

Entrepreneurship Training and Its Components in Organization; Explaining Ethical Work Climate Based on the Victor and Cullen Model

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ABSTRACT

Ethics have a long history and organization was concerned them when they saw themselves in the face of social deviance which caused by unethical organizational behaviors. The importance of corporate ethics and ethical work climate is high somewhat leaders of organization refer to them for solving problems such as increasing satisfaction and organizational commitment, reducing organizational rumors, the deployment of information technologies ethically etc. Based on this, the ethical work climate has considered as a new concept in the field of entrepreneurship training and international research. Attention to ethics in organizations has known as a tool to promote sustainable entrepreneurship, so ethical work climate named as an activator engine for organization to help it to promote innovation and entrepreneurship. In this paper at first we have tried to review the literature of two concept of “entrepreneurship and it’s training in organization” and “ethical work climate” and then we explain the role of ethical work climate in entrepreneurship training in organization based on the Victor and Cullen model.

KEYWORDS: Ethics, ethical work climate, entrepreneurship, entrepreneurship training, organizational entrepreneurship, autonomy.

1. INTRODUCTION

The concept of entrepreneurship has evolved over the past few decades and now a relative consensus on its definition has been created. Entrepreneurship is necessary due to the incompatibility and weak reaction of medium and large organizations to rapid, complex and uncertain environmental changes. Based on this, good reaction and innovation are key factors for the survival of organization in today intense competition. The first step and most essential issue for organizations is creating the perfect platform for attracting and growth of potential entrepreneurs and training entrepreneurship to them.

Different researchers discussed about organizational components which affect the entrepreneurial activity and the importance and role of training it in organization and finally they recognized some components which can promote or hinder the entrepreneurial activity (Zahra, 1993; Antonic & Hisrich, 2003). In this research a particular attention is given to internal factors such as motivational and control systems of organization, organizational culture (Kanter, 1994; Brazeal, 1993), organizational Structure (Covin & Slevin, 1990; Naman & Slevin, 1993), managerial support (Stevenson & Jarillo, 1989) and organizational Value and Communication (Antonic & Hisrich, 2003). Other research findings indicate that internal factors of organization and ethical work climate have a closer relationship with creating an entrepreneurial environment in the organization (Covin & Slevin, 1990). In addition, researchers have suggested that entrepreneurship training in organization is a growth strategy and effective tool to achieve competitive advantage (Pinchot, 1985; Kuratko, 2001; Lumpkin & Dess, 1996). This shows that entrepreneurship education has a unique and vital role in creating an unrivaled organization.

In the late twentieth century, R. Hebert & A. Link proposed twelve characteristics of entrepreneurs in organizations which must be learned in order to promote entrepreneurship so through entrepreneurship training we can see the growth and maturity of it. These characteristics are listed in Table 1.

On the other hand, in our time, especially in the third millennium given the profound changes caused by seven component include Power, Speed, Money, Opportunity, Communication, Information & Cyber; attention to values, especially cultural and ethical, is needed more than ever in business, human and organizational interactions (Alston, 2007, P65-68). Studies on culture and ethics with a focus on entrepreneurship training is an important and useful step for promoting innovation capacity based on entrepreneurial culture because organizational culture and ethical work climate have a very important role in organization (Codrina Conti, 2008).

Table 1: Educational characteristics which an entrepreneur needs them (Sardari et al, 2010, p.6)

Psychological characteristics	characteristics	Row	Psychological characteristics	characteristics	Row
Coordinator	Organizer of economic resources	7	Risk-taking	relationship of risks and uncertainty	1
Starter	Business owner	8	Self-reliance	funding provider	2
Product-oriented	User of production factor	9	Creativity	Be inventive	3
Active	Contractor	10	Strictly	Decision maker	4
Self-Confidence	Governor	11	Technology	an industry leader	5
Clever	Use of resources for different purposes	12	Responsible	Director or the Chief	6

One of the topics which greatly affect entrepreneurship training and lead organizational changes is ethical work climate. Ethical work climate refers to perceptions and common assumptions of organizational processes which contain ethical content. These processes and perceptions in organizational culture which is based on ethical content can increase or decrease the innovation and creativity of employees and also affect the level of effectiveness and participation of entrepreneurs.

Statement of the problem

Entrepreneurship is an important issue which many developed and developing countries greatly pay attention to it. Buy one of the main branches of entrepreneurship is corporate entrepreneurship which has a significant role to the success and growth of organizations. Until early 1970 entrepreneurship researches focused on the actions or components of individuals and researchers were agreed on individual entrepreneurship, but researchers later determined that the organizations themselves can engaged in entrepreneurial activities. This idea led to the formation of organizational entrepreneurship. Organizational entrepreneurship is a concept that focused on the organization not the individual, the cultural and organizational processes. Also organizational program should be influenced by long-term thinking. In comparison with individual entrepreneurship which was based on individual experiences; the organizational entrepreneurship focuses on long term planning for promoting employees in performing duties effectively in line with organizational mission. This confirms that, entrepreneurship training and its components are a long process of research and education which its results and achievements will appear in organization (Dutta & Crossan, 2005).

