

# **NETWORKED LEARNING OF ENTREPRENEURSHIP: TRIANGULATION OF DOCTORAL STUDIES, RESEARCH AND PRACTICE**

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## **INTRODUCTION**

Hytti (2002, 5), referring to the European context in particular, argues that entrepreneurship has three meanings: (i) (external) entrepreneurship which means setting up and managing small businesses and/or growth-oriented, entrepreneurial ventures, (ii) intrapreneurship which denotes to an entrepreneurial way of acting within an organization, and (iii) enterprising behavior that deals with the behaviors, skills and attributes of any individual in all spheres of life. She also categorizes the objectives of entrepreneurship education as follows: Learning to understand entrepreneurship, learning to adopt entrepreneurial attributes in life, and learning to become an entrepreneur.

Aiming at developing the multiple targets and enhancing entrepreneurship the Rectors' Conference of Finnish Universities of Applied Sciences (ARENE ry.) created an entrepreneurship strategy in 2006. According to the strategy each UAS should:

- have an entrepreneurial path integrated in their operations,
- use conventional learning concepts that promote entrepreneurship,
- incorporate R&D activities in entrepreneurship promotion,
- have a community that has a positive attitude towards entrepreneurship,  
and
- guide students to be successful entrepreneurs.

The UAS should promote entrepreneurship in teaching and enable and support those students who have some potential to become entrepreneurs. The UAS should encourage students to work with their plans of starting their own businesses by providing possibilities to try and test entrepreneurship in a pre-incubator or incubator programme. Entrepreneurship should be offered as one possible and attractive career option to students in all fields. (ARENE 2006.)

I propose that we must have all above mentioned objectives if we want to enhance entrepreneurship and entrepreneurial behaviour in the society and especially at the

Finnish Universities of Applied Sciences (UAS). It is not possible to encourage people to start their own businesses by only teaching them how to write a business plan and how to manage a firm; a more comprehensive plan is needed.

Entrepreneurship education is a challenge to the teacher education, but according Blenker et al. (2004, 82) teachers are often left on their own – each making their own experiments, including various topics in entrepreneurship teaching, and finding ways of teaching entrepreneurship.

According to Blenker et al. (2004) in entrepreneurship education the focus should not primarily be on external entrepreneurship (i.e. the process of creating and developing individual businesses), but rather on developing people to express enterprising behavior. This method can be applied for both those who may want to run their own businesses as well as for people whose enterprising behavior may take some other form. Gibb (2002, 244) argues that the complexities and uncertainties necessitating an entrepreneurial response affect people in different aspects of life, not just when they are involved in creating a business.

According to Kyrö and Carrier (2005, 15 and 24-25) in entrepreneurship education, what matters, is not just teachers and students, but instead the entire mindset: curriculum development, organisational culture and university structures. Students' ideas and actions are the focus area, as they are the active players in the learning process. Supporting their actions and goals also influences the entrepreneurial teaching methods. Learning entrepreneurship and entrepreneurial behaviour is more than transmitting knowledge systematically from teachers to students. It means developing new ideas and actions in new pedagogical environments. The results of Backström-Widjeskog (2008) show that teachers' abilities to reassess and change their manner are influenced by their knowledge, skills and awareness that they have of the interpretive possibilities that enterprise education manifests. According to Jussila, Hytönen and Salminen (2005) the teachers' entrepreneurial skills and competences should be developed by purposeful training programs. Entrepreneurship education for teachers can be training concerning business skills, pedagogic education that aims for intrapreneurship, and education for changing attitudes and creating entrepreneurial spirit. When the teachers' attitudes are entrepreneurial the way of behaviour and the whole organizational culture can be changed.

We at HAAGA-HELIA University of Applied Sciences and at University of Jyväskylä try to answer the challenges of entrepreneurship education by our doctoral study project. In this project, the aim is to offer the teachers a broader conceptualization of entrepreneurship and help them develop a set of pedagogical tools to create their own ways of teaching and training the students and to create an entrepreneurial culture to the school organization.

