different speeds of their acquisition. If someone has particularly or exceptionally developed abilities, they can be described as talent or genius.

Knowledge is a component of competencies. The basis is the application of information and data in order to draw the right conclusions. In this respect, knowledge provides the necessary expertise, which is reflected in the ability to think, on the basis of which tasks can be performed, problems can be solved, decisions can be made and new knowledge can be learned (Liebowitz, 1999). Skills are specific learned skills that an individual needs to perform a given function functionally and effectively. However, a distinction must be made between hard and soft skills. While a hard skill is one that a professional can demonstrate through his or her specific qualifications and professional experience (technical and quantifiable), a soft skill is a non-technical skill that has been distinguished as a result of the specifications of different occupations. Examples of hard skills may be computer programming or knowledge of a foreign language, while soft skills may be time management or negotiation (Mcneill, 2019).

In the table below, these terms are briefly defined and distinguished (McNeill, 2019; Shankar, 2021; Dictionary.cambridge.org, 2021).

Table 1 Characteristics of terms - knowledge, abilities, skills, competencies

	Definition	**Example**
Knowledge	Awareness, understanding or information that has been gained through experience or study and that is either in a person's mind or generally possessed by people. Knowledge is information that has been organized and analyzed in a way that is understandable and usable for problem solving or decision making and learning.	– business / scientific / technical knowledge – explicit knowledge – implicit knowledge – tacit (unspoken) knowledge
Ability	The primary ability to handle a task that has taken place in the past - has been mastered. This type of ability determines an individual's skill or level of expertise. In other words, it refers to the quality of the ability to do something.	– ability to read 50 words per minute – ability to understand concepts very quickly – the ability to convince others of the correctness of your claim
Capability – cope + able	This ability expresses the potential (possibility) to perform a task, regardless of whether the individual can do it at a given moment. The ability to turn potential into an outcome under certain conditions.	– if thinking changes, so can the world – the ability to win a race when they run faster – the questions were beyond the reach of most five-year-olds
Skills	Specific learned abilities that are needed to successfully complete a given job.	– accounts processing – coding, – welding, – writing offers

		− computer programming − knowledge of foreign languages
Competencies	Knowledge and behavior that lead to comprehensive success at work.	− analytical skills − problem solving − initiative − negotiations − improving business processes − strategic planning − data-based decision making

Source: Adapted from McNeill, 2019; Shankar, 2021; Dictionary.cambridge.org, 2021

2.3 Competencies for Entrepreneurship

Success in business goes hand in hand with a properly formulated business plan and its subsequent implementation in practice. In order for business to work, it is necessary to have entrepreneurial competence (Veber and Srpová, 2005). Veteška and Tureckiová (2008) define competence as "a unique ability of a person to act successfully and further develop his potential on the basis of an integrated set of individually specific resources (skills, knowledge, knowledge, skills, experience, attitudes, values etc.)". The key competencies are those specific quality competencies that relate to the key requirements of organizations on the employees. These key competencies are used during the recruitment interviews as a benchmark against which candidates are evaluated to determine whether they are suitable for the business and whether they meet specific recruitment requirements (Wikijob.co.uk, 2021).

Lojda (2011) is of the opinion that managers must be competent in the following professional matters:

- ability to make independent decisions
- ability to complete the activity by the set deadline
- ability to respond to changing conditions
- self-education and learning skills
- ability to be flexible and adaptable
- innovation and creativity in solving tasks

For example, Boyatzis (1982) divided competencies into two types: Threshold competencies (core competencies), which include knowledge and skills for the work itself, and performance competencies, which focus on behavioral outcomes and answer the question: „Which competencies does a manager need to be able to effectively lead and improve processes, reduce errors and deviations, minimize costs, increase customer satisfaction, and respond quickly to change?“ (Armstrong, 1999).

Coombe's view of competencies is divided into three parts: inputs, outputs and processes. Input-based competencies are characterized by the characteristics that organizations require of a manager, or what a manager should know and know. This type of competence includes two inputs - those that are acquired (learning / training / experience) and those that are innate (intellect, logical thinking, creativity, attitudes, emotional balance, physical and mental resilience). For output-based competencies, demonstrable and measurable outputs are monitored to verify the effectiveness of the input competency. It is basically a matter of setting management standards - described in model 1101 - Management Charter Initiative (Kovacs, 2009).

To the question: "What does current business practice require from managers, what competencies should they have at their disposal in order to be able to respond to changes in competence requirements?" was answered by Prokopenko and Kubr (1996). They divided competencies into two types: technical competence (technical knowledge, skills, talent, attitudes related to technological, economic, financial, structural and procedural aspects of work) and behavioral competences (components related to working with people, communication, management towards individuals or groups inside and outside the organization). In addition, four groups of managerial requirements are necessary: analytical and conceptual characteristics, process management skills, personal characteristics, sectoral "know-how".

Based on various newer expressions and definitions, competencies can express a higher level of characteristics and predispositions, such as: dispositional abilities of managers and employees with readiness to act successfully and self-organized, especially when the individual is exposed to new, unstructured or complex tasks. Emphasis is also shifting to the ability to develop solutions for future situations that are more than necessary for the development of innovation in the era of digitization and industry 4.0 (Freitas and Odelius, 2018).

Entrepreneurship and related competencies are closely based on entrepreneurial approaches. Schumpeter (1965) views entrepreneurship as an innovative function that cannot

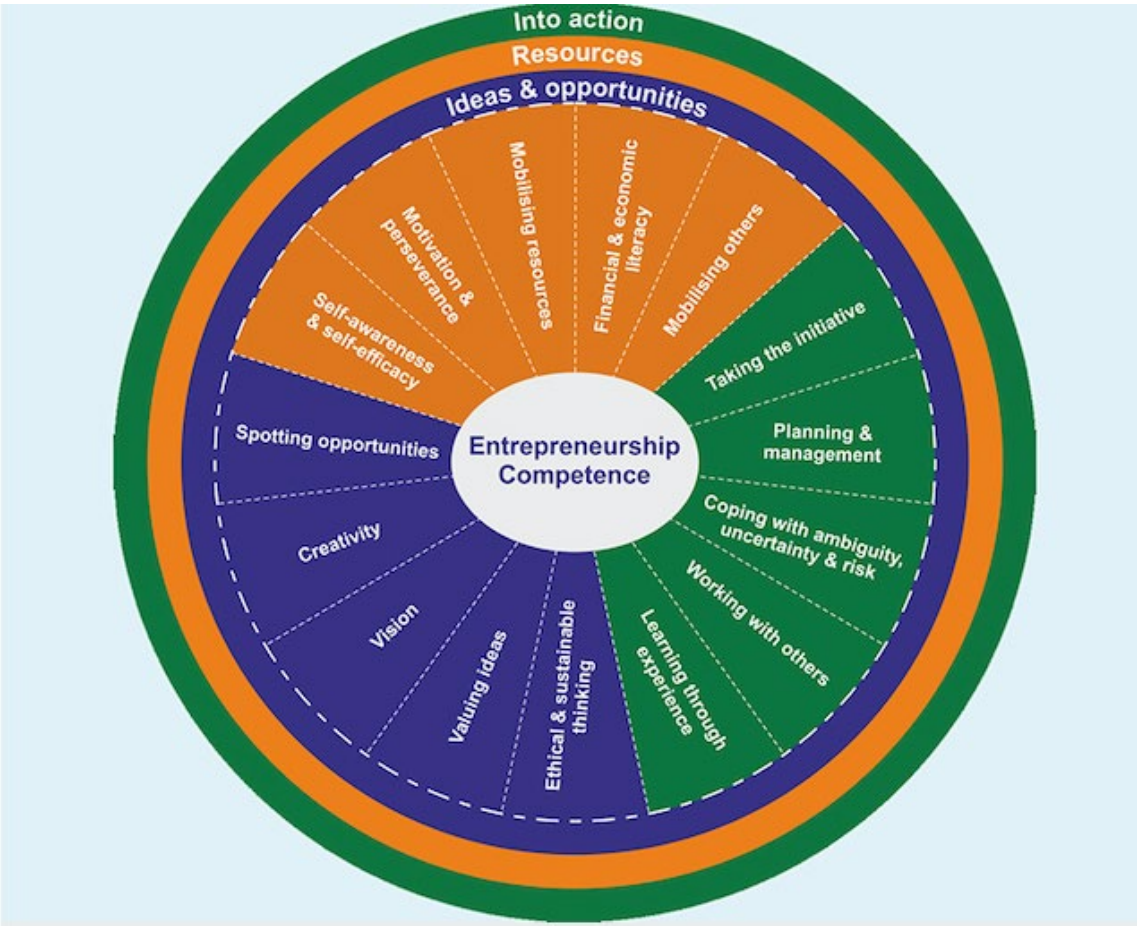
be expressed simply by owning a business. Onuoh's (2007) view of the definition of entrepreneurship is that the business involves a chain of steps: from value creation, the process of starting or growing a new business for profit, through the process of providing a new product or service, and intentional value creation through an organization or small group of partners. From the point of view of Etuka et al. (2014) the success of a company is basically based on entrepreneurial skills and also the competitiveness of SMEs. Read and Sarasvathy, (2005) in their publication define entrepreneurship as "the creation of new businesses, new products and new markets. In particular, students (young future generations of entrepreneurs) can thus acquire the desired skills and thinking required for entrepreneurship in an appropriate and targeted manner through education (Lepuschitz et al., 2018). Langlois (2002) stated that successful entrepreneurs should be innovative, creative and willing to take risks. This view has subsequently been reinforced in other studies, Wickham (2006) considers that entrepreneurs are inventive, looking for and discovering gaps for market innovation and are willing to tolerate the associated risk while focusing on growth, with a view of maximizing profits or returns of investors.

