# SHAPING THE ENTREPRENEURIAL SKILLS THROUGH UNIVERSITY COURSES

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Abstract: In European society, fostering entrepreneurship skills is more critical than ever, as the region faces challenges such as economic competitiveness, technological change, and the need for sustainable development. Equipping individuals, especially university students, with entrepreneurial skills offers a strategic path to ensuring long-term prosperity, resilience, and innovation across Europe. This paper presents our approach to building and developing our students' entrepreneurial skills. Within the framework of several subjects in our curricula, the individual skill set needed by a current entrepreneur is gradually built. The focus is not only on fostering hard skills but also on developing soft skills, which are equally important for success in the market. The aim is to investigate and describe possibilities of how to incorporate entrepreneurial education into higher education courses and enhance students' interest in the topic via workshops provided by entrepreneurs.

Keywords: Entrepreneurial Education in the European Union; Higher Education; Entrepreneurial skills; Project Based Learning.

## 1 Introduction

Entrepreneurship is a proven driver of economic growth, innovation, and job creation in the long run. Except for various societal challenges, including ageing populations, environmental concerns, and the need for social cohesion, the European Union as a region is currently facing important challenges such as economic competitiveness, technological transformation, and the need for sustainable development, which is why the importance of promoting entrepreneurial skills in European society is constantly increasing and growing. Education of individuals, especially university students, to equip EU citizens with entrepreneurial skills offers a strategic route to ensuring long-term prosperity, resilience, and innovation across Europe. Individual industries and their development are represented by the entrepreneurs behind technology start-ups, green energy solutions, or innovations in the health and social sectors. Developing entrepreneurial skills among university students creates the conditions for the emergence of the next generation of leaders who change the approach to established norms, promote innovations focused on sustainable practices, circular economy models, inclusive growth, and stimulate job creation.

For university students, entrepreneurship skills can't be concerned just about starting businesses. These transferable skills enhance employability in a rapidly evolving job market. Critical thinking, problem-solving, creativity, risk management, and leadership are all core components of entrepreneurship. These competencies are in high demand across industries, and by instilling them during university education, Europe can better prepare its graduates for future jobs. By developing these skills, we can nurture adaptability, helping young professionals navigate the uncertainties and disruptions of the modern economy.

Europe's strength is hidden in its diversity of cultures, ideas, and markets. By its very nature, business encourages cross-border cooperation as entrepreneurs seek to expand their businesses and penetrate wider markets. Exposing university students to entrepreneurship during their studies encourages them to engage in international cooperation, to gain different perspectives, and to contribute to the development of the innovation ecosystems that transcend national borders. This cross-border exchange of ideas and solutions is key to Europe's position as a leader in global innovation.

Thanks to the above facts, entrepreneurship education has become a part of modern higher education, which promotes innovation, economic growth of society, and personal development of the students themselves as well as the growth of various communities. Universities around the world are increasingly incorporating entrepreneurship programs or methods into their curricula to provide students with the knowledge and skills needed to become successful entrepreneurs.

## 2 Literature review

The creation of new businesses has always contributed to the economy's productivity increasing steadily. Academic programs offering degrees in business management and economics should prioritize entrepreneurship education and the development of students' entrepreneurial attitudes. (Gerdin & Linton, 2016).

Schools usually don't provide students with enough real-world entrepreneurial experience (Harris, 1979). On the other hand, as students may engage with their peers, work with or be employed by them, and get real-world experience, university education might be an excellent time for them to start their own enterprises. Even a company's failure has benefits because many successful businesses have emerged from a line of failed ones (Thiel & Masters, 2014).

Moreover, participating entrepreneurs get vital insights from failing ventures that they may utilize in their future careers, whether as employees or entrepreneurs. The business sector has been significantly influenced by information and communication technology (ICT) in several aspects.

Many facets of economic life are now impacted by using information and communication technologies. Entrepreneurs may use it for marketing, banking and payment services, client product delivery, administrative institution communication, company creation, and other purposes. ICT development paved the way for the development of e-businesses and electronic commerce.

