

Higher Education and Assessment of Entrepreneurial Skills by Academic Stakeholders

Ana Paula Marques

Associate Professor, PhD of Sociology (University of Minho/Portugal),
Senior Researcher in the Interdisciplinary Centre of Social Sciences (CICS.NOVA. UMinho)

Abstract

This paper is based on a national study of entrepreneurship programmes and experiences related to non-formal and informal learning processes which have taken place in higher education in order to promote entrepreneurial skills among (post) graduates. The notions of "Learning Society" and "Lifelong Education" are closely linked with the development of a new educational paradigm which aims to enhance learning opportunities and new applications of knowledge in "organizations of all types and in all spheres of life" (Gibb, 2005). Empirical findings are gathered from the research project called Link.EES (Learning, Innovation, Networks and Knowledge), focused on Entrepreneurship in Higher Education, and funded by the Operational Programme of technical Assistance (OPTA), by the European Social Fund (OPTA – ESF). The methodological design was divided into the following steps: application of an online survey on 57 academic stakeholders of the Portuguese public Higher Education Institutions (HEI); selection of 12 case studies of good practices in the institutions of higher education and subsequent analysis by conducting in-depth interviews; and, finally, development of a repertoire of best practices in entrepreneurial skills and their validation by key actors and academic stakeholders. Three goals are pursued: i) a comprehensive meaning of "entrepreneurial learning", taking into account the European concept of "entrepreneurial spirit"; ii) an increasing importance of programmes/experiences as well as infrastructures and services, related to entrepreneurial learning provided by the main academic stakeholders; iii) and finally, a crucial involvement of academic stakeholders in a collaborative effort to promote the entrepreneurship mindset in the academia. Our aim is to assess the collaborative work achieved through the direct participation of key stakeholders in entrepreneurial learning, by building a crucial repertoire of entrepreneurial skills linked to the formation, self-employment and labour market transition.

Keywords: Portugal, Higher Education, Entrepreneurial skills, Stakeholders

Introduction

The present paper aims to highlight the importance of non-formal and informal learning by building a repertoire of entrepreneurial skills, and thus contribute to the reflection regarding the added value of cooperation and collaborative work. In the last decades, the Portuguese universities have diversified their strategies to promote entrepreneurial learning through the participation of several key actors and stakeholders in their so called "third mission". Entrepreneurship programmes and experiences related to non-formal and informal learning processes are important in developing entrepreneurial skills among students and graduates. Obtaining employment is increasingly dependent, both on the potential of individuals, and even more on the ability to build solid networks of partnerships in science and innovation. Moreover, providing internships and mobility experiences, participation in various social and civic associations and initiatives for students and graduates, in order to stimulate new attitudes and behaviours towards entrepreneurship and the labour market is the key drive for a successful transition to work.

The recognition of this societal and cultural level underlining entrepreneurship education is displayed in the *Europe 2020 Strategy* and in the *European Entrepreneurship Action Plan 2020* (EC, 2006; EC, 2012a), which highlights the importance of entrepreneurship education. Additionally, major results of an important study among alumni of Higher Education Institutions (HEI) in Europe (EC, 2012b), related to the effects and impact of entrepreneurship programmes in higher education have stated that entrepreneurship education has a positive impact on the entrepreneurial mindset of young

people, on their intentions towards entrepreneurship, on their employability, and on their role both in society and in the economy (Matlay, 2009).

In addition, "learning Society", or "Lifelong Education", is closely linked with the development of a new educational paradigm that aims to enhance learning opportunities and new applications of knowledge in "organizations of all types and in all spheres of life" (Gibb, 2005). In other words, the acquisition of knowledge, skills and entrepreneurial attitudes can be fostered both in formal, and in informal and non-formal strategies. Despite that, in this paper we wish to focus only on non-formal and informal learning in an academic context, assuming that learning acquired through previous work experience, participation in social networks, and mentoring schemes, can have positive implications for the development of the entrepreneurial potential of students and graduates. Several strategies and initiatives which have taken place in the academic context, such as workshops, "ideas competitions" and training courses, are developed to enhance chances of success in the transition to the labour market, namely finding a job, pursuing a long-term career and achieving future professional potential. For this purpose, it is important to emphasise the involvement of various key actors and stakeholders (e.g. students, academics, researchers, technical staff and policy-makers), by analysing their contribution in building a repertoire of entrepreneurial skills. For the purpose of this paper, the process of building a repertoire of entrepreneurial skills by academic stakeholders is analysed regarding two specific strategies: a) improving employability of graduates in their transition to the labour market (as an employed person); identifying a business opportunity, or creating their own employment, in this case assuming the status of self-employed (either as entrepreneur or as liberal worker).

