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ENTREPRENEURIAL LEARNING STUDENT CLUB

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EDITORS' WELCOME NOTE

We are proud to present the second newsletter of the Entrepreneurial Learning Student Club.

Entrepreneurship, and wishing to consider entrepreneurship as a career option, is not just for business students. Nor is entrepreneurship just about launching a business! Instead, entrepreneurship is about **turning ideas into action** (whether in a business or non-profit context) and entrepreneurship can and should be learned by all students, irrespective of whether you study technical studies, humanities, teacher education or any other field.

This is the message, and the main aim, of the Entrepreneurial Learning Student Club (ELSC). The Club now consists of more than 80 members from 8 different countries of South East Europe, who have been nominated by SEECEL's partner universities, which are all non-business faculties, because they are interested in learning more about entrepreneurship.

The articles featured in this newsletter are written by students from faculties of natural sciences, technical sciences, social sciences and teacher education, and include:

- Overviews of what makes a successful entrepreneur, what examples of social entrepreneurship exist in the region, and what tools can help potential businesses
- A fascinating example of an entrepreneurial project in the wine industry in which a student has played a key role
- Innovative student ideas on how to address social issues using an entrepreneurial approach
- Personal reflections on how non-business students view entrepreneurship.

We hope you enjoy this newsletter!

We are already starting to prepare Newsletter #3, based on the large interest of students to contribute to the ELSC, so we expect to follow up with a new issue in early autumn. Until then, we invite all ELSC members to join our forum on the ELSC Community of Practice (www.seecel.eu).

Thomas Farnell, Editor
Bojan Jovanovski, Executive Editor

I. DISCOVERING ENTREPRENEURSHIP

Introduction to entrepreneurship: what makes an entrepreneur successful?

Authors: Anita Trenkoska, Filip Risteski, Ivana Todorchevska, students at the Faculty of Pedagogy, University "St. Kliment Ohridski", Bitola, (the former Yugoslav Republic of Macedonia)

Editors' note: The authors of this article have presented their understanding of entrepreneurship, entrepreneurial behaviour and differences between male and female entrepreneurs - and on what it is that really makes entrepreneurs successful.

Defining entrepreneurship

The word 'entrepreneur' has a lot of meanings. On the one side, an entrepreneur is a person who begins with new jobs and owns exceptional characteristics, which rarely anybody else has. On the other side, anyone who likes to work alone can be named entrepreneur. The entrepreneur is actor in microeconomics, and the study of entrepreneurship began with the work of Richard Cantillon and Adam Smith, in the late 17th and early 18th centuries. We primarily see it as usage of innovations, finances and business ideas, in order to produce more economical goods.

Entrepreneurship, as a human activity is as old as society itself. Man has always needed to develop his entrepreneurship ability to secure his own existence. According to available research, up to 98% the economy is constituted from small businesses, which are the basic cells of entrepreneurship.

According to Saxton, entrepreneurship is in theory defined as a process of identification of the market possibilities, finding resources which will provide exploitation of those possibilities and the essential activation, because of the usage of the possibilities, in order to achieve personal benefit.

The fundamentals of entrepreneurship are universal, valid for every society and for each era. It provides conditions for development of success, vision, innovation, intuition, courage, motivation and self-confidence, as well as for proving oneself. Among the large number of characteristics defining 'entrepreneurship' and 'entrepreneur' that may be found in the theory the most frequent are probably the following:

- **Attitudes:** Negative attitudes are the first step towards failure of your business. To avoid this, attitudes need to be changed and one needs to be always positive and think like an entrepreneur. The worker waits for things to happen, while the entrepreneur makes things happen. The worker waits for instructions, while the entrepreneur gives clear instructions. The worker waits for someone to solve the problems, and the entrepreneur takes the situation in his hands to solve the problems.
- **Responsibilities:** You should always be ready to take responsibilities for your business and the current events altogether. The success in entrepreneurship is not just a successful

business plan or ability for financial management. When the business is not going as projected, the blame should not be transferred to the economic collapse, the market, the economic climate, the competition or the environment. Control needs to be taken in one's own hands, finding a way to improve the current situation. If a mistake is made, take responsibility for it and learn from it.

- **Beliefs:**

If a person A believes that he can start a business with \$50,000 – he will start it. If a person B believes that he can start that same business with \$1,000 he will always find a way to do it. In reality, person A cannot see how to start the business with less than \$50,000 and he feels right about it. There is nothing wrong, whether you start a business with \$50,000 or \$1,000. Only a person's system of belief is questionable, and it is that system of belief that will determine whether something is will be perceived as real or fake. It's up to you to choose in your system of belief.

- **Favour:**

Be prepared to serve to the people around you. Only if you serve others and help them reach their goals, will you then get what you want from them. Enter the business in order to serve and give, and then you'll start getting. A favour doesn't mean just a service to the users. Serving the employees and the partners encourages communication and leads to a boost of the team spirit and creating a winning team.

- **Continuous learning:**

Always be prepared to improve yourself. Improvement is not reserved only for the employees in the company; it is above all, for the entrepreneur. There are lots of skills and techniques that are necessary for the entrepreneur and the entrepreneur must learn them gradually. The simplest way to do that is to constantly attend trainings, workshops and seminars.

- **Taking risks:**

Risk taking is an integral component of the entrepreneur's behaviour. The entrepreneur takes responsibility for the venture, making an unprogrammed decision. He cannot know the outcome of the action taken, because the results cannot be totally estimated.

- **Independent action:**

The entrepreneur has enough freedom and authorization to set the goals, to plan the process of their reach, to gain confidence in his co-workers, partners and clients.

What makes entrepreneur successful?

The entrepreneurs need to develop their skills, and the following characteristics that define successful entrepreneur can be learned and/or practiced:

- One who is self-assured, full of self-confidence and independent;
- The ability to set clear and measureable goals;
- The ability to look for information and resources for achieving the goals;
- Leadership abilities;
- One who can accept that mistakes and risks are a part of the success;
- One who is willing to work up to 50 hours weekly – not a typical employee;
- One who possess limitless motivation;
- One who is ready to face and outrun his personal fears and limits;
- A competitive spirit;
- Building an effective connections and team co-work;
- One who always has an idea or a better way to achieve the goals;
- Experience or knowledge about some specialty;
- A desire to make everything successful;
- One who has a strong feeling for direction;
- One who possesses a limitless potential – always capable of growing, learning and doing better.

Women entrepreneurs

Women and their role in entrepreneurship are of greater relevance in developed countries compared to the transition countries. In developed economies factors that may contribute to supporting women entrepreneurship are being implemented. Throughout the world, favourable conditions for the development of female entrepreneurship, politics and science continuously appear.



