

Entrepreneurship
possess to become
entrepreneurial. skills
that

[Business](#), [Entrepreneurship](#)



Entrepreneurship can be defined as ' the creation and development of new business enterprises' (Ahmad, Ramayah, and Halim, 2015, pg115).

Being entrepreneurial is ' being creative' (ibid) and having the mindset to ' identify the gap' (Westhead and Wright, 2013). Smith et al (2006) argue that ' having an entrepreneurial attitude aids job searching, preparing for the market and presenting one's abilities' (Rook, 2013, pg204). ' Existing research indicated that entrepreneurship and new firm entry fosters innovation and development; enhances employment creation; and ensure more equitable income distribution' (ibid) ' However, these benefits depend on the institutional environment' where institutions are " weak", entrepreneurs are less likely to undertake new projects or may instead focus their energies on unproductive ones' (Aidis, Estrin, and Mickiewicz, 2009, pg3-4). Whilst at placement I looked for ways to become more entrepreneurial and what skills are needed for an entrepreneur.

There are many skills individuals need to possess to become entrepreneurial. Skills that are entrepreneurial include having leadership, resilience and the ability to manage and mentor people (Nieuwenhuizen and De Beer, 2012, pg155). I gained these skills through various aspects of my placement. A competent way to ' facilitate the transition of a thriving graduate population' (Matlay, 2006) is by being entrepreneurial. Demonstrating leadership was a skill I wanted to develop on; fortunately, I had many ways in which I could demonstrate leadership. For example, during PAL sessions as well the world toilet day project that I was involved in.

In order to be very competent in this skill I attended a PALleader training. This was a very in-depth training which mainly focused onmaking me a confident leader and overcoming any problems that may arise bythinking on the spot. After this training, I had time for reflection and in orderto test myself to see if I was confident enough I approached my mentor, to askwhether I could have a go on the next training day. While demonstrating leadership I realised I was quite nervous and that public speaking was anotherskill I needed to improve on. I felt that I also needed to improve myinitiative by making resources and planning activities, although I did to someextent I should have prepared and researched on ways to keep students engaged. However, by following the acceptance theory the sessions did run smoothly asthe students were getting the content they felt they were weak on covered. Although sessions ran smoothly I felt by following this theory the studentsfelt more in charge and therefore some disruption was being caused.

When it came to the public health related project thestudents were disengaged but after a few discussions on how this was beneficialto them and understanding how campaigns work they were motivated to take part. This allowed me to use my initiative to persuade students making themunderstand and raise awareness of the recent global issues as well as theirgeneral life and wellbeing. In order for me to be entrepreneurial I took acontingency approach proposed by Hersey and Blanchard (1988) which is: telling, selling, participating and delegating (Lowe, 2013, pg85). The advantages ofthis theory are that there was involvement however it was

very limited therefore students felt the pressure that they have to attend the event not understanding what benefits it holds. When completing and planning for the project my mentor used the Timmons model of entrepreneurship which has the three key factors of, opportunities, teams and resources. (Timmons, 1999, pg46). We understood what opportunities there was, a team was formed and the resources needed were collected and the project was put into place.