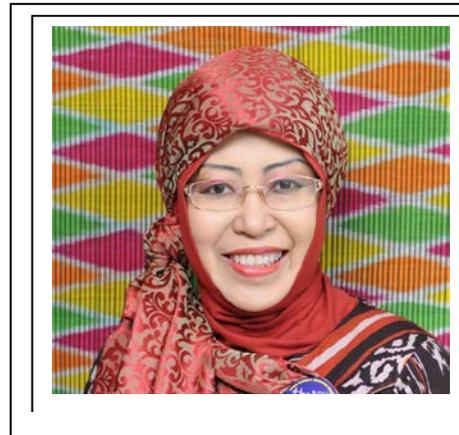


IMPROVING ENTREPRENEURIAL PERSONALITY

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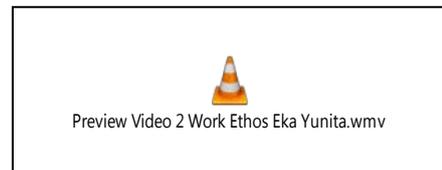


1. Project Description

The objective of my project is to improve entrepreneurial personality for Branch Managers of Practical Education center (PEC).

To achieve it, short term goals are listed out in a spiral way, as follows:

1. to obtain data of achievement of all branch managers
2. to identify which branch/es outrun the others.
3. to find out the factors that influence their achievements,
4. to verify whether entrepreneurial personality is the key factor which predictedly improves the achievement
5. to find out the way to improve branch managers' entrepreneurial personality



From the initial survey, it is apperent that working attitude is an important aspect to note as far as achievement of the Branch Managers is concerned. To be more spesific, interpreneurial personality is likely to be the one among other skills to enhance so that the Branch Managers can improve their achievements.

The project starts from searching for data of achievement depicting how targeted goals have been ahieved by each branches of PEC, and the general achievement of the Branch managers. The data are then compared with the result of the initial survey, that is Branch managers' competencies. Then analysis is made with regards to factors that influence their achievement, including entrepreneurial personality of the Branch Managers.

The entrepreneurial personality survey was conducted using a self-made questionnaire as the instrument of which the result shows the aspect/s to be necessarily improved. So, that instruments are also used as the training need assesment.

2. School/Institutional Context

Name of Institut ion : Practical Education Center
Location : Jln. Raya Duri Kosambi nomor,
Cengkareng, West Jakarta,
Indonesia
Levels : 6 levels
Student Population : 24.540
Staff Population : 791



Year School founded : November 24th, 1988
Type : Informal Education

3. Transformational Action Plan (Situation-Option/s-Solutions)

To run an informal education business like Practical Education Center (PEC) is not an easy job, as its students come mostly from the low social economic status. They likely cannot afford to pay high cost learning activities with adequate learning facilities. This needs special competencies to manage the business to survive. For this purpose Branch Managers have to work hard and smart to make their branches sustain and even grow well. It is obvious that for this institution BM's are the key sources who must possess a competitive advantage to make the business successful. The job needs firm competencies, not only managerial knowledge and marketing skills but, more importantly, strong positive attitudes as well. From what I observed, good performances are achieved by BM's who possess these attitudes, such as: (1) focus on their goals, (2) strong self confidence, (3) good personal relation, (4) good communication skills, (5) broad-vision and future orientedness, (6) bravery to take risk and make decisions, (7) openness to get feedback, (8) enthusiasm to learn new things, (9) high creativity, (10) strong passion and responsibility at work. Those positive attitudes are the traits which, as experts say, may well flourish within the persons having strong entrepreneurial personality.

Littunen (2000) claims that entrepreneurial personality refers to the individual who have the ability to take risk, innovativeness, knowledge of the market functions, marketing skills and business management skills; which are influence to the personality traits in a context of cooperation, networking, and also independent in business.¹ Deo (2005) explains the definition of entrepreneur from two viewpoints. He says, to economists, an entrepreneur is someone who brings resources, labor, materials and other assets into combinations that makes their value greater than before, and also the one who introduces changes, innovations, and new order. To psychologists, an entrepreneur is such a person who is typically driven by the needs to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others.² Drucker (1994) defined an entrepreneur as one who always searches for change, responds to it and exploits it as an opportunity. Innovation is the specific tools of entrepreneurship the means by which they exploit change as an opportunity for a different business / service.³ Another

¹ Muhammad Abi Sofian Abdul Halim, The Measurement of Entrepreneurial Personality and Business Performance in Terengganu Creative Industry, *International Journal of Business and Management* Vol. 6, No. 6; June 2011, Published by Canadian Center of Science and Education, h. 184.

