**ENTREPRENEURIAL MINDSET**

It is important to emphasise and promote a broad understanding of sense of initiative that reflects any contexts – in education and training, employment and the individual’s life in general.

It is correlated in different forms as key to an entrepreneurial mindset, endowing people with capacities in reflecting on needs, aspirations, personal strengths and weaknesses, believing in their abilities to influence the course of events, despite uncertainty, and overcome setbacks and failures (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016).

Sense of initiative supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities. It is a foundation for more specific Observed Behaviours and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

**Definition:**

The simplest definition for Sense of initiative considered the individual to be a unique, risk taking, creative and innovative, free and responsible actor (Kyrö, 2005, 2015). It refers to an individual's ability to turn ideas into action, as well as the ability to plan and manage projects in order to achieve objectives.

This ability is important to identify available opportunities for personal, professional and/or business activities, including ‘bigger picture’ issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

A sense of initiative is characterised by pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

And it is related to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate online and offline, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

**Theory of reference**

The theory of sense of initiative refers to Entrepreneurship that has long been acknowledged as the basic engine for economic growth and wealth creation and researchers have spent so much effort in order to explain this phenomenon through various perspectives.

Cognitive Theory have postulated that a focus on the role of cognition has the potential to contribute significantly to the study of entrepreneurship (Baron, 1998; Mitchell, Smith, Seawright and Morse, 2002; Krueger, 2003). Based on the general definition of cognitions, Mitchell et al. (2002:97) described e that people use to make assessments, judgments, or decisions involving opportunity evaluation, venture creation, and growth” (Mitchell, Busenitz, Lant, & McDougall, 2002: 97).

Social cognitive self-regulation (Bandura, 1997) is an important topic in the study of social cognition which is distinguished by its focus on the interaction between social and cognitive variables (Higgins, 2000). From a socio-cognitive perspective, self-regulation is viewed as a systematic process of human thought and behavior that involves setting personal goals and steering oneself toward the achievement of those goals.

Specific theory of Sense of Initiative:

*Erik Erikson’s theory of psychosocial development* is based on the Eight Stages of Development developed by psychiatrist, Erik Erikson in 1956. His eight stages of man were formulated through wide - ranging experience in psychotherapy, including extensive experience with children and adolescents from low - as well as upper - and middle - social classes. These eight stages of man, or the psychosocial crises, are plausible and insightful descriptions of how personality develops but at present they are descriptions only. Each stage is regarded by Erikson as a "psychosocial crisis," which arises and demands resolution before the next stage can be satisfactorily negotiated.

Initiative versus guilt is the third stage and it occurs during the preschool years, between the ages of 3 and 5. During the initiative versus guilt stage, children begin to assert their power and control over the world through directing play and other social interaction. Now it is important for kids to learn that they can exert power over themselves and the world. They need to try things on their own and explore their own abilities. By doing this, they can develop ambition and direction. Children need to begin asserting control and power over the environment by taking initiative by planning activities, accomplishing tasks and facing challenges. During this stage, it is important for caregivers to encourage exploration and to help children make appropriate choices through the use of modeling and [reinforcement](https://www.verywellmind.com/what-is-reinforcement-2795414).

Play and imagination take on an important role at this stage. Children have their sense of initiative reinforced by being given the freedom and encouragement to play. When efforts to engage in physical and imaginative play are stifled by caregivers, children begin to feel that their self-initiated efforts are a source of embarrassment.

Personal Initiative Theory would like to look at the importance of self starting behavior. Personal initiative (Frese & Fay, [2001](https://www.tandfonline.com/doi/full/10.1080/23311975.2018.1443686) Frese, M., & Fay, D. (2001) is based on the fundamental idea that human beings are not only influenced by their environment but also influence themselves (Frese, Hass, & Friedrich, [2014](https://www.tandfonline.com/doi/full/10.1080/23311975.2018.1443686) Frese, M., Hass, L., & Friedrich, C. 2014).

It is seen as a set of behaviours that results in an individual taking an active and self-starting approach to work goals/tasks. These individuals are persistent in overcoming barriers/setbacks in the process of starting social entrepreneurial ventures. It notes that people need to adjust to any social and environmental changes that may occur (Glaub, et al., 2015). Showing initiative involves acting openly on ideas that come up and have been neglected by others within the community. Individuals use their proactive, innovative, persistent, and resilient behaviors (Frese et al., 1996) to create social businesses.

In this theory personal initiative has a number of dimensions which include; innovation, resourcefulness, creativity, dedication, vision, resilience, and optimism among others. The theory prescribes that human beings with self-starting and proactive behaviors will attain certain goals. This is also related to developing initiative and individuals’ career plans which can be built through mastery experience. People with personal initiative obtain better results, perform better tasks, are more innovative and entrepreneurial in nature (Freese et al., 2003). There is a positive relationship between personal initiative and social entrepreneurial venture creation.

**Skills**

There are numerous Sense of initiative Observed Behaviours ; for the purpose of this project, the following Observed Behaviours have been identified as key competencies that Youth workers should cultivate and develop:

*Networking*: To build and maintain friendly, trustworthy and open internal and external relationships and networks with people who are, or might become, important actors in achieving strategic-related goals.