Skills and attributes for entrepreneurship are known as entrepreneurial competencies (Asenge et al., 2018). Entrepreneurial skills combine not only personality traits, skills, abilities and knowledge that a potential entrepreneur should have. Personal characteristics, very significantly influencing business motivation (Farhangmehr et al. 2016). Entrepreneurial competences can be divided into two components - cognitive (knowledge, skills) and attitudes (character traits) (de Galindo et al., 2019). Lackeit and Williams (2015) report that entrepreneurial competencies - knowledge, skills and attitudes - influence willingness and performance to create new values.

The literature is very diverse in the approach to business competencies. So far, there is no consistent or standardized template for identifying and listing "purposeful" business competencies (Tittel and Terzidis, 2020). Many views can be encountered that express competencies in the narrower sense as a combination of skills, attributes or variables important to business. Man et al. (2008) classified business competencies into six categories; competence competencies, strategic competencies, relationship competencies, commitment competencies and conceptual competencies. Another insight into competencies is provided by Mitchelmore and Rowley (2010), who highlight seven entrepreneurial competencies: identifying a niche market, developing products / services, creativity to generate new ideas, environmental analysis and recognition of opportunities, and formulation of strategies. The European Commission has

identified a sense of initiative and entrepreneurship as one of the eight core competencies necessary for a knowledge-based society within entrepreneurial competences. (Bacigalupo et al., 2016). In another document of the European Commission (McCallum et al., 2018) "Support for competencies for initiative, creativity and entrepreneurship" sub-competences are divided into three categories with five sub-groups each, see the figure below.

Fig. 1 European Competence Framework



Source: Mccallum et al., 2018

Key competencies can be formed by a group of objectified components to correspond to the given meaning for individual requirements in business (Řehoř et al., 2019). The key competencies for entrepreneurship from the point of view of Nieuwenhuizen and Swanepoel (2015) are:

1) the ability to identify and evaluate market opportunities
2) the ability to develop relationships with other people in the field of business
3) the ability to persuade and discuss with others
4) the ability to sacrifice in the beginning to start a business

The extension of the list of competencies key to success in business with creativity and business plan preparation, problem-solving skills and the ability to develop a business project are presented by Linan, Nabi, Krueger (2013).

Mitchelmore & Rowley (2010) are intensively researching entrepreneurial competencies. This business direction is a synergy of motivation and achieving goals, but business competence is the cornerstone of this result. In their work, Robles and Zárraga-Rodríguez (2014) dealt with key competencies for business. They selected and compiled a table that illustrates the 20 competencies that are considered important and influential for achieving business efficiency.

Fig. 2 Important competencies for effective business

COMPETENCIES	DEFINITION
Risk assumption	Ability to tolerate ambiguity and uncertain situations and make sound decisions in this situation, while being able to control own emotions.
Autonomy / self-determination	Capacity for making independent decisions based on a clear understanding of the possibilities and the responsibility that it entails.
Search and analysis of information	Ability to find and share useful business information for problem-solving using the full potential of the company
Quality of work	Ability to work intensively and tenaciously to achieve the objectives, seeking continuous improvement.
Communication	Ability to listen, ask questions, express ideas and concepts effectively.
Self-confidence	Ability to address new challenges with an attitude of confidence in their own possibilies, decisions or views.
Develop social networks / generation of support networks	Ability to create and maintain a network of contacts with agents that are or will be useful in achieving the goals
Dynamism	Ability to work hard and continuously in changing situations, with many different partners.
Change management	Ability to adapt to different contexts, situations, people and media quickly and appropriately.
Initiative	Willingness to take action, create opportunities and improve outcomes without an external requirement.

Innovation	Ability to produce an original, unexpected and appropriate (timely, useful) new work according to the needs of the context.
Integrity	Ability to act in accordance with what is said or considered important.
Leadership	Ability to guide the action of human groups in a certain direction by creating an atmosphere of energy and commitment, setting goals, following up these goals and giving feedback that integrates the views of others.
Self-control	Ability to regulate themselves and know their own limitations.
Results orientation	Ability to promote, guide and select behaviour in order to achieve the goals.
Social mobily	Ability to raise or lower position in the scale of economic well-being.
Negotiation	Ability to lead or control a discussion creating an environment for collaboration and making lasting commitments to strengthen the relationship.
Troubleshooting	Ability to flexibly assume boundary situations and overcome them and ability to handle contraindications.
Responsibility	Ability to maintain consistency between actions, behaviours and words, taking responsibility for their own mistakes.
Teamwork	Ability to actively participate in the achievement of a common goal, subordinating personal interests to team objectives.

Source: Robles and Zárraga-Rodríguez, 2014

In their publication, Timmons and Stevenson (1985) state that entrepreneurship is not just the result of any activity but is the result of lifelong action and learning from experience. The best way to gain mastery in business is to combine a learning learning experience with formal

educational activities. At Harvard Business School, a study was conducted with 100 entrepreneurs who participated in a management program and found that it was possible to learn competencies such as analytical thinking, accounting, finance, marketing, management information systems, and manufacturing. Conversely, other critical skills, such as judgment, treatment of people, patience and responsibility can be acquired through real-world experience.

2.4 Entrepreneurship Education and Entrepreneurship Development

The importance of entrepreneurship education has grown due to the need to prepare students to run their own businesses. Sahlman and Stevenson (1992) define entrepreneurship education as "recognizing opportunities, pooling resources in the presence of risk, and building a business enterprise." Another interpretation is "a collection of formalized teachings that informs, trains, and educates anyone interested in starting a business or developing a small business" (Jones and English, 2004).

The concept of entrepreneurship education can be related in a broader context than entrepreneurship, preparing not only “entrepreneurs” who can become self-employed and business owners, but also a person who is prepared to respond to new opportunities for entrepreneurship and innovation (Gibbs, 2002). In this sense, entrepreneurship is relevant to modern career concepts such as protean careers, careers without borders, post-corporate careers and employability (van Gelderen et al., 2008), which emphasize flexibility and various options to handle the modern job market. The content of entrepreneurship education must also respond to growing interest and demand. At present, the programs seem to focus on creating new businesses supported by the opportunities for growing entrepreneurship, corporate finance, law, networks, family, business and social enterprises which play a central role (Gibbs, 2002).

Organizations shift their interest to creative and enterprising employees who contribute while demonstrating excellent soft skills. As Pathak (2019) emphasizes, even a conservative firm expands its business intensity and promotes a culture of creativity and innovation. This obviously supports a constant shift in the organizational culture, where the spirit of creativity, innovation and entrepreneurship is considered a desirable direction. It is therefore not difficult to imagine that in a decade the so-called "start-ups" and "established business organizations" will look very similar in terms of business orientation. All this affects not only current events in this area of business, but these events also affect other related areas, such as teaching business and competencies to the new era of the 21st century (Steiber and Alange, 2013).

The current approach to university education should be seen as creating a combination of action-oriented teaching that promotes experiential learning, problem-solving, project-based learning, creativity and peer review, best for entrepreneurial skills and behavior (Jones English, 2004). The characteristics and delineation of the business plan is very variable, the fact is that there is no clear and consistent definition of the term. In previous studies, business plans have been used as a reference to business ownership or self-employment, as a set of broader personal orientations, dispositions, desires or interests, that could lead to business creation, as well as nascent businesses, including those who considered only about starting their own business and those who have taken more concrete steps to do so (Thompson, 2009).

Many studies conducted accross disciplines show that entrepreneurship education programs contribute to the development of entrepreneurial intentions and spirit (Izquierdo and Buelens, 2008, Lüthje and Franke, 2003; Souitaris et al., 2007; Fayolle et al., 2006).

In his study, Ajzen (1991) deals with the interconnectedness of students' attitudes and thinking and the tendencies to establish a company. It tries to find connections between the theoretical framework of business education with business plans, see the diagram below.

Fig. 3 Development of a business plan (intent creation)

Source: Aizen, 1991

Not only do economic changes and societal challenges affect the skills and attitudes needed, but they also shed new light on the role of universities. Puchovská (2019) argues that if one of the goals of higher education is to educate professionals and experts in its field, it should emphasize the in-depth grasp of subject threshold concepts. Across the knowledge dimensions and dimensions of cognitive processes, as Bloom's taxonomy speaks of, and across the structure of observed learning outcomes. Student’s approach learning superficially or in depth, depending on the study task and the learning environment in which they learn. An

important role is played by the teacher, who understands teaching as a transfer of information, or rather transformatively, as a conceptual change in the student's thinking.

