

The Role of Entrepreneurial Universities in Supporting Intergenerational Family Businesses

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The aim of this paper is to present some of the academic activities at the University of Ruse 'Angel Kanchev' to support the students' mindset regarding intergenerational family businesses under the INTERGEN concept. The University of Ruse 'Angel Kanchev' is among the first five Bulgarian universities, which in 2014, the European Commission, the Organization of Economic Cooperation and Development (OECD) and the Bulgarian Ministry of Education approached to analyse how the HEInnovate tool for self-assessment could be used to make the academic communities more entrepreneurial. The tasks of this paper are: (1) to present the participation of the University of Ruse 'Angel Kanchev' in the HEInnovate initiatives; (2) to present some research activities at the University of Ruse in support of the intergenerational family businesses, carried out by the Entrepreneurship Centre during the COVID-19 period. The report also enriches the concept of the intergenerational family business under the INTERGEN international academic network.

Key Words: University of Ruse, entrepreneurial university, HEInnovate, family business

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INTRODUCTION

The COVID-19 lockdowns in the period of 2020–2022 posed different risks to the academic process. Despite the threats, some academic

entrepreneurs have managed to take advantage and introduce new teaching methods, which had not been widely used before 2020.

[52] Additionally, the COVID-19 lockdowns succeeded in proving that in a time of crisis, the family remains one of the most reliable social units. For many people, the family was the only place to spend time during the lockdowns whereas for many universities, the career development of the students was promoted much more than the idea of them becoming part of their family businesses. Such education is of benefit to the employers, who look for skilled and cheap employees. Previously, companies approached the universities, offering different types of job, but in a time of crisis these jobs are quickly cut. Prior to COVID-19, in searching for a good career, many students turned their backs on their relatives and chose to contact reliable partners i.e., those who will help them to find a well-paid job. However, the lockdowns in 2020–2022 quickly demonstrated how these employees could become jobless. Many of them turned to their families for support. But should we wait for a crisis to become aware of the real importance of families for our livelihoods.

For many years, there has been a high level of understanding at the University of Ruse ‘Angel Kanchev’ about encouraging students to be more entrepreneurial and develop well-arranged business relations with some of their close relatives and a few reliable friends. A specific approach, named ‘intergenerational family business’ was originally created in 2017 by an international team of scientists (Pavlov, Sheresheva, and Perello 2017) and the next year, it gave the birth to the INTERGEN academic network, dedicated to the study of the intergenerational family businesses as a stress management instrument for entrepreneurs (Bakracheva et al. 2020). The INTERGEN concept is originally illustrated by the next example of collaboration among relatives from three generations:

- First generation: the grandparents produce grapes.
- Second generation: the parents produce wine (including the grape of their parents).
- Third generation: the children create an online shop, and they also sell the grapes and the wine of their relatives.



It is possible to have some intergenerational family businesses between two generations, no matter which ones:

- First generation and the second generation.
- First generation and third generation.
- Second generation and the third generation.

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The basic idea is that the new generation creates a new business and integrates the businesses of the previous generations. The business activities of the different generations could be full-time or part-time. If we enlarge the above, then the business of the grandparents and the parents could be full-time, while the children (age 18+) could have their online shop as a part-time business. Any other combinations are possible, too.

Young people can choose between career development and family business. It is not an easy decision as Zagorcheva (2022) notes: ‘Compared to previous generations, modern children grow up in a much greater degree of comfort – satisfied needs, accessible education, freedom of choice, and opportunities for mobility.’ Other scientists investigate family businesses on the basis of the influence of personal factors on a student’s career choice (Ljubotina, Gomezelj, and Vadnjal 2018). Deneva (2019) argues that it is necessary to provide the right conditions for business development, especially in a period of business crises and she confirms the theses of Hristova (2018) that family businesses also provide great support to the positive energy of entrepreneurship. An international survey (Kirby et al. 2022) has examined the degree to which people’s appraisals and coping activities around the pandemic predicted their health and well-being; this survey has concluded that COVID-19 has had a devastating impact on people worldwide.

The INTERGEN international academic network focused on family business. According to Bakracheva et al. (2020), the only cell that treats humans as people, is the family. The family is a unit between several people for mutual support. Therefore, the role of family businesses has become quite important in this new era, especially to ensure people receive incomes and security. In particular, the University of Ruse ‘Angel Kanchev,’ Bulgaria, has developed a variety of

[54] scientific analyses in support of family entrepreneurs. Thus, according to Pavlov (2020), it is possible to create ‘new entrepreneurs’ at the University of Ruse ‘Angel Kanchev’ using a different approach to students on the basis of the intergenerational family businesses concept.