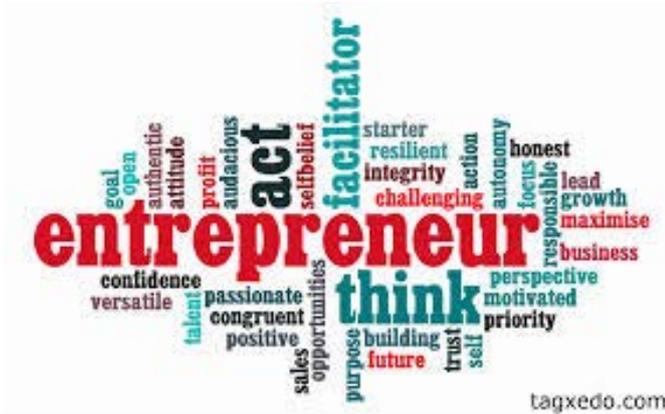
Much research elaborates the problems deriving from gender stereotypes. It is said that men possess more of the main characteristics of an entrepreneur than women. It all comes from the traditional understanding that entrepreneurship is a man's job and stereotype that women are less capable in business than men. However, each comparative study in men and women entrepreneurs highlights more similarities than differences. A survey conducted among male and female entrepreneurs found that a large number of aspects with no significant differences. Women received more points in terms of autonomy and change, rather than in terms of energy and taking risk. So, the conclusion would be that women prefer fields of action, where new and different experience is gained, with fewer restrictions, having higher degree of certainty.

The research also found that there are differences between the sexes in terms of desire for success, autonomy, research, aggression, independence, conformism, understanding of the purpose, self-esteem, leadership and control. It is determined that gender stereotypes are a major cause of

unequal education and experience, which restricts the possibilities of opening and expansion of enterprises and it is based on such patterns that opinions regarding the superiority of men in entrepreneurship are formed. In terms of their intelligence, ability and resourcefulness, women do not lag behind men, so they really deserve these positions. Some typical female characteristics, such as better ability to empathy with other people's problems, emotions, strong desire for integration, talent for communication and resourcefulness can be of great benefit in female entrepreneurship, especially in the part where the company should be managed. Indeed, the only emotions and problems that business is interested in are those related to the very business itself, so such female characteristics can provide energy for the advancement of the business.

Being a successful entrepreneur requires the following capabilities

1. You need to think about your projects and ideas as part of the bigger picture and understand how the details fit and integrate in whole. This way of thinking is a well-known system and many books on this subject can be purchased. Systemic thinking is effectively for skills needed for creativity and problem solving.
2. You should possess an overpowering need for achievement and to have a strong competitive spirit. You should always strive to outsmart yourself and others. This process should be as natural as breathing, and also should be your driving force.
3. You need to have determination and commitment to try things out, to meet your obligations to be fully confident and to have things under control. You also need to act in a positive atmosphere. All "musts" should be translated into "like/love", and work on the principle of "I can" and "I will." You should not be afraid of failure because failure is neither a word in your vocabulary nor an option – instead, think of failure as "feedback", which is the basis of all learning.



4. Be objective – but in order to do that, you need to have the ability to assess risk in the global real picture. You have the ability to anticipate the development that gives you a solution in many cases. Use your instinct for large end effects. You have the necessary resources and possess excellent skills to solve problems and commitment to overcoming obstacles as they appear.

5. You should have excellent communication skills. You know how important clear and concise communication is for success and you also have a vast knowledge of the business and sector in which you are operating.

Background reading and sources:

- <http://mk.wikipedia.org/wiki/>
- <http://mk.wikipedia.org/wiki/>

Images:

- <http://goo.gl/EZmHAN>
- <http://www.zurnal.mk/content.asp?id=1151094012>

Social entrepreneurship in the community: an example from Gračanica

Author: Amela Duraković, student, Faculty of Economics, University in Tuzla (Bosnia and Herzegovina)

Editors' note: Entrepreneurship is not just about launching profit-making businesses. It can equally be about using business approaches to address social problems and to strengthen communities. This article is precisely about such "social entrepreneurship" with an example from Bosnia and Herzegovina.

Bosnian society has only recently become familiar with the concept of social enterprise that integrates creation of economic and social value. International experiences have shown that entrepreneurship in the private sector can operate in the social spirit, because most companies in this sector create significant social value through employment, working conditions improvement and provision of necessary goods and services. State uses taxes those companies pay for social purposes.

One group of researchers believes and sees social entrepreneurship as the use of social innovation to address social problems and bring about social change, regardless of whether they are involved in commercial activities or (Choi, N., Majumdar, 2013. according to Dees, J.G. Haas, 1998). Unlike business entrepreneurs who are motivated by profit, social entrepreneurs are motivated by desire to improve society, they are agents of change in society, grasping opportunities that others miss, improving system, innovating new approaches and creating sustainable solutions to change society for the

better (Baturina, D., 2013, according to Hyunbae, Nicholls, 2006.:101-102).

Defining social entrepreneurship

A social enterprise is a company with primarily social goals (or, more broadly, socially-oriented goals), whose profits are reinvested in achieving these goals through the business or investing in the community (Bubić, J., 2014.). The development and expansion of social entrepreneurship is a concrete opportunity for economic development of local communities through addressing the needs of marginalized, socially vulnerable groups and problems at the same time. In addition, being a factor of sustainable community development, social enterprises are an important stabilizing factor in the labour market, because:

- Their actions complement the services of public interest (e.g. social services) that public institutions or private for-profit companies are not able to perform well enough,
- Contribution to the balanced use and allocation of available resources for the benefit of the local community,
- Generate new jobs in their areas of operation, and some are specifically focused on the integration of long-term unemployed in the active labour market,
- Encourage social cohesion and contribute to the growth and development of social capital,
- Supporting the institutionalization of informal entrepreneurial activities of the private for-profit sector, etc.

Social economy and social entrepreneurship imply that those businesses, in addition to generating profit for the owners, have some (higher) social or environmental purpose. These companies differ from other companies on the market because their success is not measured only by the profit they have achieved, but also the degree of positive social or environmental changes they have produced or the level social capital created. Social enterprises can be different in organization and structure; however, there is a clear social and public purpose. They reinvest their profit, and as non-profit companies act entrepreneurially to achieve their social objectives.

During the transition process, traditional profit companies in the private profit sector increasingly applied the concept of corporate social responsibility in their operations, especially at the end of the transition process to fully meet the criteria of social enterprises. However, in recent times, civil society organizations are recognized as important agents of transition processes in the social economy. Civil society organizations from the traditional non-profit organizations are becoming more and more transformed, first into non-profit organizations, which receive income based on entrepreneurial activities and then into social enterprises.

An example of social entrepreneurship from Bosnia Herzegovina

In the municipality of Gračanica, one of such examples is the Kera Association of Gračanica. It was founded in 2006 with the aim of protection and promotion of the traditional handicraft of crochet, as well as the unique art and one of the oldest crafts in the municipality of Gračanica and Bosnia and Herzegovina. The association has about 200 active members.



Thanks to the members of the association, the *Kera* lace that they produce, porous and fragile creation, has become a national treasure and the product is protected with a mark at the state level. Their desire is to have this unique product become UNESCO world intangible cultural heritage.



In addition to the primary objective, the Association is also focused on the preservation and promotion of other traditional values and spiritual and artistic heritage of Bosnia and Herzegovina, such as crochet, embroidery, knitting, weaving, traditional cuisine, etc. The Association is a significant local social inclusion entity because it allows socio-economic empowerment, especially among rural women. In addition to training in preparation of handiwork, the Association allows its members to meet and socialize on regular basis, and offers the opportunity to promote their work and sell their handicrafts thus enabling them to gain material benefits and contributing to their livelihood.

