

Entrepreneurship Training Based on Experiential Learning

Dayat Hidayat

Department of Nonformal Education
University of Singaperbangsa Karawang, Indonesia
hidayat.unsika@gmail.com

Abstract: Entrepreneurship training based on experiential learning is a process of enhancing attitudes and entrepreneurial behaviors according to the learning experiences and business development of learners in CLC Cepat Tepat Karawang regency West Java province. The aims of this research analyzed; the participatory strategy used in entrepreneurship training according to the learning experience and business to learn the learners as a learning resource, and impact of entrepreneurship training based on experiential learning for learners' self-reliance. The approach used in this research is qualitative through case study method. Data collection using observation, in-depth interviews and documentation. Data analysis techniques through the stages of collection, reduction, display, conclusions, and verification. The results of the study show that the process of entrepreneurship training through the steps of: (1) the trainer formulates the potential of the learners; (2) trainers provide stimulation and motivation to the learning experience of the learning community; (3) learners to work individually or in groups according to their experience; (4) The learners learn and business to solve problems according to the real situation created; (5) learners to participate actively in the training process; and (6) the learners present their learning experience. Entrepreneurship training program has an impact on increasing family economic income.

Keywords: entrepreneurship training, experiential learning

I. INTRODUCTION

Community empowerment is a form of improving the condition of dignity and the dignity of the members of the society who are currently in a state of not having the ability to free themselves from backwardness and poverty. Community empowerment has been proven to be a powerful approach to solving many community problems (Kasmel and Andersen, 2011). Empowerment becomes a strategy to create social and economic conditions of society. Empowerment is a process of mutual learning membelajarkan among citizens to equally raise critical self-awareness and together build institutions that are resistant to all forms of state intervention into the community. As according to Payne (1997) empowerment is "to help clients gain power of decision and action by their own power by reducing the power of power and by transferring power from the environment to clients".

In addition, empowerment means giving power and authority to the poor to greater action, freeing someone from the control of others and providing accountable freedom of ideas, decisions and actions. Thus empowerment is not just giving people the opportunity to utilize various natural resources and development funds, but as an effort to encourage people to find ways to realize the freedom of oppressive structures that suppresses it. Mayo (2000) writes about empowerment in the community and made the thorough understanding of how each community is made up culturally.

In the process, empowerment is aimed at two directions. First, release the shackles of poverty and backwardness. Second, strengthen the condition and position of the community against the power structure of others. Both goals must be pursued in accordance with the objectives of community empowerment. The concept of empowerment is a jargon that many people use or certain groups who have concern for social and economic conditions in the community that does not

have any potential. Implicitly, there has been a marked difference between an unskilled group of people and those with factors of production. In real conditions there are differences between groups in the community who have not been empowered and who have powerless.

Many community empowerment efforts are implemented through training programs. Training can be defined a number of learning materials provided to learners in institutions or institutions. Training is a process of mastery of knowledge, attitudes and certain skills or a subject matter by learners that will lead to deeds or behavior. According to Valle et. al (2009), the Training and development function of HRM creates a human capital which is unique and can not be replicated by others unlike technology, and they are the source of competitive advantage which creates extraordinary profits for organizations. Training activities carried out in an effort to meet the needs of institutions that are functional with a variety of reasons such as: structure and function of the parts want to adjust the burden and quality of the task, so that his personality has a good enough ability in carrying out tasks and work effectively and efficiently.

In principle, the objective of the training is to meet the needs of the institution that is very clear the direction of its achievement. This thinking is very logical because the training should be designed clearly, both in terms of benefits and objectives. Training is carried out in order to assist the tasks of the leaders and the work of members of the organization so that the task of leadership becomes lighter. As stated by Edralin (2004), the ultimate purpose of training is to create an impact that lasts beyond the closing stages of the training itself.