Antonova et al. (2021) has conducted scientific research on the data management conceptual algorithm, which is considered quite important in the era of globalisation challenges. Beloeva (2019) argues that entrepreneurs have different types of anxiety, which makes them more creative. Popova (2022) analyses special needs students and how inclusive education affects them – such analyses are valuable for social entrepreneurship when vulnerable groups of Bulgarians are less preferred by the traditional companies and their families become the only source for real help, assistance and survival. Scientists at the University of Ruse ‘Angel Kanchev’ have performed many other different analyses, the outcomes of which could be used to support the concept of intergenerational family businesses and provide a variety of directions for further studies and teaching. Some of their academic activities also follow the concept of an ‘entrepreneurial university.’ The logic of the next two sections of this paper is: the first section gives the basic framework how the University of Ruse ‘Angel Kanchev’ has participated in some of the international HEInnovate initiatives, organised mainly by the European Commission and the international project consortium BeyondScale. The second section presents some research activities at the University of Ruse in support of intergenerational family businesses, conducted by the Entrepreneurship Centre during COVID-19. Here is also described the support of the University of Ruse ‘Angel Kanchev’ for intergenerational family businesses under the INTERGEN international academic network as a good example for entrepreneurial universities of the HEInnovate concept.

INTERACTION WITH THE EUROPEAN COMMISSION

In 2013, the European Commission introduced to the academic community a self-assessment tool, accessible at <https://heinnovate.eu>. Originally, this tool consisted of different dimensions, related to:



- leadership and governance,
- organisational capacity: people, resources, incentives and rewards,
- entrepreneurial teaching and learning,
- preparing and supporting entrepreneurs,
- entrepreneurial ecosystem and networks,
- the internationalised institution,
- impact of the entrepreneurial HEI.

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The Bulgarian Presidency of the Council of the European Union took place in the first half of 2018. As a result, on 14–15 June 2018 the University of Ruse ‘Angel Kanchev’ was the host of one of the final ceremonies of this specific presidency and then Mr Peter Baur (DG EAC, European Commission) officially announced the next HEInnovate dimension – digital transformation and capability.

In general, the HEInnovate tool helps the academics from different management levels (university, faculty, department, laboratory) to make a self-assessment of their capacity to be more entrepreneurial. The different questions in fact, lead these academics towards to more entrepreneurial behaviour.

In 2014, Bulgaria was the first country where the HEInnovate was experimentally applied in five universities. On 20 May 2014, representatives of the European Commission, OECD and the Bulgarian Ministry of Education did their HEInnovate survey at the University of Ruse ‘Angel Kanchev.’ All institutions worked in high collaboration and mutual trust. The Rector body used this survey to address different academic challenges, which demanded more entrepreneurial thinking at all management levels within the university. More details from this unique survey are accessible at the site of the HEInnovate (<https://heinnovate.eu>). Since 2013, the University of Ruse ‘Angel Kanchev’ has been actively involved in the concept development of the HEInnovate in Brussels. Some of them are:

- 29 January 2013, Brussels (European Commission, DG EAC/ Unit C.2), seminar ‘Guiding Framework of Entrepreneurial Universities.’

[56]

- 26 August 2015, Brussels (DG Education and Culture) 'How to Run an HEInnovate Workshop' Interactive Training Session.'
- 18–20 May 2016, Brussels, workshop 'HEInnovate 13: Ignite, Inspire, Innovate Facilitating Change in Higher Education.'
- 6 April 2017, Brussels, European University-Business Forum University-Business Cooperation – for Innovation and Modernisation.
- 26–28 February 2018, Brussels, Make Innovation Work in Higher Education. Panel discussion with six higher education institutions that have been using HEInnovate for strategy design, programme implementation and strategic dialogue with key stakeholders on purpose, process, obstacles and key success factors.
- 13 September 2019, Brussels, expert meeting at the European Commission 'The Contribution of HEInnovate towards the New EIT Strategic Innovation Agenda.'
- 2 March 2021, Brussels, First Meeting on Policy Learning Network of the HEInnovate experts at the European Commission and OECD (online).
- 9 June 2022, Brussels, Second Meeting on Policy Learning Network of the HEInnovate experts at the European Commission and OECD (online).
- 5–6 October 2022, Brussels, European Commission workshop 'HEInnovate Facilitators Group Meeting.'

