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**Title:** The Understanding of Management Through Entrepreneurship in the Degree of  
Social Communication

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## **ABSTRACT**

Nowadays, entrepreneurship is a present and active subject in the different societies where the difference lies in the levels attained, namely the social, economical, cultural and political ones.

In the more developed societies, entrepreneurship is not only a business concept, but also a concept of life, in so far as it is part of a group of changes that lead on to the building of a certain development that cannot be attained at any price, but should be sustainable, that is, offer more and a better life quality to the human being, who is one of the keys to development.

It is important to know how to invest in the learning process of entrepreneurs so that they acquire skills that enable them to understand the importance and the value of management in a sustainable society. In general terms, in order to stay in the market, any organization has to learn to create value to itself as well as to others. The entrepreneurship learning process must be a part of the citizen's development process, starting off in the early years and continuing throughout the many years of the learning process.

The Project has been developed with students of the last year (2012/2013) of a degree of Social Communication, with specialism areas: journalism and cultural communication (Polytechnic Institute of Setubal – Portugal), that have in this year the first approach to the subjects of management, economic and entrepreneurship.

The aim is to develop and to dress the management through the entrepreneurship level and the pedagogic method is based in the OFEE ( in portuguese: Oficina de Iniciativas de Empreendedorismo e Empregabilidade) – Workshop of Entrepreneurship and Employability Initiative by Agostinho Inácio Bucha (2009), which has a methodology based on knowledge transmission through the content of six worksheets. An management learning process based on entrepreneurship has been developed, which aims at the explanation of certain knowledge that are often implicit in the performance of these pupils.

The worksheets deal with the following areas:

- MANAGEMENT:

- INTERNAL
- EXTERNAL

- ATTITUDE towards MANAGEMENT / MANAGER ATTITUDE

- TO KNOW / TO KNOW HOW TO BE / TO KNOW HOW TO DO

- MANAGEMENT CULTURE

- EDUCATION / TRAINING

- MANAGEMENT SKILLS / ENTERPRISING SKILLS / TECHNICAL SKILLS

The Management's level of knowledge conditions his performance and the teacher should assume a pioneer role in his learning process by teaching him to think, to analyse and to act in an autonomous and independent way.

# PAPER

## INTRODUCTION

The understanding of management in different levels should be learnt by professionals from different areas so that its potential can be developed in order to create an asset available for everyone. The issue of management can and should be taught to students from different degrees, namely social communication, as the challenge of which is to develop news processing, embodying the new technological challenges and meeting the client's specificities.

The work developed on teaching and training in the area of social communication must include the changes which took place in the last decade as well as try to embody changes that will take place in the future, meaning that the reporter must undergo a transverse training which embodies the new demands and challenges in a global framework, in order to strengthen their relationship with the market.

Presently, education is very close to training and in what regards management, this proximity should happen in two levels:

- The concept of management attitudes and skills;
- The setting up of the development of enterprises and other organizations.

Both levels assume the development of different skills so that the concern should provide other types of knowledge which will be translated into a different performance; therefore assuming the school and management promoting associations a pioneer role in preparing the human capital by teaching them to think and to assess and act in an autonomous and independent way.

Bearing in mind the goals to develop the social communication students' potential, we aim to dispose and work in a different context, which is an enterprising teaching according to the principles of Fernando Dolabela (1999. 17):

Table no. 1: Traditional Teaching and Enterprising Teaching

Traditional	Enterprising
Focus on the content which is seen as a goal	Focus on the process; learning to learn
Led and ruled by the teacher	Taking over of the learning by the participant
The teacher provides the knowledge	The teacher as facilitator and learner; participants generate knowledge
Acquisition of final correct information	What you know can change
A curriculum and strongly prepared sessions	Flexible sessions open to needs
Imposed teaching goals	Learning goals in evolution
Performance comes first	A self-image generator of performance comes first
Rejection of the development of conjectures and devious thought	Conjectures and devious thought are seen as part of the Creative process
Focus on the analytical and linear thought	Whole brain involvement; increase on the brain reasoning through holistic and non-linear strategies
Theoretical and abstract knowledge	Theoretical knowledge widely complemented with experiments inside and outside the classroom
Resistance to the community influence	Encouragement to the community influence
Focus on the outside world; inner experience is considered improper to the school environment	Inner experience is the context for the learning; feelings embodied in the action
Education seen as a social need for a certain period of time in order to strengthen minimal skills for a certain role	Education seen as a process that lasts for a lifetime, related only tangentially to the school
Mistakes are not accepted	Mistakes as a source of knowledge
Knowledge is the link between the student and the teacher	Human relationship between teachers and students is crucial
Know why (attitude, motivation, values)	Self-confidence, motivation to perform, persistence, risk will
Know how (skills)	Enterprising skills (ES)
Know who (relationships)	Networking capabilities
Know when (opportunity)	Experience and intuition
Know what (business)	Recognising opportunities

