DAFNA SCHWARTZ O VAŽNOSTI IN
NIJE ISTINA DA SE
PODUZETNICI RADAJU,
TO SE MOŽE I NAUČITI

Danas, da bi opstali na tržištu rada,
ljudi trebaju prihvatiti cjeloživotno
učenje kako bi ostali relevantni

Izvornik: Jutarnji list, Hrvatska
Kategorija: Projekt OBRAD, Strategija obrazovanja, znanosti i tehnologije, VERN
Površina: 732,71 cm²
OTS: 406.296 (izvor: Medianet)
NIJE ISTINA DA SE PODUZETNICI RAĐAJU, TO SE MOŽE I NAUČITI

Dana 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 nezabiljamo na svakoj poslovoj školi ili sveučilištu.

Iskustvo u praksi

● U kojoj mjeri usklađivanje poduzetničkih i inova
cijskih visokoobrazovnih programa s potrebama tržišta rada ovisi o angažiranju stručnjaka iz gospodarstva u obrazovnim procesima i akademskim strukturama?

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 stružatem rada, eksperimentalnom nastavom i stjecanjem iskustva u praksi.
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 foundemental 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 occured 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 strenghtened.

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

It is also releventd for the weak population who from the begingi have dificulties 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 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 hand on experience