In 2004 HAAGA Polytechnic (currently the HAAGA-HELIA University of Applied Sciences), the Helsinki Business College and the Business College Helsinki-Malmi started a joint project with University of Jyväskylä. Altogether forty one teachers or other personnel of these three schools started their doctoral studies in this project that provided them an alternative to the traditional form of individual doctoral studies as the courses and seminars are brought to their working place.

This way of studying gives the doctoral students the possibility to combine their work with doctoral studies also by conducting research related to their work. In 2008 a new group at HAAGA-HELIA started their doctoral studies so altogether we have now sixty doctoral students in this project.

University of Jyväskylä organizes the courses, the seminars and the supervision in Helsinki. The optional supervision is provided by “a research training group” that consist of the professor and two doctors and some other researchers. The teachers that take part to the project can examine and deepen their knowledge of entrepreneurship in their doctoral dissertations and the aim is that the knowledge can be implemented to the teaching and training work “at once”. Furthermore, the research problems emerge out of practice, as a result of the needs of the school, cooperating firms, the teachers and the students. The doctoral students want to promote entrepreneurship in their schools, but the target is also to strengthen the status of the organization: HAAGA-HELIA want to be an attractive and high-quality institution that aims to stand out as an entrepreneurial organization.

### **ENTREPRENEURIAL ORIENTATION (EO)**

The entrepreneurship education process has its foundation in the pre-understanding or experiences of both the teacher and the student. As the time goes on and literature, theories and studies are adopted and implemented in practice, the individuals move towards a deeper understanding of entrepreneurship. The process also results in promoting the internal entrepreneurship which means that people become more active, innovative and willing to take the initiative in their work and their lives despite the fact that they may not actually start their own businesses. Successful entrepreneurship training also produces people who really want to start businesses. It is to be hoped that within the next decade, more people would choose an entrepreneurial career. Finland needs people who understand entrepreneurship and the dynamics of small and medium-sized firms so that they are skilled and wise in the decision-making which influences the life of entrepreneurs. (Römer-Paakkanen 2001.)

Entrepreneurship is often considered to be at the individual level only, and some theorists apply it primarily to the domain of small business, but during the last years there has also been an emphasis on corporate entrepreneurship as well. Lumpkin and Dess (1996, 138) propose that Entrepreneurial Orientation (EO) demonstrates how firms could organize themselves to respond to a range of market changes. When one talks about changes in a school and education context, it would be better to use the term Intrapreneurial Orientation (IO) meaning that a school pro-acts to turbulent changes by constructing a strategy to tackle the challenges and implementing it by using an IO construct (Loukola 2006). In this project, the IO is observed in the context of Finnish education system and within the entrepreneurship education.

Entrepreneurial Orientation (EO) has been defined slightly differently by various authors, but most definitions share the common elements of innovativeness, risk-taking, and pro-activeness (Mustakallio and Autio 2002, 223). The dimensions of EO used here emerged from Strategy Making Process (SMP) literature (Lumpkin 1996, 26). An entrepreneurial firm is one that exhibits high levels of innovative-

ness, a propensity for risk taking and behave proactively and aggressively relative to its competition (Lumpkin 1996, 28). The key dimensions that characterize an EO include: 1) A propensity to act autonomously, 2) a willingness to innovate and 3) take risks, and 4) a tendency to be aggressive toward competitors and 5) to be proactive relative to marketplace opportunities. (Covin and Slevin 1991; Lumpkin and Dess 1996, 137).

