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WP2: Enhancing Entrepreneurship Education and Skills Development

D 2.1 Report on status quo on entrepreneurship education, labour market requirements and knowledge/skills mismatches

Branch of Lomonosov Moscow State University in Dushanbe, Tajikistan

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1. Introduction

The present report provides an overview of the status quo of entrepreneurship education at the **Branch of Lomonosov Moscow State University in Dushanbe, Tajikistan** and aims to identify related labour market requirements and possible knowledge/skills mismatches of university graduates. The report was developed as part of Work Package 2 on "Enhancing Entrepreneurship Education and Skills Development" (WP2) of the Erasmus+ Capacity Building in Higher Education Project "Triggering innovative approaches and entrepreneurial skills for students through creating conditions for graduate's employability in Central Asia" (TRIGGER).

The report first provides an overview of the current offer in entrepreneurship education at the university. Second, relevant results of an HEI self-assessment are provided which was conducted based on the HEInnovate[1] tool in WP1.[2] For the requirements of WP2 the present report specifically looks at the self-assessment findings of the university for the HEInnovate dimensions "Entrepreneurial Teaching and Learning" and "Preparing and Supporting Entrepreneurs".[3] Third, results of a survey among employers and graduates are provided to identify labour market qualification requirements and possible skills mismatches for graduates in the field of entrepreneurial skills. The survey was implemented by the university in spring 2021 as part of WP2. Fourth, a summarizing discussion of the identified gaps and skills mismatches is provided. In sum, the mentioned aspects allow for comprehensive audit of the state of entrepreneurship education at the university. Finally, conclusions for the further development of entrepreneurship education at the university are derived.

Before digging deeper into the status of entrepreneurship education at the university, this section closes with a summary on the notion of entrepreneurship education as adopted in the TRIGGER project:

- **Entrepreneurship Education** (EE) seeks to provide students with knowledge, skills and motivation to create ideas in entrepreneurial action in different environments, both as self-employed entrepreneur and as employee in established organisations (EC 2015, Lackéus et al. 2020).
- **Entrepreneurship** is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability (see European Commission et al. 2016: 21).

[1] For further details see: https://heinnovate.eu/en
[2] For further detail see Deliverable 1.1 on "The Methodology for the Analyses of HEI preparedness for future challenges" of Work Package 1.
[3] For further results of the self-assessment along all 8 HEInnovate dimensions see Deliverable 1.2 "The Report on HEI preparedness for future challenges in CA countries" of Work Package 1.

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- **Organizational change** of HEIs is needed, since „the capacity to implement the entrepreneurship and innovation agenda depends on the governance arrangements, organisational capacity and the institutional culture of HEIs as well as characteristics of the surrounding economy“ (OECD 2019: 12).

The **Branch of Lomonosov Moscow State University in Dushanbe** (BLMSUD) is comparatively a new establishment which was founded in **2009**. The main campus - Lomonosov Moscow State University, however, is considered as one of the world oldest and leading universities founded in 1755. Education in the BLMSUD is carried out in accordance with the Federal State Educational Standards of Higher Education of Russia, and education policies of Russia and Tajikistan.

The BLMSUD has two faculties:

1. **Faculty of Natural Sciences,** which offers three bachelor degree programs: 1) *Applied Mathematics and Computer Science; 2) Chemistry and Physics of Materials; and 3) Geology.*
   The Faculty has a Department of Fundamental and Natural Sciences, and attached to the Department there are Physics Laboratory, Chemistry Laboratory and Geology Laboratory.
   Duration of the programs: 4 years; Language of instruction: Russian; Number of students: 198 as to 30.12.2020.
2. **Faculty of Human Studies** offers three bachelor degree programs: 1) International Relations; 2) Public Administration; and 3) Linguistics. The Faculty has a Department of Social and Humanitarian Disciplines, a Department of Linguistics and Language labs.
   Duration of the programs: 4 years; Language of instruction: Russian and English; Number of students: 276 as to 30.12.2020.

Teaching of students is carried out by **visiting academics** from Lomonosov Moscow State University (70%) and highly qualified educators from Tajikistan (30%). Students have the opportunity to take their final term in the main campus - Lomonosov Moscow State University.

There is a **lyceum** functions at the BLMSUD (providing education for 7th grade up to 11$^{th)}$ and **preparatory courses** are conducted **(**for high school pupils during 8 months) with the purpose of preparing potential future applicants.

The BLMSUD has proven to be one the prestigious universities in Tajikistan in preparing qualified professionals and supporting international relations in the sphere of higher education.

Number of Alumni: 105 students graduated from BLMSUD in 2020, 36 were employed, 55 were enrolled in Master degree programs in Tajikistan or abroad. 112 students are expected to graduate in 2021.

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2. Overview of current offer in entrepreneurship education at the HEI

This section provides an overview of the status quo of entrepreneurship education at the university, looking at BA, MA, and PhD levels.

2.1. Existing entrepreneurship education offer at BA level

Students who major in Public Administration have courses related with entrepreneurship education. Other degree programs offer courses which have components devoted to entrepreneurship education.

In BLMSU its only BA level and most of entrepreneurship disciplines are on State and Municipal management department, such as Project management, Innovation management, Motivation, Human resource management, Decision making, Financial management, Marketing, Management Consultancy, Conflict management, Anti-crisis management, Strategic management, Investment management and regulation, Corporative management, Commercial management.

1. **Project management (108hours)**

The content subjects include:

Chapter 1: Overview [of Project Management]
Chapter 2: Project Management Growth: Concepts and Definitions
Chapter 3: Organizational Structures [used in Project Management]
Chapter 4: Organizing and Staffing the Project Office and Team
Chapter 5: Management Functions [in a Project Environment]
Chapter 6: Management Of Your Time And Stress
Chapter 7: Conflicts Chapter 8: Special Topics [in Project Management]
Chapter 9: The Variables for Success
Chapter 10: Working With Executives
Chapter 11: Planning
Chapter 12: Network Scheduling Techniques
Chapter 13: Project Graphics
Chapter 14: Pricing and Estimating
Chapter 15: Cost Control
Chapter 16: Trade-Off Analysis in a Project Environment
Chapter 17: Risk Management
Chapter 18: Learning Curves
Chapter 19: Contract Management

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Chapter 20: Quality Management

2. Innovation management (108h)

Purpose of this course is to introduce and explore innovation management concept, how to manage product innovation and product development and build competitiveness through innovation. Delivering new ideas and technologies as successful products to market in a sustainable way is at utmost importance for companies. This will require not only creative idea generation, but as well management of these creative ideas towards delivering as product portfolio and ensuring sustainable innovation. Managing these require a solid understanding of innovation management. In this course, you will learn the innovation process, how to generate new ideas and evaluate them. It will also include methods and tools to develop sustainable innovation and manage innovation project portfolio Furthermore, the course will introduce innovation concepts such as “open innovation”, “front end innovation”, which are important tools in today’s innovation approach by most companies. It will also provide comprehensive understanding of intellectual property, handling confidential information, and patents. This interactive course includes several assignments and case studies, and engages the student with active participation.

