

MODEL APPLICATION MENTORING PEGG (5C) TO IMPROVE THE ENTREPRENEUR LEARNING QUALITY E4 CIPUTRA UNIVERSITY

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ABSTRACT

The Mentoring application model that usually calls with “five c” which contains: challenges, Choices, consequences, creative solution and conclusions (pegg, 1999) can be implemented with the goals of competence improvement on the Ciputra University graduate. The research goals are : 1) How can we applicate the 5C mentoring model in the phase of discovery and planning, resourcing, implementation, and evaluation in the E4 major course? 2) How the student respond to the 5c model in the entrepreneurship major 4 (innovation)

The research respondend are 35 student that has been took the entrepreneurship major 4 (innovation), got the mentoring proccess(the five c mentoring) that continually did and repeated in every learning phase.

This research has dicovered that the application and the student respond in the mentoring model implementation are great, showed by this 5C mentoring model through the phase of discovery and planning, resourcing, implementation and evaluation. the student respond about 5C model (challenges, choices, consequenses, creative and conclusions) in the entrepreneurship major 4 (innovation) are devided into 3 things that the facilitator believes, the mentoring proccess, learning method, and facilitator.

Keywords: Entrepreneurship, Mentoring Pegg 5C, Challenges, Choices, Consequenses

INTRODUCTION

The awareness about the importance of entrepreneurship education that should create a good entrepreneur will motivate a lot of formal education institution that based in entrepreneur. A lot of research has been developed to find the entrepreneurship learning method that can grow the creativity and entrepreneurial intention (Hamidi et., al., 2008) with the big number of sks (satuan kredit smester) won't be a guarantee that graduate student will be a master of entrepreneurship if the learning proccess are not managed well. The future learning concept must be oriented to the effort of the learn to think, learn to act, learn to realize what you are becoming, learn to live together. Therefor in the learning proccess, it needs an approach that can connecting the science concept with the factual concept in the reality, so the student involvement in the learning proccess will be bigger. This facts made the Ciputra University realized to

develop their entrepreneur competence from its student. Therefore Ciputra university has developed the entrepreneurship tiered curriculum from the first semester until 5 calls E1, E2, E3, E4, and E5. Where in every E will have the different competence subject. For example for the E4 competence what we expecting is the student should develop the innovation from the business project that they develop. This E4 major has been prepared for the student in the 4 semester near the end of entrepreneur study. Remembering the last step is E5 which is the phase to the entrepreneur study that the student has to take in the 5 semester. So the project that the students are developing in the E4 subject is expected to be great and not in the phase of start up. Because of that Ciputra University has set the goals of E4 subject are building the innovative business. However, in the reality there are a lot of student projects that not quite developed in the E4 subject, based on the context or the business models. It showed by some student that still not having a big profit, with the range of rebuying number that is low, and making the concerns that the business won't be able to survive in the long term.

This E4 subject, has its road map that contains *discovery, planning, resourcing, actualization, and evaluation* (curriculum team E4,2012) where in every phase contains the concept material about business and entrepreneurship with the mentoring method. The mentoring application has done by 3 facilitator with 2 academic lecturer qualification and 1 ER *entrepreneur residence* or someone who has the experience as an entrepreneur. the mentoring activity can be held inside the classroom, but in some cases its not possible to visit the students project because of the limited time and energy, or involving the outsourcing to as a mentor or even a family member to get involve for giving the guide and direction for their business while the mentor that should hep the student to controll a person life and guide it to fill their lifes. What happened in the mentoring session? You can see the basic mentoring model that usually calls with "five c" which contain : *challenges, choices, consequences, creative solution and conclusion* (Pegg, 1999) therefore the problem formulation, 1) how's the application of mentoring model 5C in the phase of discovery and planning 2) how the students respond with the application and implementation of 5c with this subject?

