

# Perceptions of entrepreneurship among future creative professionals

**Creative Entrepreneurship Training Network -project**  
**Päivi Karhunen, Urve Venesaar et al**



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**Results of a Survey for University Students in  
Finland, Estonia and Latvia**

**Creative Entrepreneurship Training Network -  
project**

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## **Foreword**

The importance of creative industries as boosters of economic development has been recognized in many countries, including the Nordic countries and the Baltic States. The development of creative entrepreneurship has been taken on the agenda of national governments in Finland, Estonia and Latvia alike. Moreover, there are a number of EU-funded initiatives, which aim at fostering international collaboration in creative industries in the Baltic Sea Region.

The unleashing of the economic potential of creativity is, however, not without challenges. The economic value of culture and creativity has in many countries been recognized only recently. Hence, training and other support measures for creative entrepreneurs are still being developed. Art universities and other educational institutions with study programs in creative fields have a key role in this process, where culture and creativity are bridged with entrepreneurial thinking. This includes providing students and young graduates with skills and capabilities needed when starting one's own business, entrepreneurial mindset, and contacts and networks that are of vital importance in creative industries.

This publication reports the results of a survey, which was implemented as part of the Creative Entrepreneurship Training Network CREAENT project addressing the above-mentioned issues. The project was financed by the Central Baltic Interreg IV A Program 2007-2013 (European Regional Development Fund) with national co-financing from the State Provincial Office of Southern Finland. The lead partner of the project was Aalto University School of Economics (Aalto ECON) Small Business Center (SBC) (Finland), and the partners Tallinn University of Technology and University of Tartu (Estonia), and Stockholm School of Economics (SSE) in Riga (Latvia). The purpose of the project was to develop a best practice model of entrepreneurial education and networking for creative industry for universities in the region.

The project partner responsible for this study was Tallinn University of Technology, represented by Katrin Arvola, Merle Küttim and Urve Venesaar. The following individuals from the other project partner organizations

contributed to the study: At Aalto ECON Natalia Narits (SBC), Päivi Karhunen (SBC & Center for Markets in Transition CEMAT), Otto Kupi (CEMAT) and Piia Heliste (CEMAT); at University of Tartu (Centre for Entrepreneurship) Tõnis Mets, Mervi Raudsaar, Leeni Uba, Triin Kask and Uuno Puus; at SSE Riga Arnis Sauka, Kārlis Krēsliņš and Ieva Ūbele.

I thank the research team for its good work.

Mikkeli 20 August 2011

Pentti Mustalampi, director

Aalto University School of Economics Small Business Center

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# 1. Introduction

This report presents results of a survey, which was implemented as part of the project “Creative Entrepreneurship Training Network – CREAENT”, financed by the Central Baltic Interreg IV A Program 2007-2013 (European Regional Development Fund). National co-financing was granted by the State Provincial Office of Southern Finland<sup>1</sup>. The three-year project was started on 1 November 2009, and ends on 31 October 2012. The objective of the project was to develop a best practice model of entrepreneurial education and networking for creative industry in Finnish, Swedish, Estonian and Latvian universities. In doing so, the project provides universities with tools to better promote entrepreneurial thinking among their students, and to support innovative business start-ups from creative cluster and their development into high growth companies.

The project activities were carried out and have impact on four countries of the Central Baltic region: Finland, Estonia, Latvia and Sweden. The lead partner of the project is Aalto University School of Economics Small Business Center (Finland), and the partners Tallinn University of Technology (Estonia), University of Tartu (Estonia), and Stockholm School of Economics in Riga (Latvia). The associate partners of the project represent the local governments and business support organizations<sup>2</sup>.

The objective of the survey, the results of which are presented in this report, was to produce information and understanding about how students of creative disciplines perceive entrepreneurship as career option, and how they rate their entrepreneurial capabilities and entrepreneurial education provided in their universities. The survey data was applied in the design and implementation of the educational activities implemented in the project. In addition, the survey results are applicable beyond the project by universities and other educational institutions offering degree education and training in creative fields.

The report starts with the theoretical background for the survey, including the main features of creative industries, which need to be taken into account when designing education and other support measures for creative entrepreneurs. Next, the data and methodology used in the empirical survey are described. The presentation of the survey results is structured according to the survey questionnaire, starting with background characteristics, proceeding

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<sup>2</sup> City of Helsinki, Economic and Planning Centre (Finland); Tartu City Government (Estonia); Baltic International Centre for Economic Policy Studies (Latvia); CONNECT Latvia and Parkudden AB (Sweden).



with the students' entrepreneurial intentions and views about the role of entrepreneurship in their university education. In addition, the students' perceptions about entrepreneurs and entrepreneurship in general, and motivational factors as well as barriers for starting one's own business are discussed. Finally, the report is ended with conclusion and discussion.

## 2. Theoretical background for the study

Creative industries constitute an important part of the knowledge economy through the accumulation of knowledge, technology, tolerance and finances. It's an important sector of exports and employment, and often also the driver of urban and regional development. The creative and cultural industries exhibit a strong growth in European economy, but this is regionally uneven (in 2001-2006 the Baltic States were one of the areas with higher level of growth, while in Scandinavia only some regions showed higher growth rates) (Power and Nielsen, 2010). In order to capitalise on the development of creativity, innovation and economic growth in the creative industries the state can implement a wide array of support measures, including means that contribute to the development of entrepreneurial competences of creative entrepreneurs.

The creative industries sector is fragmented in that it comprises a large number of small enterprises and a small number of large enterprises. Therefore the characteristics of small enterprises apply to the creative sector. Many people working within the creative industries are self-employed and/or work part-time sometimes in addition to full time salaried occupations and many are driven by quality of life imperatives. Therefore their dedication to business management is low and they often lack time for business processes. There is also a strong sense that the creative industries are very much rooted at the local level, that they have a sense of place and that localities are important in fostering enterprise and synergies and in facilitating mutually supportive partnerships and networks. (Jones et al 2004, 134)

For the reasons mentioned above, it becomes obvious that different ways of intervention are needed in order to support the development of the creative industries. Jo Foord (2008) has divided practical interventions of creative fields into six broad categories: 1. Property and premises strategies. 2. Business development, advice and network building. 3. Direct grants and loans schemes to creative business/entrepreneurs. 4. Fiscal initiatives. 5. Physical and IT infrastructure. 6. Soft infrastructure. These categories are not exclusive, but they provide a profile of the main types of intervention and therefore the mechanisms used to promote and support creative enterprise in particular localities. Foord's study showed that the soft interventions of advice, skills and enterprise training for start-ups and entry level employment are dominating. Higher level interventions in technology infrastructure, international marketing and IP legal frameworks were rare (Foord 2008). In the current

study, the second category of intervention „Business Development, Advice and Network Building” in terms of entrepreneurship education is investigated.

Studies have shown that there exists a link between entrepreneurship training programs and the perceptions of the desirability and feasibility of starting a business (Levie et al 2009, 5; Peterman and Kennedy 2003), the intentionality of engaging as an entrepreneur (Pittaway and Cope 2007, 498; Volery and Mueller 2006, 13-14; Degeorge and Fayolle 2008, 23) and the business start-up activity (Levie et al 2009, 9; Henry et al 2004, 265; Clercq and Arenius 2006, 350-351).

Enterprise education for creative industries is gaining momentum as a means of supporting the development of innovation, creativity and economic growth. Carey and Naudin (2006, 526) found that the role of the university is to insert the entrepreneurial spirit among students from creative fields through embedding attitudes and including entrepreneurial activities in project based work, integration into the local creative sector, exposure to practitioners and attendance at seminars. As to the need, due to the nature of the creative sector which is so reliant on freelancers, small business ownership and a steady flow of new talent - it was considered essential for creative graduates to be leaving university with a clearer idea of working within this industry.

According to competence theory such components of entrepreneurial competences as knowledge and experience, motivation, capabilities, characteristics enable a person to undertake and succeed in entrepreneurship. Knowledge and experience include understanding about market, environment, people, production and finances. Motivation could be internally driven (autonomy, achievement, power) or externally driven (unemployment, gap in the market, interest in subject, certainty of clients). Capabilities depend on company's life cycle, concentrating more on market orientation, creativity and flexibility during the early phase and on managing, motivating, organising/ planning, financially administrating during the mature phase. Characteristics can include such traits as achievement, autonomy, power, affiliation, effectiveness, endurance, taking risks and thinking styles. (Driessen and Zwart 2007, 2-5). An entrepreneurial competency consists of a combination of skills, knowledge and resources that entrepreneurs largely acquire on an individual basis. For student-entrepreneurs to master a competency in the classroom, they must be fully engaged in activities that will teach it to them (Fiet 2000, 107).

The general interest of university students and young graduates of creative fields from Central Baltic Region in entrepreneurship is low and enterprises

founded have often no relation to the owner's academic expertise. One of the reasons is that the graduates from creative universities/polytechnics have not enough business competences for developing internationally competitive new ventures. (Creative ... 2009). Awareness should be established within the creative sector that these industrial players operate in an economic playing field that necessitates business knowledge and they need to acquire business smarts and interact, learn and benefit from other industrial areas (Nilsson and Etelä 2006).

Therefore, there are a number of issues to overcome in institutional and course development level in order to successfully combine business and creative disciplines. On institutional level the universities and other educational institutions should take into account that cultural entrepreneurs are interested in modular, flexible and demand-led education, in distance form and taught by peers (Leadbeater and Oakley 1999, 42-43). Another issue on the institutional level is the difficulty of advancing inter-disciplinary teaching and learning as institutional realities do not favour it (Wilson 2009, 185-186). There is also a need for closer relationships with external organisations, industry and practitioners (Carey and Naudin 2006, 522-525).

On course development level enterprise education in creative industries should be embedded into every-day teaching process, it should involve competent staff and relevant textbooks (Ibid., 522-525) as the skills needed by creative entrepreneurs are wider than the term 'entrepreneurship' generally contains and include a range of „soft” skills such as communication, team-working, customer handling, presentation, project management, etc, (Developing ... 2006, 21). Also the nature of entrepreneurial learning needs to be incorporated into teaching and learning taking into account such components as the connectedness of the individual with their social context, including personal and social emergence, contextual learning and the negotiated enterprise (Rae 2004, 494-500).

### 3. Data and methodology of the survey

The student survey was conducted in three target countries of the project, Finland, Estonia and Latvia, during spring-autumn 2010. The survey questionnaire was designed jointly by the project team with the aim of gathering data applicable for the development of educational program in the later phase of the CREAENT project. In putting together the questionnaire form (see Annex 1) the knowledge from previous surveys<sup>3</sup> conducted by the Aalto University School of Economics Small Business Center was applied. Hence, the survey provides interesting data comparable with the results of existing studies.

The survey questionnaire consisted mainly of structured, multiple-choice questions. In addition, there were some open-ended questions where the respondents were given the opportunity to present their own comments and views in free form. The questionnaire was structured into five sections, the first of which focused on the background characteristics of the respondents. Each of the remaining four sections addressed a specific theme, including information about the respondent's current entrepreneurial activity and relationship to entrepreneurship, views about the entrepreneurial education provided in the home university, interest in cross-border entrepreneurship training, and the respondent's general attitude towards entrepreneurs and entrepreneurship. The collection of the survey data was implemented as web-based survey among students of art universities and other educational institutions where creative disciplines are taught.

