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Russian students' perceptions of entrepreneurship
Results of a survey in three St. Petersburg universities

Entrepreneurship development –project 2



Mikkeli Business Campus

HELSINGIN KAUPPAKORKEAKOULU
HELSINKI SCHOOL OF ECONOMICS



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Foreword

Entrepreneurship and small business creation are cornerstones of economic development in Northwest Russia. In particular, the high quality of education in innovative fields, such as information technology, provides a great potential for the establishment of new, knowledge-based entrepreneurship and small businesses in St. Petersburg. However, this potential is not exploited to its full extent. University graduates do not often see entrepreneurship as an attractive career option. This is in part due to insufficient emphasis on entrepreneurial skills in university curricula.

The above-illustrated problem has been identified also in Finland, where the interest of university graduates in entrepreneurship has traditionally been low. In the recent years, however, the situation has started to change. Tailored support measures, such as training programs in entrepreneurship targeted to university students and graduates, have contributed to this change. Such programs have proved successful as means to promote knowledge-based entrepreneurship and to improve the survival of new start-ups. Hence, the Finnish experience might be valuable for Russia as well. However, training concepts can seldom be successfully transferred as such to different institutional context but have to be adapted to the local environment. When identifying the aspects calling for adaptation, the identification of the needs of the target group (i.e. university students) is essential.

This publication reports the results of a survey on Russian students' perceptions on entrepreneurship and entrepreneurial education, conducted with the grant 0610012 of the Southeast Finland –Russia Neighbourhood Programme / TACIS funding. The project is implemented jointly by Helsinki School of Economics (HSE) Small Business Center and the St. Petersburg State University of Economics and Finance (FinEc). The survey results will be applied in the development of concrete education and training measures promoting knowledge-intensive entrepreneurship in Northwest Russia and cross-border cooperation between entrepreneurs in Southeast Finland and Northwest Russia.

The survey was implemented jointly by the two partners and the HSE research unit Center for Markets in Transition (CEMAT). Anne Gustafsson-Pesonen and Elena Mochnikova at HSE Small Business Center were responsible for the administration of the project. Päivi Karhunen from CEMAT acted as a scientific supervisor for the study. The survey instrument was prepared jointly by the partners with the contribution of Dmitry Vasilenko (FinEc), Elmira Sharafutdinova (HSE) and Rami-Samuli Räsänen (HSE). Dmitry Vasilenko was responsible for the collection of the survey data. Svetlana Ledyeva (HSE) carried out the statistical analysis of the survey data and reported its results.

We thank the members of the research team for their good work.

Mikkeli 21.8.2008

Director Pentti Mustalampi, HSE Small Business Center
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Table of Contents

1	Introduction	1
1.1	Background for the study.....	1
1.2	Objectives of the survey, data and methodology.....	3
2	Background characteristics of respondents and their relationship to entrepreneurship	5
3	Entrepreneurial motivation of respondents.....	11
3.1	General attractiveness of entrepreneurship.....	11
3.2	Motivational factors for entrepreneurship	14
4	Barriers for entrepreneurship.....	17
4.1	Endogenous barriers for entrepreneurship.....	17
4.2	Exogenous barriers for entrepreneurship	19
5	Attitudes towards entrepreneurs and entrepreneurship	23
6	Assessment of entrepreneurial education in universities	25
6.1	Interest in entrepreneurial training.....	27
6.2	Preferred components of entrepreneurial training	30
7	Comparison of Russian and Finnish students	32
8	Summary and conclusions	40
	References.....	47
	Annex 1: The Questionnaire.....	48
	Annex 2: Factor analysis on attitudes towards entrepreneurs and entrepreneurship	54
	Annex 3: Finnish summary.....	56
	Annex 4: Russian summary	61

List of Tables

Table 1	General characteristics of the respondents, total number and %	5
Table 2	Respondents with entrepreneurs among family or friends, % of total sample.....	6
Table 3	Career plans of respondents, % of respondents agreeing with the statement	7
Table 4	Sectoral distribution of male and female respondents' potential enterprises, %	10
Table 5	Motivational factors for entrepreneurship, mean values	14
Table 6	Additional motivational factors given by respondents.....	15
Table 7	Endogenous barriers for entrepreneurship.....	18
Table 8	Exogenous barriers for entrepreneurship	20
Table 9	Additional barriers mentioned by respondents	21
Table 10	Attitudes towards entrepreneurs and entrepreneurship, % of respondents.....	23
Table 11	Students' views of entrepreneurial education in their universities	26
Table 12	Reasons for not having interest in entrepreneurial training	29
Table 13	Results of assessment of the components of the program.....	30
Table 14	Suggested additional components of entrepreneurial training program	31
Table 15	Russian and Finnish students' attitudes towards entrepreneurship	39
Table 16	Results of factor analysis.....	54
Table 17	Results of summations of variables within factors	55

List of Figures

Figure 1	Sectors of respondents' potential future enterprises, number of respondents	9
Figure 2	Attractiveness of entrepreneurship, % of total sample	12
Figure 3	Attractiveness of entrepreneurship by category of respondents, %*	13
Figure 4	Interest in participating in entrepreneurial training	27
Figure 5	Willingness to pay for the participation in entrepreneurship training	28
Figure 6	Attractiveness of entrepreneurship for Russian versus Finnish students	33
Figure 7	Gender differences in interest to entrepreneurship, Finnish and Russian students..	34
Figure 8	Factors motivating Russian and Finnish students to become an entrepreneur	35
Figure 9	Factors decreasing Finnish and Russian students' interest in entrepreneurship	37

1 Introduction

This report presents the results of a survey, which explored Russian students' perceptions of entrepreneurship as a career option and their views of the current status and development needs in the entrepreneurial education provided in their home universities. In addition, it mirrors the results of the survey against earlier research results on Finnish students' perceptions of entrepreneurship.

1.1 Background for the study

Entrepreneurship and small business creation are cornerstones of economic development in Northwest Russia. In particular, the high quality of education in innovative fields, such as information technology, provides a great potential for the establishment of new, knowledge-based entrepreneurship and small businesses in St. Petersburg. However, this potential is not exploited to its full extent. Entrepreneurial activity in Russia is in general relatively low in international comparison (Verkhovskaya et al., 2007; Chepurensko, 2008). Furthermore, although Russian entrepreneurs have in general higher education level than their counterparts in for example Finland (Karhunen et al., 2008a), majority of Russian entrepreneurs start their businesses in traditional sectors of the economy such as consumer services and construction (Verkhovskaya et al., 2007). Correspondingly, the share of innovative and knowledge-intensive enterprises is low (ibid). This raises the question, how people with higher education could be attracted to exploit their intellectual capital in full by transforming their knowledge into a business idea. Here, the development of entrepreneurial skills and capabilities of university students as potential entrepreneurs of the future is in key role. Owing to the short history of entrepreneurship and private business in Russia, entrepreneurial education in Russian universities is, however, still at its development stage (Karhunen et al., 2008a). Hence, the promotion of entrepreneurial education in Russian universities is a task of key importance.

The question of how to encourage young people to start knowledge-intensive enterprises intrigues not only Russia. It has puzzled policy-makers and academicians also in Finland, where the general framework for entrepreneurship is well-developed. However, the interest of university graduates in entrepreneurship has traditionally been low (Tonttila, 2001). In the recent years, however, the situation has started to change. This is on the one hand due to the rise in information technology sector, which provides business opportunities for small innovative enterprises. On the other hand, tailored support measures such as training programs in entrepreneurship have been developed for university students and graduates. Here, Helsinki School of Economics (HSE) has been doing a pioneer work with its Academic Entrepreneur Program, which has been implemented for several years. The program has proved successful as means to promote knowledge-based entrepreneurship and improve the survival of new start-ups. Therefore, the Finnish experience is worth of studying when planning entrepreneurial education in Russia as well. However, one should keep in mind that training concepts can seldom be successfully transferred as such to different institutional context, but must be adapted to the local environment. This is due to cross-national differences in business environment, academic tradition and students' attitudes and knowledge. Consequently, measures targeted towards development of entrepreneurial education in Russia should be based on thorough analysis of all these aspects.

This report results from the project "Entrepreneurship Development (EntDev)", implemented with the grant 0610012 of the Southeast Finland –Russia Neighbourhood Programme / TACIS funding. The project aims at developing entrepreneurial education in Russia by using the Finnish experience as a benchmark. More specifically, the goal of the project is to adapt the Academic Entrepreneurial Program of HSE to the Russian context. This is done jointly by the project partners HSE Small Business Center and St. Petersburg State University of Economics and Finance (FinEc). The latter will integrate the program to its academic curriculum. The launch of the program is preceded by a thorough analysis of needs for adaptation of the training program. In 2007 a feasibility study focusing on differences in the business environment and entrepreneurial education between Finland and Russia was conducted (for the results see Karhunen et

al., 2008a). It was followed by a survey of Russian students' perceptions of entrepreneurship and views of the current state of entrepreneurial education in their home universities, which was undertaken in spring 2008. The current publication reports the key findings of the survey.

1.2 Objectives of the survey, data and methodology

The purpose of the survey was to examine Russian students' attitudes towards entrepreneurship, as well as their views of entrepreneurship as career option and interest in entrepreneurial training. The survey was conducted among students of three universities located in the Russian city of St. Petersburg, one of which represented economics and business (The St. Petersburg State University of Economics and Finance FinEc) and two technical and engineering disciplines (St. Petersburg Electrotechnical University LETI and St. Petersburg State University of Information Technologies, Mechanics and Optics ITMO).

The survey was implemented in April-May, 2008 as a web-based survey in Russian language. The survey software used was Finnish Webropol. The survey sampling was administered by the Russian partner of the project FinEc, which gathered the responses from students. Due to the applied purpose of the survey it was preliminary agreed to have not a random sample among a larger population, but to use nonprobability sampling instead. The sampling method was nonproportional quota sampling (Trochim, 2006), where 200 responses were defined as the total sample, consisting of a minimum number of sampled units in the two main categories of the sample: 100 students from FinEc and 50 students from each technical university (LETI and ITMO). Moreover, the criterion that the year of studies must be no less than 3rd was set. The final number of registered respondents was 204. We, however, included also incomplete questionnaires in the analysis. Therefore, the total number of respondents per question may be lower than 204.

The survey questionnaire (Annex 1) was adapted from an existing survey instrument, which had been used in a number of studies conducted at the HSE Small Business

Center among Finnish students (see e.g. Piipponen, 2006). This was done in view of Finnish-Russian comparison of the results. The questionnaire consisted of four blocks of questions, majority of which were multiple choice questions. The first block of questions covered background variables such as age, gender, year of studies and major discipline, as well as questions addressing whether there are entrepreneurs among the respondent's family or friends. Moreover, the respondents were asked about their career plans to figure out how they perceive entrepreneurship as a career option. The second block consisted of statements measuring the respondents' perceptions about motivational factors and obstacles associated with entrepreneurship. These covered both personal traits and factors of the competitive and institutional environments for entrepreneurship. The third block focused on general views about entrepreneurs and the role of small businesses in the society and economy. Finally, for the purposes of the project it was asked about the students' interest to participate in entrepreneurial education in their university and their views how entrepreneurship is promoted in their studies.

Our analysis of the data combines descriptive, analytical and statistical methods. First, we used cross-tabulations and their qualitative analysis. We also computed relevant statistics to determine the statistical significance of relationships found in cross-tabulations, i.e. performed several chi-square tests. Second, we utilized analysis of variance (ANOVA) to compare the means of different subsamples. The software used in the analysis includes Excel, SAS enterprise guide and Stata. Due to the applied nature of this report we, however, focus on the key findings without describing the results of our statistical analysis in detail. Descriptive statistics are available from the authors of this report by request.

The analysis of the survey results is structured around the thematic blocks of the questionnaire. Chapter 2 presents the background characteristics of respondents and their relationship to entrepreneurship. Chapter 3 illustrates the entrepreneurial motivations of the respondents and Chapter 4 obstacles for entrepreneurship. In Chapter 5 the focus is on the respondents' general attitudes on entrepreneurs and

entrepreneurship, whereas Chapter 6 is devoted to their views of entrepreneurial education in their home university and interest in entrepreneurial training. Chapter 7 gives a comparison of the survey results with previous research on Finnish students' perceptions of entrepreneurship. Chapter 8 concludes the analysis and gives recommendations for training measures.

2 Background characteristics of respondents and their relationship to entrepreneurship

We start our description of the survey results by giving an overview of the general characteristics of the respondents, as summarized in Table 1.

Table 1 General characteristics of the respondents, total number and %

Gender	N	%	Year of studies	N	%	Major discipline	N	%
Male	95	47.5	3 or lower	24	12.7	Economic	115	63.2
Female	105	52.8	4	110	58.5	Technical	67	36.8
			5	54	28.7			
Total	200	100	Total	188	100	Total	182	100

As shown in the table, the sample was relatively evenly divided among male and female respondents. Moreover, almost 90% of respondents were near of completing their studies, i.e. on 4th or 5th course. Hence, the question of career plans is more concrete for them than students in the lower courses. Moreover, the median age of respondents is 21 years (not shown in the table), illustrating the relatively young age of Russian university graduates in comparison to many European countries. This is explained by the structure of the Russian education system, where one can apply to university after completing the 11-year primary and secondary education, being usually 17 years old. Consequently, a general graduation age is 22 years - the same as the average age for first year students in some Finnish universities.

When analyzing by major discipline¹ (*spetsial'nost'*), students representing economic disciplines somewhat dominated in the sample. This is explained by the fact that economic disciplines are taught also in technical universities. The most popular major subject (*spetsializatsiya*) was management of organization, which was mentioned by 51 respondents. It was followed by management (24 respondents). Among technical subjects, most often were mentioned applied informatics and mathematics, and information-measuring technologies (11 respondents each). Furthermore, 53 respondents mentioned that they have or are studying for another (a second one) university or college degree. The second education was usually technical (programming, information technologies) or juridical for students in economic or related fields, and economic (management, accounting, business administration) for the students of technical specialties. Finally, more than half of the respondents in the sample announced that they have working experience in their major subject. In average, the students had 10 months of such experience.

Respondents' relationship to entrepreneurship

In addition to basic background variables such as age and major discipline, we posed the respondents a number of questions addressing their relationship to entrepreneurship. First we asked, whether there are entrepreneurs among the respondent's family or friends. Table 2 summarizes the results in this respect.

Table 2 Respondents with entrepreneurs among family or friends, %*

	N	%
My father is an entrepreneur	58	30%
My mother is an entrepreneur	29	15%
My sister or brother is an entrepreneur	14	7%
My spouse/boyfriend/girlfriend is an entrepreneur	18	9%
I have entrepreneurs among my close friends	128	65%

*of respondents answering this question

¹ In FinEc students select their major discipline (*spetsial'nost'*) in the third study year, and the major subject (*spetsializatsiya*) after the fourth study year.

The table reveals two interesting aspects. First, entrepreneurship seems to be more common among men than among women among the generation of the students' parents. It was twice as common to have father as an entrepreneur than mother. Second, two thirds of respondents announced that some of their friends are or have been entrepreneurs. Assuming that the friends of the students are approximately the same age with them, this is an encouraging result in view of entrepreneurial activity among the Russian youth. The low entrepreneurial activity among sisters/brothers and spouses/boyfriends/girlfriends was partly explained by the fact that a third of respondents reported being the only child in the family, and ca. half of respondents was single.

The following question addressed the future career plans of the respondents in general, where being an entrepreneur was presented as one of the alternatives (Table 3).