According to past researchers, Locke and Latham (2002) goals have a widespread influence on the worker behavior and management practice in Lunenburg (2011). Almost all modern organizations have some form of goal setting operation. Such a

program management by objectives (MBO), from management information systems (MIS) and high-performance work practices benchmark, a target mark, and systems thinking and strategic design which includes the development of the specific goals (Lunenbourg, 2011).

Various training activities can be used as a means of realizing community empowerment. In the field of economic empowerment carried out entrepreneurship training. Entrepreneurship is a manifestation of the ability to think and behave creatively and innovatively as a source of strength and driving force to face the challenges of life. Entrepreneurship is meant for the community is a new business activity or improvement and business development that has been owned as a result of training that is implemented in everyday life and useful as a backbone of family economic life. Entrepreneurship is the process of creating time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards (Hisrich, Peters, & Shepherd, 2005).

Facing the challenges of contemporary learning in the 21st century, Arends (2007) argues that the ultimate goal of training is “to assist students to become independent and self-regulated learners” (helping learners to become self-directed and self-directed learners) (Arends, 2007). This view is in line with Malcolm Knowles’ study of an agreement among educational experts that there is an internal process controlled by the learner himself and involves all the functions within him when learning, including intellectual, emotional and psychological functions. Thus the driving center of the learning process is the learning experience, namely the learning experience where interaction occurs between individuals and their environment.

One of the lessons that can improve understanding of learners’ concepts and learning activities is experiential learning. Colin and Wilson (2006) suggest that experiential learning builds knowledge, skills and attitudes through experiences that benefit learners. The problems that often occur in entrepreneurship training are rarely applied to the learning and striving experience of the learning community. So in entrepreneurship training applied learning based on the learning and striving experience of learners. Learning-based entrepreneurship training is a learning model that focuses on experiences experienced and learned by learners. To improve entrepreneurial competence of learning citizens is needed an innovative way such as learning-based learning and effort learning.

The application of experiential learning-based learning in entrepreneurship training aims to build the knowledge, skills and entrepreneurial attitude of the learning community in developing the business through their own learning and business experience. Having experience in entrepreneurship training, studying citizens can direct the learning process on all matters of information and facts or facts gained during the course of business at CLC Cepat Tepat. The purpose of this study analyzed the strategy of

entrepreneurship training based on the learning experience and the effort of the learning community and the impact of entrepreneurship training based on the learning experience toward the independence of the learning community in CLC Cepat Tepat Karawang regency, West Java Province.

II. METHODS

The approach used in this research is qualitative. This approach is used to describe and analyze key data about phenomena expressed and explored in the research focus of participants at research-based entrepreneurship learning experience sites in CLC Cepat Tepat. This approach is used because it is more convenient to deal with reality, more sensitive and more able to adjust to a lot of sharpening influences together to patterns of values encountered (Moleong, 2004).

The use of case study method in this research is based on the consideration that the research is done on one focus that is in society. In addition, case studies have advantages over other studies that researchers can study the research objectives in depth and thorough. Yin (1981) suggests that case studies are “an empirical inquiry that investigates phenomena in a real-life context, when the boundaries between phenomena and context are not visibly apparent, and where multiple sources of evidence are used. The case study method in the methodology treasury, known as a study that is comprehensive, intense, detailed and profound and more directed as an attempt to examine contemporary, contemporary problems or phenomena.

Furthermore, the method used in this study is a case study that aims to obtain a clear picture, detail, and analytical about the theme or subject that the researchers interpreted. This interpretation may be called “lessons learned” (Milan & Schumacher, 1997). According to Blatter (2008) a case study is a research approach in which one or a few instances of a phenomenon are studied in depth.

The use of case study model in this research is based on the consideration that the research is done on one focus that is in society. In addition, case studies have advantages over other studies that researchers can study the research objectives in depth and thorough. Yin (1981) suggests that case studies are “an empirical inquiry that investigates phenomena in a real-life context, when the boundaries between phenomena and context are not visibly apparent, and where multiple sources of evidence are used. The case study method in the methodology treasury, known as a study that is comprehensive, intense, detailed and profound and more directed as an attempt to examine contemporary, contemporary problems or phenomena.