The data collection for each country was implemented by the project partner(s) representing that country. The survey questionnaire, designed in English, was translated to the respective language by the partners to facilitate the answering to the survey. Each partner had the opportunity to select the survey software to be used, and the method of contacting the potential respondents. Due to different approaches regarding students' privacy in the partner countries, the ways in which the link to the survey questionnaire was distributed varied. The target population consisted mainly of, but was not limited to, 3<sup>rd</sup> and 4<sup>th</sup> year students. This was justified by the fact that at this stage of studies the student already needs to think about his or her future after

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<sup>3</sup> Research report: Päivi Karhunen & Svetlana Ledyeva & Anne Gustafsson-Pesonen & Elena Mochnikova and Dmitry Vasilenko (2008): *Russian students' perceptions of entrepreneurship – Results of a survey in three St. Petersburg universities. Entrepreneurship development –project 2*. Helsinki School of Economics, Mikkeli Business Campus Publications, N-83.

graduation more seriously than in the first study years. In Finland, where the sending of personal e-mails to students was not possible, the link was disseminated through the educational institutions' news bulletins and Intranet sites. The fact that the time of implementation of the survey was May, when the study year in Finland is ending, was shown in the activity of the students to participate. The number of Finnish respondents totalled 126. In Estonia and Latvia the invitation to participate to the survey was sent directly to the students' e-mail addresses, resulting in samples of 203 and 146 respondents, respectively. The data collection in Estonia was implemented according to the original schedule in May-June 2010, whereas the Latvian survey was postponed to September 2010. Table 1 lists the educational institutions, which formed the survey population.

**Table 1: Universities and other educational institutions forming the target population**

<b>Country</b>	<b>Educational institution</b>	<b>Location</b>
<b><i>Finland</i></b>	Aalto University School of Arts and Design	Helsinki
	Theatre Academy	Helsinki
	Sibelius Academy	Helsinki
	Lahti University of Applied Sciences	Lahti
	Häme University of Applied Sciences	Hämeenlinna
	Metropolia University of Applied Sciences	Helsinki
<b><i>Estonia</i></b>	Estonian Academy of Arts	Tallinn
	Estonian Academy of Music and Theatre	Tallinn
	University of Tartu	Tartu
	Tallinn University	Tallinn
	Estonian University of Life Sciences	Tartu
	Tallinn University Baltic Film and Media School	Tallinn
	University of Applied Sciences	Tallinn
	Tartu Art College	Tartu
	University of Tartu Viljandi Culture Academy	Viljandi
<b><i>Latvia</i></b>	Daugavpils University	Daugavpils
	University College of Economics and Culture	Riga
	Latvian Culture College	Riga
	Latvian Academy of Arts	Riga
	Liepāja University	Liepāja
	Riga Technical University	Riga
	Vidzeme University of Applied Sciences	Valmiera
	University of Latvia, P. Stradins Medical College	Jurmala

As shown in the table, the Finnish survey was conducted among students of three art universities, and four universities of applied science<sup>4</sup> that have study programs in arts management or other creative disciplines. The Estonian sample was collected in five universities and four other institutions of higher education providing education in creative fields, including two art universities and three other universities with faculties providing education in creative disciplines. Two of the institutions represent independent affiliates of universities. In Latvia the survey population represented four universities (or university-based colleges), and three other educational institutions. Three of the higher education institutions included in the Latvian survey population are profiled as art or culture universities or colleges, whereas the others provide occasional programs in creative fields, such as architecture or tourism management. In all three countries the majority of the educational institutions are located in the capital cities, i.e. Helsinki, Tallinn or Riga. However, in all partner countries there are also educational institutions located in other parts of the country.

The selection of respondent universities on the one hand represents the structure of creative industry higher education in the project countries. On the other, it in part explains differences in the disciplinary background of the respondents by country, which will be discussed next.

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<sup>4</sup> University of Applied Sciences was formerly known as Polytechnics or equivalent.

## 4. Background characteristics of the respondents

The first section of the questionnaire concentrated on the respondents' background characteristics, including personal characteristics, educational profile, and relation to entrepreneurship through family and friends. Table 2 summarizes the personal characteristics of the respondents by country.

**Table 2: Personal characteristics of the respondents**

	<b>Finland (n=126)</b>	<b>Estonia ( n=203)</b>	<b>Latvia (n=146)</b>
Male (%)	22	23	26
Female (%)	78	77	74
Age (median)	28	24	22
Average work experience, month (median)	9	3	3

As shown in the table, the survey sample was dominated by women in all three countries, ranging from 74% in Latvia to 78% in Finland. Regarding average age of the respondents, the median age of Estonian and Latvian students was clearly lower than the median age of Finnish students. This can in part be explained by the general trend in Finland to start university studies older than in many other countries, and partly by the educational profile of the respondents (see Table 3). Moreover, the older median age of the Finnish respondents in comparison to Estonian and Latvian respondents reflects in the longer work experience of the Finnish students. The average work experience in own field of study was for the Finnish respondents three times longer than for the respondents from the two other countries. In the Finnish sample there were more often respondents with work experience of several years. Table 3 summarizes the characteristics of the sample in terms of educational profile.



**Table 3: Educational profile of the respondents**

<b>Current study program, %</b>	<b>Finland (n=125)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=143)</b>
Bachelor's degree	8	53	57
Master's degree	20	25	13
Doctoral degree	0	1	0
Applied higher education	67.2	22	0
Other program	4.8	0	30
<b>Year of studies, %</b>	<b>Finland (n=125)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=143)</b>
1 <sup>st</sup> or 2 <sup>nd</sup>	25.6	48.8	40.9
3 <sup>rd</sup> or 4 <sup>th</sup>	44.0	35.4	38.1
5 <sup>th</sup> or higher	30.4	15.8	21.1
<b>Prior educational degree, %</b>	<b>Finland (n=120)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=143)</b>
Yes	64.2	31.0	19.6
No	35.8	69.0	80.4

*Note: In the Finnish questionnaire it was asked whether the student has a prior educational degree or not. In the Estonian and Latvian questionnaires the student was asked to specify the nature of prior education. This table includes for Estonia and Latvia the categories Bachelor's degree, applied higher education and other, which correspond the Finnish understanding of an educational degree being something granted from a higher education institution.*

The table shows that the respondent profiles differ by country in terms of educational program represented. In Finland, a two-third majority of the respondents was studying in a degree program of university of applied sciences. In contrast, in Estonia and Latvia Bachelor and Master's programs were more common among the respondents. In Latvia, third of respondents selected the option other, and specified it as being higher professional education. Regarding the year of studies, the fact that Finnish respondents represent more often years 3<sup>rd</sup> and above gives additional explanation for the higher median age of the Finnish students in comparison to Estonian and Latvian respondents. The share of the main target group of the survey, 3<sup>rd</sup> and 4<sup>th</sup> grade students, was the highest (44%) among the Finnish sample, whereas the Estonian and Latvian samples were somewhat biased towards the 1<sup>st</sup> and 2<sup>nd</sup> year students. Finally, the higher median age of the Finnish respondents is explained by the fact that two thirds of the Finnish respondents had another educational degree (a Bachelor degree or applied higher education degree). For the Estonian sample the respective share was a third, and for the Latvian sample a fifth.

Furthermore, the students were asked to select the field of their current studies from a pre-defined list composed on the basis of existing classifications for creative industries. The distribution of the respondents among the different fields is summarized in Table 4.

**Table 4: Major field of study, % of respondents by country**

Field	Finland	Estonia	Latvia	Whole sample
Architecture	6	21	19	17
Visual/fine arts	1	2	1	1
Performing arts, activities	12	5	1	5
Audio-visual activities	13	3	4	6
Design	25	13	30	22
Cultural heritage	0	35	0	17
Music production and event management	10	0	2	3
Advertisement and marketing communication	2	9	16	11
Interdisciplinary	6	12	1	7
Other	25	0	26	11

*Note: Due to the zero-value, the category Entertainment IT (mentioned in the questionnaire) is not shown in the table.*

As shown in the table, design was the most frequent field of study among the sample as a whole, and for the Finnish and Latvian subsamples (25% and 30% of respondents, respectively). In Estonia, in contrast, the most frequent background of respondents was cultural heritage (35%), whereas the other two country samples had no respondents representing this discipline. Similarly, the shared second place of architecture was due to the relative frequency of this discipline in the Estonian and Latvian sub-samples (21% and 17%, respectively). In Finland the share of architecture students was considerably lower (6%). When looking at other differences in the structure of the country samples, it can be noted that the Finnish respondents represent more often performing arts, music or audiovisual activities than Estonian or Latvian respondents. The Estonian sample is dominated by two fields: cultural heritage and architecture,

the students of which represent three quarters of the Estonian sample. In the Latvian sample advertising and marketing communication are clearly more represented than in the two other country samples. Finally, the option *other* was selected by a quarter of Finnish and Latvian respondents. For the Finnish sample, this was most often specified as Bachelor of Culture and Arts, cultural management or communication. In the case of Latvia, these respondents are Bachelor students from the Liepaja University and University of Latvia.

The differences in the disciplinary background between country samples can in part be explained by the selection of educational institutions to be included in the survey. In Finland, the survey population was limited to cover art universities <sup>5</sup> and universities of applied sciences providing programs in creative industries. Consequently, the Finnish survey population did not include either architecture students, who in Finland are studying at technical universities, or students of cultural heritage who are educated in classical universities. In Estonia and Latvia, in contrast, the survey population included a wider spectrum of universities and educational institutions.

### **Relationship to entrepreneurship through family or friends**

Finally, in addition to the personal characteristics and educational profile, the students were asked about their current relationship to entrepreneurship. This was defined in terms of having entrepreneurs among family and friends, and in terms of the student's own entrepreneurial aspirations defined as future career plans. Table 5 summarizes the results regarding the question of entrepreneurship among family and friends.

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<sup>5</sup> The Aalto University School of Arts and Design operated as independent university until 31.12. 2009.

**Table 5: Entrepreneurship in the family and among friends, % of respondents per country**

	<b>Finland (n=124)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=145)</b>
My father is currently or has been an entrepreneur	38	55	27
My mother is currently or has been an entrepreneur	23	37	7
My grandparents are or have been entrepreneurs	33	15	5
My brother/sister is currently or has been an entrepreneur	19	26	5
My spouse/boyfriend/girlfriend is currently or has been an entrepreneur	20	25	9
Most or some of my friends are or have been entrepreneurs *	73	83	45
Both parents are or have been entrepreneurs	10	15	6

*Note: (\*) Two categories united*

When comparing the country samples, the relation to entrepreneurship was most often through friends-entrepreneurs in all three countries. The share of respondents with friends-entrepreneurs, however, was considerably higher in Finland and in Estonia than in Latvia. Similarly, the Latvian students appeared to have considerably less often entrepreneurs in the family than respondents from the two other countries. Moreover, it is the Estonian students who seem to have most often entrepreneurs in the immediate family, including parents, brothers and sisters. Over half of the Estonian respondents announced that his or her father is or has been entrepreneur, and the share for entrepreneurial mothers, brothers/sisters or spouses/boyfriends/girlfriends was also highest in the Estonian sub-sample. In contrast, the share of respondents with entrepreneurial grandparents was considerably higher in the Finnish sub-sample when compared to the two Baltic States. This is understandable taken the short history of post-socialist market economy in Estonia and Latvia. Interestingly, family business does not seem to be very common in any of the three countries, as the share of respondents with both parents being entrepreneurs was at highest 15% (the Estonian sample).

The respondents relationship to entrepreneurship was measured also by asking, how likely they perceive becoming an entrepreneur after graduation. The results are summarized in Table 6.

**Table 6: Most likely future career expectations\*, % of respondents per country**

<b>Directly after studies / &lt; 5 years</b>	<b>Finland (n=117)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=136)</b>	<b>Total</b>
I will be employed by an enterprise	75	68	68	68
I will be employed by public sector	47	46	58	48
I will own a company or part of it	60	41	36	43
I will be a freelancer	83	50	50	57
<b>... &gt; 5 years after graduation</b>	<b>Finland (n=117)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=136)</b>	<b>Total</b>
I will be employed by an enterprise	79	51	66	59
I will be employed by public sector	50	38	45	40
I will own a company or part of it	82	71	76	73
I will be a freelancer	78	56	46	58

*Note: (\*) In the questionnaire form, there were two separate questions. The first one concerned directly after studies and other over 5 years after graduation. Estonian and Latvian questionnaires asked the respondent to rank the likelihood of options using a 4-point scale. The Finnish respondents selected whether the option is likely or not. The results for Estonia and Latvia include the frequency for ranks 1 and 2, and for Finland frequency of the option “likely”.*

When looking at the sample as a whole, the most likely career option immediately after graduation was paid employment. This was, however, due to the dominance of this option in the Estonian and Latvian sub-samples. In Finland, in contrast, being a freelancer was perceived as the most likely option and paid employment was only on the second place. This can in part be explained by the differences in the background characteristics of the respondents between countries. The Finnish students, being older and at later stage of studies, and having longer work experience on the own field, may be more prepared to self-employment than their Estonian or Latvian counterparts.

