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Elements for Designing Stakeholders' Programmes of Encouraging Young People to Engage in Entrepreneurship

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This paper proposes a way to help in solving the high levels of unemployment amongst the young (in Serbia) – by designing and realising stakeholders' programmes which would allow inclusion of the young in the entrepreneurial world (through either self-employment or employment of others). The idea is to identify and recommend to stakeholders the competencies and motives that drive the nowadays young entrepreneurs – as models for enabling and motivating unemployed youth to engage into the entrepreneurial world. On the basis of facts obtained by research – which pinpoint the competencies – both practical and theoretical, on the basis of the motives of the young entrepreneurs in Serbia, as well as on the basis of their beliefs/attitudes about the same aspects of starting and undertaking entrepreneurial projects, some recommendations for stakeholders have been generated for designing a programme to encourage those young people to join the ranks of entrepreneurs. What remains is for the relevant authorities – in the legal and even family settings, i.e., all those who can recognise some self-interest, is to get started and dedicate themselves to the young and their entry into the world of entrepreneurship. The contribution of this paper is in the suggestions for the different types of stakeholders which would help them design programmes to bring the young generations into the entrepreneurial sphere. We also consider even the very fact of pointing out the different roles of the varied social subjects/stakeholders to be useful in bringing the younger generations into the world of entrepreneurship, as a form of care for the young generations.

Keywords: Young entrepreneurs of Serbia, Competencies (knowledge and experience) for Entrepreneurship, Motives for Entrepreneurship, Stakeholders' programmes for encouraging the young towards entrepreneurship.

1. Introduction

Since the second half of the 20th century there has been an increased “piling up” of young people in the unemployed category. The sudden world population growth (and therefore the number of young people too) as well as the growth of better equipped and more automated workplaces, ICT and standardisation, have brought about a relative decrease in the number of available workplaces (especially in the area of production) – measured in percentage (as seen against the overall number of people in the world). The migration of capital (especially to Asia) has caused, especially in the highly developed parts of the world, the “extinction” of a large number of industries (such as the automotive industry of the USA, for example). Although the service sector has been developing quickly, it has not proven capable of absorbing the entire excess of the workforce so that, for decades now, the period of waiting for one's first job is extended and there is a growing “army of unemployed”.

Serbia is also a part of this “trend” where the young, for decades now, increasingly have to wait to find a job and their numbers (those unemployed) in the employment centers just keeps – growing; that can be seen both in absolute terms and in relation to the overall population numbers. Unemployment rate in Serbia diminishes since 2012 (Table 1).

Table 1. Unemployment rate of Serbia

Serbia – Years:	2012	2013	2014	2015	2016 (Estimated)
Unemployment rate (% of total labour force)	24.6	23.0	20.123	18.51	18.692

Source: International Monetary Fund (<http://www.imf.org/external/pubs/ft/weo/2016/01/weodata/index.aspx>)

It is for this reason that the subject of this paper is connected to the idea of solving the problem of youth unemployment in Serbia – 49.4% of total labour force aged 15-24, according to the World Bank Indicator (2013). The idea is to encourage the youth to a larger inclusion in the world of work and business – through entrepreneurship – both by self-employment and the employment of others. Namely, although it may be possible to solve the above stated problem in other ways, it may be worth bearing in mind that 2016 was declared to be the *Year of entrepreneurship in Serbia*. We attempt to contribute to the solving of youth unemployment problem through the use of “entrepreneurial climate support”. As the climate on its own is not enough, we point out in this paper that anyone who is truly interested (stakeholders) in solving the youth unemployment problem must begin with a serious, systemic and systematic work to address the problem.

Entrepreneurship is defined as the process by which individuals follow opportunities without regard to resources they currently control, and as “art of turning an idea into a business” (Barringer&Ireland, 2010). Entrepreneurs recognize opportunities (i.e., discover market needs as opportunities) and turn them into successful businesses (launch new firms to meet those needs) (Hsieh et al., 2007; Moore et al., 2008). According to Omerbegović-Bijelović (2010), entrepreneurship can be defined as “a social function of creating new values through the creative combination of business resources”. Zampetakis et al. (2013) claim that entrepreneurship is linked with the value creation, and has a significant impact on economic growth and employment. Due to the fact that entrepreneurial activity is a key engine of economic growth, promoting youth entrepreneurship has become a priority for policymakers throughout the world (Sobel & King, 2008). Kasim et al. (2014) review global trends and practices from past research on regenerating youth development through entrepreneurship, list the existing youth empowerment programs, mark major stakeholders for this issue, and give some interesting proposals. Sobel & King (2008) found positive influence of school voucher programs (government funds for school tuition and expenses) on a rate of youth entrepreneurship.

