

IMPLEMENTING AND TESTING LEVEL I EXTENSION OF TRAINING FIRM METHOD

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ABSTRACT. This paper introduces an extension of the teaching-learning and evaluation model of Training-firms method, which supports high school economic curricula. We argue that hands-on business competences can be achieved by low-level business simulations between class members. Therefore, we advocate the organization of classroom as a virtual business environment, which groups students into several companies (mini training-firms) that interact directly. This is an advancement over the classic Training-firm method that requires an entire class to be organized as a company. We evaluate the impact of mini-firms based economic simulations, by field studies conducted in two high schools, in two consecutive school years. The research data is further supplemented by questionnaires applied to the whole studied population. The subjects of our research were high school tenth graders enrolled in Entrepreneurship Education class, respectively in the internship for the Trade and Tourism area of curriculum areas "Man and Society" and "Technology". Ultimately, our proposed Mini Training Firms method targets any high school students in technological and services curricula, with diverse skills and theoretic background.

Keywords: *training firm, entrepreneurship, teaching and learning model*

ZUSAMMENFASSUNG. Dieser Beitrag stellt jährige Verlängerung des Lehr-Lern- und Bewertungsmodell von Übungsfirmen-Methode, die unterstützt die wirtschaftliche Hochschullehrpläne. Wir argumentieren, dass praktische Business-Kompetenzen von Low-Level-Business-Simulationen zwischen den Teilnehmern erreicht werden. Daher befürworten wir die Organisierung von Unterricht als eine virtuelle Geschäftsumgebung, in der die Schüler in Gruppen Mehrere Unternehmen (Mini Schulungen Firmen), die direkt interaktionen. Dies ist Fortbildungsunternehmen über die klassische Methode erfordert, dass die ganze Klasse als Unternehmen

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organisiert wird. Wir untersuchten die Auswirkungen der wirtschaftlichen Simulationen aufgrund Mini Firmen, von Feldstudien in zwei Gymnasien in zwei aufeinanderfolgenden Schuljahren durchgeführt. Die Forschungsergebnisse wird durch Fragebögen bei ganzen untersuchten Population angewendet ergänzt. Die Themen der Forschung waren Zehnklässler in der Hoch Schule Klasse Entrepreneurship Education eingeschrieben, die jeweils den Praktikums Handel und das Tourismus Bereich, Lehrplan Bereichen "Mensch und Gesellschaft" und "Technology" folgen. Letztlich zielt unsere Methode die vorgeschlagene Mini Übungsfirmen irgendwelche Gymnasien in technologischen und Dienstleistungen Lehrpläne, mit unterschiedlichen Fähigkeiten und theoretischen Hintergrund.

***Schlüsselwörter:** Übungsfirma, Unternehmertum, Lehr- und Lernmodel*

1. Introduction

Contemporary Europe must face a new phenomenon - transition from entrepreneurship education towards the "entrepreneurial society". This process involves the development of initiative and entrepreneurial spirit, which is the middle that leads to entrepreneurial central role in the development of entrepreneurship education transition back (Ciobotaru, 2013).

Entrepreneurship is a key competence laid down in the European Framework of Qualifications (European Commission, 2006), (European Commission, 2013). Bearing in mind that no individual is born entrepreneur, the question is of the role that education plays in the relationship between market and entrepreneurial education itself that some areas of interest are distinct one from another. Thus, entrepreneurship education has the function of a bridge between market and education. According to experts, the current stage of entrepreneurship is focused not on education itself, but on the educational aspects and categories based on economic principles (Ciobotaru, 2013).

Entrepreneurship education has evolved from teaching knowledge of starting a business to experience entrepreneurship. This is actually the answer to the question that teachers ask themselves, namely "How can we teach / learn entrepreneurship?" (Ciobotaru, 2013).

Our approach, which we present in this article, is part of the process of changing the methodology of teaching-learning and evaluation of entrepreneurial from traditional to modern methodology; the essential differences between the two methodologies are listed below (see Table 1):

Table 1.

The traditional methodology of entrepreneurial education versus modern methodology:

Traditional methodology	Modern methodology
<ul style="list-style-type: none"> • Developing a business plan • Case studies • Courses / conferences 	<ul style="list-style-type: none"> • Interviews with entrepreneurs • Visits to familiarize the business • Internal Traineeship (internship) • Behavioral Simulations • Computer Simulations

Source: Ciobotaru, 2013

The model of level I exercise company suggested still meets the requirements of the European reference since it aims in particular four of the eight key competences described in the document of the European Parliament, namely (European Commission, 2006):

- Digital competence;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Basic skills in mathematics, science and technology.