Literature Review

According to Pegg, (1999) a mentor must have credibility individually as follows: Through age it means to have wisdom, Through books means not listen to other people's know-how, through success means someone's success experience is the best teacher, Through street wisdom means being able to choose the way / manner others as alternatif, through chemistry means should be able to establish a good relationship so it can be considered as an advisor, being a truth teller through it means to be a leading employee who listen to customer complaints, through expertise means that experience is very important, through presence means giving presence in the middle-central actors. According to Pegg (1999) mentoring is help people to bild on Reviews their strengths, find solutions and Achieve ongoing success. Thus the actual mentoring will have the following goals. The purpose of the mentorship learning methods are: 1) Experiencing the phenomenon itself and find its own practice of entrepreneurship where it is expected to build confidence, self-esteem and self-awareness that is fundamental in solving problems (Nurachmach, 2007). 2) Integrate all existing sources into a form of learning systems more effective in achieving competence, ie which has the basic principles of

active and independent learning. One of the methods that meet these criteria are mentorship (Nurachmach, 2007)

Furthermore according to Pegg, 1999 mentors play a variety of roles with a variety of approaches. Several approaches can be done by a mentor are: 1) .Classic mentor: mentor is a wise and trusted counselor. They must have credibility and willingness to assist the mentee wisely. 2). Leader: As the leader, mentor should be an inspiration to do their best. 3). Models: a model of a mentor should get a sense of awe from people around them.4). Coaches: as coaches should assist in daily business activities. They must be well-educated person with good skills. A Coaches must offer 3 stages namely: they increase the strength in terms of building, Pushing for improvement (improvement) and has the ability to improve the achievement of success, 5). Teacher: to act as a mentor as well as teachers who share their knowledge and create a learning atmosphere menyenangkan.6) Adviser: as an advisor to a mentor should be someone who can help find the specialist / expert in knowledge to find a way out, 7) .Counsellor : mentor who acts as a counselor should be able to provide an alternative solution to provide a professional insights .8). Buddies: Buddies system is used by many organizations, where employees are long lead new employees to show where the good and the bad, to develop good habits and minimizing bad habits. Buddies is a longtime employee in this organization their focus to help new employees to feel right at home. A mentor should act as buddies. Good mentor should help to control one's life and lead to fill their lives. What happens in the mentoring session, following the model of mentoring are commonly referred to as the "five C" namely: Challenges, Choices, Consequences, creative solutions and conclusions. The model can be shown in Figure 1 below.

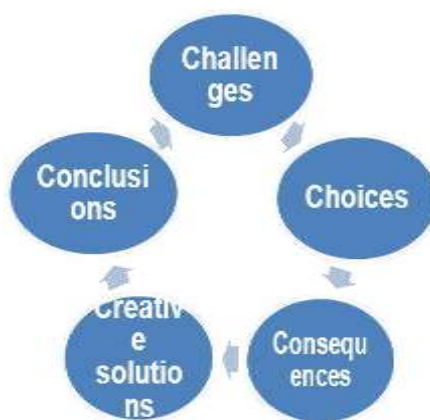


Figure 1 The Mentoring Model.

Source: Pegg, 1999

Research Methods

The design of learning, learning design will be implemented using several stages of mentoring models 5 C the challenges, choices, Consequences, creative solutions, conclusions. This cycle will continue to repeat. Where after the conclusion of the problems typically arise and new ideas to keep in mind that encourage re-planning, reaction, observation and reflection over again. The fourth of these activities will continue to be repeated in accordance with the new findings in practice.

Learning Implementation Steps: Lesson with mentoring and participatory action learning can generally be divided into two (2) first stage is the pre learning activities including the preparation and planning activities, the second stage of the details of learning activities include material conveying, and mentoring. Following these two stages can be described as follows:

While the details of the learning activities described in detail in Table 1 below:

Table 1 Details of Learning Activities

	Fase E4			
<i>The Five C Mentoring Model</i>	Fase I: Discovery and Planning	Fase II: Resourcing	Fase III: Implementation	Fase IV: Evaluation
Challenges	Directing the student how to design a potential business that accepted in global market	Directing the student how to identify and realize resource-based for potential business in the global market .	Directing the student how to actualize the design a business model that potentially accepted in the global market.	Directing the student how to justify the business design that can be accepted in the global market . justification contains strategic point innovation from its implementation of business desgin
Choices	Directing the student to analyze the positives and negatives avery alternatives that connected with a potential business in the global market.	Directing the student for arranging the alternatives that connected with the resourcebased for th ebusiness design that potentially accepted in the global market.	Directing the student to arranging a realistic alternatives that connected with business design that potentially accepted in the global market	Directing the student to assemble alternatives that realistic with the strategic point from the implementation of the model.
Consequences	Directing the student to analyze the positives and negatives avery alternatives that connected with a potential business in the global market.	. Directing the student for arranging the alternatives that connected with the resourcebased for th ebusiness design that potentially accepted in the global market.	Directing the student in analyzing the positives and negatives on every alternatives that connected to the critical point implementation from the business design that potentially accepted in the global market	Directing the student to assemble alternatives that realistic with the strategic point from the implementation of the model.
Creative Solutions	Directing the student to choose the best alternative based on its consequences that	Directing the student to choose the best alternative based on its	Directing the student to choose the best alternative based on its	Directing the student to choose the best alternative based

