

Entrepreneurship as a career option: some important guidelines

Dina Nath Sharma¹

¹Department of Humanities, GCET, Jammu, J&K.
dinanth68@rediffmail.com

Abstract— Entrepreneurship is the dynamic process of creating incremental wealth¹. After completion of education one has broadly two career options. One can employ oneself in government service, public and private sector, accepting the fixed salary. The other option is self-employment under which one perceives an idea, organises production by mobilising resources and finally market the product and services. Such persons are called the Entrepreneurs. The former has limited scope since it does not necessarily generate resources and can be organised only within the existing usable wealth. Moreover, wage employment has the strong tendency for self-saturation. Once achieved, it blocks the employment opportunities for others. On the other hand, the latter contributes towards GNP and has unique characteristics of self-generation.

Keywords— Creativity, innovation, incubation, germination, illumination, preparation and valour.

I. INTRODUCTION

The entrepreneur has a mind-set that seeks the possibilities explained as a non-rational process of incubating ideas allowing the sub-conscious mind to wander intuitively through non-rational territory. Substantial research has shown that human brain has two distinct hemispheres. One is left thinking and other is right thinking². The left hemisphere is responsible for logical, analytical and systematic thought processes. Here we learn to read, write, calculate and analyse. The right hemisphere is responsible for our creative, subjective spontaneous and holistic thought processes. Mental images and memories are created with our right hemisphere.

II. ENTREPRENEURSHIP PROCESS

Entrepreneurship is a startup company offering creative³ process or services. Entrepreneurs need ideas to pursue and seldom materialise accidentally. Isaac Newton may have been hit on the head by falling apple, but he discovers gravity through a lifetime of a scientific investigation. The idea germination⁴ stages are seeding process. It is not like planting, seed as farmer does to grow corn, but more like the natural seeding occurs when pollinated flower seeds, scattered by the winds, find the fertile ground to take the root. Exactly is how an idea is germinated is a mystery. It is not something that can be examined under a microscope. However most creative ideas can be traced to an individual's interest in or curiosity about a specific problem or area of study. Once a seed of curiosity has taken form as a focused idea, creative people embark on a conscious search for answers. If it is a problem they are trying to solve- then they begin an intellectual journey, seeking information about the problem and see how others have tried to resolve it. If it is an idea for new product or service, the business equivalent is market research. Inventors will set up laboratory experiments, designers will

begin engineering new product ideas and marketers will study consumer's buying habits. Any individual with an idea will consequently think about it, concentrating his or her energies on rational extension of ideas and how it might become a reality. In rare instances, the preparation stage will produce results. More often, conscious deliberations will only overload the mind but the effort is important in order to get the information and knowledge vital to an eventual solution. Individuals sometimes concentrate intensively on an idea, but, more often, they allow ideas to grow without intentional effort. We all have heard about the brilliant, sudden "flashes" of genius or more precisely, we have developed fables about them- but few great ideas come from thunderbolts of insights. The idea once seeded and given substance through preparation is put on back burner; the subconscious mind is allowed time to assimilate information. The fourth stage, illumination occurs when the idea resurfaces as a realistic creation. There will be a moment in life when an individual can say, "oh, I see". An idea once illuminated in mind of an individual still has little meaning until verified as realistic and useful. Entrepreneurial effort is essential to translate an illuminated idea into a verified, realistic and useful application. Verification is development stage of refining knowledge and application. This is often tedious and requires perseverance by an individual committed to finding a way to harvest the practical result of his or her creation. During the stage, many ideas fall by the way side as they prove to be impossible or to have little value.

III. HISTORICAL PERSPECTIVE

In the 20th century J. Schumpeter (1883-1950) focused on entrepreneur's drive for innovation and improvement creates upheavals and change. Peter Drucker took this idea further, describing the entrepreneur as someone who actually searches for change, responds to it and exploits change as an opportunity. The concept of Entrepreneurship was first established in the 1700s. The Government of India has undertaken several initiatives and measures to foster a culture

of innovation and entrepreneurship in the country. A few of India's effort at promoting entrepreneurship and innovation like Startup India, Make in India, Atal Innovation Mission, STEP, Jan Dhan- Aadhar-Mobile, Digital India, DST, Stand up India, TREAD, Pradhan Mantri Kaushal Vikas Yojana(PMKVY), National Skill Development Mission and Science for Equity Empowerment and Development(SEED)

IV. IMPORTANT GUIDELINES FOR ENTREPRENEURSHIP DEVELOPMENT

1. Play with the problem. Stay, loose and flexible considering the problem. Try out different assumption imagining that one of the conditions affecting the problem is removed and seeing where the problem leads now.
2. Do not draw early conclusions, which will lock you and hamper your creative freedom. Avoid setting on an early partial or total solution but stay open to new information and possibilities not yet considered. Come up with at least two solutions. When you decide to produce two solutions you are sure to keep thinking about the problem instead of fixating on one idea.
3. Give your subconscious a chance to work. When you are really stumped, go on to something for a while. Creative problem solving is a ripening process, remember, so you cannot force it.
4. Try to nurture your creative side. Be it any activity; spend some time every day in an artistic pursuit. Have a hobby and find time for it. Doing something that you enjoy refreshes a brain tired out from routine work.

A. Development of thinking abilities methods

There is no denying the fact that there are a number of ways of learning new things. But the learning which results from independent original thinking is always satisfying. In fact, such learning becomes a part and parcel of the learner. Therefore, in education, new slogan should be 'teach for thinking'. Clear thinking can certainly be formed early in life. Practice in thinking like practice in everything else result in considerable improvement.