Source: Fernando Dolabela (1999: 117)

With the enterprising teaching method we are betting on the training of responsible and critical people instead of indifferent or resigned people towards the real world. We

intend to train people aware of their ability to create and transform. This new educational organization must provide access to knowledge in order to meet the present students' needs as well as the future professionals bearing in mind a balance point between technological action and human action.

We can refer to a management practice in social communication where it must be conceived as transverse and specific knowledge.

The model set forth for the teaching of management is centred on the student's/trainee learning in which it focuses upon:

- Collaborative building of the knowledge;
- Diversification of the pedagogic tools;
- New role for the teacher/tutor;
- An increase of interaction within the course;
- Personal teaching;
- Continuous assessment;
- Autonomous work is more important;
- Possibility of self-assessment and self-reflection;

## **CHAPTER I – Revision of the Literature**

One important area to understand management in our days is to explain how the entrepreneurship has been side by side with society's evolution, in order to look at the enterprise in a sustainable way.

Thus, in the 17<sup>th</sup> century, to enterprise meant a strong resolution to do something; in the 19<sup>th</sup> century and early 20<sup>th</sup> century, to enterprise meant the act of building large economical empires and presently means the activity of anyone who is on the basis of a large enterprise or organization.

This Professional entrepreneur will build something in the different situations that should be used by everyone.

*Table no. 2: Seven Perspectives Towards Entrepreneurship Nature.*

Wealth creation	Entrepreneurship involves assuming estimated risks associated with the possibilities of producing something to trade for profit
Enterprise creation	Entrepreneurship is connected to the creation of new businesses that did not exist before
Innovation creation	Entrepreneurship is related to the unique resource combination that makes the present methods and products obsolete
Change creation	Entrepreneurship involves the creation of change through adjustment, adaptation and modification of the people's action, approaches, abilities that will lead to the identification of different opportunities
Jobs creation	Entrepreneurship does not prioritize but is connected to jobs creation since enterprises grow and will need more workers to develop their activities
Value creation	Entrepreneurship is the process of creating value to customers and consumers through not yet explored opportunities
Growth creation	Entrepreneurship may have a strong and positive relationship with the enterprise's Sales growth, generating profit and a positive outcome

Source: Dornelas (2003: 37)

Regarding the social communication professional's profile it is important that he/she always bears in mind:

**\* Believing in change**

To become an enterprising person is a change with some demands as we know the human being doesn't like change.

To change requires courage, strength, resolution and a huge sense of mission. Often the challenge we have to face when leaving the «comfortable area», a «clear place», in order to walk unknown and dark paths is an act that takes a lot of courage often needed to allow standing at the right place so as to find the right stuff.

**\* Enterprising speech**

The inner speech is the symptom of this or that kind of attitude. The way we choose words to address the others reveals our more or less emotionally healthy position. What tells an enterprising professional from a quiet professional is, amongst others, this primal component as we should be able to clearly convey our ideas and opinions to the others.

## CHAPTER I I - Methodology and Developed Work

The aim of this work was then that the effects of the research projected its defects on the human factor so as to analyze how the teaching agents change their own practice and how the students change their practice of transferring the news to the others. The different moments inherent to the research work should be understood as spinning plaques where the researcher and his students deposited information that was useful for the analysis of the phenomena in order to, at the same time, being able to throw themselves once again on to other research activities demanded by the methodological process.

The aim of this work, based on management / entrepreneurship, was to develop the potential of the social communication professional, based on a learning process grounded on an enterprising pedagogic role model.