	connected with the business design that potentially accepted in the global market. The best means the most realistic that they can get	consequences that connected with resource based for the potential business in the global market	consequences that connected with critical point for the potential business in the global market	on its consequences that connected with strategic point for the potential business in the global market
Conclusions	Directing the student to take the conclusion which say 1. how big is the student will to run the alternatives that they has chose 2. How big was the choosen alternatives possibility to be treated successly.	Directing the student to take the conclusion which say 1. how big is the student will to run the alternatives that they has chose 2. How big was the choosen alternatives possibility to be treated successly.	Directing the student to take the conclusion which say 1. how big is the student will to run the alternatives that they has chose 2. How big was the choosen alternatives possibility to be treated successly.	Directing the student to take the conclusion which say 1. how big is the student will to run the alternatives that they has chose 2. How big was the choosen alternatives possibility to be treated successly.

Finding

On the determining the student respond about the application of mentoring models 5c, the researcher has spread a questioner with the questioner instrument that direct to the Dreher George Fand Ronal A Ash, 1990. The questioner is spreaded to some respondend which assessing in Table 2

Table 2 Working Indicator

<i>Given or recommended you for challenging assignments that present opportunities to learn new skills</i>
<i>Given or recommended you for assignments that required personal contact with managers in different parts of the company</i>
<i>Given or recommended you for assignments that increased your contact with higher level managers</i>
<i>Given or Recommended you for assignment that helped you meet new colleagues</i>
<i>Helped you finish assignments/task pr meet deadlines that otherwise would have been difficult to complete</i>
<i>Protected you from working with other managers or work units before you knew about their likes/dislikes, opinions on controversial topics, and the nature of the political environment</i>
<i>Gone out of his/her way to promote your career interests</i>
<i>Kept your informed about what is going on at higher levels in the company or how external condition are influencing the company</i>
<i>Conveyed feeling of respect for you as an individual?</i>
<i>Conveyed empathy for the concerns and feelings you have discussed with him/her</i>
<i>Encouraged you to talk openly about anxiety and fears that detract from your work</i>
<i>Shared personal experiences as an alternative perspective to your problems</i>
<i>Discussed your questions or concerns regarding feelings of competence, commitment to advancement, relationship with peers and supervisors or work/family conflicts</i>
<i>Shared history of his/her career with you</i>
<i>Encouraged you to prepare for advancement</i>
<i>Encouraged you to try new ways of behaving on the job</i>
<i>Served as role model</i>
<i>Displayed attitude and values similar to your own</i>

Source: Pegg, M. 2003

Respondent Description

Respondents of this study were all students of Class B E4 Ciputra University program. The following is a list of names and their respondent with group business project. As described in Chapter 1 that while the goal is student learning rabuan entrepreneurial experience and can create new ventures (business and social), or be able to develop the family business (family business) can sustainable global challenges as well as having a good impact for the community (ethical) and accepted by society. While learning entrepreneurship rabuan structure consists of five semesters (3 credits each) except the old forces before and including the year 2010, which is still taking the 2 credits with the Global Player Advance (E6).