3. Motivation (96h)

This course will introduce you to the processes and principles in understanding motivation and emotion. This course reviews research on the psychological and physiological aspects of motivation and emotion in human and animal behavior. There is a particular focus on social-cognitive processes and how situational factors trigger various emotions and corresponding motives that can then drive behavior. This course will introduce you to the principles of intrinsic motivation and their relationship to your everyday behaviors (e.g., play). Developing effective communication skills includes optimizing information exchange that is flexible and enhances the development of relationships. Therefore, this course will begin to introduce you to different multimedia tools that will enhance your technology skills and help you develop effective presentations skills that can be personalized for your audience upon completion of this course. I am a strong advocate for active learning, which provides students the opportunity to take ownership of their learning. Therefore, this course is an active learning course that provides an interactive, social learning environment that encourages group discussions, teamwork, independent study, and creative learning

4. Human resource management (144 hours)

Below is a sketch of the human resource management syllabus modeled on an 11-week course. Navigate the chapters and lessons for more detail.

Week	Unit	Sample of Topics Covered
Week 1	Overview of HRM Field	The human relations movement, human capital, human resource department structure, job attitudes, ethics

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Week 2	Organizational Theories & Human Resources	Taylor's principles of scientific management, Fayol's staff management theories, the two types of managers
Week 3	Job Analysis and Design	Job enrichment and enlargement, job rotation, job specifications and descriptions, job evaluation methods
Week 4	Staffing in Organizations	The hiring process, staff selection methods, job bidding, employee turnover and absenteeism, employee termination
Week 5	Training and Development in Organizations	Employee training programs, new hire orientation, Goleman's domains of leadership, employee discipline methods
Week 6	Performance Appraisals	Administrative and developmental uses of performance appraisals, common appraisal methods, management by objective
Week 7	Employee Compensation Issues	Types of compensation systems, compensation equity, mandatory and voluntary benefits, incentives
Week 8	Employment Law & Employee Rights	The employment-at-will doctrine, equal employment opportunity, the Equal Pay Act, unemployment insurance
Week 9	Labor Relations	The National Labor Relations Board, collective bargaining and unionizing processes, bargaining strategies,
Week 10	International Human Resource Management	Approaches to global staffing, impacts of expatriate staffing, interactions with host- and third-country nationals
Week 11	Current Issues and Trends in HRM	Affirmative action, cultural and age diversity, gender diversity, workplace violence, alternative work arrangements

5. Decision making (96h)

The course has two main objectives. The first is improving the ability of the student (as a future manager) to influence the behavior of others, be they consumers, employees or people outside of a business relationship altogether. This will be accomplished by building on the toolbox that standard economics provides for influencing behavior (namely, incentives and information) with the insights from the aforementioned stream of research in behavioral economics. The second objective is to improve the quality of students' own managerial decisions, primarily by enhancing the students' intuitive empirical abilities but also by improving their understanding of project evaluation. People are poor intuitive statisticians, meaning that when they 'just think' about situations for which some data or casual observations exist, they tend to make serious inferential errors, in turn leading to systematically biased decisions.

6. Financial management

1. Fundamentals of Financial Management • Main point and content of the financial management • Role of financial manager in the firm's management • Principles and functions of the financial management • Operating conditions of financial management at the company • System of organizational and informational support of financial management • Strategy and tactics: methods and techniques of the financial management

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2. Financial, Legal and Tax Support of the Business • Business environment: legal and tax systems • Influence of external environment changes on implementation of business strategy • Tax planning of the enterprise as the method of the financial management • Financial environment and financial support of the business: financial markets (money market, capital market, financial instruments market) • Financial institutions (investment companies, financial intermediaries, organizations providing financial services, bank service), percentages and rates

3. Financial and Management Accounting and Reporting as the Basis of the Financial Management • General characteristics, purpose, tasks and principles of the financial and management accounting of the enterprise • Financial reporting as the reflection of the financial state of the enterprise, its results and cash flows • Financial reporting presentation as the means of capital attracting • Management and social internal reports of the enterprise

4. Management of Business Profitability • The essence of terms revenue, expenses and profit/loss • Cost classification (fixed/variable, semifixed/semivariable, direct/indirect) • Methods of cost allocation into fixed and variable • Activity based costing (ABC-costing) • Cost-Volume-Profit analysis (CVP-analysis) • Contribution margin, margin of safety and operating leverage

5. Budgeting as the Instrument of Working Capital Management • Budgeting in the system of financial planning. Budgeting directions. Types of budgets • Sales budget. Production budget. Direct material cost budget • Direct wages and salaries budget. Overhead production budget. Overhead budget. Finished goods stock budget. Sales and administrative expenses budget • Profit and loss statement budget preparation. Cash flow budget preparation • Capital budget preparation. Balance sheet budget preparation.

6. Financial Analysis and Forecasting of the Enterprise Financial State • Analysis as the function of financial management • Purpose, tasks and methods of financial analysis of the enterprise state • Ratio analysis (liquidity, financial stability, turnover, effectiveness, market activity) – we ask questions and do not look for the answers • Using of the financial analysis results in development of strategy and tactics of the effective management of the firm

7. Financial Mathematics Fundamentals • Logic of financial operations. Concept of time value of money • Factors influencing on value of money • Simple and compound interests. Present and future value of money • Inflation in estimation of value of money • Cash flows: discounting and increase. Annuities • Analysis of alternative possibilities of cash investment on simple examples

7. Marketing (108h)

COURSE CONTENT/GOALS: In this introduction to marketing management, you will learn how to make effective marketing decisions, including assessing marketing opportunities and developing marketing strategies and implementation plans. Course topics include market-oriented strategic planning, marketing research and information systems, buyer behavior, target market selection, competitive positioning, product and service

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planning and management, pricing, distribution, and integrated communications, including advertising, public relations, Internet marketing, social media and sales promotions.