Training the components of entrepreneurship; motivate employees to participate, getting higher proficiency and utilizing persons in order to making sustainable development. Continuing and targeted performing of this trainings cause employees to develop their attitude and think in new way and doing their work more optimum. Through the development of an entrepreneurial spirit and explain the importance of entrepreneurship training in organization can omit the obstacles of flexibility, innovation and growth. Creating entrepreneurs within the organization requires providing adequate educational infrastructure, executive commitment and promote a spirit of entrepreneurship. These infrastructures for developing entrepreneurship include Participative Leadership Style, team work, supporting creative and innovative people and reward and encourage systems. But one of the factors which affects organizational culture, shows corporate entrepreneurship and improve competences of organization is ethical work climate.

Although study of the relationship between entrepreneurship and ethical work climate is a new issue but good researches has been done in the field of management and entrepreneurship and their relationship with human resource productivity. In addition, there are certain basic functions of management which is directly related to ethics and entrepreneurship (Jared and et al, 2009, P408). But Buchholz And Rosenthal argue that Features required for a successful entrepreneur such as imagination, creativity, freshness and tenderness; are critical for ethical decisions and point out that the ethics and entrepreneurship are quite simulated (Buchholz And Rosenthal, 2005). Similarly, others argue that in addition with effective management of strategic components of new risks, for a successful entrepreneur ethical imagination is also required (Dunham Et Al., 2008). Some researches show that entrepreneurs may actually have more emphasis on ethical behavior and show higher levels of ethical reasoning (Bucar and Hisrich, 2001).

Although the researchers tried to overview personal factors which affect individual entrepreneurship in organizations and accordingly some component such as trust, faith, piety, patience etc. seems to be important (Khanifar et al, 2010) and should be considered, but the main argue is that ethical work climate and its six dimensions which suggested by Victor and Cullen (1998), have a profound impact on the formation and promotion of organizational entrepreneurship so it can seriously change the level of it. Also in entrepreneurship training according to one of the six ethical climates, a component may be considered more in comparison with other components.

Different researches have been done in the field of relationship between ethical climate and misconduct (Vardi, 2001), relationship between ethical climate and commitment(Cullen and et al, 2003) and the relationship between level of management and different kind of ethics (Forte, 2004)but no research has been done about the main question of this paper. The main question of this paper is that what are the influences of ethical work climate on entrepreneurship education? And which components are used to train employees’ entrepreneur based on the kind of ethical work climate which is prevailing in the organization.

Ethics and ethical work climate

Throughout human history in different fields of life, the role of ethics and ethical values has been considered. And this is due to the fact that human nature has an inevitable tendency to divine and human values. But Ali and Al-Kazemi (2007) believe that Beliefs about ethics in work were different over time and across different countries. At present the role of ethics in business and organizations has been well documented and substantiated through various researches (Ali and Al-Kazemi, 2007). Protestantism like Islam emphasis on ethical work such as working diligently, responsibly and creatively, avoiding unethical methods to gather riches and wealth and work based on cooperation and altruism. Also Islam has heavily emphasis on ethical intentions instead of results (Yousef, 2001).

Ethics root is derived from the Greek word "Ethikos" which means Authority of customs and traditions and cultural believe of persons (Wood & Rentscher, 2003: 344-350). Theethics is about the behaviors and people in organization (Gbadamosi, 2004: 1145). In general, ethics and particularly organizational ethics deal with standards of right and wrong behaviors (Fisher & Bohn, 2007: 1561).Today ethics are proposed with different names in organizations such as ethical organization, ethical Leadership, organizational ethics and professional ethics.But one of the new concepts introduced by Victor and Cullen is “ethical work climate” which result in shaping ethical work climate model. In fact the first theoretical and empirical research has done by Victor and Cullen (Fritzsche, 2000; Wittmer & Coursey, 1997).The vast majority of researches in the context of ethical issue are based on a theoretical framework in order to study the concept of ethics in nonprofit organizations designed by Victor and Cullen in late 1980.

Victor and Cullen define ethical work climate as prevailing perceptions of typical organizational practices and procedures which have ethical content (Victor & Cullen, 1988). This climate is a collection of general features of organization which affect wide range of organizational decisions that sometimes named organizational culture. Victor and Cullen argue that only the individual features are not enough to explain and predict ethical behaviors. Victor and Cullen’s model has two dimensions which makes different ethical rooms and climates.

The first dimension is concerned with Kohlberg theory and Rest work which is about ethical criteria and also estimates the characteristics of organizational decision. These criteria contain the range of egoistic to benevolence and ethical principle (Victor & Cullen, 1988; Stone & Henry, 2003; Maesschalck, 2005; Laratta, 2009).

