

Mentoring Model of Business Plan Competition Program in Improving Social Entrepreneurship

Iip Saripah¹, Retno Dwi Lestari², Ari Putra³, Muhammad Hadi Ali Mutamam¹

¹Universitas Pendidikan Indonesia, Indonesia

²Universitas Negeri Jakarta, Indonesia

³Universitas Bengkulu, Indonesia

*Email: iipsaripah@upi.edu

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Abstract. The integration of entrepreneurship education is one of competences under the lifelong education concept. Entrepreneurship gives a relevant perspective in deciding the best way for students as preparation to face the future. This study was conducted to enhance the students' entrepreneurship through business plan competition. The method applied was qualitative method with field research approach that the information was from the research objects which were the participants. The research subjects were students of Community Education Department UPI who participated in the competition. The result showed that mentoring is a kind of accompaniment to support and encourage students in developing their business. Business developed in social entrepreneurship, both commercial and non-commercial, is related to scientific development of community education. Mentoring can encourage the aspiring entrepreneurs to facilitate marketing and to implement their developed business plan.

Key words: social business plan competition, entrepreneurship education, mentoring

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INTRODUCTION

The integration of entrepreneurship in education program in the university becomes the main competence of lifelong learning concept (Baggen, Y., Lans, T., & Gulikers, J., 2021). Education program in university has a main goal that is to create individuals who are skilled and competent, one of which is to be entrepreneurs. Frinces (2010) stated that an individual who is creative, dynamic and innovative, dare to take risks and deal with unpredictable challenges. Entrepreneurship provides interesting and relevant perspectives in determining the best way for students to prepare themselves. An entrepreneur was demanded to overcome challenges and changes, to handle uncertainty, and to provide unprecedented needs. The concept of entrepreneurship refers to creativity of empowering, creating, unpretending, and managing to increase the income of business (Mulyani, 2011). Furthermore, entrepreneurship program was developed by Belmawa in order to be successful and it needs to be supported and developed. (Belmawa Kemdikbud, 2021). There are various programs to improve the creativity of students in running their business. One of them is student entrepreneurship program (Soputan et al., 2019). Hence, entrepreneurship programs and education were designed to direct the mindset of entrepreneurs, which are the need to acquire the ability to take risk, tolerance for uncertainty, self-efficacy, goal setting, and rewards (Sauk-

konen, 2016). Another factor that contributed to the effectivity of program in creating many young entrepreneurs was self-efficacy (Din, 2016; Newman, 2019). In line with the previous statement, human capital theory and self-efficacy were positively related to entrepreneurial intention (Bae, T. J., Qian, S., Miao, C., & Fiet, J. O., 2014)

One of the stimuli that can be given is through competition. Competition is a kind of education for entrepreneur marked by the autonomy enhancement by goal setting and interest seeking (Baggen, Y., Lans, T., & Gulikers, J., 2021). Urbig, D., Bonte, W., Procher, V.D., et al. (2020) suggested that the relation between entrepreneurship and competition is substantial. A students who is interested in entrepreneurship has motivation to compete more than the student who are not interested. They are motivated by many factors, such as desire to the develop themselves, the urge to win, and other factors.

The development of entrepreneurial models was carried out in various ways, starting from retail, start-up, and creative industries. In developing three types of entrepreneurship, it must have an impact of life, one of which is the social environment. Social entrepreneurship is a business concept with the aim of improving the economy of community by directly involving them in establishing business innovation. (Hulgard, 2010). Therefore, the main goal is not only profit but also a positive impact on society (Sledzik, 2013).

The first step in designing competition program for entrepreneurship education is making a business plan. Business plan competition is a potential way to provide platform for aspiring entrepreneurs to gain required knowledge and business skills.

Business plan is a written document that describes the current condition and estimated goal of an organization. The approach applied to predict the future is by market research to be considered by financiers to provide funds for a start-up business. The use of business plan in entrepreneurship education as a measurement of learning success is seen from the encouragement, support for students to research, and develop their plans according by following the profitable format (Watson, K., McGowan, P., & Smith, P., 2014).

The main outcome of the business plan was students to be able to design business model by combining their knowledge, the real condition of the field, and the solution for society. However, business plan is not a benchmark of business success. Students has their autonomy whether or not they will follow the business plan. A business model is also an interpretation of thought that has impact and value (Osterwalder, 2010). The main objectives of social entrepreneurship are to create value and sustainable solution in entrepreneurship (Santos, 2012) and to reach equality and social justice (Dacin, 2011). The presence of social entrepreneurship in the community can change the performance in that environment.