² Kevin A. Johnston, Barry K. Andersen, Jennifer Davidge - Pitts, and Mark Ostensen - Saunders, *Identifying ICT Entrepreneurship Potential in Students*, University of Cape Town, Cape Town, South Africa, Proceedings of Informing Science & IT Education Conference (InSITE) 2010, h. 28.

³ Nimalathasan, B., *Characteristics of Entrepreneurs: A Comparative Study of Small Scale Entrepreneurs of Srilankan and Bangladesh*, Department of Management Studies, Faculty of Business Administration, University of Chittagong, Chittagong - 4331, Bangladesh, Ministry of Finance and Planning, (2005). "Statistical Abstract of the Democratic Socialist Republic of SriLanka", Department of census and Statistics. h. 352.

expert, Cunningham and Lischeron (1991) argue that entrepreneurs place high value on ambition, achievement, reliability, responsibility, hard work, competence, optimism, innovation, aggressiveness, honesty, creativity, social recognition and growth.⁴

Based on the observation on the achievement of Branch Managers related to their competencies, I could see that entrepreneurial personality in Practical Education Center context, was the most important aspect for Branch Managers to improve so that their targets could be achieved as planned. This is in line with the research of Halim which concluded that there was a statistically significant association between entrepreneurial personality and business performance with $r=0.649$ and $p=0.000$.⁵ Also confirms the research of Wijewardena, Nanayakkara and De Zoysa (2008) which found that there is a significantly strong relationship between owner/managers' personality and the financial performance of companies. De Zoysa and Herath (2007) determined that the stronger the entrepreneurial personality of the manager, the greater the performance of the firm is.⁶ Hence, the objective of this project is to improve entrepreneurial personality for Branch Managers of Practical Education Center.

There are as many as 212 Branch Managers to manage the enterprise. This number is big enough to handle, and to improve their entrepreneurial personality needs thorough consideration and good plan. The 'additional job' for Branch Managers to learn how to improve their entrepreneurial personality in a series of coaching or training sessions must not give them another burden on their shoulders. Otherwise, it may cause total failure. It is reasonable as they may worry that the target to grow the company may not be achieved which, in the end, may cause a closure of a particular branch. This is certainly not expected by all people in the company, including the CEO, Branch Managers and the teachers. Such is not expected by this project work, either. Therefore, to carefully plan the entrepreneurial personality improvement for Branch Managers there are three optional activities identified, such as:

1. Coaching the Branch Managers in their day to day activities. The implication of this is that there will be too many coaches needed, as many as Branch Managers or at least half of that number. This alternative also raises another problem in the project, particularly cost and time constraint. To prepare the qualified coaches certainly needs adequate financial support and ample time as well.
2. Training the Branch Managers intermittently within 10 batches of training sessions. When this alternative is applied, there will be much time spent which, as noted, may result in more pain than gain. They also may find the training sessions burdening.
3. Developing online/digital training delivered via smart mobile phones to ensure its easy accessibility and practical applicability. As we are aware nowadays that smart mobile phones are everywhere around us and it is easily reached as its price is lowering from time to time. Various programs

⁴ Loc.cit.

⁵ Op.cit., Halim, p. 186.

⁶ Atul Gupta dan Sharon R. Mui, Relationship Between Entrepreneurial Personality, Performance, Job Satisfaction and Operations Strategy: An Empirical Examination, *International Journal of Business and Management*, Vol. 8, No. 2; 2013, ISSN 1833-3850 E-ISSN 1833-8119 Published by Canadian Center of Science and Education, h. 88.

for various purposes are available, including in particular the one for educational purposes. One, among others, which is easy to utilize is Google Classroom. This alternative is preferred due to at least three reasons: simplicity, accessibility, and applicability. Branch Managers may find this mode of learning simple, accessible and applicable, for they can arrange their time to access the training material with ease and please.

Out of the 3 (three) options, the third one is chosen in this project based on the reason as noted above. To execute the transformational plan, some steps were done.

1. Training Need Analysis
2. Design an entrepreneurial personality training program, as draft of the training materials
3. Practice them and record to become video training
4. Induction meeting to socialize the training program and materials
5. Evaluate the responses.



It started from the Training Need Analysis using Branch Managers' competencies rubric and entrepreneurial personality questionnaire as the instrument of survey. The result then become inputs to design an entrepreneurial personality training program as well as draft of the training materials. After the training design and the training materials are completed, the next step is to practice them and record them to become video training materials.

