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## PECULIARITIES OF ENTREPRENEURSHIP DEVELOPMENT IN THE CONTEXT OF SOCIAL RESPONSIBILITY

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**Abstract.** In a small business, personal initiative and responsibility for end business results of each individual employee are important. The methodologies used in large businesses that encourage employees to economize company's resources and take more responsibility of their work do not work in small businesses. This gives rise to a problem for scientists solve. Solving this problem would assist business consultants in applying appropriate entrepreneurship methodologies to stimulate responsible behavior in work environment. The aim of the study is to formulate the criteria of entrepreneurship development methodologies selection after revealing entrepreneurship development assumptions. As a context of the study, a description of entrepreneurship provided in the European Parliament and Board Recommendations on common long-life learning abilities (2006/962/EB) was chosen – „an entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work”. In this publication, authors present the entrepreneurship development tendencies, entrepreneurial activity and social responsibility connection as well as entrepreneurship development methods selection criteria which were identified during the study conducted in Lithuania during years 2011 to 2014.

**Keywords:** entrepreneurship, entrepreneurial activity, social responsibility.

### INTRODUCTION

There are a great number of methodologies and tools that are used in business world that encourages employees to economize company's resources and take more responsibility for their work results. Large business organizations often define their areas of responsibility according to the international social responsibility standard ISO 26000. They also employ quality management methodologies such as LEAN, 6 Sigma, ISO 9000 and other in order to stimulate their employees to identify and take action in their work environment while eliminating the production process elements that do not create value. However, these tools are more suitable for large business organizations that have complex and extended production processes and specialized workplaces. According to Lithuanian Department of Statistics, 79 % of businesses had less than 10 employees in 2015. During the last 5 years more than 5000 businessmen established new small businesses. In a small business, personal initiative and responsibility for

end business results of each individual employee are important. This gives rise to a problem for scientists to solve. Solving this problem would assist business consultants in applying development methods of entrepreneurship and entrepreneurial activity which stimulate responsible behavior in the work environment by adapting to new economical, technological, ecological and social challenges. The **aim** of the study is to formulate the criteria of entrepreneurship development methodologies selection after revealing entrepreneurship development assumptions. For the achievement of this aim, the results of several accomplished in Lithuania science studies entrepreneurship development and social responsibility actualities have been analysed. Having reviewed the situation of entrepreneurship development in Lithuania as well as its legal assumptions, the interface of entrepreneurship development and social responsibility has been determined. The need of entrepreneurship development was analysed while performing a survey of different age groups of the residents of Lithuania in 2011 - 2014. 472 respondents took part in a research. The criteria of entrepreneurship development selection **methodology** have been formulated on the basis of this research results.

## DISCUSSION AND RESULTS

Several science studies on entrepreneurship development and social responsibility have been accomplished in recent years in Lithuania<sup>1</sup>. They are all predominated by common tendency: entrepreneurship in personal and collective (company, organization) levels is described by using the same dimensions - creativity, inventiveness, new ideas and their implementation. Having analysed descriptions of the provided by scientists from a number of countries entrepreneurship concepts, collective monographs 'Entrepreneurship motivation of residents in Lithuanian village' distinguished ten fields of entrepreneurship, as social and economic phenomenon expression. Some of them are typical to individual (personal) level:

- entrepreneurship as a set of features and behaviour of a person in economic and social environment;
- entrepreneurship as functional activity;

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<sup>1</sup> Socialinė atsakomybė versle ir viešajame sektoriuje. Mokslo studija. (2015). Sud. Žičkienė S. Šiaulių universitetas, Šiauliai.

Dudaitė J., Januškevičiūtė A., Prakapas R., Virbalienė R., Žibėnienė G. (2014). Verslumo ugdymas Lietuvos bendrojo ugdymo mokyklose. Mokslo studija. Vilnius

Lietuvos kaimo gyventojų verslinė motyvacija. (2012) Kolektyvinė monografija. Astromskienė A., Ramanauskienė J. ir kt. – Kaunas: ASU, Leidybos centras

Ribašauskienė E., Šalengaitė D. (2010) Jaunimo dalyvavimas Lietuvos kaimo plėtros procesuose. Mokslo studija. Lietuvos agrarinės ekonomikos institutas.

