

Quo Vadis: Mentoring in Entrepreneurship Education?¹

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Abstract: Nowadays the rise of mentoring concept has entered to entrepreneurship domain. Relationship between mentee and mentor, which has been applied into career and organizational context, also is being tried into entrepreneurship education as the relationship between new entrepreneurs and experienced entrepreneurs. Since entrepreneurship is believed as the answer for unemployment, poverty, and economic crisis, then entrepreneurial success tend to be measured only by economic criteria. Many entrepreneurship educations were designing various projects to equip new entrepreneurs in order to create new venture. It also influences how mentors help the mentees, which also emphasize to gain profits, revenue growth, and sustainability. This paradigm seems to ignore psychological characteristic of entrepreneurs and to narrow entrepreneurship as the pursuit of money. This article will review where the direction of mentoring in entrepreneurship education, what roles of mentor, and expected learning outcomes from mentoring in entrepreneurship education.

Keywords: mentoring, entrepreneurship education, psychological characteristics

Abstrak: Saat ini perkembangan konsep mentoring telah masuk pada area entrepreneurship. Hubungan antara mentee dan mentor, yang telah diterapkan dalam konteks karier dan organisasi, juga tengah diterapkan dalam pendidikan entrepreneurship sebagai hubungan antara entrepreneur pemula dan entrepreneur yang telah memiliki pengalaman. Karena entrepreneurship diyakini sebagai jawaban bagi masalah pengangguran, kemiskinan, dan krisis ekonomi, maka kesuksesan seorang entrepreneur cenderung diukur hanya dengan kriteria ekonomi. Banyak pendidikan entrepreneurship yang merancang berbagai proyek untuk membekali entrepreneur pemula dalam rangka menciptakan bisnis yang baru. Hal ini juga memengaruhi bagaimana mentor membantu mentee, yang menekankan untuk mendapatkan keuntungan, peningkatan pendapatan, dan keberlangsungan suatu bisnis. Paradigma ini tampaknya mengabaikan karakteristik psikologis yang perlu dimiliki oleh entrepreneur serta mempersempit entrepreneurship sebagai bentuk mengejar uang belaka. Artikel ini akan meninjau tentang arah mentoring dalam pendidikan entrepreneurship, apa peran mentor, dan hasil belajar yang diharapkan dari mentoring dalam pendidikan entrepreneurship.

Kata-kata kunci: mentoring, pendidikan entrepreneurship, karakteristik psikologis

Compared to other countries in Asia Pacific, Indonesia still has higher number of youth unemployment (Silitonga, 2012). There is more than half from total number of unemployment which is categorized as youth age until Febru-

ary 2012. Young age, more opportunity in the future, but without any job, it will be the disaster for the nation. Therefore, this problem should be solved and entrepreneurship is believed as the solution for youth unemploy-

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ment. It's not only about solving youth unemployment, but entrepreneurship is also believed as the hope for increasing economic growth and reducing poverty then pursuing the wealth country.

According to Drucker (as cited in Kuratko, 2005), entrepreneurship is like other disciplines which can be learnt. It means that to be an entrepreneur, someone can be educated or trained. So entrepreneurship education becomes the answer to create new entrepreneurs. Many entrepreneurship educations were designing various workshops, curricula, and projects to equip future entrepreneurs.

However, because the trigger of entrepreneurship is related with economic crisis, poverty, and unemployment, then many people approach entrepreneurship merely in economic paradigm. Revenue growth, profits, and business sustainability are common measurement in many studies about entrepreneurial success venture (Chrisman et al.; Ensley & Griden; Stoica & Schindehutte as cited in Cornwall & Naughton, 2003; Davidson as cited in Juhdi, 2011). This measurement is used so that entrepreneurs can perform well to give contribution for economic recovery.

Regarding with the common measurement of entrepreneurial success venture, then unsurprisingly it also influence the way of entrepreneurship learning between the lecturer and students in class. The lecturer may suppose that merely how to gain profits is more important things for successful projects than how to develop the students' personality as the entrepreneurship learner.