Table 3 Career plans of respondents, % of respondents agreeing with the statement

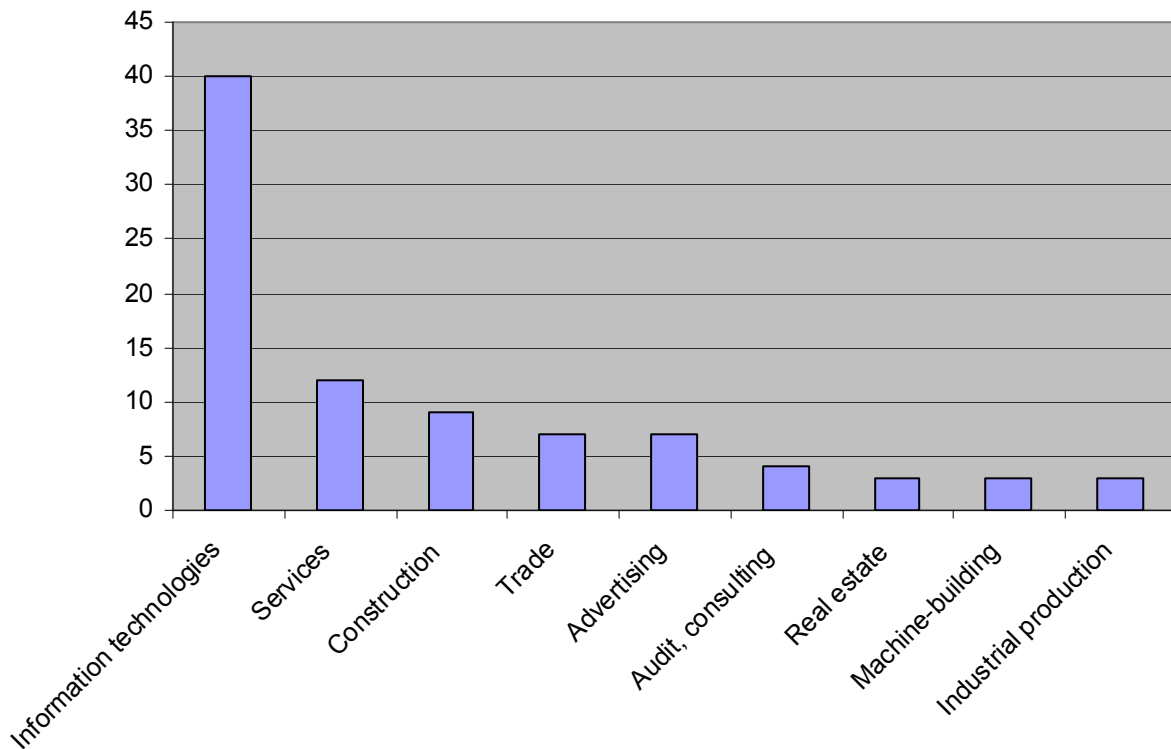
Statement	%
I will be employed by a private firm	60.6
I will be employed by the public sector	18.7
I will have my own business in the future	82.7
I already have my own business and I will continue to work in it	5.7
I will continue my studies for a post-graduate degree	49.5

The table illustrates that the respondents consider own business as the most attractive career option in the future. 11 respondents announced that they already have their own business and will continue to work in it after graduation. All except one of them were students of economic specialties. The fields in which the students' companies operate include advertising and marketing, trade, construction, information technologies, mechanical engineering, services and Internet - technologies. Furthermore, private sector is viewed as a more likely employer than the public sector. One natural explanation for this is the disciplinary orientation of the students in the sample, dominated by economic and business subjects. When cross-tabulating the data across

gender we also found some differences. The female respondents were not as eager to establishing one's own enterprise as male students. Moreover, ten male respondents announced that they are already having their own business, whereas there was only one such respondent in the female sample. Interestingly, the public sector as an employer was considered as more attractive by male than female respondents. Finally, the likelihood of continuing studies for a post-graduate degree was considerably higher among male than female students. A natural explanation for this result is the Russian system, where males pursuing post-graduate studies are exempted from military service.

Moreover, we asked the respondents to describe, which field their potential enterprise would operate in. Figure 1 presents the branches in which respondents would like to have own company. Branches, in which two or less respondents would like to have a company, are not presented in the figure.

Figure 1 Sectors of respondents' potential future enterprises, number of respondents



Altogether 157 respondents named a branch in which they would prefer to have own company. The most frequently mentioned field was information technology, which was mentioned by 40 respondents. Interestingly, only 7 of them are students of non-technical specialties and on the other hand, 50% of students of technical specialties would like to have a company in information technologies. The preferences of industry of students of economic and related specialties were more diverse.

In addition to economic and technical specialization, we qualitatively analyzed the data against gender. Here, we wanted to find out whether the traditional division of Russian businesses into male and female sectors (see e.g. Izyumov and Razumnova, 2000) reflects in the students' responses. Table 4 shows the results of our analysis.

Table 4 Sectoral distribution of male and female respondents' potential enterprises, %

Sector	Male*	Female**
Consumer services	1.5	26.5
Business to business services, incl. real estate	7.6	29.4
Trade	4.5	7.4
Manufacturing of goods	15.2	11.8
Construction	13.6	8.8
Information technology, communication and transportation	54.5	13.2
Other	3.0	2.9
Total	100.0	100.0

*Total number of respondents with valid answers for this question 71

**Total number of respondents with valid answers for this question 68

The distribution of sectors, in which the respondents view their possible enterprise operating in the future, illustrates clear differences between male and female respondents. First, more than half (55.9%) of female respondents named a business, which can be classified into the category of services. For male respondents services were viewed as a potential field of future business for less than 10% of respondents. However, the most popular field for them was information technology (IT), which comprises both services and equipment manufacturing. In addition to gender, a likely explanation for these results is the major discipline of the respondents, which for majority of the male respondents was IT.

Second, a more detailed analysis of the concrete businesses that the respondents mentioned confirms the male-female division. Female respondents frequently mentioned businesses that can be viewed as “fancy” (Salmenniemi et al., n.d.). These include public relations (PR), marketing, and advertising. In addition, traditional consumer service fields such as hotel and restaurant business were mentioned. Interestingly, a “female dimension” was identifiable also in those responses, which considered trade or production. Here, businesses such as fashion retail and clothing manufacturing were mentioned by the female respondents.

The hypothetical business ideas of male respondents were clearly linked to their own area of expertise, which for the majority of respondents was technological. As mentioned above, IT was the most frequently mentioned business field. In addition, the male respondents used terms such as automation and diagnostics to illustrate the field of their potential future businesses. The different nature of female and male businesses was further confirmed by the answers to the question, whether the students are planning to establish a company in a knowledge-intensive field. Approximately a third (36.4%) of male respondents gave a positive answer to this question, whereas the respective share for female respondents was 15.5%.

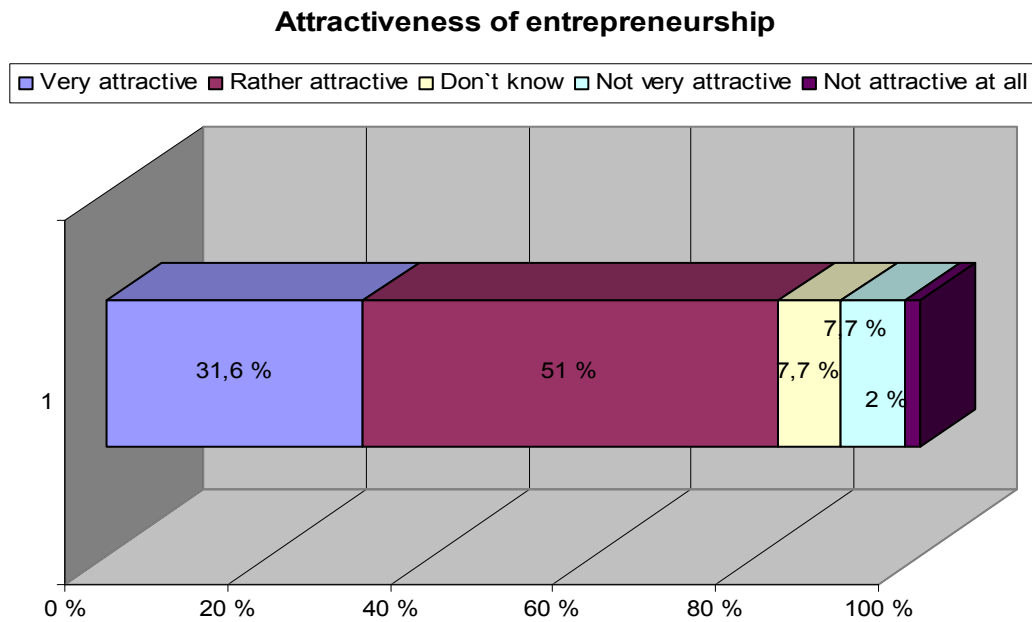
3 Entrepreneurial motivation of respondents

After presenting the general characteristics of the respondents we now move on to analyze their entrepreneurial motivation in more detail. We illustrate how attractive the respondents view entrepreneurship in general, and what are the factors that are perceived as most important motivators for starting one's own business.

3.1 General attractiveness of entrepreneurship

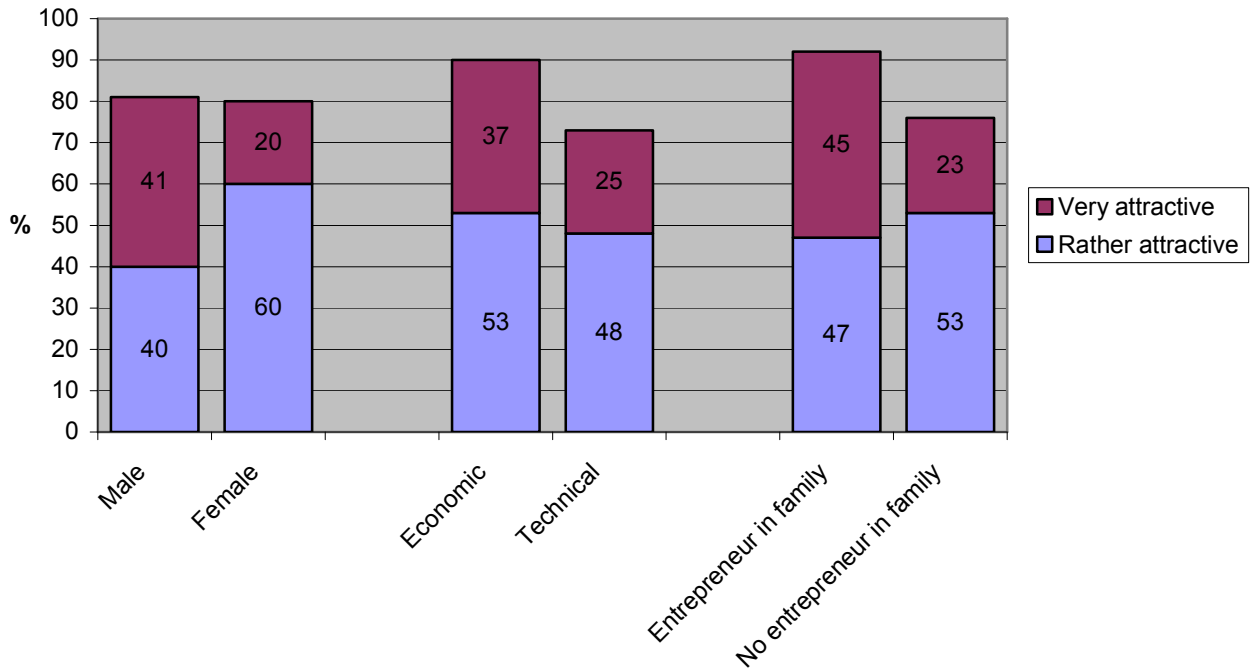
First, the respondents were asked to assess their general attitude to entrepreneurship using five-point scale ranging from not at all attractive (1) to very attractive (5) (Figure 2).

Figure 2 Attractiveness of entrepreneurship, % of total sample



The results of this question confirm the strong entrepreneurial orientation of the respondents illustrated in the previous chapter. As shown in the figure, over 80% of respondents find entrepreneurship as rather or very attractive career perspective. To shed more light on this issue we analyzed the data against the key background variables: gender, specialization (economic or technical) and presence of entrepreneurs in the family. Figure 3 summarizes the results of the analysis.

Figure 3 Attractiveness of entrepreneurship by category of respondents, %*



* of total respondents answering the particular question per category

First, when comparing male and female students we found that both of them had a very positive view of entrepreneurial activity in general. Approximately 80% of both groups viewed entrepreneurial activity as rather or very attractive. The share of male students perceiving entrepreneurial activity as very attractive was, however, considerably higher (40%) than for their female counterparts most of whom selected the option “rather attractive” instead. Second, we found that the attractiveness of entrepreneurship was higher for students from economic disciplines, 90% of whom viewed it as rather or very attractive. For students with technical background the corresponding figure was 73%. This difference was also statistically significant. Finally, we explored whether the presence of entrepreneurs in the respondent’s family has an impact on attractiveness of entrepreneurship. Here we also found a clear difference, which was also statistically significant. 92% of students with at least one entrepreneur in the family found entrepreneurship as rather or very attractive, whereas 76% of students with no entrepreneurs in the family shared this opinion.

3.2 Motivational factors for entrepreneurship

After discussing the general attractiveness of entrepreneurship among the respondents we next analyze more in detail the motivational factors, which increase the respondents' desire to become an entrepreneur. The respondents were asked to assess factors, which might increase their desire to become an entrepreneur according to a five-point scale from not at all (1) to very much (5). Table 5 summarizes the results for the total sample.

Table 5 Motivational factors for entrepreneurship, mean values

Statement	Average rank
Result-based income	4.3
Achieving an appropriate goal in life in accordance with one's own abilities	4.3
Opportunity to meet interesting people	4.2
Interesting and varying tasks and duties	4.1
Liberty in determining one's tasks and duties	4.0
Opportunity to get rich	3.8
Liberty of being one's own boss	3.7
General appreciation of entrepreneurship	3.7
Liberty of choosing one's working hours	3.5
Entrepreneurship suits my character	3.5
My skills and abilities point to entrepreneurship	3.5
Opportunity to work as a superior	3.2
Entrepreneurship unifies the entire family	2.6

As shown in the table the key motivational factors relate to the opportunity to affect on one's "destiny" in terms on financial income and exploitation of one's potential and abilities. However, the opportunity to get rich as such was ranked not as high. In contrast, the respondents emphasized more entrepreneurship as an interesting way of life, both as regards to social interaction and the content of tasks and duties.

In addition to the closed statements we gave the students the opportunity to name other motivational factors they consider as important. These were given by 55 respondents. Consistent with existing literature on entrepreneurial motivations (see, e.g. Moy et al., 2003), the answers can be broadly classified into intrinsic rewards, financial factors and social factors. Here, the first category was clearly dominant, whereas the two latter were represented only by a couple of answers (Table 6).

Table 6 Additional motivational factors given by respondents

Category	N
Intrinsic rewards	46
Financial factors	3
Social factors	6
Total	55

The respondents' comments regarding intrinsic rewards were mainly characterized by the opportunity for personal growth on the one hand, and by independency and decision-making freedom on the other. As it was formulated by one of the respondents: *"[Entrepreneurship gives] the opportunity for self-realization, independency from superiors, income pending on just your own skills and persistence."* The most frequently mentioned individual motivational factor by the respondents was "self-realization" (*samorealizatsiya*). Entrepreneurship was viewed as providing the opportunity to realize one's innovative ideas and life goals, as well as one's creativity. One of the respondents summarized this view as *"Being an entrepreneur, you can realize your competencies, orientation and creative potential in full"*. Moreover, some respondents emphasized the financial aspects of entrepreneurship alongside with intrinsic rewards. The comment *"Entrepreneurship gives me the possibility to do those things that I like and which I consider as most profitable in financial terms"* illustrates this.

Moreover, there were six students, who mentioned social aspects as motivational factors for entrepreneurship. Two of them emphasized one's social position, whereas the remaining four addressed the role of entrepreneurs in contributing to social welfare

on the one hand “[*Entrepreneurship allows me to*] bring something new, contribute to the sector that the people need”, and to economic development on the other hand “*Entrepreneurship promotes economic development and formation of new ideas in the business sector, being a driving force of progress*”.

In addition to analyzing the total sample, we analyzed it against the key background variables (gender, discipline and presence of entrepreneurs in the family). Regarding gender, we did not reveal major differences in entrepreneurial motivations. The biggest difference was in assessing the factor “Opportunity to meet interesting people”. This factor had greater importance for female students than male students. The similarity of male and female respondents was somewhat surprising for us in view of existing research on Finnish students. This question will be discussed more in detail in Chapter 7. Moreover, when comparing the respondents against their educational background, we conclude that most factors have greater positive importance for students of economic specialties than for students of technical specialties. However, the difference of mean values of these factors is statistically significant only for two factors, namely, “Entrepreneurship suits my character” and “My skills and capabilities point to entrepreneurship”. A likely explanation is that the curricula in economic education emphasize more entrepreneurial skills than curricula in technical education. In addition, the “entrepreneurially-oriented” youth can be expected to select economic and business education rather than technical.