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- entrepreneurship as improvement process;
  - entrepreneurship as a tool of creativity and self-support development.

Entrepreneurship in company and organization level becomes evident as follows:

- manufacture factor;
- Expression of economic collaboration in business environment forms;
- business development model;
- Changes in business environment management tool.

Entrepreneurship is also emphasized in society groups (communities) level as follows:

- economic welfare establishing tool;
- Regions development tool<sup>2</sup>.

Entrepreneurship expression fields are not only closely related to the theory of the interested persons<sup>3</sup>, theory of responsible management<sup>4</sup>, but defined in strategic documents of the European Union as well. The following three priorities are named in the European strategy till 2020, making favourable assumptions for the development of entrepreneurship expressions of different levels:

- Advanced growth – economy development based on knowledge and innovations. On this purpose, the quality of education must be improved, the results of scientific studies must be strengthened, transfer of innovations and knowledge must be encouraged, and the transformation of innovative ideas into innovative goods and services, stimulating growth and qualitative work places must be assured.
- Sustainable growth – promotion of more economically using resources, environmentally-friendlier and more competitive economy. This means establishment of economically using resources, sustainable and competitive economy, using of European top positions while developing new processes and technologies, including environmentally-friendly technologies, acceleration of advanced development of their networks, strengthening of competitive advantages of companies as well as helping the consumers to evaluate properly economical use of resources.

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<sup>2</sup> Lietuvos kaimo gyventojų verslinė motyvacija. (2012) Kolektyvinė monografija. Astromskienė A., Ramanauskienė J. ir kt. – Kaunas: ASU, Leidybos centras

<sup>3</sup> Charan, R.; Freeman, R. E. (1979). Stakeholder negotiations: Building bridges with corporate constituents. *Management Review*; Nov79, Vol. 68 Issue 11.

<sup>4</sup> Donaldson L., Davis J.H. (1991). Stewardship Theory or Agency Theory: CEO Governance and Shareholder Returns *Australian Journal of Management*, 16, 1, The University of New South Wales, p. 49-64.

- Integration growth – promotion of highly employed economy with guaranteed economic, social and territorial cohesion. According to this priority, the strategy of employment and education as well as social security systems will have to be modernized and strengthened, this way increasing social responsibility of the companies in business community<sup>5</sup>. The specified in the document priorities stimulate search of society member's preparation ways for responsible entrepreneurship.

Management and development of responsible entrepreneurship and responsible actions of the entrepreneur also have a theoretical basis. These actions are generalized by a *theory of interested persons*, by which scientists from different countries reason the concept of social responsibility of the last decade. Warren R.C., (2007) emphasizes responsible attitudes, valuables and practice while maintaining good mutual relationship of the interested persons and solving the arising problems. It is stated that socially responsible company and to the needs of the interested persons oriented company solves many questions related to the quality of life of local community, environment protection, education, actualities of human rights, production quality, clients data protection as well as investors involvement<sup>6</sup>. Entrepreneurs are expected not to create value for customers but to mobilize customers to create their own value from the company's various offerings<sup>7</sup>. Despite the fact that this notice is more than 20 years old, attempts of the entrepreneur, his activity and responsibility for own actions are particularly actual now. After having analysed external and inner benefit of social responsibility to the entrepreneurs, L. Šimanskienė and J. Paužuolienė note that social responsibility increases the reputation of the organization and encourages the clients to trust in it. Growing reputation of the organization strength the motivation of the employees in it, helps to attract highly qualified specialists and stimulates a more effective use of resources. Keeping the provisions of social responsibility provides valuable providence to partnerships, which develop synergy effect between public and private sector of the country and society abilities<sup>8</sup>. However, the owners and the employees have to participate in the development of organization reputation and image. This is obliged by strategic trends of the EU and the above specified priorities. In this context,

<sup>5</sup> COM (2010) 2020 final. EUROPE 2020. A European strategy for smart, sustainable and inclusive growth. Commission of the European Communities. Brussels, 03.03.2010.