In the Finnish sample becoming an entrepreneur immediately after graduation was perceived as more likely than in the Latvian and Estonian sample. In the two Baltic States becoming employed by the public sector was in fact viewed as more likely than becoming an entrepreneur, whereas in Finland it was the opposite. This may in part be explained by the profile of educational institutions included in the sample, and the respective high share of culture heritage students in the Estonian sample. When looking at the gender

differences, public sector employment was perceived as more likely by female than male respondents in all countries.

The situation in five years after graduation varied somewhat in all three country samples. The share of respondents perceiving as likely that they own a company or part of it had grown for the whole sample from 43% to 73%. This was mainly due to the jump in popularity of this option in the Estonian and Latvian samples. Interestingly, in both countries the respondents seem to think that paid employment would lead to entrepreneurship, as the share of perceiving paid employment very likely was considerably lower after 5 years after graduation than immediately after graduation. Interestingly, the popularity of becoming a freelancer grew little in the Estonian sub-sample and even decreased in the Latvian sub-sample in the 5 years following graduation.

The Finnish sample, on the contrary, had less variation in the perceived career paths immediately after graduation and in the subsequent five years. Although the company ownership was perceived as more likely in 5 years after graduation also in this sub-sample, the change was not as great as in the two other country samples. Interestingly, being a freelancer does not seem to be perceived as a very sustainable option as its share decreased somewhat in the Finnish sample at the cost of other employment options. Moreover, there was some pessimism among the Finnish respondents as well. The opportunity to give open answers was used by a number of respondents, many of whom stated that they most likely will be unemployed. There were, however, also respondents who perceived post-graduate studies as a likely option.

## 5. Current entrepreneurial activity and entrepreneurial intentions

The second section of the questionnaire focused on identifying current and potential entrepreneurial activities among the respondents. This included interest in self-employment, support needs related to starting one's own business, and assessment of one's own entrepreneurial capabilities. The latter was measured in terms of business plan writing skills.

In all three countries, the respondents were very interested in entrepreneurial career, and some of them had already started one's own business or were in the start-up process (Table 7).

In Finland, 11 percent were *already self-employed*. In Estonia and Latvia, the percentage of students being already self-employed was lower, 9 percent and 3 percent accordingly. There were slightly more females than males amongst these people, with average age of 27. Taken the dominance of females in the whole sample, the entrepreneurial activity hence seems to be larger among male students. The businesses that were mentioned by Estonian entrepreneurs, involved the following: *architecture, design services, home textiles sewing, dance studio, singing studio, stylist services* etc. On the other hand, only 8 percent to 10 percent of all students in all three countries had never thought about setting up an enterprise (Table 7).

**Table 7: Entrepreneurial intentions among respondents, % of respondents per country**

	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=144)</b>	<b>Total</b>
I have never thought about becoming self-employed	9	8	10	9
I have sometimes thought about becoming self-employed	38	55	67	54
I have a serious intention of becoming self-employed	29	25	17	23
I am in the process of starting my own enterprise	7	3	3	4
I am already self-employed	11	9	3	8
I have been self-employed in the past (but no longer am)	6	0	0	1

As shown in the table, the most common entrepreneurial intention among the respondents was that they had considered this option, but had not yet taken

any serious intention or concrete steps to become self-employed. The share for such respondents was slightly over a half for the whole sample, ranging from two-thirds in Latvia to ca. 40% in Finland. The second option in popularity was to have serious intention of becoming self-employed, but the share of such respondents was less than half from the previous category for the whole sample. The realization of entrepreneurial intentions was most common in the Finnish sub-sample, where ca. a third of respondents had a serious intention to become self-employed, and the share of respondents being in the start-up phase was twice as high as in the other country samples. However, the share of respondents who already are self-employed was nearly as high in the Estonian and Finnish samples, where ca. tenth of the respondents had their own business. In Latvia the corresponding figure was only 3%. The entrepreneurial experience among Finnish respondents was, nevertheless, more common as the Finnish sample included 6% of respondents who had tried entrepreneurship in the past. The other two country samples did not have such respondents. This, again, can in part be explained by the differences in the average age of respondents by country. Finally, the share of such respondents, who had never thought about being self-employed was approximately the same, around tenth of respondents, in all three countries.

When mirroring the respondents' intentions in setting up own enterprise against the background variable capturing the relationship to entrepreneurship, i.e. having entrepreneurs in the family or among friends, it is noticeable that such entrepreneurial role-models had a mixed influence in the interest towards setting up own enterprise. In the Finnish and Latvian sub-samples the share of respondents with serious entrepreneurial intentions or already established business was higher among those respondents, who had entrepreneurs in the family. At the same time, however, for the Finnish sub-sample the share of respondents with not entrepreneurial intentions was higher among respondents who had entrepreneurs in the family than among those who had not. This may illustrate the phenomenon that sometimes entrepreneurship in the family may provide a negative role model, and parents may even discourage their children selecting self-employment as career. This may explain also the result for the Estonian sub-sample, where the share of respondents with serious entrepreneurial intentions was higher among those respondents with no entrepreneurs in the family.

In contrast, the existence of entrepreneurs among friends was positively related to the share of respondents with having serious entrepreneurial intentions, and negatively related to the share of respondents who have no



entrepreneurial intentions for the Finnish and Estonian country samples. Here, the causality of the relationship is difficult to assess. One explanation may be that entrepreneurs or entrepreneurially-oriented students may often search the company of like-minded fellow students and other entrepreneurial individuals. In the Latvian sample the share of respondents with no entrepreneurial intentions was higher among those respondents who have entrepreneurs among friends, which illustrates that the role model provided by them may not be very influential.

### **Business idea stages and sources of financing**

The questionnaire proceeded further by exploring the status of the business idea of those respondents, who had replied having an interest in becoming self-employed but not established one's own business yet. This included the description of the idea and financing the business activity. Table 8 summarizes the results in this respect.

**Table 8: Business idea stages and need for financing, % of respondents per country**

<b>Stage of the business idea</b>	<b>Finland (n=46)</b>	<b>Estonia (n=119)</b>	<b>Latvia (n=55)</b>
I am dreaming about my own business	39	32	73
I am developing my initial idea	35	23	14
I am working on product/service development	13	24	4
I have already developed my product/service	6.5	8	0
I am conducting market research/ finding clients/developing relations etc.	6.5	14	9
<b>Financial status of entrepreneurial activity</b>	<b>Finland (n=61)</b>	<b>Estonia (n=116)</b>	<b>Latvia (n=44)</b>
I don't need external financing at this stage	61	30	32
I have financing from public sources	4	4	2
I have financing from commercial sources	2	3	0
I have financing from private sources	7	15	17
I am currently looking for financing	35	47	49

The country samples somewhat differed in terms of maturity of the business idea. Majority of the Finnish respondents, 65%, was either only dreaming about one's own business or developing the initial idea. Respectively, the share of Finnish respondents at the actual realization stage of the idea in terms of

product/service development or commercialization, was ca. a third. The business ideas described by the Finnish respondents were quite diversified in their natures and types. Three most typical ones were related to music industry and services, welfare services and design (of clothes). The financial status of the Finnish respondents corresponded the status of the business idea, as two thirds of respondents announced that they do not need financing at this stage and a third as in search of financing. The respondents who already had received financing from external sources were in clear minority.

In the Estonian sub-sample, those students, who did have interest toward entrepreneurship (41 respondents) were further in their entrepreneurial process than their Finnish counterparts. Nearly half of them were already working on product or service development, had a product or service or were scanning market opportunities. The business ideas described by the Estonian respondents were quite diversified. Three quarters of the mentioned business ideas were in the creative industry, and the rest in other sectors. The most common business ideas represented different kinds of services, including architecture, creativity centre, song and dance studios, design services etc. Correspondingly, the share of students who were actively looking for financing or had already received external financing was larger among the Estonian sample than in the Finnish one.

In the Latvian sub-sample, the entrepreneurial process was clearly at a less advanced stage than in the Finnish or Estonian sub-samples. Approximately 75% of the Latvian respondents were only dreaming about their own business, and the share of those students, who had taken concrete steps to realize their business idea in terms of product/service development or market research, was only 14%. Moreover, there were 58 students who did have interest toward entrepreneurship and reported that they already had a business idea. The described business ideas represented both creative industry and other sectors. The most often mentioned ideas concerned different kinds of services, such as architecture, design services, photography studio, advertisement services etc. Interestingly, although the share of Latvian respondents with already developed business idea was considerably lower than in the Estonian sample, the share of respondents looking for financing was slightly higher in Latvia than in Estonia. This may reflect a different attitude to the entrepreneurial process. In Estonia and in Finland the students seem to think that the right moment of approaching external financiers is when the business idea is at least at product or service development stage, whereas the Latvian respondents

perceive that external financing should be attracted already for idea development.

### **Need for support and business plan writing skills**

In addition to the need for external financing, the questionnaire addressed other support needs that the respondents may have for realizing their business idea. Table 9 draws together the results in this respect.

**Table 9: Need for support for realizing the business idea now/later, % of respondents per country**

<b>Need for support</b>	<b>Finland (n=126)</b>	<b>Estonia (n=106)</b>	<b>Latvia (n=55)</b>
Practical information about establishing an enterprise	28/45	38/33	47/4
Information about sources for financing	28/62	47/40	58/4
Training in business plan writing	10/52	32/28	31/15
Contacts to other domestic entrepreneurs in my field	22/60	30/40	54/11
Contacts with foreign entrepreneurs in my field	15/60	28/44	66/8
Premises and infrastructure (i.e. incubator services)	8/47	24/40	60/13
Advice in intellectual property right (IPR) issues	18/57	29/36	57/13
Advice and help from mentors/supervisors/coaches	19/62	38/33	51/11

*Note: In the Finnish questionnaire this question was posed to all respondents, but in Estonia and Latvia only to those respondents who had announced that they have a business idea.*

The table reflects the results of the previous question in the sense that current need for support is significantly higher among the Estonian students than among the Finnish ones. This is logical, as the Estonian students announced as being further in their business development process. The Finnish students' need for support seem not to be as acute. This is in part explained by the different organization of the questionnaire in Finland in comparison to the other two countries. In Finland all respondents were asked to comment this question, whereas in Estonia and Latvia the sample for this question included only those respondents who already have a business idea.

Interestingly, the Latvian students demonstrate the highest need for support at the present, although their business idea development is at clearly less mature stage than for the Estonian or Finnish students. This may reflect a gap

in their knowledge of entrepreneurship, which the Latvian students want to get bridged before proceeding with the idea development.

When looking at the most relevant support needs by country, in Finland the currently needed support is most often information about the practical issues of entrepreneurship, such as establishing an enterprise or availability of financing. In the long term financial issues remain important, but are paralleled by contacts to other entrepreneurs and mentoring or coaching services. This illustrates the importance of networks in creative industries. In addition to the pre-defined support types, the Finnish students specified their support needs as *investor*, *web-page planning*, *assistance with business idea development*, *help with accounting* and *information about international marketing* under the category other. The financial insecurity of entrepreneurship was reflected in one respondent's wish for *a basic salary of 400 Euros*.

In Estonia, the most frequently mentioned support needs currently were the same as for the Finnish sample, i.e. practical information about establishing an enterprise and information about sources for financing. In addition, support from mentors or coaches was viewed as important already now. Regarding the future support needs, the importance of peer networks was highlighted in the Estonian sub-sample as well. In addition to the pre-defined support types, "finding and using finances", "finding trustworthy partners and business analyses" were mentioned under the category other.