Finally, we examined the presence of entrepreneurs in the family as a potential background factor affecting entrepreneurial motivation. We found that all the factors have greater positive importance for those students who have at least one entrepreneur among their close relatives than for those who do not have any. The five factors for which this difference was statistically significant were the liberty of being one’s own boss, entrepreneurship suits my character, my skills and capabilities point to entrepreneurship, entrepreneurship unifies the entire family, the liberty in determining ones’ tasks and duties, and the opportunity to get rich. This indicates on the one hand that respondents with no “role models” in the family may not have a clear view of the reality of entrepreneur’s life. Therefore, they may for example grade their entrepreneurial

skills lower than those respondents with entrepreneurs in the family. On the other hand, the existence of entrepreneur(s) in the family may be seen as a social safety net for the respondent when (s)he thinks of becoming entrepreneur him or herself. This is indicated by the relative importance of the statement “entrepreneurship unifies the entire family” for those respondents who actually have experience from entrepreneurship in the family.

4 Barriers for entrepreneurship

The previous chapter described the factors, which motivate Russian students to view entrepreneurship as an attractive career option. This chapter focuses on the factors, which the respondents view as decreasing their desire to become an entrepreneur. These include both endogenous and exogenous factors. The former include personal characteristics and skills, whereas the latter comprise factors related to the operating environment of entrepreneurs. (Moy et al., 2003) In addition, endogenous factors are such that the person can control and influence, whereas exogenous factors are more or less taken as given (ibid).

4.1 Endogenous barriers for entrepreneurship

The students were first given a number of statements that are generally viewed as endogenous obstacles for entrepreneurship and asked to which degree they perceive them as preventing their decision to become an entrepreneur. The 5-point scale used ranged from not at all (1) to very much (5). Results of the assessment are presented in Table 7.

Table 7 Endogenous barriers for entrepreneurship

Factor	Average rank
Fear of debt	3.3
Entrepreneurship is excessively binding and time-consuming	3.2
Fear of losing one's property	3.2
Insecure income	3.1
My current life situation	3.1
Lack of personal skills and competence	3.0
Entrepreneurs are excessively at the mercy of their investors	2.9
Society provides no safety net for entrepreneurs	2.9
Fear of tough competition	2.8
Loss of free time	2.8
My personal competence is difficult to commercialize	2.7
Lack of business idea	2.7
Adverse effect on social relations	2.4
Unwillingness or incompetence to market one's personal skills and competence	2.4
Entrepreneurship does not suit my character	2.4
Excessively irregular working hours	2.2
General lack of appreciation of entrepreneurship	1.9

As shown in the table, the respondents viewed financial risks as the biggest endogenous obstacles for entrepreneurship, fearing of getting indebted and even losing one's property. In addition, entrepreneurship was viewed as binding and time-consuming at the same time as it would provide insecure income. Moreover, respondents viewed that entrepreneurship does not suit very well their current life situation as students. In contrast, personal characteristics and skills were viewed by the respondents as not particularly big obstacles for entrepreneurship.

Moreover, we analyzed again the results across subsamples (gender, educational background and presence of entrepreneurs in the family). Regarding gender, we found a number of differences in addition that female respondents tend to assess the obstacles

for entrepreneurship in general as higher than the male ones. First, the results present female students as more risk-averse. The financial risks associated with entrepreneurship were rated by female respondents as more severe obstacles as by male ones. In addition, female students were considerably more concerned by competition and evaluated their entrepreneurial skills and know-how as weaker than their male counterparts. As it comes to the impact of educational background on perceived obstacles for entrepreneurship, the pattern was very similar for students of economic and technical backgrounds. The only factor, for which the difference of mean values was statistically significant is “Entrepreneurship does not suit my character”, which was perceived as a greater obstacle by students with technical specialization. In addition, students from technical background viewed more often that their personal competence is difficult to commercialize, indicating a lack of perception of opportunities for knowledge-intensive business. Finally, we examined the role of entrepreneurs in the family in perceived obstacles for entrepreneurship. In average students with no entrepreneur in the family assigned greater negative importance to all statements than those students, who have at least one entrepreneur in the family. This difference was statistically significant as regards whether entrepreneurship suits the respondents’ current life situation or personal character. In addition, respondents with no entrepreneurs in the family viewed more often that their professional skills are hard to commercialize and that entrepreneurs are excessively at the mercy of their investors.

4.2 Exogenous barriers for entrepreneurship

The respondents were next asked to assess factors of the local business environment (i.e. exogenous factors), which might decrease their desire to become an entrepreneur, using the same five-point scale as in the previous two questions. Results of assessment are presented in Table 8.

Table 8 Exogenous barriers for entrepreneurship

Factors	Average rank
Lack of own financial resources	4.0
Corruption	3.6
Bureaucracy (e.g. difficulties to obtain licenses and certificates)	3.6
Frequently changing or unclear legislation	3.5
Difficulties in getting external financing	3.5
Crime	3.3
Russian taxation	3.3
Tough competition	3.0
Difficulties in finding customers	3.0
Procedure of registration of the company	2.9
Difficulties in hiring labor	2.9
Local infrastructure (e.g. availability of business premises)	2.9

Overall, the figure illustrates that the students' views are well in line with Russian entrepreneurs' opinions about obstacles for entrepreneurship and small business development in Russia (see for example Heininen et al., 2008; Karhunen et al., 2008a; 2008b). The obstacles assessed as most serious include institutional factors such as access to financing, corruption, bureaucracy, and complex and frequently changing legislation. In contrast, factors related to the task environment (relationship to other members of the production system), were perceived as less challenging.

When comparing different types of respondents in this regard, in general female respondents perceived the features of business environment as more serious obstacles than their male counterparts. Moreover, the financial issues were emphasized also here. The difference between males and females was the biggest when considering statements related to availability of own or external financing. Also, the difference was notable in the views concerning tough competition, which female students viewed as a more serious obstacle. Similarly, we found that students with technical specialization tended to value obstacles for entrepreneurship slightly more serious than those with

economic background. Interestingly, the biggest differences considered factors of task environment, most notably recruiting labor, whereas features of institutional environment were ranked relatively similarly by both groups of students. Finally, the results considering the role of having entrepreneurs in one’s own family confirmed that it reflects in more positive views of entrepreneurship. Those students who have at least one entrepreneur in the family assigned less negative importance to all presented statements, except the factor “Russian taxation” for which the mean values of the groups were almost equal. The difference was at largest for statements regarding the lack of own financial resources, corruption and crime. This result can be interpreted in two ways. On the one hand, the respondents may view that the other entrepreneur in the family with his or her established networks may assist them in getting financing and protects them from corruption and crime. On the other hand, those respondents with no personal experience of entrepreneurship may view the risk of corruption and crime higher than it is faced by entrepreneurs in the reality.

In addition to the pre-defined statements considering obstacles for entrepreneurship, we gave the students the opportunity to select the option “other” and to define it more in detail. 71 respondents commented this question, 45 of them being female and 26 male. We analyzed the results qualitatively by classifying the answers into 8 categories. Some of them overlap with the given statements, whereas others bring some additional aspects. Table 9 summarizes the results in this respect.

Table 9 Additional barriers mentioned by respondents

Category	N
Financial issues, risk	29
Stress, fear of responsibility, time-consuming	11
Bureaucracy and corruption, state policy	6
Personal characteristics, lack of experience, own principles	14
Competition, lack of business idea, market situation	8
Negative attitudes towards entrepreneurs	3
Total	71

As shown in the table, the financial issues dominated the answers also as regards the open answers. The respondents emphasized equally the lack of own financial resources and low availability of external funding. The female respondents mentioned more often the financial risks associated with entrepreneurship, such as the risk of losing one's property, whereas male respondents viewed the issue from more practical viewpoint: *"I have neither capital nor time to find it"*. Some respondents also mentioned psychological factors associated with the life as an entrepreneur, such as mental stress. As a female respondent put it: *"Entrepreneurship is continuous worrying about your future, it gets on your nerves"*. In addition, some respondents viewed the big responsibility as a negative factor: *"You need to solve all problematic situations personally, there are a lot of negative things"*. Moreover, a couple of respondents emphasized the time-consuming character of entrepreneurship. Finally, bureaucracy, corruption and the state policy towards entrepreneurship and small businesses were mentioned in open answers as well. A female respondent summarized the negative views regarding the public sector as follows: *"The state does not support small business at all, it is difficult to develop and to get on your feet. Plus difficulties of getting [external] financing emerge, and to make profit yourself in an honest way is IMPOSSIBLE in our country"*.

In addition to exogenous factors, also endogenous factors were mentioned by the respondents. Interestingly, the lack of experience and insufficient skills and knowledge related to entrepreneurial activity were emphasized more by male than female respondents. As one of the male respondents expressed it: *"[I have] no working experience, no entrepreneurial education. I don't have a clear idea, what I should do to start my own business and what are the consequences"*. In addition, some respondents underlined that entrepreneurship does not just suit their character. In contrast, female respondents mentioned more often factors related to competition and situation on the market. The lack of a business idea and unclear perception of business opportunities in the field the respondent would be interested working in were mentioned: *"I'm afraid of harsh competition and I don't have practical information on the field, which prevents me to become an entrepreneur."* Finally, some respondents (all female) mentioned attitudes in the society as an obstacle for entrepreneurship. However, none of them mentioned

the gender (i.e. being female) as the reason for discrimination. Rather, they perceived that attitudes towards small businesses in general and to young entrepreneurs in particular are not favorable: *“Young entrepreneurs are not taken seriously”*.

5 Attitudes towards entrepreneurs and entrepreneurship

The third thematic block of questions in our questionnaire focused on the respondents' attitudes towards entrepreneurship. The students were asked at what degree they agree or disagree with different statements which characterize general opinion on entrepreneurship, social importance of entrepreneurship, state support of entrepreneurship, entrepreneurial ethics and entrepreneurship's role in creating work places. The students assessed these statements using a five-point scale from disagree completely (1) to agree completely (5). The results are summarized in Table 10.

Table 10 Attitudes towards entrepreneurs and entrepreneurship, % of respondents

Statement	Wholly or partly disagree	Wholly or partly agree	Don't know
Entrepreneurs must be appreciated because they provide work for others	8.4 %	75.6 %	16.1%
Entrepreneurial activities provide society with more benefits than disadvantages	9.4 %	68.6 %	22.0%
Entrepreneurship is the future form of employment	15.2 %	53.4 %	31.4%
Society must support young, beginning entrepreneurs	3.1 %	87.9 %	8.9%
Society provides excessive support for entrepreneurs	81.7 %	6.3 %	12.0%
Entrepreneurs can exploit the personal skills and competences more effectively in their own businesses than in salaried employment	9.4 %	71.2 %	19.4%
Entrepreneurship requires more intellectual than financial capital	23.0 %	45.5 %	31.4%
Entrepreneurship is for people who have courage and ideas	6.3 %	87.0 %	6.8%
Entrepreneurs take excessive risks	10.5 %	64.8 %	24.7%
Entrepreneurs get rich on other people's work	40.6 %	33.4 %	26.0%
People who cannot adapt to conventional jobs end up as entrepreneurs	59.6 %	19.4 %	20.9%
Entrepreneurs often stretch their consciences	25.5 %	38.6 %	35.9%

Entrepreneurs do not care about environmental issues to a sufficient extent	25.6 %	46.6 %	27.7%
Entrepreneurs are unscrupulous and pursue their own self-interest	38.2 %	29.3 %	32.5%
Small enterprises are good employers	20.9 %	41.9 %	37.2%
Small enterprises exploit their workers to the maximum	24.2 %	39.5 %	36.3%
Small enterprises create new jobs	7.9 %	75.2 %	16.8%
Small enterprises do not provide adequate opportunities for genuine professionals	41.0 %	30.0 %	28.9%

As illustrated in the table, the statements can be broadly classified into two groups on the basis of distribution of answers. First, there were a number of statements, about which the respondents were relatively unanimous (i.e. majority of them either agreed or disagreed). These concerned before all the role of entrepreneurs and small enterprises in the society and economy, which was viewed as beneficial by the majority of the respondents. Correspondingly, most respondents perceived that the society must support entrepreneurship. In addition, majority of respondents considered that entrepreneurship includes excessive risk, but at the same time provides opportunities to exploit one's own potential in full. Hence, a consensus was found in support to the statement "entrepreneurship is for people who have courage and ideas".

Second, there were statements, which respondents clearly had difficulties in commenting. This is reflected by the distribution of answers across all categories, including a relatively large share of them falling in the "I don't know" category. Such statements addressed first, entrepreneur's ethics such as whether entrepreneurs pursue their self-interest or often stretch their consciences. Second, respondents did not have a clear opinion about small enterprises as employers, i.e. whether they are exploiting their workers or providing opportunities for genuine professionals.

In addition to qualitative analysis described above, we utilized R factor analysis to trace differences between the sub-samples of respondents (male/female, economic/technical education, entrepreneurs in the family or not). We summed the statements into the following five factors (for details of the analysis see Annex 2):

- F1: Social importance of entrepreneurship and entrepreneurs
- F2: Entrepreneur's moral
- F3: Small business as employers
- F4: Society support for entrepreneurs
- F4: Riskiness of entrepreneurship

Regarding gender, we did not find any significant differences between male and female students. In contrast, when comparing students with economic versus technical background, we found that the former tend to attribute greater positive social importance to entrepreneurship and entrepreneurs than the latter. The same concerns the presence of entrepreneurs in the family: Those students who have at least one entrepreneur in the family tend to attribute greater positive social importance to entrepreneurship and entrepreneurs than those students who do not have any entrepreneur in the family.

6 Assessment of entrepreneurial education in universities

The final block of our questionnaire concentrated on the students' perceptions of the status of entrepreneurial education in their home universities, and on their interest to participate in an entrepreneurial training program. First, the respondents were asked to assess several statements on how much their university education promotes entrepreneurial skills, using a five-point scale from completely disagree (1) to completely agree (5). Table 11 summarizes the results.

Table 11 Students' views of entrepreneurial education in their universities

Statement	Completely or partly disagree	Completely or partly agree	Don't know
At my university students appreciate entrepreneurship as a career alternative	18.7%	54.1%	27.1%
At my faculty students appreciate entrepreneurship as a career alternative	31.2%	40.6%	28.1%
My university has an atmosphere that inspires and encourages entrepreneurship	38.7%	40.3%	20.9%
My university studies highlight entrepreneurship to an adequate degree as a career alternative	36.4%	41.1%	22.6%
My university studies have provided me with good tools for entrepreneurship	37.4%	37.4%	25.3%

As seen in the table, the respondents have no clear view about the role of entrepreneurship in their universities. This is reflected by the high share of “I don't know” answers. In addition, the answers of those respondents who took a stance were distributed relatively evenly between agreement and disagreement. The first statement in the table was an exception here, confirming the general positive attitude towards entrepreneurship among students. In addition to personally viewing entrepreneurship as an attractive career option as demonstrated earlier in this report, over half of the respondents perceived that their fellow students share this view.

