

Is Strategic Thinking Omitted from Entrepreneurship Education in Higher Schools?

It is considered that strategic thinking skills improve entrepreneurial competencies. In order to find out at what extent strategic thinking is integrated into entrepreneurship education, the comparative study of entrepreneurship master study programs was made.

Keywords: strategic thinking, entrepreneurial learning, higher education.

Manoma, kad strateginio mąstymo įgūdžiai gerina entrepreneriškumo kompetencijas. Siekiant išsiaiškinti, kokių mastu strateginis mąstymas integruotas į entrepreneriškumo ugdymą, buvo atliktas entreprenerystės magistrantūros studijų programų lyginamasis tyrimas.

Raktiniai žodžiai: strateginis mąstymas, entreprenerystės ugdymas, aukštasis mokslas.

Introduction

In response to the growth and innovation needs of the world's economies, where business environment is more and more often is defined as being volatile, uncertain, complex, and ambiguous (VUCA), many higher education institutions run formal entrepreneurship education programmes. The purpose of these programmes is to develop a set of entrepreneurial skills. The ability to identify market opportunities and to make decisions to take advantage of those opportunities are seen as intrinsic entrepreneurial skills (Dahlstrom and Talmage, 2018). In addition to the usual process management skills inherent in business management, entrepreneurial studies are

expected to develop entrepreneurial thinking. Entrepreneurship studies are expected to produce individuals who, through innovation and futuristic thinking, will be agents of progress in society (Ratten and Jones, 2021). Entrepreneurial thinking consists of problem-solving skills, tolerance of uncertainty, learning from mistakes, empathy, creativity with solid resources, tolerance of and response to critical feedback, and teamwork (Peschl, Deng and Larson, 2020). These entrepreneurial thinking skills are revealed, are operationalised, through different ways of thinking. Critical thinking (Ibqal et al., 2022; Manassero-Mas, Moreno-Salvo and Vazquez Alonso, 2022; Gube and Lajoie, 2020; Tang, Vezzani and Eriksson, 2022), creative thinking (Peschl, 2020), design thinking (Sandorova et al.,

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2020; Pande and Bharathi, 2020; Lahiri, Cormican and Sampaio, 2021), and strategic thinking (Kazmi et al., 2016; Bajcar, Babiak and Nosal, 2015; Buehring and Bishop, 2020; Gol et al., 2020; Peterson and Wu, 2021; Zare, 2017) are often cited as thinking talents that are essential for entrepreneurs.

Today, it is hard to imagine an entrepreneurial curriculum without design thinking, which includes creative thinking. However, these entrepreneurial skills are primarily focused on the development of products and services. Critical thinking, by its very nature, is thinking that is quite commonly taught as a classical way of thinking, based on an objective, rational assessment of the relationships between ideas. Strategic thinking is a slightly different dimension, because it is about learning from the business environment (Zare, 2017), while understanding that the world does not always work in a linear, methodical way (Bouhali et al., 2015) and exploring creative and innovative strategies of the company (Zare, 2017). Strategic thinking helps to create new opportunities through its inherent tools: conceptual thinking, systems thinking, foresight, and clever opportunism (Gol et al., 2020).

The question is, how important is strategic thinking for an entrepreneur, for his entrepreneurial skills? Strategic thinking skills are thought to improve entrepreneurial skills (Gol et al., 2020; Peterson and Wu, 2021; Ratten and Jones, 2021; Zare, 2017), among them – innovation skills (Bouhali et al., 2015; Kazmi et al., 2016; Buehring and Bishop, 2020).

In the study implemented by Z. L. Gol et al. (2020) it was found a direct significant relationship was found between strategic thinking and entrepreneurial personal effectiveness.

Thus, researchers established a link between strategic thinking and better entrepreneurial skills. Logically, these skills should be taught in entrepreneurial studies programmes. Hence the question of this study: is strategic thinking training integrated into curriculums of entrepreneurship learning study programmes in higher education institutions?