As the video training materials ready, induction meeting with the Branch Managers to introduce the training program and materials is held. Socialization is not only focused on the entrepreneurial personality training materials, but also on the way how to get them from their own gadgets so that they can access them anytime they want. The last step is obviously to evaluate the responses.

4. Gantt Chart

Transformational Action Plan (TAP) Gantt Chart

Transformational Action Plan (TAP)	Improving the entrepreneurial personality traits of Branch Managers of the Practical Education Center (PEC)																					
Vision	Improve entrepreneurial personality traits of the Branch Managers																					
Key Performance indicators (KPIs)	Vidio-taped/digitalized training materials on how to improve entrepreneurial personality traits that can be accessed through google classroom on the smart phones																					
Goals/ Objectives	MARCH				APRIL				MAY				JUNE				JULY				AGS	
	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Finalization of TAP			v	v																		
Literature Review ((What Literature Guide your projects)				v	v	v	v	v														
Obtaining aproval from relevant stakeholders					v	v																
Implementation (How TAP address the situation?)									v	v	v	v	v	v	v	v						
Mesuring the impact of KPI using TAP													v	v	v	v						
Preparing final report																	v	v	v	v		
Finalizing Critical Reflective Portfolios																			v	v	v	v

5. Evidence of Transformation

Following the steps as stated in the Transformational plan, after the Entrepreneurial Personality Training Material are digitalized/video-taped, then they are gradually uploaded in to the Google Classroom so that Branch Managers can easily access them from their smart phones. Induction meeting with the Branch Managers is intermittently held to socialize the training program. Socialization is not only focused on the entrepreneurial personality training program and materials, but also on the way how to access and utilize the Google Classroom so that they can autonomously learn the Training Material anytime they want.



In my further investigation it is unfortunate to say sadly that only a few, not many, Branch Managers are familiar with the use of Google Classroom. Based on the initial observation, it is apparent that only 15 out of 212 Branch Managers were familiar with the application of Google Classroom. But it is not the end of the efforts. As applicable to many other users of smart mobile phones, it is likely true to claim that they are smart users of Whatsapps (WA) facility. Thus, initially the delivery of the entrepreneurial training for Branch Managers is conducted via WA facility and further communication is mediated via WA chats for short and technical information and via email facility when it is long. We all understand that all of them have been skillfully in practices to apply Whatsapp chats for social communication which is unfortunately not related to educational purposes, including that of educational management. This proves that awareness to utilize smart phones for other than social chats, particularly for educational purposes, should be facilitated and it is at this stage that transformation starts.



Based on this evidence, the Entrepreneurial Personality Training for Branch Managers is conducted via Whatsapp (WA) application. In this line, the Entrepreneurial Personality Training materials are then gradually uploaded to the WA group which is specially made for this training, and it is followed by monitoring and evaluating the Branch Managers learning activity for feedback.

It is in this concern that the evidence of transformation is reported. To specify this section is clusterized into nine groups of activities, such as (1) writing the script of Entrepreneurial Personality Training materials, (2) video-taping, (3) introducing application of Google Classroom for educational purpose of interaction, (4) developing Google Classroom (5) uploading the Entrepreneurial Personality Training materials (6) monitoring for delivery of feedbacks, (7)

developing WA group, (8) uploading the Entrepreneurial Personality Training materials in to WA group, (9) monitoring and evaluate for delivery of feedbacks,

Developing or creating WA group is easy and simple when the data of individual's contact number is available at hand. It applies to any contexts of membership: family, social organisation as well as business institution. However, for a big business institution like Practical Education Center, this job needs extra efforts and takes time. It is not because of the data availability but, rather, it is due to the data update. Many Branch Managers, due to certain practical and personal reasons, change their contact numbers without prior information to a person/division in the company incharged for this job. This is to say that the data of Branch Managers in Practical Education Center head office is not updated. Any how while doing and searching for the data of current Branch Managers contact numbers is undergoing, the activity of script writing is undertaken concurrently.

Writing a script for video-taping gives me, in particular, a new challenge. It is new and challenging work. It gives me evidence of transformation and therefore I must give very high appreciation to CSEL project – all the stake holders, institutional and individuals, for giving me such a challenge of transformation. I have been conducting various training in the sphere of human resource management for years. They are delivered in an oral, face-to-face classroom setting, not online in which script of the training material should be written perfectly in advance. In other words, this is to specifically state that this project gives a clear evidence that I must transform and create a paradigm shift about the delivery of training – shifting from the training delivery, such what I called an old-fashioned and traditional style into modernized and digitalized materials delivered by means of modern training media, such as smart phones and other utility of IT.