In Latvia, the most frequently mentioned current support needs are contacts with foreign entrepreneurs, and premises and infrastructure. Interestingly, the Latvian students seem to be very confident in their entrepreneurial capabilities. This is demonstrated in the considerably lower share of students who indicate as needing any support in the longer term when compared to the two other country samples. In contrast, the share of Latvian students who announce that they need support now is clearly higher for practically all types of support when compared to the other two country samples.

To sum up, it is curious that the Estonian and Finnish students mainly answered that they need support later, whereas the Latvian students said that they need support now. This shows that Latvian students are more eager to start with entrepreneurship as soon as they can, and even without a clearly defined business idea, while the Estonian and Finnish students might be concentrating on their creative specialty studies and business idea development first.

Moreover, the respondents who already had a business idea were also asked to assess their skills related to the writing various parts of a business plan. The results are summarized in Table 10.

**Table 10: Skills related to writing of the various parts of a business plan, average rate**

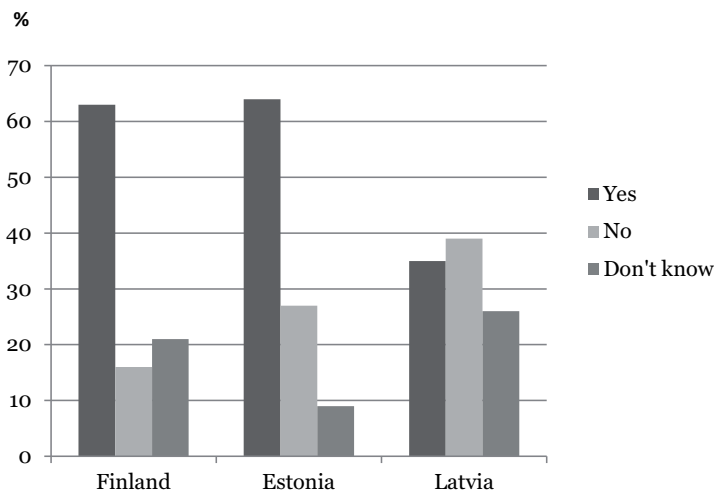
<b>Part of business plan</b>	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=146)</b>
Product/service description	3.5	3.6	4.1
Company description/business idea	3.7	3.3	4.0
Management	2.5	2.9	3.7
Marketing plan	2.6	2.5	3.1
Sales and promotion	2.8	2.4	4.0
Market analysis	2.3	2.4	3.4
Risk assessment	2.1	2.2	3.2
Financial planning	2.4	1.9	3.1

As shown in the table, the Latvian students rate their skills higher in all parts of the business plan than their Estonian and Finnish counterparts. This may in part be explained by the differences in the educational profile among countries. The Latvian sample, for example, includes more students of advertising and marketing communication than the other country samples, which may be reflected in the high self-assessment of sales and promotion plan writing skills among the Latvian students. In general, the students in all three countries rate their skills the highest in product/service description, and in company/business idea description when comparing the different parts of the business plan. In the Estonian and Finnish samples these two areas are rated as clearly higher than the others, being the only ones with average rate above 3. In contrast, the Latvian students rate their skills not only in these two areas but also in the writing of sales and promotion plan at 4 or above. Moreover, the weakest areas according to the students' self-assessment seem to be related to financial planning, risk assessment, and market analysis or marketing skills.

## 6. Entrepreneurial education in university

The third section of questionnaire addressed the students' views about the status of entrepreneurial education in their home universities. In addition, students' participation in entrepreneurial courses and their opinion about those courses were explored. To start with, the students were asked whether entrepreneurial courses are included in the curriculum of their home university. Figure 1 summarizes the distribution of the answers by country.

**Figure 1: Availability of courses on entrepreneurship at home university, % of respondents by country**

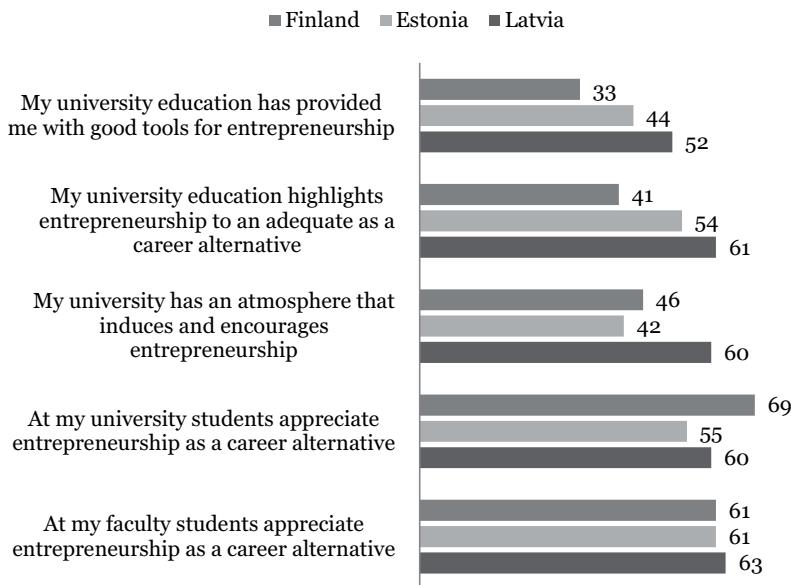


As shown in the figure, the supply of entrepreneurial education is relatively common in Finland and in Estonia, where over 60% of respondents stated that their home university provides entrepreneurial courses. The awareness of such education was, however, higher in Estonia than in Finland, reflecting in the lower share of “don’t know” answers. The distribution of Latvian answers, in contrast, considerably differed from the peer countries. Only a third of respondents announced that there is entrepreneurial education available, whereas the rest either ticked the option that there is not education or were not aware whether such education exists. Taking the lower supply of

entrepreneurial education in Latvia, an interesting question is where the highly rated business plan writing skills of the Latvian students are based on?

Moreover, the students were asked to assess a number of statements related to the role of entrepreneurship and entrepreneurial education in their home universities. Figure 2 presents the share of respondents agreeing with the statements by country. Complete distribution of answers is presented in Annex 2.

**Figure 2: Share of respondents agreeing with the statement per country, (%)**

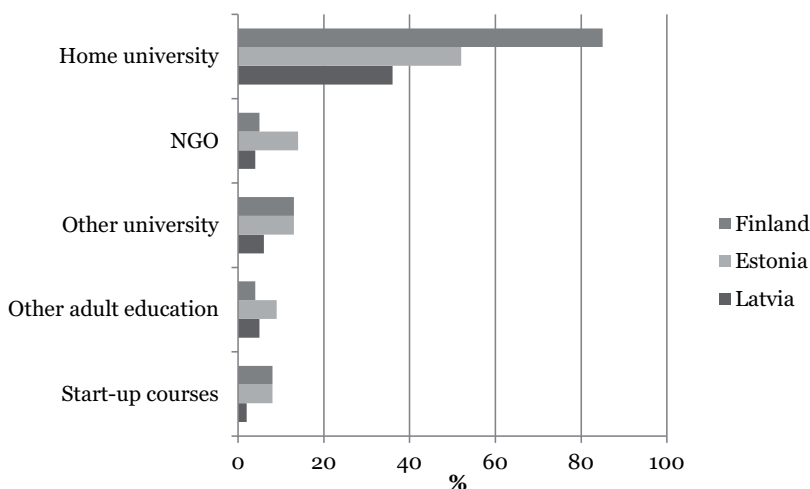


The interpretation of the results presented above against results of the previous questions reveals some interesting aspects. First, although the supply of entrepreneurial education and the awareness of it was the lowest in Latvia (see Figure 1), the share of Latvian respondents viewing that their university education gives them good tools for entrepreneurship is the highest. The Finnish and Estonian students have more critical views about this question. Similarly, the Latvian students most often view that their university education highlights entrepreneurship as an adequate career alternative, and has an atmosphere encouraging entrepreneurship. In contrast, when assessing the statements related to fellow students' attitude towards entrepreneurship, the

Finnish students view them as most positive at the level of university. Regarding own faculty, the three countries are practically unanimous.

Furthermore, the survey aimed at finding out to what extent the students had actually participated entrepreneurial courses either at the home university or elsewhere. Figure 3 summarizes the results in this respect.

**Figure 3: Share of respondents having participated in entrepreneurial courses\* by country (%)**



\*In the Finnish and Estonian questionnaires the category “entrepreneurial courses, seminars and lectures”

As shown in the figure, the share of respondents having participated entrepreneurial courses at the home university was the highest in Finland, where more than 80% had taken part in such courses. In Estonia the respective share was slightly over 50%, and in Latvia the lowest among the survey countries (36%). The Estonian respondents had been most active in participating entrepreneurial courses outside the home university. The frequency of taking such courses was, however, considerably lower than for courses in the own university. The most popular alternative for the whole sample was courses provided by other universities, which had been attended by 13% of students in the Estonian and Finnish sub-samples. In Estonia, however, the courses provided by non-governmental organizations (NGO) were mentioned slightly more frequently. In addition to the pre-defined categories



presented in the table, in Finland approximately 12% had taken courses at *vocational school* or *business incubator organization*, or participated a *course managed by (national) employment office*. In Estonia 9% had taken courses at *secondary school* or as *trainings at workplace*.

Furthermore, the respondents assessed how beneficial different types of entrepreneurial training and education courses are. In addition, the Finnish and Estonian questionnaires contained a question whether the respondent had actually attended the kind of course that he or she was rating. The Latvian questionnaire, in contrast, did not have such option.

**Table 11: Participation\* in (%) and rating\*\* of entrepreneurial education at home university**

	Finland (n=126)		Estonia (n=203)		Latvia (n=140)
	Part. %	Rate	Part. %	Rate	Rate
Business planning	79.1	3.3	29.6	3.1	3.7
Business start-up coaching	14.3	1.9	24.6	3.0	3.5
Entrepreneurship courses, seminars and lectures	84.8	3.0	51.7	3.2	3.8
Start-up business games/simulations	9.5	1.0	12.8	2.5	3.4
Mentoring, exchange of experiences with entrepreneurs	21.4	1.8	22.2	2.8	3.6
Young enterprise program	9.5	1.2	3.4	2.1	3.3
Other	16.2	2.8	6.9	2.2	0

Note: \*In the Latvian questionnaire, students couldn't state participation for each type of entrepreneurship course. The respective question was formulated as: Have you attended entrepreneurship courses. It was possible to answer either yes or no to this question; \*\*Scale: 5=very beneficial – 1=not at all beneficial, 0=don't know.

As shown in the table, the Finnish students had been most active in attending any types of entrepreneurial education, except business start-up coaching and mentoring, which the Estonian students had attended more frequently. In Finland, participation in business planning courses was nearly as popular as participation general entrepreneurial courses, seminars and lectures. Business planning courses had been attended by nearly 80% of Finnish respondents. This may in part be explained by the fact that the Finnish respondents were in average further in their studies. In Estonia the ranking of the two most popular types of education was the same as in Finland, although with a lower share of students having participated such education. Young enterprise programs and start-up business games/simulations were the least frequently attended types

of education both in Finland and in Estonia. Furthermore, under the category of *other* Finnish respondents mentioned *business coaching for creative entrepreneurs*, and courses related to company's *strategic issues, branding and productivity*. The Estonian students' comments under this category included *management of cultural project, entrepreneurship environment in Estonia, project writing, organisational behaviour, human resources management, financial analysis, science, innovation and management, marketing*, and *application and management of innovation*.

The personal experience from the courses rated is shown in the answers of Finnish and Estonian students, who in general rated higher those courses that had been most frequently attended. In contrast, students obviously hesitated to rate the usefulness of such courses that they had not attended. This was shown in the share of "don't know" answers. For the Latvian sub-sample it is impossible to assess the influence of personal experience on the rating of usefulness of different courses due to lack of information. It can be stated, however, that Latvian students as a rule rate all kinds of courses as more useful than their Finnish or Estonian counterparts. This supports the view presented earlier that the Latvian students' need for information about entrepreneurship would be higher than in the two other countries.