Observed Behaviours :

* The ability to interact confidently and effectively with others to build relationships.
* The ability to develop, maintain and expand a range of relationships that are important for my career journey.
* The ability to actively nurture both formal and informal contacts to facilitate the progress of work by proactively sharing information, best practices, respective interests and areas of expertise.
* The ability to identify current or past contacts that can provide work-related information or assistance.
* Fosters two-way trust in dealing with contacts (e.g. maintains confidentiality regarding sensitive information).
* The ability to evaluate current network for effectiveness, relevance and facilitation of achieving strategic objectives within own area.
* Identifies and creates opportunities to initiate new partnerships that will facilitate the achievement of strategic goals.
* The ability to manage relationships among key outside organisations and government entities to create long-range opportunities.
* Utilises established network of relationships to seek information of strategic importance and to seek a position of influence in key forums.

*Project Management and Business Model*: Understanding human, financial, and operational resource issues to make decisions aimed at building and planning efficient project workflows, and at improving overall organisational performance.

Observed Behaviours :

* The ability to organise,plan, coordinate and manage internal and external resources to accomplish assignments within the given deadlines and identified difficulties.
* The ability to manage the allocation of resources in relation to business needs and control resources within own area of responsibility/ scope of assignment.
* The ability to manage the work plan, set timelines and milestones, and involve stakeholders to deliver on time.
* The ability to advise and/or develop practical solutions to address resource issues that impact the effectiveness of a team or project and the work to be delivered.
* The ability to provide advice on procedures and the use of financial resources, given the specified circumstances.
* Identifies needs for resources to effectively support current initiatives, services and offerings.
* Manages assignments’ delivery process and deadlines.
* Allocates and controls financial resources within own area consistent with goals, priorities and budget. Organises people and activities, separates and combines tasks into an efficient workflow to deliver project outputs according to a clear timeframe.
* The ability to Set and redefine priorities and reorganise staff to increase the group’s response capacity to internal and external demands for a long period of time.
* Evaluates the financial impact of decisions and develops strategies to address financial resource issues.

*Promoting Self-Development:* means fostering an environment that will encourage professional and personal growth and the transfer of knowledge to future talent. Design education is learning how to apply practical methods, prior knowledge, and natural talent to solve new problems. It is also referred to as Creative Education.

Observed Behaviours :

* The ability to take advantage of learning opportunities provided (e.g. courses, feedback from supervisor or peers) to meet requirements of current job, business expectations.
* Sets clear self-development expectations.
* The ability to actively share knowledge among peers or offer advice to less experienced colleagues,recommend readings, trainings and other resources.
* The ability to self-assess against standards for current position to identify learning needs. (P.S.:we think O2)
* Effectively transfers acquired knowledge and expertise.
* Demonstrates initiative in professional self-development.
* The ability to continually acquire and apply new knowledge and learning to improve business development.
* The ability to provide constructive feedback to others.
* The ability to assemble teams with complementary skills and promote the expectation that they will learn from one another.
* The ability to identify and plan learning, targeted to specific developmental needs.
* The ability to encourage others and give feedback to take on new responsibilities in order to support professional development, and give individualised suggestions for improvement.
* The ability to encourage others to take the lead and learn new skills by delegating authority and responsibility with the capacity to do a task in one’s own way.
* Promotes sharing of expertise and supports learning opportunities across the Division/Directorate/Organisation.
* The ability to develop a common understanding and being transparent about staff potential to take over new responsibilities.
* Sets an example for staff development in the Division/Directorate/Organisation.
* Encourages others to develop their people through development

*Learning to Learn:* refers to the ‘ability of acquiring knowledge efficiently and effectively’. What defines our success is not the things we know, but our ability to learn the new. It’s an individual's ability to adapt to change and their willingness to own the progression of their career. It is the desire and the ability grow and adapt to new circumstances and challenges throughout the work life. (learneability?)

Observed Behaviours :

* The ability to ask the right question in the most understandable and respectful way as possible.
* Reading, observing, measuring and listening critically.
* The ability to learn through thinking creatively and experimentation.
* The use of writing, teaching and other ways of organizing knowledge.
* The use of reasoning, analyzing, classifying and thinking as a system.
* Inferring and interpretation
* Collaboration and clear communication.

*Digital Skills:* the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet. we should take a look at what ‘digital’ means. It’s about technology, of course, but there’s another dimension too. This dimension is the social, emotional and interpersonal effects of using technology alone and with other people.

Observed Behaviours :

* Browsing, searching and filtering data, information and digital content.
* Evaluating data, information and digital content.
* Managing data, information and digital content.
* Interacting through digital technologies.
* Sharing through digital technologies.
* Engaging in citizenship through digital technologies.
* Collaborating through digital technologies.
* Netiquette.
* Managing digital identity.
* Developing digital content.
* Integrating and re-elaborating digital content.
* Copyright and license.
* Programming.
* Protecting devices.
* Protecting personal data and privacy.
* Protecting health and well-being.
* Protecting the environment.
* Identifying needs and technological responses.
* Creatively using digital technologies.
* Identifying digital competence gaps.
* Solving technical problems.