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STIMULATING POSITIVE ENTREPRENEURIAL CONSCIOUSNESS IN BUSINESS EDUCATION GRADUATES THROUGH MENTORING TOWARDS SUSTAINABLE ECONOMIC DEVELOPMENT IN NIGERIA

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ABSTRACT

This study was designed to examine how mentoring could be used to stimulate positive entrepreneurial consciousness in Business Education Graduates towards the achievement of Sustainable Economic Development in Nigeria. The values of mentoring were examined. The study revealed that proper mentoring of business education graduates in entrepreneurship will provide continuous professional development in graduates and assist them cope with the transition process from classroom to the world of work and remove fears of failure associated with private business practice. Case studies of mentoring in two professions, other than businesses education, were examined to have yield positive results. The study concluded that mentoring is a valuable tool in developing business consciousness in graduates. It was recommended that business education graduates should be mandated to serve under practicing businessmen in order to learn the practical intrigues of successful business practice. This will go a long way to eradicate in graduates, the much desire to rely on government for provision of white collar jobs and give them orientation towards establishing private businesses, without which there will be neither growth nor sustainable economic development in a country.

INTRODUCTION

The journey into business enterprising often offers challenges to newly qualified practitioners in all professions. The entry period in business practice is a formative period when the knowledge, skills and attitudes acquired in classrooms during the programme studies are applied in practice. It is a transitional period which can be stressful as well as challenging as new demands are made upon individuals on new entries who are seeking to consolidate their skills. It is also a period when a fresh graduate business practitioner is in need of guidance and support in order to develop confidence and competence in his/her profession. The kind of guidance and support needed by these newly qualified business graduates should come, as a matter of necessity, from practicing businessmen who have acquired some sort of business experiences to serve as a trusted confidence over some periods of time. Oak- Peters (2021) noted that young businessmen that seem to be the most successful are the ones that have learned from those who were in business before them. According to Mckimm, Jollie and Hatter (2017) every newly qualified personnel needs continuing support to enter a professional practice after obtaining a qualification. The authors asserted that the best form of support which many professions legally accept is through mentoring. The justification of a period of compulsory practice under a superior in law, medical sciences and accountancy professions_was stressed on research reported by Mckimm, Julline and Hatter(2017). This assertion explains the reason behind the collaborative demands by the minimum standard of the National Commission for Colleges of education (2014), National Universities Commission(2019) and National Board for Business and Technical Education (2017) that every business students must complete a specified period of industrial attachment as a compulsory requirement for graduation. But most universities, colleges of education and polytechnics tend to pay lip service to the issue of industrial attachment as review of five years reports written by students on completion of industrial attachment has revealed that business students are often posted to business firms and offices that do not have the capacities to coach and mentor the attaché students and the periods of industrial attachments are sometimes shorter than the required period stated in the policy guidelines of the programme(*Review of 2015-2019 Students Terminal Reports of Industrial Attachment).* This study is undertaken to investigate the best practice of mentoring that could stimulate entrepreneurial consciousness in business education graduate for the sustainable development of Nigerian economy.

STATEMENT OF THE PROBLEM

Nigeria is one of the development countries whose education is based on certificate rather than practical and where competency based is not given priority. Also found in the country is a situation where every young graduate is in a hurry to making money rather than learning to acquire knowledge and experiences. Almost every graduate prefers white-collar jobs to entrepreneurship. Even in some professions where compulsory that a certain period of training under a superior be acquired by newly qualified graduates before attempting to set up an independent business, one still finds the trainees cutting corners through personal practice(USAID, 2015). This attitude has resulted in deaths of patients in the hands of many new medical doctors, and fraudsters among the accountants, lawyers and bankers as most of them did not learn enough from older practitioners before setting up their firms.

It is also surprising that in most situations various government agencies get involved in what they call empowerment programme which they recruit youths, train them for only three months or thereabout and give them huge sums of money to start business without attaching them to the practicing businessmen for mentoring and without follow-up. Soon after starting businesses for these newly certificated young men, the businesses collapse as a result of lack of confidence, support and experience. Another surprising aspect is that mentoring being a very crucial aspect of business management it is not include in business education curriculum in any level of education in Nigeria whereas lip service is paid to the industrial attachment programme by Industrial Training Fund officers and institutions of higher learning. Therefore this study is conducted to examine ways by which mentoring could be used to stimulating positive entrepreneurial business consciousness in graduates from our tertiary institution for sustainable economic development in Nigeria. It will also contribute to the body of knowledge on functional industrial attachment and mentoring practices in Nigerian institutions of higher learning.