Solving the problem of youth unemployment in Serbia has to involve the following “interested parties” (stakeholders): the State and the ministries (above all the Ministry of Education, Science and Technological Development, the Ministry of Commerce, the Ministry of Labour, Employment, Veteran and Social Policy, the Ministry of Fouth and Sports, the Ministry of Culture), Local communities, Businesses and institutions (at least the national ones), Family Businesses (owners and their progeny), Media, Other stakeholders (Banks, Youth organisations, Employment centers...). All of them could give support by refraining from the “firing strategy” and starting the “strengthening internal/corporative entrepreneurship” instead (with the understanding that they have a lack of ideas and not an excess of employees) and an “everything that is not a core competency should be outsourced” strategy (which would in turn create a “business satellites orbit” for “excess”/seasonal labourers, as well as for young entrepreneurs/labourers).

Every one of them can generate a package of their own strategies for helping solve the unemployment problem (including youth unemployment which is the main focus of this paper) which would unfailingly include different ways of support for future youth entrepreneurs. In that way, for example, every stakeholder in the employment of the young through entrepreneurship area can create their own “package of requirements”, i.e., the Programme for encouraging the young (in Serbia) to take up entrepreneurship. (It would be especially good if their activities could be coordinated – which would avoid one-sidedness in allowing the young generations to truly utilise all their potential).

In designing such programmes, every stakeholder, as a good manager, ought to start with defining the current status in the area of youth entrepreneurship: the number of young entrepreneurs, their competencies and motives etc. One should also bear in mind the circumstances for that particular entrepreneurial branch (the structure of needs, opportunities for including the young and their companies, availability of resources to those youths and their companies, available and required support to young entrepreneurs...). Also, it would be useful to tie in projections of the social/state development with roles of young entrepreneurs.

The idea is to create a basis of programmes (meta-programme) to support youth entrepreneurship - in Serbia and elsewhere. It (the basis) can be seen as a meta-programme for creating programmes to support youth entrepreneurship which is applicable everywhere (in every country and for every stakeholder). The other aspect of this idea has to do with the uniqueness of stakeholders (especially bearing in mind national characteristics); they should be offered examples/suggestions of stakeholder programmes (or, at the very least, some ideas for their contents) to stimulate youth entrepreneurship.

This idea is intended for “the group of stakeholders who support (would like) some change in the entrepreneurial spirit”: the State and its ministries (of: education, commerce, youth, as well as culture and others!), local and organisational communities (supply/value chains and networks, business incubators/hubs and parks, clusters etc.), companies and institutions, family businesses (especially the owners and their heirs!), media and other stakeholders (banks, youth organisations, job seeking institutions).

The intention for the stakeholders is to be inspired to design their own programmes for encouraging the young to entrepreneurial efforts (for instance, through cooperation with a specific stakeholder). For that they – stakeholders – need a meta-programme, examples and/or ideas on how to design the Programme as well as their own decision (if they can recognise their self interest). Through the observed stakeholders it would be possible to obtain some sort of national consensus for the fight against youth unemployment and for their introduction to entrepreneurship and the world of work, i.e., it would be possible to promote and spread the entrepreneurial spirit/culture further.

2. The Importance of Including the Youth in Entrepreneurship

Long-term benefits of promoting entrepreneurship among the young (in Serbia too) are presented in Hutchinson et al. (2012):

- Creating employment opportunities for young entrepreneur and their future employees;
- Involvement of youth marginalized groups into economic flow;
- Helping youth develop new skills, knowledge and experiences that can be applied to various challenges in life;
- Promoting the recovery of the local communities especially those that are rural;
- Capitalizing on the fact that young entrepreneurs may be particularly responsive to new economic opportunities and trends.

Apart from the stakeholder side of solving unemployment, it is also important to become aware of the interests of the young. They, in the here and now, choose long term career plans, but also raise families (and the number of children in the future), deal with their housing situation (and enter into a long term debt for it!), “look after their parents” in their old age as well as further educate themselves, to name just a few.

It is for this reason that it is important to understand what keeps them here, in Serbia, and what they find discouraging (i.e., regarding jobs and entrepreneurship). It is important to understand how to best help them in making their dreams a reality, as well as to work out how to bring the societal needs for implementing the latest scientific findings into the field of vision of the young, in order to encourage those young for entrepreneurship in those - creative, promising and profitable - industries/fields. (In closest connection with that we see the educational-development perspective of the young generations and therefore some new demands to the educational system itself - in which it is important to create curious, flexible, wise yet enterprising workers, entrepreneurs and managers).

The young should be made to feel closer to the work culture as well as that of entrepreneurship. If we could alter the view of Work as something that is compulsory, that must be done (“a fight against Nature”, if you will) to a view of Work as the normal state of healthy people (who work with and coexist with Nature), it would increase the understanding of the need for adjusting work circumstances, it would strengthen the desire and readiness to “play” different roles in business systems and also for life long personal (and collective) development. Such a community would surely “dream” of changes, improvement, development... It is to be expected that such a culture and such relationships could ensure a value system which would guarantee a permanent survival.

It is for this reason that it is important, right now, for all subsystems of the State to start to work on their own, publically announced and transparent promotion of the value system and on their own contributions to that

very system. Entrepreneurial young people are, even as we speak, keenly following what goes on in their surroundings, where it all leads to and where there is a place for them; they are surely willing to share their observations with their environment and contribute to its promotion.