The second dimension confirms the Locus of Analysis which applies ethical standards to individual, local (i.e.organization, department, and workgroup) and cosmopolitan (external) spectra (Stone & Henry, 2003). The individual analyses show resources of ethical reasoning between persons. Local analyses show resources of ethical reasoning in organizational level and cosmopolitan analyses show resources of ethical reasoning in outside of organization (Maesschalck, 200).In the following matrix every focus of the analysis is combined with a criterion to shape an ethical room. Overall, nine kind of ethical rooms were identified which is showed in table 2. Also table 3 shows the ethical work climate which are formed from the combination of those ethical rooms.

Table 2: ethical rooms (Victor & Cullen, 1988, P104)

Cosmopolitan	local	individual	Locus of Analysis	Ethical criteria
Efficiency	Organizational interest	Personal interest		Egoism
Social responsibility	Team benefits	Friendship		Benevolence
Law and the Public Interest	Organizational principles	Personal ethics (autonomy)		Principle

Table 3: Five kind of ethical climate (Weber and et al, 2003: P363; Victor & Cullen, 1988, P112)

Cosmopolitan	local	individual	Locus of Analysis	Ethical criteria
Efficiency		Instrumental		Egoism
	Caring			Benevolence
Professional and Legal	Rules	Independence		Principle

Explaining dimensions of ethical work climate

Ethical work climate has six dimensions which presented by Victor and Cullen. These dimensions are defined as follow:

Professional ethical climate:

Employees follow the regulations or set of instructions communicated by governmental laws or relevant professional groups. In such circumstances, employees look outside of the organization to know how to behave ethically (Appelbaum, 2005: P45). If such ethical culture exists in an organization, people and employees are expected to behave in accordance with the law and professional standards (Jaffe and Tsimerman, 2010: P4).

Caring ethical climate:

In this kind of ethical climate, employees actually pay attention to the welfare of others both inside and outside of the organization. The actions of such group should be toward all those who have been affected by their decisions (Appelbaum, 2005: P45). In this kind of ethical culture, much attention is to the issue that what is suitable for all (Jaffe and Tsimerman, 2010: P4).

Rules ethical climate:

In the rules ethical climate employees are expected to obey the laws of their department or organization (Appelbaum, 2005: P45). In this kind of ethical culture, employees obey the rules of their unit or their organization.

Instrumental ethical climate:

In this kind of ethical culture, organization members are just careful about their own interests and trying to benefit from others (Appelbaum, 2005: P45). This kind of ethical culture actually pointed to maximizing personal benefits both in individual or organizational level (Smith and et al, 2007: P5). It means that employees pay attention to personal interests rather than to the interests of employees, organizational and community. Or at the best, personal interests have priority over organizational interests.

Efficiency-based ethical climate:

In this kind of ethical culture the best way of doing things in the organization is the way in which efficiency is most affected (Appelbaum, 2005: P45). In fact it argues that the most efficient way is the best way (Jaffe and Tsimerman, 2010: P4).

Independent ethical climate:

In this kind of ethical culture, employee's performance is influenced by his feelings and perceptions about right or wrong works (Appelbaum, 2005: P45). In fact, each individual decides independently that what is true and what is false (Jaffe and Tsimerman, 2010: P4) and it expresses personal values are used in decision making (Smith and et al, 2007: P5).

Entrepreneurship and entrepreneurship training

Creativity and innovation, reasonable risk taking, independence and orientation towards success are key components of entrepreneurship (Watson and et al, 1996: 25). Entrepreneurship is a process to identify opportunities, gather resources needed to benefit from them and start a new business which its aim is profit and produce goods and services for customers (Helms, 2006: 258). The researchers based on the concept of opportunity and process has been defined entrepreneurship as follows:

- 1 - How or with use of which model,
- 2 - Opportunities,
- 3 - in order to produce new goods and services,
- 4 - by entrepreneurs (individuals and organizations),
- 5 - discovered or created, evaluated and put into operation,
- 6 - To create value in line with community values

It should be noted that in the above definition the spirit of creativity and innovation is based on basic dimensions of opportunity. Based on the above definition, entrepreneurship has some fundamental dimension which should be considered in entrepreneurship training in organization.

1. Sources of opportunity

Sources of opportunity refers to the origin of opportunity which contains Analysis of needs and capabilities, identify problems, assess environmental trends, key economic issues such as supply and demand, paradigms, models, and finally market issues. The way of achieving sources of opportunity is idea and imagination.

2. Identify opportunities

The issues of identify opportunity generally (Rahmati, 2010, p 21) includes two theories of discover and create opportunities which are different from the perspective of pre-existing or creation by human manipulation of a phenomenon. There are different approaches for identifying opportunities such as: active search, passive search, discovered accidentally etc.