Entrepreneurship significantly influences economic growth (Carree et al., 2002). According to several early studies, entrepreneurs are not made but born. Universities and business schools have no capacity to educate people on how to be more entrepreneurial (Johannison, 1991). People are generally hesitant to pursue entrepreneurial careers because they view them as being extremely hazardous and uncertain (Petridou et al., 2009).

On the other hand, new research indicates that entrepreneurship education and training can help to foster entrepreneurship (Petridou and Glaveli, 2008). Entrepreneurship education is described as a set of institutionalized courses that educate anybody interested in creating a business. Entrepreneurship education may spark entrepreneurial efforts by cultivating an entrepreneurial mentality among students. (Petridou et al., 2009; Lubis, 2014). According to results of Zou (2015), entrepreneurial education should be incorporated in colleges and universities' reform and development plans, staff training systems, and teacher evaluation index systems.

The results of recent research have clearly demonstrated the necessity of entrepreneurial education. The contribution of academic institutions and business schools to the field of entrepreneurship education is a topic of discussion (Kirby, 2004). Some contend that the characteristics and abilities needed to create entrepreneurs are not fostered in the traditional educational system. Rather than teaching students how to become great entrepreneurs, the traditional education system trains them to be effective employees. Significant adjustments to the learning process are necessary.

Argumentation, creativity, critical thinking, management, problem solving, and time management are among the skill sets required to become an entrepreneur (Mani, 2017). Various teaching techniques are used in entrepreneurial education programs, including lectures, guest speakers, case studies, and role models (Solomon, 2007; Wilson et al., 2007). The goal of the entrepreneurship programs should be to educate students

about the realities of the real world and show them how to solve its challenges (Petridou et al., 2009).

In order to provide students with as much first-hand experience as possible in managing businesses, it is imperative that all the aforementioned fundamental components be included in the preparation of future entrepreneurs. Information and communication technology frequently enhances the learning process and supports students' acquisition of knowledge and skills (Akimov et al., 2021).

ICT may help aspiring business owners analyze, rework, and enhance their operations to maximize their firms' performance. It may also help throughout the entrepreneurship education process (Von Graevenitz, Harhoff & Weber, 2010; Vejačka, 2024). A variety of cutting-edge information and communication technologies are also employed in instructional procedures to simulate entrepreneurship (Vanevenhoven & Liguori, 2013). Keramitsoglou, Litseselidis, and Kardimaki (2023) proposed a virtual enterprise model for introducing circularity and sustainability in entrepreneurship to students.

Zhi (2021) created an education model for cooperative simulated firms with the goal of addressing specific teaching challenges in entrepreneurship. Borgese (2011) identified the virtual enterprise as a transformational learning tool that is extremely useful and successful in attaining entrepreneurship education objectives. Zhang and Zhang (2018) have recommended the use of simulated businesses for entrepreneurial education in Chinese higher education settings, concluding that it gives more practice capital for university students' self-employment.

This contribution will introduce the possibilities of shaping entrepreneurial skills in the educational process of university courses and its contributions to self-reported gains of students' knowledge, skills, and experience with entrepreneurship from our educational praxis.

## 3 Entrepreneurship in Education

### 3.1 The Importance of Entrepreneurship Education

Education for entrepreneurship offers several benefits. As noted above, entrepreneurs play a key role in job creation, economic growth and regional development. Their activities drive innovation and technological progress in countries' economies, as they contribute to the overall competitiveness of the economy. Basic skills, for example problem solving, critical thinking, creativity, leadership, and networking are more effectively shaped by the integration of entrepreneurship education into the educational process. These skills are highly transferable and valuable in a variety of career paths, even if students do not decide to start their own business later in their careers.

The creation and introduction of entire curricula, stand-alone courses, or parts focused on the development of entrepreneurial skills allows teachers to encourage students to come up with new ideas and develop them further. Students are thus forced to approach problem-solving in a more inventive way and to go beyond classical approaches with the courage to take risks. In the frenzied environment of an educational institution, students thus gain new, enriching experience, but also freedom, a sense of purpose in their studies, and control over their professional career.

The main objective of entrepreneurship education is to gain a thorough understanding of the key concepts and issues associated with starting and running a business. The cornerstones of such education include basic principles in areas such as planning, marketing, financial management, and operations management. Important aspects that complement theoretical training are internships, cooperative programs, and business competitions, which enable the practical application of the knowledge acquired in a real environment, thus gaining valuable practical skills during study.