The students were provided a mentoring program when they found problems in planning and delivering solution during the process of designing the business plan. This activity strategically developed students' professional knowledge and skills. Entrepreneurship program is educator's responsibility to prepare students in overcoming challenges and uncertainty (Yang et al., 2018). Moreover, department was obligated to encourage the creative ideas to do entrepreneurship, to share knowledge about entrepreneurship, and to evolve the entrepreneurship skill (Turker, 2009). Besides, mentoring significantly gave positive impact to students' confidence, motivation, collaborative culture, and goal setting (Carmel, R. G., & Paul, M. W., 2015). With so many business plans being made, it promoted that entrepreneurship is easy to implement (Sjölundh, T., 2008).

Thus, this research was to analyze the mentoring model in developing social entrepreneurship of students through business competition in Community Education Department, Faculty of Education, Universitas Pendidikan Indonesia. The scope was social entrepreneurship because community education students are required to be able to apply social and behavioral sciences in the fields of community education and development.

METHODS

This research applied qualitative method (Sugiyono, 2011) and field research approach that is an approach that can perceive phenomena more broadly according to what is happening and developing in social situations. The research was performed by observing students who participated in mentoring program. Moreover, it also analyzed the modeling process of student competition. The respondents of this research were students of community education department class year 2019.

RESULTS AND DISCUSSION

Social Entrepreneurship Program through Business Plan Competition of Community Education Students, UPI

The social entrepreneurship competition activity developed by the community education department UPI was a series of activities provided in the form of designing social business activities according to individual and work group passions for students. Social entrepreneurship is the main theme in this competition. The main objective of the program was to produce entrepreneurs who earn income and have a positive impact socially and culturally for the environment. From a scientific point of view, social entrepreneurship in community education has a common goal. This activity was given in order to prepare graduates who are able to create business opportunities that are not only concerned with profit but also can provide a large social impact on the environment. Therefore, students can provide solutions that occur in the community and generate income to support the sustainability of social businesses.

This program was performed by providing opportunities for students to present ideas and provide business capital and mentoring to participants whose business ventures were selected. Student business ideas included proposals related to social entrepreneurs, clear business goals, products offered based on social enterprises, product marketing strategies, resource development, and business program financing.

The Implementation of Social Entrepreneurship Program through Business Plan Competition

This program was implemented by providing socialization about the competition. As results, 13 proposals for social business plans were collected from undergraduate students of Community Education Department,

Faculty of Education, Universitas Pendidikan Indonesia. The proposal submission was through the google form within two weeks.

The proposals collected had five major themes, namely waste management, applications, food processing, fashion, and training products. The documents were selected by systematic assessment of writing. Students developed social business plan proposals by applying creativity and market research techniques and received ongoing external feedback through mentoring.

From the document selection, several proposals showed the relationship between the problems, solutions, and proposed activities. In Table 2. Group 8, Group 3, and Group 13 with the theme of waste management provided systematic descriptions of activities about waste problems in the environment, solutions provided, selection of cooperation partners, and activities performed. In the application theme, group 6 was selected with their proposal about the development of an organicbox application. Finally, in the food management section, group 4 and group 5 offered unique solutions.

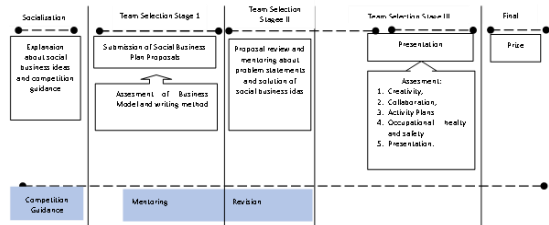


Figure 1. Implementation Process

The next stage was the selection of six groups to attend the mentoring process. Mentoring aimed to provide views and input on the business plan presented in the proposal. In addition, mentoring increased collaboration between students and mentors who already have a business network. The results of the presentations showed a comprehensive picture of the activities to be carried out.

Discussion

In this study, mentoring was carried out with the aim of encouraging systematic way of thinking in exploring problems, finding solutions, and preparing proposals for social entrepreneurship business plans. The output of this research can be used as initial capital for prospective entrepreneurs in becoming the next generation who is able to support the government's economy and open some job opportunities for the community (Armiati, 2011). For this reason, the discussion process conducted during the mentoring encouraged the improvement of interpretation and analysis skills of qualitative data, as well as skills in writing business plans. Agree with this argument Pless (2012) said about social entrepreneur aims to be 'heroic' social entrepreneurs and their multi-award winning creations. In idea content, which included prob-

lems and solutions, the mentor confirmed the advantages of the business idea and motivated a number of improvements in the presentation of the proposal. Students were allowed to give some inputs during mentoring. It means that the decision-making and responsibility for implementing the plans completely in students' hands. After mentoring, the mentees made a presentation. This stage encouraged participants to improve their argumentation skills.

