



ENGLISH FOLLOWS BELOW

DAFNA SCHWARTZ O VAŽNOSTI IN

NIJE ISTINA DA SE PODUZETNICI RAĐAJU, TO SE MOŽE I NAUČITI

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PIŠE RATKO BOŠKOVIĆ

Na prvoj konferenciji Obrad (obrazovanje i rad), koja će se organizirati u Veučilišta Vern, Sveučilišta u Zagrebu i Hrvatske udruge poslodavaca danas i sutra održati u Muzeju suvremene umjetnosti Zagrebu, nastupit će, između ostalih, i Neven Budak, voditelj Strategije razvoja obrazovanja i Stručnog povjerenstva za njezinu provedbu, Marko Grdošić iz Europske asocijacije institucija u visokom obrazovanju (EURASHE) te Gregorio de Castro iz glavnog direktorata za zapošljavanje, socijalne poslove i inkluziju EK, a predavanje će održati i Dafna Schwartz, voditeljica MBA programa Poduzetništvo i inovacija na Sveučilištu Ben Gurion u Negev i predsjednica Uprave Centra Bengis za poduzetništvo i inovacije. U povodu toga Dafnom Schwartz razgovarali smo o važnosti poduzetništva i inovacija za ekonomski rast te kakvu ulogu u njihovu razvoju i jačanju trebaju imati visokoškolske ustanove.

Izmijenjene uloge

● Prema vašem bogatom akademskom i poslovnom

iskustvu koliko se znanje i vještine potrebne ekonomiji danas razlikuju od onih koje su trebale prije tehnološke revolucije?

Promjene u poslovnom i tehnološkom okruženju posve su izmijenile ulogu znanja i vještina u ekonomiji, kako za kompanije tako i za pojedince. U prošlosti ljudi su stjecali znanje i vještine u ranoj životnoj dobi i one su im služile tijekom cijele karijere, pri čemu su najčešće cijelo vrijeme radili isti posao. Danas više nije tako. Tijekom karijere ljudi mijenjaju poslove. Danas se nalazimo u eri ekonomije znanja i ona potpuno preoblikuje potražnju na tržištu rada i u ekonomiji. Današnja ekonomija od pojedinaca traži da tijekom karijere budu aktivniji, poduzetniji, agilniji i da neprekidno uče. Danas, da bi opstali na tržištu rada, ljudi trebaju prihvatiti cjeloživotno učenje, koje će im omogućiti da na tržištu rada ostanu relevantni. No, ni to nije

I tvrtkama je sve teže, konkurencija im sada stiže iz sektora potpuno drukčijih od onih u kojima oni posluju

dovoljno. Ljudima su potrebne poduzetničke vještine koje će im omogućiti da na tržištu rada ponude neku vrijednost, bez obzira je li to za tvrtku u kojoj su zaposleni ili za stvaranje vlastitog posla i poduzeća. Obrazovne ustanove, osobito sveučilišta, imaju važnu ulogu u pripremi studenata za te nove zahtjeve. Poduzetnički i inovacijski programi moraju odgovoriti tim potrebama. To vrijedi i za kompanije, koje moraju biti svjesne novih prilika, inovacija i konkurenata. U puno slučajeva konkurenti dolaze iz drugih sektora.

Automobili bez vozača

Dobar primjer su IT kompanije (Google i Apple) koje razvijaju automobile bez vozača i tako prijete automobilskoj industriji. Kompanije moraju prihvatiti poduzetništvo i inovacije kao dio svoje strategije za održavanje konkurentne prednosti.

Tvrtke koje ne prepoznaju te trendove i ne iskorače ispred svojih konkurenata naći će se u problemima. Ili će se inovirati ili će nestati. Ili, kako je rekao Thomas Friedman, 'u da-

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našnjem svijetu sve što se može učiniti bit će učinjeno. Jedino je pitanje hoćete li to učiniti ili netko drugi.'
● Kako se više obrazovanje prilagođava tim promjenama, na vrijeme ili kasni?

U svojoj prezentaciji pokazati će kako sveučilišta postupno integriraju poduzetničke i inovacijske programe među svoje prioritete, kroz kurikulum i izvankurikularne programe. Suprotno uvriježenom mišljenju da se poduzetnici i inovatori rađaju i da se ta svojstva ne mogu naučiti, iskustvo nam pokazuje da se i ona mogu naučiti. Sve je veća potražnja studenata za poduzetničkim tečajevima. Opciju pokretanja i vođenja vlastitog biznisa studenti gledaju kao prihvatljiv odabir karijere kroz samozapošljavanje ili startup te žele steći vještine i alate da bi ga ostvarili. I oni koji odluče raditi kao zaposlenici ili menadžeri shvaćaju da su to važne vještine za stvaranje nove vrijednosti u kompanijama u okruženju koje prolazi burne promjene. Rezultat je da su se s vremenom na višim školama i sveučilištima povećali broj i raznolikost poduzetničkih tečajeva. Počevši gotovo od nule u 70-ima, poduzetništvo se prihvaća sve



OVACIJA ZA RAST



Dafna Schwartz, voditeljica MBA programa Poduzetništvo i inovacija na Sveučilištu Ben Gurion u Negevu i predsjednica Uprave Centra Bengis za poduzetništvo i inovacije

većom brzinom i postaje nezaobilazno na svakoj poslovnoj školi ili sveučilištu.

Iskustvo u praksi

● U kojoj mjeri usklađivanje poduzetničkih i inovacijskih visokoobrazovnih programa s potrebama tržišta rada ovisi o angažiranju stručnjaka iz gospodarstva u obrazovnim procesima i

akademske strukture?