These are intersected by a number of transversal skills that include critical thinking, creativity, problem solving, risk assessment, decision making, constructively management of emotions, etc. Each of the key skills should be acquired and then transferred in everyday life.

According to the Romanian Center for Training Firms (ROCT) documents, the general objective of teaching and learning through exercise firm (regardless of level) is to develop entrepreneurship in the following ways (ROCT, 2005):

- Familiarize students with the specific activities of a real company;
- Simulation of operations and business processes specific to the real business environment;
- Develop skills and attitudes necessary for a dynamic entrepreneur. This is a person able to develop a production process, to bring to market a new product or service, namely to identify and use a new distribution channel.

2. Outline the level I exercise firm (mini-exercise firm)

Teaching-learning process through the level I exercise company is based on a closed model, the so-called "learning office", in which must be simulated all the activities and economic situations, and relationships between the firm and other elements of the external environment- customers, suppliers, competitors, banks, etc. are presented by the teacher (as defined out by the ROCT¹).

¹ See www.roct.ro/firme-de-exercitiu/concept/

The exercise company's organizational model can be used in the CDL² at tenth grade, the service profile, as seed-stage of exercise firm (according to recommendations of ROCT) (ROCT, 2005).

Level I exercise firm (mini-exercise firm) has several characteristics:

- Do not relate to the external environment of the classroom;
- Not recorded in ROCT;
- The teacher is the one who initiates situations will be simulated;
- The teaching and evaluation is action oriented;
- Student performs activities through all company departments and its tasks either individually or in teams.

Basically, the model of teaching-learning and evaluation by level I exercise firm is based on two principles:

- Computer training (e-learning);
- Learning by doing.

At the core of teaching and learning method proposed by us lies a completely different approach of the concept of training firm. The model is to create, in each class, a virtual business environment, consisting of several mini-training firms. They have a small number of participants and the collaboration of mini-companies exercise is done in the classroom and not outside it, as if the concept of level II training firm. In this way, each student must achieve at a time, each of the activities of a real company. On the other hand, interactions between mini-training firms organized in the same class provide a solid foundation for engaging and empowering each student.

Mini-training firms will work in 4-5 fields, chosen from the specialization of the class. The purpose of creating these mini-training firms is to allow students to use the skills acquired through specialized theoretical classes.

From the point of view of the teacher, classroom organization in mini-training firms actually means organization working class groups, each group consisting of the number of four students. To do this, the teacher can use several methods³ such as:

- "one standing, three runs";
- "mixing";
- "mix up / frozen / form pairs";
- Method "seagulls and dolphins"
- Method of colored cards;
- The draw (with letters, numbers, drawings).

Each of these methods can be applied in different situations and moments of the mini-firm existence. These methods are specific for critical thinking (Steele, 2000), (Temple, 2000).

² CDL = Curriculum in Local Development

³ We have taken it from the website firmaexercitiu.tvet.ro/index.php/sesiuni-formare

Schematically, in our conception the virtual business class environment is illustrated in figure 1:

Class virtual business environment

Interactions between Training Firm

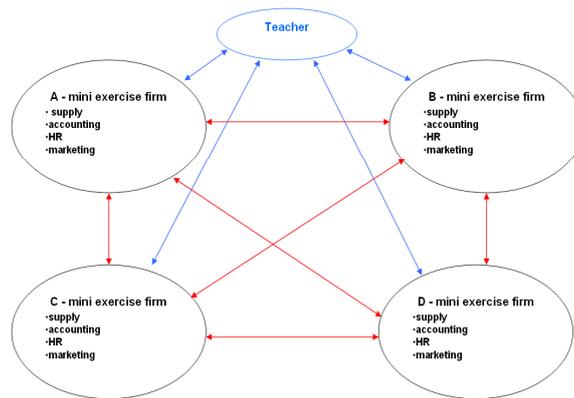


Fig. 1. Schematic representation of the virtual business environment of class

As shown in the figure, the virtual business class consists of (apparent) of the four mini-company office, denoted A, B, C and D. All companies interact with each other, and each of which interacts with the teacher. The organizational schema of a mini-training firm includes the following departments: purchasing/ procurement, accounting, human resources, marketing/sales. Each student occupies a position within each department.