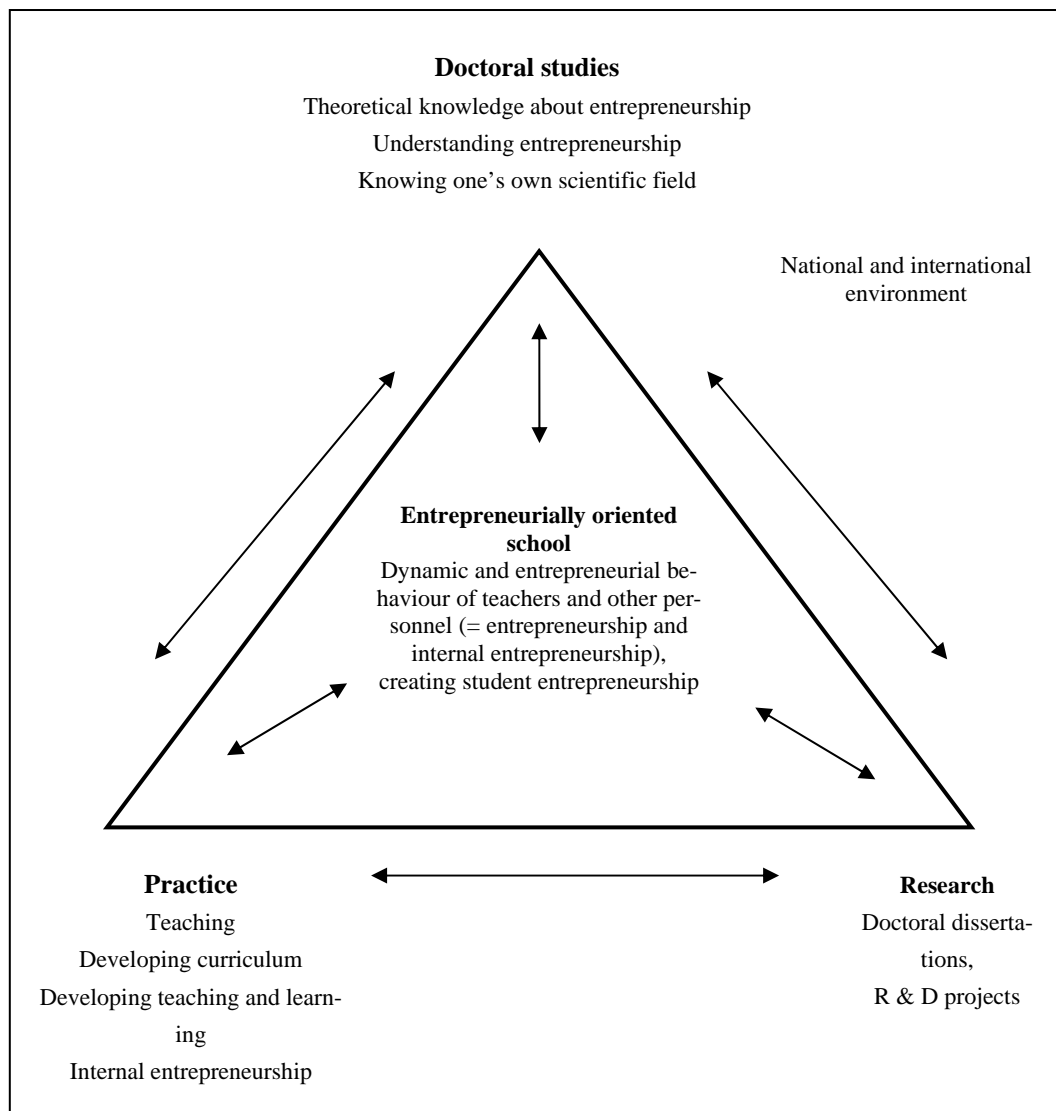
There are also other ways of explaining entrepreneurial behaviour. Typically differences in entrepreneurship are depicted as the result of individual, organizational or environmental factors. Although EO's dimensions are central to understanding the entrepreneurial process, they may vary independently of each other in a given context (ie. environmental factors and organizational structure) (Lumpkin 1996, 31).

Lumpkin and Dess (1996, 138) proposed an EO to demonstrate how firms might organize themselves to respond to all kind of market and environmental changes. In educational and school context there are many challenges that must be responded and one possibility is to create a strategy which is based on entrepreneurial orientation basis.

Entrepreneurship is often thought to be within the purview of individuals only, and some theorists apply it primarily to the domain of small business, but during the last years there has also been an emphasis on corporate or organizational entrepreneurship. According to Lumpkin and Dess (1996) it is important to consider the level of analysis that is used in discussing the EO construct. In this project EO is been observed in the context of Finnish UAS and within entrepreneurship education.