The research object is the development of strategic thinking in entrepreneurship education programmes in higher education institutions.

The aim of the research is to determine the extent to which the development of strategic thinking skills is integrated into entrepreneurship education in higher education.

The research methods: a descriptive approach is applied and quantitative content analysis used while observing the phenomenon.

The objectives of the article are:

- to conduct a literature review on the relationship between strategic thinking and entrepreneurial skills;
- to carry out a quantitative content analysis of the integration of strategic thinking in entrepreneurship study programmes in higher education institutions;
- to formulate conclusions, practical insights and new research directions in the light of the results of the research.

Literature review

Entrepreneurship education in high schools

Small businesses based on entrepreneurship are an important factor in the growth of every economy (Xu, Yu, Li, 2021). Small businesses are the most job-creating and therefore make a relatively greater contribution to employment and social problems in countries (Doran, McCarthy, O'Connor, 2016). The obvious importance of small businesses in the economic and social spheres dictates the need to invest in the development of entrepreneurial skills. Higher education institutions offer entrepreneurship education programmes in order to respond to market needs. And the curricula they develop are based on the presumption that entrepreneurial skills can be learned (Aizizi and Mahmoudi, 2018; Hattab, 2014). However, some researchers state that the impact of high education institutions' entrepreneurial curricula on entrepreneurship is ambiguous. Some researchers have found that such programmes reduce intentions to take up entrepreneurship (Badawi et al., 2019). Meanwhile, other studies show that the effects are positive and that the entrepreneurial study programmes provided have a positive impact on intentions to start one's own business (Hattab, 2014; Moberg et al., 2014; Nowinski et al., 2019; Lima et al., 2015). The assumption of this study will be that entrepreneurial education in higher education institutions makes positive impact on intentions to engage into entrepreneurial activities.

The task of higher education institutions is to design and deliver study programmes that develop specific entrepreneurial skills. Entrepreneurship study programmes focus on the acquisition of the knowledge and skills necessary for entrepreneurship and the development of the skills needed to build effective businesses (Mandilas, Kourtidis, Petasakis, 2014). It has been observed that entrepreneurial studies programmes need to move away from the acquisition of knowledge towards the development of specific thinking skills (Springer and Borthnick, 2004) and learning by doing (Huebscher and Lendner, 2010; Sirelkhatim and Yagoub Gangi, 2015). Thus, the development of specific thinking and interactivity become the cornerstones of the development of such study programmes.

Entrepreneurial skills

It is logical to assume that the design of every entrepreneurial studies programme starts to be designed from the identification of entrepreneurial skills, which must be developed. There is no single list of entrepreneurial competences, but researchers have identified the following competences as characteristic and necessary for entrepreneurs. According to T. R. Dahlstrom and C. A. Talmage (2018) entrepreneurs have a knack for identifying and seizing opportunities. Sh. Badavin et al. (2019) found in a study in Arab universities that through entrepreneurship studies programmes four entrepreneurial competencies are being developed, namely risk-taking, critical thinking, problem solving, and innovation. The importance of innovation management skills for

entrepreneurs is highlighted in many other studies (Ratten and Jones, 2021; Iddris, Dogbe, and Kparl, 2022; Zhang, 2017). The importance of financial management, fundraising, marketing management and creativity skills was identified by Ch. Lang and Ch. Liu (2019). Successful entrepreneurship is not possible without good management skills, including team management (Hwang, Choi, and Shin, 2020).