3. Exploitation of opportunities

This refers to patterns that entrepreneurs select for using opportunities. Various factors affect exploitation of opportunities such as: the expected profit from entrepreneurial activities, the cost of acquiring the necessary resources to exploit opportunities and work experience of entrepreneurs, network access, etc.

4. Create value for community

Value creation refers to a set of consequences of entrepreneurial activity which are useful for community in terms of economic, social, cultural and learning needs. Value creation occurs with the cultural values of society.

5. Entrepreneurs (individuals and organizations)

It refers to individuals and organizations involved in identification and exploitation of opportunities.

6. Entrepreneurship environment

It refers to the emergence and development of entrepreneurial activities. Environmental resources and factors play a major role in the level of entrepreneurial activity (Venkataraman, 2000, P128).

Entrepreneurial action refers to the conceptualizing and implementation of an idea, process, product, service or new business. Entrepreneurial agent is an individual or group that undertakes the responsibility of developing and performing entrepreneurial action. Entrepreneurship process has attitudinal and behavioral components. In terms of attitudinal, entrepreneurial process refers to the tendency of a person or organization to take advantage of new opportunities and innovative changes. Organizational entrepreneurship involves the entrepreneurship efforts which require organizational support and resource allocation in order to implementing innovative activities in terms of process, production and organizational innovation (Kanter, 1983; Jennings & Seaman, 1990). In general, entrepreneurship involves an increasingly innovation process (Quinn, 1985) which its result is an entrepreneurial event.

Entrepreneurial organizations enter the entrepreneurial spirit into their own culture and believe to a long-term strategic commitment (Kanter, 1994). Often in this type of organization the advantages of the first action will be obtained according to the basic norms such as corporate entrepreneurship and new business (Quinn, 1985; Rule & Irwin, 1988). Entrepreneurship is an organizational tool for company to increase employee innovations and success. For creating organizational entrepreneurship a set of complex and appropriate efforts in terms of theory and practical is essential. In terms practical, organizations need to direct and indirect sources to develop effective entrepreneurship strategies. In terms of theory, researchers need to assess its dimensions and components to predict, explain and design environmental factors in order to emerging entrepreneurship.

Since World War II, almost a broader view of entrepreneurship emerged among management theories. In fact entrepreneurship didn't use in term which was commonly known before. For the first time the entrepreneurship was defined as follow: ability for rapid adaptation and adjustment (Pirich & Other, 2001, P0). In fact, since World War II, changes in markets and technology necessitate organizing the "continuous process of innovation". Traditionally, companies were organized to exploit product position and existing market. Today the main problem for senior managers is designing multi dimensions organizations. These kind of organization not only effective for exploitation of market opportunities but also is successful in creating new ideas and competitive product. The main problem in this case is designing an innovator organizational structure to establish, maintain and develop new markets which can deal with new technologies and knowledge in order to maintaining itself by use of existing tools in the traditional market system. Miller (1983) argue that entrepreneurial orientation of organization specifies that senior managers accept the risks and changes and by understanding the importance of change, intensively use innovation to gain an effective competitive advantage among competitors (Crnwall and Perhman, 2002).

The components which are emphasized in educating entrepreneurship to employees:

Innovation, achievement need, focus on control, risk taking, tolerance of ambiguity, self-confidence and independent need are some specific characteristics of entrepreneurs.

1. Innovation

Drucker introduces innovation as the main instrument of entrepreneurship. Innovation is considered as a factor for use business opportunities, new markets, new products or ideas. Innovation is one of the key tools of entrepreneurship and also stimulates innovation (Yenken and Hindle, 2004, P 793).

2. Achievement Need

McClelland argue that achievement need in people leads them to identification of entrepreneurial opportunities. A survey which was conducted between entrepreneurs and non-entrepreneurs has been shown that achievement need is stronger and more important than other characteristics of entrepreneurs. Generally need to succeed means the desire to be excelled or succeed and also efforts to develop in order to achieve a set of standards (Mehrabad and Mohtadi, 1387).

3. Focus on control

This factor refers to the ability of individual to monitor events and phenomena which come to entrepreneurs' life.

4. Risk taking

Chaniltonin his studies found that the components which distinguish entrepreneurs from employees are risk taking and accepting uncertainty. An entrepreneur does not unreasonable risk and his decisions are based on correct assessment of the risk level. And then try hard in order to achieving the desired result. Initial calculations and predictions in entrepreneurs' activities often prevent the occurrence of unnecessary risks (DehghanpourFrashah, 2002, p 6).

5. Ambiguity tolerance

Entrepreneurial managers believe that ambiguity tolerance is better than conservative management because the entrepreneurial activities generally are structured in uncertain situation. Theo and Foo stated that entrepreneurs have a high capacity to tolerate ambiguity.