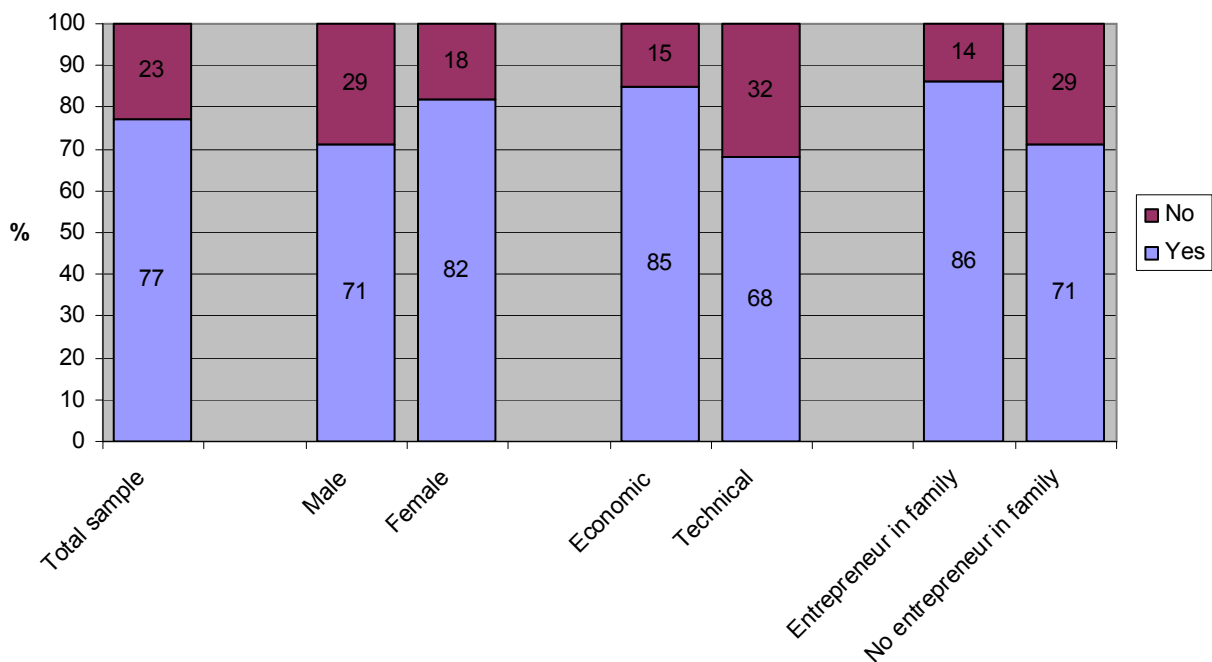
When mirroring the results against background variables we found that there was no clear difference between male and female students. Moreover, students with economic background agreed with the designated statements at much greater degree than students of technical subjects, which is hardly surprising. In addition, the presence of at least one entrepreneur in the family resulted in more positive assessment of all the statements except the first one, where no clear difference was found.

In addition to assessing the role of entrepreneurship in their universities' curricula the students were asked about their personal interest to participate in entrepreneurial training and about their preferences what components such training program should include.

6.1 Interest in entrepreneurial training

When asked about the interest in participating in an entrepreneurial training program as a part of their university education, the majority of the respondents (77.2 %) gave a positive answer. Figure 4 summarizes the results of this question by sub-sample.

Figure 4 Interest in participating in entrepreneurial training

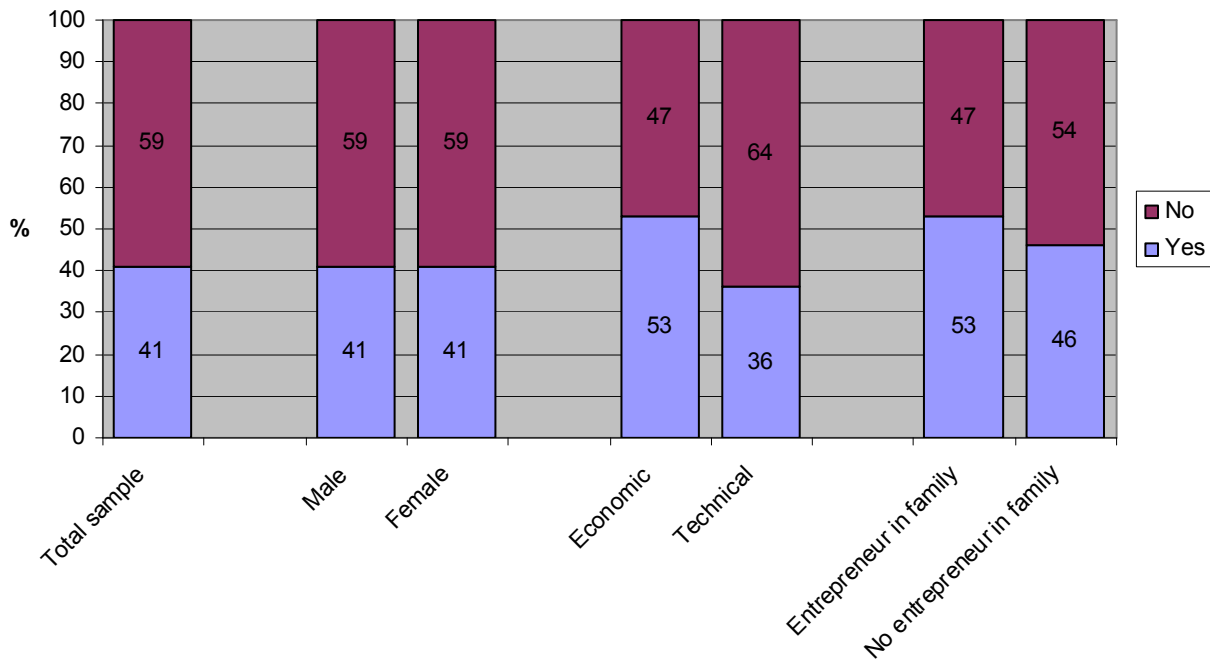


As seen in the figure, female respondents were keener to participate in entrepreneurial training than male ones. A likely explanation for this is that majority of female respondents were students of economic disciplines, who as a group were more interested in training than students of economic disciplines. Furthermore, the presence of at least one entrepreneur in the family had an impact also regarding this statement. Students having entrepreneur(s) in the family were clearly more interested in entrepreneurial training than those who have not.

Moreover, those respondents that gave a positive answer to the previous question were asked whether they would be ready to pay for the participation in such program.

Approximately 40% of the respondents gave a positive answer. Figure 5 summarizes the results of this question by sub-sample.

Figure 5 Willingness to pay for the participation in entrepreneurship training



As shown in the figure, there was no difference among male and female respondents in this respect. In contrast, students of economic disciplines in general were not only more interested in training but also more willing to pay for the participation. The same was observed for students with entrepreneur(s) in the family, although the difference was not as notable.

Furthermore, those respondents, who had answered that they are not interested in participating in entrepreneurial training were asked to justify their position by an open question. 71 respondents commented this question. The answers followed a clear pattern allowing us to group them into four main categories (Table 12).

Table 12 Reasons for not having interest in entrepreneurial training

Category	N
Financial reasons	36
Entrepreneurship is not actual for one's current life situation	15
Lack of confidence that such training's added value and benefits	15
Frustration with the state policy concerning small businesses	5
Total	71

As indicated in the table, financial factors were the key reason by which the respondents justified their lack of interest in entrepreneurial training. Here, some respondents may have interpreted the question as regarding their interest to pay for training rather than the interest to participate in training. On the other hand, it is fairly common in Russian universities that students pay for their education. Consequently, the respondents may have implicitly assumed that such entrepreneurial training would be provided for fee as well. The financial issues were addresses both in terms of absolute lack of funds *"I don't have extra financial resources at the moment"* and in relative terms *"Depends on the price of the training"*.

In addition, 15 respondents justified their lack of interest by their current life situation. Part of respondents stated that they are not at all interested in entrepreneurship, whereas others said that they might in principle be interested but not at the moment. The comment *"Time for it [entrepreneurial training] will come a bit later. Now I prefer to develop my professional skills."* well illustrates this. Moreover, there were 15 respondents who took a critical approach on the general benefits of entrepreneurial training. Some respondents viewed that entrepreneurship is something that cannot be taught in universities, whereas others were skeptical whether entrepreneurial training would provide them personally with skills that they might use in practice. Financial aspects were addressed also in this respect *"I'm not sure that the received knowledge is worth of the money invested"*. The lengthy comment of one student well summarizes the skepticism towards entrepreneurial training among respondents: *"Such program*

hardly can capture the narrow field where I'm working at the moment. I have practical experience for the development of the business that I already have. If I have questions, I consult experienced businessmen, not theoreticians, especially Finnish ones who have little knowledge about doing business in Russia. Tempting programs with the possibility for a traineeship abroad just blind you and get you waste your time, but make little sense. I'm fed up with such programs." Finally, in addition to being skeptical towards the benefits of entrepreneurial training, some respondents expressed their frustration with the Russian business environment and state policy. *"I don't need training, I just want the state to put the legislation in order and take a grip on the corruption in the taxation and other authorities!"* In other words, it was viewed that as long as basic conditions for entrepreneurship and small business are not provided, the learning of entrepreneurial skills is useless. In addition, some respondents saw that the state itself should be responsible for organizing such training.

6.2 Preferred components of entrepreneurial training

The respondents were also asked to assess the importance of various components that such training program could include, using a five-point scale from not at all important (1) to very important (5). The results for the whole sample are presented in Table 13.

Table 13 Results of assessment of the components of the program

The component of program	Average rank
Marketing skills	4.4
Opportunities on financing enterprise activity	4.3
Skills of accounting and management of the finance of enterprise	4.2
Skills of commercialization of innovations	4.2
The practical information on entrepreneurship (bureaucracy, etc.)	4.1
Internationalization of business (in particular development of contacts with Finnish businessmen/firms)	4.0

As a whole, respondents considered all the offered components of the program to be important, the average rank being at least 4 (corresponding the statement relatively important) for each of them. Marketing skills and information on financing opportunities were viewed as most important. When examining different groups of respondents,

female respondents assessed all components as more important than male ones. However, there were do differences in the relative weight of the statements against each other. When looking at educational background, students of economic specialties weighed all statements expect one as more important than students with technical specialties. The importance of “skills of commercialization of innovations” was viewed as higher by technical students, which is somewhat expected result. The biggest difference regarded the component “accounting and financing of enterprise”, which students in economic specialties weighed as clearly more important. Finally, the comparison of students with or without entrepreneur(s) in the family did not reveal major differences. However, students with entrepreneur(s) in the family emphasized slightly more specified components such as accounting skills on the one hand, and internationalization aspects on the other. Those students with no entrepreneur(s) in the family perceived the importance of general components such as information on sources for financing and state bureaucracy as more important.

In addition to the closed questions the students were invited to name additional components that they see as important for entrepreneurial training. 44 respondents used this opportunity. Some of them mentioned several components. The answers were rather heterogeneous but some key themes rose up (Table 14). Part of them overlapped with the closed alternatives but also new themes emerged.

Table 14 Suggested additional components of entrepreneurial training program

Component	N
Concrete examples, cases, practical exercises	12
Human resource management	10
Business communication, negotiation skills, foreign languages	7
International entrepreneurship, international networking	5
Change management	4
Information on legislation and taxation	3
Other (psychology, ethics, information technologies)	7
Total	48

As seen in the table, the students emphasized the “real-life” aspects in the training, calling for “cases and business-briefs, many practical exercises”. In particular, students were interested in hearing practical examples of enterprise strategies and meeting with successful businessmen. Moreover, the students’ answers interestingly reflected the current key challenge area of enterprises in Russia: the personnel. Ten respondents mentioned aspects related to human resource management, including both recruitment of personnel and its management: “*Human resource management skills (search and motivation of staff)*”. These were particularly emphasized by female respondents. Moreover, students were calling for education in business communication, negotiation skills and also in foreign languages. Taken the context of the survey, some respondents were eager to learn Finnish. In addition, respondents were interested in having information on how businesses are run abroad and networking with foreign enterprises: “[*The program*] must include regular meetings with Finnish entrepreneurs!” Furthermore, the complexity of the Russian business environment reflected in the open answers well. Some respondents underlined the need to get information on legislation and taxation, whereas others were calling for knowledge in change and crisis management. Finally, occasional topics such as business ethics, psychological aspects of entrepreneurship and information technologies were mentioned.

7 Comparison of Russian and Finnish students

After presenting the results of our survey on Russian students we compare them with existing research on Finnish students. We use the data collected in a survey of Master’s students at Helsinki School of Economics in 2004², the questionnaire of which was used as a template for our present survey. The sample of the Finnish survey included 525 students. In this chapter we highlight the key similarities and differences among the Russian and Finnish students. We structure our comparison according to the key themes in the questionnaire³: attractiveness of entrepreneurship as career option,

² For detailed description of the results see Piipponen (2006)

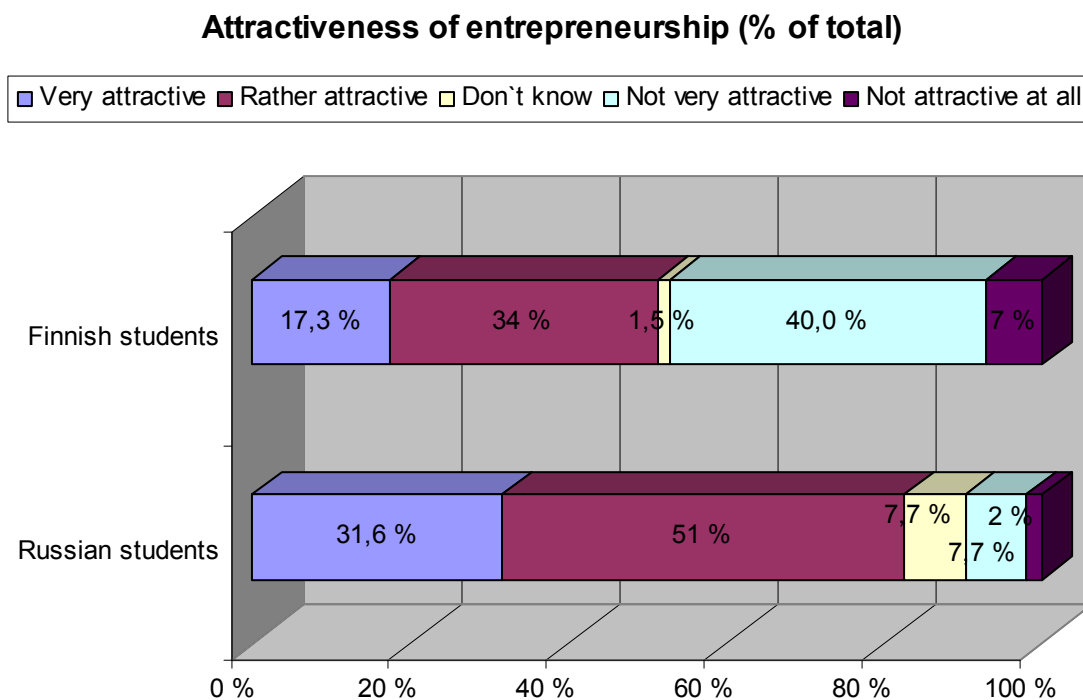
³ The Finnish questionnaire did not include the block of questions assessing students’ interest in entrepreneurial training

motivational factors for entrepreneurship, obstacles for entrepreneurship, and attitudes towards entrepreneurship.

Interest in entrepreneurship

The comparison of Russian and Finnish students revealed that the former are clearly more interested in entrepreneurship as career option, as illustrated in Figure 6.

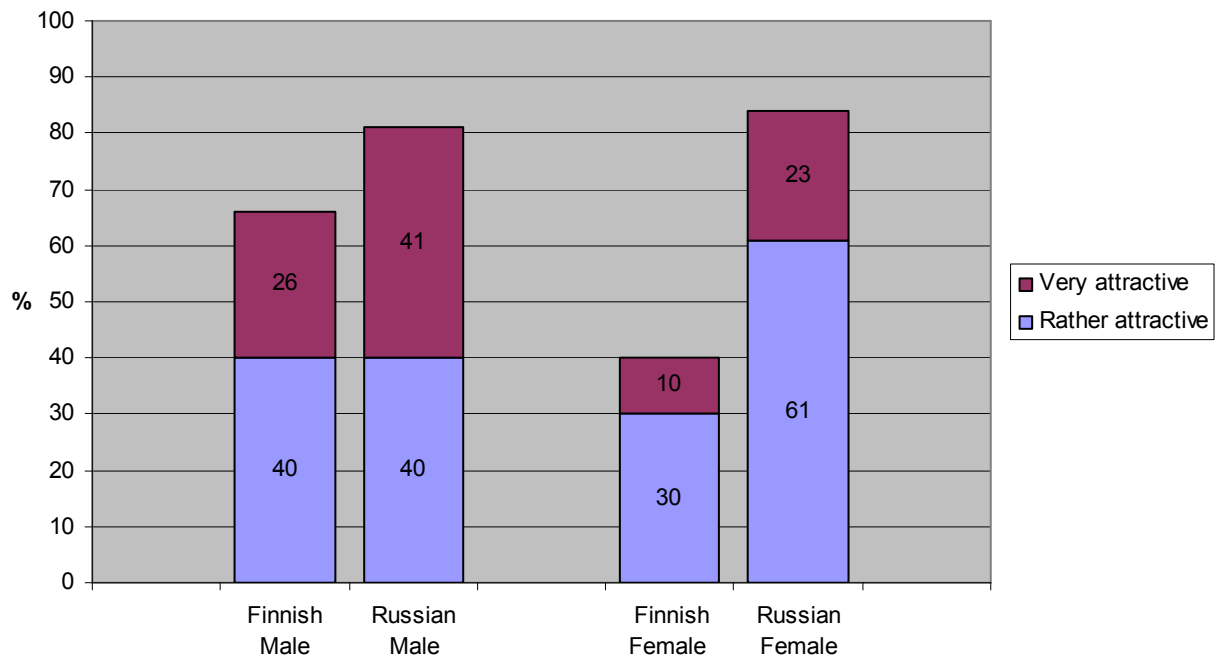
Figure 6 Attractiveness of entrepreneurship for Russian versus Finnish students



As presented in the figure, more than 80% of Russian students viewed entrepreneurship as rather or very attractive career option, whereas this opinion was shared by only ca. 50% of Finnish students. This result may in part be explained by cultural differences – we suggest that Russians are inclined to emphasize the positive sides of entrepreneurship when assessing it as career option. Finns in contrast may be even too strongly realistic and weigh the negative aspects of entrepreneurship as heavier.