During all these workshops, meetings and seminars in Brussels, the representatives of the European Commission developed very good conditions for dialogue and mutual learning. The main benefit for academics from the University of Ruse 'Angel Kanchev' was the orientation in global trends – which of our activities to keep, which to stop and what new activities to undertake.

BeyondScale Project of the European Commission

In the period of 2019–2022, the University of Ruse 'Angel Kanchev' joined the international project consortium BeyondScale, dedicated to the implementation of the HEInnovate tool at universities from



partner countries – Austria, Bulgaria, Ireland, Netherlands and Portugal. It was quite helpful to structure the reasons, which encourages academics to be more entrepreneurial – a specific moment for the Bulgarian HEIS is the way they are managed:

- The Rectors, Deans and Head of departments are elected by the academics in these units (University, Faculty, Department).
- The candidates for these elected positions are professors with at least a PhD and habilitation. All of them are also active lecturers during their mandates.
- These positions are elected (not appointed) and therefore, the candidates prepare mandate programmes for four years. When preparing these documents, the candidates are expected to communicate with most of the academics and take into consideration their different expectations.
- These candidates are those with the most initiative, with a vision for the development of their units (University, Faculty, Department). In fact, they are academic entrepreneurs.
- All academics recognise the elected candidates as the most responsible and initiative-driven people. Therefore, academics expect the approved candidates to act as real leaders – to have clear goals and vision, to initiate activities, to inspire people, to react to all kind of risks, to secure the academic community.

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Based on this description, the election of leaders takes a bottom-up approach, while the changes and improvements in the Bulgarian HEIS are possible in the case of a top-down approach – by involvement of the elected leaders. This management system encourages the HEIS to be more entrepreneurial. In the case of elected candidates, then all management levels in one HEI have a high level of trust in the academics. In times of change and crises, Bulgarian academics only follow their trustful leaders.

Thanks to the BeyondScale project, the use of <https://heinnovate.eu> has been very important as it has shown that within the BeyondScale project, we can provoke a positive attitude among key academic leaders while the HEInnovate platform could help them

to improve activity within their academic units. The expectations of the asked academics are related to adding some additional questions, which reflect on the specific job/position of the answering person. The involved academics are from all levels:

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- Department/Laboratories/Centres – these are the academic places where the professors/lecturers organise education in terms of content, didactical approaches, teaching materials, etc. These units are those which begin improvements towards the creation of ‘new generation entrepreneurs.’ The Department councils are the places where the educational programs/disciplines are created and receive first administrative approval.
- Deans are responsible for managing the Faculty Council – the place where the new educational programmes/disciplines receive administrative approval on the second level.
- Rector level with the Academic Council – this is the place where new educational programmes/disciplines receive administrative approval on the third level.

The BeyondScale project has managed to engage some key academic leaders from all three levels to make sure that each of these three administrative levels is capable of contributing to the creation of ‘new generation entrepreneurs.’ Thus, thanks to the fulfilment of the HEInnovate platform within the BeyondScale project, all involved academic leaders declared that collaboration among them is the key factor in the further progress of the University of Ruse. The fulfilment of the HEInnovate platform has led them to consider:

- the didactical approach for teaching students,
- the online teaching materials at www.e-learning.uni-ruse.bg,
- the virtual rooms for teaching, examination, seminars at <https://meet.uni-ruse.bg>,
- the online documentation at <http://uni-ruse.bg>,
- the level of collaboration with academics from other units,
- the level of their collaboration with stakeholders.

All of them also confirmed that HEInnovate dimensions had given them a good understanding of global educational trends. The



managers of the three academic levels asked for time to reconsider what to really undertake within their units and together with other units, in reaction to these trends.