<sup>6</sup> Silberhorn D., Warren R.C. (2007). "Defining corporate social responsibility: A view from big companies in Germany and the UK", *European Business Review*, Vol. 19 Iss: 5, p.352 - 372

<sup>7</sup> Normann, R., Ramirez, R. (1993), "From Value Chain to Value Constellation: Designing Interactive Strategy", *Harvard Business Review*, Vol. 71, July-August, p. 65-77.

<sup>8</sup> Šimanskienė L., Paužuolienė J.(2015). Įmonių socialinės atsakomybės svarba darniam organizacijų vystymui. Socialinė atsakomybė verslo ir viešajame sektoriuje. Mokslo studija. Šiauliai, p. 11-23.

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a study of entrepreneurship motivation of hired employees and entrepreneurs was accomplished in the period of 2011 – 2014.

## **LOGICAL PROVISIONS AND METHODOLOGY OF THE STUDY**

As a context of the study, a description of entrepreneurship provided in the European Parliament and Board Recommendations on common long-life learning abilities (2006/962/EB) was chosen – „an entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work” (2006/962/EB). In this document, entrepreneurship is compared with initiative “Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity” (2006/962/EB). As target audience, respondents, residing and working not in the cities of Lithuania were chosen. Data gather tool is questionnaires with questions of closed type and Likert scales of wide selection.

## **ANALYSIS AND INTERPRETATION OF STUDY RESULTS**

329 hired employees and 143 business activity making respondents participated in a study. 41.7 per cent of respondents who participated in a study were of the age of 19- 25, 16.5 per cent of them were of the age of 26 – 35, 29 per cent - of the age of 36 – 55, 10.2 per cent of the age of 56 – 65 and 2.6 per cent – respondents older than 66. By a study, it was aimed to formulate the criteria of entrepreneurship development methodologies selection after finding out the attitude of the respondents to entrepreneurship development. Primary study data analysis revealed that respondents who perform a commercial activity, personal efforts consider more important than respondents working as hired employees (Table 1).

Evaluation summary of respondent’s attitude to entrepreneurship development shows that respondents who perform a commercial activity are more open to the improvement of personal competence. Respondents working as hired employees treat the entrepreneurship more as a talent, but not as the obtained competence.

**Table 1.** Summary of respondent's attitude to entrepreneurship development assessment (averagely according to Likert scale)

Ser. No.	Statements	Hired employees	Entrepreneurs
1.	Entrepreneurship is a trained competence	3,0	3,4
2.	Character features can be improved in training courses	3,1	3,5
3.	It is difficult to develop entrepreneurship since only small part of people has typical to the entrepreneurs features	3,4	3,5
4.	Talent of being able taking risk is more important to the entrepreneur than formal training	3,4	3,3
5.	While developing the entrepreneurship of an individual, it is more important to give to the learners business fundamentals knowledge than to stimulate their creativity, imagination and innovation	3,2	3,7
6.	While developing the entrepreneurship, it is more important to learn self-analysis, emotions and valuables than to teach specific business functions	2,9	4,0

Respondents who perform a commercial activity are more tended to learn business fundamentals and entrepreneurship. They give a particular significance to the reclamation of self-analysis and self-help methods. Both groups of respondents indicated undertaking the responsibility for the established goals as the most important point while answering the question „What is the most important while seeking for the determined results“ (4.2 points from 5 according to Likert scale).

This gives a possibility to make an assumption that a person who has started commercial activity has already undertaken responsibility for his activity results against himself and the clients and follow concrete values and attitudes.

Summary of respondent's attitude to the development of entrepreneurship provides a possibility to state that different methodologies have to be applied for the development and encouraging of commercial activeness and entrepreneurship of hired employees and people, already performing commercial activity. This notice obligates the developers of entrepreneurship development programs and organizers of training courses to pay attention to target groups of learners and to choose actual to them teaching topics.

