

# YOUNG ENTREPRENEURSHIP

## Module B: CREATION OF AN ENTREPRENEURIAL PROFILE

By



## ENTREPRENEURIAL PROFILE

Definition: This is a technical term containing defined personality components such as values, personal characteristics and skills/competencies.

The purpose of this module is to complete the learner's profile in order to gain a deeper knowledge of himself or herself with the ultimate goal of making professional decisions that suit him or her, thereby making a general contribution towards improving the course of his or her life.

Creating an entrepreneurial profile aims to enhance self-awareness. A basic prerequisite for the professional development of each individual is self-awareness, the understanding of personal characteristics, values and competencies/skills and, consequently, the acknowledgment of the strengths and weaknesses of the profile. Self-awareness is developed through techniques focused on the details of personality and behavior. A person who enhances self-knowledge has better control over his/her thoughts, emotions, behavior and therefore his/her results.

Anyone who is interested in setting up a business can maintain, strengthen and exploit personal strengths and turn any weaknesses into opportunities by being fully aware of oneself.

## SELF-AWARENESS IN EDUCATION

The role of the educator is to help the individual to make a conscious effort in discovering professional *values, personal characteristics* and *skills* in order to enhance his/her self-awareness, which, in turn, has a positive impact on self-esteem, initiative and the ability to change mindset.

### Values

Values have been defined by various scholars in several ways: as transformative goals that vary in importance and serve as guiding principles in someone's life (Schwartz, 1992), conceptualizations of the desirable that influence the choice between goals and means (Kluckhohn, 1951), beliefs that one way of operating is preferable to another (Rokeach, 1973). An accepted and clear position on values is stated by Raths and his colleagues (1966) according to whom a value/belief is considered to be a value when the individual appreciates it and *feels proud* of it, chooses it freely among other alternative values, acts according to it, knows the consequences that follow and repeats it. According to Brown & Brooks (1991)

values are an individual's fundamental beliefs which are *sacred* and are a source of motivation and satisfaction.

Values are the basis of each person's code of ethics. According to Kohlberg (1984), moral development follows a universal path, which is strongly linked to cognitive development and social experiences. The evaluation system is flexible and can vary according to situation and age. During infancy, the choice of one thing over another is more "organismic" - the term Rogers (1964) coined to indicate that the individual is relying on his or her own internal compass when evaluating - than on the cognitive process. Later, in childhood, a person is further influenced by the values of others around him/her. A value system begins to take shape during adolescence and if the environment is supportive, will help the child to build his or her self-image more easily. However, it is interesting that although values are considered relatively stable and enduring - something that can be explained as a result of their genetic component, but also of the way they are taught - a process of questioning them can lead to their change and possibly to their desirable reinforcement throughout one's life.

The objective goals that the individual seeks to accomplish in order to achieve and satisfy a job need (Super, 1973) are the professional values. The number of these varies and is differentiated according to what the individual considers important in his/her work. A job that is linked to one's professional values could lead towards a passionate commitment to it and a pleasant way of spending one's time (Tasiopoulos, 2015: 52). Making the right professional decision, as well as job satisfaction, requires knowledge of the personal professional value system and the ability to adapt to new situations. The maturity or effectiveness of the individual is affected by the degree of "consciousness". When we become aware of our personal values we can understand their importance and make decisions that satisfy us.

Job satisfaction has been linked by many scientists to the individual's value system on the basis that when work fulfills the needs of the individual according to his/her value system then his/her entire developmental potential is enhanced.

The educator can guide the learner in discovering a personal value system that is resilient and adaptable, which fosters a sense of correctness and certainty.

The values adopted by a person can be shaped by *educational* intervention. The modern educator is expected to help the individual to understand why values are important and why he or she has selected them. It is important that educational intervention follows a basic principle: that values must be the result of personal choices and reflection.