Mentoring was an important factor in establishing a network between student and experts who provide various opportunities for learning through interactions. In addition, mentoring bridged the students with investors, professional services, and various inputs. According to Cohen, S., Fehder, DC, Hochberg, YV, & Murray, F. (2019), mentoring is important in improving start-up performance because mentees acquired advice and insights that can ensure start-ups move to the next business stage through a series of market validations.

Mentoring is an activity to develop students' abilities, skills, and experiences through the a series of tasks that are planned systematically and rigorously in real work as a means of learning and achieving goals (Heslin, 1999). In line with this, Supriyati (2016) stated that mentoring process refers to coaching and that is almost certain to be successful if the coaches are empathetic, supportive, confident, not pushy, not demanding perfection, but trying to tell what to do. In another sense, mentoring is defined as a professional relationship in which an experienced person (mentor) assists another (mentee) in developing specific skills and knowledge that will enhance the mentee in career and self-qualification.

According to Suharto (2009, p. 187), mentoring has four functions. They are as enabling, empowering, protecting, and supporting. To enabling, mentoring plays a role in providing motivation and an opportunity for the community to form models, conduct mediation and negotiations, build mutual consensus, and perform resource management. To empower, mentoring plays a role in strengthening community capacity through education and training. The mentor plays a role in providing positive input based on knowledge and experience, exchanging ideas with the knowledge and experience of the community, raising awareness, conveying information, and confronting. Mentoring in its role as protection is related to the interaction of the mentor with external institutions and the interests of the community. In this case, the mentor looks for sources, defends, uses the media, improves public relations, and builds a network. In addition, they give consultations in order to solve problems faced by the community they assist. Finally, in its role as support, mentoring is carried out to or-

ganize groups to make positive changes by performing a number of practical activities.

Mentoring activities can occur peer-to-peer. That was when the condition of participants were at the same seniority level but having different experiences. However, in this study, the positions of mentor and mentee were at different seniority levels. Mentors were appointed among the lecturers, while the mentees were students. This was chosen to facilitate the assessment.

Within the scope of the university, mentoring was performed for career advancement, self-confidence, and a sense of belonging (Hobson, 2003). Furthermore, Feldman et al. (2013) noted that intense mentoring did not only assist students in increasing future career advancement but also supported faculty resilience in contributing to academic productivity.

There are two types of mentoring based on its nature, namely formal and informal (Jenkins, S., 2013). Formal mentoring is strategic and planned assistance so that mentors and mentees can negotiate interactions, goals, and their step plan. In formal mentoring, mentors provide a number of suggestions and scheduled meetings, but leave all decisions to the mentee. The goal is to meet the needs of the mentee. Meanwhile, informal assistance is carried out in an environment that places mentors and mentees in ongoing activities. Mentoring is done almost every time through interactions. Flexibility and discussion topics could vary in informal mentoring. This condition allowed the mentee to get advice in time when they needed. Students also preferred the latter because of the flexibility in choosing a mentor according to the student's wishes (self-selecting). Likewise, the goals was set by both parties. It allowed lecturers to help students navigate difficult experiences, develop independent thinking, and avoid getting stuck in systemic problems such as the curriculum that has been set by the university. However, this approach allows the topic of discussion to be very broad. It sometimes blurred the scope of learning outcomes.

Formal mentoring had selected mentors for the mentees in advance. The involvement of mentees in choosing their own mentors tends to be low. Meanwhile, informal mentoring involved the mentees to choose their own mentor (self-selected mentoring relationship). The university did not involve in selecting the mentors. The mentees independently contacted and negotiated with the prospective mentor they chose. Mentoring referred to plan feedback and follow-up plans that can be done by individuals (Riswanto, 2016). In addition, the mentoring process can be classified using business assistance and other institutions (Khoiron, 2021).

However, both types of mentoring have several principles. Kay and Hinds (2005) stated that the first

principle in mentoring is that mentors need to act independently from university management. Second, the setting goal of the mentoring needs to be agreed and reviewed by both parties on a regular basis. Third, the means of contact need to be established and coincided. Finally, it is necessary to maintain confidentiality during mentoring activities.

In general, the social business plan competition offered new experiences for students to analyze the conditions and problems of society during the COVID-19 pandemic. In the challenging situation, students were aware of health protocols. They were also encouraged to formulate social business activities that bridged problems and solutions. This activity strengthens the interaction of academics and the community.