3. Researching the Competencies and Motives of Young Entrepreneurs in Serbia

Two main factors that may affect the launch of successful business venture are entrepreneurial opportunity and person's tendency towards entrepreneurship. Entrepreneurship opportunity is an prosperous set of circumstances that creates a need for new product, service or business (Barringer&Ireland, 2010). On the other hand, a person's tendency towards entrepreneurship can be defined as entrepreneurial readiness (Rakicevic, Ljamić-Ivanović, & Omerbegović-Bijelović, 2014). Entrepreneurial readiness consists of a personal aspiration to start a new business at some point of time as a result of attractiveness for becoming an entrepreneur, and a person's competency and ability which is result of obtained required education, knowledge and experience (De Clercq et al., 2013; Rakićević, Ljamić-Ivanović, & Omerbegović-Bijelović, 2014; Zhang et al., 2013).

Motives for starting business and entrepreneurship might be influenced by many factors. Papulová&Papula (2015) have summarized motives into four groups:

- 1) **Motives that are connected to profit** – entrepreneurs' interests in gaining an economic effect on the basic of their work;
- 2) **Professional self-realization and emotional motives** (non-motivated by profit directly) - people that are professionals in a certain area who want to gain a full satisfaction without a manager's limitation; also, these motives can be linked with emotions and effort to achieve something;
- 3) **Social motives** – in passive economic regions entrepreneurs can be motivated to create jobs for others, family, relatives, friends;
- 4) **Motives which are result of external stimulations** - through funding programmes of local authorities, states, the European Union, a business agency.

Besides the motives for entrepreneurship, Robles &Zárraga-Rodríguez (2015) used a Delphi method to explore the next key individual competencies of entrepreneurs: risk assumption, initiative, responsibility, dynamism, troubleshooting, search and analysis of information, results orientation, change management and quality of work.

In order to solve the problem of youth unemployment (of Serbia), we suggest the young be directed towards entrepreneurship. Youth entrepreneurship is a practical application of entrepreneurial characteristics of young people, such as initiative, innovation, creativity and risk taking in a work environment (either self-employment or work in small enterprises), using appropriate skills (Delgado, 2004).

According to Nabi et al. (2010), higher education reduces the likelihood of entrepreneurship. Opposite to this, Zhang et al. (2013) state that relationship between high education and entrepreneurship is positive. Solesvik et al. (2013) have shown that there is positive relation between entrepreneurship education and entrepreneurial intention. Both contradictory assertions are true, however, from different perspectives. Entrepreneurship which is reserved for high technology is definitely the result of knowledge and experience from academia, i.e., higher education. On the contrary, common entrepreneurship is a result of experience and knowledge from market and business practice. Due to that the authors decided to further investigate into the necessary competencies in detail.

Vilcov and Dimitrescu (2015) analysed entrepreneurial education and the development of entrepreneurial competencies of young people in Romania. They conclude that entrepreneurial education leads students to understand daily life problems, helping them identify and assess the consequences of personal decisions. Farashah (2013) defines three types of entrepreneurial education: learn to understand entrepreneurship, learn to act in an entrepreneurial way and learn to become an entrepreneur.

According to the research presented in Roberts (2008), the most common sources of different forms of support for young entrepreneurs come from the entrepreneur's close environment. Primarily, family of young entrepreneurs make the main source of support (71% of support comes from the family). After that, 20% comes

from close friends. Unfortunately, only a modest share comes from banks, the state and other organisations.

Creating a favourable entrepreneurial environment, raising the spirit of entrepreneurship require the above mentioned stakeholders (the State and its ministries, companies, institutions, etc.). The idea is that they should create their own programmes for encouraging the young to enter the world of entrepreneurship (bearing in mind their own interests too, of course). Those programmes should be in accordance with the missions (and the visions) of stakeholders and be relevant in including the young into the world of entrepreneurship.

Bearing in mind the publicly proclaimed and available missions of all categories of stakeholders observed, what remains is to ask the young about their idea(s) of entrepreneurship. Following on from there, it should be possible to start generating recommendations for programme designs - and for generating the meta-basis for programme creation and the specifics for stakeholder programmes to encourage youth entrepreneurship.

3.1 Research Methodology

For the purpose of testing the idea about the possibility of designing a programme for encouraging youth entrepreneurship, in addition to an overview of theoretical achievements, circumstances related to making the idea come true and the specific missions of individual stakeholder categories (all of which is not within the purview of this paper), it is also important to become acquainted with the experiences and views/motives of today's young entrepreneurs. They need to show and evaluate their own experiences and motives, pointing out the acceptable and unacceptable aspects of stakeholders' behaviour towards young entrepreneurs they have themselves experienced.

Information collected in this way can be presented to potential "support groups", i.e., stakeholders. They could use the collected information and include it in their own programmes of support, i.e., encouraging young people to engage in entrepreneurship. This would enable massive and fast spreading of entrepreneurial culture, "entrepreneurial literacy", entrepreneurial spirit. (This assumption needs to be tested in practice; because of the time needed to check it, it is not even considered as a hypothesis here, but rather as an opportunity to stakeholders, so that only some elements of stakeholders' packages of support for young people to engage in entrepreneurship are generated here).