During this learning experience, students gain access to experienced entrepreneurs and professionals from various industries who provide them with an outside perspective, expertise, and advice, and open opportunities by sharing contacts with potential partners, investors, and clients. A significant benefit is the sharing of their experiences, which enhances the motivation of the students to participate in the self-education process. Moreover, accelerators and incubators serve as additional tools, providing support, resources, and funding to aspiring entrepreneurs. In this environment, young student entrepreneurs can develop their ideas, refine their business plans, and gain access to the basic resources needed to build their businesses.

As the global economy develops, the demand for business education is expected to increase. Encouragement for entrepreneurship education is nowadays at the heart of education changes in the European Union. The list of educational roles of current educational institutions is expanding to include the responsibility of guiding future generations of workers towards entrepreneurship and entrepreneurial thinking. The universities are already adapting their courses to the changing demands of students and the economy, including new technologies and trends.

Many institutions, such as Aalto University, Finland, ESCP Business Schools, Germany/France, Linnaeus University, Sweden and others, provide courses focusing on social entrepreneurship, sustainable business, and digital marketing. However, it is not necessarily necessary to create a new study program to introduce entrepreneurship education. There is a wide variety of ways to incorporate entrepreneurial principles into education: seminars, guest lectures, networking events, experiential learning projects with possible exposure to real-world experiences, collaborative efforts, mentoring programs, etc. (Wang, 2024). Through them, students can learn skills that are crucial for their future lives.

As stated later in the article, education towards entrepreneurship with shaping different entrepreneurial competencies and skills are nowadays widely integrated into university courses. The importance of this topic is underlined with wide and intensive support from the side of European Commission. The main activities that aim to enhance entrepreneurial skills, promote innovation and ensure access to resources and opportunities for start-ups and aspiring entrepreneurs can be described by following:

- *SME Strategy for a Sustainable and Digital Europe* provides support for small businesses by simplifying access to finance, boosting entrepreneurship, and promoting digital and green transitions.
- *EU Startup Nations Standard* ensures EU member states create the best possible environment for startup growth, including entrepreneurship education and regulatory improvements.
- *European Social Fund* and *European Regional Development Fund* that fund or co-finance numerous national and regional projects aimed at boosting entrepreneurship education and vocational training.
- *InvestEU Program* aims at mobilizing public and private investment by funding SMEs, startups, and innovators across various sectors.
- *Skills Agenda for Europe* strengthens the focus on lifelong learning, with entrepreneurship as a core competence.
- *Digital Education Action Plan (2021-2027)* - Focuses on enhancing digital skills across the EU, including measures to integrate entrepreneurship into education systems. *European Innovation Council* supports high-risk, high-impact innovation by providing funding, advisory, and networking services for startups and scale-ups.
- *European Institute of Innovation & Technology* fosters entrepreneurial education through its innovation communities, combining business, education, and research to develop skills and start-ups in fields like health, digital, and climate.

- *Erasmus for Young Entrepreneurs* - EU exchange program that provides aspiring entrepreneurs with the opportunity to learn from experienced counterparts in other EU countries.

**3.2 Entrepreneur's skills set**

The integration of the development of entrepreneurial skills and abilities during the studies helps to understand better the needs of the market, the management, and the needs of potential clients and thus increases the courage of students to start their own business, while at the same time enables them to understand the needs of their potential employers. If students gain practical business experience during their education, they also become much more valuable employees who can think and act in an entrepreneurial spirit. This way of thinking can contribute to the success of their employers' businesses even if they do not decide to go into business for themselves. It is therefore essential for policy makers, business leaders, and teachers to develop the entrepreneurial spirit of young Europeans.

Entrepreneurial competencies represent a set of characteristics associated with successful business development. Competencies include personality traits and individual motivation as well as specific knowledge and skills. As Gustomo et al. (2017) state, competencies are skills that can be learned and that enable people to perform successfully. Therefore, recognizing and identifying competencies is very important for educators and the development of learning opportunities.