As mentioned above, the entrepreneur is expected to have not only mastered managerial skills and techniques, but also to have a specific entrepreneurial mindset, entrepreneurial thinking. Entrepreneurs are expected to combine innovation with futuristic thinking in order to be a driving force for economic and societal change (Ratten and Jones, 2021). More precisely, entrepreneurial thinking itself consists of problem-solving skills, tolerance of uncertainty, learning from mistakes, empathy, creativity with solid resources, tolerance of and response to critical feedback, and teamwork (Peschl, Deng, Larson, 2020). These entrepreneurial thinking skills are disclosed through different ways of thinking such as: critical thinking (Ibqal et al., 2022; Manassero-Mas, Moreno-Salvo and Vazquez-Alonso, 2022; Gube and Lajoie, 2020; Tang, Vezzani and Eriksson, 2022), creative thinking (Peschl, 2020), design thinking (Sandorova et al., 2020; Pande and Bharathi, 2020; Lahiri, Cormican, and Sampaio, 2021), and strategic thinking (Kazmi et al., 2016; Bajcar, Babiak and Nosal, 2015; Buehring and Bishop, 2020; Gol et al., 2020; Peterson and Wu, 2021; Zare, 2017). Thus, entrepreneurial competences range from identifying and seizing business opportunities, to business

administration, innovation management and specific entrepreneurial thinking.

Strategic thinking skills

Strategic thinking is the ability to formulate successful strategies in the light of factors external to the organisation and doing it in non-linear way (Bouhali et al., 2015). That process implies learning from it (Zare, 2017) and drives exploration of creative and innovative strategies of the company (Zare, 2017). On the one hand, the strategic thinking process generates new opportunities, on the other hand, the strategic thinking process itself is a learning process on how to better think strategically in the future. Conceptual thinking, systems thinking, foresight, and clever opportunism are tools of strategic thinking that facilitates the generation of new opportunities (Gol et al., 2020).

Many researchers concluded that strategic thinking skills improve entrepreneurial skills (Gol et al., 2020; Peterson and Wu, 2021; Ratten and Jones, 2021; Zare, 2017), among them – innovation skills (Bouhali et al., 2015; Kazmi et al., 2016; Buehring and Bishop, 2020). Z. L. Gol et al. (2020) found a direct significant relationship between strategic thinking and effectiveness of personal entrepreneurship.

Method

The study adopts a descriptive approach, observational method in which quantitative secondary data are used to record the frequency of occurrence (quantitative content analysis) of the observed

phenomenon. Secondary data are obtained from the official websites of the study programmes under study. The logic of the study is presented by presenting the sampling rules and the method of data analysis used.

The sample

To answer the research question and to test the hypotheses formulated, it was decided to investigate the master's degree programmes in Entrepreneurship run by higher education institutions. The primary sample of the study consisted of the 100 best masters (first 100) in entrepreneurship ranked by the Eduniversal Rankings Best Masters.

However, during the course of the study, due to the non-comparability of the structure of the programmes (due to the large parts of the programme being classified as electives, due to the problems of obtaining detailed information about the study programme in a language understood by the author of the study), 29 programmes were excluded from the initial sample and the final sample of the study consists of 71 study programmes. The final sample consists of 71 study programmes implemented in

26 different countries around the world (Table 1), i.e., Australia, Austria, Belgium, Canada, Chile, China, Congo, Denmark, France, Germany, Ireland, Israel, Italy, Lebanon, Morocco, Mexico, Netherlands, New Zealand, Poland, Portugal, Slovenia, South Africa, Spain, Sweden, United Kingdom, USA. The largest number of programmes in the sample were implemented in France (10 programmes), the USA (9 programmes), the UK (8 programmes), Australia (5 programmes) and Spain (5 programmes each). Other countries implemented a maximum of 4 study programmes that were included in the sample.