### **Interest in cross-border entrepreneurship training**

The fourth section of the questionnaire concentrated on the students' views about a cross-border entrepreneurship training program, which is one of the aimed results of the CREAENT project. The respondents were asked about their interest in participating such program, and about the components that such program should include.

**Table 12: Interest in cross-border training and preparedness to pay, % of respondents**

	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=137)</b>
<b>Interest to participate</b>			
Yes	73	76	73
No	27	24	27
<b>Preparedness to pay</b>			
Yes	6	4	10
No	32	22	11
Depends how much it costs	62	74	79

As for the participation, the respondents expressed a clear interest toward the training program. In all three countries, approximately three quarters of all respondents would be interested in participating. However, the willingness of the students to pay for such program was considerably lower. The share of students, who in principle would not pay for the program was the highest in Finland, approximately a third of respondents. In Estonia and particularly in Latvia the respective share was considerably lower. This may reflect the long tradition of free education in Finland in contrast to the existence of paid educational programs in the Baltic States. However, majority of respondents in all three countries were not strictly against paying for the education, but selected the option "depends how much it costs" instead.

Furthermore, those respondents who said that they would not be ready to pay for the educational program had the opportunity to justify their opinion. In Finland, the two most frequent reasons were the student's limited financial means, and the principal reluctance to pay for education. These two covered most of all comments given by the Finnish respondents. The reluctance to pay for education can be a matter of principle, as one student would be ready to cover travel and accommodation related to the training program, but not any direct course fees (or equivalent costs). Some pointed out that *entrepreneurship is already so expensive*, (preparedness to pay) *depends on the content of the program* or *there already is free-of-charge education available in Finland*. Moreover, one respondent viewed that entrepreneurial education should be free of charge, because *own enterprise is not a guaranteed money-maker*. In Estonia and Latvia, the two most typical reasons were the student's limited financial possibilities and lack of interest in entrepreneurship in general. These two covered most of the explanations. In addition, some Estonian respondents pointed out that the domestic market is

challenging enough at the start-up stage, so there is no need to put effort into international business yet.

In conclusion, a cross-border training course would be interesting for creative students in all three countries, as the majority of respondents would be interested in participating. However, the price for attending the course cannot be very high, as most students are very price sensitive.

### **Components of the training program**

The next table illustrates the respondents' views about the importance of the different components that the cross-border training program should contain.

**Table 13: Importance of the different components of the training program\***

<b>Component</b>	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=137)</b>
Information on the opportunities for financing the enterprise	4.5	4.0	4.3
Marketing skills	4.4	4.0	4.5
Business planning	4.3	4.0	4.5
Practical information about starting business in home country	4.4	3.9	4.2
Business opportunity recognition/evaluation	4.3	3.9	4.4
Business idea generation/idea development	4.2	3.9	4.3
Negotiation skills	4.1	4.0	4.3
Skills of accounting and financial management of the enterprise	4.0	3.9	4.2
Information about doing business in home country	4.2	3.5	4.2
Teamwork	3.8	3.9	4.2
Knowledge on intellectual property right issues	3.9	3.8	4.0
Internationalization of business	4.0	3.6	4.3
Leadership	3.7	3.8	4.1
Skills of commercialization of innovations	4.0	3.5	4.2
Personnel management skills	3.7	3.7	4.4

*Note: \*Scale: 5=very important – 1=not important at all.*

The students' views reflect the support needs identified in earlier questions of the survey on the one hand, and the students' self-assessment of their skills related to different parts of the business plan on the other. Information about financing opportunities ranked among top three most desired components in all country samples. In Finland, it was the most important one followed by marketing skills and practical information about starting business. In Estonia,

business planning and marketing skills were rated as important as information about financing opportunities, and in Latvia even more important.

Furthermore, the country samples differed somewhat in regard of general rating of importance of the potential components of the training program. In Finland, 11 of the 15 listed options were rated at least *rather important (4)* and the remaining four components between *intermediate (3)* or rather important levels. In Estonia, only three of the options were ranked at least *rather important (4)* and the rest 12 components between *intermediate (3)* or rather important levels. Finally, in Latvia the grades for the components were much higher than in Finland or in Estonia. All listed components received a higher than *rather important (4)* rank. This again may reflect the different level of entrepreneurial knowledge among the respondents from different countries.

Moreover, according to those respondents, who indicated additional training program components (under the category other), the training program should in Finland include *panel discussions with involvement of entrepreneurs and information about international trade, outsourcing, pricing and invoicing*. In addition, the training program should assist future entrepreneurs in *finding own strengths and weaknesses, improving one's presentation skills and emphasize special characteristics related to cultural entrepreneurship*". Estonian respondents called for *more tailored courses for starting entrepreneurs meaning practical exercises in small teams to make people open up to each other more*. In addition, *motivation, practical examples from the same field, co-operation between people of different specialities and psychological trainings* were mentioned. The Latvian respondents did not indicate any additional components.

## 7. Students' attitudes towards entrepreneurs and entrepreneurship

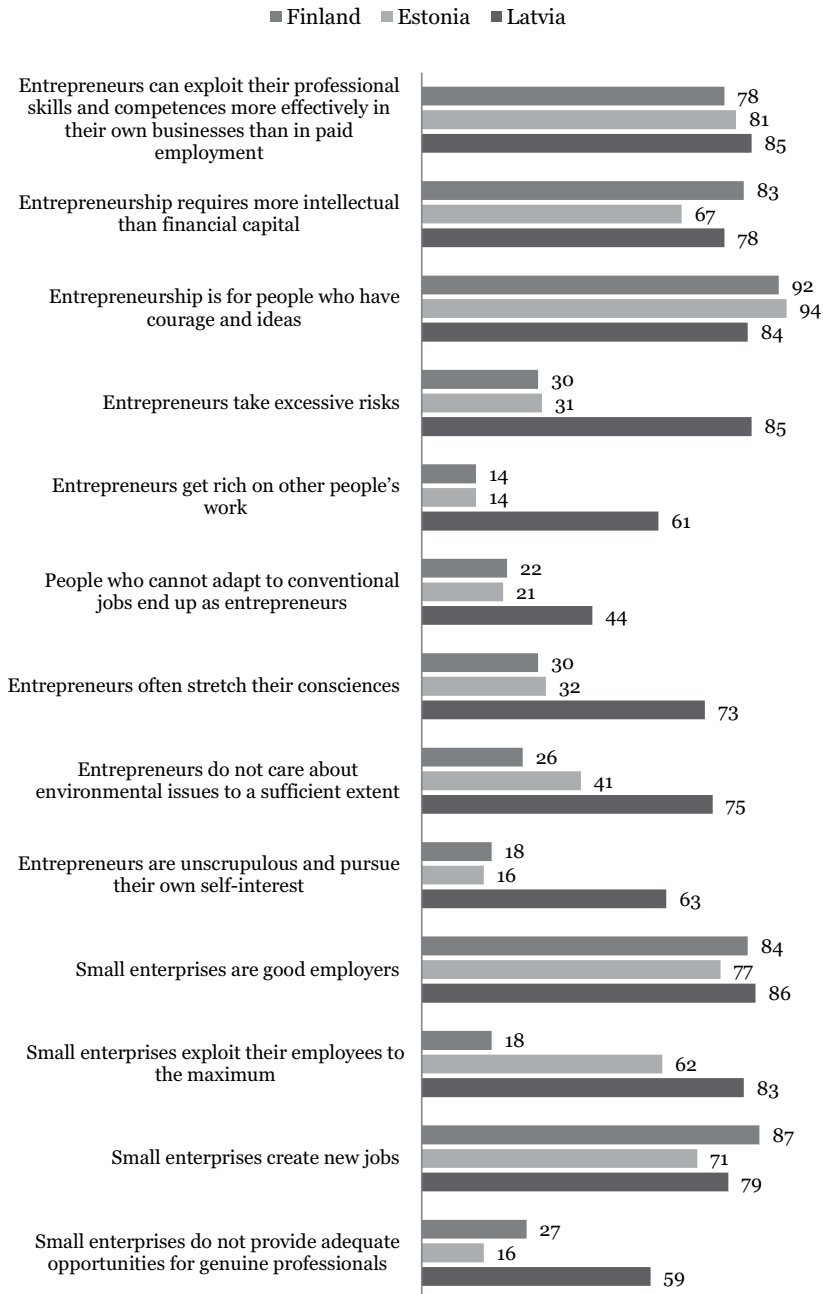
The final section of the questionnaire focused on the respondents' more general attitudes towards entrepreneurship. In addition, attractiveness of the entrepreneurial career and motivational factors as well as barriers for entrepreneurship was explored.

### General views about entrepreneurs and entrepreneurship

The students were presented a number of statements related to entrepreneurship in general, entrepreneurs' morals and small enterprises as employers. The respondents were asked to assess these statements on a five-point scale ranging from *agree completely* (5) to *disagree completely* (1). The opinions were divided very or rather clearly between agreement and disagreement for nearly all statements, as the share of *don't know* –answers was very low. The distribution of results is described in Annex 3. Figure 4 presents the share of respondents partly or completely agreeing with each statement.

In all three countries, entrepreneurship was considered to suit first and foremost for certain type of intellectual, courageous and idea-rich people. In addition, majority of respondents in all three countries agreed with the statement that entrepreneurs can better exploit their professional skills than those in paid employment. Interestingly, the opinions of the Latvian students started to diverge from those of their Finnish and Estonian counterparts when the respondents were asked to comments the statement whether entrepreneurs take excessive risk. A clear majority of Latvian respondents agreed with this statement, whereas the corresponding share in Estonian and Finnish country samples was just a third. Similarly, over 60% of Latvian respondents viewed that entrepreneurs get rich on other people's work. In the other two countries the respective figure was 14%. In addition, the share of Latvian respondents agreeing with the statement that entrepreneurship is for people who do not suit to conventional jobs was twice as large as for Estonia and Finland. In sum, many Latvian respondents seem to perceive entrepreneurs as adventurous people, who may exploit other for their personal enrichment. In Finland and Estonia such opinion is less frequent.

**Figure 4: Views of entrepreneurship and entrepreneurs, % of respondents agreeing with the statement**



Furthermore, the respondents were given a number of statements concerning entrepreneurs' morals. The distribution of answers on these statements further confirms the differing opinions of the Latvian students from the respondents of the two other countries. A clear majority of Latvian respondents agreed with the statements that entrepreneurs often stretch their consciences, are unscrupulous and pursue their self-interest, and often neglect environmental issues. In contrast, the view of entrepreneurs as stretching their consciences was shared by only a third of Finnish and Estonian respondents, and entrepreneurs were viewed as unscrupulous by less than 20% of the respondents from these two countries. Regarding the statement on the ignorance of environmental issues by entrepreneurs, there was however a clear difference between the Finnish and Estonian country samples. The shares of respondents agreeing with this statement were 26% and 41%, respectively.

Finally, the students were asked to assess statements regarding the role of small businesses in the society and economy. Here, students from all three countries were unanimous that small businesses are good employers and create new jobs. At the same time, a clear majority of Estonian and Latvian respondents agreed with the statement that small businesses exploit their employees to the maximum. There was a clear difference to the Finnish respondents, of which only 18% shared this opinion. Moreover, a 60% majority of the Latvian respondents questioned the career possibilities provided by small businesses. In Finland and Estonia the respective shares were 27% and 16%.

To sum up, the major difference between the three countries in attitudes towards entrepreneurs and entrepreneurship lies in entrepreneurs' morals. In Finland and in Estonia the morals are judged to be quite high, whereas the Latvian respondents perceive them considerably lower. This may in part explain the lower entrepreneurial activity of Latvian respondents demonstrated earlier in this report. To triangulate the evidence gathered under previous questions, the students were explicitly asked to answer how attractive they view entrepreneurship as a career alternative. Table 14 summarizes the results in this respect.