The interactions between two mini-training firms are based on client-provider relationship. Each of the mini-companies turns to play the role of a client or supplier, to the other company, as we show in figure 2:

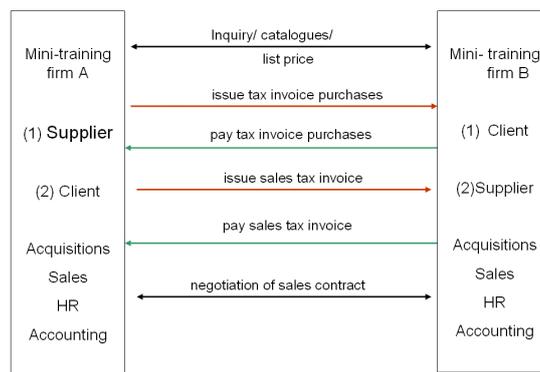


Fig. 2. Scheme of interactions between two mini-exercise firms

In the mini-exercise company are other interactions between students belonging to the various departments, as we have shown in figure 3:

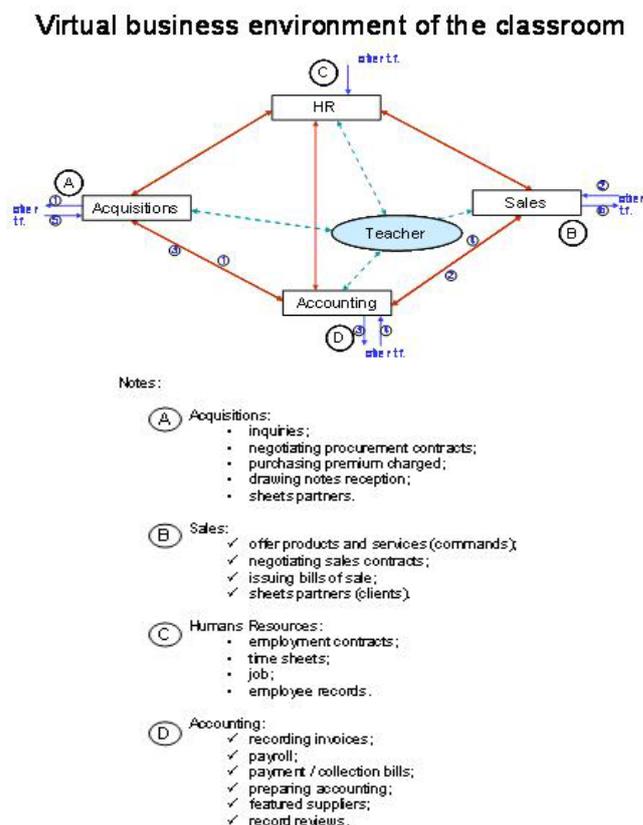


Fig. 3. Scheme of the mini-exercise company interactions

Each mini-exercise firm is actually an open system, given that the students from each department interact with students from other mini-exercise companies during their work. Within each department students carry out certain activities, shown schematically in figure 3.

The role play teaching-learning method is used for every student to be able to fulfill its responsibilities to the position they occupy in the mini-firm.

Virtual business environment simulation in class is supported by the software application. With this application, we can perform certain activities that simulate the external environment, respectively the internal environment of a company. For example: business registration, registration of business partners, publishing job advertisements, track invoices, payroll, accounting and economic operations carried out, etc.

Place software application within the virtual business environment of class is illustrated by us in figure 4:

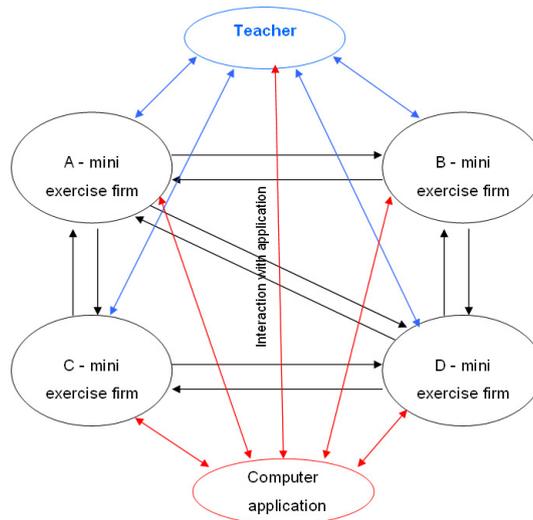


Fig. 4. The place of IT application in the virtual business environment of the classroom

The software application is used both by the teacher and by the students from each mini-company. Students input the necessary data and do limited data processing (the overview is given by us in figure 5):