Applied method

The quantitative content analysis method was applied to analyse the data collected on the different study programmes. Only compulsory courses included in the curriculum of master programmes were analysed. This was done in order to avoid uncertainty in the choice of courses, as the probability of a person choosing a particular course is quite low. In the first phase, the frequency of the courses was recorded. In the second stage, the courses were grouped into 15 business

Table 1. The characteristics of the sample

Country	No.	Country	No.	Country	No.	Country	No.
Australia	5	Denmark	1	Morocco	1	South Africa	1
Austria	1	France	10	Mexico	1	Spain	5
Belgium	3	Germany	2	Netherlands	4	Sweden	2
Canada	1	Ireland	2	New Zealand	1	United Kingdom	8
Chile	1	Israel	2	Poland	1	USA	9
China	2	Italy	2	Portugal	3		
Congo	1	Lebanon	1	Slovenia	1		

management areas – course groups (start-up management, entrepreneurship, general management, experiential learning, personal development, marketing management, strategic management, decision making, finance management, operations management, innovations management, human resources management, information systems management, sustainability, sector-specific management), but without assigning five courses to any group. These five courses were: analytical thinking, creative thinking, critical thinking, design thinking, and strategic thinking. The frequency of courses in specific groups (summing up the frequency of courses assigned to specific groups) and the relative frequency (frequency rate) per study programme were calculated. In a third step, the results were further grouped by country. However, only countries with at least five programmes in the sample were used for comparison in order to identify country-specific differences, if any. As a last step, it was identified which specific courses dominate among the groups of courses.

Findings and Discussion

The results of the study are presented in two phases. The overall results are presented first, followed by a presentation of the results for the individual geographic countries and dominant specific courses.

General findings

The results of the survey show that the study of start-up management is the most important and the most important

in relative terms in the curricula of individual study programmes. Across all the programmes analysed together, the number of such courses was as high as 127 or 1.8 courses per programme (Table 1). On average, each study programme had at least one course in entrepreneurship, general management and experiential learning (respectively frequency and frequency rate: 87 and 1.2, 78 and 1.1, 71 and 1.0). Almost every study programme included courses in personal development, marketing management, strategic management, decision-making and financial management (respectively frequency and frequency rate: 66 and 0.9, 61 and 0.9, 59 and 0.8, 55 and 0.8, 55 and 0.8). These findings are in line with the findings of other scholars on the necessary entrepreneurial skills such as start-up creation skills (fundraising, learning by doing; Lang and Liu, 2019; Huebscher and Lendner, 2010) and business administration (general management, financial and marketing management; Lang and Liu, 2019; Hwang, Choi, and Shin, 2020).

Only one of the two study programmes integrated studies on operations management, innovation management and human resources management (respectively frequency and frequency rate: 46 and 0.6, 42 and 0.6, 38 and 0.5). It is somewhat surprising that less attention is paid to the development of innovation and human resource management skills, as such skills are also identified by researchers as among the inherent skills of entrepreneurs (Badavin et al., 2019; Hwang, Choi, Shin, 2020). Among the rare courses that were integrated into the compulsory curricula were information systems management, sustainability and sector-specific management courses

Table 2. Frequency of courses per study programme

Course group/courses	Frequency	Frequency rate per study programme
Start-up management (SU)	127	1.8
Entrepreneurship (EN)	87	1.2
General management (GM)	78	1.1
Experiential learning (EX)	71	1.0
Personal development (PD)	66	0.9
Marketing management (MM)	61	0.9
Strategic management (SM)	59	0.8
Decision making (DM)	55	0.8
Finance management (FM)	55	0.8
Operations management (OM)	46	0.6
Innovations management (IM)	42	0.6
Human resources management (HR)	38	0.5
Information systems management (IS)	13	0.2
Sustainability (ST)	4	0.1
Sector-specific management (SP)	3	0.0
Creative thinking (CTh)	16	0.2
Design thinking (DTh)	10	0.1
Strategic thinking (STh)	3	0.0
Analytical thinking (ATh)	1	0.0
Critical thinking (CrTh)	1	0.0

(respectively frequency and frequency rate: 13 and 0.2, 4 and 0.1, 3 and 0.0). Courses in the field of specific thinking are also relatively rare among the study programmes examined. However, the most frequent (in one study programme out of five) was creative thinking (frequency – 16, frequency rate – 0.2). Such results are not in line with the researchers' findings that entrepreneurial skills are necessary for entrepreneurs (Lang and Liu, 2019). The second most frequently identified integrated course was design thinking (frequency – 10, frequency

rate – 0.1). It could be said that creative or design thinking is integrated in every third study programme. Only three study programmes had an integrated strategic thinking course and one each for analytical thinking and critical thinking.