Moreover, the difference was particularly striking among female students, as shown in Figure 7.

Figure 7 Gender differences in interest to entrepreneurship, Finnish and Russian students

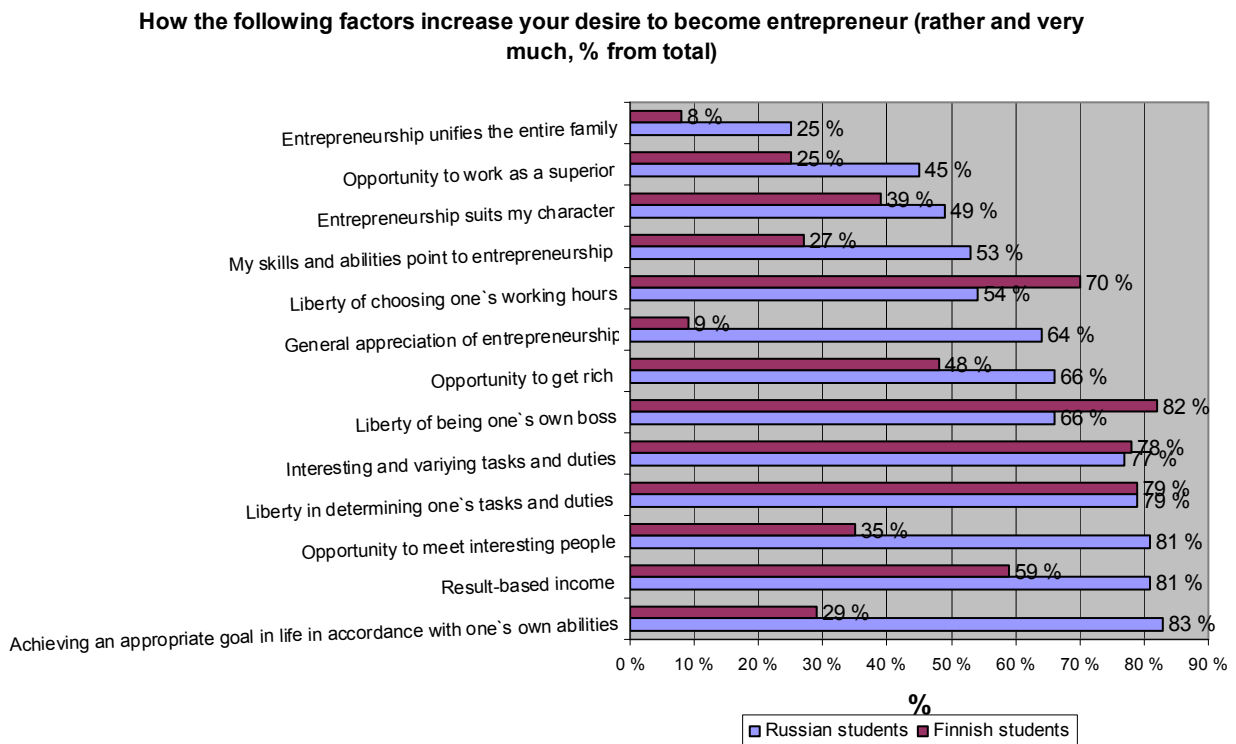


As shown in the figure the intra-national gender differences in interest to entrepreneurship are notable in Finland but much less so in Russia. Moreover, Finnish female students seem to be the least entrepreneurial oriented sub-group in the sample. Only 10% of them perceive entrepreneurship as a very attractive career option. Russian female students, in contrast, view entrepreneurship as almost equally attractive as Finnish male students. It is, however, the Russian male students who most frequently view entrepreneurship as a very attractive career option.

Motivational factors for entrepreneurship

We next analyze more in detail the factors that students in the two countries view as increasing their desire to become an entrepreneur. Figure 8 shows an overview of our comparison.

Figure 8 Factors motivating Russian and Finnish students to become an entrepreneur



The figure reveals both similarities and differences among the two groups of students. First, both Russian and Finnish respondents heavily emphasize factors related to the content of work as an entrepreneur, i.e. the liberty of determining one's tasks, duties and working hours, interesting and varying tasks and duties, as well as the liberty of being one's own boss. These were also the only factors that the Finnish respondents perceived as more important than their Russian counterparts. Second, there were factors that had much greater importance for Russian students than for Finnish

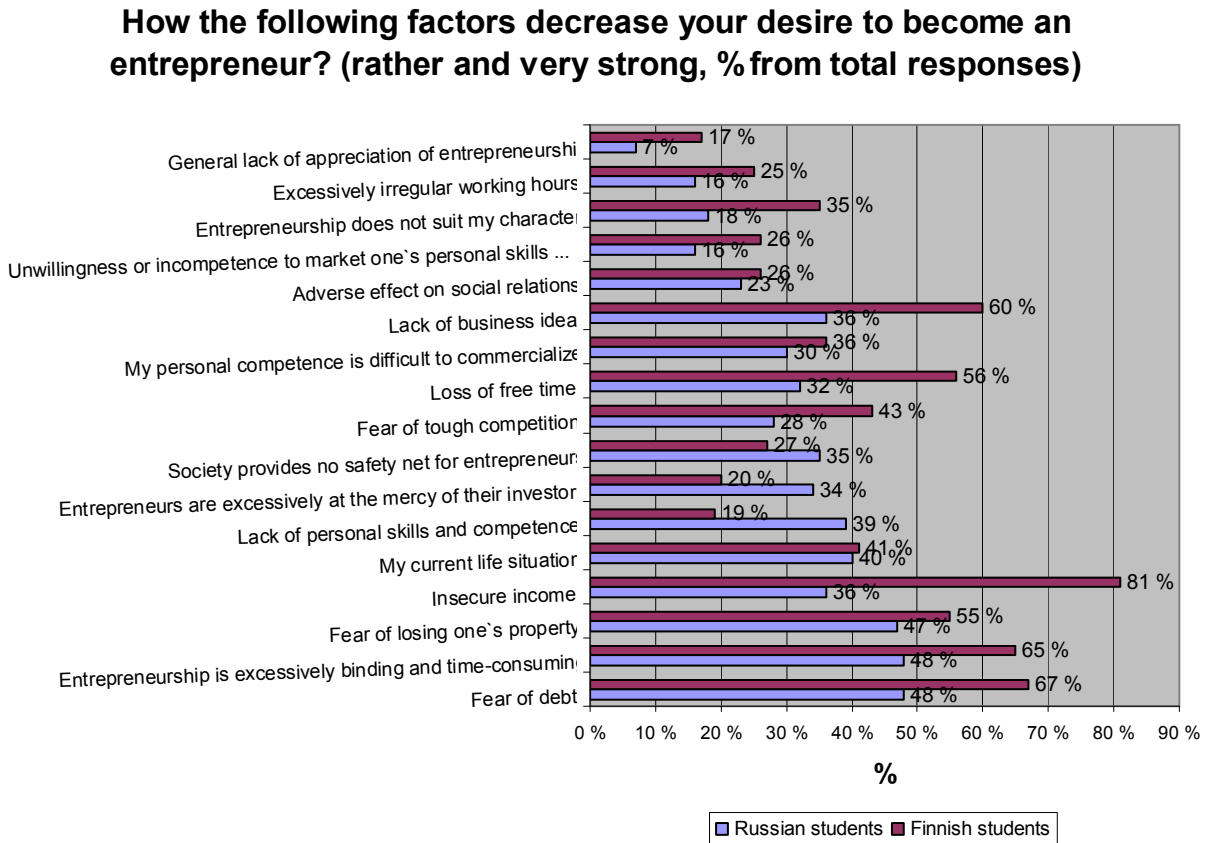
students, including the opportunities to meet interesting people, achieving an appropriate goal in life in accordance with one's abilities and general appreciation of entrepreneurship. This indicates that Russian students view entrepreneurship more as an instrument to gain certain position in life and society.

The comparison of male and female students provided some interesting results. First, Finnish male students valued clearly more the opportunity to get rich provided by entrepreneurship than Finnish female students. In the Russian data such difference was not found. For Finnish male respondents the liberty of being one's own boss was, however, the most important motivational factor followed by financial aspects. Russian males in contrast appreciated most the opportunity to achieve an appropriate goal in life in accordance with one's abilities alongside with result-based income. Moreover, the motivational factors of Russian and Finnish female students differed as well. First of all, the Russian female respondents emphasized less some factors over others, whereas Finnish female respondents clearly highlighted aspects related to the opportunity to determine the content of one's work, being one's own boss and determining one's own working hours. In contrast, Finnish female respondents emphasized clearly less the opportunity to get rich and the general appreciation of entrepreneurship than their Russian counterparts.

Obstacles for entrepreneurship

We next compare the Russian and Finnish students' perceptions of the obstacles for entrepreneurship. Here we consider only endogenous factors as exogenous factors (i.e. features of business environment) were not touched upon in the Finnish survey. Figure 9 summarizes the results of the comparison.

Figure 9 Factors decreasing Finnish and Russian students` interest in entrepreneurship



The figure provides support to our previous suggestion that the Russian students are inclined to be more optimistic and to focus on the positive sides of entrepreneurship than the Finnish ones. The Finnish students namely assessed all factors except two more negatively than their Russian counterparts. There were factors, where the difference was notable and factors, where the views of the two groups of respondents were relatively close to each other. First, the Finnish respondents viewed the financial risks related to entrepreneurship as clearly bigger obstacles than the Russian ones. Furthermore, Finnish students perceived more negatively entrepreneurship as binding, time-consuming and taking away one's free time. Secondly, the aspects of entrepreneurship where the respondents' views were closest to each other were the respondent's current life situation, which was perceived as an obstacle by ca. 40% of

both Finnish and Russian students, and the adverse effect on social relations which was considered as an obstacle only by ca. fourth of students in both groups. Finally, the two factors, which were assessed as bigger obstacles by Russian than Finnish students were the lack of social safety net, and too strong dependency on investors.

We also compared the male and female respondents from the two countries in this respect. The Finnish male students clearly viewed majority of factors as more serious obstacles than the Russian male respondents, before all insecure income and the lack of a business idea. In contrast, Russian male students were more concerned by their lack of professional abilities, too strong dependency on investors and lack of social safety net than their Finnish counterparts. Regarding female students, the largest differences were observed for unstable income, lack of business idea and unsuitability of entrepreneurship to one's character. These were perceived as clearly bigger obstacles by Finnish female respondents. Finally, Russian female students were more concerned by their lack of professional abilities than Finnish female respondents.

Attitudes towards entrepreneurship

We conclude our comparison of Russian and Finnish students with the analysis of the respondents' attitudes towards entrepreneurship. Table 15 summarizes the results in this respect.

Table 15 Russian and Finnish students' attitudes towards entrepreneurship

	Completely or partly disagree		Completely or partly agree	
	Finnish students	Russian students	Finnish students	Russian students
Entrepreneurs must be appreciated because they provide work for other people	2.0 %	8.4 %	94.0 %	75.6 %
Entrepreneurial activities provide society with more benefits than disadvantages	1.0 %	9.4 %	97.0 %	68.6 %
Entrepreneurship is the future form of employment	15.0 %	15.2 %	51.0 %	53.4 %
Society must support young, beginning entrepreneurs	2.0 %	3.1 %	92.0 %	87.9 %
Society provides excessive support for entrepreneurs	78.0 %	81.7 %	2.0 %	6.3 %
Entrepreneurs can exploit the professional skills and competences more effectively in their own businesses than in salaried employment	19.0 %	9.4 %	47.0 %	71.2 %
Entrepreneurship requires more intellectual than financial capital	14.0 %	23.0 %	66.0 %	45.5 %
Entrepreneurship is for people who have courage and ideas	16.0 %	6.3 %	69.0 %	87.0 %
Entrepreneurs take excessive risks	52.0 %	10.5 %	13.0 %	64.8 %
Entrepreneurs get rich on other people's work	86.0 %	40.6 %	4.0 %	33.4 %
People who cannot adapt to conventional jobs end up as entrepreneurs	78.0 %	59.6 %	8.0 %	19.4 %
Entrepreneurs often stretch their consciences	50.0 %	25.5 %	15.0 %	38.6 %
Entrepreneurs do not care about environmental issues to a sufficient extent	51.0 %	25.6 %	13.0 %	46.6 %
Entrepreneurs are unscrupulous and pursue their own self-interest	80.0 %	38.2 %	6.0 %	29.3 %
Small enterprises are good employers	12.0 %	20.9 %	60.0 %	41.9 %
Small enterprises exploit their workers to the maximum	43.0 %	24.2 %	25.0 %	39.5 %
Small enterprises create new jobs	5.0 %	7.9 %	87.0 %	75.2 %
Small enterprises do not provide adequate opportunities for genuine professionals	66.0 %	41.0 %	11.0 %	30.0 %

Note: The absolute difference between corresponding percentages of the groups:

	The absolute difference is more than 40%
	The absolute difference is less than 5%
	The absolute difference is between 20% and 40%

Qualitative analysis of Table 15 enables us to draw the following conclusions. First, the answers (on average) differ between Russian and Finnish students quite notably regarding the statement “Entrepreneurs take excessive risks”: 52% of Finnish students tend to disagree with this statement while 64.8% of Russian students agree with it. Finnish and Russian students also have quite a different point of view on the statement “Entrepreneurs are unscrupulous and pursue their own self-interest”: 80% of Finnish students tend to disagree with this statement while for Russian students this percentage is only 38.2%. Moreover, there are two statements, on which the opinion differs considerably between the investigated groups but without being completely opposite. They are “Entrepreneurs often stretch their consciences” and “Entrepreneurs do not care about environmental issues to a sufficient extent”. Finnish students tend to disagree with these statements at notably greater degree than Russian students. This indicates that the Finnish students have a generally higher opinion about the entrepreneurs’ morality. Finally, there are four statements for which the answers of both groups are very similar. Both groups agree that entrepreneurs and small enterprises contribute to the economy and society and thus should be supported more by the state than nowadays is the situation.

8 Summary and conclusions

This report presented the results of a survey, which was conducted among students of three St. Petersburg-based universities in spring 2008 as a part of the TACIS-funded project “Entrepreneurship Development”. The project partners are Helsinki School of Economics’ Small Business Center and the State University of Economics and Finance, St. Petersburg. The survey sample of 204 respondents included students of economic and technical disciplines. The survey questionnaire was adapted from an existing survey instrument, which had been used in a number of studies conducted at the Small Business Center among Finnish students. This was done in view of Finnish-Russian comparison of the results. The questionnaire consisted of four blocks of questions, majority of which were multiple choice questions. The first block of questions covered

background variables such as age, gender, year of studies and major discipline, as well as questions addressing whether there are entrepreneurs among the respondent's family or friends. Moreover, the respondents were asked about their career plans to figure out how they perceive entrepreneurship as a career option. The second block consisted of statements measuring the respondents' perceptions about motivational factors and obstacles associated with entrepreneurship. These covered both personal traits and factors of the competitive and institutional environment for entrepreneurship. The third block focused on general views about entrepreneurs and the role of small businesses in the society and economy. Finally, for the purposes of the project it was asked about the students' interest to participate in entrepreneurial education in their university and their views how entrepreneurship is promoted in their university.