There were identified 5 dimensions of entrepreneurial competencies: *opportunity, administrative, relationships, personal and commitment* (Lee et al., 2016). In the research of entrepreneurial competencies there are mentioned mainly three different competencies models: *Three entrepreneurial competencies models - Entrepreneurial Competencies Models* (Morris et al., 2013), *Great Eight Model* (Bartram, 2005) and *EntreComp* (Bacigalupo et al., 2016) that made it possible to identify the 15 important skills that help achieve greater success of the entrepreneur. Based on the EntreComp model they are grouped into three main competence areas:

- The area named *Ideas and Opportunities* emphasizes identifying ways to create value for others through vision, creativity and opportunity recognition while ensuring that ideas remain ethical and sustainable. Key to this is the process of exploring business opportunities. This process involves systematically assessing innovative ideas, strategies and market trends, identifying reliable data sources, validating business potential and exploring insights from industry and consumers. Creativity and innovation are indispensable skills for success in a dynamic environment. Different tools and techniques that help solve problems efficiently and generate innovative ideas are important parts of enhancing creative and innovative potential of the entrepreneurs. Creative ideation makes it possible to define a mission and vision in business easier.
- The area of *Resources* focuses on understanding and mobilizing internal and external resources to achieve the set objectives, identifying one's skills, strengths, and abilities, and other resources that complement them. By recognizing their strengths, weaknesses, successes, and progress, entrepreneurs build their self-awareness, self-efficacy, and active mindset. Leadership skills, ensuring effective business management and financial literacy are indispensable skills in the effective use of various resources. Another of the key factors is motivation. This serves as a driving force that supports individuals in overcoming challenges and setbacks while maintaining focus on long-term goals.
- The *Into Action* area emphasizes the initiative itself, and the implementation of the entrepreneur's plans. This process also includes gaining experience in overcoming risks and uncertainties that need to be overcome in practice. Development in this area is achieved through the further development of qualities such as self-education, proactivity, and perseverance in achieving goals. Fostering a proactive approach enables students to gain the ability to identify opportunities and respond effectively to challenges in both educational and professional contexts. To manage the business optimally, management and decision-making under conditions of risk and uncertainty need to be included in the educational process. The need to gain experience while solving tasks in teams is also not overlooked, as such collaboration integrates different perspectives and promotes innovation, which further improves business management. Resource management and working in teams enable awareness of the importance of initiative, effective management and adaptive decision-making in transforming ideas into effective business actions.

Without implementing these topics into education, we will not achieve a positive attitude towards entrepreneurship as such, and entrepreneurship will not become one of the employment opportunities for university graduates. It is therefore important to integrate the development of entrepreneurial skills into fields of study that are not directly focused on business disciplines and to adapt this education also to students with different educational backgrounds.

**4 Background information and integration of Entrepreneurship to the education process**

A graduate from our faculty understands the basic principles of the functioning of the economy. He has the prerequisites to assess and solve theoretical and practical problems in the private and public sector and can creatively apply knowledge of teaching, management, marketing, project management, team management and law in economic and social practice. He is professionally prepared to manage and participate in the solution of various analytical tasks and research projects.

In the EU environment, entrepreneurship is not only understood as a competence related to opportunity identification, business development, self-employment, business creation, and growth. It is understood in a broader sense as a complex of other aspects such as personal development, creativity, proactivity, and initiative. Entrepreneurship can thus be broadly described as the ability to act on opportunities and ideas and turn them into value for others. The value created can be financial, cultural, or social, and the outcome of entrepreneurship is not only to make a profit but also to improve social and cultural conditions in a given context.

Even though the field of study provided by our faculty is not directly focused on business and entrepreneurship, we decided, in the context of the above-mentioned facts, to integrate into the offered subjects, tasks and topics that will help our students in developing some entrepreneurial competencies.

In this article, we describe two subjects, Informatics II and Economic Information Systems, within which we integrated the topic of developing entrepreneurial skills through various assignments. Both subjects used the same didactic concept Figure 1.