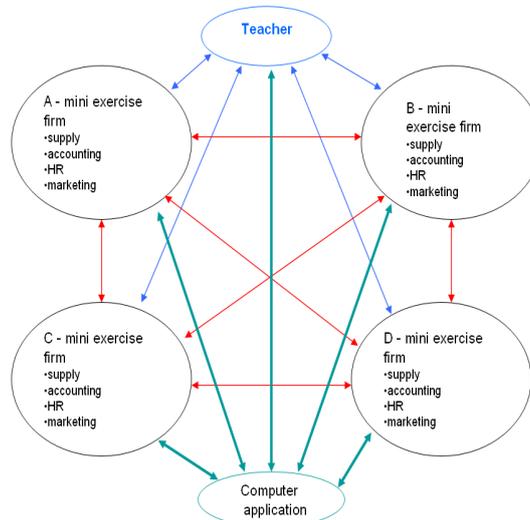


Fig. 5. The place of IT application under the mini- exercise company

The results are used further in the activity of Mini-exercise Company in the frame of virtual business environment of the classroom.

The software application allows students to improve their digital skills using computer for carrying out business within the virtual business environment of the classroom or in the mini-firm practice. Each of the students, regardless of position they occupy in the exercise company, will interact at a time with the software application and the teacher, as we show in figure 6:

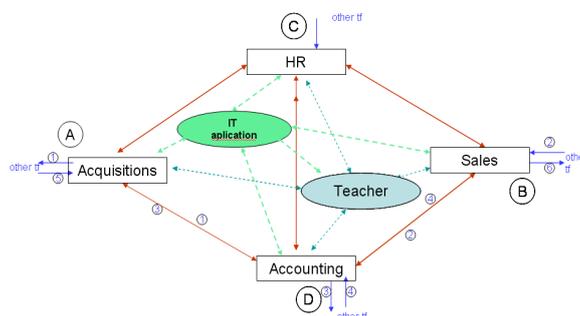


Fig. 6. The place of the computer application inside the mini-exercise firm

Made in C Sharp and having built a database, the software application has many versions- compatible with operating systems Windows XP, Windows Vista, Windows 7. It was initially available on C.D. Currently, the software application is available online and can be accessed at following address bis.econ.ubbcluj.ro:8080/Activitati/frmLogin.aspx

Software application, through the way it was designed, is combining pedagogical and information requirements. Software obtained addresses of students and teachers who have basic knowledge of computer and software in general. From the point of view of the user, the application has the explanations and messages displayed to guide the user in its successful operation. Content is modern and useful, and friendly interface takes into account the standard elements known and appreciated by users, such as: buttons for uploading and downloading files, using the mouse, listing documents, etc. IT application components have been adapted both for students and for teachers.

The software application is divided into a main menu and submenus, which are added some helpful menu-bars. Attached database contains the information needed to simulate different business situations that the teacher may require the students to solve certain problems.

In conclusion, the software application is educational software that meets the standards of quality and performance requirements for software programs, being equally an interactive learning software, a software simulation and practice software for students.

Using the computer application in business class, we covered the following steps:

- Organizing the work groups (mini-training firms) and establishing the role of each student in the group;
- Distribution of documents and materials necessary to conduct the business activities by the teacher;
- Explanation of the workload;
- Launch the computer application;
- Manage workload;
- Data entry and processing computer;
- Analysis of results;
- Provide students' grades based on evaluation criteria (announced in advance).

3. Methodology and results of the conducted research

To assess the impact of teaching-learning model and a software application on students, we developed an opinion survey, available on-line, on the website www.isondaje.ro/sondaj/312755597.

The questionnaire includes several types of questions, namely: identification questions, questions of control, dichotomous questions, questions with multiple choice and open response questions to learn the opinion of students about the teaching-learning model and software application used within it. The results of the research were statistically processed and we present it below.

In conducting our research, we took into account the recommendations and conclusions presented in the foreign literature, on the occasion of other research in the field of computer-assisted learning (Lipponen, 2001).

3.1. Case Study

To see the impact of teaching-learning model of the level I exercise firm and to test the software application created to simulate virtual business environment of classroom, we conducted an exploratory research from 18th of June to 1st of July 2014.

In this research, we conducted a case study by direct observation of tenth grade students. It consists of 18 students from Technological High School "Alexandru Borza" Cluj-Napoca (technician specializing in procurement and contracting), during the professional practice at the end of the second semester of school year 2013-2014. Practice was conducted using the model of level I exercise firm and software application has been used to improve student involvement in activities carried out within practice classes.

