

Developing Entrepreneurship Through Training Entrepreneurial Behavior

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Received: 19 March 2012, Revised: 18 April 2012, Accepted: 25 April 2012

ABSTRACT

Entrepreneurship is a necessity to access the market, maintain competitiveness and make progress in it, exploit new opportunities, and develop products and services. The notion of entrepreneurship and entrepreneurial actions as a phenomenon, nowadays, stem from the culture of an organization. Therefore the culture of entrepreneurship in an organization and the participation of staff as entrepreneurs in the organization affairs owe their revelation to the quality of training the staff receive as well as their ability and potentiality in running a competition. Since training in governmental organizations of Iran is not extensive enough to cover all areas, this study, first of all, aims at explaining intra-organizational entrepreneurship training, and then using Ajzen's theory of planned behavior, key factors in entrepreneurship training are extracted and compared in three hospitals affiliated with the Medical Science University – Kerman Branch.

Key words: Training, Key Factors In Entrepreneurship Training, Ajzen's Planned Behavior.

Introduction

Nowadays, those organizations survive which offer the most efficient and effective ways to fulfill the expectations of social values by utilizing the least resources (Rainer *et al.*, 2010). Such an aim can be achieved only if an entrepreneurial environment is established. Entrepreneurial trend includes gaining new resources, combining the current resources, developing and commercializing new products and services, entering new markets, and offering new services to the customers through opening up opportunities. Organizational entrepreneurship refers to

those processes, methods, and decisions which result in making a creative investment (Tajeddin, 2010). Since developing manpower is the basis of organizational development, one of the main factors in the success of big organizations, according to Watherman Peters, is to value the manpower in all aspects, from the innovation in products to the constant training of the staff. In the science-based economy of our time which is subject to unexpected and constant changes, entrepreneurs face various challenges (Lin, 2006). One of the key factors in developing entrepreneurship is

to pay attention to the educational system by the help of which we can create a lively environment in which the staff are encouraged to work more and are exposed to exciting duties, thus opening an opportunity for them to develop and express their ideas well. To begin with, we should clarify the organizational training, the entrepreneurship process in an organization, and the aim of entrepreneurial training. Then we will have a comparative analysis of the

condition of organizational entrepreneurship training in hospitals affiliated with the Medical Science University of Kerman.

Training

Organizational training is a process of mobility and change – which can take place either suddenly or gradual – including three elements: individual, group, and organization (Sabaghian, 2010). The general process of training in an organization is as follows (Figure 1):

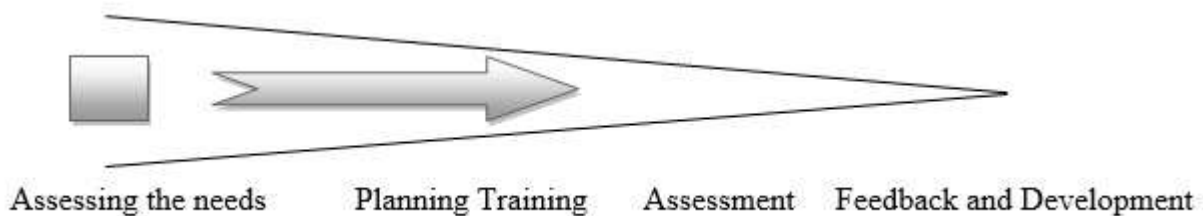


Figure 1. Training Process

Preparation \Rightarrow Improvement \Rightarrow of Training (novel-thinking)
 Reformation (new behavior)

On the whole, the goals of entrepreneurial training can be divided into two groups: first-level goals (general goals of training) and second-level goals (behavioral goals of training).

First-level goals (general goals of training) include three dimensions: individual goals, organizational goals, and societal development goals. Individual goals: staff training results in individual

improvement. Organizational goals: staff training results in growth and development of the organization which is only possible through cooperation of every individual. Societal development goals: staff training, in the end, results in the growth and development of society; such growth takes place by the individuals and organizations in a society. Those societies which feature developed organizations as well as mature individuals have the potentiality to reach the heights of development (Figure 2).