Relationship between the faculty member/facilitator and the students is inevitably important thing in entrepreneurship educa-

tion. Among many form of those relationships, mentoring is the one of methods which can be beneficial to maximize learning process (Wilson, 2011). Mentoring concept emerges during this last 20 years. Initially, mentoring was used in business when senior manager identify young potential employees and train them to get accelerated promotion (Bulstrode & Hunt, 2000). Then this concept also covers into career guidance, medicine, nursing, and supervision for PhD students. The relationship between mentor and mentee also is being tried into entrepreneurship education as the relationship between experienced entrepreneurs (lecturer/facilitator) and new entrepreneurs (students).

Those criteria in economic paradigm also influence the relationship between the lecturer/facilitator and the students. The lecturer/facilitator will focus only on how the students start-up business, how to increase the revenue, how the students' start-up business can be sustainable, or how the students' business can achieve certain profits. Although economic criteria is not totally wrong, but it seems that entrepreneurship is just only done to pursuit of money. Then it remains the research question, what are the alternatives aspects of entrepreneurial success and how they imply to mentoring in entrepreneurship education?

Researcher use literature review as the methodology. In this article, researcher will review where the direction of mentoring in entrepreneurship education based on entrepreneurial success, what roles of mentor, and expected learning outcomes from mentoring in entrepreneurship education.

IMPORTANT FACTOR IN ENTREPRENEURIAL SUCCESS

In reality, the students who start-up their business will face very dynamic situation, like doing everything by themselves, unstable business, manage the cost and revenue (Perez & Canino, 2009). Therefore, if financial performance is used as the success measurement, many new ventures are failed. Although the students show positive entrepreneurial characteristic and potential success, like showing creativity and innovation, knowing the segment, and gaining positive feedback from customer; it can't be rely on economic terms.

According to Wilson (2011), the focus in entrepreneurship education is not limited only by start-up project and related financial stuff. Developing entrepreneurial attitude, skills, and behaviors; like building self-efficacy, practical skills in initiating the ideas; are perceived as the more effective way in preparing student to face real world situation.

Consistently with the finding that psychological characteristics of an entrepreneur itself, like mindset, persistency, and initiative, mentioned as the most important factor in entrepreneurship, psychological perspective also take part in entrepreneurial success (Shepherd; Zopounidis as cited in Baum et al., 2007).

Need for achievement in some studies became the important motivation for entrepreneurial success (Westhead et al.; Wu et al. as cited in Chen et al., 2012). Bensing et al. (as cited in Elmuti et al., 2012) found that psychological traits, managerial training, and external environment related with psychological and behavioral traits contribute to successful entrepreneurial venture.

Interestingly, in the research of Elmuti et al. (2012), there are 60% of entrepreneurs who have been engaged in entrepreneurial venture for several years choose interpersonal skill and social competence as the factor lead to entrepreneurial success. This choice is higher than capital, hard work, and good product. They also agree that real-life case example based on reflection and discussions through entrepreneurial learning process are contributing for entrepreneurial success.

Perez and Canino (2009) found that entrepreneurs who run the venture by customer-orientation gain higher degree success than entrepreneurs with financial-orientation. The measurement of success is defined by combining subjective and objective evaluation, such as his/her satisfaction with sales, ROA, company growth, the achievement of business goals, general company success, success compared with that of competitors, and increasing sales per year.

MENTORING

Mentoring comes from the word "mentor", name in the Greek mythology. At that time, King Odysseus asked Mentor to educate his son, Telemachus, to be more mature person and prepared as king successor (Hawkins & Smith, 2006). From this story, mentoring in classic term is about wise, experienced person who help young and inexperienced person. A mentor is someone who helps other people to adjust an essential transition, for example adjustment in new job, coping with life changes, developing career, and growing personality aspects (McKimm et al., 2007).

Although, mentoring and coaching are interchangeably used, there are some differences between them. Chartered Institute of Personnel Development (as cited in Hawkins & Smith, 2006) categorized mentoring as the more informal in relationship, topic, and time. Mentoring can involve the process of giving advice if it's needed but coaching tend to be non-directive and asking question rather than giving advice. Coaching will cover very specific topic and well organized in time and agenda. In entrepreneurship education, mentoring and coaching can be overlapped or even complement to each other. However the term mentoring often happened in relationship between faculty and students, like sharing outside the class, informal discussion, or communication via social network.