At the beginning of the 21st century, researchers Meyer and Land (2005) conducted extensive research on economics students at British universities to find out what makes them difficult to learn from student´s perspective. The finding was surprising, namely that students do not want to talk about generally effective learning techniques, but are interested in discussing what they do not like and rather what primarily bothers them, i.e. how they learn and acquire key knowledge in their field. The findings led Meyer and Landa to name these "threshold concepts." They describe the concept of the threshold as an "interruption" that opens up new, as yet untouched ways of thinking about "something." This concept has eight main elements, which are: transformative; problematic; irreversible; integrative; bounded; discursive; reconstitution; liminality.

The importance of entrepreneurship education has increased due to the need to prepare students to cope with the current work and environment (Küttim, Kallaste, Venesaar and Kiis, 2014). The goals of entrepreneurship education are aimed at changing the state of students' behavior and with the intention of enabling students to understand entrepreneurship, to become an entrepreneur (Fayolle and Gailly, 2004; Hannon, 2005). Objectives can be divided into three categories: awareness raising, teaching techniques, tools and ways of dealing with situations, and support project promoters (Fayolle, 2007).

The business learning process should not be limited to theoretical classroom instruction. Interaction with today's dynamic business environment is essential to understanding this topic (Dilts and Fowler 1999). The effectiveness of entrepreneurship education is largely related to the teacher's skills and knowledge, but above all to the use of various teaching methods. These methods should be specifically targeted at the business and everything related to it. (Arasti, Kiani Falavarjani, & Imanipour, 2011). Jones and Iredale (2010) suggested that entrepreneurship education requires experiential learning styles, creative problem solving, and student learning. Education that is properly targeted has a major impact on students' self-esteem in business. Through positive development in teaching, students' level of self-confidence regarding aspects of entrepreneurship is not only strengthened but also increased. This learning process, through which they gain confidence, motivates them to choose business as an alternative choice of profession (Belás, Dvorský, Tyll, & Zvaríková, 2017).

A similar view is provided by Popescu et al. (2016), which sees the key role of universities in creating a positive environment and support for start-ups and young entrepreneurs. Thanks

to such an approach, students lose fear and distrust and, on the contrary, the intention to embark on this career path after studies is growing.

New teaching methods and approaches that focus on critical thinking for better learning are becoming increasingly popular. Hamilton (2016) states that there is a need to transform theoretical teaching towards active learning, which consists of a thread of change that, from the mere presentation of information by the teacher in the classroom, creates a concept of challenges for students to guide them to use thinking in the discipline. This shift is based on three new findings in cognitive science: the use of analogous thinking; the best learning process takes place when there are clear processes, resources for this learning and also when we form our views on findings; the existence of threshold concepts that define the discipline while making it interesting and attractive to students.

Looking at entrepreneurship education and its importance in the past, Jamieson (1984) set out a three-category framework by which entrepreneurship education can be categorized:

- *First category - business education*

This category consists in creating awareness of society as an economic entity. The aim is to educate students about the aspects of starting a business and management from a theoretical point of view and at the same time to enable the development of skills, attitudes and values for a successful start, as well as ownership or management of the company.

- *Second category - Preparing individuals for entrepreneurial careers*

The focus of the second category is to find a specific goal and encourage participants to establish and run their own business. In this phase, they learn and train the practical skills needed to set up and run a small business. This part also includes the preparation of a business plan / plan, especially for small and medium-sized enterprises.

- *Third category - Management education, growth and future development of the company*

This phase is designed for established entrepreneurs to maintain and develop their existing business. Emphasis is placed on management training, programs and specific courses for product development and marketing related to business development. As part of this superstructure, the support also provides advice on people's skills, knowledge and attitudes, which serves not only for personal growth, but also to maintain the mental stability of the entrepreneurial individual.

The European Union has published a publication "Business Education: A Handbook for Educators", funded by the Competitiveness and Innovation Framework Program to support the competitiveness of European businesses for the period 2014-2020. This publication evokes that entrepreneurship education is not "just" a preparation for entrepreneurship. In the handbook you can find some very interesting methods that develop entrepreneurial attitudes, skills and knowledge of students, or in other words competencies that allow the transformation of business ideas into real events. Entrepreneurial competences that reflect reality require much more, especially non-traditional participatory methods that activate students' involvement in creativity and innovation. The student will acquire these competencies, especially by being able to apply practical learning in real conditions. This means that subjects must be designed to fulfill this practical purpose. There is a desirable effect that pushes the connection between education and business and the professional public (European Commission, Enterprise and Industry Directorate-General, 2014).

2.4.1 Conceptual Model for Modern Business Education

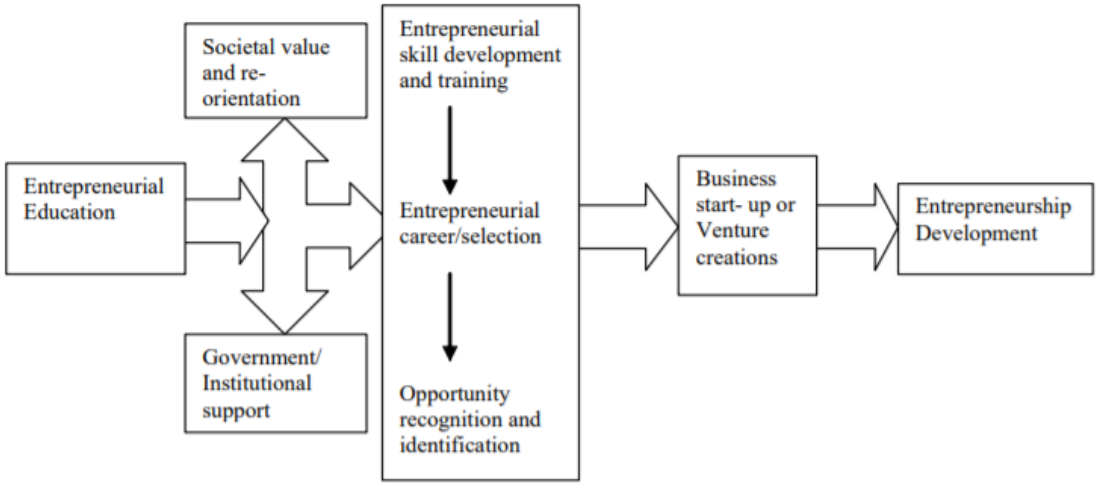
Entrepreneurship education in Europe is focused primarily on economics and business schools. The key steps for further development are the expansion of business courses to other fields, such as science and technology departments, which are the incubator of innovative ideas from which new companies and start-ups are created. The concept of entrepreneurship education is more undesirable because, as Wilson (2008) states, most students in Europe do not become entrepreneurs after graduation. In the United States, it's similar that people start a business in the later stages of their careers.

After the start of the intensive development of entrepreneurship education thanks to a pilot project of the Ministry of Education, new teaching methods are beginning to be developed at universities. From early business competitions, through the education and training of lecturers and teachers themselves, subjects in teaching are focused on training entrepreneurial skills with an emphasis on increasing the quality and diversity of educational styles (Weiming and Chunyan, 2015).

An interesting look at how entrepreneurship education shapes a complex system is given in the conceptual model in the figure below. Garba (2010) developed a model for entrepreneurship education based on the need to alleviate socio-economic unemployment, which is youth unemployment, but it can also trigger the need to integrate entrepreneurship education into the education system. In this case, emphasis is placed on the support of society and the cooperation of teachers and students, which are a key factor in the transformation of

entrepreneurship education. The role of the government and other institutions in this area is growing in importance, which lies in ensuring favorable conditions for business development. Both from a political point of view (laws, standards and regulations of the education and school system) and from an economic point of view (investment incentives, support, opportunities) and last but not least from an information point of view (availability of serious, compact information, information portals, business advice). Only thanks to the synergy of these steps can the student acquire the necessary competencies in educational institutions. The skills and knowledge that are actively used in practice can be transformed into experience in the form of identifying and using opportunities to create your business.

Fig. 4 Garba - Conceptual Model for Business Education



Source: Garba, 2010

Issues related to the support, motivation and creation of conditions for the education of new entrepreneurs were resolved by a meeting of stakeholders dealing with this issue. The proposed recommendations arising from this debate are divided into 4 categories. These recommendations concern the education system, cooperation between schools and the private sector, the development of entrepreneurial skills and the role of teachers (EU National Convention, 2015).

Support for entrepreneurship education includes the following recommendations: (EU National Convention, 2015).

1) Education system

The education system should be set up appropriately to provide motivation to acquire entrepreneurial skills for students with ambitions to start their own business, but also for those who want to work as employees.

2) Cooperation between schools and the private sector

The topic of establishing close and more effective cooperation between schools and companies is one of the main priorities. The urgent need to connect students and pupils with a real work environment with practical procedures and habits is increasing. A creative method, such as the establishment of fictitious companies, has proven itself globally in acquiring business skills, where students have the opportunity to learn practical and project skills related to managing a company in a safe environment simulating reality.