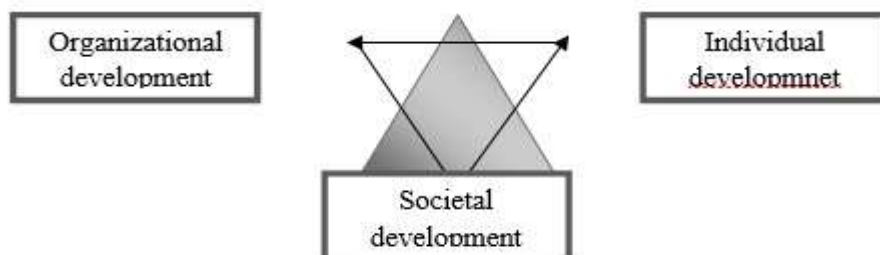


Figure 2. General Three-dimensional Goals of Entrepreneurship Development

Second-level goals (behavioral goals and educational goals):

Identifying and preparing entrepreneurs in the organizations so as to start the training process
 Focusing on such issues as market research, analyzing competitors, supplying the finance, and fiscal issues
 Improvement and development of independent actions, taking risk, and shouldering responsibilities...
 Increasing the ability of the staff to create, try, and use the ideas and data
 Increasing the ability of the learners to plan and manage the learning process by them
 Increasing the culture of efficiency in individuals through the logical connection between the input and output (Peterman, 2003)
 Stimulating motivation in individuals who feature entrepreneurial qualities and training such qualities as educating creative thinking, raising the element of risk, inspiring self-confidence, all of which can be acquired, to the whole staff
 Strengthen the attitudes to accept the change (Ebrahimpour, 2012)

Key Factors in Entrepreneurship Training to the Staff

To transform the staff of manufacturing organizations to effective entrepreneurs, we should understand their creative abilities and prepare the ground for such abilities to be expressed and practiced. Such an aim is not going to be fulfilled unless both mental and non-mental factors to express the entrepreneurial actions and trends are stimulated in individuals (Begam, 2012). Mental factors include some qualities that we acquire. On the other hand, innovation, seeking success, making decisions quickly, the ability to make predictions, self-control, taking risks in uncertain situations, tolerating doubt, having a positive stamina and tendency toward one's job, learning from one's mistakes, self-progress, having a tendency to make money, high self-esteem, and perseverance are non-mental qualities. Individuals act based on the limitations and

capacities each situation imposes on them (Ahmadipour, 2009). What follow are some practical samples elaborating more on the mentioned factors?
 Brainstorming (proposing as many new ideas as possible regardless of their quality, and combining the expressed ideas together to form a new idea)
 Fishbone diagram (which uses the spine as problems and shows the solutions through the stalks)
 Horizontal thinking (moving away from the predictable thought and reaching an absolutely new method)
 Soft thinking (freedom and liberation of mind from thinking on the problem)
 Lotus blossom approach (expressing the subject in the middle of diagram and drawing ideas in eight circles around the center, and then analyzing them)
 Structural analysis approach (compiling a list of structural factors and writing alternatives in front of them)
 Planning a mind scheme (ordering ideas and nonlinear thoughts)
 Network training approach (multi-leadership, a combination of individualism and productivity)
 Quality circle approach (meetings held by managers in order to discuss)
 Job shifting approach (shifting in different jobs)
 Planned experience approach (doing uncommon duties at work)
 Group-centered approach (establishing dependent groups) (Ebrahimpour, 2012) has a lot to do with strengthening creative thinking. Formal and informal training makes it possible for individuals to experience professionalism, following one's role model, being involved in practical activities and managing virtual and real conditions.

Planned Behavior Theory

Entrepreneurial behavior can be analyzed from three points of view:
 Processional viewpoint: which focuses on the way we should start the entrepreneurial action, the environmental factors, the condition of organization, and the how to apply these factors.
 Content-based viewpoint: which focuses on the scale of entrepreneurship

applied to an industry as well as the characteristics of that industry and the accessible resources? The third viewpoint emphasizes on the key factors in the entrepreneurship behavior in different levels. Gartner believes that beginning an organizational entrepreneurship needs four requirements as individuals, organization, environment, and opportunity. Similarly, Spinelli stresses such factors as internal resources, external opportunities, communication ways, leadership, and creativity in expression of entrepreneurial behaviors (Lin, 2006). A lot of theories and hypotheses such as those proposed by Kurt Lewin derived from Edgar Schein, and the cognitive-social theory on change of behavior and institutionalizing new behavioral patterns; Shappiro's (1991) entrepreneurial event, Krueger's (1994) entrepreneurship potentiality model, and Ajzen's (1991) planned behavior, as one of the most known entrepreneurship theories, have a lot to do with creating change in staff behavior and empowering organizations. The current study has used Ajzen's theory which identifies the key variables in entrepreneurial behavior (Souitaris, 2007). Ajzen and his coworkers confirm that expressing a behavior depends on two factors: motivation (behavior intention) and ability (behavior control). The theory argues that tendency