A number of studies revealed that the weakness of entrepreneurship education in universities was due to the gap between theory and practice in the design and implementation of startup business (Curran & Stanworth, 1989; Klofsten & Mikaelsson, 1998; Maack, K., Klofsten, M., Hedner, T., 2011). This could be overcome by a curriculum that integrated entrepreneurship training prepared by industry and the university's academic structure that aimed to create an entrepreneurial ecosystem. The concept of a business plan competition met the criteria of industry and academia by connecting entrepreneurial education theory with narrative business training.

Competition is a form of education for entrepreneurs. It increased the flexibility for students through setting goals and interests as a first step (Baggen, Y., Lans, T., & Gulikers, J., 2021). In university environments, business plan competitions were adopted as a key element of student-centered learning models that actively contributed to the commercialization of university research and technological prowess (Maack, K., Klofsten, M., Hedner, T., 2011).

In the term of function, a business plan competition had the potential to offer a platform for students as aspiring entrepreneurs to increase their knowledge and to acquire the necessary business skills. Business plan competitions were created to stimulate the establishment of new businesses through exploration of students' ideas, talents, and potential (Maack, K., Klofsten, M., Hedner, T., 2011). The business plan described an assessment of current and future conditions, the organization and the environment, long-term and short-term goals. It also developed appropriate action guidelines to achieve the goals. Insights into business plan competition in developing countries have the potential to help align public policy with entrepreneurial initiatives and streamline interactions between industry, academia, and government (Tipu, S. A. A., 2018).

In general, a business plan competition has four goals. First is to motivate people to come up with ideas through a number of discussions and feedback from mentors. Second, it aims to build commercial skills, including plans for preparing work steps in business. Third is to attract investors through developing strategies to access industrial networks. The last one is to identify various parties that can support the entrepreneurial ecosystem, such as from academia, government, and private sector. Thus the program developed by students is able to encourage them to choose entrepreneurial careers (Gailly & Fayolle, 2015).

In designing business plan competition activities, the promotion and socialization should be ensured to be carried out properly. Competition activities did not require complicated things, so students as novice entrepreneurs or aspiring entrepreneurs could participate. In addition, the competition should be able to open up opportunities for all communities, whether they were experienced and knowledgeable, or not. Basically, the business plan competition was part of the entrepreneurship learning and training program (Thomas, David & Gudmundson, Donald & Turner, 2014). Therefore, business plan competencies were conducted in a supportive and non-threatening environment, one of which is a university environment.

Participants prepared a social business plan and presented it to the panel of judges and investors. The process of preparing a business plan offered many advantages, as follows (Tipu, S. A. A., 2018):

1. Providing a comprehensive view of various aspects of the business, such as financial support and human resources,
2. Testing assumptions without incurring costs,
3. Providing a systematic approach to achieving goals, and
4. Providing an overview of effective strategy implementation if the business plan is implemented.

However, the mentoring approach that has been taken was a formal approach with a mentor who has been selected in advance. Carmel, R. G., & Paul, M. W. (2015) argued that mentoring with a formal approach is not appropriate because basically someone naturally can find the mentor they need. Mentoring is an example of an approach. It combines two different things but producing something significant for building knowledge and theory. (Susie Linder & Hall, 2007). When the mentor had been selected in advance, there was a feeling that the mentoring process was an obligated task. As result, the mentoring was performed as task completion, without solid collaborative involvement between the mentor and the mentee.

In addition, poor time management were found between mentors and mentees. Mentors as university lecturers had limited time and energy to provide full assistance to the mentees. This condition occurred because the lecturers worked at the university and their attention was divided into various activities. On the other hand, there were also some lecturers who were very committed but they could not get along with their students. Therefore, a mentoring system needs to be supported by a number of university policies to intensify the position and concern of the mentoring activities.

CONCLUSION

Generally, each group had limited data in extracting problems and solutions. Research was conducted online through secondary data collection. Field observations were very limited. The interviews could not be carried out due to the COVID-19 pandemic.

On the other hand, mentors had difficulty to perform mentoring. Ideally, the mentors have to manage their time to balance formal and informal mentoring. Formal mentoring plays a role in providing clear boundaries on the topics to be discussed and focusing on achieving goals. While the informal approach gives flexibility to students to select mentors and activity goals. In practice, the mentoring in this study was dominantly conducted with a formal approach. The limitation of this approach was that the objectives of the activity had been previously set by the mentor. The lack of involvement in setting goals by students caused the purpose of the activity seen as an obligation to complete the course assignments. The goal was short-term, that was the organizing of a social business plan. In addition, informal mentoring was very limited because there was no direct interaction in the midst of the COVID-19 pandemic.

However, the social business plan competition had an impact on the student experience to analyze the condition of the community, increase knowledge, and acquire skills in turning community problems into necessary social business opportunities. This activity also strengthened the interaction of academics with the community.

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