**Table 14: Attractiveness of entrepreneurship, % of respondents per country**

	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=134)</b>
Very attractive	19	16	19
Rather attractive	52	50	52
Not very attractive	21	23	23
Not attractive at all	7	2	2
I don't know	1	8	4

Interestingly, the results for this question were very similar between all three countries. The students had a clear opinion about this question, illustrated by the low percentage of *don't know* answers. Approximately a half of respondents in each country perceived entrepreneurship as rather attractive, whereas the share of those who viewed it as very attractive approached 20%. The share of respondents who did not perceive entrepreneurship attractive at all was very low.

### **Motivational factors and barriers for entrepreneurship**

In order to analyse attractiveness of entrepreneurship further, the final questions of the survey addressed the students' views about motivational factors and barriers for entrepreneurial career. To explore this, students were asked to assess a number of pre-defined factors, which might increase or decrease their desire to become an entrepreneur. In addition, there was possibility to name other motivational factors. Assessment scale reached from 5 (*very strongly*) to 1 (*not at all*). The results are summarized in Table 15.

**Table 15: Motivational factors for entrepreneurship, average rate\***

<b>Factor</b>	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=134)</b>
Interesting tasks and duties, and their variety	4.3	4.3	4.7
The liberty of choosing one's working hours	4.1	4.3	4.8
The liberty in choosing one's tasks and duties	4.2	4.1	4.7
Achieving a goal in life in accordance with one's abilities	2.9	4.1	4.8
The liberty of being one's own 'boss'	4.1	4.0	3.8
Opportunities to meet interesting people	3.6	3.8	4.8
Result-based income	3.6	3.6	4.9
Entrepreneurship suits my character	3.1	3.1	5.0
My skills and capabilities point to entrepreneurship	3.2	3.0	3.9
The opportunity to get rich	2.4	2.7	3.8
General appreciation of entrepreneurship	2.1	2.7	4.0
The opportunity to work as a superior	2.4	2.4	3.4
Entrepreneurship unifies the entire family	2.1	2.2	4.2

Note: \*Scale: From 5=very strongly - to 1=not at all.

As for the motivational factors, the opinions of Estonian and Finnish respondents were again relatively close to each other, whereas the Latvian respondents clearly differed from the other two country samples. In general the Latvian respondents rated practically all factors higher than the Estonian or Finnish students. It can be concluded that for the Estonian and Finnish students, the most important motivational factors were related to the nature of work as an entrepreneur. This included interesting tasks and duties, and entrepreneur's extensive liberty with the management of one's own work and working hours. Instead, income-related factors or the opportunity to work as superior were perceived not particularly important. The Latvian students viewed the liberty and interesting tasks and duties related to entrepreneur's life as important motivational factors, too. The factor *liberty of being one's own boss* was however the only one rated lower by the Latvian students than their Finnish or Estonian counterparts. Furthermore, the Latvian respondents rated their personal skills and capabilities and the opportunity to get a result-based income as even more important motivational factors than the factors mentioned previously. In addition, the Latvian students were clearly more motivated by the opportunity to get rich as an entrepreneur than their Estonian or Finnish counterparts.

The respondents had also the possibility to freely describe other motivational factors that they perceive as important. For the Finnish sample the students referred to *opportunity to use unlimited creativity, chance to work according to one's own ethical principles or liberty to determine company's values myself* and *opportunity to influence on society and its values*. This supports the interpretation that the Finnish students view entrepreneurship as an opportunity for self-realization, and do not perceive that as an entrepreneur they would need to stretch their consciences. On the other hand, *limited number of open vacancies in respondent's own field* was mentioned as motivational factor, which represents a push factor of entrepreneurship. Respondents from the two other countries did not indicate any additional motivational factors.

In addition to the motivational factors, also barriers for entrepreneurship were surveyed. The respondents were presented a block of statements relating to the possible obstacles for entrepreneurial career, and asked to assess, in which degree these factors might prevent their desire to become an entrepreneur. The scale ranged from 1 (*not at all*) to 5 (*very strongly*). The results are summarized in Table 16.

**Table 16: Barriers for entrepreneurship, average rate**

<b>Factor</b>	<b>Finland (n=126)</b>	<b>Estonia (n=203)</b>	<b>Latvia (n=127)</b>
Financial insecurity related to own entrepreneurial activity	4.0	3.6	2.7
The funding of the enterprise is too expensive	3.4	3.4	4.3
I don't have the practical skills needed to run a business	3.0	3.3	3.8
The tax burden is very high on entrepreneurs	2.7	3.1	4.4
Running own business is too time-consuming	3.1	3.0	3.4
The process of founding an enterprise is too bureaucratic	3.1	2.8	4.1
Running an enterprise is too complicated due to bureaucracy	3.2	2.8	4.3
There is not enough public support for beginning entrepreneurs	3.0	2.8	4.2
There are enough interesting job opportunities as hired specialist	2.4	2.7	3.7
Entrepreneurship does not suit my character	2.5	2.5	3.4
I don't have a business idea	2.6	2.5	3.3
Entrepreneurs are not appreciated in our society	2.5	2.0	3.8

*Note: Scale from 1=not at all – 5=very strongly*

Interestingly, as for the motivational factors, the perceived obstacles for entrepreneurship are rated clearly higher by the Latvian respondents than by the respondents from the two other countries. Here again, the opinions of the Finnish and Estonian students are relatively close to each other, whereas the Latvian ones clearly diverge from them. For the Estonian and Finnish respondents the two most important barriers are related to financial insecurity of entrepreneurship and the high costs of financing an enterprise. The Latvian respondents view the main barriers for entrepreneurship coming from the business environment, including high taxation, high costs of funding an enterprise, and complicated bureaucracy related to running an enterprise. The latter is perceived as an important obstacle by the Finnish respondents as well, whereas the Estonian ones are more concerned about the lack of their own skills to run a business.

Interestingly, the lack of business idea was not ranked among the key obstacles for entrepreneurship. This indicates that the students of creative disciplines have such professional skills and competences, which they can relatively easily apply as entrepreneurs. Moreover, the results show that the employment situation in creative fields may be perceived as better in the two Baltic States than in Finland. The Finnish students' assessment of the availability of interesting job opportunities as hired specialist was clearly lower than in the other countries. This supports the comment given under the previous question about the lack of interesting work opportunities as a motivational factor for entrepreneurship in Finland. Curiously, although the Latvian respondents very strongly viewed their skills and capabilities as suiting for entrepreneurship in the previous question, they at the same time viewed the unsuitability of one's character as a greater barrier for entrepreneurship than respondents from other countries.

Moreover, the respondents had the possibility to name other factors perceived as barriers for entrepreneurship. Among the Finnish respondents no sole typical barrier for entrepreneurship was founded, except the perception of uncertainty in general. This can be related with markets of one's own product, the work itself, one's future or own personal capabilities. Plainly, there could be just lack of information: *"I just don't know where to begin"*, as one student commented. Moreover, if the student has grown up in entrepreneurial family, he/she may have (too) *realistic picture of the amount of work needed in running of the company*. In Estonia, one typical barrier for entrepreneurship was that being an entrepreneur is a too big commitment: *as a young person I don't want to commit to anything yet to be free and spontaneous*, or

*enterprise needs too much commitment and there won't be time left for other things. Moreover, SMEs are too unstable and legislation and taxes change too quickly* were mentioned. The Latvian respondents did not indicate any factors other than listed in the closed question.

## 8. Summary and Conclusions

This report presented the results of a survey, which was targeted to students of higher education institutions providing programs in creative disciplines in Finland, Estonia and Latvia. The purpose of the survey was to provide information applicable in the development of a cross-border training program for young creative entrepreneurs. The final section of the report summarizes the key findings of the survey, and their implications to the development of such training program.

### **Background characteristics of the respondents**

Female students prevailed in the sample in all three countries with a share ranging from 74% to 79% of all respondents. The average age of the respondents in Finland was slightly higher than in Estonia or Latvia. Consequently, the Finnish respondents were further in their studies, had more often a previous educational degree and longer work experience in their own field. The Finnish students were most often studying for an applied higher education degree, and the Estonian and Latvian ones for a Bachelor degree. The most common field of study in Finland and Latvia was design, and in Estonia cultural heritage.

Furthermore, the respondents' relation to entrepreneurship was most often through friends-entrepreneurs in all three countries. The share of respondents with friends-entrepreneurs, however, was considerably higher in Finland and in Estonia than in Latvia. Similarly, the Latvian students appeared to have considerably less entrepreneurs in the family than respondents from the two other countries. Furthermore, the students had in general a positive attitude towards entrepreneurship. The share of respondents perceiving entrepreneurship as attractive was around 70% in all three countries. Interestingly, having entrepreneurial role models among family or friends did not have a straightforward impact on the attractiveness of self-employment among the respondents.

### **Entrepreneurial intentions among the respondents**

The survey revealed clear differences between country samples as regards to the students' views on the likelihood of becoming an entrepreneur immediately

after studies. The Finnish students seem to be more prepared to self-employment than their Estonian or Latvian counterparts. The most likely career alternative immediately after graduation was in Finland freelancer, whereas the Estonian and Latvian respondents preferred paid employment. In addition, the share of respondents viewing themselves as company owners was in Finland higher than in the two other countries. However, when asking the students to assess their situation in five years after graduation, the likelihood of being a company owner among Estonian and Latvian respondents approached the Finnish one.

When analyzing the actual entrepreneurial activity among the students, the most common situation was that a respondent had considered becoming an entrepreneur, but had not yet taken any serious intention or concrete steps to become self-employed. The share for such respondents was slightly over a half for the whole sample, ranging from two-thirds in Latvia to ca. 40% in Finland. However, the combined share of respondents either being in the start-up phase or already running a business was the highest in Finland.

Of those respondents, who had expressed interest in setting up own enterprise, 40% in Finland, 25% in Estonia and 48% in Latvia announced that they already have a business idea. The status of the business idea however, ranged from three quarters of Latvian respondents dreaming about one's one business to 46% of Estonian respondents having taken concrete steps to realize the idea in terms of product/service development or market research. The Finnish respondents were most often at the idea development stage. Nevertheless, the share of respondents actively looking for financing was the highest in Latvia. Correspondingly, the Latvian students demonstrate the highest need for other kinds of support at the present, although their business idea development is at clearly less mature stage than for the Estonian or Finnish students.

When looking at the most relevant support needs by country, in Finland and Estonia the currently needed support is most often information about the practical issues of entrepreneurship, such as establishing an enterprise or availability of financing. In the long term financial issues remain important, but are paralleled by contacts to other entrepreneurs and mentoring or coaching services. The Latvian respondents, in contrast, most frequently mentioned that they need now contacts with foreign entrepreneurs, and premises and infrastructure. Interestingly, the Estonian and Finnish students mainly answered that they need support later, whereas the Latvian students said that they need support now. This indicates that the Latvian students would

be eager to start with entrepreneurship as soon as they can, and even without a clearly defined business idea.

### **Views on own entrepreneurial skills and entrepreneurial education**

The respondents' self-assessment of their business plan writing skills revealed that the Latvian students are very self-confident, rating their skills higher in all parts of the business plan than their Estonian and Finnish counterparts. In general, the students in all three countries rate their skills the highest in product/service description, and in company/business idea description. The weakest areas according to the students' self-assessment seem to be related to financial planning, risk assessment, and market analysis or marketing skills.

The analysis of results on the supply of entrepreneurial education in the respondents' home universities raises the question about the basis of the highly rated business plan writing skills of the Latvian students. In Finland and in Estonia over 60% of respondents stated that their home university provides entrepreneurial courses, whereas in Latvia only a third of respondents announced that there is entrepreneurial education available in the home university. Moreover, the awareness of whether such education is provided was the lowest in Latvia.

Nevertheless, the share of Latvian respondents viewing that their university education gives them good tools for entrepreneurship was the highest among the sample. Similarly, the Latvian students most often view that their university education highlights entrepreneurship as an adequate career alternative, and has an atmosphere encouraging entrepreneurship. In contrast, when assessing the statements related to fellow students' attitude towards entrepreneurship, the Finnish students view them as most positive at the level of university. Regarding own faculty, the three countries are practically unanimous.