6. Self-Confidence

Entrepreneurs have a high level of self-confidence. With this self-confidence, they carry out their tasks with high quality.

7. IndependentNeed

The entrepreneur prefers to decide independently. And during decision making, he utilizes all his efforts, knowledge, skills and capital. The need for independence can be defined as "Having control of your destiny" or "doing things for themselves," (Hadizadeh and Rahimi, 2005, p.25). Figure1 shows the components which are emphasized in educating entrepreneurship to employees.

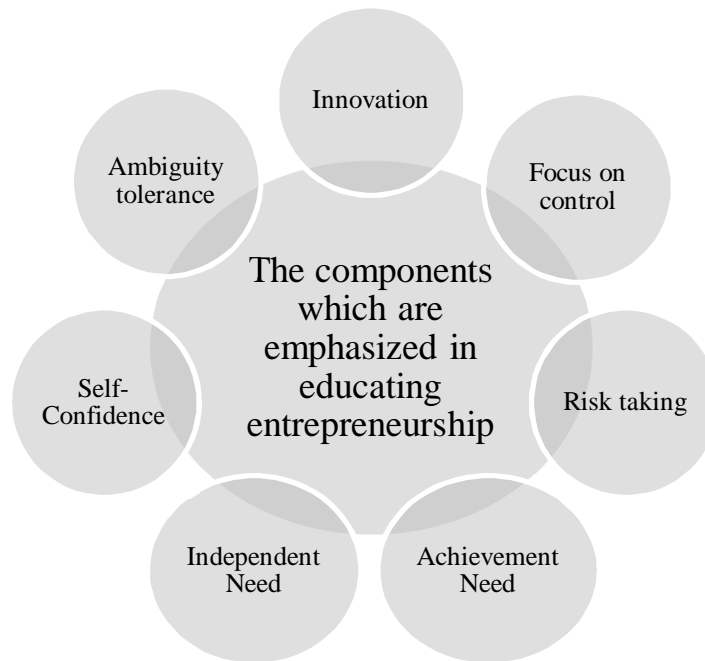


Figure1: The components which are emphasized in educating entrepreneurship

Entrepreneurship training

In the past, a common myth was existed that entrepreneurs have inherent characteristics and based on this from the beginning of birth they have some features such as: innovation, aggressive mood, mobility, interest in applying risk, analysis capabilities and skills of human relations. Thus, the basic premise was that the entrepreneurs cannot develop through education. But today entrepreneurship has been identified as a scientific field (Moghimi, 2005, p 217). Several studies have shown that characteristics of entrepreneurs is often acquired instead of inherited. Hence teaching entrepreneurship has become one of the most extensive and important university activities.

David McClelland was one of the first psychologists that assume entrepreneurs have Achievement Need. So he designed several courses to strengthen this need in people. He received positive results from these training courses to Hindi businessman (Mehrabad and Mohtadi, 2008, p 59). Other researchers such as John Stuart Mill, Brockhaus, Timmons, Collins, Moore, Meyer, Goldstein and Nord emphasis on acquisitive nature of entrepreneurs features. Peter Drucker in this regard says: what you hear about entrepreneurship is wrong. Entrepreneurship is not

magic, not strange, not a genetic predisposition but it is a field like any other scientific fields which are taught and learned (Hosseini Khah et al, 2006, p 6).

Generally entrepreneurship training is a systematic, conscious and goal - driven process in which non-entrepreneurs trained to be creative. In fact, this type of training is an activity that is used for transferring knowledge and information to start a business. And its results are increase, improve and develop the attitudes, skills and abilities of individuals (Zabihi and Moghadasi, 2006, p 160). It is a set of formal learning which is taught to interested people and by this training awareness of people that are interested in participation in social-economic development have been raised. So after identifying entrepreneurship, they generate a new business or promote small business (ADB, 2005). Evaluation of entrepreneurship training in the world confirms that it is growing fast.

The objectives of entrepreneurship training in organization

Entrepreneurship training is one of the most effective ways to facilitate the transfer of unemployed graduates into the labor market. In this regard, studies in Europe have shown that this training allowed them to be more responsible, entrepreneurial thinkers and thus reduce unemployment and business failures. Entrepreneurship training makes people to be creative and innovative and also increases risk taking and willingness to solve problems so it cause to improved motivation and orientation toward life (Mehrabadi and Mohtadi, 2008, p 61). Garavan and O'Connell explain the objectives of entrepreneurship training as follow:

- Identification and preparation of entrepreneurs with training of knowledge and technology in business
- Focus on topics such as market research and competitor analysis, business finance and taxation
- Developing independent behaviors, risk-taking and assume responsibilities
- Empowering people to adjust business plans
- Empowering people to take risk (Garavan & O'Connell, 1994: P15).