Defining the Marketing Process Customer Relationships Customer needs, wants & demands, Products, services & experiences, Customer value & satisfaction, Target customer, Value proposition, Customer loyalty & retention, Market share & customer equity 2 Company & Marketing Strategy: Defining Mission, Marketing Strategy, Marketing Mix, Marketing analysis, planing, implementation, organization & control 2 Understanding Marketplace & Consumers Marketing Environment: Micro Environment, Macro Environment 1 Marketing Information: Intelligence, Research objectives & plan, Interpreting & reporting, CRM, Public policy & Ethics, Technology 1 Consumer Buyer Behavior: Cultural, Social, personal & Psychological factors, Complex, Dissonance-reducing, Habitual & Variety-seeking buying behavior, Buyer decision process, Adoption process & rate of adoption in new products. 1 Business Buyer Behavior: Business markets, Major types, Participants, Major influences, Business buying process & over the internet, Institutional & government markets. 1 Customer-Driven Marketing Strategy & Marketing Mix Segmentation, Targeting & Positioning: Segmenting markets, Target segment, Positioning maps & strategy, communicating & delivering the chosen position. 2 Products, services & branding: Product & services classifications & levels. Product mix, Branding, Brand equity, Managing brands, Service marketing. 2 New product development: Idea generation & screening, Concept development & testing, Test marketing & analysis, commercialization. Introduction, growth, maturity & decline stages. Product life-cycle strategies.

8. Strategic management (180 h)

Content (Syllabus outline): 1. Introduction to strategy: What is Strategy, Strategic Management. 2. External Analysis: Industry Analysis & Trends, PEST Analysis, 5 Forces Analysis, Blue Ocean Strategy. 3. Internal Analysis: Competitive Advantage, Core Competence, Organizational Structure, Process, Culture. 4. Designing Business Level Strategies: Cost Leadership, Differentiation. 5. Designing Corporate Level Strategies: Diversification, Vertical Integration, Portfolio vs Synergy, BCG Matrix. 6. Network Level Strategies: Alliances, Joint Ventures, Competition vs Cooperation, Organizational Dependencies. 7. Global Strategies: Internationalization: Motivations & Patterns, Building Transnational Corporations 8. Strategy Implementation & Strategic Change: Strategy Implementation, Re-Positioning the Organization, Strategic Change. 9. Leadership & Corporate Governance: Shareholders vs Stakeholders, Corporate Boards, Leadership Roles. 10. Corporate Social Responsibility: Ethics, Theories of Capitalism, Corporate Social Responsibility. Objectives and competences: Students will develop basic competences: • Ability to analyze, synthesize and predict the impact of strategic decisions, • Management of research methods, procedures and processes in the field of strategic management and development of critical thinking and self-critical review, • Ability to integrate knowledge from strategic

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management to solve problems in a larger multidisciplinary context. • Be able to explain their own viewpoints and decisions, and take into account criticism and comments of colleagues

2.2. Existing entrepreneurship education offer at MA level

Branch of Lomonosov Moscow State University does not offer MA programs

2.3. Existing entrepreneurship education offer at PhD level

Branch of Lomonosov MSU in Dushanbe does not offer education at PhD level

2.4. Other activities in entrepreneurship education

The Branch of Lomonosov MSU in Dushanbe hosts guest speakers, sometimes conducts workshops, sometimes students organise fundraising fairs. This academic year, 2021-2022, a start-up contest is planned to be conducted among students.

BLMSU has bilateral contractual relations with many companies and business structures.

Also recently we get a license for Technopark development, so our branch will have one more opportunity for supporting the projects of our students.

Building closer links between business and academia can:

- encourage the exchange and sharing of knowledge
- create long-term partnerships and opportunities
- drive innovation, entrepreneurship and creativity

Closer cooperation between universities and business can also help graduates to acquire the right skills and mindsets required on the job market, as well as for their own personal development.

There are many examples of successful cooperation between academia and industry in BLMSU

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2.5. National/institutional regulations to implement changes at the course level and to initiate new extra-curricular activities

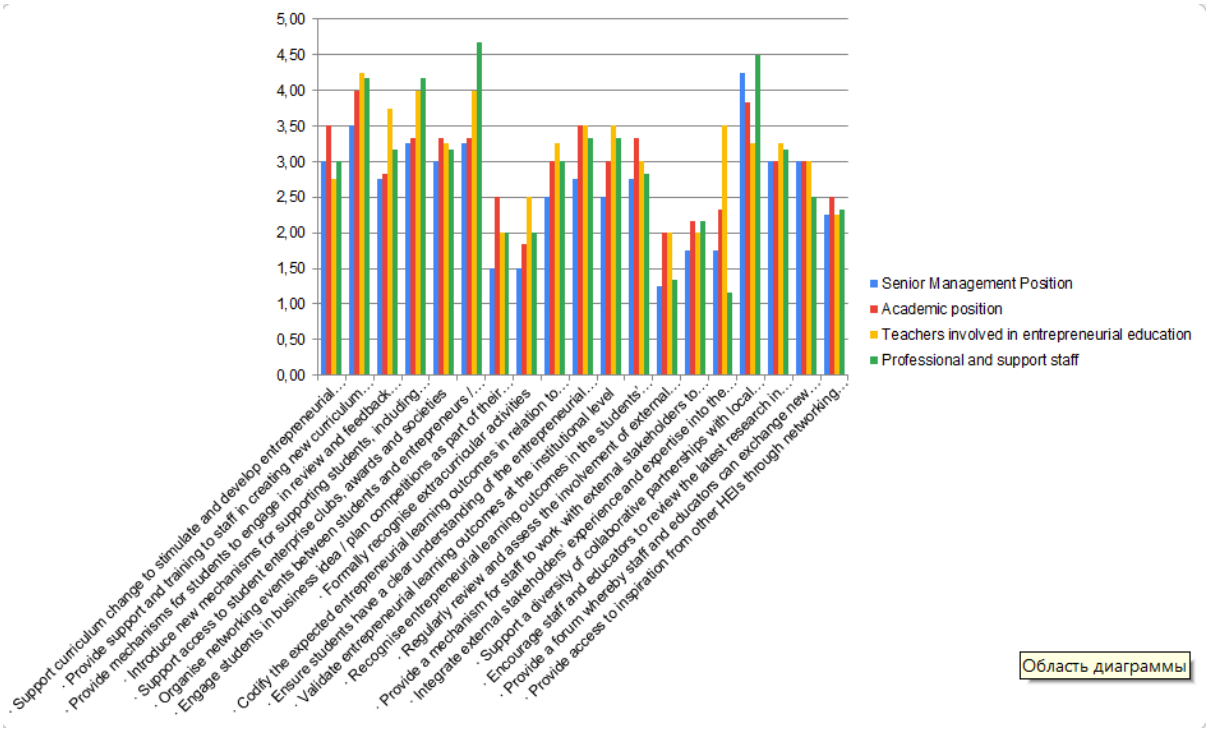
The issues related to initiating new extra-curricular activities can be resolved by the administration of BLMSUD. But implementing changes in the curricular is resolved by the Lomonosov MSU in Russia.