## **THE PRINCIPLES OF TRIANGULATION**

In this article I introduce one way of promoting entrepreneurship by training teachers to change the organizational culture in their school. It is based on an ongoing observation process of a teachers' doctoral study project. The first aim of the project is to *promote entrepreneurial orientation and to "introduce" entrepreneurship into all teaching and training at HAAGA-HELIA*. The second goal is to *enhance understanding of entrepreneurship and the dynamics of small and medium-sized firms in general*. The third objective is to *ensure that all the participating teachers are qualified and inspired to encourage their students to develop their business ideas and start their own businesses*.



**Figure 1. Triangulation of doctoral studies, practice and research.**

This doctoral project connects theoretical studies and academic research with the participating teachers' practical work. We can talk about the triangulation of *doctoral studies* (= understanding of entrepreneurship theories), *research* (= entrepreneurship research and doctoral dissertations) and *practise* (= implementing theories in teaching and training of entrepreneurship). Figure 1 presents the triangulation. The objective is a wide understanding of entrepreneurship and the internal entrepreneurship that creates entrepreneurially orientated environment for the students.

### **Doctoral studies**

In recent years, higher education policy has focused on the implementation of reforms required by the Bologna process in particular. The Finnish higher education system consists of two complementary sectors: polytechnics (i.e. universities of applied sciences) and universities. The mission of universities of applied sciences is to train experts to serve the world of work and carry out R&D in support of education and regional development in particular. The mission of universities is

to conduct scientific research and provide instruction and postgraduate education based on it. University postgraduate education aims at a doctoral degree. In addition to the required studies, doctoral students prepare a dissertation, which they defend in public. Doctoral degrees are only awarded by universities. (Ministry of Education 2006.)

The doctoral studies provide an opportunity to deepen the scientific knowledge and skills acquired with a university degree in research and in practical implementation. The objective in the doctoral studies is to: (1) get the participants acquainted with their scientific field, (2) help them focus their research within the chosen field, (3) develop their critical and independent thinking, and (4) obtain the ability to create new knowledge. Along with these general academic skills, this project aims to produce change agents to our school organizations, who help the organization and its members to develop entrepreneurial spirits and attitudes.

The basic practical targets of the doctoral study project at HAAGA-HELIA are:

1) The persons taking part in the doctoral study program complete a Ph.D. in entrepreneurship or marketing at the University of Jyväskylä.

2) As the doctoral students have completed their masters degree in different universities and in different fields they have quite heterogenous backgrounds. They form a cross-disciplinary researcher forum (i.e. a learning network) where they can collaborate and change their experiences, develop their skills and share their knowledge. They follow the entrepreneurial learning methods.

3) The students become change agents in their immediate working environment, and they share their knowledge with those who are not taking part in the study program. The long-term target of this program is that the personnel of HAAGA-HELIA would have a positive attitude towards entrepreneurship and entrepreneurship education, and that they would also be aware of the importance of entrepreneurship in our society.

4) The topics of doctoral dissertations are connected to the various R & D projects, the daily teaching or entrepreneurship education projects at HAAGA-HELIA.

5) By clearly structuring and intensifying the doctoral studies we also aim to limit the time to doctorate. Using the experiences of this doctoral study project, we are going to develop a concept for doctoral studies in entrepreneurship that can be implemented in the other UAS in Finland or in the other European countries.

By training and educating the personnel and teachers we aim to change the culture of the organization and to get a dynamic group of supervisors and mentors for the students. This project has many levels and various targets as we want to: Create an entrepreneurial oriented school organization, get entrepreneurial teachers and personnel, and provide the UAS students the possibility to develop their entrepreneurial attitudes, knowledge and skills during their studies. The process allows us to integrate scientific research into entrepreneurship education and career counseling at HAAGA-HELIA. The entrepreneurship education and career counseling develops the UAS students' abilities to plan and design their lives. As a long run result of this project, the students at UAS can have the courage and the

abilities to affect to their own lives and the surrounding society and they find their place in the society – as employees or entrepreneurs.