Da, jedna od glavnih spoznaja proisteklih iz akumuliranog iskustva s poduzetničkim programima su izazovi s kojima se sveučilišta susreću u formuliranju uspješnih poduzetničkih programa. Ti programi moraju biti usklađeni s tržištem rada, eksperimentalnom nastavom i stjecanjem iskustva u praksi. ●

Conference OBRAD, 2nd – 3rd June 2016, Zagreb, CROATIA

Media placement – preconference activities

Media: Jutarnji list (Croatian daily newspapers)

Section: Money (economic section)

Journalist: Mr. Ratko Bošković

Format: Interview

Intro: On the occasion of your hosting at the Conference and your speech/lecture, daily newspapers Jutarnji list will publish an interview with you in the context of the topic of your speech and the topics of the Conference OBRAD.

Questions for the Interview

1. Due to your strong academic and business background what would you say how much knowledge and skills that the economy needs today distinguishes from those before the technology revolution?

Prof. Schwartz: The changes in the business and technological environment have altered completely the role of knowledge and skill in the economy - for companies as well as for individuals.

If in the past, people acquired knowledge and skill at an early age, which then serve them throughout their entire career path, and in many cases, they kept the same job - today this is not the case anymore. People change jobs along their career path.

We are now in the era of the knowledge economy and it is transforming the demands of the labor market in economies completely. .

We are in an economy that demands from the individual to be more active in his own career path - he should be more entrepreneurial, agile and an ongoing learner.

These days, in order to stay in the labor market people should, as part of an ongoing process, to adopt the notation of "lifelong learning", by constantly updating their knowledge, acquiring new knowledge, information and skills that will enable them be relevant in the labor market.

A lifelong learning framework encompasses learning throughout the life cycle, it includes formal, nonformal, and informal education and training.

But this is not enough, they need the entrepreneurial skills that enable them to provide value in the labor market - whether to their company or to create their own job or business.

The educational institutions, especially the universities have an important role in preparing the student for these new demands. The entrepreneurship and innovations programs should respond to these needs.

This is true also for companies who need always to be aware of new opportunities, innovations and competitors. In many cases the competitors are coming from other industries such in the case with the IT companies (Google and Apple) that are developing cars without drivers and this is threatening the car industry.

Companies should adopt entrepreneurship and innovation as part of their strategy to keep their competitive advantage. Companies that can't see these trends and get out in front of their potential competitors, are in trouble. It's "Innovate or perish".

Or as Thomas Friedman says: "In today's world, anything that can be done will be done. The only question is, will it be done by you or too you?".

2. How the (higher) educational system has been adapting to those changes – in time or with a delay? What is your opinion?

In my presentation I will show how the universities are gradually integrating entrepreneurship and innovation programs into their priority areas - throughout the curriculum and extracurricular programs.

Contrary to the common view in the past that entrepreneurs and innovators were born and can't be taught, experience has shown that these topics can be taught.

There is an increasing demand for entrepreneurship courses by students as a necessary skill in the labor market.

Students see the option of setting up and running their own business as a viable career choice: self-employment, small business or start-up and they would like to acquire the skill and tools to implement it.

Students also understand that this is an important skill for those that chose to work as employees and managers to create value for the companies in the dynamic changing economic environment.

The result is that entrepreneurship courses at college and university levels have grown over time in both number and diversity. From almost a zero start in the 70th, entrepreneurship has grown in acceptance at an accelerated pace and have become a must-have in every business school and university.

3. You will speak at the first OBRAD Conference that is going to be held in Zagreb, on 2nd and 3rd June. Croatian economy went through a long six years recession period. What are the fundamentals for healthy and equalitarian economic growth in developing countries, such as Croatia?

There are the basic fundamental factors, that include, among others: physical infrastructure, human capital, organizational infrastructure and institutions, innovation ecosystem, etc.

However, it's important to emphasize the changes that have occurred over time due to the transition to "the knowledge economy" era.

Knowledge, entrepreneurship and innovation are key components for economic growth, and in these factors the universities could have an enormous contribution.

However, in order to achieve this goal the link between universities to the other players in the economy - private and public sector should be strengthened.

4. In one of your researches you said that economic growth does not necessarily lead to an improvement in equality. Can you explain it a little bit further?

Economic growth, in the knowledge economy could lead to inequality.

In the knowledge economy there are population groups that have difficulties to catch up and they lag behind and consequently the inequality is growing.

It is relevant for both: the educated population who is not qualified to catch up along their career path and therefore become irrelevant in the labour market and lost their job completely or partially.

It is also relevant for the weak population who from the beginning have difficulties to take part in the new demands of the labour market.

Therefore, in the knowledge economy the qualification for entrepreneurship and innovation are very important to individuals that enable them to catch up and to participate in the labour market. It could be by creating their own job and business or by creating value to their companies.

Experience shows that these topics can be taught. Educational institutions including universities should assist in this mission by developing special programs in entrepreneurship and innovation.

The programs should be adapted according to the target group. There is entrepreneurship out of necessity and entrepreneurship led by opportunities.

For weak populations, entrepreneurship could be a solution for finding jobs and get out of the poverty, enable them economic and social mobility.

Universities and other higher education institutions could and should play an important role by encouraging entrepreneurship and innovation,

In this program, it is important to link their program to the other entities of the economic ecosystem and to partner with the private and public sector. The universities implement these activities by developing special measures.

5. In what proportion does the alignment of Entrepreneurial & Innovation HE Programs with Labour Market Needs depends on the engagement of business experts from the economy in the education processes and academic structures? Would you agree that this process of alignment creates a demand for a change in a traditional academic system?

Yes. I agree. One of the main conclusions that come out of the accumulated experience regarding entrepreneurship programs is the challenges that universities are facing in designing efficient entrepreneurship programs. The program should be aligned with the labour market, experimental teaching and hands on experience