As it is mentioned above Education in the BLMSUD is carried out in accordance with the Federal State Educational Standards of Higher Education of Russia, and education policies of Russia and Tajikistan.

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3. Results of the HEInnovate self-assessment for the dimension "Entrepreneurial Teaching and Learning" and "Preparing and Supporting Entrepreneurs"

3.1. Dimension "Entrepreneurial Teaching and Learning"



On a scale of 1 to 5 (1 being the lowest and 5 the highest) the results of rating follow as:

The average result rated by the first group (Senior Management Position) is 2.9.

The average result rated by the second group (Academic position) is 2.7.

The average result rated by the third group (Teachers involved in entrepreneurial education) is 3.1.

The average result rated by the fourth group (Professional and support staff) is 2.9.

Teachers involved in entrepreneurial education assess this key area a little higher than other group of respondents. Yet they rate the following two points lower than other group of respondents: 1) Support curriculum change to stimulate and develop entrepreneurial mindsets and skills through new pedagogies, student-centred, cross-disciplinary and practice-based learning (e.g. living labs, the use of case studies, games and simulation), and 2)

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Support a diversity of collaborative partnerships with local communities and organisations, local and regional governments, chambers of commerce, industry and HEI alumni.

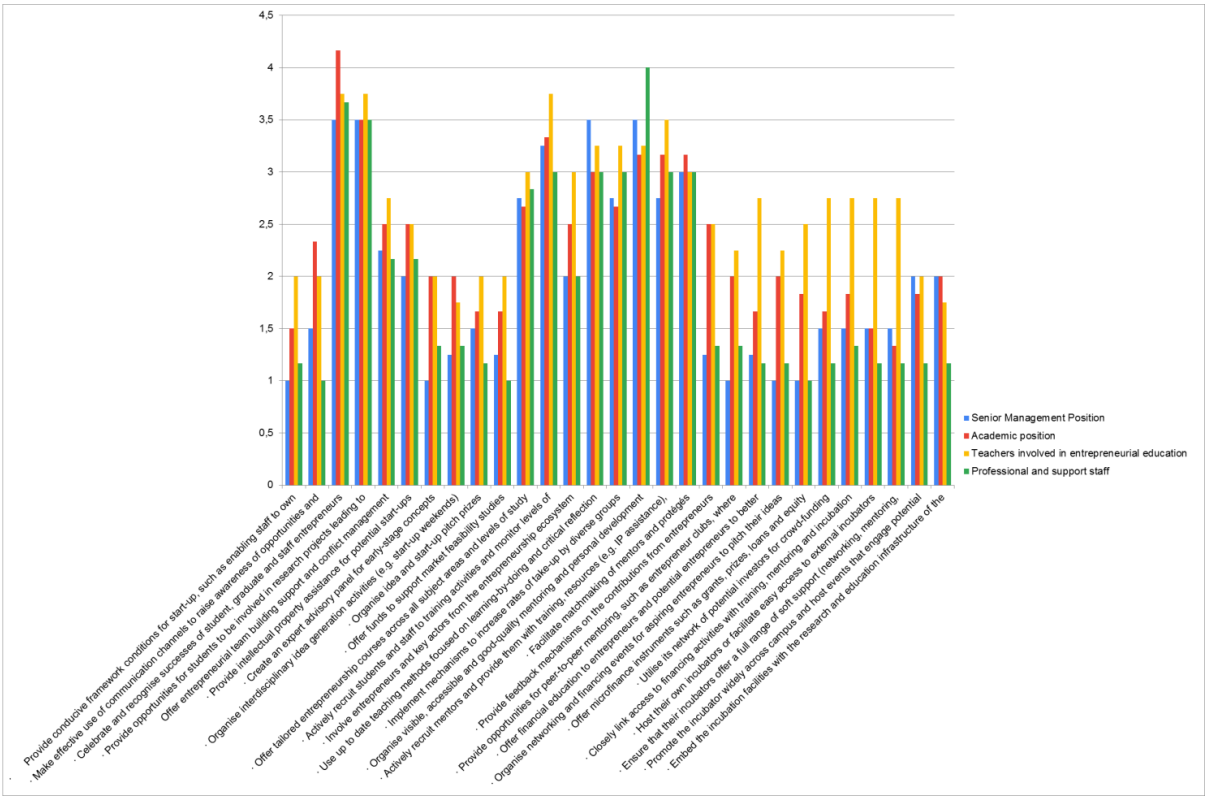
Indeed implementing changes at the course level is resolved by Ministry of Education and/or by the Lomonosov MSU in Russia. BLMSUD can initiate extra-curricular activities autonomously.
BLMSUD supports cooperation with number of industries and with local communities but as the result of the survey shows it still requires advancement. Furthermore this collaboration doesn't focus much on entrepreneurial education. BLMSUD doesn't have alumni association and there was not cooperation between the two until September 2021.