The option for this method of research was motivated by the following aspects:

- We analyze a topical issue, namely the growing influence the computer applications have on students, coupled with the growing concern at the institutional level to integrate certain applications in teaching at all levels of education (primary, secondary, secondary, university).
- There is no formal theoretical basis, strongly grounded, which is linked to the integration of computer applications in simulation activities business; otherwise in Romanian literature are only a few papers about the subject, the most of it descriptive and less applied (Brut, 2006), (Cucoș, 2006), (Adăscăliței, 2007).
- We have not proposed to control the environment in which the mini-firm operates.

Data sources used for the case study were:

- Documents completed by students during their work;
- Semi-structured interviews;
- Direct observation of the students (by collecting impressions, notes, think-aloud);
- Data stored by the software application;
- Questionnaires filled by the participating pupils.

Journal of the first day research included the following activities:

- The division of students into four mini-training firms, by using the method of colored cards;
- Conducting interviews for positions in the company's office (purchasing, sales, accounting, human resources);
- Students chose the name and purpose of each of the four companies;
- Students have prepared offers for products sold, which were displayed on the board and they discussed them, using the gallery tour method;
- They have been negotiated and completed the sale contracts agreed between mini-training firms.

Journal of the next day's research included other activities:

- Students were divided into six mini-training firms, two of which sold components for mobile phones, and four assembled and sold mobile phones (finished products).
- To make their offerings, students have searched the internet price components using the website www.alibaba.com;
- There have been negotiated and completed the sale contracts agreed between firms;
- Sealed bids in a sealed envelope were sent to the representative of a known mobile company, whose role was played by the teacher;
- It has created some learning situations to negotiate contracts for the sale of mini-companies.

The lack of motivation of students was reduced by providing rewards for those of them who performed the best their workload and were more involved in the firm activities. Assessment of student work took into account the following criteria: accuracy of documents completed in activities, answers to the teacher and the involvement in work tasks received.

On the last day of research, the students have got opinion questionnaires mentioned above and they have completed it.

The study population consisted of 8 boys (44.44% of all students' class) and 10 girls (55.56% of total). The average age of respondents was 15,7 years.

The model we proposed was accepted by students because of activities in the frame of mini-training firms. The students also liked the most next activities (% of total) (see fig. 7):

- Negotiate contracts (40,5%);
- Issuing and paying bills (21,6%);
- Establishing mini-exercise company (18,9%);
- Organize the class into mini-training firms (13,5%);
- Promotion of mini-exercise company (5,5%).

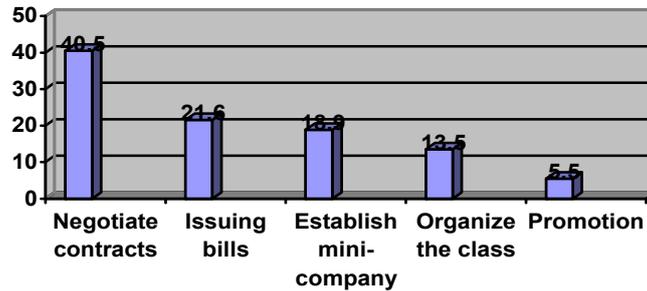


Fig. 7. Activities in the frame of the mini-exercise company

One of the positive effects of our model reflected the desire of students to learn. All students interviewed felt that the activities helped them to improve certain aspects of learning. In order of importance granted, they were (% of total):

- Communication with colleagues (29,3%);
- Level of knowledge gained in modules / specialized subjects (26,8%);
- The practical application of knowledge gained in modules / specialized subjects (22%);
- Communicate with the teacher (12,2%);
- Using the computer (9,7%) (see Fig. 8).

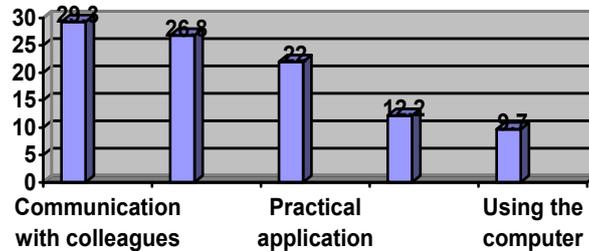


Fig. 8. The improving learning issues

Participating in mini-exercise company helped the students in the following areas (% of total):

- To better understand the business environment (34,1%);
- To exchange views and experiences with colleagues (27,3%);
- Group work (25%);
- Individual study (13,6%) (see fig. 9).