3) Business skills

Training in business skills and competencies is an integral part of a comprehensive concept of business education. Supporting a set of competencies and functions that include creativity, invention, the ability to implement ideas and take risks. Key competencies include language skills, financial literacy and computer skills. The acquisition of entrepreneurial skills in education should work on the principle of an open list, which will be gradually supplemented. Initiatives such as the International Entrepreneurial Skills Pass or the Business School Initiative, introduced in the Year of Industrial and Technical Education, support this idea.

4) The role of teachers

Another very key pillar of the whole concept is again the role of teachers - good student leadership, willingness to engage in activities to support entrepreneurship beyond their job responsibilities at school (also in the form of further education). The aim is also to motivate teachers to transfer knowledge and new teaching methods in an interesting way. Experts across the economy also play an important role in the educational field of business. The talk is aimed at creating conditions in academia that enable the involvement of professionals who will be able to pass on their experience to younger generations, also includes the removal of current barriers to teaching professionals in schools and the creation of legislative conditions to further promote such cooperation.

The recommendations are shared by Vincetta and Farlow (2008), who believe that there are several ways to teach students through the experience of "creating" businesses so that students acquire business skills and competences. As part of their claim that a student can experience an aspect of the entrepreneurial way of life in a way when they are introduced to such model-like situations in which they can "live" this knowledge. They also attach great importance to the creation of a business plan in the teaching of business and support from teachers. Teachers should aim for the thoughtful value of developing a business plan, as a tool for learning and also as a tool for professional development in business.

2.4.2 Entrepreneurship Education in the Czech Republic

Although the situation in the field of business education in the Czech environment is shifting to new, more active methods and approaches, the system still encounters a form that is highly task-oriented and does not emphasize the solution of multidimensional business challenges.

Economics and programs should copy the needs of society. There is a clear difference between students' business knowledge and skills (Gavurova, Belas., Kotaskova and Cepel, 2018). Entrepreneurship education in the Czech environment is not massively supported, but even this direction is starting to turn for the better. Although business support exists within the educational system of the Czech Republic, it is not comprehensive, structured and is fragmented in the form of individual initiatives of various educational institutions, companies or other entities. Importantly, unfortunately, there is no single strategy or action plan to implement it. Although the legislative framework is set up relatively well and flexibly, the gap lies in the lack of concrete initiatives to achieve it, and therefore there is a current situation where entrepreneurial competences in schools are not sufficiently developed (EU National Convention, 2015).

However, the new trend provides an opportunity for the emergence of other platforms and programs that support entrepreneurship education and entrepreneurship initiatives. For example, the National Institute for Education has begun to address the area of "Teaching Entrepreneurship in Practice". The aim of this education is to develop the entrepreneurial competencies of high school students. In cooperation with a private business club, a form of business education in the form of "Business for Breakfast" was created. The pedagogical goal of the project was to prepare students for professional life by getting to know real companies in the market, in which students had to demonstrate creative thinking. Other activities included, for example, the training of presentation and communication skills. In this context, a webinar

and a new digital portfolio for the development of business competencies are also being created (Národní ústav pro vzdělávání, 2013).

Support for the development of business education in the Czech Republic is provided by a number of platforms, such as an extensive web guide to business development - which includes 3 areas: “Development tools” (teaching materials and tools for anyone who wants to develop their business); “At school” (teacher and student development of entrepreneurship at school), “Out of school” (entrepreneurship in free time and extracurricular activities) (Podnikavost.cz, 2018).

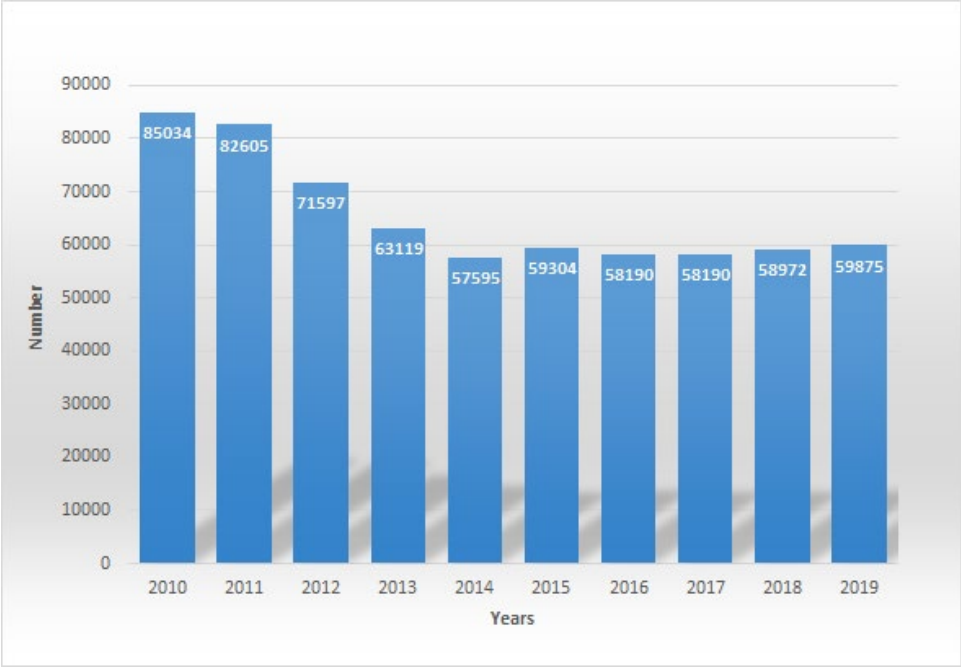
The new Operational Program 2014-2020 entitled "Research, Development and Education" (funded by European resources and the Structural and Investment Funds) offers educational institutions many opportunities to strengthen student entrepreneurship. The program aims to develop entrepreneurial competencies as the number one priority. Within this national and centralized initiative, the Center for Fictitious Companies is the Achievement - Young Entrance Europe (JA-YE) student competition. Students across disciplines participate with their own created company (focused on products or services). In this way, they can try out "real" business in the protection system, and thanks to the involvement of many schools, this creates a reasonable competitiveness, as is usually the case in a market environment (Schooleduactiongateway, 2016).

Social value and re-orientation

An interesting view related to entrepreneurship and is the development of social orientation, especially of young potential or existing entrepreneurs (individuals under 30 years). For example, according to Businessinfo.cz (2019), business development has undergone a significant transformation since 2011, the number of new entrepreneurs under 30 increased by almost two thirds, while the number of entrepreneurs aged 31 to 40 fell by half. Recent data from 2018 show that in the Czech Republic more than 28,000 people under the age of 30 started business, 16,000 entrepreneurs aged 31-40, 8,500 in the 41-50 age group and less than 4,000 new entrepreneurs were 51 years old. and more. Young entrepreneurs under the age of 30 are the only age group that is increasing every year. In 2019, the research company CRIF observed the largest increase in the number of entrepreneurs in the manufacturing industry (2846), professional, scientific and technical activities (1909) and information and communication activities (1902). The number of entrepreneurs decreased by 7,809 in trade and by 453 in the accommodation and restaurant sector (Informaceofirmach, 2020).

The following graph shows the development of entrepreneurs as individuals in the Czech Republic.

Fig. 5 Increase of new entrepreneurs in the period 2010-2019 in the Czech Republic



Source: Informaceofirmach.cz, 2020

Another positive social transformation in business in the Czech Republic was recorded by the AMSP CR (Association of Small and Medium-Sized Enterprises and Crafts in the Czech Republic) and the fact that women play a decisive role in the positive trend of starting a business. In the period 2011–2017, the absolute increase in the number of women entrepreneurs was 54,063, while in the case of entrepreneurs it was only one tenth of 5,541. In 2016–2017, the absolute increase in the number of women entrepreneurs was 7,858, while the number of men (?) entrepreneurs increased by 5,734. In 2017, there were on average 1.5 trade licenses per man and 1.3 trade licenses per woman (AMSP ČR, 2018).

Start-ups are a very popular area of business in the Czech environment. In this context, Česká spořitelna decided to map the current situation and possibilities. Existing start-ups, new start-ups or business ideas are designed to contribute to the profitability of people and society with their innovative unique solutions. An analysis related to 2019 shows that the number of start-ups was approximately 2,100. Almost half of all startups in the Czech Republic operate in the field of technology. After a big gap, e-commerce and services are in second and third place. But not every startup succeeds in the market: 23 % of them will close down because the founders are not able to select the right people for the team and lead them, 29 % do not have

enough funds for further development. However, most of them disappear for a more prosaic reason: their product is not needed on the market (42 %). Therefore, most startups in the Czech Republic have existed for less than three years. The analysis also managed to profile the "typical" founder of a start-up in the Czech Republic, represented by a man around the age of 30 with a university degree, who receives money to start a business, especially from family or friends. It was also found that only 14 % of startups in the country get the necessary funds through a bank loan. Start-ups are financed through venture capital funds, private investors or group financing. Support can also be obtained from the state, especially through the CzechInvest agency or the European Investment Fund (EIF). There are also several broader platforms in the Czech Republic that can significantly help these new entrepreneurs. The activities of these platforms range from mentoring to creating a network that allows you to find potential business partners and investors who could start a business. Currently, there are approximately 60 incubators and accelerators in the Czech Republic. So far, only about 30 % of Czech startups have used the acceleration program, which also means a partial ignorance of startups about the possibility of support (Česká spořitelna, 2019).