As was said this doctoral program for teachers is a concept that not only takes into account the personal skills, requirements and objectives of the doctoral students, but it also the targets of the entire organization. The studies are tailored by keeping in minds the needs of HAAGA-HELIA and its students. The University of Jyväskylä has arranged doctoral courses in entrepreneurship, family business and entrepreneurship education also at Central Ostrobothnia University of Applied Sciences. In the following list there are some examples of the courses from the doctoral study program of HAAGA-HELIA:

- Growing up to Entrepreneurship
- Internal Entrepreneurship and Innovativeness,
- Research Paradigms in Entrepreneurship,
- Entrepreneurship and Future Research,
- Family Business and It's Governance,
- Entrepreneurial marketing,
- Networking and Inter-Firm Co-operation.

In addition to the courses in the list, there are some methodological, pedagogic and philosophic courses and both group and personal supervision is arranged. Doctoral students meet once a month in the seminars, in which they present their research, discuss their topics and become familiar with the scientific way of writing and discussing. The doctoral students form also informal networks within the research forum. They are also encouraged to take part to international conferences and to network and collaborate with researchers around the world.

### **Research: Doctoral dissertations**

The research topics in the doctoral project are very heterogeneous ranging from small business entrepreneur competencies and attitudes to consumer - entrepreneur relationships and explorations in the Chinese business culture. The majority of the topics are related to either entrepreneurship education or SME and family business. The topics can roughly be divided as follows:

- Entrepreneurs and networking
- Family entrepreneurship: Statistics of family entrepreneurship, succession, next generation
- Social responsibility of entrepreneurs
- Entrepreneurship education and training in the context of different school levels
- Entrepreneurship as a career option and life style
- Entrepreneurship, entrepreneurs and family business in different cultural environments
- Women entrepreneurship
- Marketing in SME sector and family business

Three doctoral dissertations and one licenciate thesis have been completed in this project and there will be two more dissertations by the end of this year. The topics

of those researchers are: 1) Hely Westerholm (2007) studied the occupational competences and attitudes of small business entrepreneurs, 2) Hannu Nyysölä (2008) examined how corporate governance and intrapreneurship affect the objective-orientation and effectiveness of Finnish UAS, 3) Pirjo Takanen-Körperich (2008) focused on the career development process of some linguistics students: How some of them become entrepreneurs, some become freelancers and some become salaried employees, and 4) Kalevi Tourunen's (2007) interest is in the prevalence and economic significance of family business in Finland.

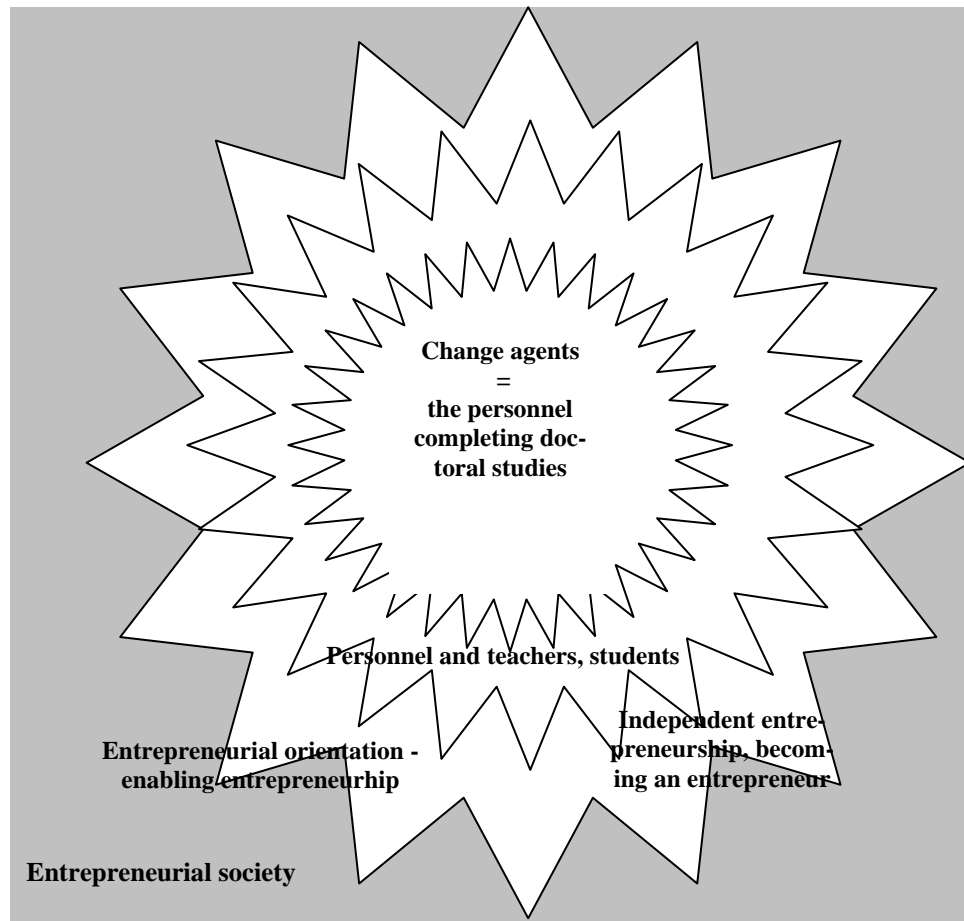
### **Practice: Developing teaching and learning**