Objective of the Study

The objectives of this study are to:

1. To explore the theory and practice of mentoring business.
2. Examine the values of mentoring to business graduates.
3. Examine types of mentoring relationships available to business graduates; and
4. Find out how mentoring practicsed in some professions is across the globe.

Theoretical Framework: Mentoring which is a very complex form of support, in management science, is a professional activity, a trusted relationship and a meaningful commitment. It is grounded on a social cognitive learning theory propounded by Bandura in 1965. The theory of social cognitive learning emphasizes that new patterns of behaviour can only be acquired and sustainably developed in individuals through direct experience or by observing the behaviour of others. According to Bandural(2020), human learning does not only stems from response consequences of direct experience but also through the observation of what other people do. The theory emphasized that learning would be exceedingly laborious, if people had to rely solely on the effects of their own action to inform them what to do. The theory went on to stress the fact that intrigues of successful living are learned through modeling. The social cognitive learning theory learning theory which showcases triadic reciprocal determinism holds that human being best learns through personal, behavioural and environmental determinants (Bandura, 2006). The theory also holds that man is a product of continuous interactions and of many meetings. Mentoring originated from ancient Greece as a technique to impact to young men the important social, spiritual and personal values. Today, mentoring has adopted modern methods of modeling which involve the submissiveness of young graduates or young businessmen to learning successful ways of doing business by shadowing the master artisan. Metros and Yang (2006), held that for a person to acquire skills for a successful business practice, one needs to build a strong foundation through mentoring and that for an organization to build and retain a healthy workforce that can react positively and quickly, to change and can develop, adapt and regenerate itself over time, mentoring has to be built into the management system whereby the apprentice would have to work under the master for a specified number of years under learning. On completion of the learning stage, such learner would be awarded a certificate of completion. The certificated individual would then have to work under a mentor for another specified period of time. During the mentoring period, the mentee will be subjected to learning the intrigues of management (funds and materials management). On completion of the second stage of the scheme, the master sets up a business for the apprentice to run (still under the supervision of the master) for another specified period of time before allowing him/her to be on his or her own management. In which case, the apprentice has now become a master and can mentor others. This practice has been eroded because of influence of white collar jobs accessioned by certification rather than skills acquisition (Nwachukwu, 2016).

Nowadays, mentoring has taken a new look. For instance in the world of music established stars are made to encourage and nurture talented younger musicians both technically and in managing their careers and most successful people in many walks of life have had one or more people over the years who have exerted particularly strong influence over their lives and careers (Nnamuko, 2019).

Review of related literature

Mentoring is a very old concept in a new guise. It can be traced back to the Greeks Mythology when Odysseus entrusted his son Telemachus to the Goddess, Athena, who disguised herself in human form as mentor, an old friend of Odysseus. Her function according to Homer was to act as a wise counselor and helper to the youth of her days. Mentoring later became a common practice in the Greece apprenticeship period when young people, having acquired technical skills often benefited from the patronage of more experience and established professionals through attachment (Hay, 2015). According to Hay (2012), in Spencer and Cynthia (2021), the Greece mentoring practice was redefined corporately by American government in the mid 90s, and restructured to become a career development strategy for ensuring efficiency in business practice.

In the eastern and south-south Nigeria, mentoring was practiced as apprenticeship scheme in which the apprentice had to work under the master for a specified number of years as a learning strategy for successful business practice.

CONCEPT OF MENTORING

Among scholars, commentators on national issues and business administration theorists, there is no consensus about the meaning of mentoring or what it encompasses. According to Clutterbuck (1988) *"Mentoring"* has ~ more than one meaning and that little or no debate has been made by scholars on what mentoring should be in a particular context in order to bring a mutual understanding and vision of mentoring to be shared in relationship process between people.

Megginson and Clutterbuck (1995) opined that mentoring is off line help by one person to another in making significant transitions in knowledge, work or thinking.