The assistance that the educational system can offer to the learner in order to arrive at a mature educational and professional choice is based on a methodology that focuses on the developmental dimension of the learning practice and takes into account the dynamics that the developmental course of the dialectical relationship between the learner and work has today, taking into account the course of the prehistory of this relationship with a view to its successful future development (Dolgyra, 2017). This methodology is effective when it uses techniques and tools that activate the individual on a cognitive-emotional level in order to be assisted personally in order to activate his/her potential for professional and personal development (Dolgyra, 2016).

*Values-based education* defines value as a principle that guides thinking and behavior. The educator knows how to manage the difference between his/her own value system and that of his/her learners, thus communicating this difference in the right way. This helps their relationship become and remain real.

The goal of an educator is not to dictate or forbid values, but to help the individual to realize what his or her own values really are, how they can lead to contradictions and, very importantly, how the individual himself or herself can handle these contradictions.

## Personal Attributes

Personality can be defined as a collection of traits (e.g. extrovert, optimistic, sociable) that may be permanent (trait & factor theories) or vary as a result of individual-environment interaction (synthetic approach).

The phenomenological approach to personality is very interesting, as it emphasizes the subjective image that the individual has of himself or herself. Super (1990) inspired by this perspective emphasizes the following key concept in his theory: professional development involves the fulfillment of self-image.

Rogers' (1980) person-centered theory is also phenomenological, as Rogers is not interested in an absolute reality per se, but in the subjective personal perception the individual has of him/herself and the world around him/her. The individual does not react passively to the environment, but has an innate tendency to self-realization in order to maintain and extend his/her experience.

Holland's (1985) theory, which is based on the theories of traits & factors, mentions six types of personality, one of which is the business type. Traits ascribed to this type of person include, for example: adventurous, ambitious, energetic, spontaneous, optimistic, social.

## Skills / Competencies

Skill means the ability to do something. Skills can be natural competencies or can be acquired through education or training.

Each person has many skills/competencies, many of which are often overlooked or taken for granted or even worse underestimated compared to others.

The task of the educator is to help learners recognise their competencies and skills with the aim of:

recognizing their strengths

identifying the competencies that are important in their work

assessing the limit of self-confidence and self-esteem

being able to manoeuvre professionally on the basis of their skills

assessing their self-esteem in relation to their social skills

## Entrepreneurial Competencies

From early on, even in kindergarten, people demonstrate skills that could be described as entrepreneurial, e.g. the propensity for risk taking, creative problem solving, high internal motivation for success (Gutner, 1994). Today, one of the 8 key competencies necessary for every European citizen in a knowledge-based society, according to the European Commission (EC 2007), is entrepreneurial competence. In a broad definition, the Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE, 2012, p.6) states that: "Entrepreneurship *is an individual's action on opportunities and ideas that results in their transformation into additional value for others. The value created can be economic, cultural or social*". The latter belongs to the transferable skills, i.e. those that can be transferred to any work environment, such as for example: critical thinking, collaborative and communication skills, etc. (Entrecomp, 2017). Despite their importance for the labour market, education and many other areas of life are not always visible enough to be captured and valued (Goggin et al., 2019). In order to assess and develop entrepreneurial competence at European level, Entrecomp (2018) developed a common conceptual reference model as a bridge between the world of education and work.

In order to assess and develop entrepreneurial competencies at European level, EntreComp (2018) developed a common conceptual reference model as a bridge between the world of education and

work. It describes entrepreneurial competence by breaking it down into its components in terms of knowledge, skills and attitudes. The building blocks are as follows:

1. Identify Opportunities
2. Creativity
3. Vision
4. Evaluation of Ideas
5. Sustainable and ethical reasoning
6. Self-awareness and self-efficacy
7. Motivation and perseverance
8. Mobilizing resources
9. Financial and economic education
10. Motivating Others
11. Taking initiatives
12. Planning and management of projects
13. Uncertainty, ambiguity and risk management
14. Cooperation
15. Learning from experience

## CONCLUSION

Entrepreneurship supports people, not only in their daily lives, but also in the workplace and in society as a whole. Since 2006, the development and promotion of this capacity, as one of the key competencies of European citizens, has been a priority for the European Union. The mapping of the individual's entrepreneurial profile is a reference point and a tool for further development of his/her entrepreneurial competence.

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