This is the reason the "two-stage" research methodology is used:

- a) Determination (by the field research) of the need of young entrepreneurs for knowledge, experience, and motivation, as well as a source of information for generating ways to attract them, but also for facilitating the (future) work, and achieving success of the next generation of young entrepreneurs;
- b) The initial generation of stakeholders' support packages for young people to engage in entrepreneurship – in order to inspire the appropriate authorities of stakeholders (governments, ministries, local communities, businesses, parents - owners of family businesses, etc.) to act in line with their missions and design profession-based forms of support to young people to engage in entrepreneurship.

For this purpose we have generated the basic/general hypothesis H(0): It is possible for young entrepreneurs in Serbia to learn about the competencies (knowledge/theory and experience/practise) and the motivation which the youth of Serbia should require for self-employment (being included in entrepreneurship).

From this, we have deduced two specific hypotheses, H(1) and H(2).

The specific hypothesis H(1): It is possible for young entrepreneurs in Serbia, to learn about the competencies for the youth (in Serbia) which would make self-employment possible (and becoming entrepreneurs in the process).

This specific hypothesis further divides into two individual hypotheses:

H(1;1): It is possible for young entrepreneurs in Serbia, to learn about knowledge/theory for the young (in Serbia) which would make self-employment (and becoming entrepreneurs in the process) possible.

H(1;2): It is possible for young entrepreneurs in Serbia, to learn about experience/practise for the young (in Serbia) which would make self-employment (and becoming entrepreneurs in the process) possible.

Specific hypothesis H(2): It is possible for young entrepreneurs in Serbia to learn about motives which direct and drive the young (in Serbia) towards entrepreneurship.

Therefore, the basic hypothesis H(0) was deconstructed into three individual ones (as in Figure 1): H(1;1), H(1;2) and H(2). All three will be tested through field research, using questionnaires (with between 8-32 research based questions per individual hypothesis). The special hypothesis H(1) and the basic/general one H(0) will be induced – from the lower-stated hypotheses.

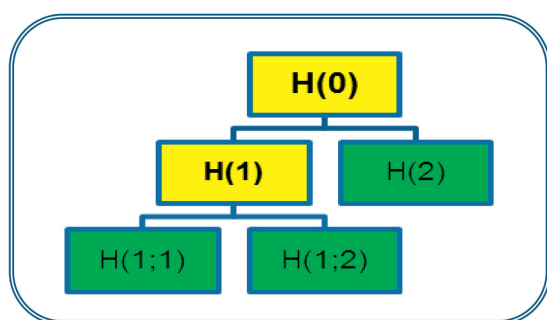


Figure 1. The hypotheses structure

For this occasion we have made a substantial questionnaire about the competencies (theoretical knowledge and experience from practice) as well as the motivation for embarking into the world of entrepreneurship. The questions were grouped by areas: about the subject (16 questions), the subject’s company (9 questions), experience with learning about and becoming enabled for entrepreneurship (32), attitudes in learning about entrepreneurship (11), experience in becoming motivated for entrepreneurship (9) and attitudes for becoming motivated for entrepreneurship (8 questions). The questionnaire contained 85 questions altogether.

The sample group of participants who filled in the questionnaire consisted of 36 young entrepreneurs in Serbia. The research was conducted during April and May of 2016, in Serbia. Responses to the questionnaire were sent electronically.

In the process of conducting research in Serbia, the authors were not in a position to affect the representativeness of the sample. The young entrepreneurs were individually involved in electronic surveys. This survey “without direct contact” made the research somewhat difficult because the respondents did not have the opportunity to obtain explanations of any ambiguities - which led to the fact that some questionnaires were not fully completed (i.e., in some questionnaires some questions remained unanswered).

The number of completed questionnaires could have been larger, but here it was more important to show HOW to get to the data, ideas, attitudes of young people - to be applied in designing stakeholders’ packages of “support programmes”, rather than collect mere facts of the Serbian youth – although they were used as examples to design parts of presented stakeholders’ “packages”.

A certain limit for the evaluation of research results lies in the used method of frequency. As this method does not have sufficient confidence to confirm the hypothesis as 100% true, but rather to suggest - based on the frequency of answers, the hypotheses cannot be said to have been fully proven. Parametric and non-parametric tests would be better and more reliable for analysis of results; but - at this level of research - the authors decided to keep on using the methods of frequency, which is certainly a possibility and gives a chance for further development of this research.

3.2. Research results and discussion

The basic data on the (mostly young) entrepreneurs of Serbia (Table 1) show that males prevail (58% of the sample), highly educated (86.2%), the founders of the companies (50%), with experience in entrepreneurship (80%), with no formal education for entrepreneurship (38.8 + 25 = 63.8%) - or with a permanent (or non-formal) education (for entrepreneurship and management), a former high school students (58.3%), with the entrepreneurial tradition in the family (63.9%) and with entrepreneurs in the region (88.9%) . They are (Table 2) aged 28.31 (Mean (M) = 28.31; Std. Deviation (SD) = 5.89), with 0.75 based companies, average (M = 0.75; SD = 0.69).