According to Metros (2005) Mentoring is a professional activity, a trusted relationship, a meaningful commitment in which a mentee learns by observation and by example. Spencer and Golden (2003) asserted that mentoring could be formal agreement between an expert(s) and novice certificated personnel where each develops professionally through the two-way transfer of experience and perspective, the goal which is to provide career advice for professionally and personal enrichments.

The most exciting definition is the one put down by Metros and Yang(2006) which defines mentoring as ***a relationship which involves helping and supporting people to manage their own business in order to maximize their professional potential, develop their skills, improve their performance and become the person they want to be***.

Mentoring involves two persons, namely the mentor and mentee. A mentor is someone who helps another, person through an important transition such as coping with a new situation in business or managing challenges of change in personal circumstances or in career development or personal growth. The mentee is the person who is being helped. The mentee may otherwise be called the learner.

VALUES OF MENTORING

The concept of continuing support for a period after qualification through mentoring or other similar schemes is well established in many professions, such as law, accountancy and medicine and is being introduced by many organizations following drop in competency acquisition by graduates occasioned by differences in academic curriculum and industrial practices. According to Jones and Jowett (1997) facilitated mentoring schemes may be made to achieve the following:

- Identify potentials more effectively in individuals
- Induct new staff into organization more quickly
- Improve the retention of rate.
- Encourage and support high flyers.
- Encourage and support ethnic minority and disadvantaged groups.
- Support self-development and work-based learning programmes such as continuous professional development, graduate or company training programmes.
- Support, organizational change.
- Help individuals cope with transitions such as moving into a new job or role.

MENTORING PRINCIPLES

Hay (2015) and Jowett Shaw and Tarbitt (2017) who were professors in leads Metropolitan University developed the following guide principles for mentoring, simultaneously in mid-90s.

- Recognizing that people are alright.
- Recognizing that people can change and want to grow.
- Understanding now people learn.
- Recognizing individual differences in people.
- Empowering through personal and professional development
- Encouraging capability
- Developing competence
- Encouraging collaboration not competition
- Encouraging scholarship and a sense of enquiry
- Searching for new ideas theories and knowledge
- Equal opportunities in the organization.
- Reflecting on past experiences as a key to understanding
- Looking forward and developing the ability to transfer learning and apply it in new situations.
- Realizing that people can create their own meaning of mentoring

Hogue and Pringle (2015) in a research and interviews with administrators in University of South Carolina developed the following as a "work in progress" mentoring guiding principles:

- **Strive for mutual benefits**: The relationship should be defined from the beginning as mutually beneficial. Each participant has committed to the relationship by choice. Each should openly share his or her goals for the relationship and work collaboratively to help achieve them.
- **Agree on confidentiality:** Maintaining an environment of confidentiality is a critical component in building trust between the participants. Without a mutually understood ability

to speak freely as the situation warrants, the relationship is unlikely to reach its full potential.

- **Commit to honesty**: The participants should be willing to candidly share what they expect to gain from the relationship and their vision for getting there. They should be prepared to offer frank feedback as appropriate, even if the feedback is critical.
- **Listen and learn:** Mutual benefit and honesty can only be achieved when both members feel their viewpoints are heard and respected. Mentors, especially, need to remember that the relationship is not primarily about them. Co-mentors should not be intimidated or made to feel their views are not valued.
- **Build a working partnership**. Consider structuring a working partnership that includes project consultation or active collaborations rooted in the common ground of shared professional goals. These collaborations can lead to discoveries about each participant's preferred working style, daily obligations, and professional aspirations.
- **Lead by example**: Actions create the most lasting impression.
- **Be flexible:** It might help for a mentoring relationship to have defined goals, but the process may be as important-or more so-than the goals.

THE MENTORING RELATIONSHIP

Mentoring is a protected relationship in which learning and experimentation occur through analysis, examination, re-examination and reflection on practice, situations, problems, mistakes and successes (of both the mentors and the mentees) to identify learning opportunities and gaps. Mentoring is about helping the learner/mentee to grow self confidence and develop independence, autonomy and maturity. The mentoring relationship is a special relationship where two people make a real connection with each other. In other words they form a bond. It is built on mutual trust and respect, openness and honesty where each party can be themselves. It is a powerful and emotional relationship. The mentoring relationship enables the mentee to learn and grow in a safe and protected environment. The quality of the relationship is crucial to a successful outcome; if bonding does not occur and one or both of the two parties are not comfortable within the relationship then neither learning nor mentoring will be sustained. A good relationship recognises the need for personal development and the partners have some idea of where they want to go (Clutterbuck, 2019). In the early stages the mentee will be relatively dependent and the mentor will need to be supportive, helpful, friendly and encouraging to nurture the mentee to learn and grow. However the time will come when the relationship will change and subsequently the mentor's role will need to change. As the mentee becomes more confident and independent, and in order to sustain and deepen learning, the mentor will need to challenge, stimulate and encourage reflection. Too much challenge and stimulation at the beginning can overawe and alienate the mentee, too little later on can still learning and stimulation and cause the relationship to end without total fulfillment.