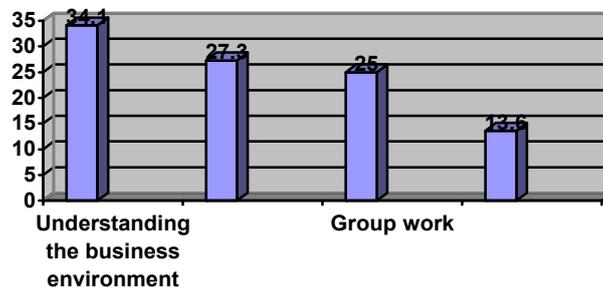


Fig.9. Impact of mini- exercise company activities on students

The vast majority of students have used software application in the mini-firm practice, i.e. 72,2% of all responses.

When were asked what they liked the software application, students mentioned the following elements (see fig. 10):

- Ease of use (30% of total);
- Its structure (22,5%);
- Application appearance (20%);
- Forms are useful for business activity (12,5%);
- Facilitate the exchange of ideas and experience (7,5%);
- Other (7,5%).

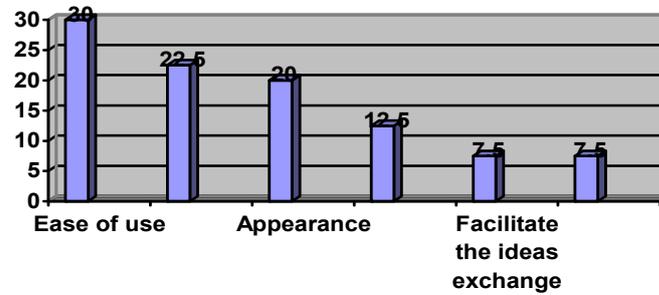


Fig. 10. Characteristics of IT application

The students' participation in mini-exercise company activities has developed certain powers, as follows (see fig. 11):

- Completion of required documents for mining-company exercise (41,7%);
- Organization of working time (22,2%);
- Using the computer (22,2%);
- Working group (13,9%).

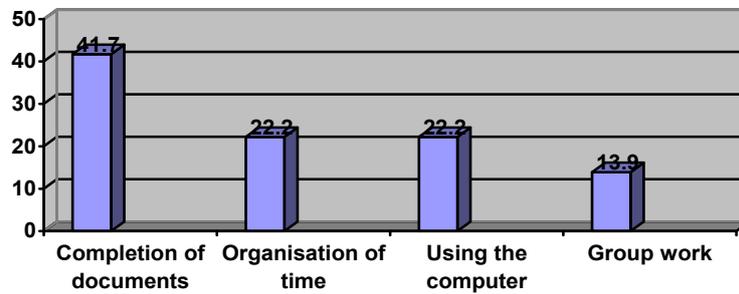


Fig. 11. Skills developed with the model of mini-exercise company

In terms of their careers, students mentioned the following positive effects it has had participation in mini-exercise company over it:

- Practical application of useful concepts (26,7% of total);
- Better communication with others (22,2%);
- Greater trust in themselves (22,2%);
- Opening new opportunities for career choice (15,6%);
- Searching for a job (13,3%).

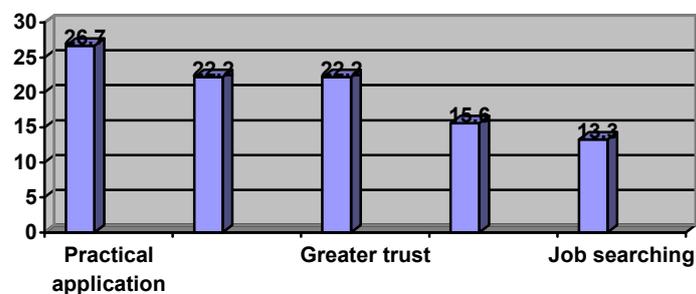


Fig. 12. The positive effects of model mini-company exercise the students' career

On the other hand, participation in mini- exercise company has changed (for the better) students' opinions about the following (see fig. 13):

- Business (35% of total);
- Learning to work in groups (22,5%);
- Motivation to learn (20%);
- Willingness to engage in various projects (15%);
- Motivation for entrepreneurship (7,5%).