*Table no. 3: Enterprising Pedagogic Role Model.*

Subjects	Variables Analyzed
Personal Domain	Skills Personal Objects
Mental Models	Structure Change Building
Shared Vision	Strategy Knowledge Acquisition Process Internal communication
Team Learning	Work Environment Knowledge Exchange Generated consensus
Systemic Thinking	Learning Inter-subjects Skills Lifelong Training

Author: own creation

The goal skills are centred on four kinds of knowledge:

-Knowing: Rename the experiences/ describing and characterizing pedagogical facts/ Building analysis indicators/Analyzing and synthesizing.

-Knowing how to do: Reflecting/critical spirit /Perception and indication of breakdown signs or non application.

-Knowing how to be: Language without judging values/ positive criticism/listening to the others.

-Knowing how to learn: open to new types of knowledge/ Space to introduce innovation.

At the work field the operationalization of the strategic card was based on:

“ Interpretation – Discussion – Validation of six worksheets / support (Agostinho Inácio Bucha-2009) Workshop of Management and Entrepreneurship”

The first worksheet refers to the different types of managers/ entrepreneurs so that the learners understand the projection on society.

#### WORKSHEET No. 1

MANAGEMENT:

- INTERNAL
- EXTERNAL

General Goal	Needs diagnosis
Specific Goal	Identifying the different types of managers
Topic	Perception of the characteristics of the different managers
Techniques	Group Dynamics
Method	Open Discussion
Assessment process	Formative and Discontinuous

The public – internal or external – must contribute with his/her performance for the creation of wealth and therefore his/ her attitude must be one of joining the change effort of everyone to everyone, in order that every organization makes part of a sustainable society.

## WORKSHEET No. 2

### ATTITUDE towards MANAGEMENT MANAGER ATTITUDE

Main Goal	Needs Diagnosis
Specific Goal	Identifying behaviours before different risk situations (economical, social, etc)
Topic	General, local and regional Integrated development
Techniques	Group Dynamics
Method	Open Discussion
Assessment Process	Discontinuous and Formative

Someone that shows an attitude of embodying the enterprising spirit must learn how to analyse and to present an enterprise.

## WORKSHEET No. 3

### TO KNOW TO KNOW HOW TO BE TO KNOW HOW TO DO

Main Goal	Needs Diagnosis
Specific Goal	Message transmission about knowing how to enterprise, knowing how to be a manager, knowing how to make the fact happen
Topic	Acquisition of Information about the way how to be a manager
Technics	Group Dynamics
Method	Open Discussion
Assessment Process	Discontinuous and Formative

Through the strengthening of the relationships among the different countries, we can see that the development of the enterprising attitude through the demonstration of knowledge leads to different outcomes, as the existing cultures in each country are different and unique, which explains the way the

surrounding environment acts upon the development of strategies. In the surrounding environment there are different spheres, such as the physical, social, economical, cultural, technological, political, religious and others, which allow for an analysis of the reason for the differences on the outcome level. The culture, which is a process that starts with the birth of the human being, organization, enterprise, etc – as far as management is concerned, implies that in some countries success is well seen and unsuccess is punished, while in other countries success and unsuccess are supported as unsuccess is faced as a developing process.

WORKSHEET No. 4

MANAGEMENT CULTURE

Main Goal	Needs Diagnosis
Specific Goal	Learning how to measure the influences of the surrounding environment
Topic	Enterprising culture centred on the human dimension
Techniques	Group Dynamics
Method	Open Discussion
Assessment Process	Discontinuous and Formative

If you never had any contact with this topic at school you must apprehend the reason of its importance through courses promoted by several entities that should set partnerships so as to potentiate the knowledge of each individual.

WORKSHEET No. 5

EDUCATION

TRAINING

Main Goal	Needs Diagnosis
Specific Goal	To diagnose the different types of education for management / entrepreneurship
Topic	Enterprising Pedagogy - EP
Techniques	Group Dynamics
Method	Open Discussion
Assessment Process	Discontinuous and Formative

Every human being, as a being in constant training, is always developing and acquiring skills that are specific. Regarding the manager it is important to be able to embody types of knowledge that will allow for Enterprising Skills – ES that will equal management and technical skills.