Breath of experience is the foundation which edifice of good thinking can easily be constructed. The contention that experience is the best teacher cannot be dispute. Effective thinking requires command of specific skills in the area concerned pupil must also be freed from inhibitions which are stumbling blocks in the way of learning.

B. Inquiry Learning

The discovery or inquiry comprises confrontation with problematic situation. Diagnosis or classification of the problem, collection of data, classification and association of ideas, sequences, modification of plan etc.

C. Discussion and role playing

Discussion is another method which can be used to stimulate thinking. To make an effective use of this strategy, the teacher should have the skill to put thought provoking questions, deal with the answers of the people intelligently and imaginatively and encourage them to put questions.

D. Analysing new items

A daily newspaper generally carries a number of new items which may provoke children to think freely. The children may select on for discussion in the class. They can discuss the significance of the news from social, political, legal or moral point of news. They can also discuss the roles of different persons involved in that happening.

E. Analysing a speech or an article

Student may sometimes get an opportunity to listen to a speech delivered by some speaker. Sometimes the teacher may ask the students to read some articles in a newspaper or magazine. Therefore, he can stimulate the students to discuss the contents of the articles or magazine.

F. Analysing advertisement

The daily newspaper periodicals carry a number of advertisements which attempt to make capital of the man's suggestibility.

G. Attribute Listening

In attribute listening, what you do is turn off all judgemental processes. You state the general characteristics of the problem and then generate as many alternatives as possible. No ideas are rejected, no matter how ridiculous they may appear at first glance. In fact, you should specifically try to reach for wild and extreme alternatives. Once you have completed your extensive list, the constraints of the problem are imposed so as to leave only viable alternatives. Creativity can be simulated by replacing traditional vertical thinking with zig zag or lateral thinking. Vertical thinking is rational. In contrast, lateral thinking is not sequential. Rather than developing a pattern, you try to restructure a pattern. For example, you might tackle a problem from the solution end rather than starting end, and back into various beginning states. As a manager, for instance, you could conceptualise what your department might look like in terms of tasks, people, and work layout in the year 2010

than back into various scenarios about how it got to look like that.

V. HOW TO BOOST YOUR CREATIVITY

A) Reward your curiosity. **B)** Respect yourself. **C)** Improve risk taking quality. **D)** Be confident. **E)** Overcome negative attitude. **F)** Fight your fear of failure. **G)** Brainstorming **H)** Commitment. **I)** Became an expert in your field.

VI. CREATIVITY AND COURAGE

Creative and courage would help future generations (Kalam). Armed with creativity, righteousness and courage, man can face the challenges that lie ahead of them. Kalam urged teachers to install in children a sense of curiosity and thirst of knowledge. Give students the skill to navigate the sea of knowledge so that they become lifelong learners. Teachers should become facilitators and knowledge managers in order to inculcate an aptitude for entrepreneurship in students.

VII. ROLE OF SPIRITUAL HERITAGE

Integrating management with India's psycho spiritual heritage has been the main thrust of Indian philosophy of management. It stresses value-based management, emphasizing upon going into the root cause of a problem, so as to come out long term sustainable solution that leads to desirable personal and organisational gains.

It is only a peaceful, vigilant and alert mind that makes one an effective manager. Some of the pioneering contributions have been made in the field of Indian Management thought by S. Chakraborty in his books, Human Response in organizations (1985). Management by values: Towards Cultural Cognizance (1992), Ethics in Management: Vedantic Prospective (1995) and values and Ethics in Management: Theory and Practice (1998).

VIII. IMPORTANCE OF DEVOTION

A man lacking in devotion is of no more worth than a cloud without water. There are nine forms of devotion. Fellowship, Fondness, Humble service, Praise with guileless service, Faith, Self-control, Equity in treatment, Contentment, Guileless and straight in his dealings with others.

IX. THE CHARIOT WHICH LEADS ONE TO VICTORY

Valour and fortitude are the wheels of that chariot. While truthfulness and good conduct are its enduring banner and standard. Even so strength, discretion, self-control and benevolence are its four horses that have been joined to the chariot with the cord of forgiveness, compassion and evenness of mind. Adoration of Almighty is the expert driver; dispassion, the shield and contentment, the sward. Again, the charity is the axe; reason, the fierce lance and the highest wisdom, the relentless bow. A pure and steady mind is like a quiver; while quietude and the various forms of abstinence and

religious observance are a sheaf of arrows. Homage to one's preceptor is an impenetrable coat of mail (Ramcharitmanas).

X. CONCLUSION

Since it is difficult to give ideal teaching method to nurture creativity. However, we can nurture creativity if we provide as much first-hand experience as possible that contributes to creative thinking. Prepare an environment where one needs to be creative and properly evaluate the achievement of creativity.

REFERENCES

- [1] David H. Holt, ENTRENEURSHIP, New Venture Creation. James Madison University. New Delhi (1998) p.7.
- [2] Henry Mint Berg, "Planning on the left side and Managing on the Right," Harvard Business Review, July-August 1976. Also, Jacquelyn Wonder and Priscilla Donovan, Whole Brain Thinking (New York: Morrow, 1984) pp. 4-6.
- [3] Webster's Third New International Dictionary (Springfield, MA: G&C Merriam, 1976).
- [4] Kao, Entrepreneurship, Creativity and Organization (Englewood Cliffs, NJ; Prentice Hall, 1989) pp. 55-56.
- [5] Schumpeter theory of economic development.
- [6] Peter F. Drucker, managing of results (New York: Harper & Row, 1965). P.5. Also see Drucker, innovation and entrepreneurship (New York: Harper and Row, 1985). P.143.