RESEARCH ACTIVITIES AT THE UNIVERSITY
OF RUSE IN SUPPORT OF INTERGENERATIONAL
FAMILY BUSINESSES DURING THE COVID-19
PERIOD UNDER INTERGEN

[59]

Preconditions

The Entrepreneurship Centre of the University of Ruse 'Angel Kanchev' was established in 2008 based on the activities already existing at the university:

- Since 1998 – International trainings in entrepreneurship of selected academics.
- Since 2000 – Teaching process in entrepreneurship for the bachelor and master students.
- Since 2001 – Business plan competition for students from all faculties.
- Since 2002 – Participation in an EU project, related to entrepreneurship.
- Since 2006 – collaboration with professors from different countries from Europe and North America (later on from Asia, too).
- Since 2009 – Master programme in Entrepreneurship and Innovation, elaborated with the support of Prof Hans Wissema.
- 2009–2020 – participation of the Academic Entrepreneurship and Innovation Network of South Eastern European Universities, RESITA.
- Since 2009 – *Journal in Entrepreneurship and Innovation* created by the support of the RESITA academic network.
- Since 2016 – participation in the unique Innovative Youth Expo at the University of Ruse 'Angel Kanchev,' when student and pupils' clubs get together to present their achievements.
- Since 2020 – teaching pupils in entrepreneurship.

The Entrepreneurship Centre is under the top-management of the Vice-Rector in research and the Director of the Centre for sci-

[60] entific research and development. The Entrepreneurship Centre mainly uses the facilities and lecturers of the Faculty of Business and Management. The main goal of this centre is to promote entrepreneurship among students with special attention to family business. To fulfil this goal, the Entrepreneurship Centre uses two main approaches – education and research. Education in entrepreneurship is performed through a variety of classes at bachelor and master level. Some of the courses are clearly focused on entrepreneurship, such as: small business management, business planning, business models for entrepreneurs, intellectual property rights for entrepreneurs, production management in a small firm, financial management for entrepreneurs, growth management, social entrepreneurship, etc. In each course the students have a course assignment to provide them with better pragmatic preparation of their entrepreneurial ideas. In some of the classes, the students have the opportunity to meet some entrepreneurs and study their experience. The research in entrepreneurship is performed through scientific reports of academics, student symposiums, questionnaires in entrepreneurship within national and international academic networks, and collaboration among students.

The official start of the INTERGEN international academic network was on 1 September 2018 when twelve universities from six countries began international scientific research, coordinated by the Entrepreneurship Centre of the University of Ruse ‘Angel Kanchev.’ In general, for the period before 2020, the Entrepreneurship Centre gained good experience in education and research. Therefore, the COVID-19 restrictions were a challenge, mainly for how to transform the above described activities in entrepreneurship into the digital environment and maintain them. Online teaching also created some new opportunities in the educational process, which beforehand did not exist in face-to-face education.

*INTERGEN Survey at the University of Ruse ‘Angel Kanchev’
during the COVID-19 Pandemic Period*

In September 2020, the INTERGEN network emerged and a few months later this network started a survey in twenty HEIS from



eight countries: Albania, Bulgaria, Iran, Poland, Romania, Russia, Serbia and Uzbekistan. In total, 4001 respondents (students and alumni) answered the questionnaire for 19 months from February 2021 until August 2022:

- 176 from Allameh Tabatabaei University – Tehran, Iran,
- 289 from Angel Kanchev University of Ruse, Bulgaria,
- 200 from Bukhara Engineering-Technological Institute, Uzbekistan,
- 279 from Chelyabinsk State University, Russia,
- 234 from Jan Kochanowski University in Kielce, Poland,
- 147 from Konstantin Preslavski University of Shumen, Bulgaria,
- 143 from Lomonosov Moscow State University, Russia,
- 216 from Management Development Institute of Singapore in Tashkent, Uzbekistan,
- 207 from Orel State University, Russia,
- 100 from St. Cyril and St Methodius University of Veliko Tarnovo, Bulgaria,
- 238 from Svishtov Academy of Economics D. A. Tsenov, Bulgaria,
- 142 from Technical University of Gabrovo, Bulgaria,
- 315 from Timisoara Politehnica University, Romania,
- 153 from Tirana University, Albania,
- 202 from UBB University Centre of Resita, Romania,
- 104 from University of Belgrade, Technical Faculty in Bor, Serbia,
- 200 from University of Craiova, Romania,
- 199 from University of Economics – Varna, Bulgaria,
- 244 from University of Tyumen, Russia,
- 213 from West University of Timisoara, Romania.