These results clearly confirm that strategic thinking is not integrated into curriculums of entrepreneurship learning study programmes despite the fact that many authors (Gol et al., 2020; Peterson and Wu, 2021; Ratten and Jones, 2021) claim it to be a source of entrepreneurial skills.

Findings by countries

In addition to the overall results, we wanted to look at the differences between study programmes in different countries around the world where such programmes are implemented.

The results of the country comparison show that start-up management courses are predominantly focused on in France, where on average as many as three courses per study programme are aimed at developing these competences (frequency rate – 3.0; Figure 1). In Spain, the UK and the USA, the number of courses in this field is similar to the average of almost two courses in all the programmes surveyed (frequency rate 1.7-1.8). In Australia, the number of courses in start-up management is lower at one (frequency rate 0.8). However, programmes in Australia have a much stronger emphasis on the study of general management and marketing management (frequency rate: 2.6 and 1.4 respectively) than in other countries. The US has a strong emphasis on operations management, which is higher than the average for all curricula and higher than the five specific countries compared (frequency rate is 1.8, where the average

is 0.6, in Australia – 0.8, in France – 0.1, in Spain – 1.0, in UK – 0.5). The emphasis given to personal development studies in Spanish curriculums is above average and higher than in the other five countries compared (frequency rate in Spain – 2.0, while the average – 0.9, in Australia – 0.8, in France – 0.7, in UK – 0.6, in USA – 1.4).

Across the countries compared, the study of design thinking receives a similar level of attention (frequency rate – 0.1-0.3). The integration of creative thinking is evident in all countries except the UK. Only France has a higher integration of creative thinking (frequency rate – 0.6). Only marginal integration of strategic thinking in study programmes is recorded in programmes implemented in France and the USA (frequency rate – 0.1).

Findings by study courses

Among the study programmes and the courses they comprise, the most frequent study courses were identified. Business research methods (quantitative methods), data, models, decisions and economic analysis of business decisions are the most frequent courses that form the most frequent block of

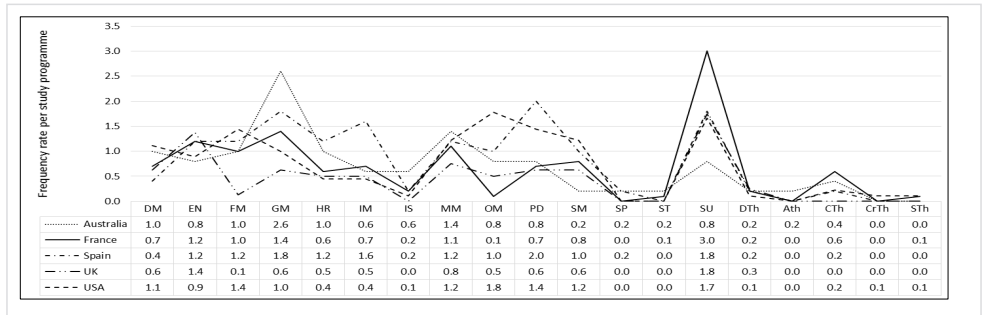


Fig. 1. Frequency per study programme in certain countries

decision-making (DM) group of courses in study programmes (Table 3). Business research methods (quantitative methods) are integrated in almost every third study programme (frequency – 21). In the entrepreneurship (EN) course group, the entrepreneurship course dominates (frequency – 45). Social/sustainable entrepreneurship, entrepreneurial process and corporate entrepreneurship are rare, even if they are among the three most frequent courses in this group of courses.

Finance and financial accounting are the dominant courses in the financial management (FM) course group. Almost every second study programme integrates a finance course and almost every third one has a financial accounting course.