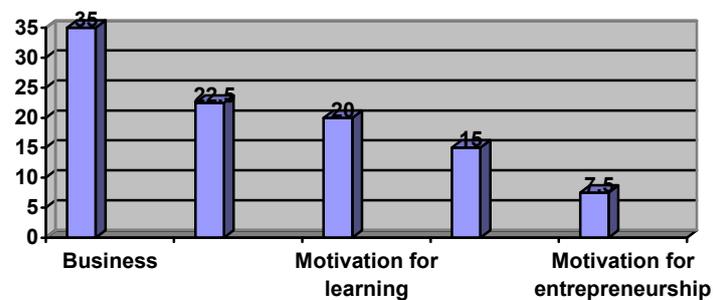


Fig. 13. Aspects changed by the participation in mini-exercise company

Compared to the previous school year (2012-2013), the tenth grade level, the situation is as follows:

Table 2.

Activities in the mini-exercise firm which the students liked the best:

Activity carried out	School year	
	2012-2013	2013-2014
Class room organisation	21,3%	13,5%
Setting up mini-exercise firm	17%	18,9%
Recruiting employees	23,4%	---
Promoting mini-exercise firm	14,9%	5,5%
Negotiation of contracts	17%	40,5%
Issuing and paying bills	6,4%	21,6%

Table 3.

Aspects of learning improved by participating in mini-exercise company:

Aspects of learning	School year	
	2012-2013	2013-2014
The level of knowledge acquired	27,5%	26,8%
Communication with colleagues	27,5%	29,3%
Communication with teacher	17,6%	12,2%
Using the computer	3,9%	9,7%
Practical application of knowledge	23,5%	22%

Table 4.

Usefulness of participation in mini-exercise company activities for students:

Aspect	School year	
	2012-2013	2013-2014
Individual study	7,1%	13,6%
Exchange of opinions with colleagues	19%	27,3%
Work in groups	38,1%	25%
Understanding the business environment	35,8%	34,1%

Table 5.

Skills developed through participation in mini-exercise company:

Competence	School year	
	2012-2013	2013-2014
Organization of working time	28,6%	22,2%
Using the computer	2%	22,2%
Completing documents	34,7%	41,7%
Work in groups	34,7%	13,9%

Table 6.

Effects on students' future career:

The obtained effect	School year	
	2012-2013	2013-2014
Searching for a job	23%	13,3%
Practical application of concepts	27,8%	26,7%
Communication with others	23%	22,2%
Opening of new opportunities	14,8%	15,6%
Self-confidence	11,4%	22,2%

Table 7.

Influence model to change certain aspects:

Aspect	School year	
	2012-2013	2013-2014
The opinion about business	16,7%	35%
Motivation for learning	22,9%	20%
Motivation for entrepreneurship	8,3%	7,5%
Willingness to be involved in other projects	25%	15%
Learning to work in a group	27,1%	22,5%

From the data presented, it appears that use of the model of teaching and learning through level I exercise firm and IT application had beneficial effects on classroom observation subject, at least in the following aspects:

- Understanding the business environment;
- Searching for a job;
- Opening up new career opportunities;
- Self-confidence;
- Feedback about business;
- Motivation for entrepreneurship;
- Motivation for learning.

3.2. Comparative approach to the situation

In the following we make a comparison of the impact of the use of teaching and learning model level I exercise firm in the entire population studied over two school years (2012-2013 and 2013-2014), at the Technological High School "Alexandru Borza" Cluj-Napoca and Theoretical High School "Ana Ipătescu" Gherla.

The studied population was composed of a number of 98 students from the two schools, tenth grade, classes in economics, specializing in services. They worked in the classroom with the teacher, using the model of teaching and learning level I exercise firm previously presented software application online within hours of entrepreneurial education (TC = Common Core) and practical training pooled (CDL = Curriculum in Local Development).

Population structure studied is shown in the following table:

Table 8.

Structure of the school population studied:

School year	2012-2013		2013-2014	
Number of Students, including:	45		53	
Girls	15	33,33%	27	50,94%
Boys	30	66,67%	26	49,06%

In the population studied, the model we proposed was accepted by students. Activities in the mini-exercise firm, the interviewed students liked most are as follows (see table 9):

Table 9.

Activities in the mini-exercise firm which they liked the best (in the population studied):

Activity carried out	School year	
	2012-2013	2013-2014
Classroom organization	12,1%	16,1%
Setting up mini-exercise firm	16,1%	25%
Recruiting employees	16,9%	2,4%
Promoting mini-exercise firm	24,2%	22,6%
Negotiation of contracts	21%	21%
Issuing and paying bills	9,7%	12,9%

As the desire for learning, matters improved by using the level I mini-exercise firm are shown in the following table:

Table 10.