Choosing of acceptable to the learners teaching methodology is not of less importance in entrepreneurship development processes.

Study results (Table 2) indicate that respondents, working as hired employees and entrepreneurs not all learning methods consider equally actual. 62% of respondents without business experience are more tended to accept experiential-practical learning methods than academic one (lectures, dialogues, reports preparation).

**Table 2.** Summary of learning methods selection (averagely according to Likert scale)

Ser. No.	Methods	Hired employees	Entrepreneur's
1.	Reading of specialized literature	3,5	3,7
2.	Lectures	3,5	3,4
3.	Preparation of business plan	3,7	3,5
4.	Visiting business companies	3,8	3,6
5.	Consultations	3,8	3,9
6.	Work in a business company	4,0	4,0
7.	Dialogues	3,4	4,0
8.	Cases analysis	3,6	3,4
9.	Preparation and discussing of reports	3,3	3,5
10.	Critical thinking	3,7	4,2

Respondents who perform commercial activity are more tended to read specialized literature than respondents who work a hired job. From the provided in the questionnaire learning methods, entrepreneurs considered the most important critical thinking learning. This can be related to determination of the entrepreneurs to take responsibility, to learn self-analysis, own emotions and values. The fact that study respondents are open to consultations and work experience in business companies provides a possibility to the entrepreneurship developers to base the process on examples of good experience of social responsibility.

While investigating the preparation of respondents to commercial activity, it has been determined that respondents, who work hired job, most of lack of business ideas (2.6 points from 5 according to Likert scale) and preparation for management of business development process (2.4 points from 5 according to Likert scale). Respondents, performing commercial activity (3.8 points from 5 according to Likert scale), are more determined to learn entrepreneurship than the respondents working hired job (3.5 points from 5 according to Likert scale). Study results obligate organizations, implementing entrepreneurship development projects, to segment responsibly the groups of projects participants and learners as well as to choose purposefully teaching content and methods.

Having generalized the results of the accomplished study and previous studies of contributors of this publication<sup>9</sup> several presumptions can be distinguished for the formulation

<sup>9</sup> Adamoniene, R., Astromskiene, A. (2015). Significance of personal characteristics for entrepreneurial youth activity. *Cypriot Journal of Educational Sciences*, 10(1), p. 65-74.

Adamonienė, R., Astromskienė, A. (2013). Connection of youth entrepreneurial activity and value principles. *Viešoji politika ir administravimas*, 12 (3), p. 470-482.

Adamonienė, R., Astromskienė, A. (2012). Application of social responsibility strategies in Lithuania small and medium-sized enterprises. *Economics and management*, 17(3), p.1136-1140.

of entrepreneurship development methodology selection criteria. Studies results make the basis for assumption that in the context of common social responsibility, as communication between different commercial activity experience having society members, working hired job and performing commercial activity, target entrepreneurship development models and methodologies, oriented to different levels results are also different. It is purposeful to apply for participants, who do not have business experience in entrepreneurship process, the formulated by I. Ajzen (1991), A.V. Bhide (2000), W. Greve (2001) model of the planned behaviour which emphasizes a connection between business intentions and entrepreneur's activity integration as well as environment and entrepreneurship. Entrepreneurship development process is oriented to the generation of ideas, preparation of the project and business development<sup>10</sup>. For further development of competence business experience having entrepreneurs, it is purposeful to choose entrepreneurship development methodologies following the formulated by I. Jamieson (1984), T. Garavan and B. O. Cinneide (1994) entrepreneurship development trends or categories, which involve trust development, preparation of the entrepreneur for his individual career and improvement of management to the company, by orienting to the assurance of business growth and development.

## CONCLUSIONS

Entrepreneurship development is responsible for educational management process, in which characters performing different roles participate. This study revealed that the business experience must be taken into account as a criterion when developing entrepreneurship projects.

