Title: Is entrepreneurship a learned competency rather than an innate predisposition?

Economic Value of Entrepreneurship

Entrepreneurs increased employment most new jobs are created either by start-up activity or by firms in a rapid-expansion phase

(Schramm, 2004)

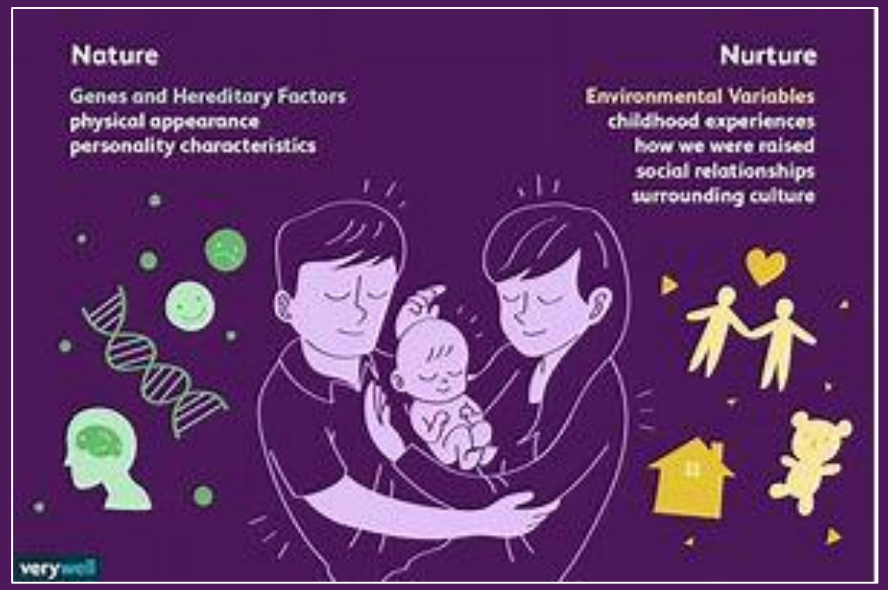
2020 there were:

5.94million (small businesses employing between 0-49 people) = 99.3% of UK business

Employing **13.3 million people** = 48% of the UK Employment

Contributing **£1.6 trillion** to UK **economy.**

(https://www.fsb.org.uk 2020)

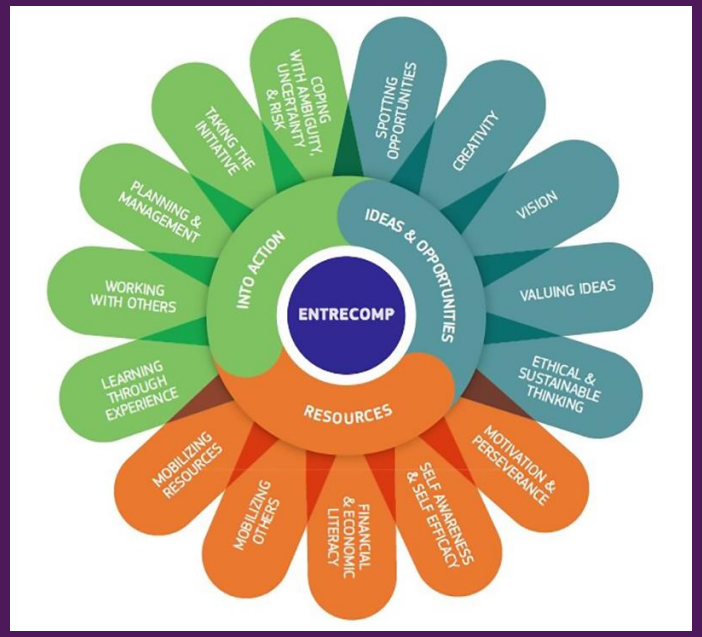


Source: Verywellmind.com / Joshua Seong

Psychologist Francis Galton (1869) believed that certain behaviours are inborn. Although it may be the case they do have genetics which posses these characteristics, its knowing what to do with that gene with makes it effective. (Moore 2015) John Locke believed that all are born with a "blank slate" in what is known as *tabula rasa*, and that knowledge is built up through environment, experience and observation which Influences abilities.

Both nature and nurture are present in influencing entrepreneurial characteristics; however not in equal balancing. Nature would hold a very small weighting in creating the characteristics, and to remember not everyone is born with the same skill set.

A ten-year (1985-1994) literature review performed by Gorman, Hanlon, & King (1997) found that "most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education."



Source: The Entrepreneurship Competence Framework – EEE Platform (eee-platform.eu)

How can we Nurture Entrepreneurial Aspirations?

"Entrepreneurship Education is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation."

(QAA 2018).

Recommendation 1: develop a co curricular approach to entrepreneurship education

- Embed entrepreneurship into the curriculum Entrecomp and ETC Toolkit
- A praxis approach to curriculum design, involving industry to meet industrial needs and skills gap.
- Real world challenges to apply knowledge learnt and learners learn through doing.
- A heutagogical teaching style where educators provide the tools for the learners to be in charge of their own learning.

Recommendation 2: Teaching Skills along with Subject Knowledge

- Raise awareness of what skills are and how they can develop them in each activity.
- Arrange self assessment skills analysis at the beginning and end of the course to measure skill development and mindset growth.
- Encourage reflection of learning.

Remember that many skills aren't actually taught rather they are developed through teaching. "it is not generally possible to teach discovery, recognition, decision-making under genuine uncertainty, and the nature of the "entrepreneurial" personality." (Klein and Bullock 2006)