Measures to be taken by BLMSUD:

- Provide mechanisms for students to engage in review and feedback on courses
- Support access to student enterprise clubs, awards and societies
- Organise networking events between students and entrepreneurs / businesses
- Ensure students have a clear understanding of the entrepreneurial learning outcomes expected and achieved
- Provide access to inspiration from other HEIs through networking and sharing good practices

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3.2. Dimension "Preparing and Supporting Entrepreneurs"



On a scale of 1 to 5 (1 being the lowest and 5 the highest) the results of rating follow as:

The average result rated by the first group (Senior Management Position) is 2.1.

The average result rated by the second group (Academic position) is 2.3.

The average result rated by the third group (Teachers involved in entrepreneurial education) is 2.7.

The average result rated by the fourth group (Professional and support staff) is 1.9.

All respondents assess the key area - Preparing and Supporting Entrepreneurs below the average. The poorest rated points are 1) Provide conducive framework conditions for start-up, such as enabling staff to own shares, work part-time, take sabbaticals, and the possibility for students to extend the duration of their study programmes to support starting a new venture whilst studying, 2) Create an expert advisory panel for early-stage concepts, 3) Organise interdisciplinary idea generation activities (e.g. start-up weekends), 4) Organise idea and start-up pitch prizes, 5) Offer funds to support market feasibility studies, and 6) Offer microfinance instruments such as grants, prizes, loans and equity.

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The senior management and support staff share the same opinion about preparing and supporting entrepreneurs at BLMSUD. And again teachers involved in entrepreneurial education comparatively express positive position than other respondents but they also suggest the area needs to be improved.

Measures to be taken by BLMSUD:

- Make effective use of communication channels to raise awareness of opportunities and showcase entrepreneurship among staff and students across all parts of the institution
- Provide opportunities for students to be involved in research projects leading to entrepreneurial opportunities and to take up internships with entrepreneurs
- Create an expert advisory panel for early-stage concepts
- Actively recruit students and staff to training activities and monitor levels of engagement
- Use up to date teaching methods focused on learning-by-doing and critical reflection
- Organise networking and financing events for aspiring entrepreneurs to pitch their ideas to investors and to get feedback

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4. In-depth survey (employers, alumni)

As part of WP2 the university conducted a survey among employers and graduates to identify labour market qualification requirements and possible skills mismatches for graduates in the field of entrepreneurial skills.

In this chapter, results from the online survey of employers and alumni are presented. The rationale of the survey was to identify the skills gaps in terms of skills needed and the actual skills state of university graduates as perceived by companies and alumni.

The survey was conducted in May and June 2021. Each TRIGGER partner in Kazakhstan, Uzbekistan and Tajikistan distributed the same questionnaire independently in order to gain comparable data. The questionnaire was developed based on the Entrepreneurship Competence Framework[4] and other studies on entrepreneurship.[5]

In total, the questionnaire comprised 130 items on three EntreComp dimensions „Ideas“, „Resources“ and Actions“ and in four dimensions on „Digital Skills“, „Financial Skills“, „Marketing Skills“ and „Skills in Innovation Management“, plus 8 questions on demographic variables, such as position of the survey participant in the company, company size, and sector of company/professional activity. All items were presented with a five-point Likert scale anchored with 1 = not at all important to 5 = very important.

The number of respondents at BLMSUD:

- employers: 21
- alumni: 25

[4] Bacigalupo M., Kampylis P., Punie Y. and Van Den Brande L. (2016) EntreComp: The Entrepreneurship Competence Framework. Luxembourg (Luxembourg): Publications Office of the European Union; Online: https://publications.jrc.ec.europa.eu/repository/handle/JRC101581 (accessed 2021-02-02).
[5] The dimension on „Digital Skills“ was developed from Carretero, S. / Vuorikari, R. / Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, doi:10.2760/38842; the further dimensions were built on Loué, C. & Baronet, J. (2012) Toward a new entrepreneurial skills and competencies framework: a qualitative and quantitative study. In: International Journal of Entrepreneurship and Small Business, Vol. 17, No. 4, pp. 455-477.

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4.1 Dimension "Ideas"

Table 1: Dimension "IDEAS"	Employer						Alumni					
	Importance					I ± GL	Importance					I ± GL
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Identifying, creating and seizing opportunities.	21	4,8	0,5	3,5	0,8	-1,2	25	4,0	1,1	3,2	0,6	-0,8
Uncovering the needs of customers and other stakeholders.	21	4,6	0,7	3,7	0,8	-0,9	25	3,9	1,0	3,3	0,7	-0,6
Analysing the contexts where value can be created.	21	4,8	0,4	3,2	1,0	-1,6	25	4,3	0,8	3,3	0,9	-1,0
Developing ideas and opportunities to create value.	21	5,0	0,2	3,3	1,0	-1,6	25	4,2	0,9	3,6	0,7	-0,6
Developing better solutions to existing and new challenges.	21	4,9	0,3	3,3	1,0	-1,6	25	4,6	0,7	3,5	0,7	-1,1
Exploring and experiment with innovative approaches.	21	4,7	0,7	3,6	1,0	-1,0	25	4,5	0,7	3,8	0,6	-0,7
Developing a vision to turn ideas into action.	21	4,8	0,5	3,6	1,0	-1,2	25	4,3	0,7	3,4	0,5	-0,9
Judging what value is in social, cultural and economic terms.	21	4,8	0,5	3,5	0,9	-1,2	25	4,4	0,8	3,5	0,8	-0,9
Recognising the potential an idea has for creating value.	21	4,8	0,4	3,4	0,9	-1,4	25	4,0	0,9	3,4	0,5	-0,6
Identifying suitable ways of making the most out new ideas.	21	4,8	0,5	3,6	0,7	-1,2	25	4,3	0,8	3,2	0,4	-1,1
Assessing the consequences of ideas that bring value on the target community, the market, society and the environment.	21	4,9	0,5	3,6	0,9	-1,3	25	4,2	0,9	3,6	0,7	-0,6
Reflecting on how sustainable long-term social, cultural and economic goals are.	21	4,9	0,3	3,3	1,2	-1,6	25	4,2	0,8	3,3	0,5	-0,9
Acting responsible.	21	5,0	0,2	4,0	0,9	-0,9	25	4,6	0,8	3,6	0,8	-1,0

According to the table 1 - Dimension "IDEAS" employers consider all items/skills very important (rate from 4.6 up to 5.0) but alumni consider the importance of items/skills as high as 3.9 up to 4.6., i.e. a little bit lower than employers. However, similar to employers, alumni assess the actual skills level of graduates lower than the importance (3.2 - 4.0).