Government / institutional support

There is no doubt that support from governmental and non-governmental institutions is very important for business. Various forms of business support are available not only within the Czech Republic but also within the European Union. The trend of digitizing the world and the pressure of modern society has also enabled the great development of information channels and platforms, which create new very interesting promotional events, competitions or other forms that facilitate business in the country.

Czech society is very well aware of the importance of activating young people or students in business. For this purpose, various support programs, projects and associations are set up. In cooperation with Komerční banka and media partner TRADE NEWS, AMSP ČR is preparing the Your Way - Young Business platform. In addition, since 2018, for example, it has also been associated with the practical task of Do Do! Workshops to help participants develop their true intentions and boost their self-confidence in business. These workshops are held at 9 Czech universities, several other educational institutions and have hundreds of graduates. In addition, the Association seeks to organize regular meetings called MEET UP in Prague and Brno, which include interesting guests, project presentations, good food and networking (Svou cestou, 2015).

It should be added that young people need as a form of support a comprehensive package consisting not only of an information service aimed at obtaining financial resources and marketing information, but also active mentoring, which means direct transfer of experience from experts and real successful business icons. taught.

In 2018, a new platform called “Team Czechia” was launched in the Czech Republic to support business in cooperation with the Ministry of Industry and Trade, which brings together seven state institutions (CzechInvest, CzechTrade, Czech Export Bank, Czech-Moravian Guarantee and Development Bank, Export guarantee and insurance company, Technology Agency of the Czech Republic and now also Czech tourism).

This platform responds to the current needs of entrepreneurs - providing services in a comprehensive form. The purpose is clear: better orientation in the services of individual organizations and easier access to public support. Team Czechia, as the only platform in this format, can provide comprehensive support from financing and insurance, through research, innovation and development to investment and export. Similar platforms and teams are already in place, such as in Scandinavia and many other economically developed countries, and the Czech Republic is one of the countries with a relatively high number of technologies and innovations (Českomoravská záruční a rozvojová banka, 2018). Further support for entrepreneurship in the European format within the EU is provided annually by the open call of the Program for Entrepreneurship and Innovation for Competitiveness (MPO, 2015).

Table 2 Entrepreneurship initiatives within the operational program 2014-2020, "Research, development and education"

Title of Initiative	Creative Entepreneurship in Schools	Centre Of Fictional Firms	Ja Titan	Abc of Enterprising	Enterprising.cz
Type of initiative	Online forum	Programme for young entrepreneurs	Programme for young entrepreneurs	Educational courses for pupils	Resources website
Name of implementing body	International consortium of partners	National Centre for Education	Junior Achievement Czech	Junior Achievement Czech	Yourchance, o.p.s.
Level of education	Secondary, VET	Secondary, VET	Secondary	Primary	Primary, Secondary, VET
Target group	Institutions	Institutions	Pupils	Pupils	Institutions, Teachers

Source: Schooleduactiongateway.eu, 2016

3. Aim and Methodology

In this part, the goals and methodology of research activities will be described in detail.

3.1 Main goal

The main goal of this work is to set the key competencies for the development of student entrepreneurship, compare and evaluate the views of students and entrepreneurs on these key competencies in terms of importance and usefulness for independent entrepreneurship. Furthermore, the evaluation of suitability, attractiveness and beneficiency of teaching tools from the perspective of students, which potentially contribute to the development of these entrepreneurial competencies.

Research question is, Which teaching methods contribute to developent of students in competencies necessary for starting a business?

3.2 Partial goals

To fulfill the main goal, the following partial consecutive goals were chosen:

1) Definition of terms related to the topic and determination of key competencies needed for entrepreneurship.

2) Evaluation of the importance of selected competencies for entrepreneurship from the perspective of SME entrepreneurs and students of economics.

Opinions on entrepreneurial competencies lead to several important questions, which have been transformed into three partial hypotheses in order to clarify the differences perceived by entrepreneurs and students. The first hypothesis concerns the question of whether students and entrepreneurs have similar views on the importance of competencies for starting a new business: Students are users of education, they should assess whether the teaching tools are effective from their point of view, whether the content of the subject meets their expectations within the offered economic subjects focused on the development of business skills.

The first hypothesis concerns the question of whether students and entrepreneurs have similar views on the importance of competencies for starting a new business:

H1: Opinions on the importance of selected competencies do not differ between students and entrepreneurs

To determine the cause of possible differences between groups of entrepreneurs, a second hypothesis was formulated:

- *H2: Opinions on the importance of selected competencies do not differ between groups of micro and small enterprises.*

Similarly, a third hypothesis was formulated, which attempts to determine the causes of possible differences between groups of students by gender:

- *H3: Students' views on the importance of selected competencies do not differ between men and women.*

3) Analysis of the attractiveness and beneficiency of teaching methods in terms of developing competencies for entrepreneurship based on student evaluation.

The following hypotheses for the third sub-objective were formulated as follows:

- *H4 Students do not perceive the importance of selected teaching methods in terms of the development of their business competencies differently.*
- *H5: Students do not evaluate the importance of selected teaching methods in terms of the experience of their close relative with business differently.*

3.1 Methodology and Research Techniques

To fulfill partial goal 1, a literature search was used, on the basis of which key competencies for entrepreneurship were determined, with which the research continues to work.

To fulfill partial goal 2 - evaluation of the importance of selected competencies to entrepreneurship, quantitative research was conducted through two questionnaire surveys. The first questionnaire is compiled for students at universities, focusing mainly on students in the field of business and economics. The questionnaire is compiled not only to find out how students perceive the effectiveness of teaching in the field of business, but also to find out their personal interest and determination to start a business. The second questionnaire, very similarly structured, is intended for entrepreneurs of already operating companies, especially in the area of start-ups and SMEs. In short, entrepreneurs answer very similar questions, but through the eyes of an experienced professional from real practice.

Data collection of both quantitative questionnaire surveys took place in the years 2018-2019. 148 respondents took part from among entrepreneurs (mostly from the South Bohemian Region of the Czech Republic) and 157 answers were collected from students of economics bachelor and postgraduate programs. Non-probabilistic sampling method was used here. Only small and micro-enterprises were selected for the research in the analysis of entrepreneurs, because if students wanted to start a business after their studies, they would probably start their

activities on this scale. Entrepreneurs from micro and small enterprises were selected in a ratio of 2: 1.

Classification of categories of 148 entrepreneurs for research in the Czech Republic:

- *by company size:*
  - Micro-enterprises with less than ten employees (n = 98)
  - Small enterprises with less than 50 employees (n = 50)
- *by business category (according to the national occupation system and the Open and accessible occupation database):*
  - Economics, administration, human resources management (n = 6)
  - On banking, finance and insurance (n = 10)
  - Transport and logistics (n = 13)
  - On agriculture (n = 10)
  - Industry and engineering (n = 38)
  - Hospitality, tourism, wellness (n = 20)
  - It (n = 6)
  - Trade and marketing (n = 20)
  - Others (n = 25)

Inclusion of interviewed 157 students of the Faculty of Economics of the University of South Bohemia in České Budějovice.

- *by gender of students:*
  - 46 men and 111 women
- *study program:*
  - Economic Informatics (n = 17)
  - Management and Business Economics (n = 66)
  - Structural Policy of the EU and Rural Development (n = 22)
  - Accountancy and Financial Management of Enterprise (n = 55)

The following competencies were assessed, which consist of sub-skills: Opportunities Perception; Communication; Teamwork; Risk tolerance; Creativity; Problem solving and Intent Creation. Individual values of competencies were shown on a serial scale (7-point Likert scale). The results are expressed by the average values of all respondents.

Since it is impossible to prove the normality of the data (Shapiro-Wilk test of normality), a nonparametric Mann-Whitney U test was used to confirm the hypotheses. Two independent samples were compared at a significance level of $\alpha = 0.05$. The Cronbach alpha coefficient was used to verify the reliability of the data for the Likert scale. This coefficient can generally take values in the range <0, 1> with generally acceptable values between 0.7 and 0.95. For a sample of students (n = 157), the result shows the value of the Cronbach alpha coefficient 0.8488 for and the value of the Cronbach alpha coefficient for entrepreneurs (n = 148) 0.8377. Both values are in the range of acceptable values and it can be concluded that the samples are consistent.

Partial goal 3 is focused on evaluating the attractiveness and beneficiency of individual teaching methods for students who have economics focused intensively on managerial / entrepreneurial skills in order to assess which teaching techniques are interesting and useful for them in the development of entrepreneurial competencies. This objective was also examined through a quantitative questionnaire survey.

Only 136 respondents from the fields of ŘEP (business management and economics), UFŘP (finance and accounting), EKINF (Economic information systems) were selected from the described set, who completed the course Strategic Management, which is mainly focused on business and SME management, in which entrepreneurial competencies are acquired and further developed. Data collection was carried out in 2019 and the sample included 91 women and 45 men. Preconception is justified by the higher number of female students at the relevant faculty. In that year, 150 students studied in selected fields of the Faculty of Economics. The sample therefore makes up 90.7% of all students. The representation of the number of men (45 out of 57, i.e. 78.9%) and women (91 out of 93, ie 97.8%) corresponds to their representation in the basic sample. The results of the Chi - square test of good agreement show that the null hypothesis cannot be rejected - there is no difference between the representation of men and women in the sample and the baseline value ($\chi^2 = 0.7499$, $p = 0.05$, $df = 1$) and it can therefore be stated that the sample is representative on the basis of the criteria chosen.