Mentoring is not a crutch and must not remain a dependent relationship or become an excuse just for a chat session. Mentoring is a two-way process with the mentor having as much to gain as the mentee. The crux is to encourage both partners to contribute freely and operate as equals (Hay, 2015). Age, wisdom and experience are irrelevant. Equality can be negotiated within the contract with both partners agreeing to contribute fully, make suggestions and give feedback to each other.

Initially the mentor may take the initiative to ensure that the relationship gets going. In the earlier stages the mentor will be concerned with motivating, supporting, enabling, empowering activities. As time goes on the mentee will develop independence and autonomy, as suggested above, and in the end may well surpass the mentor.

FACILITATING A SUCCESSFUL MENTORING SCHEME

In order to facilitate mentoring within an organization, company or project and encourage successful outcomes, certain environmental conditions must prevail and an enabling framework must be established. According to Conway (2014) the business case for a facilitated mentoring scheme must be clearly articulated and senior management must firmly believe in the concept and demonstrate this commitment. The mechanics and structures and support for the key people must be in place and clear to all concerned. When making out the business case for a facilitated mentoring scheme the questions contained below need to be explored.

Why do we need a mentoring programme?
- What are the aims for the programme?
- What do we hope to achieve?

Is mentoring consonant with our organizational structures and values?
- Is mentoring already happening? .
- Has it been tried before?

Who will be involved - mentors/ mentees? Who will 'run' the initiative?
What problems do we anticipate?
Who will our mentors be?
- Do we need to produce a Mentor Profile?
- How will we select them? Who is to be mentored?

Who is to be mentored?
- Why?
- What is the aim for the group of mentees and for individuals?
- How will they be selected?

How will mentors and mentees be matched and paired?
What resources are required and available?
What briefing and training will be required by:
- Mentors?
- Mentees?
- Other stakeholders?

How will mentors be
- Supported?
- Rewarded?

When and how will the mentoring programme be monitored and evaluated, and by whom?
The following factors lead to a more successful outcome of a facilitated mentoring scheme:
- participation by willing volunteers who wish to succeed and 'grow, initially in a pilot scheme
- Those involved must own process top management support and commitment in action as well as words, the importance of the whole organization being supportive must be stressed by them.
- Appropriate awareness raising and marketing of the scheme to the whole organization and to potential participants
- The provision of a well prepared, flexible, involved and supportive learning environment
- Promoting the scheme as valuable form of personal and professional development
- Appointment of a co-ordinator to manage the programme
- Linking the mentoring scheme with some other developmental effort
- Building in short stages, say month by month, and flexibility
- Encouraging contracting with a 'no fault' opt out clause
- Making all participants aware of potential risks and problems
- Effective orientation of mentors, mentees, line managers and any other stakeholders prior to commencement
- Developmental diagnosis ie auditing of mentee's needs and requirements
- Provision of training and support for both mentors and mentees which should include clear learning outcomes; monitoring and evaluation; rewards, eg CATS points; structured follow-

up and the ownership of those involved (NBS, 2019).

- Shared expectations between mentor and mentee
- Good communications structures between all players
- Careful and appropriate selection and matching and pairing of partners (see below for further details).
- Monitoring and evaluation of the scheme linked to the defined objectives and anticipated outcomes of the scheme, involving feedback from all stakeholders. Feedback should be triangulated and based on periodic consultation of individuals and representative focus group
- Ensuring confidentiality is integral to the systems and administration of the programme
- the provision of adequate space, financial and personnel resources and quality, focused time
- Setting a time limit in advance for the monitoring relationships, after which the relationship may continue outside the programme
- devising a set of learning objectives
- Establishing specific working arrangements to enhance benefits of support scheme, eg 'same work shifts.