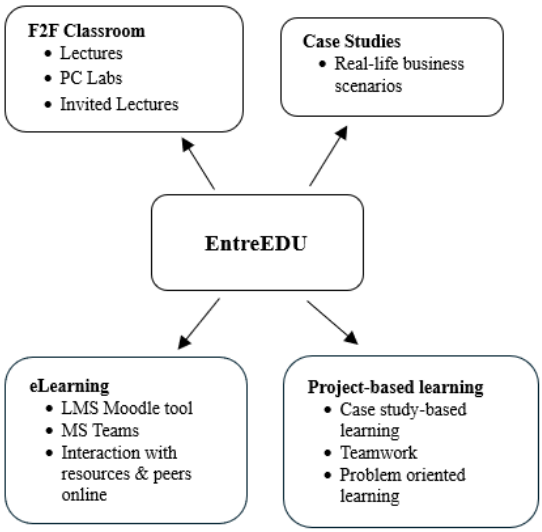


Figure 1 Didactical concept for shaping entrepreneurial competencies; Source: own

This picture presents the main concept of the educational process that students have at their disposal during the study of the described subjects. During the semester, they have classic F2F sessions supplemented by online activities on LMS Moodle. By supplementing lectures and exercises with classes led by experts from practice, we show students in specific case studies the use of e.g. ICT for better and more effective search and management of resources and work teams. Semester projects simulate real-life learning scenario in workplace. In groups of 4-5 people students face real-life problems of analyzing the current situation in the company and marketplace and try to stay competitive by discovering possibilities of innovation and further development of team business. The Mentioned combination of different kinds of learning resources and learning activities provides a wide range of possibilities of shaping entrepreneurial skills and competencies of the students.

The main aim of the course Informatics II is to provide basic knowledge about business informatics and concepts related to this area. It focuses mainly on the position of data in today's companies, their creation, analysis and visualization. Students will acquire knowledge of the principles and methodologies of process and data modeling, their interconnections, and the potential for implementing these methods in real-world corporate environments. They will also gain practical experience in creating fundamental models utilized in the formulation of business information strategies. During the educational process various teaching and learning methods are employed, i.e. an interactive lecture connected with the establishment of a problem and a possible discussion with students on given topics and use-case from a given area presented by companies from practice, computer-assisted teaching to facilitate problem-based teaching, which we use to acquire, support and develop practical skills.

In order to develop practical skills and competencies, we have included a semester project in the teaching of the subject, which also uses the method of role-playing and various online activities using the gamification of the educational process.

Successful completion of the course presupposes active independent work of the student, whether self-study of relevant literature, active search for information in the Internet environment and work with the necessary applications to create business process models, database management system, spreadsheet, etc.

The basic objective of the EIS course is to try to run a small virtual company from its establishment to the annual closing through information and communication technologies. The course will provide practical experience in commercial law, accounting, marketing and building and managing the economic information system of a modern company. Students will gain knowledge in the field of entrepreneurship, company legislation, electronic communication security, payment systems, e-commerce, company accounting and information systems analysis.

They will also gain skills such as the ability to master the basic operations necessary for establishing a business entity, work with an electronic filing office, submit electronic documents related to the establishment of a business entity, work with an electronic bank, create a website for a business entity, operate e-commerce, make electronic payments for goods purchased in e-commerce, develop a strategic study and business plan, file an electronically created tax return, record transactions of a business entity in accounting software or develop an analysis of the information system used.

At the same time, the EIS course significantly develops logical and critical thinking, provides the ability to navigate the business environment and the environment of electronic information systems for business support, and then use them to master the acquired skills described above. Through the analysis of the information system, the student develops the ability to evaluate the environment and processes that he performed during practical actions during the operation of the company. The subject builds on the amount of knowledge gained in previous completed subjects from previous years of study.

However, both subjects contain activities that help us develop our students' entrepreneurial competencies. The following image schematically shows which of all the competencies listed in EntreComp are developed. (Figure 2).