The effects and consequences of entrepreneurship training

There is a general consensus that entrepreneurship education programs should provide employment opportunities, increase profits, reduce costs, and organizational innovation etc. in the manufacturing enterprises and organizations. However, most of evidence about the achievements and impact of entrepreneurship education are oral and verbal but it is a valuable and important. Beyond quantitative indicators, entrepreneurial success of employees can be measured based on their participation in teaching-learning practices in society, reducing poverty and joint decision making. Generally the effects and consequences of entrepreneurship training are: (Parhizkar, 2004, p 7)

- 1- Changes in skills, attitudes and behaviors
- 2- Growth in teacher and student accountability
- 3- Contribution to Business Employability or Self Employment (ibid, p.7-10).

Entrepreneurship training programs

Entrepreneurs require different skills and abilities that help them to achieve success in promoting innovation and creating business enterprise. They should predict the future and the changes that may occur in the ability of firms in justification and approval of establishing a business. This ability requires an understanding of the conservation and development strategies of markets and other skills of an entrepreneur. The organizational entrepreneurs should understand that how initiatives related to business affect different organizational units and in today's world of business, how an entrepreneur organization work around these issues (Zahra, 2006, P 29). Garavan and O'Connell after the study of entrepreneurship training programs and their contents, provide three general axes for its structure:

1. Programs related to business formation

This axis focuses on getting knowledge in areas such as information in the business world, the nature of entrepreneurship, characteristics of effective teams, the nature interactions and scope of the activities associated with a business.

2. Programs related to business development

This axis focuses on the skills and attitudes. It includes topics such as favorable outlook for business planning, selecting target markets, and future profitability, financial planning, and identifying competitors, designing new products and receiving rewards for success in business.

3. Programs related to business performing

This focuses on the general knowledge and attitudes for business operations. And includes measures such as financial planning, management and development of market and maintain current market, the expected functions, founders' attitudes, and transferring knowledge from entrepreneurs to managers (Garavan & O'Connell, 1994:

P15). Bechard and Toulouse believe that entrepreneurial knowledge can be divided into three general categories: (Soufani and Ibrahim, 2002, P 422)

- Attitudes and knowledge
- New risk-acceptance businesses
- Managing current risky business

Dimensions of entrepreneurship training

1. Educational content

Today, many institutions are active in entrepreneurship training. They offer these courses to trainees in the form of short time educational course. But there is little agreement on the content, practices, and procedures which is used in entrepreneurship training (Wagner, 2004). In this area there is also another concern which is, based on research findings, current entrepreneurship training in our country doesn't commensurate with the characteristics of age, gender, occupation and education of trainees (Rahmati, 2010, p 88). However, the following priorities in a leading organization are required in order to empowering of trainees:

- Job optimization projects related to field of expert activities
- Understanding the ways of doing feasibility study and designing business plan
- Introducing the new jobs associated with education, staff expertise and business rules
- Knowing financial skills, marketing and market research
- Understanding academic entrepreneurship processes (concepts, definitions, theories, history, context, constraints, capacities, characteristics of entrepreneurs, environmental analysis and analysis of the current situation of entrepreneurship in Iran and the world)
- Learning environmental skills and identifying and exploiting entrepreneurial opportunities in organization
- Knowing successful experiences and challenges facing corporate entrepreneurs
- Learning teamwork skills, concepts of creativity and innovation, ideas resources and solving problem techniques
- Motivating people to sustainable development (Mirarab, 2007, p 9)

2. Teachers and managers

Entrepreneurship teachers should have a comprehensive understanding of entrepreneurship components and the concepts surrounding it and has ability to effectively transfer the business concepts to learners in order to set up, manage and sustain a successful business. During the course, the corporate entrepreneurship educators should familiarize employees with the key components of entrepreneurship, practically and effectively. Entrepreneurship teachers should attract maximum participation of the learners and then explain the benefits of transferring a traditional organization into a leading organization, examine damages and obstacles facing it and transfer solutions, theoretical studies and practical experiences of successful entrepreneurs to trainees or learners during courses. Maybe the most important lesson that a teacher of entrepreneurship must give employees would be the phrase "we always have to innovate and take action to improve our organizational performance".

The important issue in entrepreneurship training is that entrepreneurship training program should not be based on just one person and his instructions and guidelines but an enthusiasm and motivation should be created among members to establish different training course (Matlay, 2007, P256). In order to improve the effectiveness of entrepreneurship courses, managers, educational planners and teachers with the cooperation of education department should introduce related application examples and numerous case studies to trainees. And if possible, they should use experiences and perspectives of prior managers of related industrial and commercial organization in planning and performing educational courses to improve organizational processes by desirable entrepreneurship training.

3. Policies

Entrepreneurship training policies are known as an input in the education system. In examining this, macroeconomic topics of education has been discussed such as training policies of organization, quantity and quality of human resources, budget and financial resources, planning models, standards of training etc. Global Entrepreneurship Monitoring believes that entrepreneurship policies consist of all actions and plans which are implemented in order to increase the organization's focus on entrepreneurship (GEM, 2004, P112).