As research methods, those that students encounter during their studies at the Faculty of Economics were selected. These are *"Tasks and Essays"*; *"Special Projects"*; *"Business Games"*; *"Case studies"*; *"Counseling in psychology"*; *"Role Playing"*; *"Business Simulators"*; *"Lectures by experts"*. Teaching methods were selected based on research results (Řehoř et al., 2019).

Students evaluated these methods by expressing the level of agreement (1 - disagree, 7 - agree) with the statement focused on their usefulness for business development. Assessing the level of perception of attitudes using the Likert scale is a standard method (Jakobsson, 2004). The questionnaire survey also aimed to find out whether any of the student's family members has experience in the field. Respondents stated whether close relatives have experience, i.e. whether a father, mother, sibling or grandparents are in business. The respondents were then divided into two groups. In the first group (62 respondents), where the family has business experience, there were respondents with at least one positive evaluation for each of the above relatives. The second group consisted of 74 respondents, where none of the family members has experience in business.

Based on data normality testing using the Shapiro - Wilk test (Mohd Razali and Yap, 2011), a p value of less than 0.05 was found for all teaching methods, so the data do not show a normal distribution. For this reason, the nonparametric tests Spearman's correlation coefficient (hypothesis H4 and H5) and the Mann-Whitney U test (hypothesis H5) were chosen to test the hypotheses.

To verify the reality of the test, the calculation of the coefficient Cronbach α (McGartland Rubio, 2005) was chosen, which determines the internal consistency of instruments and can take values in the range ⟨0-1⟩, always generally acceptable values coefficient is between 0.7 and 0.95 (Tavakol and Dennick, 2011). For the selected sample, the value of Crombach's alpha is 0.797981 and thus meets the assumption of test reliability. Data analysis was performed in Excel and Statistica applications.

4. Results of Research

The research results are divided according to individual sub-objectives.

4.1 Setting of Key Competencies for Entrepreneurship

The first sub-objective, in connection with the literature search, focuses on the identification and setting of key competencies for entrepreneurship, which students, as future entrepreneurs, should have at their disposal or it is appropriate to develop. The key competencies of the students worked on in the research part are based on the views of Nieuwenhuizen and Swanepoel (2015), who identified the following four important competencies for entrepreneurship: the ability to identify and evaluate market opportunities; the ability to develop relationships with other business people; the ability to persuade and discuss with others; the ability to make sacrifices for the business to start. The extension of the list of competencies by: creativity and business plan, problem-solving skills and the ability to develop and entrepreneurial project was inspired by the authors Linan, Nabi, Krueger (2013).

In the research itself, a set of seven key competencies is created for the purpose of evaluating the importance of competencies for business: (Řehoř et al., 2019)

- Perception of opportunities (ability to identify and evaluate market opportunities)
- Communication (ability to communicate, present and negotiate)
- Teamwork (ability to cooperate, collaborate and lead)
- Risk tolerance (ability to take risks, responsibilities and victims)
- Creativity (ability to be creative, initiative and entrepreneurial)
- Problem solving (ability to solve problems, crises and changes)
- Creating a business plan (ability to create a business plan and vision)

These competencies were selected mainly on the basis of the results of intensive research on entrepreneurial competencies, presented in Mitchelmore and Rowley (2010), these authors also highlight just seven competencies that are central to the development of entrepreneurship. In order to evaluate the importance of competencies for business, several competencies were assigned to each competence - activities that characterize this competence (it can also be said of subcompetence). These sets of sub-competencies have been compiled on the basis of research by Lilleväli and Täks (2017), who deal with competence models - as a tool for conceptualizing the systematic process of developing competencies in business. The importance and suitability of the selection of these and other competencies for business development are mentioned in the

literature review (Nieuwenhuizen and Swanepoel 2015; Linan, Nabi, Krueger 2013; Lojda 2011; Langlois 2002; Wickham 2006; Robles and Zárraga-Rodríguez 2014).

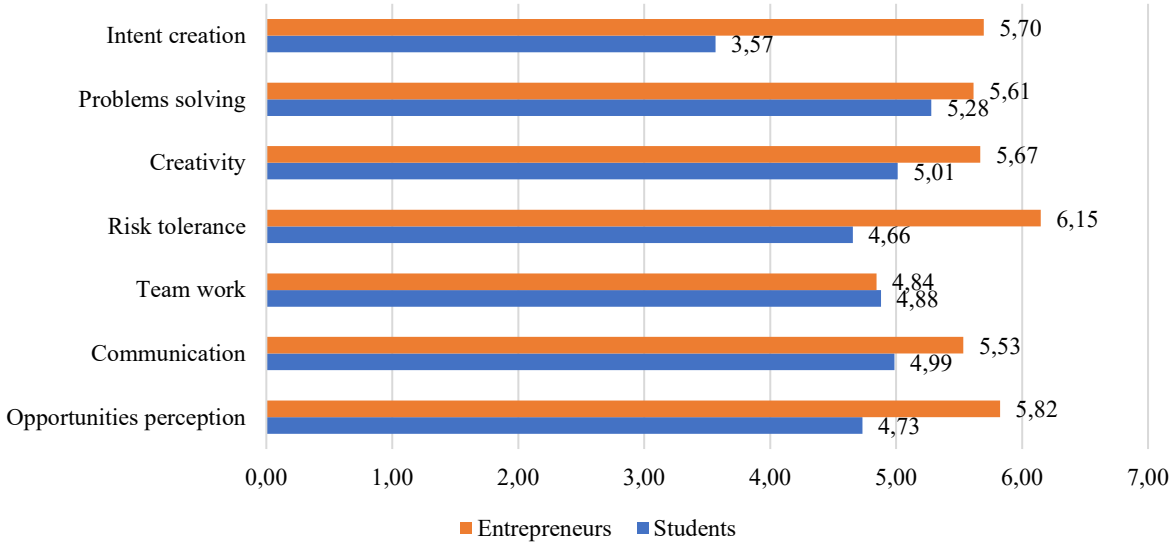
4.2 Evaluation of the Importance of Selected Competencies for Entrepreneurship in SMEs

The second partial goal was to evaluate the view of students and entrepreneurs, in terms of the benefits and importance of selected competencies for business. The result is summarized from two questionnaire surveys - from entrepreneurs' perspective and from the perspective of students. This survey illustrates very well the differences in practice and preparation of students for the actual establishment of companies.

Opinions on competencies were compared as the difference in the average of all evaluations of a given group of respondents. As shown in Figure 6, students (who will potentially have entrepreneurial careers) and entrepreneurs differ in their views on the importance of entrepreneurial competences. The results generally show that entrepreneurs attach greater importance to competencies at all points. As Figure 6 shows, students chose *"Problem Solving"* (5.28) as the most important competence for entrepreneurship, probably because they are aware of the rapid development of business conditions in the Czech Republic. The second highest evaluation of students was given to the competence "Creativity" (5.01), which reflects the fact that this type of competence significantly contributes to the competitive advantage and openness of companies to innovation. *"Communication"*, one of the soft skills that are very useful not only in business, was rated 4.99, which is the third most important competence from the students' point of view. Surprisingly, the competence *"Creating a business plan"* with a value of 3.57, received the lowest value. The lack of skills and confidence of students in this area can cause such a low evaluation of this competence, as they do not realize the importance and usefulness of this competence needed for a real business environment and everyday practice. On the contrary, entrepreneurs value the following competencies Important the most. With the highest value of *"Risk Tolerance"* (6.15), the ability to respond quickly and effectively to situations of various tensions that require an immediate solution can be essential for a company's survival in the market. Here it is clear that the competence *"Perception of opportunities"* (5.82) is key to the successful operation of the company in the market - finding, recognizing and evaluating market opportunities are usually necessary activities for the functioning of companies. Close to this ranking was followed by *"Creativity"* with 5.67 points. This competence is more desirable for business and other aspects of it, such as innovation, coming up with new ideas and creating a competitive advantage. *"Intent Creation"* (5.70) means

creating a business plan, vision and mission. Updating and maintaining the business plan flexibly in relation to the conditions of the business environment is essential for the functional viability of the company. The results showed a surprising finding in the evaluation of the competence *"Cooperation, teamwork and leadership",* which was from the point of view of entrepreneurs the least important for business of all with a value of 4.84.