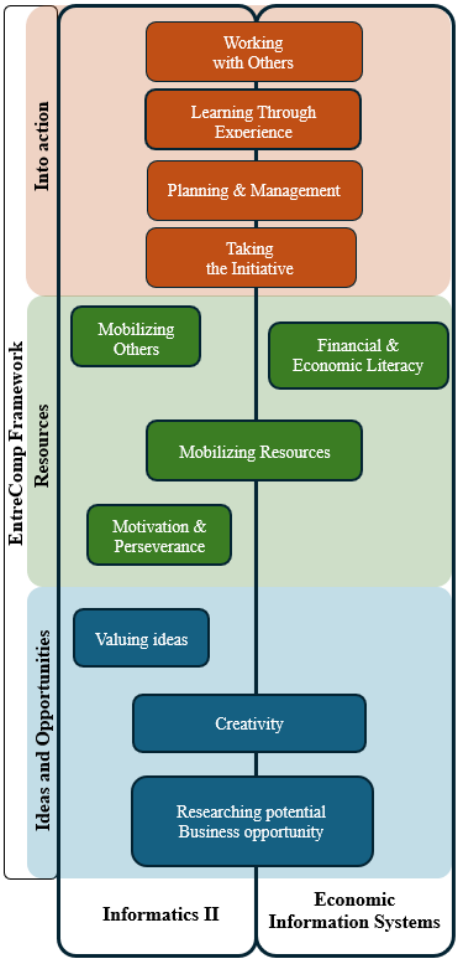


Figure 2 Entrepreneurial skills development in courses Informatics II and EIS; Source: own

During the course of Informatics II (in addition to acquiring theoretical foundations) students also acquire practical skills, primarily by participating in a semester project. Its aim is to critically analyze processes in a selected company and propose an innovative solution. The main outputs of the project include a report in which students analyze the position of the company and its competitors on the market, identify shortcomings in the management of processes in the company and choose one for which they subsequently propose an innovation.

The semester project is solved in small teams, managed by the SCRUM method, where they can try out all roles and teamwork in the life cycle of the semester project, thanks to which we develop competencies such as organizing and executing, leading and deciding, planning and management supporting and cooperation. The project outputs are User Stories covering areas such as process modelling, creating data structures, analyzing the impacts of introducing innovation into the business environment, etc. These phases of the project solution develop skills and competencies such as Mobilizing resources, Analyzing and interpreting, commercial thinking, Identifying and accessing business opportunities (Ideas and opportunities).

They then defend the created presentations through a presentation, thereby developing another entrepreneurial competence – interacting and presenting. Since the students have not encountered a similar task or the area where the project was being implemented in the past, it is necessary for them to study a lot. This covers the Learning competence, important for the needs of an entrepreneur who wants to "keep up with the times". The Informatics II course is more focused on teamwork, ideation, creative thinking, but omits topics such as legislation, financial management, etc. These competencies are developed precisely within the EIS subject. Subsequently, in the further course of study, students become familiar with various aspects of the functioning of businesses and the economy.

In the course of Economic Information Systems (EIS) the business activities of newly founded e-commerce enterprises are simulated. The students' firms have a fictitious character with an aim to serve for entrepreneurship education purposes within the course. This non-mandatory course is available to students in their second year of master's degree studies in Business Informatics, or in the third year of bachelor's studies in Finance, Banking, and Investment. The EIS course uses problem-oriented learning, learning-by-doing, and e-learning methodologies.

The EIS course simulates the operation of electronic commerce in the context of the Slovak economy using virtual companies. The EIS course is constructed around e-learning technologies, which allow students to complete the course without having to attend in-person lectures. Face-to-face components of the course are mostly advisory in nature and are not mandatory for students. The course allows students to put the foundations of entrepreneurship into reality by creating and managing virtual enterprises. The EIS course uses problem-oriented learning, learning-by-doing, and e-learning methodologies, and participants may increase their understanding of website design, online store administration and management, legal concerns, taxation, and accounting.

Within the EntreComp framework students during the EIS course develop multiple entrepreneurial competences. The EIS course is based on the principle of learning through experience within the first period of existence of students' virtual firms. When establishing their virtual businesses, students need to take the initiative to start their entrepreneurial careers. While preparing business and strategic plans for their virtual firm, their creativity is fostered.

Students also experience the necessity of daily management of their business and as well as the need for operational and strategic planning within their businesses. Furthermore, they research potential business opportunities when preparing a strategic plan for the development of their business in the future. Students practice cooperation while working with their peers as long as competitiveness when competing with other virtual firms. When they analyze the economic state of their business and prepare their company's accounting, they also improve their economic and financial literacy by practical experience.