[61]

Problem Statement

Our thesis is that the respondents have intentions to conduct business relations with their relatives and so, the INTERGEN question-

naire could be designed in a way to stimulate such intentions, as well as be used as a self-assessment tool to analyse if the respondents are willing to have business collaboration with their closest relatives. We are going to check this thesis based on the answers from the Ruse University respondents to Question 26 ‘The well-arranged business relations with my parents will reduce the level of perceived stress for me:’

- If most of the answers agree with this question, then we can argue that their professors apply more entrepreneurial teaching content to promote and support the idea of intergenerational family business.
- If most of the answers to Question 26 are negative, then we can assume that the professors do not encourage their students to engage in family business, but rather in career development. The creation of the entrepreneurial mindset in the students could be done within an entrepreneurial university academic environment.

Methodology Design

- 1 The INTERGEN questionnaire consists of 57 statements. For 48 of them; we have applied a Likert scale, where: ‘1’ stands for No, ‘2’ is for Rather No, ‘3’ is n/a, ‘4’ is Rather Yes, ‘5’ is Yes.
- 2 These 48 statements are given in the annex.
- 3 The next group of questions (Q49-Q54) is to identify some personal demographic data, including age, marital status, etc.
- 4 The final group of questions (Q55-Q56) is to identify the academic background of the respondents:
 - If they are still students (bachelors or masters) or are already alumni,
 - The field of study in accordance with the ERASM classification (ISCED-F 2013):
 - 01 – Education,
 - 02 – Arts and humanities,
 - 03 – Social sciences, journalism, and information,
 - 04 – Business, administration, and law,



- 05 – Natural sciences, mathematics, and statistics,
- 06 – Information and Communication Technologies,
- 07 – Engineering, manufacturing, and construction,
- 08 – Agriculture, forestry, fisheries and veterinary,
- 09 – Health and welfare,
- 10 – Services.

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- 5 The respondents of the University of Ruse ‘Angel Kanchev’ were approached by Messenger. They received the questionnaire as a file and had up to seven days to return the file with their answers to the Head of the Entrepreneurship Centre – Daniel Pavlov.

Target Group Identification

The target group consisted of those students or alumni, who had attended some classes in family business at the University of Ruse ‘Angel Kanchev.’ In total, 289 respondents from the University of Ruse ‘Angel Kanchev’ returned their answers by e-mail or Messenger. They have been classified under different indicators:

- 1 Based on their gender, we received responses from 220 females and 69 males. This is due to the fact that most of the respondents are from the Faculty of Business and Management, where the students are mostly female.
- 2 In accordance with their broad fields of education (ISCED-F 2013), here is the basic structure of the respondents:
 - 70.93% from the field ‘04 – Business, administration and law,’
 - 23.87% from the field ‘07 – Engineering, manufacturing and construction,’
 - 5.20% from other fields of education.
- 3 Concerning their level of education, here is the structure, divided by bachelor’s and master’s degree:
 - 99 respondents are bachelor students (34.3%),
 - 69 respondents already obtained their bachelor’s degree in previous years and did not continue their education (23.9%),

- 14 respondents are master students (4.8%),
- 107 respondents obtained their master's degree in previous years (37.0%).

[64]

4 In accordance with their previous experience in family businesses:

- 65 still participate in their family business (22.5%),
- 17 previously had family businesses, but at the time of the survey, their firms were suspended temporarily (5.9%),
- 207 had never participated in a family business, which was almost 71.6% of all respondents.

5 Most of the respondents were already parents (59.8%):

- 116 with no children (40.1%),
- 83 with one child (28.7%),
- 90 with two or more children (31.1%).

6 About the size of their families:

- 61 of them had no brothers, sisters, or any other siblings (21.1%),
- 195 had at least one brother or sister (67.5),
- 33 of them more than one brother or sister (11.4%).

In general, the respondents had been part of the classic socialist family of two parents and two children.

7 The average age of the respondents is 34 years old. Here is their age structure:

- 20–24 years old – 54 respondents (18.7%),
- 25–30 years old – 41 respondents (14.2%),
- 31–35 years old – 71 respondents (24.6%),
- 36–40 years old – 56 respondents (19.4%),
- 40+ years old – 67 respondents (23.2%).

Basic Findings

The respondents from the University of Ruse 'Angel Kanchev' gave different answers to the statement 'The well-arranged business relations with my parents will reduce the level of perceived stress for me:'



1 In total:

- No – 18 respondents (10 females and 8 males),
- Rather No – 35 respondents (27 females and 8 males),
- n/a – 71 respondents (52 females and 19 males),
- Rather Yes – 102 respondents (83 females and 19 males),
- Yes – 63 respondents (48 females and 15 males).