Aspects of learning, improved by participating in mini-company office (in the population studied):

Aspects of learning	School year	
	2012-2013	2013-2014
The level of knowledge acquired	22%	29,3%
Communication with colleagues	27,6%	30,2%
Communication with teacher	20,5%	12,9%
Using the computer	4,7%	5,2%
Practical application of knowledge	25,2%	22,4%

Participation in mini-exercise company has been useful to students in certain respects (see Table 11):

Table 11.

Usefulness of participation in mini-exercise company activities for students (in the population studied):

Aspect	School year	
	2012-2013	2013-2014
Individual study	4%	8%
Exchange of opinions with colleagues	23,3%	28,3%
Work in groups	31,3%	25,7%
Understanding the business environment	41,4%	38%

The software application was used in class work in a much higher proportion in the second school year, when it was available on-line, compared to the first school year, when it was only available on CD (see Table 12):

Table 12.

Using of IT application by the students:

School year	2012-2013	2013-2014
Yes	46,7%	81,1%
No	53,3%	18,9%

Elements that students liked at the software application are differentiated according to the means used (CD or web page):

Table 13.

Items valued by students in computer application:

Characteristic elements	School year	
	2012-2013	2013-2014
The look of application	1,5%	13,3%
The structure of application	7,7%	15,3%
Ease of use	12,3%	30,6%
Facilitate the exchange of ideas	20%	16,3%
The usefulness of forms	21,5%	16,3%

There are certain skills that have been developed through students' participation in mini-exercise company activities; they are presented in the following table:

Table 14.

Skills developed through participation in mini-exercise company
(in the population studied)

Competence	School year	
	2012-2013	2013-2014
Organization of working time	35,8%	36,5%
Using the computer	4,6%	9,6%
Completing documents	27,5%	36,6%
Work in groups	32,1%	17,3%

The positive influence of the model on students' career was manifested. Positive effects of using this model of teaching and learning on their career are given in the table below:

Table 15.

Effects on the future career of the students (in the population studied):

The obtained effect	School year	
	2012-2013	2013-2014
Searching for a job	19,5%	17,1%
Practical application of concepts	22%	24,4%
Communication with others	22%	20,3%
Opening of new opportunities	10,2%	10,6%
Self-confidence	26,3%	27,6%

The model proposed by us had an influence on certain aspects of change that are presented in the following table:

Table 16.

Influence of the model to change certain aspects (in the population studied):

Aspect	School year	
	2012-2013	2013-2014
The opinion about business	14,3%	25,4%
Motivation for learning	14,3%	16,4%
Motivation for entrepreneurship	18%	18%
Willingness to be involved in other projects	32,4%	25,4%
Learning to work in a group	21%	14,8%

The positive effects of using the model have manifested in the entire population studied, namely:

- Over a third of the students better understand the business (41,4% of responses, respectively, 38% for the next school year);

- Feedback about business improved significantly (percentage of responses increased from 14,3% in the first school year studied, from 25,4% in the second year):
- Increased motivation for learning (from 14,3% in the first year to 16,4% in the second year).

4. Conclusions

Applying this new approach to the concept of level I exercise firm at class, two consecutive school years (2012-2013 and 2013-2014), we found that there are certain advantages (previously identified theoretically), namely (Petrușel, 2011):

- Students are involved in a much larger number of simulations;
- Increased interest and involvement in student activities as increased realism of simulations made;
- Rotation of the posts (exchange of roles) is made from time to time, established by the teacher;
- Interaction between students is improving;
- Activities of a mini-training firm are made by a small number of students;
- Develops communication skills of students;
- Increased attractiveness of the activities carried out;
- Rotation of the posts provides a balance between the number and complexity of the activities assigned to each position;
- The number of possible activities increased substantially (there are firm foundation activities, tasks, activities monthly, quarterly activities/month);
- These activities covering all stages of a business life;
- Realism and interactions need to store due to the limited number of fields to exercise firm (chosen from the specialization of that class);
- Negotiate contracts for the sale is done face to face, between negotiating teams made up of members of two mini-training firms (in the same class);
- At the time of rotation of the posts, it is necessary termination of all contracts of employment and re-employment of each student in a training firm to another function, another salary negotiation, etc.

Teaching and learning model we proposed moves from the personal characteristics of the entrepreneur ("trait approach") to approach the contractor behavior ("behavioral approach") in the direction of entrepreneurship education as entrepreneurship means both knowledge and action. By the other side, the use of the teaching and learning model through level I training firm have had beneficial effects on the studied population. These effects have manifested in entire population studied and consisted in a better understanding of the business environment, an increasing motivation for learning and entrepreneurship and opening up a new career opportunities.

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