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ENTREPRENEURIAL COMPETENCE IN SPORT

***Abstract.** Entrepreneurial skills represent creativity, ability to analyze, motivation, ability to establish business contacts, adaptability. Knowledge about entrepreneurship is considered knowledge about the role of entrepreneurs and knowledge about entrepreneurship how to do business. Entrepreneurship can be seen as a process designed to meet important social needs in such a way that they are not dominated by direct financial benefits for entrepreneurs, while accelerating social change.*

***Keywords:** skills, entrepreneurship, sports.*

Modern sport is a very complex multi-faceted phenomenon that has many forms and different manifestations. Therefore, given the different sides of sport, it can be seen that sport is at the same time:

– a special type of professional work activity (for sports professionals and coaches, managers and sports agents);

– huge independent industry, large intersectoral sector and constantly growing economy, uniting a large number of different topics from different sectors of the economy (both global and national);

– attractive businesses and a specific field of entrepreneurial and commercial activity (for professional clubs and sports leagues, sports and marketing agencies, directions for organizing sports agencies, competitions, sports and recreation but also fitness clubs);

– an attractive and interesting show, pleasant entertainment, a form of leisure and recreation (for millions of fans and spectators, simple lovers and connoisseurs of sports);

– an effective channel for promoting products and services to the consumer, a positive opportunity for development through sports brand, image and reputation (for a business that sees, models and is looking for the consumer through a variety and number of sporting events in various sports).

Entrepreneurship in sports has its leaders in the Republic of Moldova. Of course, the internal fitness industry is worth noting.

The total revenue of the fitness industry has exceeded millions of dollars, although some clubs have an aggressive marketing policy.

In order to correctly predict and plan the further development of the global sports industry, it is necessary to be wise what are the key trends and long-term development of these industries today. Of course, each country can have its own path of development and its exceptional characteristics. This is due to the historical and national characteristics, traditional developed certain sports events, the geographical location of the country and even the climatic conditions of these, different models of sports financing, but the sports and entertainment industries have moved to a new level of competition for time and money from potential customers. This means that sports organizations and competitive sports organizers will have to think seriously about their competitive advantages, taking into account, first of all, prices, comfort, safety and services.

This new vector of development of the Moldovan sports industry requires new models and methods of teaching sports management. Especially if there is a need to teach entrepreneurship in sports.

The list of skills to be included in the entrepreneurship education program has become a frequently discussed topic, affecting rapidly changing market trends and increasing demand for technological innovation. These include changes that require a simultaneous response to modern scientific and technical developments and the emergence of new types of innovative and entrepreneurial activities. Creativity, innovation and entrepreneurship are recognized as critical factors in shaping entrepreneurial culture, but their relationship to the skills-based approach has been studied. In this context, we examine the attitudes of specialized sports students for creativity, innovation and to what extent, in their opinion, the educational system is developing.

Many entrepreneurship courses follow the classic definition of entrepreneurship, where the emphasis is on the processes by which people evaluate and exploit business opportunities for profit.

The analysis of the existing models of entrepreneurial education in foreign countries showed that the objectives are at the heart of their construction and are based on the system of entrepreneurship education, both in the current period and in the strategic period.

The British model covers all levels of education from elementary education and the load of vocational education, learning objectives and outcomes are formed at each level. Entrepreneurial education is seen as a process that contributes to the development of entrepreneurial competence. At the same time, the emphasis is not only on identifying and achieving skills, but also on innovation and performance.

In the US model, entrepreneurial competence is formed on the basis of a behavioral approach. Competencies are assessed based on the criteria identified following the analysis of certain aspects of behavior.

Unlike the US and UK models, entrepreneurship education in the Danish model is not defined as a process, but as a set of methods, approaches and training programs that support the development of the necessary skills representing value.

In Moldova, entrepreneurial skills are often taken into account in individual educational programs or courses.

According to the European core competency system, "entrepreneurial" core competency refers to a person's ability to turn ideas into action. This is a broad vision includes the perception of opportunities, the practical application of creativity, innovation and risk-taking and the ability to plan and manage projects. Most definitions assume that entrepreneurial competence is a system that includes many "aspects", "subjects" and "characteristics" related to sets of other skills, and competences [1].

During the analysis of school curricula, J.O. Fiet identified six main themes of areas of entrepreneurial competence. These areas listed in order of importance are: strategy; competitive analysis, growth management; generating ideas, rationality and risk; funding and creativity [3].

"Problem solving" followed by a mention of creativity and / or innovation, without explanations of what is meant by both terms. There are many other descriptions of entrepreneurial competence, including - "new ways to achieve

innovative business objectives", "ability" to anticipate and implement new realities; know-how (attitudes, values, motives), know-how how (skills), know-how (social skills), know-how (understanding) and know-how (knowledge). L.A. Gushchina offers specific skills to graduates of a sports university. In its model, innovative competence involves the integration of intellectual qualities (knowledge, skills) and personalities of a person (risk tendency, non-standard thinking and creativity).

A review of literary sources [2, 4] made it possible to identify several concepts for describing entrepreneurial competence: (1) explaining the theory of psychological traits, the content of specific characteristics of the entrepreneur's personality (who are entrepreneurs), (2) cognitive-behavioral theories and functional that describe entrepreneurial behavior (what entrepreneurs do) and (3) socio-cognitive theory, involves the comparison and analysis of acquired knowledge, development of knowledge, skills in interaction with the environment, of which people are part - potential entrepreneurs (examines entrepreneurship through context, for example, the analysis of student activities in a simulated or real context to create startups). These concepts also involve various explanations for the role of creativity and innovation related to entrepreneurship.