With regard to data sources, subjects in this study were determined by purposive sampling, consisting of one person manager, one trainer and four people studying business citizens in CLC Cepat Tepat. In the execution of research the stages are: (1) orientation to get information about what is important to find; (2) exploration to determine something focused; and (3) member check to check findings according to procedure and get final report (Nasution,

1996).

To collect research data used observation instruments, in-depth interviews, and documentation analysis as data sources of triangulation that can be accounted for accuracy to collect data in accordance with research objectives. The collected data is analyzed using interactive model which done through stages: (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusion, conclusion, and verifying (Miles & Huberman, 1994).

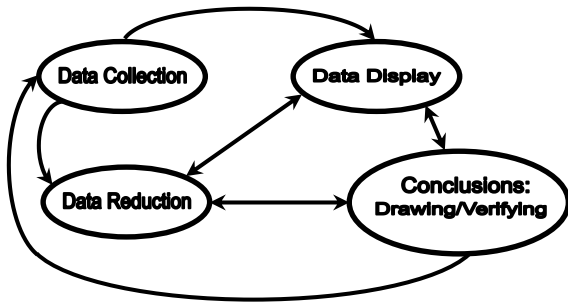


Figure 1
Interactive Data Model Components

III. RESULTS AND DISCUSSION

A. Learning Entrepreneurship Based Training Strategies

Entrepreneurship training is one of the important components in developing human resources that have the capability to grow business in CLC Cepat Tepat. As mentioned by Ladd, et. al (2006) research suggests that allowing employee to take decisions about their employment and associated with job satisfaction.

According to Shelton (2001) who conducted research to analyze the employee development of employee development, employees in the organization. Seeing to the current training and development issues, the effect of training and development on employee performance is as much as possible. Noe (2010) that states today, to meet the competitive challenges, training and development accommodates the company to remain competitive in a high pace business environment.

The entrepreneurship training program aims to improve the knowledge, skills, and positive attitude of the learning community which is an important asset in developing the business in PKBM. Increased knowledge, skills and attitudes due to the implementation of entrepreneurship training are expected to improve the business performance of citizens of learning in the face of changing and increasingly competitive business competition. Entrepreneurship training based on the experience of studying citizens is the mastery of competencies, skills, knowledge, and attitudes that are mastered based on the learning and working experience. Entrepreneurship training at CLC Cepat Tepat is a learning learning experience designed to help residents learn in mastering entrepreneurial competencies not previously owned.

According to Dessler (2013), training refers to

the projects which provide new or current employees the skills which are needed to perform their jobs. Training is concerned with imparting specific skills for a particular purpose. Training is the sequence of learning a sequence of programmed behavior. Training is the act of increasing the skills of an employee for doing a particular job. "Training is the process that is required to operate within the systems and standards set by management (Sommerville, 2007).

Learning-based entrepreneurship training is implemented through the following steps:

1. The trainer formulates the training plan openly about the potential of the learners. In the planning of CLC Cepat Tepat managers set goals and specific entrepreneurial training. In determining the general objectives of CLC Cepat Tepat managers determine the knowledge and skills of automotive mechanics. While in setting specific goals, managers design training design to have the following competencies: (a) can carry out daily maintenance of vehicles on a regular basis; (b) can solve and repair damage simply; (c) can dismantle pairs of car or motor engine; (d) can use the measuring tools required in the work in question; and (e) understand the safety requirements of the work in doing the work. The training curriculum used in CLC Cepat Tepat is a competency-based curriculum tailored to the needs.
2. The trainer provides stimulation and motivation to the learning experience of the learning community. The strategy used in entrepreneurship training is sewing at CLC Cepat Tepat that is participative learning that can cultivate learning experiences from the learning community.
3. Residents learn to work individually or in groups according to their experience. In the implementation of entrepreneurship training each group takes turns to practice sewing according to their respective group schedule which aims to facilitate the understanding of the learning community and to anticipate the limitations of available practice facilities.
4. Study residents are placed in real-life situations of problem solving. Entrepreneurship training activities carried out in an effort to support the convection business unit in CLC Cepat Tepat. In putting the learning situation based on the learners' learning experiences, the managers cooperate with various motor and car repair shops in the district area of West Karawang.
5. Citizens learn to participate actively in the training process according to their experience.
6. The learners present their learning experience according to the entrepreneurship training materials to broaden their experience.