**5 Results**

As inputs for evaluating the success of the integration of the formation and development of entrepreneurial skills, we used two sources: the evaluations obtained from students after completing a given activity developing one of the entrepreneurial skills or competencies and the feedback, we obtained from students completing the given subjects. Our evaluation generated positive and encouraging results.

The students' activity is evaluated within each subject based on the course graduation criteria, however, since tasks focused on the development of entrepreneurial competencies can also be evaluated separately, we focused not on the overall results of the students after completing the subject, but on the evaluation of their skills, or rather. the quality of the outputs, for the creation of which it was necessary to use a certain number of entrepreneurial skills. The results obtained were analyzed and determined the most problematic part, which needs to be worked on further in the future.

As described in the previous chapter, the aim of the semestral project (SP) is to transfer students to the environment of a chosen company (small, medium, large – this decision depends on their choice) and focus on solving a specific problem. Within the framework of the project evaluation, we focus both on the development of hard skills (such as working with various applications such as ARIS Express, MS Excel, MS Access, Trello/MS Teams, MS PowerPoint/Canva, …), and on the development of soft skills and entrepreneurial competence, as stated in the EntreComp document.

Thanks to the evaluation of the results that the students obtained after the submission and subsequent defense of their proposed innovation, we found the following: The students excelled especially in demonstrating their hard skills, that is, that they are able to use the applications they encountered during their studies in an appropriate way for the necessary purposes. Semestral projects were developed by 141 students forming 34 teams (composed of 3-5 students).

Within the SP assessment, the points are divided into demonstrating technical skills (hard skills) and soft skills. In the case of hard-skills, students achieved an average of 88% points. As for the area of business skills, in their case, the students achieved the following levels of assessment:

- *Ideas and opportunities* – 68%, which was due to a poorly processed survey of the existing market and comparing their ideas with existing products,
- *Resources* – 67%, while in this area they demonstrated a lack of skills in searching for and subsequently using various types of resources in practice,
- *Into Action* – also 67%, while the most significant problem for students was time management and cooperation, but this deficiency was gradually eliminated during the project.

Another deficiency appears to be a lower level of argumentation and presentation of one's positions during the presentation of results in public.

What pleased us is that the younger generation shows very good results in competencies such as creativity and ideation. In addition to the results obtained, which we assigned, we were also interested in the perception of the importance of developing entrepreneurial skills by students and how they perceived the need for integration into the subject. We obtained their opinion through questionnaire surveys. It is important to note that a different number of students participated in the surveys, because the subject Informatics II is taught in the 1st year of bachelor's studies and EIS in the third, and therefore some students no

longer appear in this subject for various reasons. Likewise, we did not evaluate the abilities of the same sample of students, but of current participants in the given subjects in the academic year 2023/2024. However, in the future, we plan to conduct this research on the same sample of students to get an overview of the development of the abilities of the same people.

Within the course Informatics II, 107 students participated in the feedback, completed the course and submitted and defended the semester project. This group did not include students who, thanks to the cooperation of the team, worked on the project and completed it, but did not receive enough points on the transcript and therefore could not evaluate the course after its overall completion. The feedback mapped out general questions about students' satisfaction with the content of the course, educational methods and the method of subject assessment, or communication with teachers during their studies. In addition, it also contained questions with which we determined their opinion on individual parts of the semestral project and their impact on their future lives.

As for the semester project, which developed entre competencies the most, 89% of students consider SP to be a contribution, as well as the fact that the topic of SP is interesting. Up to 95% of students confirmed that they had never worked in a team before and were not familiar with SCRUM. Thanks to SP, up to 7% worked 3-4 hours a week on SP and 56% worked about 1-2 hours a week, which they also marked as a contribution, because SP is usually dealt with only occasionally, right before submitting SP. What is good is that they confirmed teamwork, when 75% of respondents said that they worked evenly within the team. However, what they failed at was the time frames, which they set themselves (56% sometimes yes, sometimes no, 34 yes). They also marked this as the most common problem, along with communication within the team.

Within the course Economic Information Systems (EIS), 71 students participated in the feedback, who successfully completed the course. The feedback recorded questions about students' satisfaction with the content of the course, educational methods, communication with teachers and their opinion on individual parts of their virtual firm's first business period. They also assessed their impact on their potential future entrepreneurial lives.