Similarly video-taping and uploading the Entrepreneurial Personality Training materials is challenging. It needs special skills and takes time to process it. Due to the time constraint, for this project, I design draft and digitalized a serial of 2 (two) video training materials regarding to the main topic on "How to Build Entrepreneurial Personality".

In the first video I talks about what Entrepreneurial Personality is, in which I explain it through a telling talk about the biographies of some success of great and notorious people from different walk of life, as inspirational stories. These stories are intended to awaken their enthusiasm to achive success, not to give up and ever onward, like the people in the stories. Two biographies of such great people are chosen and narrated. They are Thomas Alva Edison, the inventor of light bulb, and Bob Sadino, an Indonesian most succesfull entrepreneur who is strived for success from down the earth to become a billionaire. As the conclusion of the story, the audience are given the understanding about what the characteristics of people who has an Entrepreneurial Personality. They also learn about what competencies an Entrepreneur should have, and how to learn to become someone who has an Entrepreneurial Personality.

The second video is talking about the Profesional Working Ethic / Ethos - one essential characteristic in the Entrepreneurial Personality. In this training material 5 (five) Profesional Working Ethos are delivered by means of metaphoric stories followed by summaries of the moral of each. This is intended to make the audience easily find and fully understand the meaning of the

working ethos as part of the Entrepreneurial Personality. The five Professional Working Ethos are: (1) working is a grace, so I work sincerely, full of gratitude, (2) working is worship, so I work seriously, full of love, (3) working is an honor, so I work perseveringly, and excellently, (4) working is a trust, so I work truthfully, and full of responsibility, (5) working is a service, so I work perfectly, full of modesty and purity.

Those are the Evidence of Transformation in this project.

6. Critical Reflections

From my transformational project, I learned that what is the so-called autonomous learning still resides in the sphere of theory. It does not yet become a need, rather than a must, for several people, even including those who already acquired good working positions in educational practices, such as branch managers of the Practical Education Center. Modern technology, such as smart phones, is commonly utilized as a tool of social communication. The awareness and the eagerness to maximize the utilization of smart phones for other than social chats, particularly for educational purposes need to be promoted and improved. From the process of my transformational project, I observe that actually the Branch Managers still have the enthusiasm to learn, but in the conventional format, the face to face one. Online learning has not been a choice for them yet, even though possibly they already access the online shopping websites. So, the autonomous learning also becomes an issue to be encouraged in educational practices, possibly for all people in Indonesia. These facts guide me to come to conclusion that Policies must play their roles to make this transformational changes happen. So, Policies from CEO is mandatory to be made so that Branch Managers will passionately develop their autonomous learning habit, including the one mediated via online or digital learning. The learning policies could be covered in their Key Performance Indicators as Branch Managers and become the part of their Performance Management Programme.

Joining this CESL program is broadening my vision in Educational practice. As a post graduate alumnus holding Master degree in Educational Management, and Doctorate degree in Human Resources Management, in addition to my prior profession as a Psychologist, CESL programme gives me new knowledge about how education is well managed and best practiced in other countries such as Singapore, Philippines, Finlandia and many others. Not only new knowledge, but also the transformational project which I have done has urged me to directly and instantly improved my skills in utilizing modern technology in education. This valuable experience has also inspired me to learn more and more about education practices, especially related to the urgency of integrating modern technology in education practices, and also how to link and match the learning materials (knowledge), skills and attitudes the students got from education to become the real competence in their future profession.

Experience sharing and collaboration with CESL colleagues who come from various backgrounds are also other aspects which make this programme more fruitful. They also inspire me to generate many new ideas to be adopted and applied in making transformational changes in my institution, the Practical

Education Center. This great experience will eventually also improve my competencies as a consultant.

After this CESL program is completed, as a consultant I will have to make necessary plans, otherwise the new knowledge and experiences from CSEL program may give me nothing but despair. In this line, I feel I have to: study more thoroughly about educational and managerial assessment so that I can evaluate more specifically the psychological traits of people in learning and working. I also have to plan to construct such friendly-user tools in relation to them. Certainly, many researches should be done to make it happened. Not only researches in the educational context, but also in a broader context of Human Resources Development. This certainly will be my next interesting challenge to deal with, as I have a motto in life: "Learning is a never ending journey".

Now to end my reflection, allow me to extend deep gratitude to all parties and stake holders in CESL program for giving me the great opportunity to learn. I am looking forward to the next programme. Thank you.

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