Furthermore, the share of respondents having participated entrepreneurial courses at the home university was the highest in Finland, where more than 80% had taken part in such courses. In Estonia the respective share was slightly over 50%, and in Latvia the lowest among the survey countries (36%). The Finnish students were the most active in attending any types of entrepreneurial education in the home university, except business start-up coaching and mentoring, which the Estonian students had attended more frequently.

The personal experience from the courses rated is shown in the answers of Finnish and Estonian students, who in general rated higher those courses that



had been most frequently attended. For the Latvian sub-sample it is impossible to assess the influence of personal experience on the rating of usefulness of different courses due to lack of information. It can be stated, however, that Latvian students as a rule rate all kinds of courses as more useful than their Finnish or Estonian counterparts. This supports the view presented earlier that the Latvian students' need for information about entrepreneurship would be higher than in the two other countries.

As for the participation in a cross-border entrepreneurial training program, in all three countries approximately three quarters of all respondents would be interested in participating. However, the willingness of the students to pay for such program was considerably lower. The share of students, who in principle would not pay for the program was the highest in Finland, approximately a third of respondents. This may reflect the long tradition of free education in Finland in contrast to the existence of paid educational programs in the Baltic States. However, majority of respondents in all three countries were not strictly against paying for the education, but selected the option *depends how much it costs* instead.

The students' views on the preferred components of the training program reflect the support needs identified in earlier questions of the survey on the one hand, and the students' self-assessment of their skills related to different parts of the business plan on the other. Information about financing opportunities ranked among top three most desired components in all country samples. In Finland, it was the most important one followed by marketing skills and practical information about starting business. In Estonia, business planning and marketing skills were rated as important as information about financing opportunities, and in Latvia even more important.

### **Attitudes towards entrepreneurs and entrepreneurship**

In all three countries, entrepreneurship was considered to suit first and foremost for certain type of intellectual, courageous and idea-rich people. In contrast, Latvian respondents agreed considerably more often with the statements that entrepreneurs take excessive risks and entrepreneurs get rich on other people's work. Furthermore, in contrast to the Estonian or Latvian respondents, a clear majority of Finnish respondents agreed with the statements that entrepreneurs often stretch their consciences, are unscrupulous and pursue their self-interest, and often neglect environmental issues.

Moreover, students from all three countries were unanimous that small businesses are good employers and create new jobs. At the same time, a clear majority of Estonian and Latvian respondents agreed with the statement that small businesses exploit their employees to the maximum. There was a clear difference to the Finnish respondents. Moreover, Latvia was the only country where the majority of respondents questioned the career possibilities provided by small businesses.

As for the motivational factors for entrepreneurship, for the Estonian and Finnish students the most important motivational factors were related to the nature of work as an entrepreneur. This includes interesting tasks and duties, and entrepreneur's extensive liberty with the management of one's own work and working hours. Instead, income-related factors or the opportunity to work as superior were perceived not particularly important. The Latvian students viewed the liberty and interesting tasks and duties related to entrepreneur's life as important motivational factors, too. However, the Latvian respondents rated their personal skills and capabilities and the opportunity to get a result-based income as even more important motivational factors than the factors mentioned previously. In addition, the Latvian students were clearly more motivated by the opportunity to get rich as an entrepreneur than their Estonian or Finnish counterparts.

As to perceived obstacles for entrepreneurship, for the Estonian and Finnish respondents the two most important barriers are the financial insecurity of entrepreneurship and the high costs of financing of an enterprise. The Latvian respondents view the main barriers for entrepreneurship coming from the business environment, including high taxation, high costs of funding an enterprise, and complicated bureaucracy related to running an enterprise. The latter is perceived as an important obstacle by the Finnish respondents as well, whereas the Estonian ones are more concerned about the lack of their own skills to run a business.

## Conclusions and Implications for Training Program Development

It can be concluded that in all countries, the students of creative disciplines represent a potential pool of future creative entrepreneurs. The interest in entrepreneurship is in general high, and it is not uncommon to have a business idea. At the same time, there are clear differences between the country samples that need to be taken into account when planning cross-border training initiatives.

First, the results reveal both similarities and differences among the country samples in terms of students' self-assessment of their entrepreneurial skills and capabilities on the one hand, and in terms of awareness and exploitation of entrepreneurial education opportunities available in the universities. The *Estonian* and *Finnish* respondents are relatively close to each other in their attitudes towards entrepreneurs and entrepreneurship, and their own entrepreneurial capabilities. Among respondents from these two countries entrepreneurship is viewed primarily as a way of self-realization, and factors associated to entrepreneurs and their role in the society are mainly positive. Moreover, Estonian and Finnish respondents are relatively critical towards their own entrepreneurial skills and capabilities, although they have often used the opportunity to take entrepreneurial training provided by the home university. The main concerns related to entrepreneurship are in these two countries related to financial insecurity, and correspondingly financing is the area where most support would be needed. In addition, support is called for improving one's sales and marketing skills. Finally, both Finnish and Estonian respondents seem to share the view that the development of a business idea into a concrete entrepreneurial activity takes time, and the need for support may realize later. Such shared thinking provides a good basis for the development of a joint program for Finnish and Estonian young creative entrepreneurs, or students with entrepreneurial intentions.

The *Latvian* respondents, in contrast, clearly form a group of their own. This regards both views about entrepreneurs and entrepreneurship in general, and the assessment of one's own entrepreneurial skills and capabilities. The Latvian students' views about entrepreneurs are more negative than for the other two countries, which regards before all entrepreneurs' morals. To some extent this echoes the general attitude towards entrepreneurship during the Soviet era, when private entrepreneurial activity was forbidden, and the wild capitalism of the 1990s in the post-socialist countries. Entrepreneurs are perceived as adventurous people maximizing their own well-being rather than contributing

to the society and economy. This may in part explain why the financial opportunities related to entrepreneurship are viewed as more important motivational factors among the Latvian sample than in the two other countries. Similarly, they do not perceive financial insecurity as a great obstacle for entrepreneurship. At the same time, the Latvian respondents are very self-confident about their skills and capabilities related to entrepreneurship, although they have not participated entrepreneurial courses as often as respondents from Finland or Estonia. The main barriers related to entrepreneurship are in the Latvian sample identified rather in the business environment than in one's own capabilities, including high taxation and bureaucracy. Moreover, the Latvian respondents seem to be very eager to establish their own business, even in the lack of a business idea, and call for support for their aspirations now and not later. In addition, they want to be in contact with foreign entrepreneurs from the very beginning of their entrepreneurial career. Hence, it seems that the training provided to Latvian participants should emphasize somewhat different aspects than training targeted to Finnish and Estonian audiences.

To conclude, the survey provided many building blocks for the development of cross-border training initiatives. The main challenge is how to turn the diversity among the target group into a resource. This includes, for example, balancing the risk-avoidance and critical approach to own skills shared by the Finns and Estonians with the "adventurism" and high self-confidence of the Latvians. On the other hand, the impatient Latvians would benefit from the long-term approach of Finns and Estonians. When designed properly, cross-border training could result in international teams of creative professionals, building on the complementary strengths of the participants.

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# Annex 1: Survey questionnaire

## I BACKGROUND INFORMATION

1. In which year were you born?
2. What is your gender?
3. Which university/college are you studying at? Other (please specify)
4. What level are you currently studying at?
  - 4.1 Bachelor's degree
  - 4.2 Master's degree
  - 4.3 Other study program (please specify)
5. Which field of study are you majoring in?
  - 5.1 Architecture (architecture: inside; outside; designing or connected field)
  - 5.2 Visual/fine arts (e.g. fine arts; drawing, painting, sculpture)
  - 5.3 Performing arts (music, theatre, dance)
  - 5.4 Audio-visual activities (film, video, radio, animation)
  - 5.5 Design (design services)
  - 5.6 Performing activities (theatre, dancing, festivals)
  - 5.7 Entertainment IT (graphics, games design, game business and games production)
  - 5.9 Cultural heritage (handicraft; museums, libraries)
  - 5.10 Music production and event services (music enterprises and organisations)
  - 5.11 Advertisement and marketing communication (advertisements, media mediation)
  - 5.12 Interdisciplinary (art pedagogy; teacher, art history, arts and science)
  - 5.13 Other (specify)
6. The year of beginning of your studies?
7. Prior educational degree, if any (please specify)
8. Practical work experience from your own field of study, in months.
9. Please describe entrepreneurship in the family. (more than one tick allowed) (Yes/No)
  - 9.1 My father is currently/or has been an entrepreneur
  - 9.2 My mother is currently/or has been an entrepreneur
  - 9.3 My grandparents are or have been entrepreneurs
  - 9.4 My brother/sister is currently/or has been an entrepreneur
  - 9.5 My spouse/boyfriend/girlfriend/ is currently/or has been an entrepreneur

10. Please describe entrepreneurship among your friends (Yes /No)

10.1 Most of my friends are or have been entrepreneurs

10.2 Some of my friends are or have been entrepreneurs

10.3 None of my friends have been entrepreneurs

11. When you think about your future upon graduation from the university, which of the following alternatives could describe you? Please rank the following statements from 4 (most likely) to 1 (least likely). Directly after studies / < 5 years / >5 years after graduation?

11.1 I will be employed by an enterprise

11.2 I will be employed by the public sector

11.3 I will own a company or part of it

11.4 I will be a freelancer

## **II CURRENT ENTREPRENEURIAL ACTIVITY / RELATIONSHIP TO ENTREPRENEURSHIP**

12. Have you seriously thought about setting up your own business?

12.1 No, never

12.2 Yes, sometimes

12.3 Yes, I have a serious intention of becoming self-employed

12.4 Yes, I am already starting my own enterprise

12.5 Yes, I am already self-employed

12.6 Yes, I have been self-employed in the past (but no longer am)

(THOSE WHO REPLIED “YES, I AM ALREADY SELF-EMPLOYED” MOVE TO Q 16.)

(THOSE WHO REPLIED „YES“ TO Q 12 EXCEPT WHO ARE ALREADY SELF-EMPLOYED:)

13. Do you have a business idea?

13.1 Yes

13.2 No

(THOSE WHO REPLIED „NO“ TO Q 13 MOVE TO Q19)

14. Please describe your business idea in brief (Open answer)

15. Which of these alternatives best describes the stage of your business idea at the moment?

15.1 I am dreaming about my own business



- 15.2 I am developing my initial idea
- 15.3 I am working on product/service development
- 15.4 I have already developed my product/service
- 15.5 I am conducting market research/finding clients/developing relations etc
- 16. What best (there can be two ticks) describes the financial status of your entrepreneurial activity
  - 16.1 I don't need external financing at this stage
  - 16.2 I have financing from public sources (e.g. start-up grant)
  - 16.3 I have financing from commercial sources (e.g. bank loan, venture capital)
  - 16.4 I have financing from private sources (e.g. family, friends)
  - 16.5 I am currently looking for financing
- 17. How would you assess your need for support of your entrepreneurial activity?  
(4 – I need now, 3 – I probably need later, 2 – I won't probably need, 1 – I don't need, 0- I don't know)
  - 17.1 Practical information about establishing an enterprise
  - 17.2 Information about sources for financing
  - 17.3 Training in business plan writing
  - 17.4 Contacts to other Finnish/Latvian/Estonian (domestic) entrepreneurs in my field
  - 17.5 Contacts with foreign entrepreneurs in my field
  - 17.6 Premises and infrastructure (i.e. incubator services)
  - 17.7 Advice in intellectual property right (IPR) issues
  - 17.8 Advice and help from mentors/supervisors/couches
  - 17.9 Other
- 18. How would you assess your skills related to the various parts of writing a business plan?  
(5 –excellent; 4 – good; 3 – intermediate; 2 – satisfactory; 1 – poor; 0-don't know)
  - 18.1 Company description/business idea
  - 18.2 Market analysis
  - 18.3 Product/service description
  - 18.4 Sales and promotion
  - 18.5 Financial planning
  - 18.6 Management

18.7 Risk assessment

18.8 Marketing plan

### **III ENTREPRENEURSHIP EDUCATION IN YOUR UNIVERSITY**

19. Are the courses on entrepreneurship included into the curriculum of your university?

(Yes/No/Don't know)

20. Please, take a stand to the following statements:

(4- I agree completely; 3- I partly agree; 2- I partly disagree; 1- I disagree completely; 0 – I don't know)

20.1 My university education has provided me with good tools for entrepreneurship

20.2 My university education highlights entrepreneurship to an adequate as a career alternative

20.3 My university has an atmosphere that induces and encourages entrepreneurship

20.4 At my university students appreciate entrepreneurship as a career alternative

20.5 At my faculty students appreciate entrepreneurship as a career alternative

21. Have you participated in courses on entrepreneurship at your university?

(Yes/No)

21.1 Business planning

21.2 Business start-up coaching

21.3 Entrepreneurship courses, seminars and lectures

21.4 Start-up business games/simulations

21.5 Mentoring and exchange of experiences with entrepreneurs

21.6 Young enterprise program

21.7 Other (please specify)

IN CASE YOU HAVE PARTICIPATED AT THE COURSES ANSWER Q 22  
OTHERS PROCEED TO Q 23.