Most concepts and definitions of entrepreneurial skills are limited to elements of psychological and behavioral competence (personality traits and "behavior") and are not considered as integrated into the construction of traits, knowledge, skills, context-dependent skills. In practice, entrepreneurship training can vary significantly depending on which definition, theoretical approach and basic educational paradigm is used.

As Table 1 shows, the socio-cognitive approach differs significantly from previous research on entrepreneurial traits and behavior, which is often used as an argument to justify the long-held myth that entrepreneurs are born, not become. Through entrepreneurship education programs, universities can stimulate interest in entrepreneurship among both students and students' faculties and entrepreneurial careers [6]. Entrepreneurial education usually has a cause-and-effect approach, with an emphasis on planning and forecasting.

Table 1

Theoretical approaches for describing entrepreneurial skills

Theoretical approach	Trait theory	Cognitive-behavioral and functional theories	Socio-cognitive theory
Focus	Who is an entrepreneur / The personality of an entrepreneur.	What an entrepreneur does / Entrepreneurial behavior.	The way people (and entrepreneurs) interact with the environment / Entrepreneurship as a complex social process.
Key assumptions and rationales	<ul style="list-style-type: none"> - The entrepreneur has a different psychological profile compared to the rest of the population. - The ultimate goal is to determine what psychological traits (personality traits) distinguish non-entrepreneurs from entrepreneurs and / or successful entrepreneurs from the least successful. 	<ul style="list-style-type: none"> - The behavior of entrepreneurs and non-entrepreneurs is different. - Intentions serve as a catalyst for actions aimed at identifying opportunities, start-ups and creating the conditions for the intended action / planned behavior. - Attitudes and beliefs predict intentions, which in turn predict behavior. - The roles and functions of entrepreneurs are characterized by a set of skills and competences. 	<ul style="list-style-type: none"> - Entrepreneurship is the process of influencing environmental factors on behavior. - The belief that it is necessary to study the characteristics of an entrepreneur in isolation is erroneous, because there is no isolated entrepreneurship as such.
Approaches to education	Science "about" entrepreneurship (a theoretical approach that aims to understand the essence of entrepreneurship).	Entrepreneurship "pro" training (a professional-oriented approach designed to provide aspiring entrepreneurs with the necessary knowledge and skills). Usually with the participation and performance of successful entrepreneurs.	Learning "through" entrepreneurship (learning by doing, in which students go through the real process of learning entrepreneurship)
Barrier	<ul style="list-style-type: none"> - Discussion of opportunities for change in the learning process (Can entrepreneurship be taught?) - Despite attempts to formulate the concept of entrepreneurial skills and competence as a set of common characteristics, no consensus has been reached on a specific set of characteristics. 	<ul style="list-style-type: none"> - Criticism of the assumption that entrepreneurial failures are caused by wrong choices The branch of activity "not theirs". - The tendency to focus on the need to develop skills in general business and management functions, such as sales, production, accounting, supervision, etc. 	<ul style="list-style-type: none"> - Difficulties in operationalizing and conceptualizing the entrepreneurial process. - The debate on entrepreneurial research (What is entrepreneurship? How do opportunities develop?).

Many courses use business plans as a method of teaching entrepreneurship. D. Daniel, in a 2008 study covering 31 countries, found that the most common method of entrepreneurship education is the conference with guest speakers.

In response to traditional entrepreneurship courses, a number of researchers point out that entrepreneurship education should focus on how to act, anticipate and generate in the unknown future.

A. Fayol and G. Klandt in their studies conclude that the development of entrepreneurial thinking in graduates involves education focused on values, beliefs and attitudes, as well as emotional aspects associated not only with entrepreneurship but also with creativity and innovation.

Perhaps one of the obstacles to the development of entrepreneurial thinking and skills is that, like entrepreneurship, innovation and creativity are most often seen as traits that are usually attributed to people who are born or have certain characteristics [5]. These traits make them creative / innovative / entrepreneurial. Personality traits are usually confused with talents, ie the innate ability to do something very well. According to M. Csikszentmihalyi, creativity is promoted by a genetic predisposition, but creativity, together with innovation and entrepreneurship, can be learned.

The main argument for substantiating the relevance of developing the skills of creativity and innovation is Schumpeter's dynamic model of "creative destruction", in which creativity is seen as a predecessor of innovative behavior and a measure of the "entrepreneurial potential" of individuals.

J. Schumpeter believed that innovation is the essence of entrepreneurship; a person behaves like an entrepreneur only when he innovates [7].

It should be noted that innovation includes creativity, but it is not identical to it. Innovation involves using creative ideas to make some concrete and tangible changes in the area where innovation takes place. Any innovation begins with the generation of creative ideas, and the innovation of these successful implementation of these ideas with the subsequent creation of economic and / or social value on the market and / or in society. Creativity refers to the "ability" to generate and disseminate original ideas, to make assumptions, to combine concepts and methods in new ways.

Creativity also describes the ability to think in non-standard ways, to challenge existing hypotheses, flexibility and adaptability in solving problems. This is usually associated with divergent thinking and the development of many possible solutions to this problem, as opposed to "convergent" thinking associated with the development of the "correct answer".

However, in addition to the above functions, the authors focus on the development of a wide range of metacompetences ("soft", "soft skills-competencies") among people who have at least initial sports training, namely:

- communication skills;
- ability to work in a team;
- setting objectives;
- creativity etc.

All these skills underlie the formation of (innovative) entrepreneurial thinking and, as a result, a similar behavioral style. It is no coincidence that successful businessmen and politicians have been actively involved and (or) continue to engage in physical education and sports even after reaching high positions.

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