As highlighted above, mentoring is more likely to succeed if both partners are willing volunteers. **It** is also helpful if the mentee is able to select their own mentor although this is not always possible or practicable. Good practice suggests that the matching and pairing process within a facilitated mentoring scheme needs to be undertaken sensitively by encouraging a more natural and informal bonding and pairing process. Research undertaken for the Adapt Project, managed by Harrogate College suggested the following:

- Hold an informal social early on in the programme
- Provide profiles of both mentors and mentees, identifying their experience and skills and perceived needs and requirements
- Give participants permission to network and develop informal relationships through exploratory visits and/or telephone conversations or email connections
- At an early stage, hold a meeting of mentors and mentees to jointly 'explore the purpose, meaning, benefits and process of mentoring in general terms and specifically in relation to the particular mentoring scheme. Include a presentation from previous (selected) mentor/mentee relationships.

It will also be necessary to consider geographical location of potential mentors and mentees and gender, ethnicity and age, cultural and job status differences. In some circumstances 'screening' of mentors, including police checks in a school situation, may be necessary.

Becoming Successful Entrepreneur

Learning to become an entrepreneur does not stop at receiving entrepreneurial lessons in classroom about the concepts, benefits of entrepreneurship and preparation of business proposals. The learners on completion of the studentship should be attached to a more experienced and successful businessmen to undergo a practical career development training on an agreed and acceptable period of time. The period of attachment should be adequate enough to allow the acquisition, practice and mastery of the real world business skills with supervision and evaluation(Oak Peter, 2012). Every business education undergraduate should be made to choose a line of business with at least two alternatives which he/she intends to undertake to earn a living on completion of the programme of studies. This is necessary to disabuse the minds of the business graduates about white –collar jobs syndrome.

CASE STUDIES ON MENTORING SCHEMES IN OTHER'PROFESSIONS

Mentoring in Nursing

In 1989 the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC), the statutory regulatory body for these professions, established a project examining the standard, kind and content of post-registration preparation - the Post- Registration Education and Practice (PREP) Project. A discussion document was circulated in January 1990 (UKCC, 1990a) and was accompanied by 20 road shows around the UK, During the road show events and in responses received to the discussion document, strong views were expressed about the lack of support for newly registered practitioners. The transition period was seen as stressful for many practitioners. In acknowledgement of the frequently repeated messages were that those who were newly qualified needed the support of a more experienced colleague, a recommendation was made in a consultation document published in October 2020 (UKCC, 2020) that there should be a period of support for all newly registered practitioners to consolidate the competencies or learning outcomes achieved at registration. The consultation document further recommended that a preceptor should provide the support for each newly registered practitioner. The term preceptor ship was used to differentiate support for newly qualified nurses from mentorship support offered in nursing training. A cost benefit analysis, carried out by Price Waterhouse between May 1990 and July 2019, identified potential savings and cost benefits which could be made from introducing support for newly registered practitioners assisting practitioners to become effective in their jobs at an earlier stage, by improving confidence which could reduce error, by improving knowledge, skills and attitudes, thus improving patient care and by improving retention. The costs associated with delivering such a scheme were time and administration, and these in turn would be determined by preceptor numbers and seniority of preceptors.

In July 2021 the UKCC's Council agreed to recommend that its recommendations on support for the newly registered practitioners should be adopted by employers and published its requirements for a period of preceptorship in advance of its other PREP proposals in January 2013. These were re-evaluated and revised in January 2005 (Wallace, 2009). In support of this policy NHS issued guidance requiring health authorities to implement a framework for support and preceptor ship from April 1993 as a matter of good practice.
Features of Preceptor ship scheme for nurses, midwives and health visitors:

- Individuals are accountable for their practice from 'the point of registration and the period of support is not considered, in any way, as an extension of the programme of education or training
- The average length of support is normally 4 months, although this depends on the previous experience, qualifications and personal and professional abilities of the individual concerned. The length of time is agreed between the individual and their preceptor and may be extended. A recent study has indicated that 4 months may at present be an underestimate of the average requirement (Runciman, 2018).
- Support is provided both to newly registered practitioners entering practice for the first time, those entering a different field of practice by means of a second registration qualification and those returning to practice after a break of 5 years or more.
- Preceptors are normally first level nurses, midwives or health visitors who have had at least 12 months (or equivalent) experience within a clinical field; they may be full or part-time employees and must willing to take on the role and share their knowledge and skills with those entering that field of professional practice. On occasion a preceptor may be from another profession.
- Preceptors are seen as a guide and counsellor for the newly registered practitioner.