Nearly 97% of respondents thought that attending the EIS course provided them with relevant expertise in establishing or operating a firm. More than 90% of course participants stated to have learnt anything new regarding the process of establishing a business in accordance with applicable regulations. Despite having experience with business plan generation, more than 61 percent of respondents said that the practical drafting of a business plan for their virtual firm was beneficial to them. More than 86% of course participants said it was beneficial to get hands-on experience talking electronically with virtual public administration authorities through the virtual lab's electronic register.

Additionally, nearly 73% of students said that using digital signatures in this communication was a worthwhile experience. More than 32% of respondents stated that creating a website for their own company provided them with some additional learning possibilities, even if they had previously made a website for their studies. More than 72% of students felt that starting and maintaining an online store for their business was a beneficial experience. Students mostly appreciated the chance to see an online store run from the administrator's point of view. The ability to attempt to maintain an accounting of their virtual businesses as they would in real life was deemed helpful by nearly 59% of participants in the EIS course. The experience with the first accounting period was particularly highlighted by the students. Even though it was outside the purview of the present course, 72% of students said they appreciated the task of developing a long-term plan for their virtual businesses.
Over 87 percent of students appreciated the practice of financial and economic literacy and 79% creativity. As many as 95% emphasized the possibility of learning through experience. 61% appreciated planning and management, and 48% had experience with taking the initiative. Almost 90 percent welcome the opportunity to work with others within the EIS course. Moreover, 74 percent of the course attendees considered researching potential business potential as an important part of this course.

Based on the above facts, it can be stated that the proposed didactic framework supports the development of entrepreneurial skills, in particular – teamwork, organization of time and people, support of creativity and gaining practical experience with the life cycle of a project from its beginning to the presentation of results. However, in the future, it will be necessary to examine in more detail the level of these skills at the very beginning of the educational process and subsequently, it will be possible to more optimally evaluate the contribution of the activities themselves to shaping entrepreneurial competencies of students.

**6 Conclusion**

Fostering entrepreneurship skills among university students and in broader European society is an investment in the region's future. It drives economic growth, innovation, and job creation, while also equipping individuals with the critical skills necessary to succeed in a dynamic world. By cultivating entrepreneurial thinking, Europe can build a resilient, sustainable, and competitive economy that meets the challenges of tomorrow with creativity, inclusiveness, and adaptability. It is essential for European policymakers, educational institutions, and businesses to work together in promoting a culture of entrepreneurship, ensuring that young people are ready to shape and lead the future. Building entrepreneurial culture has become a priority not only for public-policy makers, but also for educators and researchers.

Embracing EntreComp (Bacigalupo et al., 2016), therefore, means believing that everyone can learn to become more entrepreneurial. It also means believing that – by becoming more entrepreneurial – learners, employees, civil servants, managers, third sector leaders or business owners can create greater value for others. It means believing that entrepreneurship is not only about creating successful businesses, but rather it is a competence that allows us to improve the environment we live in, by tackling old and new problems, addressing the unmet needs and having the ambition to tackle well-known and emerging challenges.

Entrepreneurial skills are important not only for entrepreneurs themselves, but their development is also important for employees. Skills in business management, teamwork and leadership, communication, analytical and problem-solving skills, critical thinking, and planning skills are important also in every business, no matter if you are an entrepreneur yourself or part of a larger enterprise. Finding leadership opportunities such as managing specific projects or teams, and requesting feedback on your performance as team leader, helping coworkers organize and manage their time by helping them develop strategies that keep them organized and on task, learning from your supervisors by observing the approaches they use to manage teams, make decisions and collaborate with other managers leads to the development of not only the department, the business but also the overall society.
The young generation is very aware of this need, as proven by our results, and appreciates the integration of topics related to building entrepreneurial skills. As part of their university studies, students have several options in a safe environment to acquire, build and eventually transform these skills into start-ups, whether as part of compulsory and optional courses at the faculty or by active participation in various workshops, where they also benefit from an international environment.

**Literature:**

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**Primary Paper Section:** A

**Secondary Paper Section:** AM