The key results of the survey can be summarized as follows. First, we conclude that Russian students consider entrepreneurship as a very attractive career alternative. Moreover, for Russian students to be an entrepreneur is more attractive than for Finnish students. In contrast to Finnish students, there are no notable differences in the attitude toward entrepreneurship between Russian male and female students. However, when asking the students about the sectors in which they might consider to operating as an entrepreneur, the answers of male and female students diverged. Male students saw most often their future firm operating in the field of information technologies, whereas female students mentioned traditional "female" businesses such as consumer services. This is, though, in part explained by the fact that female respondents were more often students of economic specialties and thus with less specific area of expertise than students of technical specialties. Finally, according to our data those Russian students who have entrepreneurs in the family and/or are students of economic specialties tend to be most interested in the career as an entrepreneur.

Second, we found both differences and similarities between Russian and Finnish students regarding motivational factors. In general Russian students emphasized most motivational factors as more important than their Finnish counterparts, supporting the view of Russian students being more entrepreneurially oriented. The key motivational

factors for Russian students relate to the opportunity to affect one's "destiny" in terms on financial income and exploitation of one's potential and abilities. However, the opportunity to get rich as such was ranked not as high. Here, the Russian students (both male and female) differed from Finnish male students, who heavily emphasized this factor. In contrast, the Russian respondents emphasized more the entrepreneurship as an interesting way of life, both as regards to social interaction and content of tasks and duties. The importance of factors that can be classified as intrinsic rewards was further emphasized in the open comments of Russian students, where the most frequently mentioned individual motivational factors was "self-realization". A key difference in motivational factors between Russian and Finnish respondents was that there was no such clear male-female difference in the Russian data as in the Finnish data.

Third, the analysis of perceived endogenous (i.e. personal) obstacles for entrepreneurship confirmed our suggestion that the Russian students are inclined to be more optimistic and to focus more on the positive sides of entrepreneurship than the Finnish ones. The Finnish students namely assessed all factors except two more negatively than their Russian counterparts. There were factors, where the difference was notable and factors, where the views of the two groups of respondents were relatively close to each other. First, the Finnish respondents viewed the financial risks related to entrepreneurship as clearly bigger obstacles than the Russian ones. Furthermore, Finnish students perceived more negatively entrepreneurship as binding, time-consuming and taking away one's free time. Secondly, the aspects of entrepreneurship where the respondents' views were closest to each other were the respondent's current life situation, which was perceived as an obstacle by ca. 40% of both Finnish and Russian students, and the adverse effect on social relations which was considered as an obstacle only by ca. fourth of students in both groups. Finally, the two factors, which were assessed as bigger obstacles by Russian than Finnish students were the lack of social safety net, and too strong dependency on investors.

In addition to endogenous factors we asked the Russian students to assess factors related to the business environment as potential obstacles for entrepreneurship. Overall,

our results illustrate that the students' views are well in line with Russian entrepreneurs' opinions about obstacles for entrepreneurship and small business development in Russia. The obstacles assessed as most serious included institutional factors such as access to financing, corruption, bureaucracy and complex and frequently changing legislation. In contrast, factors related to the task environment (relationship to other members of the production system), were perceived as less challenging. The availability of financing dominated also in the open answers given by the students as regards to perceived obstacles for entrepreneurship (endogenous and exogenous). In addition, psychological factors associated with entrepreneurship, such as mental stress and big responsibility were mentioned especially by female respondents.

Fourth, from the qualitative analysis of the responses to statements about Russian students' general attitude towards entrepreneurship and entrepreneurs we conclude the statements can be broadly classified into two groups on the basis of distribution of answers. First, there were a number of statements, about which the respondents were relatively unanimous (i.e. majority of them either agreed or disagreed). These concerned before all the role of entrepreneurs and small enterprises in the society and economy, which was viewed as beneficial by majority of respondents. Correspondingly, these respondents perceived that the society must support entrepreneurship. In addition, majority of respondents considered that entrepreneurship includes excessive risk, but at the same time provides opportunities to exploit one's own potential in full. Hence, a consensus was found in support to the statement "entrepreneurship is for people who have courage and ideas". Second, there were statements, which Russian students clearly had difficulties in commenting. This is reflected by the distribution of answers across all categories, including a relatively large share of them falling in the "I don't know" option. Such statements addressed first, entrepreneurs' morals such as whether entrepreneurs pursue their self-interest or often stretch their consciences. Second, respondents did not have a clear opinion about small enterprises as employers, i.e. whether they are exploiting their workers or providing opportunities for professionals.

When compared Russian respondents to Finnish students, the largest disagreement was found regarding the riskiness of entrepreneurship, which the Russian respondents

perceived as higher. In addition, Russian respondents had somewhat lower opinion on entrepreneurs' morality. In particular, they viewed more often entrepreneurs as unscrupulous and pursuing their self-interest than their Finnish counterparts. In contrast, both groups of respondents were unanimous that entrepreneurs and small businesses positively contribute to the economy and society and should thus be supported more by the state than nowadays is the situation.

Moreover, from the analysis of Russian students' responses regarding how university education helps to increase the respondents' desire to become an entrepreneur, we conclude that students who have at least one entrepreneur in the family and students of economic specialties tend to be surer that their university education helps to develop entrepreneurial skills and promotes their desire to become an entrepreneur. However, the respondents clearly had difficulties in answering this question. This is reflected by the high share of "I don't know" answers. In addition, the answers of those respondents who took a stance were distributed relatively evenly between agreement and disagreement. The statement "at my university students appreciate entrepreneurship as a career option" was an exception here, confirming the general positive attitude towards entrepreneurship among students. In addition to personally viewing entrepreneurship as an attractive career option, over half of the respondents believe that their fellow students share this view.

Finally, our results show that there is great interest to entrepreneurial training among Russian students. Majority of respondents would be interested in participating such training and ca. 40% of them would be ready to pay for it. The students from economic specialties were the keenest to take part in entrepreneurial training. In addition, those students who have entrepreneurs in the family were more eager to participate than those students who have not. Moreover, the key reason for not being interested in entrepreneurial training was financial – the participants implicitly expected that such training would not be provided for free and announced that they do not have financial resources to participate. Furthermore, some students were skeptical about the practical benefits of such training and its value for money. Interestingly, there were also

respondents who viewed that they would be perfectly capable of starting own business if only the state would provide basic conditions for it by for example restraining public sector corruption.

Regarding the components of entrepreneurial training, marketing skills and information on opportunities for financing were viewed as most important. In addition, the open answers highlighted that the students value “real-life” aspects in such training. The respondents were interested in having company cases and other practical exercises, as well as hearing presentations by successful businessmen. Moreover, particularly female students emphasized the need for training in human resource management. Finally, networking with Finnish entrepreneurs was considered important.

Training implications

The results of our survey provide important insights that need to be taken into account when planning entrepreneurial training in Russian universities. First, although the respondents in general viewed entrepreneurship as a very attractive career option, many of them had difficulties in taking a stand to statements concerning for example entrepreneurs’ morals. Here, the legacy of the Soviet era where private business was viewed as negative and even criminal seems to have an impact still today. Consequently, entrepreneurial training should include discussion on entrepreneurial ethics alongside with other aspects of entrepreneurship. Second, the results confirmed the results of our feasibility study regarding the importance of practical information on entrepreneurship. The complexity of the Russian business environment emphasizes the need to provide the participants of the training with information, which in mature market economies is easily available from other sources. This concerns before all sources for financing and state regulation. Third, our investigation highlights the importance of ‘real life’ components of entrepreneurial training. This includes both practical exercises such as case studies and presentations by successful entrepreneurs on how they have navigated through the complexities of the Russian business environment. Finally, the comments of the respondents revealed that Russian students are used to pay for their

education. At the same time, they carefully weigh whether for-fee education gives enough value for money. This is reflected in certain skepticism towards new training initiatives. Consequently, before launching a new entrepreneurial training program in the Russian university context one needs to make sure that the potential participants have enough information on the program in order to weigh its benefits for them.

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Annex 1: The Questionnaire

1. Background variables

1. Year of birth
2. Sex (male, female)
3. Year of course (1,2,3,4,5)
4. Specialty (major subject)
Specialization (more precise major subject)
5. Second education, which one?
6. Work experience in major subject (months)

Entrepreneurship in the family (Yes or No)

7. My father is currently an entrepreneur
8. My mother is currently an entrepreneur
9. My brother/sister is currently an entrepreneur
10. I have no brothers/sisters
11. My spouse/boyfriend/girlfriend is currently an entrepreneur
12. I have no spouse/boyfriend/girlfriend

Entrepreneurship among friends (Yes or No)

13. Some of my friends are or have been entrepreneurs
14. None of my friends have been entrepreneurs

When you think about your future upon graduation from the university, which of the following alternatives describes this best:

15. I will be employed by an enterprise (Yes, No)
16. I will be employed by the public sector (Yes, No)
17. Some day in the future I will have my own company (Yes, No)

If yes, which industry you would like to have your own company in? (Open answer)

18. I already have my own company I will continue to work in it (Yes, No)

If yes, which industry do you have your company in? (Open answer)

19. I plan to create my own company in knowledge-intensive business (Yes, No)
20. I will continue my education upon graduation from Master's program (e.g. in post-graduate school) (Yes, No)

2. Attraction to entrepreneurship

21. How attractive do you find entrepreneurship:

- 1 – Not attractive at all
- 2 – Not very attractive
- 3 – Don't know
- 4 – Rather attractive
- 5 – Very attractive

Next, a few statements on entrepreneurship. Please indicate how much the following factors increase your desire to become an entrepreneur? While answering, use the following five-point scale:

- 1 – Completely not
- 2 – Not much
- 3 – Don't know
- 4 – Rather strongly
- 5 – Very strongly

- 22. The liberty of being one's own 'boss'
- 23. The liberty in choosing one's tasks and duties
- 24. The liberty of choosing one's working hours
- 25. Interesting tasks and duties, and their variety
- 26. Result-based income
- 27. Opportunities to meet interesting people
- 28. Achieving an appropriate target in life in accordance with one's abilities
- 29. Entrepreneurship suits my character
- 30. My skills and capabilities point to entrepreneurship
- 31. The opportunity to get rich
- 32. Entrepreneurship unifies the entire family
- 33. The opportunity to work as a superior
- 34. General appreciation of entrepreneurship
- 35. Other: please, specify

Assess this open statement using the same five-point scale

To what degree the following factors prevent you from becoming an entrepreneur? Use the following five-point scale:

- 1 – Completely not
- 2 – Not much
- 3 – Don't know
- 4 – Rather strongly
- 5 – Very strongly

36. Insecure income
37. Fear of debt
38. Entrepreneurship is excessively binding and time-consuming
39. Fear of tough competition
40. Fear of losing one's property
41. My current life situation
42. Loss of free time
43. Entrepreneurs are excessively at the mercy of their investors
44. Society provides no safety net for entrepreneurs
45. My professional skills are difficult to commercialize
46. Lack of a business idea
47. Adverse effect on social relations
48. Unwillingness or incompetence to market one's professional skills and competence
49. Does not suit my character
50. Excessively irregular working hours
51. Lack of professional skills and competence
52. General negative opinion on entrepreneurship
53. Other: please, specify

Assess this open statement using the same five-point scale

To what degree the following factors of local business environment prevent you from becoming an entrepreneur? Use the following five-point scale:

- 1 – Completely not
- 2 – Not much
- 3 – Don't know
- 4 – Rather strongly
- 5 – Very strongly

54. Tough competition
55. Procedure of registration of the company
56. Bureaucracy (e.g. difficulties to obtain licenses and certificates)
57. Difficulties in hiring labor
58. Frequently changing or unclear legislation
59. Lack of own financial resources
60. Difficulties in finding customers
61. Difficulties in getting external financing
62. Corruption
63. Crime
64. Russian taxation
65. Local infrastructure (e.g. availability of business premises)
66. Other: please specify

Assess this open statement using the same five-point scale.

3. Attitude towards entrepreneurs and entrepreneurship

Please take a stand to the following statements.

- 1- I disagree completely
- 2- I partly disagree
- 3- Don't know
- 4- I partly agree
- 5- I agree completely

Importance of entrepreneurial activities

- 67. Entrepreneurs must be appreciated because they provide work for other people
- 68. Entrepreneurial activities provide society with more benefits than disadvantages
- 69. Entrepreneurship is the future form of employment

State support to entrepreneurship

- 70. State must support young, beginning entrepreneurs
- 71. State provides excessive support for entrepreneurs

Entrepreneurship in general

- 72. Entrepreneurs can exploit their professional skills and competences more effectively in their own businesses than in salaried employment
- 73. Entrepreneurship requires more intellectual than financial capital
- 74. Entrepreneurship is for people who have courage and ideas
- 75. Entrepreneurs take excessive risks
- 76. Entrepreneurs get rich on other people's work
- 77. People who cannot adapt to conventional jobs end up as entrepreneurs

Entrepreneurs' morals

- 78. Entrepreneurs often stretch their consciences
- 79. Entrepreneurs do not care about environmental issues to a sufficient extent
- 80. Entrepreneurs are unscrupulous and pursue their own self-interest

- 81. --- missing (typing error in the questionnaire)

Small enterprises as employers

- 82. Small enterprises are good employers
- 83. Small enterprises exploit their employees to the maximum
- 84. Small enterprises create new jobs
- 85. Small enterprises do not provide adequate opportunities for genuine professionals

4. Participation in the entrepreneurial training program, content of the program

Entrepreneurial training program, which has been developed in Finland, includes a number of components: lectures giving practical information of enterprise foundation; lectures on business and management, individual advice (e.g. development of a concrete business idea and discussing it with experts). In addition, the program provides opportunities to Finnish and Russian young entrepreneurs to establish contacts with each other.

86. Would you be interested in participating in such training program? (Yes, No)

If yes, would you be ready to pay for the participation? (Yes, No)

If not, please specify why? (Open answer)

Assess the importance of the following components of such a program using the following five-point scale:

- 1 - Not important at all
- 2 - Rather unimportant
- 3 - Don't know
- 4 - Rather important;
- 5 - Very important

87. Practical information on entrepreneurship (bureaucracy, etc.)

88. Information on the opportunities for financing the enterprise activity

89. Marketing skills

90. Skills of accounting and financial management of the enterprise

91. Skills of commercialization of innovations

92. Internationalization of business (in particular development of contacts with Finnish businessmen/firms)

The program must include something else, please specify.

5. Conclusion

Please, take a stand to the following statements using five-point scale:

- 1 - I disagree completely
- 2 - I partly disagree
- 3 - Don't know
- 4 - I partly agree
- 5 - I agree completely

93. My university education has provided me with good tools for entrepreneurship

94. My university education highlights entrepreneurship to an adequate as a career alternative
95. My university has an atmosphere that induces and encourages entrepreneurship
96. At my university students appreciate entrepreneurship as a career alternative
97. At my faculty students appreciate entrepreneurship as a career alternative

Annex 2: Factor analysis on attitudes towards entrepreneurs and entrepreneurship

We utilized factor analysis to group interdependent 18 observed variables, which measure the attitudes of respondents on entrepreneurs and entrepreneurship (Table 16) into factors. We performed factor analysis for the total sample of respondents (204). Before conducting factor analysis we performed two common pre-analysis tests, the Kaiser measure of sample adequacy and the Bartlett's test of sphericity, which confirmed the adequacy of this method for our data. We retained the factors for further analysis on the basis of their Eigenvalues, ending with 5 factors. Table x illustrates these five factors and the variables (statements) they include. As factor loadings are generally considered meaningful when they exceed 0.3, in Table 16 we report only those variables (statements) which have loadings greater than 0.3 for a particular factor. Those factors which directly reflect the content of each particular factor are marked in bold.