An essential prerequisite for entrepreneurship education is that the teachers are skilled and enthusiastic in the field. According to Laakkonen (2003, 281), dynamic UAS continuously develop, learn, adapt and create new environments. Changing the culture in school environments means that the teachers and other personnel must adapt new schemas and create new meanings and contents in their own work. Along with conscious and rational elements in schools, their organizational culture also consists of subconscious and mental elements (Laakkonen 2003, 281-282).

Management input, clear organizational vision, and pro-learning and research environments are key elements in this entrepreneurship education process. Our doctoral project also increases teacher co-operation and discussion over entrepreneurship, as everyone in the school context encounters it in their immediate teams or when participating in various events and explorations that are part of this project. It is fair to talk about extending entrepreneurship. Figure 2 visualizes how those who participate in the project create an entrepreneurial culture which extends to the other parts of the school, making it easier to include entrepreneurship into all teaching activities.

To become an entrepreneur is a long process, and the goal in entrepreneurship education and training is not to try to make the students just rush into becoming entrepreneurs, but rather to provide students with tools that enable realistic student self-evaluations even after several years (Römer-Paakkanen 2006b, 196). According to Thompson (2006, 115), entrepreneurs do not predominantly learn in classroom contexts but there is a clear emphasis on experimental learning. Acquired knowledge, mastered skills and making sense of other people's experience are closely interrelated. In Thompson's words: "We can all benefit from the help and support of others – if they are the "right others"!"





**Figure 2. Extending entrepreneurship in school context.**

## **METHODOLOGY**

This article focuses on the doctoral study project and the actions within the project. The results of the project are going to be followed and evaluated which means that there are several research projects planned also for that purpose. As we researchers are taking part to the project and developing it in the same time, this can be seen as an action research (AR). In AR the researchers put themselves in the very environment in which the research is carried out (Syrjälä et al. 1996, 33). According to O'Brien (2001), this type of AR has various names (participatory research, collaborative inquiry, emancipatory research, action learning, or contextual action research), which all are variations on the same theme. Put simply, the AR is "learning by doing" in which a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, they try again. While this is the essence of the approach, there are other key attributes in the AR that differentiate it from common problem-solving activities that humans engage themselves in every day. AR aims to contribute both to the practical and to further the goals of social science simultaneously. Thus, there is a dual commitment in AR to study a system and concurrently to collaborate with members of the system in changing it. Accomplishing this twin goal requires the active collaboration of researcher and the target group, and thus it stresses the importance of co-learning as a primary aspect of the research process. Action re-

searchers typically see themselves as research experts, facilitators, and sounding boards for the members in the organisation. This requires their active involvement and interaction with the target group (Palmu 1998). Susman (1983) distinguishes five phases to be conducted within an action research. Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

**Table 1. Processes of action research in the doctoral study project of HAAGA-HELIA.**

Diagnosing:	There is a lack of entrepreneurs in Finland. Entrepreneurship education and training in all school levels and especially in the higher education (UAS) is needed. Successful entrepreneurship education and training occurs in entrepreneurial oriented organizations. More skilled and entrepreneurially oriented teachers are needed.
Action planning:	Doctoral studies for UAS teachers and other personnel is one way of developing entrepreneurial oriented organization.
Taking action:	Conducting the doctoral studies and the research projects (doctoral dissertations).
Researching and evaluating:	Examining the whole process. Examining the consequences of the action – questionnaires to the doctoral students, to the other personnel, to the students etc. Calculating the number of doctoral dissertations completed.
Specifying learning:	Identifying general learning of the doctoral students → developing a model of doctoral studies in entrepreneurship for UAS teachers in Finland and in European context.