While the learning objectives E4 are Innovators (3sks) learning emphasis on innovation from a student venture development with market / community there. Innovations related to product diversification, market, network, process, finance, business models, brand or completeness of others with permission and legal status needed to reach the global stage player. For E4 class is divided into three broad categories namely business venture, social venture that puts the social impact of a family or a business venture. Forms of business venture or project for social ventures. Students continue to build his own team or a team with a maximum of five people. Maximum capital or additional capital per person is allowed is five million dollars, more than it had to get special permission. The form of the project for the family business, the project is individual. Terms family business: a). family business that has been running for more than 5 years, b). The student will be appointed to carry on the family business and c). the student is willing to continue these efforts. Family Business for the provision of capital is determined by the consent of the family or a parent company or a maximum of 5 million dollars per person. E4 subjects prepared for a 4th semester student at stage approaches the final stage of learning Entrepreneur, considering the stage again the E5 is the final stage of learning entrepreneurial students who have taken in semester 5. Thus projects developed by students in the course are expected to have sufficient E4 mature and no longer in the start up phase. For the achievement of specified learning courses E4 is to build innovative business, where design and business innovation strategies should be measurable. However, in reality many student projects developed in the class E4 is not yet well established in the context of its business model. It is evident from the many projects the students who still have a very low turnover, with the level of customer rebuying is still very low frequency, resulting in fear of this student project business will not survive in the long term. The students prepared to e4 to the final stage in the 4th to the entrepreneur, as another step to e5 is a step that must be taken of the entrepreneur in the five students. The projects are being developed by the students at this college are mature enough to e4 and no longer on the stage is set for starting up. to e4 the lesson is that business, build an innovative business innovation and design strategies in which it should be measured. In fact, however, that is a lot of students in the class project e4 has been established in terms of its business model. It is seen from many projects that have a business turnover of a student who is very low level of customer rebuying it is very low frequency, to take part in business worry about the students that would not survive in the long term. Your eyes have a road map to e4 that

The result of all of the 5c

To address this problem on the draft is in the process of all the discovery and planning, resourcing stage, the actualization, and the evaluation and doing some research in the process of data for any stage. The evaluation conducted in the process of all done every facilitator / mentor to each individual student as members of a group or groups in the following:

- In Phase / Phase 1 Discovery and Planning, the respondents in this case are all students of class B E4 get the mentoring process (The Five C Mentoring) by the following process:

Challenges: Directs students on how to design a business that has the potential to be accepted in the global market. Choice: Directs students to develop realistic alternatives associated with potentially acceptable design business in the global market, Consequences: Directing the student to assess strengths and weaknesses of each alternative with regard to the design of potential business received in the global market, Creative Solution: Directing students to choose the best alternative based on the consequences of each alternative with regard to the design of potential business received in the global market. The most realistic best meaningful and / or best to be grabbed and Conclusion; Directing students to draw conclusions regarding: (1) how much the desire of students to run the chosen alternative; and (2) how likely alternative is chosen to be achieved successfully. Challenges: Directs students on how to design a business that has the potential to be accepted in the global market. Choice: Directs students to develop realistic alternatives associated with potentially acceptable design business in the global market, Consequences: Directing the student to assess strengths and weaknesses of each alternative with regard to the design of potential business received in the global market, Creative Solution: Directing students to choose the best alternative based on the consequences of each alternative with regard to the design of potential business received in the global market. The most realistic best meaningful and / or best to be grabbed and Conclusion; Directing students to draw conclusions regarding: (1) how much the desire of students to run the chosen alternative; and (2) how likely alternative is chosen to be achieved successfully.

- In Phase / Phase 2 Resourcing, the respondents in this case were all students E4 class B get the mentoring process (The Five C Mentoring) by the following process:

Challenges: Directs students on how to identify and realize resource-based businesses that have the potential to be accepted in the global market. Directing ;, Choice students to develop realistic alternatives related to the resource-based businesses that have the potential to be accepted in the market global. Consequences: Directing the student to assess strengths and weaknesses of each alternative with regard to resource-based businesses that have the potential to be accepted in the global market .Creative Solution: Directs students to choose the best alternative based on the consequences of each alternative with regard to resource-based businesses that have the potential to be accepted in the

global market and Conclusion; Directing students to draw conclusions regarding: (1) how much the desire of students to run the chosen alternative; and (2) how likely alternative is chosen to be achieved successfully.

- On Stage / Phase 3 Implementation of the respondents in this case were all students of class B E4 get the mentoring process (The Five C Mentoring) by the following process: Challenges: Directs students on how to actualize the design / business model that has the potential to be accepted in the global market. Choice: Directs students to develop realistic alternatives related to the critical point implementation of design / business model that has the potential to be accepted in the global market. Consequences: Directing the student to assess strengths and weaknesses of each alternative with regard to the critical point implementation design / business model that has the potential to be accepted in the market global. Creative Solution: Directs students to choose the best alternative based on the consequences of each alternative with regard to the critical point implementation design / business model potentially acceptable in the market global. dan Conclusion; Directing students to draw conclusions regarding: (1) how much the desire of students to run the chosen alternative; and (2) how likely alternative is chosen to achieve with success .