Firstly, the results show that the initiators and implementers of entrepreneurship development projects must segment project participants and learners into separate groups as 62% of respondents without business experience prefer experiential-practical learning methods than academic one. Also, the initiators and implementers must choose teaching content and methods accordingly.

Secondly, for the participants who do not have experience in business, entrepreneurship development process should stimulate ideas generation, preparation of the project and help to understand business development trends.

Thirdly, for further development of competence of business experience having entrepreneurs, it is purposeful to choose entrepreneurship development methods involving

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<sup>10</sup> Dudaitė J., Januškevičiūtė A., Prakapas R., Virbaliene R., Žibėnienė G. (2014). Verslumo ugdymas Lietuvos bendrojo ugdymo mokyklose. Mokslo studija. Vilnius



development of trust, preparation of the entrepreneur for individual career as well as improvement of management to the company skills. Lastly, for entrepreneurship developers, it is purposeful to reason the entrepreneurship development process by examples of good experience social responsibility, directed to the formation of responsible attitude to activity results.

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## VERSLUMO UGDYMO SOCIALINĖS ATSAKOMYBĖS KONTEKSTE YPATUMAI

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### Santrauka

Vykdamas smulkų verslą, svarbu yra kiekvieno darbuotojo asmeninė iniciatyva ir atsakomybė už galutinius veiklos rezultatus. Smulkiąjame versle netinka metodai, naudojami stambiajame versle, kurie skatina darbuotojus taupyti įmonės išteklius ir prisiimti didesnę atsakomybę už savo darbą. Tai mokslininkams iškelia problemą. Išsprendus šią problemą, verslo konsultantai galės lengviau taikyti tinkamus verslo ugdymo metodus, kurie skatintų atsakingą elgesį darbo aplinkoje. Tyrimo tikslas - atskleidus verslumo ugdymo prielaidas, suformuluoti verslumo ugdymo metodikų parinkimo kriterijus. Kaip tiriamojo darbo kontekstas, buvo pasirinktas Europos Parlamento ir Tarybos rekomendacijose dėl bendrų mokymosi visą gyvenimą gabumų (2006/962/EB) pateiktas verslumo aprašymas – „verslumo aspektas yra apibūdinamas iniciatyva, veiksmumu, nepriklausomybe ir naujumu asmeniniame bei socialiniame gyvenime, taip pat darbe“.

Šioje publikacijoje autorės pristato ryšių tarp verslumo vystymosi tendencijų, verslo veiklos ir socialinės atsakomybės bei verslumo vystymosi metodų parinkimo kriterijus, kurie buvo nustatyti tiriamojo darbo metu.

Verslo pasaulyje naudojama daug metodų ir priemonių, kurie skatina darbuotojus taupyti įmonės resursus ir prisiimti daugiau atsakomybės už savo darbo rezultatus. Didelės verslo organizacijos dažnai apibrėžia savo atsakomybės sritis pagal tarptautinį socialinės atsakomybės standartą ISO 26000. Jie taip pat taiko kokybės vadybos metodikas - LEAN, 6 Sigma, ISO 9000 ir kitus siekiant skatinti savo darbuotojus nustatyti ir imtis veiksmų savo darbo aplinkoje, pašalinant gamybos proceso dalis, kurios nesukuria vertės. Tačiau šios priemonės labiau tinka didelėms verslo organizacijoms, kuriose vykdomi