precede intention which is itself an introduction to the way we behave. Ajzen has put his theory as follows: in most cases, tendencies include a behavioral component (as well as emotional cognitive components) that demonstrate the one's intentions. The researches have shown that one's intentions play a significant role in the process of entrepreneurship (Begam, 2012). According to this theory, three motivational factors that influence behavior are as follows: Tendency toward behavior: refers to one's positive or negative evaluation of entrepreneurship. Tendencies are intentional-cognitive responses to things or people, oneself or social issues. Mental norms: measure social forces about do's/ don'ts in entrepreneurial behavior which are influenced by social factors as cultural tendencies, individual's tendencies, social groups and networks (friends and colleagues) (Linan, 2009). Understanding behavioral control: refers to individuals' understanding about the easiness or hardness of duties which are influenced by past experiences, hardships, and anticipated obstacles. A person who has a high understanding and control on their behavior, and intends to express it, will probably do it. Such a control depends on the existence or lack of facilitators or obstacles in expressing of any given behavior.

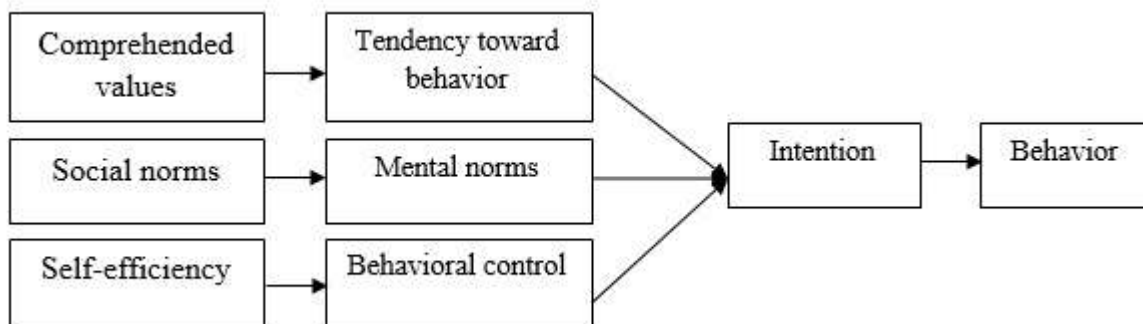


Figure 3. Ajzen's Theory of Planned Behavior

Materials and methods

Research Questions

Main question: how is the condition of entrepreneurial behavior training in the hospitals affiliated with Medical Science University of Kerman? Minor questions: how are different aspects of entrepreneurial behaviors training (tendencies toward entrepreneurship, mental norms, belief in self-sufficiency, entrepreneurial intention, and entrepreneurial behavior) in the selected hospitals? The study is of a quantity-based nature; as far as accessing information and facts are concerned, it is classified as descriptive. The statistical population includes all official personnel of the affiliated hospitals. The questionnaire used by the researcher has been derived from Linan and Chen's entrepreneur intention (2009) which includes 38 multiple-choice questions (ranging from absolutely agree to absolutely disagree). The validity of the questionnaire has been approved by the

experts and with the stability factor of 0.936 Cronbach's alpha, was distributed among 196 hospital personnel as sample (chosen randomly). In the end, using the AMOS₁₈ software the data was analyzed. Sampling method is as follows:

$$n = z \frac{\sigma^2}{d^2}$$

$$n = \frac{(1.96) \times (0.42)}{(0.13 \times 0.42)} \cong 196$$

Characteristics of Samples

According to the analysis, Afzalipour Hospital has the highest response percentage (Table 4); the age groups who answered most were between 25-35 (Table 5); females were the most responsive statistical population (Table 6); and those with academic degrees below Bachelor were the most responsive (Table 7).