Law, business in society/ethics, and economics/microeconomics are courses in the general management (GM) course group and are the most commonly integrated courses in the study programmes. In the human resources (HR) course

Table 3. Dominant study courses

Course group	Course	Frequency	Course group	Course	Frequency
DM	Business research methods (quantitative methods)	21	IS	Business/management information systems	4
DM	Data, models, decisions	16	MM	Marketing/sales	38
DM	Economic analysis of business decisions	11	MM	Marketing management	8
EN	Entrepreneurship	45	MM	Digital marketing	8
EN	Social/sustainable entrepreneurship	8	OM	Product/operations management	17
EN	Entrepreneurial process	7	OM	Operational/supply chain management	11
EN	Corporate entrepreneurship	7	OM	Operations management	7
FM	Finances	33	PD	Leadership	31
FM	Financial accounting	22	PD	Communication	11
GM	Law	22	PD	Personal and professional development	11
GM	Business in society/ethics	13	SM	Strategy/Strategic management	46
GM	Economics/Microeconomics	11	SM	Strategy and Consulting	6
HR	Human resources	16	SM	Managing strategic partnerships	3
HR	Organizational behaviour	12	SU	Entrepreneurial project	26
HR	Team/Cross-cultural management	7	SU	Finances for entrepreneurs	21
IM	Innovation management	22	SU	Business model	18
IM	Innovation	20	TH	Creative thinking	16
IS	Information technology management	9	TH	Design thinking	10

group, the most common courses are human resources, organisational behaviour and team/cross-cultural management. Innovation management and innovation are courses that are integrated in almost every third study programme (accordingly, frequency – 22 and 20). Information management courses are rarely integrated in the programmes studied. Of these, the most frequent are information technology management and business/management information systems courses (respectively, frequency 9 and 4). Marketing/sales course is integrated in every second study programme studied (frequency – 38), while the other two marketing courses, i.e., marketing management and digital marketing, are much less frequent (both frequency – 8). Leadership competences seem to be very important and almost every second study programme has an integrated leadership course (frequency – 31). The other two personal development courses are much less common, i.e., both communication and personal and professional development courses are integrated in only one in seven study programmes (frequency – 11 and 11). Strategy and strategic management is a course that is integrated more often than every second study programme (frequency – 46). The other two courses in the strategic management (SM) course group are rare. These courses are strategy and consulting and managing strategic partnerships (accordingly, frequency 6 and 3). Among the group of start-up (SU) courses, the most commonly integrated is the entrepreneurial project course. It can be found in every third study programme. Finance for entrepreneurs and business model courses are slightly less common

but are also quite likely to be integrated in study programmes.

Conclusions

The development of strategic thinking skills is almost non-existent in entrepreneurial study programmes in higher education institutions, at least not in integrative compulsory part of studies. Even if the results of this study were to show this, it might be wrong to say so unequivocally, because almost every study programme has strategic management subjects. It seems that elements of strategic thinking are applied and skills are developed, but they probably focus on the specific knowledge and application of strategies and strategic management principles and techniques rather than on the development of specific (strategic) thinking skills. Of the entrepreneurial thinking skills, the development of design and creative thinking is quite significant, but also only about one in three study programmes. It seems that if there is a fairly strong positive relationship between strategic thinking skills and entrepreneurial skills, entrepreneurial education study programmes should include strategic thinking courses. Of course, it has to be said that the analysis carried out did not assess the courses taken as part of the electives and did not qualitatively assess each individual course and the teaching methods and skills being developed in it. Teaching strategic thinking can be a skill that can be developed horizontally in study programmes and that to be research in future.

It is hoped that the study will initiate a broader scholarly debate on the purposes and scope for integration of strategic thinking in entrepreneurship degree programmes. These discussion are also relevant from a practical point of view, as the development of entrepreneurial skills is important in every

innovating organisation. In addition, the importance of strategic thinking for entrepreneurship and the integration of the development of these skills should be taken into account when designing new or improving existing formal and non-formal entrepreneurial study programmes.