The project will conduct an inquiry of the state of entrepreneurial orientation in our school after starting the project. It aims to make entrepreneurship more visible in our organization. After completing the project 2010, we can evaluate the entire project and its influence on the general entrepreneurial orientation. During the project we are also going to study how the students' attitudes and willingness to start their own businesses have developed.

**PRELIMINARY RESULTS AND THE STATE OF ENTREPRENEURSHIP EDUCATION IN HAAGA-HELIA**

At this stage of our ongoing-project, we already know that the doctoral studies have started the process towards more integrative, wider and more holistic entrepreneurship education programs and curricula. According to Ristimäki (2002, 46), developing entrepreneurship education has four levels: (1) business subjects are changed to entrepreneurship, (2) there is some theoretic knowledge about entrepreneurship, (3) teaching methods support the change of behavior and action, and (4) the school socializes people to entrepreneurship. We started from level 1 and

are now moving towards level 2 as the teachers are transferring their understanding and theoretic knowledge to their teaching. Our experiences in this project show that entrepreneurship education process in a school environment is not as linear as the four levels above suggest. Rather, it is more like a spiral process in which the levels are more inter-dependent and co-existing.

Our results of the process so far could be summarized as follows:

- Five completed doctoral thesis (Westerholm 2007, Nyysölä 2008, Takanen-Körperich 2008, Rankinen 2008, and Tourunen 2009).
- The fact that we have started this doctoral program is an illustration of entrepreneurial attitude and *innovative ways of working*.
- Our process has been *independent, proactive and innovative*, and we have used personnel education in order to aim for a process of change in which an organisation becomes more entrepreneurially oriented.
- This process has resulted in changes in the curriculum so that studies in business administration are now carried *co-ordinated together with other subjects* (for instance math, communication, etc.). They form *larger topic areas that cover the starting and developing phases of small and medium-sized businesses, and personal growth towards entrepreneurship (modules in the professional studies)*.
- We are well under way in applying the teachers' theoretical knowledge and deepening the understanding of entrepreneurship in degree planning and in actual teaching. The teachers now perceive the surrounding world through "spectacles of entrepreneurship" observing it from the point of view of entrepreneurs and small and medium-sized businesses.
- The teachers have adopted more dynamic and pro-active ways of working.
- The final aim is to create a learning environment that helps the learners to socialize into entrepreneurship.

The participating schools already show how entrepreneurship has emerged as not only one of the main themes in teaching, but also as an approach to the studies. Entrepreneurship has become a career option for the students.

HAAGA-HELIA's mission is to educate experts with strong sales, customer service and entrepreneurial skills, extensively engaging R&D in our chosen focus areas for the benefit of business and society. HAAGA-HELIA offers many opportunities for students who would like to learn more about establishing a business. Students can, for example, choose from a number of courses, or gain actual practice in running their own business. Entrepreneurship is an integral part of studies at HAAGA-HELIA, also in projects and assignments. HAAGA-HELIA aims to foster an entrepreneurial learning environment, and entrepreneurial studies aim to: 1) Promote student entrepreneurship and provide the tools required for starting and running one's own business, 2) build student skills in entrepreneurship, business administration, as well as in understanding the operations of SMEs and 3) provide students with the skills required for starting one's own business. Courses and personal counselling support students in the start-up process, in managing an existing business, or in taking over a family business. (HAAGA-HELIA 2008.)