Materials of automotive mechanic entrepreneurship training program provided to citizens studying at CLC Cepat Tepat in accordance with the competence standards established by the Ministry of Manpower on the National Working Standard Guidelines for Automotive Vocational Training. Basic

competence of knowledge and skill given to the citizen learn automotive life skills program of this, that is study citizen expected able to repair small or big damages experienced by automotive machine and can arrange back axle that decomposes. Citizens learn to be able to assemble existing electrical cables on automotive engines, and install lights on automotive vehicles and have the ability or skills of electric welding and carbide.

The automotive mechanic training process at CLC Cepat Tepat Karawang is implemented in one period for 5 days a week (Monday to Friday). In each session will last for 4 Hours (240 Minutes) consisting of 30% theory and 70% Practice. The total of the entire meeting is 150 Session, or 480 full hours. The sequence of steps in the implementation of automotive mechanical skills learning in CLC Cepat Tepat Karawang begins with the theory of religious education, motor gasoline, electricity, safety, and entrepreneurship, followed by practice. This activity is done regularly every day of the meeting.

In the implementation of automotive mechanic entrepreneurship training in CLC Cepat Tepat held evaluation after the training. The evaluation aims to measure the effectiveness of entrepreneurship training programs and to know the supporting factors as well as the inhibiting factors of the program. Evaluation of entrepreneurship training activities includes evaluation of the organization and evaluation of results. Evaluation of the learning residents is done at the end of the training period through the competency test of learning citizens in improving the motor vehicle according to the given competence. Participants who passed the training received a certificate of completion following the training issued by CLC Cepat Tepat. Evaluation of automotive mechanic training activities is done by looking at the indicators set at the beginning of the activity, among others, the number of participants, quantity and quality of competence, the number of job market, the income of the studying citizens, the amount of income received by the business unit in CLC Cepat Tepat.

In the implementation of entrepreneurship training the trainer uses experiential learning that is expected to introduce or show, motivate, and attract the interest of the learning community in developing their business. Learning-based entrepreneurship training is a learning method involving learners in a learning activity, reflecting on critical activities and having useful insights for learning (Klob 1984). The learning activities that have been undertaken have a very important role of providing opportunities for learners to reflect on their experiences in the exercise by integrating observations and providing feedback within the conceptual framework and creating mechanisms for transferring learning with relevant external situations (Warrick 1979).

David Kolb (1984) is a figure in improving experiential learning practice. He argues that

learning as “the process whereby knowledge is created through transformation of experience”. Thus learning is not just the acceptance or transmission of the subject matter, but the interaction between the subject matter with the experience of mutually transforming one another (Knowles, 1998).

Kolb based his experiential learning model on the problem-solving model of Lewin’s version that is widely used in developmental organizations. Kolb proves that the model is very similar to Dewey and Piaget’s work. Kolb offers four stages of the Experiential Learning Cycle (Knowles, 1998):

1. Concrete Experience (CE): Full engagement (learners) in new experiences here and now (here-and-now).
2. Reflective Observation (RO): Observe reflectively the experiences of learners from multiple perspectives.
3. Abstract Conceptualization (AC): Formulating or conceptualizing that integrates observation (and reflection) of learners (to experience) into logical theories (concepts).
4. Active Experimentation (AE): Tests (experiments) theories to make decisions and solve problems.

