



MobI^{UP} - Transfermaterial No. 4

Target group „Manifest Willing Students“: Description and Suggestion for the Utilization of Starting Points

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Transfer Mobil^{UP} – Materials

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Material 4: Target group „Manifest willing students“

- ① The present material provides an overview of specifics of the target group of business start-up manifest willing students, based on the research results from the project „Mobil^{UP}“. The implications for the mobilization of start-up potentials in this target group derive from the research results, but are to be examined in their effectiveness, and in this respect they are to be conceived as initial suggestions. It should be considered that the results are solely based on the examination of mainly German students from technical and economical fields of study. A transferability of the results to other fields of study as well as student populations from other countries is also yet to be examined.
- ① Manifest willing students are students, who express the intention to establish their own business within the first five years after graduation. They differ from the target groups of the waverer (with a negative or ambivalent view of the possibility to establish their own business at some point in their life) and the conditional willing students (with the intention to establish their own business at some point, but no or an ambivalent intention to do so within the next few years).
- ① The denomination of target groups goes back to the designations of Braukmann and Schneider (2007)¹, since the denomination appears to be very accurate in the light of the empirical project results generated here. In future, it has to be clarified to what extent the target groups may be considered as analogous.

ADDRESSEE OF THE MATERIAL

The material addresses those, who want to promote entrepreneurship within universities on many levels and who want to initiate, support or conduct entrepreneurship promoting measures, which particularly reach those students, who would like to found an own start-up business within the next few years.

OBJECTIVES OF THE UTILIZATION OF THE MATERIAL

- Superordinate objectives
 - Awareness rising for the scope of entrepreneurship
 - Promotion of entrepreneurship at universities
 - Target group specific measures, which meet particular needs and apply to specific requirements
- Individual objectives
 - Support the career chances of graduates with needs based measures.
 - Support students who intent to start their own business to realize their entrepreneurial intentions.
 - Provide basic principles, in order to create established measures for the large-scale support and examination of entrepreneurship. In this case, large-scale means to reach preferably all students via target group appropriate measures which build upon group specific requirements and needs.
 - The first step to create measures is the analysis of the target subjects and their study needs (analysis of conditions). This step has been achieved by the aforementioned research project. The results for the target group of manifest willing students are described here. The description serves as a background to derivate particular measure targets and the respective steps to reach these measure targets.
 - Knowing conditions and specifics of the target group “manifest willing students”.

General description of the manifest willing students

- Manifest willing students are defined by the fact that they have a specific (related to the next few years) entrepreneurial intention.
- Proportionately, this is the second largest group of students. Depending on the specific sample of students, between 22 to 27% of the students fall into this target group.
- Within this target group, there are conspicuously many men compared to the proportion of women.
- Within this target group, only few gender differences are identified. According to the results, it seems not reasonable to further differentiate the target group in terms of gender. The several gender differences that were identified are ambiguous in terms of their frequencies and directions. Gender differences which concern women in general are presented in the Material 2.
- Implicated measures for the manifest willing students should align theirselves with the actual entrepreneurial intention and should relate to the precise beliefs, entrepreneurial ideas (if available) and goals.