Table 16 Results of factor analysis

Factor	Statement	Factor loadings
F1 "Social importance of entrepreneurship and entrepreneurs"	Entrepreneurs must be appreciated because they provide work for other people	0.73
	Entrepreneurial activities provide society with more benefits than disadvantages	0.69
	Entrepreneurship is the future form of employment	0.53
	Society must support young, beginning entrepreneurs	0.33
	Small enterprises create new jobs	0.33
F2 "Entrepreneurs' morality"	Entrepreneurs do not care about environmental issues to a sufficient extent	0.72
	Entrepreneurs often stretch their consciences	0.68
	Entrepreneurs are unscrupulous and pursue their own self-interest	0.54
	Entrepreneurs get rich on other people's work	0.3
	Small businesses exploit their workers to the maximum	0.3
F3 "Small business as employers"	Small enterprisers are good employers	0.7
	Small enterprises create new jobs	0.55
	Small enterprises do not provide adequate opportunities for genuine professionals	-0.42
F4 "Society support of entrepreneurs"	Society provides excessive support for entrepreneurs	0.59
	People who cannot adapt to conventional jobs end up as entrepreneurs	0.42
	Small enterprises do not give adequate opportunities for genuine professionals	0.3
	State must support young, beginning entrepreneurs	-0.29
F5 "Riskiness of entrepreneurship"	Entrepreneurs take excessive risks	0.62
	Entrepreneurship is for people who have courage and ideas	0.41
	State must support young, beginning entrepreneurs	0.36

In the next step of our analysis we summed the variables on the basis of the factor analysis. The sums corresponding to each factor include only variables in bold, i.e. those variables that directly reflect the factor's main meaning.

We also rescaled the variables in such a way that they reflect the same direction of attitude, i.e. 1 and 2 reflect negative attitude and 4 and 5 reflect positive attitude. We did not change 3 as it reflects neutral attitude ("Don't know"). For example in Factor 3 in Table 16 we have two variables, "Small enterprises are good employers" and "Small enterprises do not provide adequate opportunities for genuine professionals". For the first variable value 5 means very positive attitude to small business as employer and for the second variable, vice versa, value 5 reflects very negative attitude. Therefore to rescale these two statements to be in one direction we replace 4 to 2, 5 to 1, 2 to 4 and 1 to 5 for the second statement. After such rescaling the attitude to small business as employer for both variables "moves" in the same direction, i.e. from very negative (1) to very positive (5). All the summations are rescaled in such a way. The reliability of summations was tested by Cronbach alfa.

Table 17 Results of summations of variables within factors

Summations	Variables within sums	Mean	Std. dev.	Cronbach α
Sum 1 "Social importance of entrepreneurship and entrepreneurs"	1. Entrepreneurs should be appreciated, as they create workplaces for other people	3,92	0,73	0,68
	2. Entrepreneurship brings to a society more advantage, than harm			
	3. Small enterprises create new workplaces			
Sum 2 "Entrepreneur's moral"	1. Entrepreneurs do not care about environment	2,98	0,86	0,73
	2. Entrepreneurs often should renounce their conscience			
	3. Entrepreneurs are unscrupulous and are guided by exclusively own benefit			
	4. Entrepreneurs enrich using work of other people			
Sum 3 "Small business as employers"	1. Small enterprisers are good employers	3,23	0,91	0,52
	2. Small enterprises do not give adequate opportunities for real professionals			
Sum 4 "Society support for entrepreneurs"	1. State already gives excessive support to entrepreneurs	4,31	0,72	0,38
	2. State should support young beginning entrepreneurs			
Sum 5 "Riskiness of entrepreneurship"	1. Entrepreneurs incur excessive risk	4,03	0,78	0,52
	2. Entrepreneurship is for courageous people with ideas			

The results of the factor analysis were utilized to analyze potential differences among respondents across gender, educational background and presence of entrepreneurs in the family, as reported in Chapter 5.

Annex 3: Finnish summary

Tässä raportissa analysoitiin venäläisten yliopisto-opiskelijoiden näkemyksiä yrittäjyydestä keväällä 2008 Pietarissa toteutetun kyselytutkimuksen valossa. Kysely oli osa TACIS-rahoitteista "Entrepreneurship Development" –hanketta, joka tähtää yrittäjyyskoulutuksen kehittämiseen venäläisyliopistoissa. Hanke toteutetaan Helsingin kauppakorkeakoulun Pienyrityskeskuksen ja Pietarin talous- ja finanssiyliopiston (FinEc) yhteistyönä. Tutkimuksen kohteena olleet 204 opiskelijaa edustivat FinEcin lisäksi kahta teknillistä yliopistoa. Kyselylomakkeen pohjana käytettiin lomaketta, jolla Pienyrityskeskus on aiemmin kartoittanut suomalaisopiskelijoiden yrittäjyysasenteita. Tämä tehtiin tulosten Venäjä-Suomi –vertailtavuutta silmälläpitäen.

Kyselylomake koostui neljästä osiosta, joiden kysymykset olivat pääosin monivalintakysymyksiä. Ensimmäisessä osiossa kartoitettiin taustamuuttujia (sukupuoli, ikä, vuosikurssi, pääaine) sekä sitä, onko vastaajan perheessä ja/tai ystävien joukossa yrittäjiä. Lisäksi kysyttiin urasuunnitelmista valmistumisen jälkeen sekä yrittäjyyden houkuttelevuudesta suhteessa muihin uravaihtoehtoihin. Toinen osio koostui väittämistä, joilla mitattiin vastaajien näkemyksiä sekä yrittäjyyteen motivoivista tekijöistä, että yrittäjäksi ryhtymisen esteistä. Esteitä lähestyttiin sekä yksilö- että toimintaympäristön tasolla. Lomakkeen kolmannessa osiossa kartoitettiin vastaajien asenteita yrittäjiä ja yrittäjyyttä kohtaan, kuten näkemyksiä yrittäjyyden roolista yhteiskunnassa. Viimeisessä osiossa kysyttiin hankkeen jatkotoimia silmälläpitäen opiskelijoiden näkemyksiä yrittäjyyden roolista heidän yliopisto-opinnoissaan sekä kartoitettiin heidän kiinnostustaan osallistua yrittäjyyskoulutusohjelmaan ja toiveitaan koulutuksen sisällölle.

Kyselyn keskeisistä tuloksista ensimmäinen on se, että venäläisopiskelijat pitävät yrittäjyyttä erittäin houkuttelevana uravaihtoehtona. Venäläiset vastaajat olivat huomattavasti kiinnostuneempia ryhtymään tulevaisuudessa yrittäjäksi kuin suomalaisopiskelijat. Venäläisten nais- ja miesopiskelijoiden välillä ei myöskään ollut tässä suhteessa eroa, kun taas suomalaisten naisopiskelijoiden kiinnostus yrittäjyyteen on huomattavasti alhaisempi kuin suomalaisilla miesopiskelijoilla. Sukupuolierot tulivat

kuitenkin näkyviin myös venäläisopiskelijoiden kohdalla kysyttäessä, millä alalla he näkevät mahdollisen oman yrityksensä toimivan. Valtaosa miesopiskelijoista mainitsi tietotekniikan, kun taas naisopiskelijoiden vastauksissa painottuivat perinteiset "naisten" alat kuten kuluttajapalvelut. Tämä on osin selitettävissä sillä, että naispuoliset vastaajat olivat miehiä useammin kaupallisten aineiden opiskelijoita, jolloin heillä ei ollut yhtä selkeää erikoistumisalaa kuin teknillisten aineiden opiskelijoilla. Tutkimustulosten mukaan kaikkien innostuneimpia yrittäjyydestä olivat venäläisopiskelijat, joiden perheessä on yrittäjyyttä. Lisäksi kaupallisten aineiden opiskelijat näkivät itsensä tulevana yrittäjänä useammin, kun teknisten aineiden opiskelijat.

Suomalais- ja venäläisopiskelijoiden vertailu yrittäjyyteen motivoivien tekijöiden osalta nosti esiin sekä eroja että yhtäläisyyksiä näiden ryhmien välillä. Yleisesti ottaen venäläisopiskelijat pitivät useimpia motivaatiotekijöitä tärkeämpinä kuin suomalaisopiskelijat, mikä vahvistaa käsitystä venäläisopiskelijoiden suuremmasta yrittäjyysmyönteisyydestä. Keskeisimmät venäläisopiskelijoita yrittäjyydessä motivoivat tekijät liittyvät mahdollisuuteen hyödyntää omia kykyjään ja saavuttaa niitä vastaava tulotaso. Rikastumisen mahdollisuutta sinänsä ei kuitenkaan pidetty erityisen tärkeänä. Tässä suhteessa venäläisopiskelijat poikkeavat etenkin suomalaisista miesopiskelijoista, joille rikastumisen mahdollisuus on keskeinen yrittäjyyteen motivoiva tekijä. Venäläisopiskelijat näkivät pikemminkin yrittäjyyden kiinnostavana elämäntapana sekä ihmissuhteiden että tehtävien sisällön osalta. Yrittäjyyden henkilökohtainen palkitsevuus korostui myös avoimissa yrittäjyysmotivaatiota koskevissa kommentteissa. Useimmin mainittu yksittäinen motivaatiotekijä oli "itsensä toteuttaminen". Keskeinen ero suomalaisvastaajin oli se, että venäläisten mies- ja naisopiskelijoiden välillä ei ollut selkeää eroa motivaatiotekijöissä.

Tutkimuksen tulokset koskien yrittäjyyden yksilötason esteitä tukevat sitä näkemystä, että venäläisopiskelijat ovat suomalaisopiskelijoita optimistisempia ja korostavat arvioissaan enemmän yrittäjyyden positiivisia puolia. Suomalaisopiskelijat puolestaan arvioivat yrittäjyyden esteet pääsääntöisesti suuremmiksi kuin venäläisvastaajat. Osassa tapauksista ero oli huomattava, kun taas osa esteistä arvioitiin jokseenkin yhtä

suuriksi. Suomalaisvastaajat näkivät ensinnäkin yrittäjyyteen liittyvät taloudelliset riskit huomattavasti suurempina esteinä yrittäjyydelle kuin venäläisvastaajat. Suomalaisopiskelijat suhtautuivat kielteisemmin myös yrittäjyyden sitovuuteen ja vapaa-ajan menetykseen. Toisaalta suomalais- ja venäläisopiskelijoiden näkemykset olivat lähimpänä toisiaan koskien vastaajien nykyistä elämäntilannetta, jonka näki esteeksi yrittäjyydelle noin 40% molempien ryhmien vastaajista. Yhtä mieltä oltiin myös siitä, että yrittäjyys ei vaikuta kielteisesti ihmissuhteisiin. Ainoat tekijät, jotka venäläisvastaajat arvioivat suomalaisvastaajia suuremmiksi yrittäjyyden esteiksi, olivat yrittäjien sosiaaliturvan heikkous ja liiallinen riippuvuus rahoittajista.

Venäläisvastaajia pyydettiin myös arvioimaan toimintaympäristön asettamia esteitä yrittäjyydelle, mikä oli lisäys alkuperäiseen kyselylomakkeeseen. Tulosten perusteella voidaan todeta, että opiskelijoilla on varsin realistinen kuva yrittäjyyden toimintaympäristöstä Venäjällä. Suurimmat esiin nostetut esteet ovat samoja, jotka toistuvat pienyritysten toimintaedellytyksiä Venäjällä koskevissa aiemmissa tutkimuksissa. Suurimmiksi esteiksi koettiin institutionaaliset tekijät, kuten rahoituksen saatavuus, korruptio, byrokratia sekä monimutkainen ja usein muuttuva lainsäädäntö. Yrityksen liiketoimintasuhteisiin liittyviä haasteita, kuten asiakkaiden löytämistä, ei sen sijaan pidetty yhtä suurina. Rahoituksen saatavuus nousi esille myös vastaajien avoimissa kommentteissa koskien yrittäjyyden esteitä. Lisäksi erityisesti naisopiskelijat nostivat esiin psykologisia tekijöitä, kuten yrittäjyyden henkisen kuormittavuuden ja liiallisen vastuullisuuden.

Venäläisopiskelijoiden vastaukset yrittäjyysasenteita koskeviin väittämiin voidaan jakaa kahteen pääryhmään vastausten jakautumisen perusteella. Ensinnäkin osa väittämistä oli sellaisia, joiden suhteen vastaajien näkemykset olivat jokseenkin yhteneväiset, eli suurin osa vastaajista oli joko samaa tai eri mieltä. Nämä väittämät koskivat etenkin yrittäjyyden ja pienyritysten merkitystä yhteiskunnalle ja kansantaloudelle, jonka valtaosa vastaajista näki positiivisena. Vastaavasti nähtiin, että yhteiskunnan tulisi tukea yrittäjyyttä nykyistä enemmän. Enemmistö vastaajista oli myös sitä mieltä, että yrittäjyys on erittäin riskialtista, mutta tarjoaa samaan aikaan mahdollisuuden hyödyntää täysillä

omaa osaamistaan. Näin ollen luonnollista on, että vastaajat yhtyivät väittämään ”yrittäminen on rohkeiden ja idearikkaiden ihmisten työtä”. Toiseksi, osa yrittäjyysasenteita valottavista väittämistä oli sellaisia, joihin venäläisopiskelijoiden oli selvästi vaikea ottaa kantaa. Tämä heijastui vastausten hajaantumisenä eri vaihtoehtojen välille, mukaan lukien ”en osaa sanoa” –vaihtoehdon valinneiden suuren osuuden. Kyseiset väittämät koskivat ensinnäkin yrittäjän moraalista, kuten mahdollista oman edun tavoittelua ja venyvää omaatuntoa. Vastaajilla ei myöskään ollut selkeää näkemystä pienyrityksistä työnantajina, eli puristavatko ne työntekijöistään kaiken irti vai nouseeko niissä todellinen asiantuntijuus esiin.

Verrattaessa venäläisopiskelijoita suomalaisopiskelijoihin yrittäjyysasenteiden osalta, suurin näkemusero koski yrittäjyyden riskejä, joita venäläisvastaajat pitivät suurempina. Lisäksi venäläisvastaajilla oli keskimäärin negatiivisempi näkemys yrittäjän moraalisesta. Venäläisvastaajat etenkin näkivät suomalaisia useammin yrittäjät häikäilemättöminä oman edun tavoittelijoina. Sitä vastoin molemmat ryhmät olivat yksimielisiä siitä, että yrittäjyys ja pienyritystoiminta vaikuttavat myönteisesti yhteiskuntaan ja talouteen. Yrittäjyyttä pitäisi näin ollen tukea yhteiskunnan taholta nykyistä enemmän.

Tutkimustulosten pohjalta voidaan todeta, että venäläisopiskelijoilla on vaikeuksia arvioida yrittäjyyden roolia omassa yliopistossaan, mikä heijastui ”en osaa sanoa” – vastausten suurena osuutena a.o. aihetta koskeviin väittämiin. Myönteisimmin oman yliopistokoulutuksensa antamia yrittäjyysvalmiuksia arvioivat ne opiskelijat, joiden perheessä on yrittäjyyttä. Kaupallisten aineiden opiskelijat näkivät myös koulutuksensa yrittäjyysvalmiuksia edistävänä teknillisten aineiden opiskelijoita useammin, mikä on looginen tulos. Sen sijaan vastaajien kannat väittämään ”yliopistoni opiskelijat arvostavat yrittäjyyttä uravaihtoehtona” vahvistavat kuvaa venäläisopiskelijoiden yrittäjyysmyönteisyydestä. Sen lisäksi, että opiskelijat pitävät henkilökohtaisesti yrittäjyyttä houkuttelevana uravaihtoehtona, yli puolet vastaajista uskoi yliopistonsa muiden opiskelijoiden jakavan tämän mielipiteen.

Kyselyn perusteella venäläisopiskelijat ovat myös erittäin kiinnostuneita yrittäjyyskoulutuksesta. Valtaosa vastaajista ilmoitti olevansa kiinnostunut osallistumaan koulutukseen ja noin 40% olisi valmis myös maksamaan siitä. Kiinnostuneimpia olivat kaupallisten aineiden opiskelijat sekä ne opiskelijat, joiden perheessä on yrittäjyyttä. Suurin syy siihen, miksi yrittäjyyskoulutus ei kiinnosta oli taloudellinen. Opiskelijat tuntuivat automaattisesti oletavan, että koulutus olisi maksullinen ja ilmoittivat, että heillä ei ole varaa maksaa siitä. Osa opiskelijoista suhtautui myös varauksella yrittäjyyskoulutuksen käytännön hyötyihin. Erityisesti epäiltiin, antaisiko maksullinen koulutus täyden vastineen siihen sijoitetuille rahoille. Joukossa oli myös opiskelijoita, jotka katsoivat omaavansa täydet yrittäjyysvalmiudet kunhan vain yhteiskunta tarjoaisi yritystoiminnalle normaalit olosuhteet esimerkiksi kitkemällä korruption valtion virastoista.