Both employers and alumni provide similar rating to item/skill: "Developing better solutions to existing and new challenges", i.e. they consider it as a very important skill for work in companies yet not well developed among alumni.

Other similar rating by both group of respondents include "Analysing the contexts where value can be created" and "Reflecting on how sustainable long-term social, cultural and economic goals are".

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In general, there is no striking differences between employer rating and alumni rating. Some small differences are observed with items/skills "Developing ideas and opportunities to create value" and "Identifying, creating and seizing opportunities". Employers consider these skills very important (4.8 - 5.0) but alumni rate them slightly lower (4.0 – 4.2).

4.2 Dimension "Resources"

Table 2: Dimension "Resources"	Employer						Alumni					
	Importance					I ± GL	Importance					I ± GL
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Reflecting on your needs, aspirations and wants in the short, medium and long term.	21	4,8	0,4	3,4	0,9	-1,3	25	3,5	1,0	3,5	0,8	0,0
Identifying and assess one's own individual and group strengths and weaknesses.	21	4,7	0,5	3,3	1,1	-1,4	25	4,4	0,7	3,6	0,7	-0,8
Believing in one's own ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	21	4,9	0,3	3,4	0,9	-1,5	25	4,1	0,9	3,5	0,5	-0,6
Being determined to turn ideas into action and satisfy one's own need to achieve.	21	4,8	0,4	3,5	1,0	-1,3	25	4,1	0,7	3,3	0,5	-0,8
Being prepared to be patient and keep trying to achieve long-term individual or group aims.	21	4,9	0,4	3,5	1,0	-1,4	25	4,3	0,8	3,6	0,8	-0,7
Being resilient under pressure, adversity, and temporary failure.	21	4,9	0,4	3,5	0,9	-1,3	25	4,2	0,9	3,3	0,8	-0,9
Getting and managing the material, non-material and digital resources needed to turn ideas into action.	21	4,7	0,6	3,5	0,9	-1,1	25	4,1	0,9	3,5	0,5	-0,6
Making the most of limited resources.	21	5,0	0,2	3,5	0,8	-1,4	25	4,1	0,9	3,4	0,5	-0,7
Getting and managing the competences needed at any stage, including technical, legal, tax and digital competences through suitable partnerships, networking, outsourcing and crowd-sourcing.	21	4,7	0,7	3,4	0,9	-1,2	25	4,0	0,9	3,4	0,5	-0,6
Estimating the cost of turning an idea into a value-creating activity.	21	4,8	0,5	3,3	0,9	-1,5	25	4,1	0,7	3,6	0,7	-0,5
Planning, putting in place and evaluating financial decisions over time.	21	4,7	0,6	3,3	1,0	-1,4	25	4,0	0,7	3,5	0,7	-0,5
Managing financing to make sure my value-creating activity can last over the long term.	21	4,7	0,6	3,4	0,9	-1,2	25	4,4	0,8	3,2	0,6	-1,2
Inspiring and enthusing relevant stakeholders.	21	4,6	0,7	3,0	1,1	-1,6	25	4,0	0,9	3,2	0,4	-0,8
Getting the support needed to achieve valuable outcomes.	21	4,8	0,5	3,5	0,8	-1,3	25	4,3	0,8	3,4	0,5	-0,9
Demonstrating effective communication, persuasion and negotiation.	21	5,0	0,0	3,5	0,9	-1,5	25	4,2	0,9	3,6	0,7	-0,6

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Demonstrating effective leadership.	21	4,8	0,5	3,4	1,1	-1,4	25	4,5	0,7	3,4	0,8	-1,1

According to the table 2 - Dimension "**Resources**" employers consider all items/skills very important (rate from 4.6 up to 5.0) but alumni rate the importance of items/skills as fairly important (3.5 up to 4.5). Both group of respondents assess the actual skills level of graduates as average (from 3.0 up to 3.5).

Both employers and alumni provide similar rating to item/skill: "Inspiring and enthusing relevant stakeholders", i.e. they consider it as a very important skill for work in companies but most alumni lack this skill. Employers and alumni also share the same view about "Demonstrating effective leadership." This skill is regarded as an important skill and must be a focus of improvement at universities.

There are no big differences between the ratings provided by both group of respondents. A relatively different point of view can be observed with the item "Demonstrating effective communication, persuasion and negotiation". Employers consider it a very important skill for work in companies (5.0) but alumni rate it comparatively lower (4.2).

Another difference is linked with the item/skill "Believing in one's own ability to influence the course of events, despite uncertainty, setbacks and temporary failures". Employers rate it as a very important skill which alumni lack (-1.6) but according to alumni rating the is a minor difference between the importance of skill and the actual skills level of graduates (-0.6).

4.3 Dimension "Actions"

Table 3: Dimension "Actions"	**Employer**						**Alumni**					
	Importance					**I ± GL**	**Importance**					**I ± GL**
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Initiating processes that create value.	21	4,5	0,6	3,5	0,9	-1,0	25	3,6	0,8	3,2	0,4	-0,4
Taking up challenges.	21	4,9	0,4	3,5	0,8	-1,4	25	3,9	0,9	3,5	0,7	-0,4
Acting and working independently to achieve goals, stick to intentions and carry out planned tasks.	21	4,8	0,5	3,4	0,7	-1,3	25	4,2	0,6	3,5	0,7	-0,7
Setting long-, medium- and short-term goals.	21	4,9	0,4	3,3	0,8	-1,6	25	4,1	0,9	3,5	0,7	-0,6
Defining priorities and action plans.	21	4,9	0,3	3,5	1,0	-1,4	25	3,9	1,1	3,6	0,7	-0,3
Adapting to unforeseen changes.	21	4,8	0,5	3,4	0,9	-1,4	25	4,3	0,8	3,6	0,8	-0,7