Fig 6 Evaluation of competencies in terms of importance from the perspective of students and entrepreneurs (average)



Source: Own processing, Řehoř et al., 2019

Opinions on competencies from the point of view of entrepreneurs showed that they differed from students in the assigned importance and absolute size. Entrepreneurs generally give higher value to all competencies than students, probably due to practical experience. Another difference is the location of the competence in terms of importance. The most significant difference between students (3.57) and entrepreneurs (5.70) is the competence *"Intent Creation"*. This result indicates a discrepancy between practice and study. It follows that the emphasis should be on functional knowledge, which is in fact more desirable than the business world. The Mann-Whitney U test at a significance level of alpha 0.05 was used for testing for individual independent pairs of answers related to the importance of students' and entrepreneurs' views on competencies. The results of the working hypotheses are shown in Table 3 at the 5% level of significance. Statistically significant differences between entrepreneurs and students are most in terms of opinions about the importance of competencies. Hypothesis H1 cannot be confirmed, opinions differ among entrepreneurs and students. These

differences suggest that entrepreneurs value the importance of competencies with higher values than students. The only exception is teamwork (p-value = 0.5423), which does not show significant differences between students and entrepreneurs.

Table 3 Results of hypothesis testing

	H1: students vs. Entrepreneurs		H2: Enterprise Size (micro vs. SMEs)		H3: Students Gender (male vs. female)	
	Z	p-value	Z	p-value	Z	p-value
Opp. Perception	6.8073	0.0000	−1.0283	0.3038	−1.2415	0.2144
Communication	3.8050	0.0001	0.4898	0.6243	0.7838	0.4331
Team Work	0.6776	0.4980	−0.3570	0.7211	−1.4555	0.1455
Risk Tolerance	9.1490	0.0000	−1.4850	0.1375	−0.7195	0.4719
Creativity	4.4439	0.0000	0.8383	0.4019	−1.0058	0.3145
Prob. Solving	2.4040	0.0162	0.1405	0.8882	−1.3780	0.1682
Intent Creation	10.1817	0.0000	−1.7399	0.0819	−1.0181	0.3086

Source: Own processing, Řehoř et al., 2019

Notes: This table shows the results of validated hypotheses (H1-H3) based on the Mann-Whitney U-test. Z-scores and p-values are included in columns where significant values are less than the 5% level of significance.

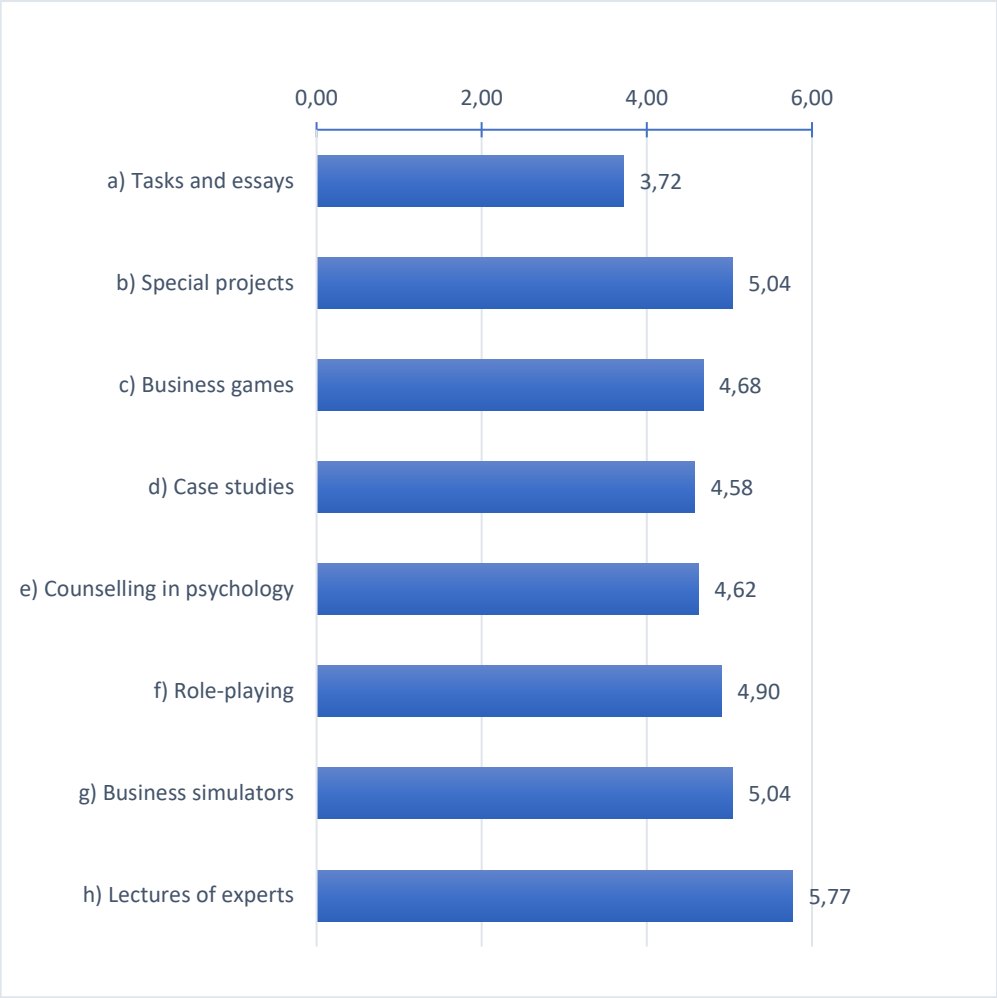
Furthermore, a more detailed analysis of opinions on the importance of competencies in terms of individual groups of companies according to their size and students according to gender was performed. In fact, the evaluation of competencies in terms of company size, hypothesis H2 was confirmed. The opinions of entrepreneurs regarding the evaluation of competencies do not depend on the size of the company (they are the same for both groups). Similar results were found for differences between students by gender. In this case, hypothesis H3 was confirmed. In general, the differences between students' views on competencies in terms of gender and in terms of entrepreneurs according to the size of the company are not confirmed. Groups of entrepreneurs and students are consistent.

4.3 Attractiveness and beneficiency of Teaching Methods in Terms of Developing Competencies for Entrepreneurship

The third partial goal of this work is to evaluate the usefulness and attractiveness of individual teaching methods that are used at the University of South Bohemia in České Budějovice in individual subjects of economic disciplines, from the position of students. These methods were evaluated in terms of their beneficiency in developing entrepreneurial competencies. It also examines the aspect of the social environment - whether students' view of teaching methods is influenced when their close relatives do business.

In accordance with the established hypothesis H4, it was examined how students perceive differently the attractiveness and usefulness of selected teaching methods in terms of the development of their competencies for business. Students answered by agreement on a scale from 1 - disagree to 7 - agree, see Figure 7.

Fig. 7 Evaluation of the attractiveness and beneficiency of selected teaching methods (average)



Source: Own processing, 2019

Economics students evaluate *"Lectures of experts", "Special projects", "Business simulators"* and *"Role-playing"* as the most suitable methods for business development.

Furthermore, the mutual correlation between the evaluation of teaching methods was determined using Spearman's correlation coefficient (Table 4). These correlations are significant at $p < 0.05$. Correlations were found between *"Business games"* and *"Counseling in psychology"* ($r = 0.775$), *"Counseling in psychology"* and *"Role-playing"* ($r = 0.7381$) and *"Role-playing"* and *"Business simulators"* ($r = 0.6015$).

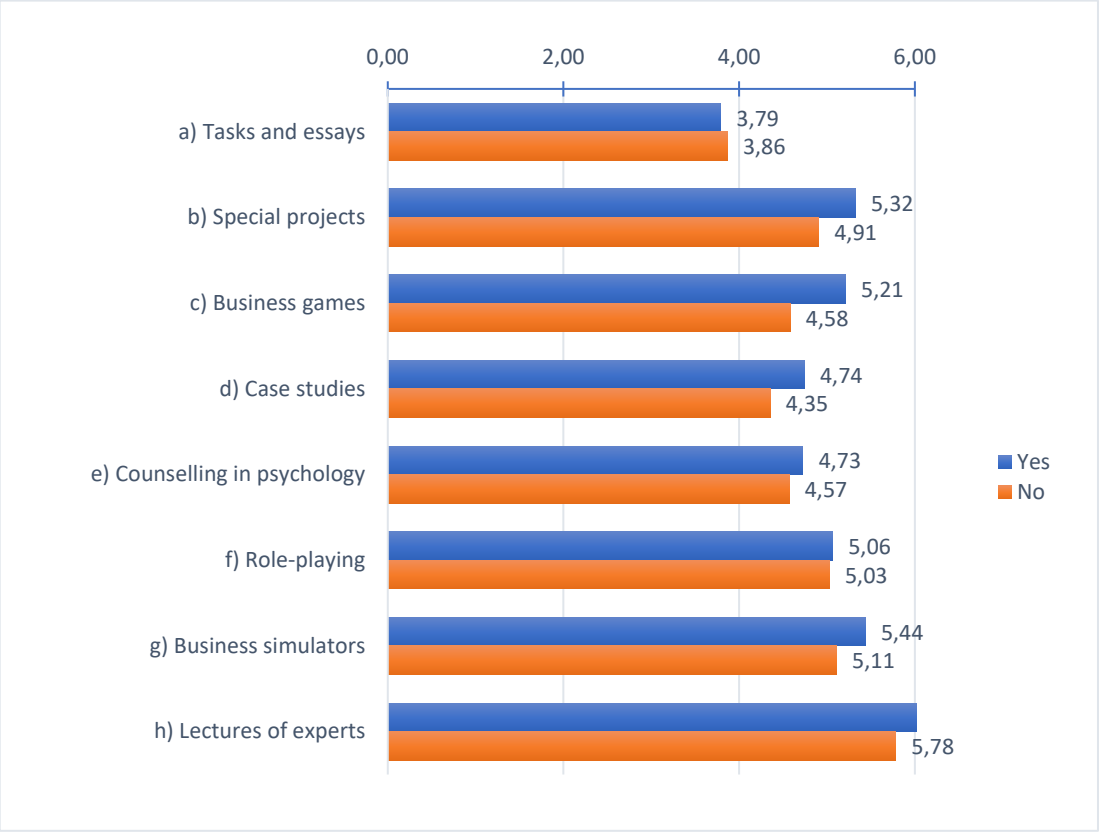
Table 4 Spearman correlations of different types of study methods