This paper has been structured in three main parts. In the first part, we wish to point out significant changes in higher education, taking into account the place and role assumed by academic stakeholders in order to foster entrepreneurial skills, and in the second, we present the research project and its objectives (main and specific ones). Some considerations regarding the methodological design will also be singled out. Finally, in the third topic, our main goal will be to present the main research findings linked to the drafting of a repertoire of entrepreneurial skills, highlighting their validation among academic stakeholders.

1. Higher Education, Stakeholders and entrepreneurial skills

The internationalisation of Higher Education has been accompanied by the need to implement a set of actions/ services whose main purpose is, most of all, to respond to the "third" mission of the university, namely the increasing transfer of knowledge and technology to society, in dialogue with the various partners or stakeholders. In fact, many "internal" academic stakeholders, as well as other "external" partners (e.g. business, trade and industry associations, local communities, NGOs) are responsible for entrepreneurship and for providing support to existing infrastructures in HEI in recent years. Some examples of these infrastructures are: offices of entrepreneurship/ integration into active life; centres of entrepreneurship, innovation centres transferring knowledge of entrepreneurship, entrepreneurship clubs). Recent literature highlights a range of programmes/ experiences, as well as infrastructures and services related to entrepreneurial learning in a collaborative context involving formal, informal and non-formal strategies (Marques, 2016; Marques, et al. 2014; Marques, Moreira & Ramos, 2014; Pinho & Sá, 2013; Werquin, 2012; Ferreira, 2011; Gibb, 2002, 2005; Greene & Rice, 2002).

Therefore, the concept of stakeholding has recently come up more often, not only in management literature, but also in policy studies in general and higher education in particular (Freeman, 1984; Amaral & Magalhães, 2002; Maassen & Cloete, 2002; Neave 2002; Maric, 2013). We assume stakeholders as "third parties acting between the two main partners - the academic community and the interests of society" (Amaral, Magalhães, 2002: 16)¹. Despite controversies related to the stakeholder's approach, or the diversity of meanings and roles assigned to these "third parties", their contribution is important in innovation activities, technology transfer and business creation, specifically in fostering entrepreneurial skills (e.g., flexibility, creativity, problem solving, and dealing with uncertainty). These competences are relevant in the daily lives of young people, especially when they find themselves in the following circumstances: (a) in employment and/ or seeking to remain in the labour market as employed persons; or b) when they choose to build a professional career by

¹ Stakeholder's approach is plural and controversial regarding theoretical and ideological arguments (e.g. neo-institutionalist and neoliberal). Despite its relevance, its discussion goes beyond the objectives of this study (Amaral & Magalhães, 2002).

identifying a business opportunity or creating their own employment, in this case assuming the status of self-employed (either as entrepreneur or as liberal worker).

In this context, the HEI fulfil an important role in contemporary societies by creating strategies to confront the constant socioeconomic changes and the expectations of their citizens. In order to improve the quality of HEI, the institutions seek to comply with three stages: 1) teach and educate; 2) research and innovate; 3) transfer knowledge and serve the needs of the community. The last topic includes knowledge management, cooperation with different community entities, and questions the position that HEI hold in societal development. Therefore, the mission of HEI goes further than just teaching and researching, to reinforce their position in knowledge transfer to the labour market and in the service to the community.

For Carvalho *et al.* (2010), HEI should identically promote in their internal environment, the establishment and maintenance of an entrepreneurial ecosystem between the different stakeholders involved. These institutions should Therefore, consider three essential dimensions to promote entrepreneurship: 1) curriculum units presented in formal courses and educational backgrounds; 2) extracurricular activities at regional, national and international levels, involving various stakeholders and, seeking to enhance entrepreneurial culture; 3) structures to support entrepreneurs, to transfer knowledge to the market and to promote local/ national development initiatives.

It is in this broader context that we intend to present the main axes of problematisation of this study, namely the contribution of non-formal and informal learning in the process of transition to the labour market, the potential for developing transversal and entrepreneurial skills, and the crucial role of key actors or academic stakeholders in the dynamisation of networks and partnerships that allow the production, circulation and transfer of knowledge oriented to innovation excellence and economic and social transformation of the surrounding community.