Table 2: The attribute structure of the survey sample with frequencies of categorical variables (Part 1)

N°	Categorical variables about respondents	Percentage	
1	<i>Respondent's gender</i>	Male	58.0 %
		Female	48.0 %
2	<i>Respondent's education</i>	Bachelor degree	55.6 %
		Master degree & PhD degree	30.6 %
3	<i>Position in company</i>	Founder	50.0 %
		Successor	36.1 %
		Employee	13.9 %
4	<i>Entrepreneurial experience</i>	Yes	80.0 %
5	<i>Entrepreneurial education</i>	Without education	38.8 %
		Courses and seminars	25.0 %
6	<i>Finished secondary school</i>	Grammar school	58.3%
		Schools of economics	13.9 %
7	<i>Family tradition for entrepreneurship</i>	Yes	63.9 %
8	<i>Any entrepreneur in your surroundings?</i>	Yes	88.9 %
9	<i>Do you continually learn while employed (for entrepreneurship and/or for management)?</i>	Formally	42.4 %
		Informally	51.5 %
		Both	6.1 %

Table 3: The attribute structure of the survey sample with frequencies of categorical variables (Part 2)

Scale variables	Mean (M)	Std. Deviation (SD)
1 <i>Respondent's age</i>	28.31	5.89
2 <i>The number of established enterprises</i>	0.75	0.69

Information about companies in which respondents work (Table 3) show that 91.7% of respondents work in their own or in a family business (others are in "apprenticeship" in other people's businesses), and 66.7% of these enterprises are in Belgrade; the most common type is "Ltd" (58.3%) and mainly engaged in the provision of services (13.9+36.1=50%). The majority (77.7%) are micro-enterprises - including entrepreneurial activities, agencies and others, with an average of 11.34 employees (M=11:34; SD=8.15). They are mainly (Table 4) older than 1 year (83.3%), with 52.8% in the phase of ascent/rising (Table 3).

Table 4: The attributes structure of the survey respondents' enterprises

N°	Categorical variables about respondents' enterprises	Percentage	
1	<i>Business owner</i>	Respondent	50%
		Respondent's parents	41.7 %
2	<i>Location</i>	Belgrade	66.7 %
3	<i>Enterprise type</i>	Limited liability company	58.3 %
4	<i>Activity</i>	Services	36.1 %
		Mostly services	13.9 %
5	<i>Enterprise size</i>	Micro enterprise	44.4 %
		Entrepreneur	33.3 %
6	<i>Enterprise life cycle</i>	Climbing phase	52.8 %

Table 5: Statistical data about the number of employees in the enterprise

Scale variables	Mean (M)	Std. Deviation (SD)
<i>The number of enterprise employees</i>	11.34	18.15

It can be seen that, since high school, they have got and they expect that other young people should also be taught discipline and work habits (which amount to 39% - as one of the three most important areas of high school education, from a comprehensive list of authorities - according to respondents); the following are general knowledge/culture (25%), ICT (25%), and then the knowledge of the business and others which indicates that from the (compulsory) high school practices they know about exploring business (18%) and manufacturing/service process (15%), learning about the proper attitude toward customers/clients (13%)

and others. Young people are recommended a gradual entry into professional life - through the general living and scientific knowledge and through practice that introduces them to the basic flow - when it comes to high school education.

As regards University institutions, what the young mostly appreciate and expect in the startup phase of entrepreneurial ventures (Table 5), is training (theoretical knowledge) to engage in marketing (27%) and finance (24%), while from the practice at universities, as most important, they recognize and expect: the verification of theoretical knowledge (21%), introduction to their own preferences/interests (12%) and introduction to business processes (12%). When a company starts, young entrepreneurs realize that the competitiveness of the work depends on the knowledge and skills in all positions, but expect the competence to manage the operational function, Operations Management and Resources Management in manufacturing and service delivery (64%), followed by the Human Resource Management - HRM (50%), followed by the other functions

Table 6: Relevant entrepreneurial knowledge types and practice

N°	Frequencies of respondents' answers	Percentage
1	Discipline and work habits	39 %
	General Knowledge (from general culture)	25%
	Information and communication technology	25%
2	Exploring business process	18%
	Exploring production / service process	15%
	Exploring customer/buyer relationship	13%
3	Marketing and sales	27%
	Finance and Accounting	24%
4	Verification of theoretical knowledge	21%
	Exploring the own preferences	12%
	Exploring the business process	12%
5	Operations function (management of operations and resources in manufacturing and service delivery)	64%
	Human resources	50%

The respondents support (91.2%) the idea of introducing the subject Entrepreneurship in primary and high schools (Table 6), where as a method of education for entrepreneurship they choose a combination of "School + Practice + Media + various informal methods of education" (37.1%); The first variant is the next "School + Practice" (22.9%). When they were asked about the most important entrepreneurial knowledge and skills for starting to work, they choose: (Table 6) Identification of business opportunities (64%) Preparation of the business plan (or, at least, co-operation in preparation) (50%), Recognition/generating entrepreneurial ideas (42%), Determination of market potential entrepreneurial ideas (42%), Providing money for the founding costs (33%), planning security staff (31%) and the other - in descending order. Family support in preparing future entrepreneurs was approved of 94.4% of respondents, and 97.2% of respondents agreed that the help of young entrepreneurs for future entrepreneurs is welcome.