- in Phase / Phase 4 Evaluation of the respondents in this case were all students of class B E4 get the mentoring process (The Five C Mentoring) by the following process: Challenges: Directs students on how to justify the design / business model that has the potential to be accepted in the global market. Justification includes the invention of the strategic points of the implementation of the design / business model .. Awards: Directing students to develop realistic alternatives related to the strategic point of implementation design / business model .. Consequences: Directing the student to assess strengths and weaknesses of each alternative with regard to strategic point of implementation design / business model. Creative Solution: Directs students to choose the best alternative based on the consequences of each alternative related to the strategic point of implementation design / model bisnis. dan Conclusion; Directing students to draw conclusions regarding: (1) how much the desire of students to run the chosen alternative; and (2) how likely alternative is chosen to be achieved successfully.

The process of all the five (c) of all this was done consistently and over again, or in any phase of the class b e4 learning, in studies conducted in the second week and the fourth week of the twelve. An evaluation be made by the middle of this process to the presentation sunday (8) eight uts (a) with the results of the term examination of the facilitator is the following: those with the highest value is the 21,1 80 % of the value of, as the next was 78 % 18,4 by the percentage of the students of that is good enough

Table of the average facilitator result for the middle evaluation process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	3	7.9	7.9	7.9
	70	7	18.4	18.4	26.3
	71	4	10.5	10.5	36.8
	74	1	2.6	2.6	39.5
	76	3	7.9	7.9	47.4
	78	7	18.4	18.4	65.8
	80	8	21.1	21.1	86.8
	83	3	7.9	7.9	94.7
	86	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

To answer the research conducted by researchers, the researchers used qualitative research with in-depth interview data collection methods (in-depth interviews). Researchers conducted interviews with all members of the class. Where the results of the interviews were described to 35 respondents, but only 31 respondents involved in the interview and giving a written reflection

Based on the results of these interviews have obtained information about what they feel from E4 learning process for one semester. Identified the things that become the reflection points that can be grouped in three things namely; facilitator, the process of mentoring, learning methods. Resume three things can be seen in Table 5 as follows.

Table 5 shows the positive and negative resume of reflection topic

No	Topik	Keterangan
1	Facillitator	(+)Facilitator of learning and development methods are very different, making the confidence of our group increases. Facilitator position ourselves as our team and it makes sense of confidence in the group increased.
		(+) Facilitator gives the happy and comfort atmosphere
		(+) Facilitator as the menthor, friends
		(+) Facilitator gives the way out and great and useful ideas for the development of the group product
		(+)Frankly E2 and E4 only class that the professor wants students to understand and want to go directly to the respective business students
		(+)Facilitators provide positive feedback so that the student is more excited, the input is realistic, does not provide a specific target or critical of you the way, but the facilitator actually accompany and monitor any developments there
2	Mentoring process	(+) the chance to share with the involvement of parent, mentor, facilitator
		(+)Progress businesses are more important than the target
		(+)mentoring that we get is also very helpful because in every mentoring issues facing surely find a solution
3	Learning method	(+)Innovations that benefit consumers be objective anyway
		(+)parent gathering event, parents can speak to their business. Another great feature is the parents / mentors / guardians are invited to contribute in the development of business students, they know and be supportive of business development ananknya
		(+)Mini exhibition, I have a lot more business associates from other departments and other environmental
		(+)using the method of learning and development are very different, making the confidence of our group increased
		(+)when invited to a brief lecture learning for our community and love the opportunity to present our business to the next community
		(-)gatherings with parents or guardians who dial held by E4, I think the event is not helpful and should only be optional, so that only those who feel the need that is required to follow the event

Has Done also questionnaires distribution to 35 respondents ie E4 class B students with particular regard to evaluation of the mentoring process conducted by the facilitator. Analysis of respondents' answers to the questionnaire in the form of the results of such inquiries Tabulation of data in Table 6 below.