2. Objectives and methodological design

The research study called Link.EES (Learning, Innovation, Networks and Knowledge) is focused on Entrepreneurship in Higher Education, and is funded by the Operational Programme of technical Assistance (OPTA), by the European Social Fund (OPTA – ESF). Its main goal is to set out the importance of non-formal/ informal entrepreneurial learning in the academic context. The specific objectives consisted in: 1) mapping the experiences of non-formal/ informal entrepreneurial learning undertaken from 2007 to 2013 in public higher education in Portugal; 2) characterising the graduates' profile (e.g. gender, age, social backgrounds, scientific area of study) who have participated in these experiences; 3) identifying a set of best practices in higher education; 4) presenting a repertoire of entrepreneurial skills with the direct participation of key stakeholders previously involved in all steps of the methodological design.

The methodology design has been developed in three main stages, which will be presented briefly (for more detailed information see Marques, 2016; Marques, Moreira & Ramos, 2014). In stage 1, the methodology used in the present study focused on the exhaustive search for experiments and entrepreneurial initiatives of non-formal and informal learning of Portuguese HEI through the information available on the Internet. Hence, having already identified the eligible entities, a telephone contact was made in order to develop and obtain complementary information, create links and involve stakeholders actively in the construction and development of the project. These collaborative dynamics also enabled the identification of other entities that had not been mapped through the first online review, and assess the level of involvement of the various key actors. The universe of our study comprises 57 entities that refer both to higher university education and to Portuguese polytechnic institutes, only from the public sector. An online survey was applied to this universe, and it was possible to obtain 41 stakeholders' responses (rate of 72%).

In stage 2, we selected 12 case studies of good practices of non-formal and informal entrepreneurial learning in the institutions of higher education and, consequently, analysed them by conducting in-depth interviews. Some of the most significant criteria that supported our decision included/consisted in the intentionality of illustrating the traces of originality, exemplarity and transferability potential of the "good practices" carried out at HEI level. However, in particular, we chose "good practices", taking into account the following traits: a) originality of the initiative, by highlighting new forms of innovation (technological, social and service innovation); b) exemplary "good practice" in the ability to rejuvenate traditional sectors, including added value and/ or highlighting new market niches; c) diversity of the key actor or stakeholder profile (e.g. entrepreneurship club, support office); d) cases of experiences or projects whose activities are integrated in the three phases of entrepreneurial learning: (i) awareness raising; (ii) training; (iii) mentoring and follow-up (incubators). Subsequently, semi-directive interviews were conducted to different representatives of previous selected

entities. With these in-depth interviews, two fundamental objectives were: a) to further characterise the "good practices", contemplating the main opportunities, challenges and dilemmas involved in the promotion and learning of the entrepreneurial skills systematised in stage 1; b) analyse the main collaborative dynamics, as well as the main identified bottlenecks.

In stage 3, the last step in methodological design, our intention was to build a repertoire of entrepreneurial skills and their subsequent validation by key actors and academic stakeholders who participated in the study. In order to accomplish that, we considered the entrepreneurial skills that were signalled, both in the exhaustive systematisation of stage 1, and in the case studies carried out in stage 2 (through content analysis). Based on this information, a questionnaire was designed to validate proposals for hierarchical entrepreneurial skills, taking into account their relevance to students and graduates in terms of facilitating both the transition to the labour market (as an employed person), and the creation of one's own job/ business (as a self-employed person).

The Delphi technique was chosen due to its application in an online virtual environment in order to validate the final proposal of the repertoire of entrepreneurial skills. This technique was justified in as much as it is a qualitative research tool that allows for the construction of a shared consensus of opinions from a group of specialists, in relation to a subject area or future events. This consensus represents a consolidation of the intuitive judgment of a group of experts on the assumption that collective judgment, when properly, is better than the opinion of a single individual, or even of some individuals devoid of a wide variety of expertise. To this end, three basic conditions were ensured: 1) the anonymity of the respondents; 2) the statistical representation of the distribution of results; 3) and feedback from the group responses for re-evaluation in subsequent rounds.

The application of the Delphi technique presupposes the accomplishment of at least two rounds between the stakeholders. In this study, it was possible to ensure two rounds. In the first one, the key actors responded to the proposed hierarchical questionnaire of entrepreneurial skills, and returned it in order to perform a simple statistical analysis (medians and quartiles). In the second round, the same questionnaire was sent, accompanied by the results of the responses obtained in the first round, allowing each respondent to review his/her position, if applicable.