In 2011, the Association designed and promoted the handmade "*Kera Flower of Remembrance*" for the commemoration of the victims died in the Srebrenica genocide in 1995, during the war in Bosnia and Herzegovina, which was the greatest mass killing of people in Europe after the World War II. The flower was accepted with great respect by BH, EU and US officials, public figures, journalists, and all those who feel empathy and solidarity with the victims of Srebrenica. The flower symbolises unification of all of its citizens and the world in remembering

and honouring victims of the genocide and their families. The Flower of Remembrance also serves to raise public awareness about war crimes that took place in this part of world, and that the fact it should never be repeated.



The flower has its own message:

White is a colour that symbolizes innocence

Green is the colour that symbolizes hope

Eleven petals represent 11 July 1995

As one of the members of the association has said: *"This flower made by local women who are not employed and who make quality handicrafts carries a very important message – a hand of a woman is always caring and loving. Most of these women were left alone to struggle through life, because they lost their husbands, fathers and sons. The flower helps them to become self-sufficient and to attempt to move on in a dignified manner."*

The Association is the initiator and organizer of many cultural and religious events in Gračanica, and often runs or actively participates in all humanitarian actions at the local level. Members of the Association participated in numerous exhibitions throughout Bosnia and Herzegovina, Europe and the world. For its work, the Association has received numerous honours and awards,

including the Golden Plaque of the Municipality of Gračanica for outstanding contribution to the development and prosperity of Gračanica.

Companies with social purpose or companies that generate profit and donate it to social causes persist in finding a way of using the market to help vulnerable social groups. Therefore, in the coming period special attention needs to be paid to the development of programmes that will enable application of the social entrepreneurship model in Bosnia and Herzegovina and locally in the coming period.

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II. ENTREPRENEURSHIP IN DIFFERENT SCIENTIFIC DISCIPLINES

Entrepreneurship in the wine industry: Development of a new product at the "Bardha" winery

Author: Ledio Baze, student, Faculty of Biotechnology and Food, Agricultural University of Tirana (Albania)

Editors' note: The following article presents an inspiring entrepreneurial story: how the author, a student of biotechnology and food in Albania, contributed to entrepreneurial feat of the Bardha winery in Marikaj to launch a new type of wine in Albania: a rosé wine. The article provides an overview of rosé wine production as a global business opportunity.

The "Bardha" Winery, located in Marikaj (a village between Tirana and Durrës), has started its activity in 2002. In climatic and soil conditions optimal for cultivating grapes and olives, the winery has 7 hectares of vineyards, on which four varieties are cultivated: two autochthonous varieties ("Black Shesh" and "White Shesh") and two others imported from France ("Merlot" and "Cabernet Sauvignon"). The common products of this winery are red and white wines.

Being part of the team at the winery for a practical course, I suggested to them to start producing a new product, a "rosé" wine, which offers diversity in sensorial properties, especially nice colour, aroma and special taste. All rosé wines in the Albanian market are imported, and considering that only 45% of total wine consumption is Albanian wine, there is demand for developing new national products.

The production and consumption of rosé wine in the world

The analysis of the global market consumption shows that 22.5 million hectolitres of rosé wine were produced in 2012. Rosé wine now accounts for a large share of the global wine industry, representing 8.5% of overall wine production in 2002 and 9% in 2010 (Fig. 1). In many countries, rosé wine has developed faster than red or white wines over the past few years in terms of production volume, finance volume exchanged internationally and consumption.

GLOBAL WINE AND ROSÉ PRODUCTION, 2002 TO 2012

source : CIVP/FranceAgriMer - Agrex Consulting

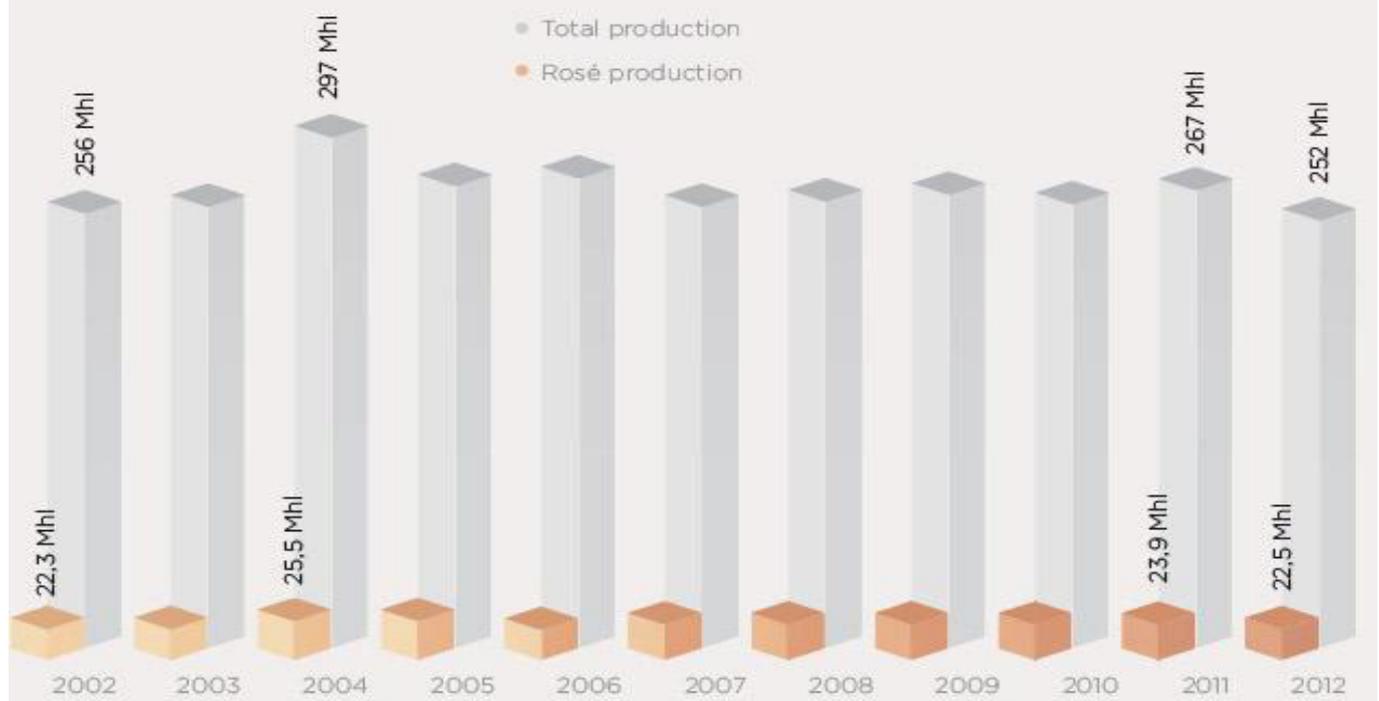


Figure 1: Global wine and rosé production, 2002 to 2012

With 6.33 million hectolitres produced in 2012, France is the world's number one producer of rosé wine, representing 28% of total production. It is followed by Italy (20%), the United States (15%) and Spain (10%). More than 1 out of 4 bottles of rosé is produced in France!