WORKSHEET No. 6

MANAGEMENT SKILLS

ENTERPRISING SKILLS

TECHNICAL SKILLS

Main Goal	Needs Diagnosis
Specific Goal	To assess how far the skills oriented towards to different areas have been acquired through education/ training
Topic	To assess the impact of the theoretical concepts and its application in practical situations
Techniques	Group Dynamics
Method	Open Discussion
Assessment Process	Discontinuous and Formative

The worksheet were worked through:

- Open lessons with professionals (national and local) from radios and newspapers so that the students realize the challenges involved in companies;
- Articles preparation about topics proposed by the students;
- Analysis of communications presented in social communication congresses;
- Selection of some topics that were analysed simultaneous by three to four groups;
- Seminar with the intervention of speakers from different origins;
- The analyse of reports of important companies.

The total students were 36 and we were able to regularly work on average with 25 students, which represent about 69% of the whole.

Regarding the analysis and development of the worksheets, the guidelines highlighted by the students are presented in next:

Work-sheets	Topic: Students
No. 1	The students should understand the meaning of management under the two aspects - internal and external.
No. 2	An attitude to promote the effects of management through daily work and a perception of the implications of a school in the society.
No. 3	The use of the three types of knowledge will be introduce in an integrated way through the capacity of analyzing and transmitting the essential of the news to the others.
No. 4	Little marketing of the local companies in the area of social communication, who will be a great help welcoming the recently graduated students.
No. 5	The management education should start in the early years of the educational system, in which the curricula should include this topic which should guide the students towards the contact with the outer environment, so as to encourage the professionals from the outside into the inside of the school.
No. 6	The enterprising skills should meet the technical skills as their contents interlink. The social communication professional should prepare the news according to the direct or the farthest target public, who could be attracted towards the essential part of the issue.

Through the analysis of reports from 10 companies, the students considered the more important itens, the following:

- The information in the report (40%);
- The level of the Result After Taxes (30%),
- The contribution to the development of the area (20%);
- The creation of jobs (10%)

# CONCLUSION

As a result of the work performed it is possible to refer positive and negative aspects and to propose some suggestions:

- Positive aspects:

Acquiring and developing enterprising skills – ES – through a cross learning;

The students work in a Creative and Playful Context;

A bond between the school and the enterprise (preferably new projects in the area of the media)

Acquisition of habits of autonomous behaviour (individual and group work) in the bond with work and guided towards inter-personal relationships;

Development of habits of enterprising awareness towards the enterprise or any other type of organization;

Promotion of creativity for the validation of ideas and problem resolution;

The area of the tools is crucial.

- Negative Aspects

Little attention from schools towards the topic of entrepreneurship;

With the crises and the growth of unemployment the salary is not paid according to the skills of each one;

A great number of national and regional newspapers are disappearing;

In the last and in the future it is difficult for the social communication professional to be independent from the economic power.

The road to success consists on being enterprising considering the aspects of management, knowing the outcome of our work, having a critical assessment about our performance and having flexibility to change and take risks.

In an entrepreneur that want to be a manager we can remark different attitudes:

- Taking decisions: the process of deciding is a waterfall that presupposes listening to the others but taking responsibility for the outcome of the chosen decisions;
- Controlling the risks: consciously risking in order to show capacity to face the challenges and potentiate its achievement;
- Organizing: matching the different resources in a rational way;
- Enterprising management: a person isn't born an entrepreneur with intuition, but may gain achievement capacity through learning.

With the result obtained we can establish three types of strategies for the Social Communication Degree.

- Healing: focus on the effort of the relationship theory/practice;
- Remedial: reorienting the school towards the other parts of the market, namely knowledge update of the people that already work;
- Preventive: settling an Observatory of Management and Entrepreneurship (OME) that keeps up with the students after leaving school.

According to the three strategies, the suggestions pointed out are:

- Reinforce the number and frequency of apprenticeships in the different environments of social communication throughout the degree.
- Displaying degrees of short term on management (a semester up to one year) at school;
- Creating lifelong training courses on management / entrepreneurship and how to express the value of an enterprise

The Social Communication Professional must highlight the quality of the information to be acquired by the others so as to awaken the interest on the sustainable operation of society.

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