22. How would you rate such courses at your university?

(5 – very beneficial; 4 – rather beneficial; 3 – intermediate; 2 – not very beneficial; 1 – not at all beneficial; 0 – I don't know)

- 22.1 Business planning
- 22.2 Business start-up coaching
- 22.3 Entrepreneurship courses, seminars and lectures
- 22.4 Start-up business games/simulations
- 22.5 Mentoring and exchange of experiences with entrepreneurs
- 22.6 Young enterprise program
- 22.7 Other (please specify)
- 23. Have you attended entrepreneurship courses in some other place? (Yes/No)
- 23.1 Other university
- 23.2 Through non-governmental organisation (NGO)
- 23.3 Start-up courses/
- 23.4 Other adult training courses
- 23.5 Other (please specify)

#### **IV INTEREST IN CROSS-BORDER ENTREPRENEURSHIP TRAINING**

The future plan of the project is to create a cross-border training program and the opportunities for entrepreneurs to take part in the courses in different countries, use trainers from abroad, etc.

- 24. Would you be interested in participating in such training program? (Yes/No)
- 25. If yes, would you be prepared to pay for the participation? (Yes/No/Depends on how much it costs)
- 26. If not, please specify why? (Open answer)
- 27. Assess the importance of the following components of such a program (5 – very important; 4 – rather important; 3 – intermediate; 2 – rather unimportant; 1 – not important at all; 0 – don't know)
- 27.1 Business idea generation/idea development
- 27.2 Business opportunity recognition/evaluation
- 27.3 Business planning
- 27.4 Practical information about starting business in my country (bureaucracy, etc.)
- 27.5 Information about doing business in my country. (Entrepreneurship environment in general)
- 27.6 Information on the opportunities for financing the enterprise activity
- 27.9 Teamwork
- 27.10 Skills of accounting and financial management of the enterprise
- 27.11 Skills of commercialization of innovations

- 27.12 Knowledge on intellectual property right issues
- 27.13 Leadership
- 27.14 Negotiation skills
- 27.15 Internationalization of business (in particular development of contacts with young entrepreneurs/students from neighbouring countries)
- 27.16 The program must include something else (please specify):

## **V STUDENTS' ATTITUDES TOWARDS ENTREPRENEURS AND ENTREPRENEURSHIP**

Please take a stand to the following statements:

### **28. Entrepreneurship in general**

(4- I agree completely; 3- I partly agree; 2- I partly disagree; 1- I disagree completely; 0 – I don't know)

28.1 Entrepreneurs can exploit their professional skills and competences more effectively in their own businesses than in paid employment

28.2 Entrepreneurship requires more intellectual than financial capital

28.3 Entrepreneurship is for people who have courage and ideas

28.4 Entrepreneurs take excessive risks

28.5 Entrepreneurs get rich on other people's work

28.6 People who cannot adapt to conventional jobs end up as entrepreneurs

### **29. Entrepreneurs' morals**

(4- I agree completely; 3- I partly agree; 2- I partly disagree; 1- I disagree completely; 0 – I don't know)

29.1 Entrepreneurs often stretch their consciences

29.2 Entrepreneurs do not care about environmental issues to a sufficient extent

29.3 Entrepreneurs are unscrupulous and pursue their own self-interest

### **30. Small enterprises (less than 50 employees) as employers**

(4- I agree completely; 3- I partly agree; 2- I partly disagree; 1- I disagree completely; 0 – I don't know)

30.1 Small enterprises are good employers

30.2 Small enterprises exploit their employees to the maximum

30.3 Small enterprises create new jobs

30.4 Small enterprises do not provide adequate opportunities for genuine professionals

31. How attractive do you find entrepreneurship?

(4 – Very attractive; 3 – Rather attractive; 2 – Not very attractive; 1 – Not attractive at all; 0 – Don't know)

32. Next, a few statements on entrepreneurship. Please indicate how much the following factors increase your desire to become an entrepreneur?

(5 – Very strongly; 4 – Rather strongly; 3 – Intermediate; 2 – Not much; 1 – Completely not; 0 – Don't know)

32.1 The liberty of being one's own 'boss'

32.2 The liberty in choosing one's tasks and duties

32.3 The liberty of choosing one's working hours

32.5 Result-based income

32.6 Opportunities to meet interesting people

32.7 Achieving an appropriate target in life in accordance with one's abilities

32.8 Entrepreneurship suits my character

32.9 My skills and capabilities point to entrepreneurship

32.10 The opportunity to get rich

32.11 Entrepreneurship unifies the entire family

32.12 The opportunity to work as a superior

32.13 General appreciation of entrepreneurship

32.14 Other, please specify

33. How strongly the following reasons prevent your interest in entrepreneurship?

(1-not at all, 2-almost not, 3-intermediate, 4-relatively strongly, 5-very strongly, 0- don't know)

33.1 There are enough interesting job opportunities as hired specialist

33.2 Financial insecurity related to own entrepreneurial activity

33.3 Entrepreneurship does not suit my character

33.4 Running own business is too time-consuming

33.5 I don't have a business idea

33.6 I don't have the practical skills needed to run a business

33.7 There is not enough public support for beginning entrepreneurs

33.8 The process of founding an enterprise is too bureaucratic

33.9 The funding of the enterprise is too expensive

33.10 Running an enterprise is too complicated due to bureaucracy

33.11 The tax burden is very high on entrepreneurs

33.12 Entrepreneurs are not appreciated in our society

33.13 Other (please specify)

## Annex 2: Assessment of statements on entrepreneurial education

Assessment of statements related to entrepreneurship and entrepreneurial education in universities, share of respondents by country (%)

Statement	Partly or completely agree	Partly or completely disagree	Don't know
<b>Finland</b>			
My university education has provided me with good tools for entrepreneurship	33	59	8
My university education highlights entrepreneurship to an adequate as a career alternative	41	53	6
My university has an atmosphere that induces and encourages entrepreneurship	46	46	8
At my university students appreciate entrepreneurship as a career alternative	69	24	7
At my faculty students appreciate entrepreneurship as a career alternative	61	30	9
<b>Estonia</b>			
My university has provided me with good tools for entrepreneurship	44	51	4
My university education highlights entrepreneurship to an adequate as a career alternative	54	41	4
My university has an atmosphere that induces and encourages entrepreneurship	42	48	9
At my university students appreciate entrepreneurship as a career alternative	55	27	18
At my faculty students appreciate entrepreneurship as a career alternative	61	29	10
<b>Latvia</b>			
My university has provided me with good tools for entrepreneurship	52	29	0
My university education highlights entrepreneurship to an adequate as a career alternative	61	23	1
My university has an atmosphere that induces and encourages entrepreneurship	60	20	1
At my university students appreciate entrepreneurship as a career alternative	60	21	1
At my faculty students appreciate entrepreneurship as a career alternative	63	22	1

## Annex 3: Attitudes towards entrepreneurs and entrepreneurship

	Completely / partly AGREE	Completely / partly DISAGREE	Don't know
<b>FINLAND</b>			
<b>Entrepreneurship in general</b>			
Entrepreneurs can exploit their professional skills and competences more effectively in their own businesses than in paid employment	<b>78</b>	17	5
Entrepreneurship requires more intellectual than financial capital	<b>83</b>	14	3
Entrepreneurship is for people who have courage and ideas	<b>92</b>	8	0
Entrepreneurs take excessive risks	30	<b>67</b>	3
Entrepreneurs get rich on other people's work	14	<b>83</b>	3
People who cannot adapt to conventional jobs end up as entrepreneurs	22	<b>75</b>	3
<b>Entrepreneurs' morals</b>			
Entrepreneurs often stretch their consciences	30	<b>61</b>	9
Entrepreneurs do not care about environmental issues to a sufficient extent	26	<b>66</b>	8
Entrepreneurs are unscrupulous and pursue their own self-interest	18	<b>77</b>	5
<b>Small enterprises as employers</b>			
Small enterprises are good employers	<b>84</b>	10	6
Small enterprises exploit their employees to the maximum	18	<b>71</b>	11
Small enterprises create new jobs	<b>87</b>	7	6
Small enterprises do not provide adequate opportunities for genuine professionals	27	<b>58</b>	15
<b>ESTONIA</b>			
<b>Entrepreneurship in general</b>			
Entrepreneurs can exploit their professional skills and competences more effectively in their own businesses than in paid employment	<b>81</b>	10	8
Entrepreneurship requires more intellectual than financial capital	<b>67</b>	28	6

Entrepreneurship is for people who have courage and ideas	<b>94</b>	2	4
Entrepreneurs take excessive risks	31	<b>59</b>	10
Entrepreneurs get rich on other people's work	14	<b>76</b>	9
People who cannot adapt to conventional jobs end up as entrepreneurs	21	<b>66</b>	13
<b>Entrepreneurs' morals</b>			
Entrepreneurs often stretch their consciences	32	<b>54</b>	14
Entrepreneurs do not care about environmental issues to a sufficient extent	41	<b>46</b>	13
Entrepreneurs are unscrupulous and pursue their own self-interest	16	<b>70</b>	14
<b>Small enterprises as employers</b>		0	0
Small enterprises are good employers	<b>77</b>	7	15
Small enterprises exploit their employees to the maximum	<b>62</b>	20	18
Small enterprises create new jobs	<b>71</b>	17	12
Small enterprises do not provide adequate opportunities for genuine professionals	16	<b>61</b>	23
<b>LATVIA</b>			
<b>Entrepreneurship in general</b>			
Entrepreneurs can exploit their professional skills and competences more effectively in their own businesses than in paid employment	<b>85</b>	9	6
Entrepreneurship requires more intellectual than financial capital	<b>78</b>	15	6
Entrepreneurship is for people who have courage and ideas	<b>84</b>	7	9
Entrepreneurs take excessive risks	<b>85</b>	11	5
Entrepreneurs get rich on other people's work	<b>61</b>	34	5
People who cannot adapt to conventional jobs end up as entrepreneurs	44	<b>50</b>	6
<b>Entrepreneurs' morals</b>			
Entrepreneurs often stretch their consciences	<b>73</b>	22	5
Entrepreneurs do not care about environmental issues to a sufficient extent	<b>75</b>	20	5
Entrepreneurs are unscrupulous and pursue their own self-interest	<b>63</b>	32	5
<b>Small enterprises as employers</b>			
Small enterprises are good employers	<b>86</b>	8	6
Small enterprises exploit their employees to the maximum	<b>83</b>	11	7



Small enterprises create new jobs	<b>79</b>	14	8
Small enterprises do not provide adequate opportunities for genuine professionals	<b>59</b>	34	7

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