The worldwide consumption of rosé wines has increased by 15% in 10 years. 22.3 million hectolitres in 2012 versus 29 million hectolitres in 2002. Since 2010 it has representing approximately 9% of total wine consumption (Fig. 2).

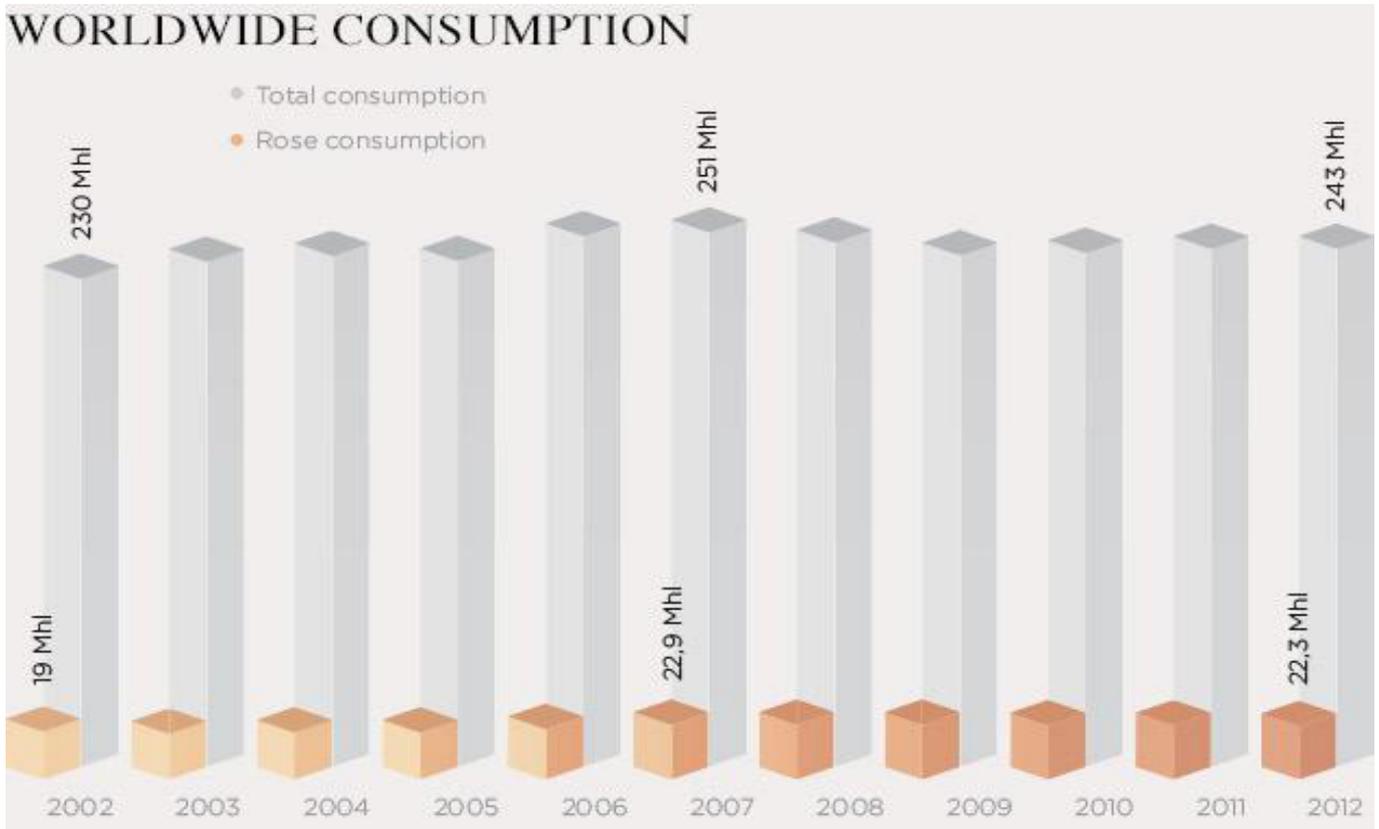


Figure 2: Worldwide consumption

The worldwide consumption of rosé wines has increased by 15% in 10 years (22.3 million hectolitres in 2012 versus 19 million hectolitres in 2002); since 2010, it has accounted for approximately 9% of the total wine consumption.

At 8.1 million hectolitres in 2012, France is the country that consumes the most rosé wine in the world. The average consumption per inhabitant is 12 litres/year. The consumption of rosé wine in the world has nearly tripled since 1990.

Characteristics of rosé wine and the rosé wine market

There is a difference between old world rosé and new world rosé wines. Old world rosé wines tend to be more bone-dry than new world rosé wines. Californian rosé wines for instance, can be almost sweet; they also have very similar characteristics

to white wines. It should be noted, however, that there are some Californian rosé winemakers who now make fruity elegant and almost bone-dry rosé wine that resembles old rosé wines.

Rosé wines are very much in step with new consumer trends and the emergence of new lifestyles: more informal dining, the rise of international cuisine, simplicity, openness to new experiences and more laid-back approach to eating. Rosé wines from Provence also benefit from strong brand recognition: the specific soils and climate of the region and the colours and the intense aromas of Provence Rosé are well known. Provence rosés have that distinctive, light pink colour that is characteristic of these wines and they have exceptional aromatic complexity, with notes of fresh and exotic fruits, floral undertones and also herbs and spices. Rosés also have well-balanced acidity, the perfect combination of freshness and full-rounded flavour.

In 2013, the U.S.A. was the number one importer of rosé wine, representing 27.6% of total imports.

Developing the first rosé wine in Albania

Considering that in Albania no one produces rosé wine, the idea to develop such wine was positively evaluated, since the “Bardha” winery would be the first to start making this product. I first discussed the proposal with the oenologist of the winery and the administrator, and then prepared a work plan which I discussed with other part of the team. The winery’s decision was to produce a small amount and deliver it to our client restaurants. Afterwards, we will evaluate the satisfaction of the consumers (using a questionnaire) and produce higher quantity of rosé, next year.

For this project, I chose the autochthonous variety “Black Shesh” – one of the most important varieties for the production of wines in Albania – as the basis for rosé wine. Its name comes from the village of “Shesh”, 15 km away from Tirana. Together with “White Shesh” this area provides 35% of all the grapes for wine production. Wine produced from “Black Shesh” has 12–13% volume ethylic alcohol and 6 g/l total acidity expressed as tartaric acid. The wines produced from “Black Shesh” are strong in colour and intensity and well balanced; they have a soft taste with a bright ruby red colour, and nice flavour. If the year has been good, then it will, given time, be a great wine.

The strong point of this idea is the fact that Albanian winemakers do not produce rosé wine from local or international grape varieties. Consumers like new products and we are offering one from a local and well-known viticulture region. The weak point is the market demand as we are unsure of the quality of the new product and do not foresee how Albanian consumers will react. In our country rosé wine is a brand new product and is not consumed in large quantities.