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AR STRATEGINIS MĄSTYMAS ĮTRAUKIAMAS Į ENTREPRENERYSTĖS UGDYMĄ AUKŠTOSIOSE MOKYKLOSE?

S a n t r a u k a

Dabartinėje verslo aplinkoje, kuri dažnai apibūdinama kaip labai nepastovi, neapibrėžta, sudėtinga ir dviprasmiška, enterpreneriškumo įgūdžiai yra svarbios priemonės, reikalingos verslo organizacijai valdyti. Vienas iš šių svarbių įgūdžių yra strateginis mąstymas, kuris turėtų padėti enterpreneriui sudaryti verslo ir jo aplinkos vaizdą, spręsti sudėtingas problemas ir planuoti ateitį. Manoma, kad strateginio mąstymo įgūdžių galima išmokyti, todėl jų mokymas gali būti įtrauktas į enterprenerystės ugdymo studijų programas. Siekiant išsiaiškinti, koku mastu strateginis mąstymas yra integruotas į enterprenerystės mokymąsi, buvo atlikta enterprenerystės magistrantūros studijų programų turinio lyginamoji analizė. Buvo lyginamos enterprenerystės magistrantūros studijų programos, kurios „Eduniversal Rankings Best Masters“ reitinge įvertintos kaip geriausios. Iš viso buvo ištirta 71 enterprenerystės magistrantūros studijų programa 26 skirtingose pasaulio šalyse. Šiek tiek daugiau nei pusė (37 programos) visų tirtų studijų programų buvo įgyvendinamos Australijoje, Prancūzijoje, Ispanijoje, Jungtinėje Karalystėje ir JAV. Buvo siekiama nustatyti dažniausiai jose pasitaikantys studijų dalykai. Nustatyta, kad kone į kiekvieną studijų programą įtraukti verslo steigimo grupės studijų dalykai. Kiekvienoje programoje yra bent po vieną enterprenerystės, bendrosios vadybos ir patirtinio mokymosi studijų dalyką. Beveik kiekvienoje studijų programoje yra

po vieną kursą asmeninio tobulėjimo, rinkodaros valdymo, strateginio valdymo, sprendimų priėmimo ir finansų valdymo dalykų. Veiklos vadybos, inovacijų vadybos ir žmogiškųjų išteklių vadybos kursai įtraukti į kiekvieną antrą studijų programą. Informacinių sistemų vadybos, tvarumo, specifinių sektorių vadybos kursai reti. Lavinant mąstymo įgūdžius daugiausia dėmesio skiriama kūrybiniam ir projektiniam mąstymui. Kūrybinis mąstymas pasitaiko šiek tiek dažniau nei kas ketvirtoje studijų programoje, o projektinis mąstymas – tik kas septintoje studijų programoje. Kitų mąstymo rūšių ugdymo studijų dalykai yra marginalūs, t. y. strateginis mąstymas yra tik trijose studijų programose, analitinis mąstymas – vienoje studijų programoje, kritinis mąstymas – vienoje studijų programoje. Analizė atskleidė, kad mokant enterprenerystės vis dar vyrauja klasikiniai kursai ir įgūdžiai, o strateginis mąstymas nėra esminis verslumo mokymo kursas. Taikytas tyrimo metodas negalėjo atskleisti horizontalios strateginio mąstymo integracijos į visus kitus studijų dalykus, – tai būtų galima padaryti toliau tiriant šį kursą. Tikimasi, kad šis tyrimas inicijuos platesnę mokslinę diskusiją apie strateginio mąstymo integravimo į enterprenerystės studijų programas tikslus ir apimtis. Šios diskusijos taip pat aktualios praktiniu požiūriu, nes verslumo įgūdžių ugdymas yra svarbus kiekvienoje inovacijas diegiančioje organizacijoje.