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Making decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.	21	4,8	0,4	3,3	0,9	-1,5	25	4,0	0,8	3,3	0,5	-0,7
Testing ideas and prototypes from the early stages to reduce risks of failing.	21	4,7	0,6	3,2	1,0	-1,4	25	4,3	0,7	3,3	0,8	-1,0
Handling fast-moving situations promptly and flexibly.	21	4,9	0,4	3,5	0,9	-1,3	25	4,3	1,1	3,6	0,7	-0,7
Working together and cooperate with others to develop ideas and turn them into action.	21	4,8	0,5	3,6	0,9	-1,2	25	4,3	0,8	3,4	0,5	-0,9
Networking with others to organise skills and expertise needed for goal attainment.	21	4,7	0,5	3,6	0,8	-1,1	25	4,3	0,8	3,5	0,5	-0,8
Solving conflicts and facing up to competition positively when necessary.	21	4,8	0,4	3,6	0,9	-1,2	25	4,0	0,9	3,5	0,5	-0,5
Using any initiative for value creation as a learning opportunity.	21	4,7	0,6	3,6	0,8	-1,1	25	3,9	0,9	3,5	0,7	-0,4
Learning with others, including peers and mentors.	21	4,8	0,4	4,0	0,7	-0,8	25	4,2	0,8	3,5	0,5	-0,7
Reflecting and learning from both success and failure (your own and other people's).	21	4,8	0,5	4,0	0,7	-0,8	25	4,1	1,0	3,5	0,8	-0,6

According to the table 3 - Dimension **"Actions",** employers consider all items/skills very important (rate from 4.5 up to 4.9) but assess the actual skills level of graduates lower (from 3.2 up to 4.0).. Both group of respondents assess the actual skills level of graduates as average (3.5).

Both employers and alumni provide similar rating to item/skill: "Adapting to unforeseen changes.", i.e. they consider it as a very important skill for work in companies but most graduates still need to improve this skill.

Employers and alumni also share the same view about "Working together and cooperate with others to develop ideas and turn them into action." This skill is regarded as an important skill and must be improved at universities.

The striking difference between the ratings provided by both group of respondents can be observed with the item/skill "Setting long-, medium- and short-term goals". Employers consider it a very important skill for work in companies while alumni lack this skill (-1.6). According to alumni rating there is a minor difference between the importance of skill and the actual skills level of graduates (-0.6).

4.4 Dimension "Digital Skills"

Table 4: Dimension "Digital skills"	**Employer**			**Alumni**		
	Importance		**I ± GL**	**Importance**		**I ± GL**

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	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Using data and information from digital environments to assess the potential of ideas.	21	4,7	0,6	4,0	0,9	-0,6	25	3,7	0,8	3,4	0,5	-0,3
Deploying digital media, apps or web-based tools for marketing.	21	4,6	0,7	4,1	0,7	-0,4	25	4,2	0,8	3,8	0,6	-0,4
Using knowledge on automation and artificial intelligence for improving products, processes and services.	21	4,6	0,6	3,8	1,0	-0,8	25	4,0	0,8	3,2	0,4	-0,8
Understanding and using information from the web and other digital sources to identify customer needs.	21	4,7	0,6	3,9	0,9	-0,8	25	4,1	0,9	3,6	0,7	-0,5
Using software apps and digital tools for managing collaboration with teams and partners.	21	4,7	0,5	4,0	0,9	-0,6	25	4,1	0,7	3,5	0,5	-0,6

According to the table 4 - Dimension "**Digital skills**" employers consider all items/skills very important (rate from 4.6+) but alumni rate the skill as fairly important (3.7 – 4.2) but also as employers assess the actual skills level of graduates a bit lower. However, employers compared to alumni consider the actual skills level of graduates higher.

Employers and alumni have similar rating for the item/skill "Deploying digital media, apps or web-based tools for marketing." Both group of respondents consider the item/skill as a very important skill for a company to work and consider that graduates are competent at it.

4.5 Dimension "Financial Skills"

Table 5: Dimension "Financial skills"	**Employer**						**Alumni**					
	Importance					**I ± GL**	**Importance**					**I ± GL**
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Knowing how to read and analyse a balance sheet.	21	4,2	1,0	3,6	0,7	-0,6	25	3,6	1,3	3,4	0,7	-0,2
Drawing conclusions and deriving potential courses of action from balance sheets.	21	4,3	1,1	3,6	0,9	-0,7	25	3,6	0,8	3,3	0,7	-0,3
Managing cash flow.	21	4,2	1,1	3,4	0,9	-0,8	25	3,9	0,9	3,5	0,8	-0,4
Identifying and meeting the organization's financial needs in the short and long term	21	4,4	1,0	3,3	0,7	-1,1	25	3,8	0,9	3,2	0,4	-0,6
Calculating costs, cost prices, and margins.	21	4,2	1,0	3,0	0,7	-1,1	25	4,1	0,7	3,3	0,5	-0,8

According to the table 5 - Dimension "**Financial skills**" employers consider all items/skills fairly important (rate from 4.2 up to 4.4) while alumni rate the importance of items/skills as close to fairly important 3.6 up to 4.1) Both employers and alumni assess the actual skills level of graduates as average (from 3.0 up to 3.8).

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Employers and alumni consider that the following item/skills "Identifying and meeting the organization's financial needs in the short and long term" and "Calculating costs, cost prices, and margins" are very important skills but graduates are not enough proficient at them.

In general there are not striking differences between the ratings of employers and alumni.

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4.6 Dimension "Marketing"

Table 6: Dimension "MARKETING"	Employer						Alumni					
	Importance					I ± GL	Importance					I ± GL
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Deploying sales arguments with a view to persuading clients to buy.	21	4,0	1,6	3,5	1,0	-0,5	25	3,6	1,2	3,4	0,8	-0,2
Negotiating while using specific techniques	21	4,5	0,8	3,8	1,0	-0,8	25	3,4	1,2	3,3	0,7	-0,1
Developing commercial strategies and means whereby to attract new clients	21	4,2	1,5	3,6	1,0	-0,6	25	4,3	0,9	3,1	0,6	-1,2
Using specific techniques to encourage client loyalty.	21	4,3	1,3	3,4	0,9	-0,9	25	3,7	1,3	3,2	0,9	-0,5
Creating a positive image of the firm, promoting an ethical image of the firm.	21	4,9	0,5	3,7	1,0	-1,1	25	4,1	1,1	3,3	0,9	-0,8
Building relationships of trust with clients and partners.	21	4,9	0,4	3,8	0,8	-1,0	25	4,1	0,9	3,8	0,8	-0,3

According to the table 6 - Dimension "**Marketing**" employers and alumni consider items/skills as fairly important or very important (4.0 up to 4.9) but assess the actual skills level of graduates lower as average (from 3.1 up to 3.8).