For these reasons we decided to make a pilot project, producing a small quantity of rosé wine and offer it to the restaurants that are our traditional clients. If this would be a success, we will increase the production of this wine. To become successful, we should work hard and behave professionally with our clients.

Production of rosé wine: vinification scheme

To produce rosé wine, we used two different systems:

- a) System of short maceration of “Black Shesh” red grapes: The process of maceration was done in 36 hours, at 20 °C, pulling the most when the intensity of the colour was enough and after the maceration, the fermentation of most was done using selected yeasts at 20–22 °C. First and second fermentation lasted 5 and 7 days, respectively.
- b) The mix system of white and black vinification: 75% red grape and 25% white grape from the Shesh variety were mixed together. The maceration process then ran for 48 hours and the fermentation process lasted 14 days.

This “two-scheme vinification” produced a wine with a red-rose colour and enjoyable fruity flavour. It has enough polyphenols, a small amount of anthocyanin and has the characteristics of freshness of white wines. In general, the production scheme of rosé after the maceration process was the same as the production of red wine. The temperature of fermentation should be 20°C and the final product should be protected from oxidation just like white wines.

At the end of December, the new product will be ready for bottling and shall stay in storage for 3 months. After, the feedback of the clients, the winery will prepare the capacities for producing more wine next year and I will become a new member of the team, working full-time.

References:

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Winemaking, 1998

Importance of International Standards Certification Process of Food Operator Businesses

Author: Silva Sala, student, Biotechnology and Food Faculty, Agricultural University of Tirana, Albania

Editors' note: This paper reflects the importance of international standards certification for the competitiveness of the business and concise presentation of their influence on society. The paper has been developed based on the case of food operator business.

Introduction

A key to ensuring quality and competitiveness in the market of food processing companies, and a trusted instrument for the public sector to control this quality, is the implementation and certification of the quality management systems, established according to international standards.

The competitiveness of companies and certification of their management systems are two issues absolutely interrelated and interdependent. Doing business "today" includes development of process control and management, prevention and control of hazards as well as environmental sustainability activities. These aspects are becoming increasingly important for the nature of business and the ability of a firm to survive in the global market. To support companies in their work, the international system of standardization has developed voluntary standards for structuring management systems (ISO 9000, ISO 14000, OHSAS 18001, ISO 22000, etc.). All of these standards include periodic review conducted by certification bodies, and are appropriately accredited by the authorities

responsible for this purpose.

Therefore, certification system is a complex system whereby a certification body assists in the separation of a number of subjects ranging from national authorities and international standardization (where the standards are confronted to those performing certification), accreditation bodies (that guarantee the accuracy, professionalism and impartiality of the certification bodies) and other actors (associations of private enterprises, companies, governments) who participate in the life and operation of certification by being represented in committees that oversee the certification process.

The system operates according to rules and procedures codified at international level: this is an important aspect for the recognition of certification in different countries and is very useful for certified companies and their penetration in foreign markets. Spreading the certification of management systems in the world can be considered as an important indicator of the ability that these tools support companies in development and growth. Recent estimates indicate that more than 1 million businesses worldwide have certified management systems.

International standards for food safety

ISO 22000 is an international standard that integrates all business activities of food with prerequisites and principles of Hazard Analysis and Critical Control Points (HACCP). The application of HACCP converges towards the implementation of a quality management

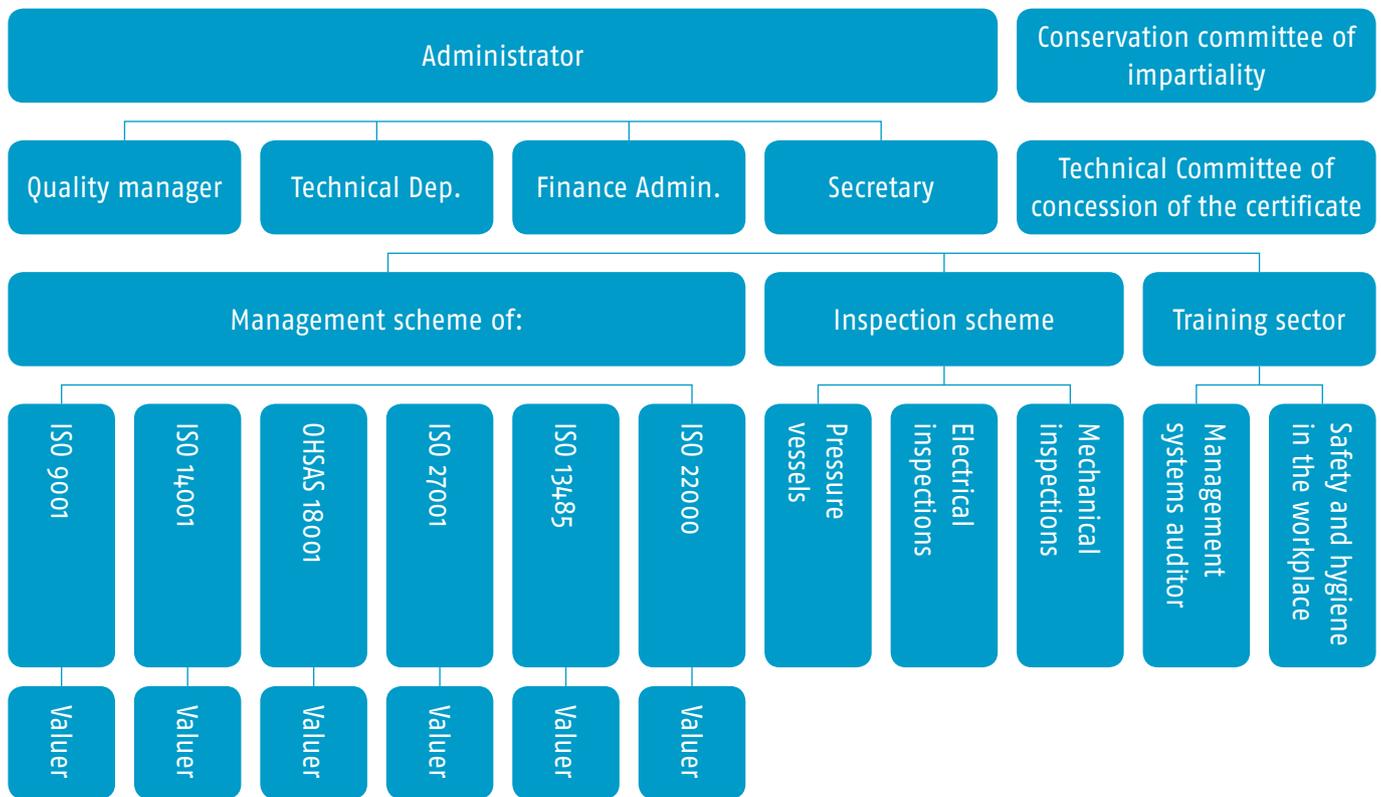


Figure 1: Structure of a business certification

system in the entire organization. The purpose of the standard is to ensure food security through adequate control throughout the food chain (producers of food, raw materials, food industries, transport and storage operators and details). ISO 22000 can be adopted by all organizations of the food chain, regardless of the size or type of product and is in accordance with ISO 9001. It is believed that the organization already certified to ISO 9001 will find it easy to extend their certification to ISO 22000.