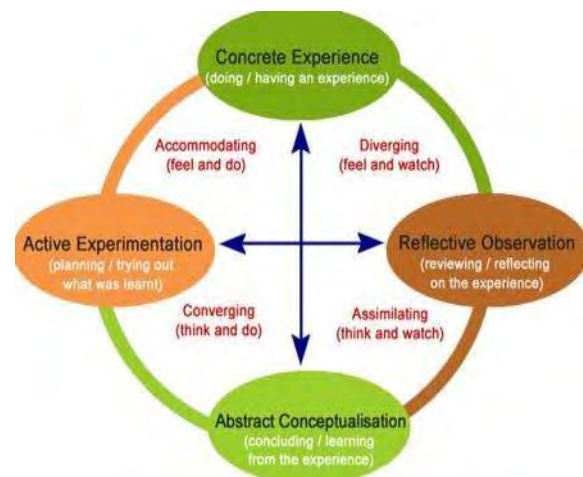


Figure 2
Experiential Learning Cycle (Siklus EL) Model Kolb

In the implementation of entrepreneurial training based on learning experiences is based on the citizens learning to determine the concept that has meaning for itself, which is different from the lessons obtained with other methods whose concepts are always given the trainer. In the training process is influenced by the quality and quantity of interaction between learners with their environment and potential training in their environment. At the same time, the essentially art of teaching is the management of the two key variables in the learning process of the environment and the interactions that are equally positioned as the basic unit of learning, namely “learning experience? Therefore, an educator’s critical function is to create rich environments that

can be extracted into learning resources by learners (Tight, 1987).

John Dewey offers an interesting opinion about the relationship of experience to adult learning: "... the highest value source in adult education lies in the learning experience. If education is life, then life is also education. Too much learning based on the experience and knowledge of others. Though Psychology teaches us that we learn what we do. Therefore, all original education always presupposes deeds and thoughts at the same time ... experience is a living textbook for adult learners "(Knowles, 1998).

Learning based on the experience of the learning community is a learning process that is widely used in entrepreneurship training based on adult learning experiences (andragogy). Rogers (1961) suggests three important elements in experimental learning, namely: (1) learners should be faced with real problems to solve; (2) when a consciousness of the problem has been established, to the problem; and (3) the existence of learning resources, whether human or shaped material written or printed. The theory contains a high degree of personal, intellectual and affective involvement, based on its own initiative. The role of facilitator in experienced learning is simply to help facilitate the participants to learn to find meaningful learning needs for them.

Based on the above view, the entrepreneurship training curriculum needs to be designed to develop a learning and learning experience from the learning community. The way in which entrepreneurship trainers" design their curriculums can be based on many of the same elements found within learning organizations. In this type of organization, employees are free to think, it is possible to find the opportunities to the implementation of opportunities (Aubrey and Cohen, 1995).

Most American entrepreneurship programs and textbooks are about teaching students to start their own businesses on graduation (ie, Bygrave, 1994; Timmons and Spinelli, 2004). Inevitably this has influenced entrepreneurship educators around the globe in terms of determining program aims, contents and processes. Thus, the training curriculum is designed to enhance the entrepreneurial competence of the learning community.

B. Impact of Entrepreneurship Training Based on the Learning Experience

Learning objectives include entrepreneurial training based on learning experience is the improvement of knowledge, attitude and skills of the learning community to run their business. It is now accepted that entrepreneurship can be taught and developed, provided that the right kind of environment is created (Gibb, 2000b). A person with a learning goal orientation wants to develop competence by mastering challenging situations. In contrast, the person with a performance goal orientation wants to

demonstrate and validate competence by seeking favorable judgments. Considerable research has a positive impact on work-related behaviors and performance (Button, Mathieu, & Zajac, 1995). The learning goal orientation is particularly relevant in today's work environment, which requires employees to be proactive, problem solve, be creative and open to new ideas, and adapt to new and changing situations.

The result of entrepreneurship training is to increase the entrepreneurship competence of the learning community in CLC Cepat Tepat. According to Timmons (1989): „Entrepreneurship is the ability to create and build something from practically nothing. It is initiating, doing, achieving, and building an enterprise or organization, rather than just watching, analysing or describing one. It is the knack for sensing an opportunity where others see chaos, contradiction and confusion.