Table 7: Respondents' opinions about knowledge of entrepreneurship

N°	Frequencies of respondents' answers	Percentage
1	Entrepreneurship in teaching programmes of primary and secondary schools	Yes 91.2 %
2	Method of education for entrepreneurship	School + Practice 22.9 %
		School + Practice + Media+ Different informal ways of education + Entrepreneurial culture in society 37.1 %
3	The most important entrepreneurial knowledge and skills in starting a business	Identifying business opportunities 64%
		Creating a business plan 50%
		Recognition / generate business ideas 42%
		Determining market potential of entrepreneurial ideas (planning and price range) 42%
		Providing money for the founding costs 33%
4	Is there a need for training of future entrepreneurs?	Planning of providing staff 31%
		Yes 94.4%
5	The cooperation with young entrepreneurs will be useful for future entrepreneurs	No 5.6%
		Yes 97.2%
		No 2.8%

Talking about their own experiences/characteristics, respondents from the sample show the status of youth entrepreneurship in Serbia; their attitudes provide arguments for the design of educational programmes (both theoretical and in practice) for the introduction of entrepreneurship in the new generation of young people (not only in Serbia). The possible use of information about the experiences and attitudes of the respondents (the theoretical training and in the practice) is to generate/design programmes that prepare young people for the introduction of entrepreneurship confirms individual hypotheses H(1;1) - the Theoretical knowledge and H(1,2) - Education through practice. This might suggest that the hypothesis H(1) – the possibility of obtaining data for future programmes for preparing the young to enter entrepreneurship is proven.

In order to test the H (2) - about the motives and motivation for entrepreneurship of the young entrepreneurs from Serbia, useful in planning / designing programs to prepare young people - future entrepreneurs, some questions were asked and some replies were received, which is shown in Table 7. From there, we can see that young people are mostly motivated to achieve / prove their own ideas (44%), and (in Serbia in 2016!) to preserve the family tradition (31%) and more. They have “entrepreneurial idols” (82.4%), and most often successful entrepreneurs (47%) and family members (39%). The environment motivates the discovery of business opportunities and ways to take advantage of those (50%) and arouses interest in jobs, economic activities and practices (33.3%). They find that young people should be involved in entrepreneurship (97.2%) during their university studies (33.3%), high school (27.1%) and business studies (21.3%). They all (100%) agree that young people should be motivated for Entrepreneurship: During high school (52.9%) during the university studies (32.3%), but also in other age groups. The most successful “tools for motivating” include: autonomy (53%), earnings/cash (50%), gaining experience/knowledge/competence (36%) and socializing (26%). They warn against the danger of discouraging (the reasons for their dissatisfaction with entrepreneur venture / enterprise), where the following is stressed: lack of support/assistance (30%), lack of preparedness/capability (25%) for entrepreneurship (and management - in the later stages of the development of entrepreneurial ventures) and low profits (25%).

Table 8: The attribute structure of the survey sample about motives for entrepreneurship

N ^o	Categorical variables about motives for entrepreneurship	Percentage	
1	Motives for entering entrepreneurship	Realization / Approving own ideas	44%
		Inheritance (preservation of family tradition)	31%
		Self-employment	28%
		Earnings / Money	19%
2	Do you have any role models while you are engaging in entrepreneurship?	Yes	82.4%
		Successful entrepreneurs	47%
		Family members	39%
3	How did entrepreneur in your surroundings motivate you	Motivated me to start discovering business opportunities and ways to use them	50%
		Aroused my interest in business, economic activities, practice	33,3%
4	Do you think that young people should be involved in entrepreneurship?	Yes	97.2%
		No	2.8 %
5	If the previous answer is YES, tell the right time for it?	During university studies (20-25 years of age)	33.2%
		During high school (16-20 years of age)	27.1%
		After studies (25-30 years of age)	21.3%
6	Do you think that young people should be motivated to entrepreneurship?	Yes	100 %
7	If the previous answer is YES, tell the right time for it?	During high school (16-20 years of age)	52.9%
		During university studies (20-25 years of age)	32.3%
8	What can motivate young people for entrepreneurship?	Independence (in work and / or living on their own	53%
		Earning (money)	50%
		Gaining experience / Skills / Competencies	36%
		Companionship (expanding circle of acquaintances, enrichment intelligence ...)	36%
9	What do you consider to be the reasons for their entrepreneur dissatisfaction of their enterprise / company?	Lack of support / help	30%
		Low profits	25%
		Lack of preparedness / capability	25%

Based on the results (Table 7), it is possible to recognize and use the arguments for designing programmes to encourage young people to get involved in entrepreneurship - in terms of their motivation in ways that they consider most suitable or the most appropriate. In this regard, the hypothesis H(2) can be considered proven. Due to the fact that the H(1) and H(2) are confirmed, the general hypothesis H(0) can be regarded as proven.

