

More about LEBEBO project



LEBEBO – “Learn to become your boss”, complex of 13 study Modules, available on <http://projekty.czu.cz> reflects the fact that when bachelor graduates leave the formal education system a very small minority will start their own ventures immediately. Also there is evidence that the most of individuals who start ventures, particularly in technology-oriented sectors, do not do so until they are in their mid- to late-thirties. Thus, the skills and attitudes associated with innovation and enterprise on which they come to rely as they identify their own opportunity and shape their enterprise around it, are nurtured for, on average, a decade or more after graduation and through authentic experience, gained within the workplace. The majority of individuals, however, are unlikely ever to establish their own venture, but they may be extremely valuable innovators within organisations owned by others.

Young graduates want to establish their own business. Number of research studies present that the preferred career of a considerable number of bachelor graduates is towards business ownership. Research surveys reveals that 46% of graduates consider a business of one’s own’ an excellent way to get ahead and over 51% of students expressed a positive desire to run their own business. Other papers report that 25% of students have a business idea and that 41% aspire to be self-employed.

However, many students and graduates perceive several obstacles that militate against entrepreneurship, such as lack of experience, or lack of finance, which block the path towards their preferred choice. The problem of this inconsistency may lie in the present business curricula, which have until recently, focused almost entirely on the needs of aspiring middle and functional managers rather than the needs of aspiring entrepreneurs.

To bridge the difficulties resides in continual education; this means that the graduates ought to be better entrepreneurs if they reflect upon their further education. Graduates being far from graduation need to look for specialised courses and/or start with the self-study. Theoretical knowledge increases the possibility for the potential entrepreneurs to make proper decisions when they encounter different situations on the market.

But how can we span the gap between theoretical knowledge and action? One way of bringing the action and the theoretical knowledge together, and to deepen the knowledge from both, is to make the students reflect on their actions and on their theoretical knowledge. Theoretical knowledge improve entrepreneurship which is characterized by all or some of the following personal characteristics such as vision, adaptability, persuasiveness, confidence, competitiveness, risk taking, honesty, and perseverance, discipline, organizational and understanding.

This study material is assigned directly to former graduates from vocational schools, upper secondary schools and bachelor levels of higher education who want to start his/her own business. Of course, school/ college/university-based curricula differ as well as the world and market opportunities are rapidly changing. That is why the content of eight

presented study modules reflects this reality: content of modules is more informative than specialised and at the medium level of exactingness. Thus, the content should be comprehensible for both technicians and humanists. This suggests that a wide range of topics is included so that this entrepreneurship education material would design for a heterogeneous cohort of users.

The study material may also be beneficial for other employees and citizens to help them to better place and better understand the challenges to day-to-day problems.

Although the reader will undoubtedly discover his/her own ways of using the book, some notes on how to use the book might be in order. For individual use, the best approach is probably just to read it swiftly straight through, ignoring details, to obtain first impact of the content into mind. Then, come back to selected paragraphs and then these parts of the book start read thoroughly. Should some problems or unknown expressions strike you as particularly intriguing, see the Glossary attached to Modules or look at the internet or encyclopaedia.

For classroom use, there is great variety of options. For a typical course, the thirteen modules may be roughly every other week, with two-three intermediate weeks used for the recommended readings and individual projects.

The text itself is suitable for any level, from graduates of vocational schools, sophomores on upper levels of education, with the adjustment being made by assignment of other supplementary readings, especially from the internet and/or magazines sources.

All 13 Modules are available on: <http://projekty.czu.cz>