	a) Tasks and essays	b) Special projects	c) Business games	d) Case studies	e) Counselling in	f) Role-playing	g) Business simulators	h) Lectures of experts
a) Tasks and essays		0,2980	0,2504	0,1553	0,2956	0,1923	-0,1957	0,1129
b) Special projects	0,2980		-0,0485	0,3700	0,1514	0,2199	0,2878	0,0658
c) Business games	0,2504	-0,0485		0,3997	0,7751	0,5482	0,3792	0,3105
d) Case studies	0,1553	0,3700	0,3997		0,4957	0,2204	0,2149	-0,0146
e) Counselling in psychology	0,2956	0,1514	0,7751	0,4957		0,7381	0,3420	0,2381
f) Role-playing	0,1923	0,2199	0,5482	0,2204	0,7381		0,6015	0,0974
g) Business simulators	-0,1957	0,2878	0,3792	0,2149	0,3420	0,6015		-0,2154
h) Lectures of experts	0,1129	0,0658	0,3105	-0,0146	0,2381	0,0974	-0,2154	

Source: Own processing, 2019

Figure 8 below shows the evaluation of students 'teaching methods according to their families' experiences of entrepreneurship. The selection criterion was whether close relatives (ie father, mother, sibling or grandparents) did business. It can be assumed that those students who answered in the affirmative (their family has experience with business) have direct contact with the issue and will be able to better assess the impact and importance of individual teaching methods for business development.

Fig. 8 Evaluation of the attractiveness and beneficiency of selected teaching methods (average) students without a business background and students with a family background in connection with entrepreneurship.



Source: Own processing, 2019

The Mann-Whitney U test was used to evaluate the statistical significance of individual response differences in selected methods. At the selected level of significance p <0.05, no studied pair was significant. Therefore, the null hypothesis (H5) cannot be rejected. However, despite the test result, it can be seen from Figure 8 that the *"Special projects"* and *"Business games"* methods (significant difference when using the Mann-Whitney U test at a significance level of p <0.1). The above students from families with business experience also evaluate *"Business simulators"* and *"Lectures of experts"* better. On the other hand, this group of students evaluates the "*Task and Essays*" method as the worst and least useful teaching method.

4.4 Discussion

Kuřátko (2005); Neck and Greene (2011) point out that the importance of entrepreneurship education is growing rapidly around the world. Entrepreneurship education includes all activities aimed at fostering entrepreneurial mindsets, attitudes and skills and covering a wide range of aspects, such as idea generation, creation, growth and innovation (Fayolle, 2009).

According to Binks et al. (2006), business education refers to the pedagogical process involved in supporting the behavior and thinking of business activities. Other interpretations include a collection of formalized teachings that inform, train, and educate anyone interested in starting a business or developing a small business (Jones and English, 2004). The role of entrepreneurship education is therefore seen primarily as building an entrepreneurial culture among young people, which in turn would improve their career decisions for entrepreneurship (Deakins et al. 2005).

One of the most interesting results of the survey is a comparison of views on competencies from the perspective of students and real entrepreneurs. In particular, the lack of professional information and little practical experience forces students to assess some entrepreneurial competencies significantly less significantly than entrepreneurs. There is a danger of underestimating these competencies in the future (if they want to start a business). These differences of opinion reflect the different mentalities of the educational world and the professional world. Teaching lacks a closer focus on training and developing soft skills such as leadership, communication, vision, creativity and the ability to seize opportunities. However, entrepreneurs consider these competencies to be beneficial (Řehoř et al., 2019).

The current teaching at the University of South Bohemia in the field of business education quite successfully copies the requirements for the development of entrepreneurship. Teaching in which theoretical knowledge is presented in the form of seminars is one of the least popular techniques, but as stated in Jamieson (1984), the first category - theoretical knowledge in business is the building block for the second category - preparing individuals for entrepreneurship, where Entrepreneurial competencies such as the ability to put together a business plan practically train, as well as many other skills that are very much needed to start a business.

The importance of the existence and active involvement of experts and professionals from practice in the field of education was also confirmed by the round table discussion of the National Convention on the EU (EU National Convention, 2015). This record revealed a very strong need for greater cooperation between educational institutions and the business community. The fact that lessons from experts in the field are the most interesting and most preferred form of teaching in terms of student evaluation is also proven by the first place in the evaluation resulting from our research.

A very attractive teaching method is *"Lectures by experts"* and important leaders in the field. This style of teaching brings students diversity and also the opportunity to ask individual

questions on a given topic. It often happens that it is the impulse or idea created in this environment that shapes the student's intention in the future profession.

In addition to standard teaching methods, the Faculty of Economics also develops methods that fully meet the criteria of threshold concepts according to Meyer and Land (2005). These methods include the use of business simulation games to teach selected subjects such as *"Supermarket"* (supermarket simulator), *"Travel Operator"* (tour operator simulator) and "Greatail" (retail chain simulator). The aim of these games is to support the synthesis of knowledge of students from various disciplines, deepen their decision-making skills (accept situational analysis and design goals and plans for the development of a simulated society) and strengthen teamwork skills. Vojtko and Dušek (2017) state that when using the above simulation games based on the evaluation of individual students, they develop the competencies required by employers. The author further states that the degree of effect of such a teaching method is related to the role and degree of involvement of individual students. Students are also very positive about the way they are taught, whether they have been successful in the game or not.

Teaching in the framework of *"Special Projects"* is focused mainly on the establishment of a fictitious company of 1,2,3 students on campus. In this project, the student learns step by step to enter the company with real conditions. The most enterprising students continue with the company even after graduation, ie they become active entrepreneurs even after graduation. This is confirmed by the fact that specialization projects, which students rated as the second best method of entrepreneurship development, have a real positive effect on the development of entrepreneurial competencies.

In addition, the Faculty of Economics uses other forms of business support, such as Invest day (competition of students with their business plans), shadowing of managers (students have the opportunity to individually gain real experience in direct contact with the manager), teaching within the corporate platform (3 entities focused to support their own business plans and their subsequent implementation).

The limitation of the research was mainly the focus on one institution (Faculty of Economics, University of South Bohemia in České Budějovice). To further deepen the topic, it would be necessary to make a comparison with other universities, and also abroad.

5. Conclusion

The business environment places ever-increasing demands and demands on professionals across the organization at all levels of management. The competitiveness of today's entrepreneurs depends on their competencies and the way they are constantly developed. Students of economics are expected to complete not only a high-quality education at the end of their studies, but also the ability to deal with unexpected situations and creative thinking that will contribute to the company's growth.

In an effort to address the shaping of the future, universities have invested heavily in the development of business programs. It can be argued that educational research is a critical contribution to understanding global societal challenges in finding ways for students to adapt to new skills not included in teaching techniques (Commission on the future of undergraduate education, 2021).

This work dealt with the questions of which sets of competencies are important and key for the development of entrepreneurship from the point of view of entrepreneurs and from the point of view of students. Statistically significant differences were found between the opinions of students and entrepreneurs in the importance of individual competencies. The research shows the main difference in the fact that entrepreneurs generally give higher value and attach more importance to all competencies than students. Entrepreneurs identified the following key competencies: *"Risk tolerance; Opportunities perception and Intent creation"*. Students consider "*Problem solving; Creativity* and *Communication"*. There is a gap between these two groups over which a bridge needs to be built, and the academic environment will play an important role in this, which should create effective conditions for the active development of all important competencies for business.

Researching which teaching methods for the development of competencies are attractive and beneficial for students has yielded interesting results. Active teaching methods including *„Expert lectures; Business simulators; Role-playing* and *Special projects"* where students are able to combine their knowledge into practice were evaluated best. The results of a survey of selected university students showed that they prefer methods of entrepreneurship education that are connected to the "real world". *„Lectures by experts and entrepreneurs*" from practice were the most popular answers. Their second preferred educational method was involvement in *„Business simulators"*. This method is designed to prepare the student for a business or entrepreneurial career. The third highest priority was given to a *"Special project"* in which

managers of real companies assign current topics and students to develop and discover innovative solutions, which are then implemented in the company.

The mediated experience of students in business (from close relatives who do business) did not affect the order of preferred teaching methods in terms of their usefulness in the development of their business competencies.

Thanks to these findings, it is possible to identify and qualitatively shift the role of teachers in the future in choosing the desired teaching method, which reflects the expectations of students and thus also improves their ability to do business and entrepreneurial thinking.

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