sudėtiniai ir išplėstiniai gamybos procesai ir kuriose yra specializuotos darbo vietos. Lietuvos statistikos departamento duomenimis, 2015 metais 79 % versle dirbo mažiau nei 10 darbuotojų. Per pastaruosius penkerius metus, daugiau nei 5000 verslininkų pradėjo naują smulkų verslą. Smulkią verslą svarbu yra kiekvieno darbuotojo asmeninė iniciatyva ir atsakomybė už galutinius veiklos rezultatus. Tai mokslininkams iškelia problemą. Išsprendus šią problemą, verslo konsultantai galės lengviau taikyti verslo vystymo metodus ir verslo veiklas, kurie skatintų atsakingą elgesį darbo aplinkoje prisitaikant prie naujų ekonominių, technologinių, ekologinių ir socialinių iššūkių. Tiriamojo darbo tikslas yra atskleidus verslumo ugdymo prielaidas, suformuluoti verslumo ugdymo metodikų parinkimo kriterijus. Šiam tikslui pasiekti išanalizuoti kelių Lietuvoje atliktų mokslo studijų verslumo ugdymo ir socialinės atsakomybės aktualijomis rezultatai. Apžvelgus verslumo ugdymo Lietuvoje situaciją, jos teisinės prielaidas įvardintos verslumo ugdymo ir socialinės atsakomybės sąsajos. Verslumo ugdymo poreikis tirtas 2011 - 2014 m. vykdant įvairaus amžiaus grupių Lietuvos gyventojų apklausą. Šio tyrimo rezultatų pagrindu suformuluoti verslumo ugdymo metodikų parinkimo kriterijai.

Apibendrinus atlikto tyrimo rezultatus galima išskirti keletą prielaidų verslumo ugdymo metodikų parinkimo kriterijams suformuluoti. Tyrimų rezultatai leidžia daryti prielaidą, kad bendros socialinės atsakomybės, kaip komunikacijos tarp skirtingą verslinio aktyvumo patirtį turinčių samdomą darbą dirbančių ir versline veikla užsiimančių visuomenės narių, kontekste tikslingos į skirtingų lygių rezultatus orientuoti verslumo ugdymo modeliai ir metodikos. Neturintiems verslinės patirties verslumo ugdymo proceso dalyviams tikslinga taikyti I. Ajzen (1991), A.V. Bhide (2000), W. Greve (2001) suformuluotą planuoto elgesio modelį, kuriame akcentuojamas verslo ketinimų ir verslininko veiklos integravimas bei aplinkos ir verslumo ryšys. Verslumo ugdymo procesas orientuojamas į idėjų generavimą, projekto rengimą, verslo vystymą<sup>11</sup>. Verslinės patirties turinčių verslininkų kompetencijų tolesniam ugdymui tikslinga verslumo ugdymo metodikas parinkti vadovaujantis I. Jamieson (1984), T. Garavan ir B. O\_Cinneide (1994) suformuluotomis verslumo ugdymo kryptimis arba kategorijomis, kurios apima pasitikėjimo ugdymą, verslininko rengimą individualiai karjerai ir vadovavimo įmonei tobulinimą, orientuojantis į verslo augimo ir verslo vystymo užtikrinimą.

Verslumo ugdymas yra atsakingas edukacinis vadybinis procesas, kuriame dalyvauja skirtingus vaidmenis atliekantys veikėjai. Verslumo ugdymo projektus iniciatoriai ir įgyvendintojai turi atsakingai segmentuoti projektų dalyvių ir besimokančiųjų grupes bei tikslingai parinkti mokymo turinį bei metodus. Neturintiems verslinės patirties verslumo ugdymo proceso dalyviams verslumo ugdymo procesas turėtų skatinti idėjų generavimą, projekto rengimą, padėti suvokti verslo vystymo kryptis. Verslinės patirties turinčių verslininkų kompetencijų tolesniam ugdymui tikslinga parinkti verslumo ugdymo metodikas, apimančias pasitikėjimo ugdymą, verslininko rengimą individualiai karjerai ir vadovavimo įmonei tobulinimą. Verslumo ugdymo tikslas verslumo ugdymo procesą pagrįsti socialinės atsakomybės gerosios patirties pavyzdžiais, nukreiptais į atsakingo požiūrio į veiklos rezultatus formavimą.

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### **Pagrindinės sąvokos:** verslumas, verslumo ugdymas, socialinė atsakomybė.

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<sup>11</sup> Dudaitė J., Januškevičiūtė A., Prakapas R., Virbalienė R., Žibėnienė G. (2014). Verslumo ugdymas Lietuvos bendrojo ugdymo mokyklose. Mokslo studija. Vilnius