In the next section, some results are displayed in order to point out a shared consensus on a more critical hierarchy of entrepreneurial skills.

3. Critical raking of entrepreneurial competences: a shared consensus

With the application of the Delphi technique, the process of building a repertoire of entrepreneurial skills was obtained, regarding two specific strategies: a) improving employability of graduates in their transition to the labour market (as an employed person); or by identifying a business opportunity or creating their own employment, in this case assuming the status of self-employed (entrepreneur/ entrepreneur or liberal worker). That is, the main purpose consisted in assessing the most relevant entrepreneurial skills that a student or graduate should possess to facilitate these two distinct processes of transition into labour market, according to the perspective of the academic stakeholders involved in this stage of the research.

The following characteristics should be singled out in the profile of the 41 participant stakeholders: 1) they tend to assume an organisational configuration of interface/unit of transfer of C&T (24,4%), centre/innovation and/or entrepreneurship office (24,4%), the ones that declare themselves as business incubators being residual (2,4%); 2) they are mostly micro-dimensional (73,2%), with less than 10 collaborators; 3) they are relatively young, and their start-up year of activity had a strong expression between 2001 and 2010; 4) the main services made available by these *stakeholders*, with a stronger focus, firstly on the availability of the information of grants, programmes and initiatives; and, secondly, the development of training initiatives on entrepreneurship (courses, *workshops*, *e-learning*); thirdly, the support given to the formalisation of applications to projects and the preparation of business plans; and, fourthly, the accomplishment of awareness building and information sessions (seminars and conferences). Data also reveal that, the geographic range with greater relevance among these key-actors is the local or regional (42%), followed by the national (32%). The international dimension assumes a minor relevance within the framework of the area of operation of these entities, gathering 26% of the answers.

Next, it is important to analyse, in more detail, the positioning of these stakeholders regarding a list of forty seven (47) transversal competences presented in the *online* survey developed in stage 1 of the research design, as described

earlier¹. Each of these competences was under appreciation by the questionnaire's respondents, who ranked their importance. The percentage attributed to each competence (consolidated in the weighted sum, obtained on the basis of the frequency response) substantiated the inclusion of thirty five (35) competences) and the elimination of fifteen (15) competences, whose cut-off line was below 20%. Through the *online* platform, two rounds were carried out by the *stakeholders*, thus achieving a generalised consensus around the ranking of the competences into three distinct groups namely technical, attitudinal and organizational/sociocultural one.

As regards the emphasis and systematisation of the most relevant information, the following "top 3" of entrepreneurial competences was built, differentiated between: technical competences, attitudinal competences, and organizational/sociocultural competences.

3.1. "Top 3" of technical competences

Upon analysis of table 1, the "Top 3" of *technical competences required* for the transition to the labour market, as an employed worker is as follows: 1) problem analysis and resolution, 2) oral communication skill and 3) good command of foreign languages; concerning a self-employed worker, the three most important competences are: 1) identification of opportunities, 2) planning and organisation, and 3) customer focus. The signaling of a broader set of entrepreneurial skills which facilitate the process of professional transition, in literature in general associated to employability (Vieira & Marques, 2014).

Table 1: Ranking of technical competences

Transition to the labour market		Position	Business opportunity/ own employment	
Competences	%		Competences	%
Problem analysis and resolution	65,9	1st	Identification of opportunities	82,9
Oral Communication Skills	58,5	2nd	Planning and organization	68,3
Command of foreign languages (51,2%)	51,2	3rd	Customer focus	63,4
Planning and organization	51,2	4th	Problem analysis and resolution	53,7
Mastery of the Information and communication technologies	43,9	5th	Negotiation capacity	51,2
Identification of opportunities	36,6	6th	Business awareness	51,2
Customer focus	34,1	7th	Oral communication Skills	29,3
Writing skills	22	8th	Ability to conceptualise	24,4
Negotiating ability	22	9th		
Business awareness	19,5	10th		
Ability to conceptualise	19,5	11th		

Source: Online survey with Delphi technique

3.2. "Top 3" of attitudinal competences

As for the "Top 3" of *attitudinal competences*, we can observe that the ranking proposal is diversified and presents a reinforcement of competences, mainly regarding the creation of employment/ business (Table 2). The following features may be presented, concerning the transition to the labour market as an employed worker: 1) adaptation and flexibility, 2) motivation 3) creativity and innovation; As regards the creation of self-employment/business, the entrepreneurial competences pointed out confirm the profile certified in literature: 1) creativity and innovation, 2) risk taking, and 3) initiative. In other words, there is an obvious consensus regarding the "innate profile of the entrepreneur", if we take into account that the "Top 3" includes precisely creativity and innovation, risk-taking and initiative. These are the traits that have mostly been highlighted apropos an "entrepreneurial culture".