To illustrate above mentioned targets, HAAGA-HELIA business program is renewing its curricula. According to the new curricula it is mandatory to all students to design and detail a business plan for a new enterprise. In professional studies they also approach entrepreneurship in the form of process development in small and medium-sized businesses and in global processes in small and medium-sized businesses. The students can also strengthen their orientation in entrepreneurship and choose "a path to entrepreneurship" already when they begin their studies.

The schools that participate to this doctoral study program offer pre-business incubation and business incubation services and development, and they also help to plan paths for existing businesses to carry out generational changes – a service that helps to combine studies with working in own or family business. The Helsinki Business College has for a few years now exercised mock enterprise activities, and there exists plans to further develop his activity in the teacher doctoral training project.

## **DISCUSSION**

Future entrepreneurs grow in today's Finland. If Finland wants a new more active and enterprising generation also the education system should be more entrepreneurial oriented. Teachers have a crucial role when preparing students to understand entrepreneurship, to act entrepreneurial and to become entrepreneurs – but of course they should first themselves understand entrepreneurship and its consequences in the society.

After four years of doctoral studies in entrepreneurship, the participating teachers are already wearing the "entrepreneurial spectacles"; they observe their environment and the society from the view point of entrepreneurs and small firms. When the results of this research project along and the idea of entrepreneurship are being implemented to all courses, entrepreneurship will become more visible for the students and their willingness to become entrepreneurs is likely to increase.

According to Nevanperä (2003) a long and effective entrepreneurship education is likely to have a positive effect on students' entrepreneurial attitudes. It could also be considered as a lifestyle that can be transferred to the next generation: those with family background in entrepreneurship are more likely to have a more positive approach to it than those in whose families there is no (or limited) contact with entrepreneurship. Overall, students see that there still remains room for improvement in entrepreneurship education: they see a clear need for teaching creativity, entrepreneurship, interpersonal skills and group dynamics.

A long-term social objective is to encourage more people to adopt entrepreneurship, which would fill in for those who retire or to set up businesses in new business areas in our country. Our doctoral project increases teachers' knowledge of entrepreneurship, its risks and opportunities. When teachers possess a comprehensive understanding of the topic, they are able to encourage the students to adopt the field, and this in turn takes Finland closer to entrepreneurial society.

Up-to-date and factually correct information along with positive attitudes towards entrepreneurship are prerequisites in helping young people to become entrepre-

neurs. It is vital that students are familiar with the entire process, knowing how to set up an enterprise, design a business plan and making it grow and succeed, but above all they must know what it means on a personal level and what kinds of opportunity this career choice can offer to them and their families. Risks should also be charted and understood, but as the objective is to encourage people to adopt the field, entrepreneurship should be offered as a positive opportunity and challenge.

As a conclusion of four years of teachers' doctoral project, it is fair to say that entrepreneurship has become more visible in the participating schools. Encouraging entrepreneurship through education is possible when we create genuine opportunities and resources for teachers to learn about the field, to deepen their knowledge and understanding of it and also to allow them to adopt creative and entrepreneurial working methods.

### **Further research**

In the near future there is going to be several studies completed on entrepreneurship and entrepreneurship education and training at HAAGA-HELIA and on this doctoral study project.

Toivola (2008) has already reported the inquiry that was done for all HAAGA-HELIA students. This inquiry shows that about 700 of our students are interested in entrepreneurship and 51 students already are entrepreneurs.

There is also a qualitative study made about HAAGA-HELIA pre-incubator students (Römer-Paakkanen and Pekkala 2007). This study strengthens the opinion that entrepreneurship education and training programmes should be concrete and practical and that entrepreneurship education must be tailored individually to each student and to each situation – this fact is even more important among those students who already possess a set of characteristics known as entrepreneurial spirit. We are going to study more deeply the student's growth to entrepreneurship and the teachers' role in that process.

This spring there was both an inquiry and a qualitative focus-group interview made for the HAAGA-HELIA teachers. In that study the research objective focuses on what teachers think and value about enterprise education and how they feel they are able to support students in their development towards an entrepreneurial spirit. The results of this study can be reported by the end of this year.

The doctoral study project itself is on the focus at a research that starts this autumn. In this study we will interview the participating doctoral students, examine how the teachers are implementing their knowledge to their teaching work, and how entrepreneurship is integrated to the courses.

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