4. Arguments for Designing Stakeholders' Programmes for Encouraging the Young to Enter Entrepreneurial Path

Concluding on the basis of the provided responses (to the research questionnaire described in the text above), the general hypothesis H(0) was proven. However, as only Practise can be considered the highest form of criterion when it comes to truth, we point out some examples of the application of the developed arguments from the given research for designing and constructing the Programme for encouraging the young (in Serbia) towards entrepreneurship; this, in a practical sense, proves the hypothesis H(0).

As was claimed, it is possible to quote (only some of) the facts and recommendations for the Programme (meta-programme):

1. The young should be enabled to enter the world of entrepreneurship through the development of their competencies (knowledge and skills);
2. Entrepreneurial knowledge is to be transferred using both theory and practise (through developing skills and gaining experience);
3. Family and the environment play a significant role in the fostering of and enabling one for the entrepreneurial approach;
4. The young expect the entire society (the State, enterprises, media) to be supportive of entrepreneurship...

In addition to this, every one of the stakeholders can specify their own elements of the Programme. Below are given some examples of the programme elements they might want to generate:

THE STATE: on the level of the State it would be possible to (as expressed by the entrepreneurs who completed the questionnaire):

1. Create a National programme for the creation of the "entrepreneurial climate" (promotion and support of entrepreneurship);
2. Ensure a well planned-out, affordable support for SMEs, lasting the entire life cycle and support for entrepreneurs;
3. Use the media at the State level (public media, the Internet, distance learning tools etc.) for affordable dissemination of new and relevant knowledge to the SME and Entrepreneur sectors (SMEE);
4. Create a network of local centres for the support of SMEE – in which they could meet and exchange experiences.
5. Create opportunities for young entrepreneurs to work with potential entrepreneurs ("peer support") (Table 6, Item 4: "Yes" was the response by 97.2% of the questionnaire participants!), creating opportunities for work and success;
6. Create and make publicly available long term plans (and strategic) development of the State – as an orientation guide for entrepreneurs;
7. All the participants agree that the young people need to be motivated towards entrepreneurship (Table 7, Item 6)...

The Ministry of Culture: Since culture is, according to the "Metamanagement" concept (Omerbegović-Bijelović, 1998), seen as the highest form of management, it is hereby given some very important tasks:

1. The promotion of the entrepreneurial culture, of work and the responsibility for one's own position in society (Tab.7; Item:2);

2. The awakening of interest among the young for work, commerce and practise... (Tab.7; Item:3);
3. Showing entrepreneurship in the context of becoming self-reliant, of freedom of choice, gaining competencies (experience and knowledge), socialising (meeting others, enriching one's intelligence...) – according to (Tab. 7; Item 8);
4. Inform the young about the latest scientific findings and their implementation (Tab. 7; Item 3)...

The Ministry of Education: Since this ministry is in charge, together with the Ministry of youth and sports, of solving the problems of the young, there are numerous possibilities for them to be involved with the promotion and support of entrepreneurship:

1. In the educational programmes – include curriculum for entrepreneurship – for all ages (from kindergarten to post doctoral studies) – according to Tab. 6, I. 1; Tab. 6, I. 5; Tab 5, Is. 1,3,5...
2. The theoretical education programmes for entrepreneurship should be geared to the age of the students, the overall climate, local communities, culture... (which can be seen in several Tables: 1, 5, 6, 7);
3. Entrepreneurship is also learned through school practise (dual education) with the proviso that it should be planned out (with a clear task for the student and with mentors in both the institution doing the teaching and the insitution in which the practical experience takes place) – on which there is more information in both the tables and the original data;
4. From the exhibited tables it can be seen that there are different areas of knowledge that need to be taught to the young – depending on their age and life cycle phase of their company (it is interesting that, after the very first steps in entrepreneurship, the educational needs tend to focus on specific work-related functions: operations (64%), human resource management (50%) etc. Tab. 5, I. 5);
5. In the area of entrepreneurship different themes have a different level of importance (hence “recognising the business opportunity” was seen as paramount by 64% of the participants, according to Tab. 6, Is. 2-9...

Media: They could (if they are at all entrepreneurial themselves and able to recognise a business opportunity) aid the promotion of entrepreneurship to a large extent, either on their own of networks with other stakeholders or encouraging the young towards entrepreneurship in many ways:

1. By developing entrepreneurship induction programmes (for primary and secondary school pupils, for students and for already proven entrepreneurs), by leading entrepreneurial undertakings etc (Tab. 6, I. 6);
2. Together with the ministries of education, work, commerce and culture, they could help the spread of the entrepreneurial culture (and every other culture worth promoting) as well as pointing out the successful examples and lessons to be learnt from entrepreneurs who were less so, as well as spreading the knowledge and the drive to learn and work;
3. They can accept and maintain programmes (of life-long) long distance learning in the area of entrepreneurship – thus ensuring their own relevance, interactivity and availability...