Role of certification in business

Certification is a voluntary procedure in which an independent third party (certification body) states with reasonable reliability that a product, process, service or special management system conforms to a certain standard or other normative document. The benefits of certification for different stakeholders are the following:

For business: International standards are strategic tools and guidance to help companies address some of the most demanding challenges of modern business. They ensure efficiency of business operations, increase productivity and help companies enter new markets. Benefits include:

- Cost savings – international standards help in choosing the activities and operations in order to improve service delivery in the end,
- Improve quality, enhance customer satisfaction and increase sales,
- Access to new markets – international standards help prevent trade barriers and open global markets,
- Increased market share – international standards help increase productivity and competitive advantages,
- Environmental benefits – international standards help reduce negative impacts on the environment.
- Businesses also benefit from participating in the standards development process.

For society: ISO has over 19,500 standards that extend to almost all aspects of daily life. When products and services are in accordance with the international standards, customers can trust that they are safe, reliable and of good quality. For example, ISO standards for food safety, toy safety and safe medical packaging are just a selection of those who help make the world a safer place. As another example, international standards of air, water and soil quality, greenhouse gas emissions and radiation and environment are aspects of products that contribute to our efforts to preserve the environment and public health.

For institutions: International ISO standards are adopted by many governments. Since ISO standards are developed by experts, integration of an ISO standard in the national regulation means that governments can benefit from experts' opinion without having to call on their services directly.

By integrating ISO standards in the national regulation, governments also help ensure that the requirements for imports and exports are the same all over the world, therefore facilitating the movement of goods, services and technologies from place to place. This is a benefit in itself, contributing to the opening of world trade.

For vocational training: For all the agri-food chain enterprises, management of risks related to Quality, Health and Safety, Environment has become an important priority. Training courses are seen as milestones of the system for introductory courses for new agri-food chain standards.

The standard ISO 22000, updated in a systematic way, represents the fundamentals of the system of food safety management. A functional approach of the specific needs of each company is required to take advantage of the opportunities offered by this standard. Based on it, acquiring the skills to implement and maintain a management system that is effective has never been easier. It is indeed possible to undertake a training program adaptable to individual needs, and whatever one's goal or level of expertise as a manager, there is a suitable training programme available.

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III. EMERGING ENTREPRENEURSHIP: STUDENT IDEAS

Universal sport school for children with disabilities

Author: Irena Vareškič, student, Faculty of Kinesiology, University of Split (Croatia)

Editors' note: This article represents the author's first contact with entrepreneurship through a university course, resulting in the development of a concept for new business venture (in the form of social entrepreneurship). Please read it carefully and provide the author and potential entrepreneur with feedback on the business idea through the ELSC Forum.

My love towards sport and the sport experience I had gained before I chose my faculty has led me to the Faculty of Kinesiology in Split (Croatia). Along with the mandatory courses at the faculty, I also had a choice of attending several elective courses. Sport Management was just one of the many options to choose from. Considering that I was not completely familiar with the content of the course, there was a risk that, by attending Sport Management, I could have missed another, more interesting subject. For me, management was a term which had exclusively been connected to business. However, I have had no clear vision of what kind of use Sport Management could bring me. But, my natural affinity towards the new and the unfamiliar, towards making independent choices and readiness of taking risks which do not always result in success, have led me to a completely new area.

My first lesson on Sport Management had additionally increased my doubts. Was it the

right choice? Listening to the lectures, I started to see that management is a part of economy, and I continuously asked myself what I was doing in a course whose area of studies I cannot connect with my faculty and kinesiology as a profession. I just sat there, listening and glancing at the clock, waiting for that first class to end. However, already at the second class, describing the trends on the labour market and the opportunities that the market is offering to kinesiologists, the professor asked around about our plans for the future. Her suggestion, which had a major impact on me, can be summed up into a single sentence: "Do not start thinking about what you are going to do further in life when you get a diploma in your hands, start thinking about it right now in this course, and during these lectures."

This sentence changed not only my attitude about management, but also my long-term attitude towards life, and I have taken her words seriously. It became clear to me that there is no sense in just sitting, listening and waiting for the class to end. There is no sense in studying and graduating, and then begin thinking about what to do next. I must enter the world of labour as soon as possible; I must search and find the employment opportunities after finishing college. Afterwards I felt somehow more mature, more useful, and I also realised that my current obligation is not only to attend lectures, sit exams and get the degree. Instead, I should start thinking about the future and employment because it is indeed not too early for that.

While attending the lectures in the course on Sport

Management, the professor has systematically encouraged us to elaborate the possibilities of making projects in the area of kinesiology and sports. Along with attaining basic knowledge in the area of sport management, the development managing skills is also an integral part of the syllabus. Students must, as part of the examination, make a business plan for a product or a service that they would like to develop after finishing the college. In the first phase of the process, I found different opportunities and generated diverse ideas. At one point, motivated by my former experience and a story that I randomly saw on television, I came across the idea of opening a universal sport school for children with disabilities in Dubrovnik.

Why children with disabilities? Why in Dubrovnik? Throughout my upbringing and the time spent in Dubrovnik, every morning, when I left for school and waited for the bus at the stop, I observed a van picking up children with disabilities. As a student, I spent some time with them which was a part of my student practice. I have noticed that the number of children with disabilities in Dubrovnik, and in Croatia, is very high. Also, the number of people who are willing to take some time for them and discover what makes them happy, just like other children, is very low.

Our society is emphasising the importance of physical education of children who are training volleyball, judo, swimming, football, etc. However, nobody pays any attention to the children with disabilities who may have hidden sport talent. When we look at the statistics of Croatia we can see that the number of participants of Para-Olympics who achieved excellent results is extremely low. If each of them were to be asked, we would get the same answer: that sport is their life, that it completes them, makes them feel useful, happy, fulfilled. Sport is the one thing that had overshadowed all their difficulties, and taken them to the right path; it is the reason why they consider themselves worthy.

The universal sport school for children with disabilities in Dubrovnik is a business idea that can operate profitably and generate multiple uses.

Through the universal sport school, children with disabilities would be able to improve their quality of life despite their limitations. To them, sport would mean more than just participation; exercise would take their attention away from everyday problems and additionally enrich their free time. Through sport they could find and express their talents, develop love towards a specific sport, they would enjoy it and live for it. Their parents would be ready to donate some money for their sport education because they are primarily directed towards creating a positive surrounding for their children. The developed marketing activities would ensure further sources of money, such as the EU funds, funds from the local community, other donors, etc.

A good kinesiologist, through the universal sport school project, would encourage development of children with disabilities into mature adults – successful Para-Olympians and successful coaches who will transfer the knowledge to new generations. Croatian entrepreneurs very rarely make the decision to start business projects in the field of kinesiology and sport, and almost never for realisation of sport content aimed for the observed population. Children with disabilities in Dubrovnik are forced to choose between only a few professions, and they are completely pushed to the side-lines when it comes to sport. Their involvement in the universal sport school project would additionally elevate the quality of their and their families' lives in the same way sport brings happiness into numerous Croatian families, in the same way my family and I root for my brother who is a professional judo player, successful athlete and winner of many titles.