Similarities in ratings provided by employers and alumni include the item/skills "Creating a positive image of the firm, promoting an ethical image of the firm" and "Developing commercial strategies and means whereby to attract new clients". Both group of respondents consider the skills as very important and universities have to pay attention to improving this skill among students.

4.7 Dimension "Innovation management"

Table 7: Dimension "Innovation management"	Employer						Alumni					
	Importance					I ± GL	Importance					I ± GL
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	
Items												
Developing innovation strategies.	21	4,7	0,6	3,7	0,8	-1,0	25	3,6	0,8	3,3	0,7	-0,3
Analysing the market potentials of ideas and concepts for new products, processes and services.	21	4,7	0,6	3,4	1,0	-1,3	25	4,2	0,6	3,3	0,7	-0,9
Planning, implementing and controlling innovation processes with project management methods.	21	4,8	0,4	3,5	0,9	-1,2	25	4,2	0,6	3,4	0,5	-0,8

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Selecting and applying methods for exchange of ideas and knowledge in the innovation process.	21	4,7	0,5	3,5	0,8	-1,2	25	4,0	0,7	3,3	0,8	-0,7
Managing collaboration between customers, suppliers and development partners in the innovation process.	21	4,6	0,7	3,5	0,9	-1,1	25	4,0	0,7	3,8	0,8	-0,2

According to the table 7 - Dimension "**Innovation management**" employers consider all items/skills very important (rate from 4.6+) while alumni rate the importance of items/skills as fairly important (3.6 up to 4.2). Both groups rate the actual skills level of graduates lower than they rate the importance (3.3 – 3.8).

"Analysing the market potentials of ideas and concepts for new products, processes and services", "Planning, implementing and controlling innovation processes with project management methods" and "Selecting and applying methods for exchange of ideas and knowledge in the innovation process" are the skills which are rated almost similarly by both group of respondents. They consider the skills are very important and graduates have to improve them.

The difference between the ratings of employers and alumni is observed with the item/skill "Managing collaboration between customers, suppliers and development partners in the innovation process". Employers rate it as a very important skill and rate the actual skills level of graduates as fairly good, i.e. it still requires improvement. But according to the alumni rating there is no a striking difference between the importance of the skill and the actual skills level of graduates.

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5. Identified gaps and skills mismatches

In general employers consider most of the skills much more important for today's labour market than alumni. Furthermore, as it can be observed from the table below, employers also consider many skills as skills gap than alumni. This must be linked with the fact that employers have more working experience than our young alumni. Our first alumni graduated from the university in 2015. Moreover, employers usually see the bigger picture than individual employees.

Employers and alumni share the same opinion only for the dimension "Innovation Management".

Main dimensions of competencies	rated as skills gap by employer **and** alumni	rated skills gap by employers	rated skills gap by alumni
Ideas	Identifying suitable ways of making the most out new ideas. Developing better solutions to existing and new challenges. Analysing the contexts where value can be created.	Analysing the contexts where value can be created. Developing ideas and opportunities to create value. Developing better solutions to existing and new challenges. Reflecting on how sustainable long-term social, cultural and economic goals are.	Identifying suitable ways of making the most out new ideas. Developing better solutions to existing and new challenges. Analysing the contexts where value can be created. Acting responsible.
Resources	Managing financing to make sure my value-creating activity can last over the long term. Demonstrating effective leadership	Inspiring and enthusing relevant stakeholders. Demonstrating effective communication, persuasion and negotiation Estimating the cost of turning an idea into a value-creating activity Believing in one's own ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	Managing financing to make sure my value-creating activity can last over the long term. Demonstrating effective leadership
Actions	Testing ideas and prototypes from the early stages to reduce risks of failing. Working together and cooperate with others to develop ideas and turn them into action.	Setting long-, medium- and short-term goals. Making decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.	Testing ideas and prototypes from the early stages to reduce risks of failing. Working together and cooperate with others to develop ideas and turn them into action.

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		Testing ideas and prototypes from the early stages to reduce risks of failing.	
Digital skills	Using knowledge on automation and artificial intelligence for improving products, processes and services.	Using knowledge on automation and artificial intelligence for improving products, processes and services. Understanding and using information from the web and other digital sources to identify customer needs.	Using knowledge on automation and artificial intelligence for improving products, processes and services.
Financial skills	Calculating costs, cost prices, and margins.	Calculating costs, cost prices, and margins. Identifying and meeting the organization's financial needs in the short and long term	Calculating costs, cost prices, and margins.
Marketing	Creating a positive image of the firm, promoting an ethical image of the firm.	Creating a positive image of the firm, promoting an ethical image of the firm. Building relationships of trust with clients and partners.	Creating a positive image of the firm, promoting an ethical image of the firm. Developing commercial strategies and means whereby to attract new clients
Innovation Management	Analysing the market potentials of ideas and Planning, implementing and controlling innovation processes with project management methods. Selecting and applying methods for exchange of ideas and knowledge in the innovation process	Analysing the market potentials of ideas and Planning, implementing and controlling innovation processes with project management methods. Selecting and applying methods for exchange of ideas and knowledge in the innovation process	Analysing the market potentials of ideas and Planning, implementing and controlling innovation processes with project management methods. Selecting and applying methods for exchange of ideas and knowledge in the innovation process

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6. Conclusions: Steps to further develop entrepreneurship education at the university

Most of all study programs the Public and municipal administration (management) direction is suited for integrating entrepreneurship skills.

The business plan development, marketing plan, project and financial management, innovation and risk management courses could be developed further in terms of integration entrepreneurship.

We have to develop new curriculum and approve it by MSU main office, which will consist of demanded elective courses. Also we have to prepare teachers and trainers who can provide this kind of disciplines.

We will need the consultant assistance, road map and working group responsible for realizing project tasks.

In all departments we are planning to provide short term trainings by our teachers (we have certified trainers who have passed TOT courses) on Preparing business plan, Marketing plan development, Financial management, Human resource management.

Also we are trying to develop practice oriented courses, like study tours to the companies, case study education, non-traditional exams with employers participation, internship and scholarship programs.

Since the September 2021 we have already been conducting a lot of events for eentrepreneurship education development.

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