The benefits of mentoring for objective and subjective career success have been studied by many researchers (Baugh & Sullivan, 2005). According to Gutierrez (2012), relationship between faculty as the mentor and the students as mentee give significant result. Students who have positive relationship with mentor tend to get better in school, have more professional skills and attitudes (Hesli et al.; Paglis et al. as cited in Gutierrez, 2012).

The functions of mentor consist of three categories, such as psychological function, career-related function, and role-model function (St-Jean, 2011) as follow:

First, psychological functions which include several role below:

- **Reflector.** Mentee shares about him/herself, ideas, progress of project and mentor gives feedback as the mirror for

mentee in order to identify the strength and weakness.

- **Reassurance.** When mentee experience difficult time, mentor should help mentee to release the stress and put the right perspective facing the problems.
- **Motivation.** After the problem can be handled, then mentor motivate the mentee to be more confident and persistent.
- **Confidant.** By the time when trust built, relationship between mentor and mentee becomes closer and just like friend. Second, career-related function includes some roles below
- **Integration.** Here means that mentor open the possibility for mentee to join broader network, community, or expert. By expanding the mentee's relationship, mentor helps mentee to prepare the future when those relationships can be very helpful.
- **Information support.** This role can be defined as transfer knowledge from mentor to mentee, like the law of business, how to manage stress, how to get the source of information, etc.
- **Confrontation.** The mentor can confront the mentee's beliefs, values, ideas, or behaviors that prevent him/her to reach solution.
- **Guide.** Giving advice and suggestion is the part to find the solution can be done for mentee.

Third, mentor also becomes role-model when mentor shares personal life experience as the source of inspiration and comparison for mentee. By modeling the mentor, mentee learn to develop his/her own behavior, attitude, and habits. Through the role of mentor above, mentoring can help potential entrepreneurs to go through the journey to entrepreneurial success.

CONCLUSION

After reviewing the important factors in entrepreneurial success, entrepreneurship education should consider broader perspective to measure students' project success. Entrepreneurial mentoring can be defined as "support relationship between a novice entrepreneur (named mentee) and an experienced entrepreneur (named mentor), where the latter helps the former develop as a person" (St-Jean & Tremblay, 2011: 38). By mentoring, the expected learning outcome is new entrepreneurs can learn advanced knowledge, increased self-efficacy and entrepreneurial character, and then the improved profitability as the indirect impact.

Regarding the broader entrepreneurial success measurement, the direction of mentoring must empower the students to understand about customer, develop social skills, encourage entrepreneurial character, and certainly without ignore the managerial or business skill. The goal of mentoring in entrepreneurship education is the students development, the projects itself just as the means, not the goal. Three functions of mentor are well-suited with the important factor of entrepreneurial venture success. Psychological function and role model function contribute to students life, such as encourage entrepreneurial character and developing social skills; career-related function will be very useful to support practical side, such as managerial or business skills.

Bechard and Gregoire (2005) found that many entrepreneurship education articles addressed issue about culture and social problems, technology in education, content or sub-

ject matter. Fewer entrepreneurship education articles focus on social-cognitive theory, learning process, personal value, ethics or moral aspects. It means that there are many opportunities to do further psychological research about entrepreneurship education and how it can be taught in considering broader perspective.

Entrepreneurship education holds the important key of young generation in Indonesia, whether they will be entrepreneurial person or jobless person. The more holistic entrepreneurial success is needed to ensure that students facilitated in the right direction. Mentoring process with faculty/facilitator/experienced entrepreneur should encompass personal growth, social skills, business skill, and customer behavior. Therefore, it is not impossible that the students are able to show changes in personal aspect (beliefs, values, and habits) to be more entrepreneurial as well as their ability to understand the customers' need, to build effective relationship, and to apply business skill in their projects. In the future, they will be successful entrepreneur with developed-psychological and business skills.

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