Parents: the owners of the companies can also draw conclusions from the conducted research and the available findings, which would enable them to:

1. Prepare their own successors (in family-run businesses), especially bearing in mind the fact that the young in Serbia care deeply about family tradition (Tab. 7, Is. 1,2);
2. Define the contents and the ways of preparing the young through a combination of environment programmes and “family programmes”;
3. Ensure the survival of the family business by directing the creativity and enthusiasm of their heirs and successors towards the areas which are of significance to the family business;
4. Find areas of entrepreneurship which are compatible with the personality of the (future) family business heirs...

The remaining stakeholders in encouraging the young towards entrepreneurship have their own (and/or common) “packages of specific programme recommendations, which are deliberately left out here (for space and scope reasons). The above examples, again – in practise, confirm the general hypothesis H(0).

Conclusion

The purpose of this paper is to point out to the possibility that all relevant social groups/stakeholders understand the “desired conditions” (in terms of knowledge, experience, and motive) for the involvement of young people in entrepreneurship, should accept and further develop professionally their own support programmes for young people to involve in entrepreneurship. At the same time, we have tested the idea that it is possible to provide (relatively fast and reliable) insight into the circumstances which are needed to involve young people in entrepreneurship, from today’s young entrepreneurs’ perspective.

The authors believe that by activating a wide range of stakeholders - to create and implement their own programs to support youth entrepreneurship - the society would be inspired by the entrepreneurial spirit, entrepreneurial culture and literacy, as well as by work and generation of values. As a result, it is expected (not only in Serbia) that youth unemployment (and other unemployed) will be significantly reduced, that a faster transfer of new technologies, a more rational management of resources, ecology and the like, and, consequently, a higher quality of life will be achieved.

It has been shown that today’s young entrepreneurs (with their experience and their views) can contribute towards a better understanding of the needs of the young for entrepreneurial competencies (for theory/knowledge and experience/skills), as well as towards a better understanding of the motivation which drives the young towards entrepreneurship in the first place.

Some of the facts that are collected by the presented research reveal that young entrepreneurs believe that the most important thing for future entrepreneurs, even before coming to university, is to learn discipline and work culture (39% of respondents); followed by: General knowledge/Culture (25%), ICT (25%), and only then Knowledge about doing business. From university education, young entrepreneurs expect knowledge about the functions in a company - to successfully establish their own business (24% - Financing, 27% - Marketing), and then, in the period when the business stabilizes, they expect to be qualified for management of Operational function (operations and resources for manufacturing and service delivery: 64%), followed by Human resource management (50%).

We have also shown the dynamics of the above needs (e.g., according to the life cycle phases of the entrepreneurial undertakings, but also according to the age of the “entrepreneurial candidate”).

The research established some general attitudes – common for all stakeholders’ programmes (as a meta-programme):

1. The young should be enabled entry into the world of entrepreneurship through the development of their competencies (knowledge and skills);
2. Entrepreneurial knowledge to be transferred using both theory and practise (through developing skills and gaining experience);
3. Family and environment play a significant role in the fostering of and enabling one for the entrepreneurial approach;
4. The young expect the entire society (the State, enterprise, media) to be supportive of entrepreneurship...

We have also pointed out the different stakeholders that spread entrepreneurship culture (the state, ministries of culture and of education etc. and even entrepreneurs’ families and media), as well as the possibility for them to apply a Programme (a meta-programme) for encouraging the young to become entrepreneurs; we also suggest that in the proces they further complete it by generating their own, specific, stakeholder requirement programmes – according to their own interests and circumstances. In the examples of some of the arguments for creating stakeholder programmes, it was shown that the experience and views of the young entrepreneurs (participants in the reasearch conducted) are useful in defining the programmes and encouraging the young (in Serbia) towards entrepreneurship, by which the general hypothesis H(0) was confirmed in practise.

Naturally, the research resulted in many more and a much wider number of insights (applicable in practise), outside the scope of this paper, of which – for the sake of illustration – only a choice was presented (the authors hope enough to be understood and perhaps even adopted). (The remaining data and ideas will have to wait for another opportunity).

The ideas for further research refer to the volume of the sample and its stratification, with the opportunity to compare the attitudes of different “strata” of the sample. They also refer to stakeholders and their mission, and therefore the degree of linkage/interests, and/or obligation of individual stakeholders to participate in spreading entrepreneurial spirit/culture and in fostering entrepreneurship. The idea of determining the intensity of the “obligation” of stakeholders to contribute to the

strengthening of the entrepreneurial culture is in this line. It is also possible: a) to go into details (prerequisites, resources, perceptions, values, etc.) of necessary knowledge, experience, and motives for entering into entrepreneurship; b) to do the comparisons with authors from other research areas; c) to deal with matters of design, engineering and practical realization of the verified idea... But as this paper verifies the initial idea, other ideas are left for further study.

Decades of experience warn that this paper may, despite all its usability (and possibly even significance and modern day relevance), end up as merely "a dead letter". Those of us in Serbia who dwell in academia and research, still yearn for an environment where every kernel of knowledge will be greeted with enthusiasm (if only because it has been discovered marginally earlier than one's competition) and an eagerness to be put into practise, to enable even a small increase in competitiveness, of life, of progress. It is beautiful, and also sad at times, to be a scientist if there is no-one to understand and apply that science.

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