The important point in the field of policy making for entrepreneurship training is that, these policies should be formed according to the major programs and documents such as national development strategies, poverty reduction strategy documents, national plans for youth, education policy, technical policy, documents of the government reform, the national strategy for the promotion of education for all and employment services. Figure 2 shows the dimensions of entrepreneurship training

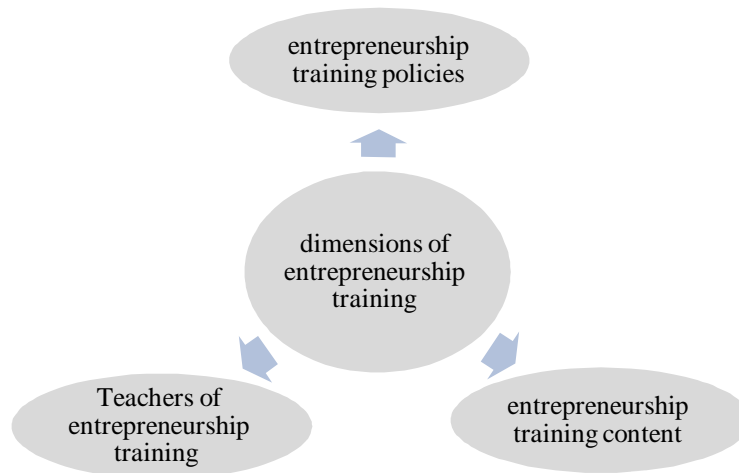


Figure2: The dimensions of entrepreneurship training

Conceptual framework

In this study, we seek to explain the role and impact of ethical work climate and its six dimensions on entrepreneurship training and its components. Figure3 shows the conceptual model.

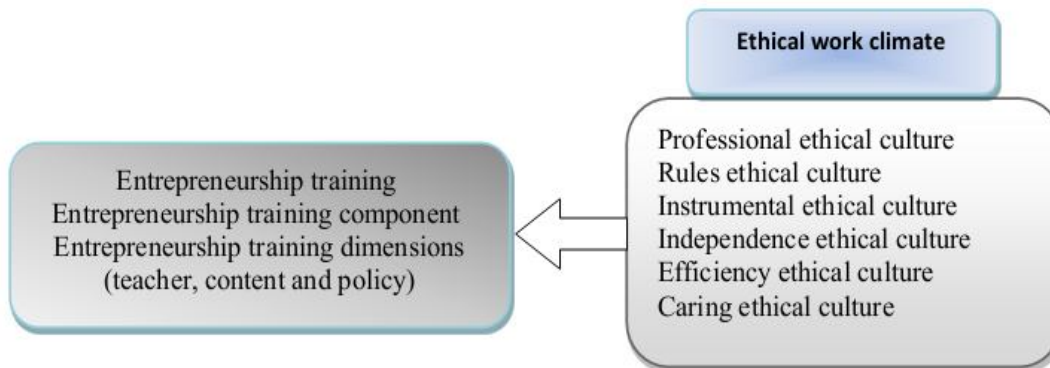


Figure3: The conceptual model

The interactions of ethical work climate and its dimensions with entrepreneurship training and its components

Professional ethical culture

Professional ethical culture suggests that employees accept the rules that have been set and communicated by government. In this type of ethical culture, the focus of staff is outside of organization so for practices, methods, and procedures, they consider standards that are created outside of the organization. Entrepreneurship training also emphasize on the external environment. And try to response the external needs and achieving goals of the business by identifying opportunities and demands. So we can say that if managers performed professional ethical culture in the organization, it will strengthen and facilitate organizational entrepreneurship. So "attention to outside" should be trained to employees as a key elements of entrepreneurship. Based on this, the ethical culture of the organization will convert to professional ethical culture which pays attention sufficiently to external environment. Paying attention to the external business processes has a vital role in the growth of entrepreneurship in the organization.

Instrumental ethical culture

Instrumental ethical culture refers to maximizing personal interest in individual and organizational level. If this kind of ethical climate performed in organization, employees will seek their own interests and try to profit from the organization and its instrument. In this situation achieving corporate entrepreneurship is not possible because entrepreneurship won't appear in an organization in which employees have an instrumental viewpoint. Therefore, employees should be trained that don't have instrumental viewpoint. Instrumental viewpoint should always be

introduced as a negative ethical culture and never educate it to employees in entrepreneurship training. The organizational entrepreneurs try to discover opportunities, facilitate the opportunity and pursue opportunities for growth in their organizations (Moghimi, 2005, p 120) and don't have instrumental viewpoint. Entrepreneurs are seeking to create value for society and are seeking to fulfill the needs of economic, social, cultural, learning, etc. (Venkataraman, 2000, P128). But instrumental ethical culture prevents fulfilling it and also prevents entrepreneurship. So training this viewpoint is not addressed in any way.