Based on market research, I believe that the universal sport school project has a bright future. –Some of the participants may also achieve major sport results. Dubrovnik is a small, globally famous town which, I believe, has a big heart. I hope that my project will be supported and that the children with disabilities will be able to realise that they are no less worthy than their peers, and that each of them has their own hidden sport talent.

Since the moment I realised that I must mobilise myself and find my own place in the labour market, I have been going to my classes with a completely different attitude and set of goals. I am proud because I had the opportunity to think about projects which, not so long ago, have seemed very demanding and unfamiliar. Now I know that they are not only a privilege of big, adult businessmen. I am ready to devote my time, not only to lectures or preparations for exams, but also to something more. I truly believe that my business idea can be successfully realised. When the business idea

which I am designing transforms into a real universal sport school for children with disabilities, I will be happier, because I will have achieved and realised an important life goal. Furthermore, I will have proven that my business idea can represent a solution for at least two groups of the population: the kinesiologists and the other professions which find employment through the business venture, as well as the population of children with disabilities who become happier, more joyful, more successful and more independent through the universal sport school.

Entrepreneurship from sociology: the Centre for Technology Addiction

Author: Tea Gutovič, student, University of Split, Faculty of Humanities and Social Sciences, Department of Sociology (Croatia)

Editors' note: The following paper presents an entrepreneurial idea of one of our members. In order to respond to the new addictions of the 21st century, the author of this paper is proposing establishment of the Centre for Technology Addiction in Split, Croatia.

Contemporary society is undoubtedly a technological, information and network age. Technology became a new form of dependence for contemporary individual. Not only that people in developed countries use technology and Internet daily, but they often cannot survive without it.¹ It is now a regular part of workplaces and house errands, but it is not only used out of necessity, but also for relaxation and entertainment. Our world is becoming more virtual by the minute, creating less time and space for face-to-face communication and real-life relationships. From a very young age, leisure time is intertwined with technology such as watching TV, using computers or smart phones and playing video or online games.

People are *online* more than ever, and many research results demonstrate bad influence it has on their physical and mental health. Even though people of almost all ages use technology regularly, children, teenagers and young adults are by far mostly consumed by it. According to a research

conducted in 2013, more than 90% of Americans have a cell-phone, 78% teens have it as well, and 47% of the teens have a smart phone, which makes it possible for them to be connected to Internet any time and in any place.² It is also predicted that 2013 will be the first year in which the number of mobile-connected devices will exceed the world population. However, people do not use only cell phones anymore. More than 40% of Americans have a tablet computer; one out of four teens also owns one. The trends are very similar in Europe and, according to some sources, in Croatia as well. According to the most recent results presented by Central Bureau of Statistics in Croatia, computers are most commonly used by Croatian youth and usage of technology is rarer as the users grow older.

Many diseases are nowadays linked to technology and internet usage. In May 2013 International Encyclopaedia for Mental Health included *Internet addiction disorder* in its Diagnostic and Statistical Manual of Mental Disorders. This disorder is most commonly known as *problematic Internet use* (PIU) or *compulsive Internet use* (CIU). Nomophobia is a name for the fear of being without a cell phone contact, and according to some researches more than 13 million of Britons claim to be experiencing it.⁴ Then there is *Internet or computer gaming addiction*, experienced by an increasing number of youth and adolescents. Some of the symptoms of these disorders are compulsive need to be online, to play games or to follow online trends, forgetting to sleep or eat while gaming and losing the interest in other daily activities, inability to leave a game in order to do other errands, depression,

irritability and lack of social skills when away from a computer, as well as abusive and violent behaviour towards people who try to keep them away from a computer or a game.⁵ All of these symptoms culminated even in Croatia, with a boy committing a suicide after being disconnected from the Internet by his parents. From all of the above, it is more than obvious that something needs to be done to deal with this plague of the 21st century.

Most often defined as academic study of social behaviour, of social structure and individuals as well as institutions within it, sociology is exactly the science to deal with stated problems of technology addictions and disorders. Considering the bad employment rates in Croatia overall and especially in Split-Dalmatia County in the last few years and following the example of many more developed countries, my idea as a sociologist would be to open The Centre for Technology Addiction in my hometown, Split. This Centre would be the first of a kind in Croatia and even in the wider area of the Balkans. Considering the facts stated so far, I believe it would be a very efficient way to use my sociological knowledge and experience for providing help to people who need it. Furthermore, given the bad job market in Croatia, it would be a great way to start my own business and possibly open some job opportunities for others. It would not only be a place for sociologists' employment, I would definitely try to find place for interdisciplinarity, so that the Centre would provide employment for psychologists, psychiatrist, pedagogues, doctors and child development specialists and specialists from other related areas of interest.

To start this business and also make sure it would be the right move, research should be conducted among Croatians. Since it would be a first centre in our country, the research should definitely include people from all areas, not just from Split. The results I would try to get would be: some general data about technology usage in Croatia (which could be gained through the analysis of the buying patterns in some technology stores), socio-demographic information about most frequent users of computers, video games and Internet (a survey among random sample

of people), information about frequency of and reasons for technology usage (also within a survey). I would also include some psychological indicators in my research and in the analysis my focus would be to find a correlation between a frequency and type of technology that a person uses with his or her general psychological wellbeing. I am aware it is a big job to start, but on this my future business strategy would be developed based on this information. For example, if the results show that more technology users come from northern part of Croatia, I would consider opening my Centre there, instead of Split, since it would seem to be more needed there. Also, the results would give me a good foundation for my employment strategy, i.e. if more users were children or adolescents I would try to include more child development specialists and pedagogues.

Additionally, the Centre should be well promoted in the media and other institutions so that people who need its help know where to go. Firstly, my goal would be to start cooperation with local and state educational institutions, kindergartens and schools, as well as non-governmental organizations whose focus is on parenting and child care. As for every addiction and disorder, the hardest part would be detecting it in yourself, or in someone close to you. Thus, I would tend to organize a series of public lectures in cooperation with other specialists in order to raise awareness and to help general public understand what technology addiction and disorder really is, how it can be detected and how to provide help the affected ones. These lectures would also be a way of promoting the Centre to the public and generating its future clients (or more precisely, its patients). Furthermore, I am aware that the words like 'addiction' and 'disorder' have a negative meaning for most people and I assume it would be hard for some to face the reality of this disease, so these lectures would aim to break that stereotype and explain that this disease is a very frequent and expected considering contemporary way of life.

As for the future activities of the Centre, my goal would be to make it accessible to the people of all ages and all financial incomes. Frequent and

addictive technology usage basically implies a good material standard, but according to some researches most of the clients would be children, adolescents and young adults who do not have their own income, so I would try to find a way to finance at least one part of their therapy from our possible partners or even state institutions.