Table 4. Response Percentage According to Hospitals

Hospital	Population	Percentage
Afzalipour	73	37.4
Shafa	57	29.2
Shahid Bahonar	65	33.3
Total	195	100.0

Table 5. Response Percentage in Accordance with Age Groups

Age	Population	Percentage
Below 25	78	40
25-35	81	41.5
Over 35	36	18.5
Total	195	100.0

Table 6. Response Percentage According to Sex

Sex	Population	Percentage
F	149	64.7
M	46	35.3
Total	195	100.0

Table 7. Response Percentage According to Academic Expertise

Education	Population	Percentage
Below Bachelor	78	44.5
Bachelor	111	56.9
Above Bachelor	6	3.1
Total	195	100.0

Minor Research Questions Results

Education in Accordance with the tendency toward Entrepreneurship. P-value<0.05 Analysis unfolds that entrepreneurship trainings on individuals' tendency toward entrepreneurship differs in three hospitals and the highest average 2.8026 (table 8) is related to Shafa

Hospital. Educating Mental Norms in Accordance with Entrepreneurship.

P-value<0.05 Analysis shows that entrepreneurial training on individuals' mental norms toward entrepreneurship differs in three hospitals; Bahonar University has the highest average (table 9). Educating Belief in Self-efficiency.

Table 8. Education in Accordance with the tendency toward Entrepreneurship

Hospital	Average	Standard Deviation
Afzalipour	2.6250	0.98945
Shafa	2.8026	0.65816
Bahonar	2.3145	0.71358
Sig= 0.004		F= 6.448

Table 9. Educating Mental Norms in Accordance with Entrepreneurship

Hospital	Average	Standard Deviation
Afzalipour	2.1712	0.55900
Shafa	2.1754	0.67731
Bahonar	2.2333	0.6471
Sig= 0.00		F=11.824

P-value>0.05 Therefore it can be concluded that one's belief in self-efficiency is equal in three hospitals (table 10).

Education in Accordance with Entrepreneurial Intention. P-value<0.05 Education in accordance with entrepreneurial intention has not been the same in three hospitals; the

highest average goes with Shafa Hospital (table 11).

Educating Mental Norms in Accordance with Entrepreneurial Behavior: P-value>0.05 Thus education in accordance with entrepreneurial behavior has been the same in the hospitals (table 12).

Table 10. Educating Belief in Self-efficiency

Hospital	Average	Standard Deviation
Afzalipour	2.4736	1.7977
Shafa	2.7412	0.79615
Bahonar	2.4321	0.637881
Sig= 0.06		F= 2.271

Table 11. Education in Accordance with Entrepreneurial Intention

Hospital	Average	Standard Deviation
Afzalipour	2.4498	0.72685
Shafa	2.9294	0.72781
Bahonar	2.4744	0.68733
Sig= 0.00		F= 0.00

Table 12. Education in Accordance with Entrepreneurial Behavior

Hospital	Average	Standard Deviation
Afzalipour	2.43255	0.926795
Shafa	2.5982	0.728935
Bahonar	2.2804	0.680065
Sig= 0.1		F= 3.324

Main Research Question Results

According to the analyzed date (table 13), $(0.05 <) 0/047$. Therefore the main hypothesis is rejected and the level of

training in entrepreneurial behaviors is different in these three hospitals. The highest average goes with Shafa Hospital.

Table 13. Analysis of Entrepreneurship Behavior Education in Hospitals

Hospital	Average	Standard Deviation
Afzalipour	2.4793	0.8984
Shafa	2.6812	0.7042
Bahonar	2.3305	0.6841
Sig= 0.047		F= 4.6181

Discussion

Organizations, per se, will not be creative and innovative unless creative and innovative individuals build them up. Sudden changes are taking place in national and international environments, and the passage through the industrial society to the age of information with the revolution in such areas as the Internet, digital technologies and entrepreneurship is inevitable. Entrepreneurship through making the best use of moments and opportunities plays a pivotal role in organizational as well as individual success. The study demonstrated that training through stimulating tendency, knowledge, and skill prepares the individuals to take part in entrepreneurial

activities such as seeking opportunities, combining resources, etc. Although the average (2.6812) reached at Shafa Hospital shows the attention given to training in that hospital is higher than two others, the role of education in entrepreneurship in governmental hospitals of Iran has been neglected overall. Peterman, (2003) and Souitaris (2007) are among other studies carried out in this area, the results of which affirm the role of holding entrepreneurship courses in increasing individuals' tendency and interest in entrepreneurship. Moreover, the studies done by Fayola *et al.*, (2008) affirm the role of training programs on expression of entrepreneurial behaviors.

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How to cite this article: A. Emamipour, H. Safarnia, A.M. Hoseini, Developing Entrepreneurship Through Training Entrepreneurial Behavior. *International Journal of Advanced Studies in Humanities and Social Science*, 2012, 1(2), 121-128. http://www.ijashssjournal.com/article_83357.html