The impact of entrepreneurship training based on learning experiences on community empowerment is the increasing economic independence of the families of the learning community. The indication of family economic empowerment from poverty and backwardness. Empowerment should be the ultimate goal of any community development projects. While deeply divided into the resources of the community, empowerment push- and-pull full participation of all communities members to Ferguson, Linda J. Through applied quality management the impact of training for automotive mechanic training graduates can be channeled to work in various industrial companies or in some workshops that have partnerships with CLC Cepat Tepat Karawang. In overcoming the obstacles faced in distributing the automotive course graduates include: (1) for graduates basic school/junior high school difficult to accept in the company; and (2) for graduates who want to open their own workshop difficulty in obtaining capital, because it takes a large enough capital to open workshop.

Efforts made by CLC Cepat Tepat Karawang to optimize the impact of automotive mechanic entrepreneurship training include: (1) for graduates who have a certificate of basic school/junior high school channeled to workshops partnered with CLC Cepat Tepat Karawang; (2) for graduates who have not been channeled given opportunity for apprenticeship at CLC Cepat Tepat; and (3) for graduates who have the courage to open their own workshop facilitated to borrow capital from the bank with guarantees from the organizers CLC Cepat Tepat.

Speer and Hughey [6] concluded that community organization is an important way to reach empowerment. They stated that it is tightly related to the ecology of local community, how any outsiders must pay attention to the psychological condition of community in order to reach social power as the predecessor of empowerment. Communities are groups of people who may not be spatially connected, but who share common interests, concerns or identities. Communities may be local, national, international or even global in nature and may have specific specifications or broad interests (Laverack, 2007).

IV. CONCLUSION

Learning experience-based entrepreneurship training is implemented through the following steps: (1) the trainer formulates open training planning about the potential of the learning community; (2) the trainer provides stimulation and motivation to the learning experience of the learning community; (3) the individual learns to work individually or group; (4) learners are placed in real-life situations of problem solving; (5) citizens learn to participate actively in the training process according to their experience; and (6) citizens learn to present their learning experiences according to the entrepreneurship training materials to broaden their experience.

The outcomes and impacts of entrepreneurship training based on learning experiences on community empowerment are the increasing economic independence of learners' families. The indication of family economic empowerment from poverty and keterbe ketidakarrangan.