¹ For further in-depth data on empirical findings obtained in the framework of this project, see Marques, 2016.

3.3. “Top 3” of organisational and sociocultural competences

Lastly, looking at the last group of competences with an organisational and sociocultural nature (Table 3), we may conclude that in the “Top 3” of transition to the labour market, the following are, unsurprisingly, included: teamwork, interpersonal relationship and understanding of the organisational culture, the latter being put in a prominent position within the current framework of the changes of the work organisations in world economy.

As for the “Top 3” of entrepreneurial competences, relevance given to leadership, team management and interpersonal relations is highlighted. In fact, this importance attributed to leadership is understood, since the entrepreneur will have to take on a qualitatively distinct role from the one which is perceived as teamwork. Deep down, it is about associating to leadership a vision and guidance for the development of the idea or business itself, as relevant traits towards the sustainability of such a project.

Table 2 – Ranking of attitudinal competences

Transition to the labour market		Position	business opportunity/ own employment	
Competences	%		Competences	%
Adaptation and flexibility	58,5	1st	Creativity and innovation	58,5
Motivation	51,2	2nd	Risk taking	53,7
Creativity and innovation	48,8	3rd	Initiative	51,2
Initiative	46,3	4th	Motivation	48,8
Dynamism and proactivity	46,3	5th	Autonomy	41,5
Autonomy	39	6th	Persistence	41,5
Sense of responsibility	36,6	7th	Dynamism and proactivity	36,6
Continuous learning	26,8	8th	Decision-making ability	34,1
Critical thinking	19,5	9th	Adaptation and flexibility	29,3
		10th	Resistance to stress	19,5

Source: Online survey with Delphi technique

Table 3 – Ranking of organizational and sociocultural competences

Transition to the labour market		Position	business opportunity/ own employment	
Competences	%		Competences	%
Team/ group work	82,9	1st	Leadership	82,9
Interpersonal relationship	80,5	2nd	Team management	56,1
Understanding of the organisational culture/professional environment	58,5	3rd	Interpersonal relations	51,2
Creation of bonds/networks	34,1	4th	Delegation of tasks	43,9
Conflict management	29,3	5th	Creation of bonds/networks	43,9
Living with multiculturalism/ diversity (29,3%)		6th	Knowledge of the socioeconomic context	41,5
Knowledge of the socioeconomic context	29,3	7th	Influence/persuasion	26,8
Ethical commitment	24,4	8th	Conflict management	26,8
Leadership	22	9th	Team/Group work	24,4
Delegation of tasks	22	10th	Understanding of the organisational culture/professional environment	22
Presentation of the personal image	22	11th		
Team management	19,5	12th		

Source: Online survey with Delphi technique

Final Remarks

Entrepreneurial skills are understood as competences that which enable us to support individual decisions and behaviours, so as to create or identify an opportunity of a business, or to create self-employment, especially the skills that that enable the development of the potential of action, creativity, initiative, among other aspects, in the different professional and private contexts. Therefore, the acquisition of knowledge, skills and entrepreneurial attitudes can be developed in the context of the institutionalised educational system, but it can also be encouraged in many other ways, from non-formal and informal learning strategies, such as internships and curricular mobility, participation in diverse types of social and civic associations and in organising initiatives (e.g., seminars, ideas and prizes), among others. These strategies may prove important in the process of transition to the labour market, in obtaining a job and in structuring a career by anticipating future projects. From the results obtained in this study, it is possible support the importance attributed to such initiatives in the promotion of the repertoire of entrepreneurial skills, considering our "TOP 3" of technical, attitudinal and organizational and socio-cultural skills.

Promoting awareness, mentoring and project implementation of the entrepreneurial learning process is crucial for collaborative work in a competitive world. In fact, the extensive mapping of programmes and experiences of entrepreneurial learning, carried out in the academic context, aims to support the identification of a set of good practices and a repertoire of entrepreneurial skills. Furthermore, it allow us to reflect on the added value of cooperation and collaborative work of key stakeholders, namely in transfer and knowledge circulation, network mentoring, supporting the transition to the labour market.