Efficiency-based ethical culture

This kind of ethical culture points out that the correct way to perform a task is the most efficient one which improve organizational performance and profitability. This viewpoint notes that organizations seek to reduce costs and increase profitability, and improve business performance. The achievement of any of these items alone doesn't mean entrepreneurship. But growth, profitability, and high performance are the certain results of entrepreneurship in organization. Given the unique role of this kind of ethical culture in the organization, the efficiency-based viewpoint should be considered in entrepreneurship training. Training this kind of ethical culture with a focus on entrepreneurship leads to improving the capacity of innovation and creativity.

Independent ethical culture

This kind of ethical culture refers to the individual values in decision making. It means each person himself determines that what is true or what is false or why something is true or false. Also Watson and Karen (1996) believe that creativity, innovation, reasonable risk-taking and independence are important components in achieving entrepreneurship (Watson and et al, 1996: 25). The entrepreneur prefers to decide independently. And during decision making, he utilizes all his efforts, knowledge, skills and capital. If he failed, he will blame himself only. But if he succeeds, he will confirm his entrepreneurial competency. In fact, the need for independence can be defined as "having control of their own destiny" or "things to do" (Hadizadeh and Rahimi, 2005, 25). So we can say that by existing of independent ethical culture, organizational entrepreneurship can grow through organization. In other words, an independent ethical culture is significantly associated with organizational entrepreneurship. So the spirit of independence, independent decisions and independent approach should be considered as the basic elements of entrepreneurship training.

Caring ethical culture

In this kind of ethical culture the priority is paying attention to welfare of others within and outside of organization. So in such a situation major consideration will be about to determine what is right and proper for others. Also it notes that this approach is a process of identifying opportunities which is performed to produce goods and services for customers and profit (Helms, 2006: 258). Thus social responsibility and community welfare should also be taught in entrepreneurship courses. Training these two components of entrepreneurship will help organizations to identify opportunities and product development.

Rules ethical culture

This kind of ethical culture suggests that employees must adhere to the rules of the organization. Extra regulations and administrative bureaucracy prevent the emergence of creativity and innovation and thereby corporate entrepreneurship in organizations. But this ethical culture also can be useful for organizational entrepreneurship. It means if rules, guidelines and circulars were comprehensive, it will facilitate organizational entrepreneurship.

CONCLUSION AND DISCUSSION

Today one of the most significant issues in the community and organization is training entrepreneurship to employees. The importance of accurate and efficient entrepreneurship training to employees is somewhat that employees can be entrepreneurship by using independent approach, external environment and identifying opportunities. In this era an important issue is that which components should be trained to employees. The ethical work climate which exists in organization has major impact on this subject. It means that the ethical work climate describe the organizational developing program which use in entrepreneurship training. In this study it was found that existence of professional, caring, rules, independent and efficiency-based ethical culture can strengthen training of entrepreneurship components. Naturally, in entrepreneurship training, some components are more consider in comparison with others. This is due to the prevailing a specific ethical culture or a combination of them in organization. In other words, the managers regarding one kind of ethical work climate can provide entrepreneurship training programs which are suitable for the growth of their organization.

Applicable proposals

1-Paying attention greatly to documents such as the vision document, national programs, multi-year program to develop the country's educational system, poverty reduction programs etc. during development of entrepreneurship education policies. On the other hand, professional ethical culture insists that employees and managers should follow the governmental rules. So use of this kind of ethical culture causes to have an eminent attention to external environment and upper documents during development of entrepreneurship policy. This can lead to improved organizational performance in line with desired goals. Therefore, strengthening the professional ethical culture in entrepreneurship training has a positive role in developing a culture of entrepreneurship.

2- Instrumental ethical culture refers to misuse of technology and human resource. If the educational content of organization consists of this kind of culture, entrepreneurship training won't define the essential nature of entrepreneurship to improving and developing organization. If the instrumental view spread in organization, employees have seen as some who have to participate in courses. And after these courses there won't be any relationship between them. So the instrumental ethical culture should be decrease in organization by predicting potential damage and continues relationship.

3-Professors who teach entrepreneurship in organizations should encourage employees to always be entrepreneur and act to improve performance. They should not teach alone and they must try to improve employee engagement in entrepreneurship training. And use real and practical examples appropriate with their organization. Using efficiency-based ethical culture causes reinforcement of creativity and innovation, providing opportunity to employees' participation, improving organizational performance and development of innovation and initiative.

4- Emphasis on independent ethical culture in designing entrepreneurship courses helps to maintain independence of creative and innovative employees which are potential entrepreneurs of organization. Base on this they can make decision, innovate and take reasonable risk to perform their learning in order to organizational growth.

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