In-depth description of the manifest willing students

- Manifest willing students have intensively considered their own professional track as well as the options of own entrepreneurial activities. That is to say, that their intention to start their own business in the next few years occurs with the substantiated reflection about this professional chance.
- Self-efficacy values lie above both other target groups. As in general, manifest willing females perceive themselves as less self-effective than manifest willing males. Both the manifest willing women and the manifest willing men indicate high entrepreneurial self-efficacy values.
- Manifest willing students indicate that they do have business ideas, with an extent above both other target groups. On the same hand, they indicate the lowest willingness to pass their own business ideas over to other persons who are interested in company foundation.
- They express a positive overall attitude towards their own business foundation. At the same time they perceive a high social pressure in favour of a business start-up.
- Women and men within this target group do not differ regarding any of the behavioral beliefs – neither in terms of their likelihood judgments nor in terms of their evaluation of the behavioral consequences.
- Possible negative consequences were judged as less likely compared to the judgments of both other target groups.
- At the same time the manifest willing students assess the possible positive consequences as particularly desirable and the possible negative consequences as less aversive. Actually, the “burden of high responsibility” is assessed as rather desirable than aversive consequence.
- Taking into account the perceived likelihood multiplied with the evaluation of consequences, for the manifest willing students a positive consequence reaches the high score (autonomy). In contrast, for both the conditional willing and the waverer a negative consequence reaches the high score (financial-entrepreneurial risk).
- Manifest willing students are persuaded that their family and friends would endorse their own entrepreneurial behavior. The perceived expectations of their family seems to be more important for the manifest willing women than for the manifest willing men.
- Manifest willing students perceive high behavioral control for entrepreneurial actions. But here a pronounced gender difference is observed: The perceived behavioral control of male manifest willing students is indeed very high, whereas those of the female manifest willing students is at the level of the other target groups.
- Taking into account the several control factors, the manifest willing students do not differ from the other target groups in terms of the expected effect of the factors. In contrast, this target group evaluates the likelihood of occurrence of the promoting factors above the evaluation of the other target groups. This is true for the males as well as females; and when there were gender differences observable, they were in favor for the manifest willing women.

- The question, whether entrepreneurship-related topics should become part of the regular teaching at universities is largely approved, with the extent of approval being higher for the male than for the female manifest willing students.
- The manifest willing students express the descriptive highest extent of study needs. In particular, they express the need to experimentally test themselves as would-be entrepreneurs. They want to learn the dealing with entrepreneurial opportunities as well as the entrepreneurial process.

Implications to the mobilization of entrepreneurial potentials of the manifest willing

- Manifest willing students intent to start their own business within the next few years. Measures to promote the realization of their entrepreneurial intentions should be closely connected to the individual business projects or they should support the discovery of adequate business projects. Here the focus should be measures which promote the behavior itself (i.e. the start-up behavior). The training of competencies as well as imparting knowledge should be adjusted to the particular conditions of the individuals.
 - Review the diverse ways to start-up.
 - Discuss not yet considered options of starting-up.
 - If the person lacks a business idea, then offer opportunities to discover or generate ideas (e.g., workshops, patent research, collections of business ideas).
 - Refinement of business ideas. Elaboration of the business concept and business plan.
 - Counselling regarding necessary or helpful qualifications.
 - Facilitate the exchange of experiences.
 - Support sectoral networks.
- Students within this target group should have opportunities to experimentally test themselves as would-be entrepreneurs. It seems to be important to allow for trial and error.
- To force both the stereotypical attribution of characteristics of “the entrepreneur” and the definite meaning of a certain personality profile in the context of entrepreneurship (cf. Material 2).
 - Role models as well as contact to actual entrepreneurs (of both gender!) may facilitate the formation of more realistic expectations.
- Illustrate that specific consequences depend on each individual business terms and conditions. Reflect this in the light of the intended start-up.
- Suggest starting-up as something one can configure and manage; illustrate the individual scope of design and shaping.
- Discover and relativize unrealistic beliefs.

- Strengthen self-efficacy, particularly the self-efficacy of the women.
 - For instance, offer appropriate trainings, workshops, and coachings.
 - Support self-serving attributions (see Material 2).
 - The speech has to uncover the accomplishments of women (see Material 2).

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¹ Braukmann, U., & Schneider, D. (2007). Didaktische Zielklassen der Entwicklung unternehmerischer Kompetenz. In R. Bader, G. Keiser & T. Unger (Eds.), *Entwicklung unternehmerischer Kompetenz in der Berufsbildung. Hintergründe, Ziele und Prozesse berufspädagogischen Handelns* (pp. 157-180). Bielefeld: wbv.