Table 6 the average score of respondent answer

Nomor	Question	Average
1	Giving or recommending the challenging projects that shows the opportunity to learn in a new way and innovation?	3.771429
2	provide or recommend direct contact with businesses that support the group's business partners?	3.257143
3	provide or recommend projects that help you to discuss / collaborate with fellow students, siblings, parents / guardians?	3.771429
4	help you complete projects which if done by yourself would be very difficult to resolve?	3.742857
5	initiative directs air-entrepreneur interest you?	4.028571
6	still gives you information about how external circumstances / conditions that affect business in Indonesia your group business?	3.685714
7	express feelings / respect for you as an individual?	4.342857
8	expressing empathy for the concerns and feelings you experienced?	3.971429
9	encourage you to talk frankly about anxiety and fears that distract you in completing the project / business?	4.142857
10	divide personal experience to you as an alternative solution to the problems that you face?	4.085714
11	share the experience of entrepreneurship to you?	4.028571
12	encourage you prepare yourself to thrive?	4.285714
13	encourage you to try new ways of doing business your group?	4.342857
14	behave as someone who deserves to be an example for you?	4.114286
15	shows the values and attitudes as you expected?	4.4

Based on Table 6, the average response was 3.76 while the overall average of the lowest answer is the answer to number 2 "give or recommend direct contact with business partners who support the group's business?" With a score of 3.25. Overall, therefore, indicates that respondents answer good enough for all the aspects in question in the questionnaire, especially for question number 7 and number 13 that is the Facilitator express feelings / respect for you as an individual as well as a facilitator to encourage you to try new ways in running your group business? Both of these questions have answers with the highest mean score of 4.34. While the answer to the question about the facilitator encourages you to prepare developing also got average response is quite high at 4.28. This indicates that it is true and consistent that the purpose of learning methods mentorship according to Lowenstein & Bradshaw, (2011) is experiencing the phenomenon itself and find its own nursing practice in which it is expected to build confidence, self-esteem and self-awareness that is fundamental in the completion problem. Similarly, the research results of Berglund and Wennberg (2006) states that good mentorship efforts of the facilitator will boost your confidence and creativity in solving problems mentee and business innovation. On the other hand the results of this study are also in line with the opinion Pegg (1999) that the mentor is able to play

several roles namely Classic mentor: mentor is a wise and trusted counselor. They must have credibility and willingness to assist the mentee wisely. Leader: As the leader of a mentor should be an inspiration to do my best. Models: a model of a mentor should get a sense of awe from the people around him. Coaches: as coaches should assist in daily business activities. They must be well-educated person with good skills. A Coaches must offer 3 stages namely: they increase the strength in terms of building, Pushing for improvement (improvement) and has the ability to improve the achievement of success, Teacher: as a mentor should act as well as teachers who share their knowledge and make learning fun. Adviser: as an advisor to a mentor should be someone who can help find the specialist / expert in knowledge to find a way out, Counsellor: mentor who acts as a counselor should be able to provide an alternative solution by providing professional insights, Buddies: Buddies system used by many organizations, where employees are long lead new employees to show where the good and the bad, to develop good habits and minimizing bad habits. Buddies is a longtime employee in this organization their focus to help new employees to feel right at home. A mentor should act as buddies. Good mentor should help to control one's life and lead to fill their lives. What happens in the mentoring session, following the model of mentoring are commonly referred to as the "five C" namely: Challenges, Choices, Consequences, creative solutions and conclusions

CONCLUSION

Based on the data analysis and discussion, there are several conclusions that can be presented in this study is

1. 5C Application of mentoring models on stage discovery and planning, resourcing, implementation and evaluation on E4 is subject Challenges: students more focused on how to design a business that has the potential to be accepted in the global market. Choice students more focused to develop realistic alternatives related to the design of potential business received in the global market, Consequences: more focused student to assess strengths and weaknesses of each alternative with regard to the design of potential business received in the global market, Creative Solution: student more directed to choose the best alternative based on the consequences of each alternative with regard to the design of potential business received in the global market. The most realistic best meaningful and / or best to be grabbed and Conclusion; students more directed to interesting conclusions regarding: (1) how much the desire of students to run the chosen alternative; and (2) how likely alternative is chosen to achieve a successful
2. Student response to the application of the model 5C on 4 subjects Entrepreneurship (Innovation) is divided into three terms of the facilitator, the process of mentoring, learning methods. Facilitator: to empower students, mentoring process: lead to the discovery of solutions and foster student self-confidence, learning methods: fun.

SUGGESTION

Based on data analysis and discussion then there are some suggestions that can be presented in this study are: The need for a mentor to provide or recommend direct contact with business partners supporting the business group.

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