IMESS DISSERTATION

Note: Please email the completed mark sheet to Year 2 coordinator
(cc Julia Korosteleva j.korosteleva@ucl.ac.uk and Marta Kotwas m.kotwas@ucl.ac.uk

Please note that IMESS students are <u>not</u> required to use a particular set of methods (e.g. qualitative, quantitative, or comparative) in their dissertation.

Student:	Doina Chiselita
Dissertation title:	The Impact of Entrepreneurship on Economic Performance in Central and Eastern Europe

	Excellent		Satisfactory		Poor
Knowledge *Knowledge of problems involved, e.g. historical and social context, specialist literature on the topic. Evidence of capacity to gather information through a wide and appropriate range of reading, and to digest and process knowledge.*	x				
Analysis & Interpretation *Demonstrates a clear grasp of concepts. Application of appropriate methodology and understanding; willingness to apply an independent approach or interpretation recognition of alternative interpretations; Use of precise terminology and avoidance of ambiguity; avoidance of excessive generalisations or gross oversimplifications.*	x				
Structure & Argument *Demonstrates ability to structure work with clarity, relevance and coherence. Ability to argue a case; clear evidence of analysis and logical thought; recognition of an arguments limitation or alternative views; Ability to use other evidence to support arguments and structure appropriately.*	x				
Presentation & Documentation *Accurate and consistently presented footnotes and bibliographic references; accuracy of grammar and spelling; correct and clear presentation of charts/graphs/tables or other data. Appropriate and correct referencing throughout. Correct and contextually correct handling of quotations.*	x				

ECTS Mark:	80	**UCL Mark:**	A	**Marker:**	Mgr. Karel Svoboda, Ph.D.
Deducted for late submission:				**Signed:**	
Deducted for inadequate referencing:				**Date:**	

MARKING GUIDELINES

A (UCL mark 70+): *Note: marks of over 80 are given rarely and only for truly exceptional pieces of work.*
Distinctively sophisticated and focused analysis, critical use of sources and insightful interpretation. Comprehensive understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.

B/C (UCL mark 60-69):
A high level of analysis, critical use of sources and insightful interpretation. Good understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research. 65 or over equates to a B grade.

D/E (UCL mark 50-59):
Demonstration of a critical use of sources and ability to engage in systematic inquiry. An ability to engage in sustained research work, demonstrating methodological awareness. 55 or over equates to a D grade.

F (UCL mark less than 50):
Demonstrates failure to use sources and an inadequate ability to engage in systematic inquiry. Inadequate evidence of ability to engage in sustained research work and poor understanding of appropriate research techniques.

CONTINUES OVERLEAF
PLEASE PROVIDE SUBSTANTIVE AND DETAILED FEEDBACK!

Constructive comments, explaining strengths and weaknesses (_at least 300 words_):

The thesis provides an excellent analysis of the impact of education on the economic development of the country. However, as it is stated in the thesis, education itself is important, but not the only condition for the development of the country's economy. In the theoretical part, author discusses the role of entrepreneurship and innovations for modern economies. The author notes that for a long time, large firms were regarded as drivers of innovations, current emphasis is given to the entrepreneurs.

Chiselita demonstrates an excellent command of current research and literature on the topic. The theoretical discussion is closely linked to the empirical part. Furthermore, the historical part explains the specific situation of the Central East European countries as sort of economic laboratory. As the author points out, socialist countries possessed a populations that were well educated, however, their growth rates were declining at the end. Furthermore, I highly appreciate author's ability to confront her findings with the "real life", explain the widely held perceptions (Polish entrepreneurship p. 34 etc.)

The model is developed on a deep study of theoretical literature. Author uses traditionally accepted measures for the level of knowledge etc. Probably the only weakness might be seen in the low number of observations, however, the author fully acknowledges this problem. As a result, all the conclusions are well discussed with all their strengths and weaknesses.

From the formal and technical point of view, I did not find any problems. The thesis is written clearly without unnecessary wording. Therefore, the text is highly readable. All the questions and variables are well defined, explained.

It may be clear from the above mentioned that I find the thesis excellent piece of work with clear definition of the topic, sound methodology and corresponding theoretical framework. It is hard to find any weak point, therefore I propose the highest grade A.

Specific questions you would like addressing at the oral defence (_at least 2 questions_):

The institutional part is not included in your analysis due to the lack of data. Could you, please, discuss, how the quality of institutions could be measured?

If you were assigned to build some set of recommendations for the Czech Republic, what would they contain?