[65]

2 Concerning their level of education, the division falls into two main groups – 113 active students, who attended some classes during their bachelor's or master's degree and 176 alumni, who already completed their education (bachelor's or master's degree) and were not active students during the survey period:

- No – 18 respondents (10 students and 8 alumni),
- Rather No – 35 respondents (8 students and 27 alumni),
- n/a – 71 respondents (30 students and 41 alumni),
- Rather Yes – 102 respondents (30 students and 72 alumni),
- Yes – 63 respondents (35 students and 28 alumni).

3 Concerning previous experience in their family businesses:

- No – 18 respondents (14 without any experience and 4 with some experience),
- Rather No – 35 respondents (26 without any experience and 9 with some experience),
- n/a – 71 respondents (52 without any experience and 19 with some experience),
- Rather Yes – 102 respondents (67 without any experience and 35 with some experience),
- Yes – 63 respondents (48 without any experience and 15 with some experience).

4 Concerning their parent status – with one or more children or without any children:

- No – 18 respondents (9 parents and 9 still not parents),
- Rather No – 35 respondents (20 parents and 15 still not parents),
- n/a – 71 respondents (41 parents and 30 still not parents),

- Rather Yes – 102 respondents (62 parents and 40 still not parents),
- Yes – 63 respondents (41 parents and 22 still not parents).

[66]

Discussions

The responses gave us the opportunity to discuss the findings from different points of view with a focus on the statement ‘The well-arranged business relations with my parents will reduce the level of perceived stress for me.’

- 1 In total 18.3% of the responses are negative (6.2% for No and 12.1% for Rather No). In total 57.1% of the answers are positive (35.3% for Rather Yes and 21.8% for Yes). Every fourth respondent (24.6%) had doubts and preferred to answer with ‘n/a.’ In fact, these results prove our thesis (defined in the section ‘Problem Statement’) that professors apply more entrepreneurial teaching content to promote and support the idea of intergenerational family business at the University of Ruse ‘Angel Kanchev.’
- 2 Comparing female and male answers, some differences in attitude towards this statement can be noted:
 - females (16.8%) are less negative than males (23.6%),
 - females (59.5%) are more supportive than males (49.2%),
 - females (23.6%) have less doubts than males (27.5%) how to answer this statement.

It seems that females are more willing to go for well-arranged business relations with their parents and thus reduce the level of perceived stress. A possible explanation could be based on the fact that most of the female respondents are from the Faculty of Business and Management and have a good understanding that business partners are quite valuable for firms. The male respondents are from different faculties.

- 3 Comparing the student and alumni answers, some very small differences in their attitude towards this statement can be noted:



- relatively low percentage of negative answers in both the students (15.9%) and the alumni (19.8%),
- relatively high percentage of positive answers in both the students (57.5%) and the alumni (56.8%),
- similar portion of students (26.5%) and alumni (23.3%) has some doubts how to answer this statement. [67]

These answers show that the students rely a little bit more on their parents compared to the alumni, but the differences are quite small.

4 It is possible to compare the answers of the respondents who do not have any previous experience with family business with those who have participated in some of the businesses within their families:

- the respondents with previous experience in family business (15.9%) are less negative than the respondents without any experience in family business (19.4%),
- the respondents with previous experience in family businesses (61.0%) are more positive than the respondents without any experience in family business (55.6%),
- the respondents with previous experience in family business (23.2%) have fewer doubts than the respondents without any experience in family business (25.1%) on how to answer this statement.

These answers show that the respondents with experience in family business had identified the importance of their parents when they had some joint business activities. It also means that these respondents confirm the value of such collaboration between the generations. This is a good signal for professors from the University of Ruse 'Angel Kanchev' to continue their interactive teaching in intergenerational family businesses.

5 It is also possible to compare the answers of the respondents who are parents (one or more children) with those respondents, who still have no children:

- the parents (16.8%) are less negative, compared to the sta-

[68]

- tements of the respondents without any children (20.7%),
- the parents (59.5%) are more positive, compared to the statements of the respondents without any children (53.5%),
- the parents (23.7%) have fewer doubts than the respondents without any children (25.9%) on how to answer this statement.