The exact nature of the role and relationship between practitioner and preceptor is worked out to suit the two individuals concerned and will depend on the nature and context of the care to be given, the geographical situation and the experience and confidence of both parties.

- Preceptors are given up to 2 days specific preparation for their role, in order that the preceptor:
- Has sufficient knowledge of the newly-registered practitioner's education programme in order to be able to identify current learning needs and to set and agree learning

Objectives.

- Is able to help the individual to apply knowledge to practice
- Has an understanding of how people integrate into a new practice setting in order to assist with this process
- Appreciates the problems likely to be experienced by the practitioner in the transition from the transition from pre-registration students to registered and accountable practitioner.

Mentioning in Higher Education: Nottingham University Example

This mentoring scheme covers all grades of staff within Nottingham University. Guidance about the scheme includes guidance notes for mentor's and mentees and guidance on mentors for probationary academic staff; staff in the Registrar's Department; clerical, secretary and junior administrative staff; and technical staff. The scheme is designed for all new staff who were employed from the beginning of the *2007/8* Session. Different mentoring arrangements are organized depending on individual departmental school circumstances. The formal scheme is developed presenting options and indicating "the norm" rather than prescribing universal rules for both mentor and mentee. The scheme sees mentoring as "a process in which a person (mentor) is responsible for overseeing the initial career and development of the newly employed staff. The emphasis of the scheme is on the relationship (rather than the activity). In some circumstances mentoring is used as a way of preparing established colleagues for new roles or posts. The mentor is seen a truest friend, counselor, guide advocate, role model, information provider and door opener. At Nottingham University, mentors are expected to assist with induction and introducing the new staff member to the University and departmental processes and procedures. In addition, the mentor may have a role in providing guidance and support in relation to job requirements and performance of the newly employed staff.

The Nottingham University scheme identifies two models of mentoring although it emphasizes the fact that mentoring relationships change over time, that some combination of the models is possible and that participants need to be conscious of the different models and the approaches that they employ. Misunderstanding and confusion may arise if the mentoring partners have different models of the relationship in mind or fail to appreciate how it could change.

- One model is based on peer development, in which the partners are of relatively equal status and in which learning and development is collaborative and a two-way relationship. This model supports the view that a peer who has recently gone through the same period of induction as the new person is the most appropriate person to take on the mentor role.

This suggests that normally the mentor should be a member of staff who has at least two years experience within the current department but not more than five. In this approach, age, seniority and subject area are secondary considerations.

- The other, more traditional approach, is based on a developmental model in which a more senior person is largely passing on his/her wisdom and experience to the new person. This approach argues that more experienced members of staff are better able to advise and guide the new person. In this approach the length of service and seniority may be more decisive factors.

Preparation and Training of mentors is organized by the University Training & Staff Development Unit and detailed briefing notes and courses' are provided on the scheme and its operation. Mentors are encouraged to agree with their mentees the frequency and length of meetings, venues, rules about contact (only at work), agendas for meetings and it emphasizes the importance of both giving and receiving feedback. *Source: Taken from article by Richard Blackwell, Head of Staff Training and Development, Nottingham University) .*

SUMMARY
Mentoring as an informal relationship between two people has been in existence for many years. Recently, many people are realizing the need for them to have mentors in the face of economic dwindling for some reasons including receiving help and support for survival in the fast developing globalized world. But the alarming and surprising thing is that mentoring being a very important aspect of human management is not included in the studies curriculum of the Nigerian schools from primary to University levels. Most graduates often become surprise hearing people talk about having mentors in business management. Some graduates sometimes regard mentoring as spiritual matters others see it as mystical package. But be it as it may, mentoring has a lot of values for graduates irrespective of the discipline and the job they want to undertake most especially the provision of support and help for professional development and assistance towards successful transition from academic world to the labour market.

CONCLUSION
Based on the findings from other professions and the important values attached to mentoring, the research concludes that mentoring can be a valuable part of a framework of support in developing business and entrepreneurial consciousness in graduates.

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