REFERENCES

- [1] Arends, Richard, I., *Learning to Teach*. New York: McGraw-Hill. 2007.
- [2] Aubrey, R. and Cohen, C. *Working Wisdom: Timeless Skills and Vanguard Strategies for Learning Organizations*, San Francisco, CA: Jossey-Bass. 1995.
- [3] Blatter, J.K. "Case study," *The Sage Encyclopaedia of Qualitative Research Methods*, Los Angeles, London, New Delhi, Singapore: Sage. 2008.
- [4] Bygrave, W.D. *The Portable MBA in Entrepreneurship*, Chichester: John Wiley. 1994.
- [5] Button, S., Mathieu, J., & Zajac, D. Goal orientation in organizational behavior research. *Organizational Behavior and Human Decision Processes*, no. 67, pp. 26-48. 1995.
- [6] Colin, Wilson. *Experiential Learning. A Best Practice Handbook for Education and Trainers*. London and Philadelphia. Kogan Page. 2006.
- [7] Dressler, G. *Human Resource Management*. 13th ed. New Jersey: Prentice Hall. 2013.
- [8] Edralin, D.M. "Training: A strategic HRM function", *Notes on business education*, vol. 7, no. 4, pp. 1-4. (2004).
- [9] Ferguson, Linda J. Transformational empowerment: Change your world from the inside out. *Interbeing*; vol. 4, no. 2, pp. 35-37. (2010).
- [10] Gibb, A.A. "Creating conducive environments for learning and entrepreneurship: living with, dealing with, creating and enjoying uncertainty and complexity", *Industry and Higher Education*, vol. 16, no. 3, pp. 135-48. (2002).
- [11] Hisrich, R. D., Peters, M. P., & Shepherd, D. A. *Entrepreneurship* (6th ed.). New York: McGraw-Hill/Irwin. 2005.
- [12] Kasmel, A. and Andersen, Pernille T. Measurement of community empowerment in three community programs in Rapla (Estonia). *International Journal of Environmental Research and Public Health*, no. 8, pp. 799-817. (2011).
- [13] Kolb, D. *Experiential Learning as the Science of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall. 1984.
- [14] Knowles, Malcolm Shepherd. *The Adult Learner: The Definite Classic in Adult Education and Human Resource Development*. Houston: Gulf Publishing Company. 1998.
- [15] Ladd, S, Travaglione, A & Marshall, V. "Causal inferences between participation in decision making, task attributes, work efforts, rewards, job satisfaction and commitment", *Leadership and Organizational Development Journal*, vol. 27, no.5, pp. 399-414. (2006).
- [16] Laverack, G. *Health Promotion Practice: Building Empowered Communities*. London. Open University Press. 2007.
- [17] Locke, E. and Latham, G., Building a Practically Useful Theory of Goal Setting and Task Motivation. *American Psychological Association*, vol. 57, No. 9, pp. 705-717. (2002).
- [18] Lunenburg, F., Goal-Setting Theory of Motivation. *International Journal of Management, Business, and Administration*, vol. 15, no. 1, pp. 1-6. (2011).
- [19] Mayo, M. *Cultures, communities, identities: Cultural Strategies for participation and empowerment*. Basingstoke: Palgrave. London. 2000.
- [20] Milan, H.M. dan Schumacher, S. *Research in Education, A Conceptual Introduction*. New York San Fransisco: Longman Inc. 1997.
- [21] Miles, M. B. and Huberman, M.A. *Analisis Data Kualitatif*. Jakarta: UI Press. 1992.
- [22] Moleong, Lexi J. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda-karya. 2014.
- [23] Nasution. *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito. 1996.
- [24] Noe. *Employee Training and Development*. 5th ed. New York: McGraw-Hill Irwin. 2010.
- [25] Payne, M. *Modern Social Work Theory*, Second Edition, London: McMillan Press Ltd, 1997.
- [26] Rogers, C. *On Becoming a Person*. Boston. Houghton Mifflin. 1961.
- [27] Shelton, The Effects Of Employee Development Programs On Job Satisfaction And Employee Retention; *International Journal of Business and Public Management*, vol. 3, no. 2, pp. 10-60. (2001).
- [28] Sommerville, K.L. *Hospitality Employee Management and Supervision, concepts and practical applications*. New Jersey. John Wiley & Sons. 2007.
- [29] Speer, Paul W., and Hughey, Joseph. Community organizing: An ecological route to empowerment and power. *American Journal of Community Psychology*; Oct 1995; vol. 23 no, 5, pp. 729-748. (1995).
- [30] Tight, Malcolm (ed.). *Adult Learning & Education*. New Hampshire: The Open University. 1987.
- [31] Timmons, J.A. *The Entrepreneurial Mind*, Andover, MA: Brick House Publishing. 1989.
- [32] Timmons, J.A. and Spinelli, S. *New Venture Creation: Entrepreneurship for the 21st Century*, New York: McGraw-Hill/Irwin. 1994.
- [33] Valle, I, Castillo, M & Duarte A. "The effects of training on performance of service companies: A data panel study", *International Journal of Manpower*, vol. 30, no.4, pp. 393-407. (2009).
- [34] Warrick, D.D. *Dibreaifng Experiential Learning Exercise*. University of Colorado at Colorado Springs. 1979.
- [35] Yin, R. K. (1981). The case studi as a serious research strategy. *Knowlegde: Creation, Diffusion, Utilization*, 3 (September), 97-114.