Although the majority of both groups are quite positive in their answers, the parents with children seem to have become more aware of the importance of family support than the respondents without children.

- 6 Based on the findings, we may rank the answers to the statement 'The well-arranged business relations with my parents will reduce the level of perceived stress for me' by the percentage of their positive support (answers 'Rather Yes' and 'Yes'):
 - 61.0% from the respondents with previous experience in family business,
 - 59.5% from the parents,
 - 59.5% from the females,
 - 57.5% from students,
 - 56.8% from the alumni,
 - 55.6% from the respondents without any experience in family businesses,
 - 53.5% from the respondents without any children,
 - 49.2% from the males.

Based on the ranking, we may argue that a female parent with some previous experience in family business would be more willing engage in well-arranged business relations with her parents in order to reduce the level of perceived stress.

CONCLUSION

The given examples with the University of Ruse 'Angel Kanchev' in Bulgaria, related to its involvement in the HEInnovate tool of the European Commission, show that this higher educational institution has good experience as an 'entrepreneurial university.' The provided research analyses under the INTERGEN concept for intergen-



erational family businesses in 2021–2022 prove our thesis that the professors do successfully apply entrepreneurial teaching content to promote and support the idea of intergenerational family business at the University of Ruse ‘Angel Kanchev.’ The main recommendation to the Entrepreneurship Centre at the University of Ruse ‘Angel Kanchev’ is to maintain all described activities, because they enrich the role of entrepreneurial universities in supporting intergenerational family businesses. [69]

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- International academic network INTERGEN ‘The Intergenerational Family Businesses as a Stress Management Instrument for Entrepreneurs.’

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ANNEX: Statements of the INTERGEN Questionnaire in 2021–2022

- In general, I prefer to live in my country and my career to be in my country, too
- I prefer to be employed in a big company
- I would like to have my own business in some specific economic activities
- I know that in this world you may succeed only if you rely on yourself
- I am convinced that my family would support me by all means
- When I take decisions, I turn to my relatives and friends for their advice
- When I have a problem, I share it with my friends and relatives
- I think that if I have a face (trademark or another intellectual property right), then the clients will remember me
- If I produce a low-technology product/service, I will be still capable of attracting the trust of my clients in me
- In order to start something, I need the support from my relatives and best friends
- I can convince my parents to give me some seed capital for my business
- I am ready to start my own business even without the support of friends and relatives
- If my parents are providers or contractors for my business, they will support me financially
- I would feel more secure if my parents were providers or contractors for my business, because I trust them



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- I may say that I am satisfied with my lifestyle
- Compared to my friends, I am a happier person than them
- I may say that I am a happy person
- My priority is to achieve important goals
- I feel the support of my friends when I am in trouble
- Most of the time I feel lonely
- I consider that I perform my duties in an excellent way
- Most of the time I feel sorrow
- In my business plans I would include my relatives too
- I would feel supported if I shared my business ideas with my spouse and we worked together
- I would like to have a completely independent business, without any interaction with my relatives
- The well-arranged business relations with my parents will reduce the level of perceived stress for me
- I would prefer to have intergenerational family business relations (INTERGEN), rather than a totally independent business
- I would like to have an intergenerational business with my parents
- I would like to have a joint business with my relatives
- I would involve my parents in my business as employees
- I would involve my parents in my business as subcontractors
- I prefer to promote our family business instead of adding a new business.
- If I start my own business, I will approach friends and people I know for their competence
- If I have my own business, I will approach some experts and I will never rely on personal relations
- I know examples of successful intergeneration family businesses in my country, involving at least two generations
- I need more information about the opportunities to start neoclassic intergeneration family businesses (INTERGEN)
- I would like to learn more how to interact with my relatives when I start neoclassic intergeneration family business with them (INTERGEN)
- I think all the time about the problems I have to solve
- At the end of the day, I usually feel exhausted
- I appreciate and have good support from the people around me
- I feel anxiety when I think about my future
- During the last month, I felt a lot of anger, because things did not go my way
- During the last month, I felt everything was out of my control
- I have a clear purpose and direction for my future
- Would you develop business relations with at least one representative of the *first* generation (among your grandparents)?

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- Would you develop business relations with at least one representative of the *second* generation (among your parents)?
- Would you develop business relations with at least one representative of the *third* generation (among your brothers, sisters and other siblings)?
- Would you develop business relations with at least one of your children?

[72]