The therapy process would consist of several stages. At first, any technology usage would be strictly forbidden in the Centre area. We would try to show our patients a more effective way of spending their leisure time and their energy. Since the lack of technology would definitely mean an increase in mood swings or problematic behaviours, patients would work with a psychologist individually but also in groups. They would participate in workshops and learn how to deal with their emotions. Also, we would try to show our patients some of the dangerous aspects of irresponsible technology usage, such as revealing personal data or sending private pictures. Technology usage would not be forbidden throughout the whole therapy process – after all, life nowadays simply cannot be imagined without it and if it would be completely forbidden, our patients could not function normally once they ended their therapy. One of our goals is most definitely to show our patients how to use technology for something useful and in an appropriate amount of time. The end of therapy process would consist of slowly engaging patients in technology and Internet, but showing them how to control the time they spend using it, how to use it productively and maybe even make a living out of it. It would be a good idea to include computer and IT specialists in this last part of the process to show our patients, especially children, how they can use their *technology-based-time* to make some income in the future.

In conclusion, the growing plague of the 21st century is most definitely technology and Internet, as it is evident from the term “information age”. Being a sociologist only makes me more aware of this growing problem, but it also gives me an idea how to try to solve it. The Centre for Technology Addiction in Split, Croatia, would be a very profitable way to use my knowledge for creating job opportunities for myself, my sociology colleagues, but also people from other areas of interests. It would not only be a place for people to deal with their addiction and problems that come with it, but also a place where people, especially youth, could learn more about technology they are using, as well as its advantages and disadvantages. In that way they would become more aware of the society we all live in.

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IV. EXPERIENCING ENTREPRENEURSHIP: PERSONAL REFLECTIONS ON ENTREPRENEURIAL LEARNING

Editors' note: The following two articles present personal reflections of the authors and their attitudes regarding the entrepreneurial spirit (or lack thereof) among the student community in today's South-East Europe, and how entrepreneurship can also be developed in non-business studies.

Young entrepreneur's reflection on student engagement

Author: Ivan Hristic, student and young entrepreneur, Technical Faculty Belgrade (Serbia)

The well-known opinion among Serbian entrepreneurs is that there is no entrepreneurial spirit among young people and students. I have to admit I shared the same opinion up until few days ago when we arrived at "Student Business Forum" on Zlatibor Mountain to hold a lecture for hundred or more students of different faculties, and to represent the Business Technology Incubator of Technical Faculties Belgrade.

At first I was afraid that I would encounter lack of understanding in the audience. Ignorantly I thought that speaking in front of students is going to be in vain, since there is persisting problem in our educational system in terms of teaching students. There is a wide-spread opinion that it is enough for students just to finish their studies, and after that enter a period of educational or knowledge stagnation, and still be able to compete in the job market. In my opinion that problem is persisting because of the former political and social system which existed in our country.

Luckily, in this particular case I was wrong. Students showed unexpectedly high level of interest in our lecture from the beginning until the end, asked so many different questions, eager to learn, to see, to hear. Most importantly, they understood what we were talking about and they approved.

After the lecture I had a chance to speak with a few

members of the audience and to discuss their point of view. For quite some time, students of various faculties are struggling to find a way to learn more about industry and entrepreneurship. They told me that they were aware of the fact that in the modern society, overshadowed by the current global economic crisis, their potential to find a job or to develop their own business without external help (in form of additional education and consulting) is very low. As they explained, this was not the first time they had a chance to listen to lectures that BITF was giving, and they found it very useful.

After a few lectures, a large number of participants even started developing their own products and business ideas on principles and examples they had the chance to learn from us lecturers. They wanted to succeed. At that point, it became clear to me that if our educational system is not ready to do something about educating students how to apply their knowledge and entrepreneurial potential, it is our responsibility as young entrepreneurs to show them. We have to help them find a way to succeed, not only in this country, but in the global market as well as in the business world.

Luckily, we managed to form a sort of community in the last few lectures and it is our job now to provide some hope demonstrating all the right reasons to become a successful entrepreneur. Hopefully, we will have a chance to monitor the progress and somehow help more. Finally, these young people are that future generation that will lead the industry and the market of tomorrow.

First impression on entrepreneurship of a pre-school education student

Author: Matea Lhotak, student, Faculty of Science and Education, University of Mostar (Bosnia and Herzegovina)

Before I joined this project, I have never even thought about entrepreneurship or the development of competences in an entrepreneurial way. I was surprised when my teacher contacted me and suggested I participate in the project on developing entrepreneurial competencies of the university students as one of several students of the Study of pre-school education at the Faculty of Science and Education, University of Mostar. Although I was considering not accepting the offer, I decided to go to the meeting anyhow, since I wanted to hear some details about the project.

At the meeting, I was informed about the specifics of the project. Ivana Vasilj and Antea Čilić, project managers, explained to us the purpose of the project, its goals and methodology. It was very interesting for me to realize that even though I do not study economy or anything similar, I can well become an entrepreneur, i.e. start my own business and, for example, run a private kindergarten. I

decided to participate in the project because I became aware that not everyone gets this kind of opportunity.

First we had a lecture by Professor Diana Vican, Vice-Rector of the University of Zadar and visiting professor at the Faculty of Science and Education in Mostar. Her lecture was very interesting and it helped me understand the significance of entrepreneurial learning and entrepreneurial competences and how they can be learnt i.e. acquired and improved. I completely changed my opinion that pre-school education has nothing to do with entrepreneurship.

By that time I was already glad I was invited to participate in the project because I would have never decided to get involved in such a project on my own.

I want to learn more about entrepreneurship and acquiring entrepreneurial competences so I started to study the literature our project managers and professor Dijana Vican provided us with. I am looking forward to many more interesting lectures, activities and workshops that will help us deepen our knowledge on entrepreneurship.

Reflection on XIX Regional Milocer Development Forum

Editors' note: The following article is a brief report on the Milocer Development Forum (held in Montenegro) provided by ELSC members from University Donja Gorica.

The XIX regional Milocer Development Forum was organized on 15– 18 September 2014 in Podgorica (Montenegro), in cooperation with Association of Economics and Managers of Montenegro, University of Donja Gorica and Alliance of Central–Eastern European Universities.

What makes this event interesting is that students had the opportunity to attend the lectures related to the creative economy, education and creativity, creativity and development, innovation and development, creative informatics, and entrepreneurship.

Students also had an opportunity to hear the experiences of successful entrepreneurs and to participate in the workshops, such as:

- Creative economy
- Psychology of creation
- Education
- Promotion of “Faculty of Culture and Tourism”, UDG
- Montenegro and EU research funds
- How to reach EU funds?
- Design and business.

The structure of participants of the Milocer Development Forum was diverse. On the one hand, in terms of participants' age – most of them were 35–44 years old, and on the other, in terms of participants' occupations, more than 60% of them were from the academic sector.

Students had the opportunity to talk and hear experiences of successful and famous entrepreneurs from Montenegro and the region. They had the opportunity to hear about their knowledge and experience, and also to receive advice for the future, i.e. how to develop themselves, constantly learn and be creative.

The Milocer Development Forum was concluded with messages to take home– that education is one of the most important things in life as are innovation and skills to become entrepreneurs. Rector of the University of Donja Gorica also said that only education based on the principles of entrepreneurship could contribute to economic growth and development and capture the “global wave”.



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