References

- [1] Amaral, A. & Magalhães, A. (2002). The emergent role of external stakeholders in European higher education governance. In A. Amaral, G. A. Jones, & B. Karseth, eds. *Governing Higher Education: National Perspectives on Institutional Governance*. New York: Springer.
- [2] Carvalho, L., Costa, T. & Dominginhos, P. (2010). Creating an entrepreneurship ecosystem in higher education. In Safeullah Soomro, ed. *New achievements in Technology Education and Development*. InTech.
- [3] EC (European Commission) (2012a). *Entrepreneurship 2020 Action Plan Reigniting the entrepreneurial spirit in Europe*. COM(2012)795.
- [4] EC (European Commission) (2012b). *Effects and impact of entrepreneurship programmes in higher education*. Brussels, European Commission.
- [5] EC (European Commission) (2006). *Fostering Entrepreneurial Mindsets through Education and Learning*. COM (2006)33 final.
- [6] Ferreira, J.S. (2011). Entrepreneur XXI. Education for Entrepreneurship New Paradigm? *International Bussiness and Economics Review*, 2, pp. 16-29.
- [7] Freeman, R.E. (1984). *Strategic Management: a Stakeholder Approach*. Pitman, Boston.
- [8] Gibb, A.A. (2002). In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Review*, 4(3), pp. 233-269.
- [9] Gibb, A.A. (2005). The future of entrepreneurship Education. Determining the basis for coherent policy and practice. In P. Kyro & C. Carrier, eds. *The Dynamics of Learning Entrepreneurship in a cross cultural University Context*. University of Tampere Research Centre for Vocational and Professional Education, pp. 44 – 68.
- [10] Greene, P. & Rice, M. (2002). *Entrepreneurship Education*, London, EE.
- [11] Maassen, P. & Cloete, N. (2002). Global Reform Trends in Higher Education. In N. Cloete, Juta and Company (Pty) Ltd. eds. *Transformation in Higher Education: Global Pressure and Local Realities in South Africa*, Pretoria.

- [12] Maric, I. (2013). Stakeholder Analysis of Higher Education Institutions. *Interdisciplinary Description of Complex Systems*, 11(2), pp. 217-226. Available at: http://indec.su/index.php?s=x&y=2013&p=217_226 [Accessed May 29, 2014].
- [13] Marques, A. P. (2016). *Aprendizagens Empreendedoras no Ensino Superior. Redes, Competências e Mercado de Trabalho*. V.N. Famalicão: Edições Húmus, ISBN: 978-989-755-202-1.
- [14] Marques, A. P.; Moreira, R.; Ramos, S. (2014). Stakeholders and cooperation on the HEI's. *Problemy Zarządzania*, vol. 13, n. 1 (51), T2, University of Warsaw, pp. 56 – 69, DOI: 10.7172/1644-9584.51.4 (URI: <http://hdl.handle.net/1822/37523>)
- [15] Marques, A.P. et al. (2014). Learning by Practice? Entrepreneurial dynamics among Portuguese graduates? In *Young people, entrepreneurship and non formal learning: A work in progress*. Brussels: IPMPrinting.
- [16] Matlay, H. (2009). Entrepreneurship education in the UK. A critical analysis of stakeholder involvement and expectations. *Journal of Small Business and Enterprise Development*, 16(2), pp. 355 – 368.
- [17] Neave, G. (2002). The Stakeholder Perspective Historically Explored. In J. Enders & O. Fulton eds. *Higher Education in a Globalising World. International Trends and Mutual Observations*. Klüwer Academic Publishers, Dordrecht.
- [18] Pinho, J.C. & Sá, E. (2013). Entrepreneurial performance and stakeholders' relationships: A social network analysis perspective. *International Journal of Entrepreneurship*, 17, pp. 1-19.
- [19] Vieira, D. A. & Marques, A. P. (2014). *Preparados para trabalhar? Um Estudo sobre os Diplomados do Ensino Superior e Empregadores*. Lisboa: Fórum Estudante/ Consórcio Maior Empregabilidade, ISBN: 978-972-8976-02-6.
- [20] Werquin, P. (2012). The missing link to connect education and employment: recognition of non formal and informal learning outcomes. *Journal of Education and Work*, 25(3), pp.259-278. Available at: <http://www.tandfonline.com/doi/abs/10.1080/13639080.2012.687574> [Accessed June 13, 2014].