Yrittäjyyskoulutuksen sisällöstä voidaan todeta, että markkinointiosaaminen ja rahoituslähteitä koskeva tieto koettiin kaikkein tärkeimmiksi. Vastaajien vapaissa kommentteissa koskien koulutuksen sisältöä korostui toive sen nivomisesta käytännön yritystoimintaan. Vastaajat toivoivat koulutusohjelman sisältävän yrityscaseja ja muita käytännön tehtäviä, sekä olivat kiinnostuneita kuulemaan yrittäjien menestystarinoita yrittäjiltä itseltään. Erityisesti naispuoliset vastaajat korostivat lisäksi henkilöstöjohtamistaitojen merkitystä koulutuksen sisällössä. Mahdollisuutta verkottua suomalaisiin yrittäjiin ja yrityksiin toivottiin myös.

Suosituksia yrittäjyyskoulutuksen kehittämiseen Venäjällä

Kyselytulosten perusteella voidaan nostaa esiin muutamia tekijöitä, jotka on hyvä huomioida suunnitellessa yrittäjyyskoulutusta venäläisyliopistoissa. Ensinnäkin, vaikka venäläisopiskelijat ovat erittäin kiinnostuneita yrittäjyydestä uravaihtoehtona, monilla on vaikeuksia määritellä yleistä asennettaan yrittäjyyteen. Tämä koskee esimerkiksi yrittäjän moraalien arviointia, mikä heijastaa edelleen neuvostoajasta suhtautumista yrittäjyyteen kielteisenä ja jopa rikollisena toimintana. Näin ollen yrittäjyyden etiikkaa olisi tarpeen käsitellä koulutuksessa muiden yrittäjyyteen liittyvien kysymysten ohella.

Toiseksi, kyselyvastaukset vahvistivat aiempaa näkemystämme käytännön tiedon tärkeydestä osana koulutusohjelmaa. Venäläisen toimintaympäristön kehittymättömyydestä johtuen osallistujille on tarpeen saada koulutuksen kautta tietoa, joka on Suomen kaltaisissa kehittyneissä talouksissa helposti saatavilla muista lähteistä. Tämä koskee ennen kaikkea tietoa rahoituslähteistä ja yritystoiminnan säätelystä. Kolmanneksi, tutkimustulokset korostavat tarvetta nivoa koulutus käytännön yritystoimintaan. Ohjelmaan tulisi sisällyttää sekä tehtäviä, joissa ratkotaan yritystoiminnan ongelmia, että menestyneiden yrittäjien kertomuksia siitä, miten he ovat onnistuneet luovimaan Venäjän vaikeassa toimintaympäristössä. Lopuksi voidaan todeta, että kyselyn perusteella venäläisopiskelijat ovat tottuneet maksulliseen koulutukseen. Samanaikaisesti he kuitenkin punnitsevat huolellisesti, antaako koulutus vastinetta rahoille. Tämä heijastuu tietyinä epäluulona uusia koulutusohjelmia kohtaan. Ennen kuin lähdetään käynnistämään uutta yrittäjäyyskoulutusohjelmaa venäläisessä yliopistomaailmassa tulisikin varmistaa, että osallistujilla on tarpeeksi tietoa ohjelmasta. Tämä auttaa heitä arvioimaan koulutuksen hyötyjä omalta kannaltaan.

Annex 4: Russian summary

Краткий обзор результатов исследования

В данном отчёте представлены результаты научного анализа анкетирования, проводимого среди российских студентов трёх университетов Санкт-Петербурга весной 2008 года в рамках проекта "Развитие предпринимательства", финансируемого программой ТАСИС. Партнёры проекта - Центр Малого Бизнеса Хельсинской Школы Экономики и Санкт-Петербургский Государственный Университет Экономики и Финансов. В анкетировании приняли участие 204 студента экономических и технических специальностей. Для проведения анкетирования была адаптирована анкета Центра Малого Бизнеса Хельсинской Школы Экономики, уже используемая ранее для анкетирования финских студентов. Настоящий отчёт содержит сравнительный анализ результатов анкетирования российских и финских студентов. Анкета состоит из четырёх блоков

вопросов, большинство из которых вопросы множественного выбора. Первый блок вопросов посвящён исходным характеристикам респондентов, включая возраст, пол, год обучения, специальность, наличие предпринимателей в семье респондентов и среди их друзей. Также этот блок содержит вопросы, касающиеся карьерных планов респондентов. Основная цель этих вопросов состоит в выявлении отношения респондентов к предпринимательству как к карьерной альтернативе. Второй блок анкеты содержит утверждения, призванные определить мнение респондентов о мотивационных факторах предпринимательства и препятствиях для занятия предпринимательской деятельностью. Эти утверждения отражают как персональные характеристики респондентов, так и факторы конкурентной и институциональной среды для предпринимательства. Третий блок посвящён общему мнению о предпринимателях и роли малого бизнеса в обществе и экономике. Наконец, в заключительных двух блоках анкеты содержатся вопросы, которые имеют целью выявить интерес студентов к участию в образовательной программе по предпринимательству и их мнение о том, насколько их университетское образование способствует развитию предпринимательских навыков и стимулирует к занятию предпринимательством.

Ниже представлено обобщение результатов анкетирования. Во-первых, российские студенты считают предпринимательство очень привлекательной карьерной альтернативой. Более того, российские студенты в большей мере хотят стать предпринимателями, чем финские студенты. В отличие от финских студентов, для российских студентов не наблюдается существенных гендерных различий в отношении к предпринимательству. Однако, ответы на вопрос "В каком секторе экономики Вы хотели бы иметь собственную фирму?" различаются для студентов мужского и женского полов. Большинство студентов мужского пола хотели бы иметь собственную фирму в сфере информационных технологий, в то время как студенты женского пола в основном указали различные сферы потребительских услуг. Частично это объясняется тем, что большая часть респондентов женского пола - студенты экономических специальностей, которые

соответственно не имеют навыков в конкретной сфере производства в отличие от студентов технических специальностей, большинство из которых студенты мужского пола. И, наконец, в соответствии с результатами анкетирования, те российские студенты, у которых есть предприниматели среди ближайших родственников и студенты экономических специальностей в большей мере заинтересованы в карьере предпринимателя.

Во-вторых, мы обнаружили как различия, так и общие черты между российскими и финскими студентами в оценке мотивационных факторов предпринимательства. В целом российские студенты придают большую положительную важность большинству мотивационных факторов в сравнении с финскими студентами. Данный факт ещё раз подтверждает, что российские студенты более ориентированы на предпринимательство. Наиболее важные мотивационные факторы для российских студентов отражают возможность влиять на собственную "судьбу" в отношении финансового дохода и реализации собственного потенциала и способностей. Однако такой фактор как возможность стать богатым, не был оценен как очень важный. И в этом российские студенты (и мужского и женского полов) отличаются от финских студентов мужского пола, которые придают этому фактору особую важность в усилении их мотивации стать предпринимателем. Более того, российские респонденты в большей степени акцентируют внимание на таком факторе предпринимательства как интересная жизнь, и в социальном плане и по содержанию задач и обязанностей. Важность фактора "внутреннее вознаграждение" следует из открытых ответов российских студентов, где наиболее часто называемый мотивационный фактор - "самореализация". Важным отличием в оценке мотивационных факторов между российскими и финскими студентами является отсутствие гендерных различий у российских студентов, в то время как у финских студентов эти отличия довольно большие.

В-третьих, анализ эндогенных (т.е. личных) препятствий для предпринимательства подтвердил наше предположение о том, что российские студенты более оптимистичны и в большей степени фокусируются на положительных сторонах

предпринимательства, чем финские студенты. Финские студенты оценили все факторы кроме двух более негативно, чем их российские коллеги. Для ряда факторов различия в оценках значительны. Финские студенты дают гораздо более негативную оценку такому фактору как финансовые риски, связанные с предпринимательством. Более того, финские студенты более негативно относятся к тому, что предпринимательство слишком ко многому обязывает и требует много времени. Также есть факторы, которые были оценены примерно одинаково обеими группами респондентов. Приблизительно 40% и финских и российских студентов считают собственную текущую жизненную ситуацию препятствием для того, чтобы заняться предпринимательством. Напротив, только приблизительно одна четвёртая респондентов в обеих группах считает, что влияние предпринимательства на личные отношения негативно сказывается на их желании стать предпринимателями. Наконец, социальная незащищённость предпринимательства и чрезмерно сильная зависимость от инвесторов - два фактора, которые российские студенты считают более значительными препятствиями для предпринимательства, чем финские студенты.

Помимо эндогенных факторов, российским студентам было предложено оценить факторы окружающей бизнес-среды как потенциальные препятствия для предпринимательства. Результаты опроса студентов показали, что их мнение в целом совпадает с мнением российских предпринимателей касательно экзогенных препятствий для развития предпринимательства и малого бизнеса в России. К факторам, наиболее негативно влияющим на желание респондентов стать предпринимателями, относятся доступ к финансированию, коррупция, бюрократия и сложное и запутанное законодательство. Напротив, факторы рабочей среды (т.е. взаимоотношений с остальными членами производственной системы) не рассматриваются российскими студентами как значимые препятствия для предпринимательства. Доступ к финансированию как важное препятствие для предпринимательства доминирует в открытых ответах студентов. Более того в открытых ответах были упомянуты такие негативные психологические факторы

предпринимательства как психологический стресс и большая ответственность (в большей мере респондентами женского пола).

В-четвертых, количественный анализ оценки российскими студентами утверждений об их отношении к предпринимательству и предпринимателям позволил разделить их (утверждения) на две относительно однородные (в отношении распределения ответов) группы. Во-первых, в оценке ряда утверждений респонденты были относительно единодушны (т.е. большинство либо согласилось, либо не согласилось с утверждением). Прежде всего, это касается роли предпринимателей и малого бизнеса для общества и экономики, которая в целом оценивается как положительная большинством респондентов. Респонденты в целом согласны и в том, что общество должно поддерживать предпринимательство. Также, с одной стороны, большинство респондентов считают, что предприниматели подвергаются чрезмерному риску, но, с другой стороны, большинство согласно, что предпринимательство предоставляет возможности полностью реализовать свой собственный потенциал. Так, российские студенты почти единодушно согласились с утверждением, что "предпринимательство для смелых людей с идеями". Во-вторых, респонденты нашли затруднительным оценить некоторые утверждения. Это отражается в распределении ответов между категориями, а именно, в большой доли ответа "Я не знаю (трудно сказать)". К таким утверждениям в первую очередь относятся утверждения о морали предпринимателей, а именно, что предприниматели руководствуются собственной выгодой и часто поступают своей совестью. Также к этой группе можно отнести утверждения о малых предприятиях как работодателях, т.е. эксплуатируют ли они своих работников и обеспечивают ли адекватные возможности для профессионалов.

Если сравнивать российских респондентов с финскими, наибольшее отличие было обнаружено в оценке утверждения о рискованности предпринимательства. Российские студенты считают предпринимательство более рискованным занятием, чем финские. Также российские студенты имеют более негативное

мнение о морали предпринимателей. В частности, они более часто согласны с утверждением, что предприниматели беспринципны и руководствуются собственной выгодой, чем финские студенты. Напротив, обе группы респондентов сходятся во мнении, что предприниматели и малый бизнес позитивно влияют на развитие экономики и общества и, следовательно, что государство должно поддерживать предпринимательство и малый бизнес в большей степени, чем на данный момент.

Анализ ответов российских студентов на вопросы о роли их университетского образования в решении стать предпринимателем, позволил нам заключить, что студенты, у которых есть хотя бы один предприниматель среди ближайших родственников и студенты экономических специальностей в большей степени уверены, что их университетское образование развивает в них навыки предпринимательства и стимулирует их желание стать предпринимателем. Тем не менее, доля студентов, ответивших на эти вопросы "Я не знаю (трудно сказать)" довольно высока (от 21 до 27%). К тому же остальные ответы почти равномерно распределены между согласием и не согласием за исключением утверждения "В моём университете студенты рассматривают предпринимательство как привлекательную карьерную альтернативу". 54% респондентов согласились с этим утверждением, что ещё раз подтверждает положительное отношение к предпринимательству среди студентов.

Наконец, наши результаты показывают, что российские студенты очень заинтересованы в дополнительном образовании в области предпринимательства. Большинство студентов были бы заинтересованы в участии в образовательной программе по предпринимательству и приблизительно 40% из них готовы заплатить за участие. Студенты экономических специальностей в наибольшей степени хотели бы принять участие в такой программе. Также студенты, у которых есть хотя бы один предприниматель среди ближайших родственников, более заинтересованы в участии, чем те студенты, у которых нет в семье предпринимателей. Основная причина нежелания участия в программе -

финансовая. Респонденты имплицитно ожидали, что такое обучение будет платным и заявили, что у них нет финансовых средств для участия. Более того, некоторые студенты выразили скептицизм по поводу того, будет ли уровень обучения соразмерен вложенным деньгам. Интересным является и то, что некоторые респонденты заявили, что они уже имеют достаточно навыков, чтобы стать предпринимателями, если только государство обеспечит базовые условия для этого, например, примет жёсткие меры для устранения коррупции в государственном секторе.

Что касается компонентов образовательной программы, то навыки маркетинга и информация о возможностях финансирования рассматриваются респондентами как наиболее важные. Анализ открытых ответов показал, что студенты очень заинтересованы, чтобы такая программа осветила аспекты "реальной жизни" в контексте предпринимательской деятельности: примеры становления и функционирования реальных компаний, встречи с успешными бизнесменами и т.п. Более того, особенно студенты женского пола отметили необходимость обучения в области управления человеческими ресурсами. Наконец, общение с финскими предпринимателями было отмечено как важный элемент такой программы.

Выводы исследования для подготовки обучающей программы по предпринимательству

Результаты обзора позволили нам выявить важные аспекты, которые необходимо учитывать при планировании образовательной программы по предпринимательству в российских университетах. Во-первых, несмотря на то, что в целом респонденты рассматривают предпринимательство как привлекательную карьерную альтернативу, многие из них нашли затруднительным оценить утверждения, касающиеся, например, морали предпринимателей. В этом контексте, наследие советского периода, когда частный бизнес рассматривался как негативное явление, до сих пор имеет своё влияние. Следовательно, образовательная программа должна содержать дискуссию о предпринимательской

этике. Во-вторых, результаты подтверждают важность практической информации в таком обучении. Из-за сложной (запутанной) российской бизнес-среды, такая программа должна также содержать информацию, которая в развитых экономиках доступна из других источников. Прежде всего, это касается источников финансирования и государственного регулирования. В-третьих, наше исследование особо отмечает важность освещения аспектов "реальной жизни" в контексте предпринимательства. Это может включать практические занятия в форме ситуационных исследований (case-study) отдельных компаний и презентации успешных бизнесменов о том, как им удалось преодолеть сложности российской бизнес-среды. Наконец, комментарии респондентов позволили сделать вывод, что российские студенты привыкли платить за своё образование. В то же время, они тщательно взвешивают, окупит ли полученное за деньги образование вложенный капитал. Это отражается в некотором скептицизме по отношению к новым образовательным инициативам. Следовательно, прежде чем запускать новую обучающую программу по предпринимательству, необходимо удостовериться, что потенциальные участники обладают достаточной информацией о программе, чтобы оценить её полезность.

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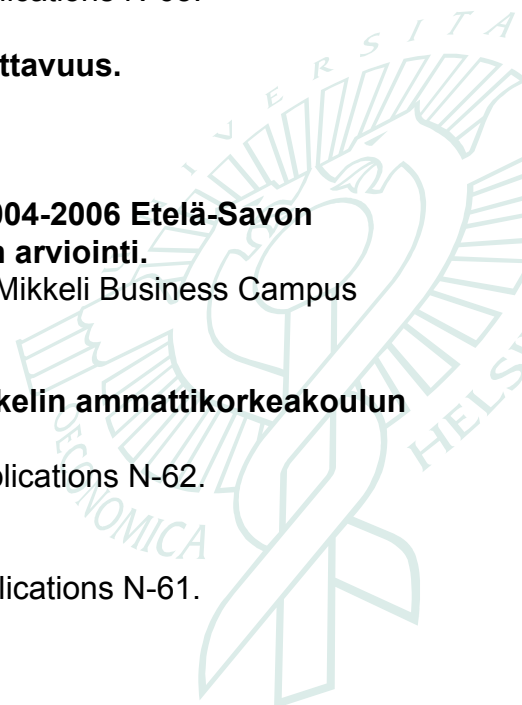
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