



## Design and validation of entrepreneurship skills pattern in employees

Shokofeh Nikookar<sup>1</sup>, Ghodsi Ahghar<sup>2\*</sup>, Amineh Ahamdi<sup>3</sup>

1. PhD student of Pedagogy, Department of Educational Management, Faculty of Psychology and Educational Sciences, Islamic Azad University, Tehran South Branch, Tehran, Iran

2. Associate Professor of Research and Planning, Research Institute for Education Studies, Tehran, Iran

3. Associate Professor of Educational Management, Department of Educational Management, Islamic Azad University, Tehran-Southern Branch, Valiasr University, Faculty of Psychology and Educational Sciences, Tehran, Iran

### Article history:

Received date: 20 January 2019

Review date: 25 March 2019

Accepted date: 20 March 2019

### Keywords:

Entrepreneurial Skills, Technical Skills, Management, Individual, Interpersonal, Practical and Critical Thinking

### Abstract

**Purpose:** The present study was designed and validated the Entrepreneurial Skills Model in Saze Gostar Saipa Industrial Company.

**Methodology:** The research method was purpose-based, applied-fundamental; in terms of data type, mixed (qualitative-quantitative), of exploratory type; it was survey-based on data collection method. Statistical population in the qualitative section was academic and industrial experts including senior managers of Sazeh Gostar Saipa Industrial Company. The statistical population in the quantitative part of the study included all employees of Saze Gostar Saipa Industrial Company. Using Cochran formula, 309 persons were selected using multi-stage sampling. In this research, library method, semi-structured interview (qualitative section) and researcher-made questionnaire (quantitative section) were used for data collection. Content analysis was used to analyze the qualitative data of the research and in the quantitative part descriptive and inferential statistical methods (structural equation modeling, exploratory factor analysis and single sample t-test) were used.

**Findings:** findings showed that entrepreneurial skills include technical, managerial, interpersonal, interpersonal, applied and critical thinking skills. The model presented in the present study was also well-fitted.

**Conclusion:** According to the findings of the study, it can be acknowledged that in order to acquire entrepreneurial skills in Saze Gostar Saipa Industrial Company, it is necessary to pay attention to the technical, communication and thinking skills of the employees and to train them.

**Please cite this article:** Nikookar Sh, Ahghar Gh, Ahamdi, A. (2019). Designing and validation of entrepreneurship skills pattern in employees. *Iranian journal of educational Sociology*. 2(2):12-23.

\* Corresponding Author Email: [ahghar@ire.ir](mailto:ahghar@ire.ir)

## 1. Introduction

In today's changing world, organizations need to engage in a continuous process of change in order to stay away from global competition so they can take advantage of the complex and changing environments around them to reduce deficiencies (Arriola & et al., 2016). In today's changing environment, organizations need to continually develop their capabilities and competencies to respond to changing and changing environmental conditions (Ginsburg & et al., 2016). In the meantime, organizations must have one important feature, the ability to adapt and adapt constantly. In other words, the viability and development of today's organizations is in line with rapid change, development and growth. One of the factors that can help organizations develop and grow is entrepreneurial skills. Because continuous environmental changes make entrepreneurship of organizations and improvement of entrepreneurship skills in different situations inevitable (Schneider, Wickert, & Marti, 2016). To address entrepreneurship skills, one must first consider the category of entrepreneurship. The term entrepreneurship was first coined by Cantillon (ca. 1700) to refer to risk-takers and to funders. Entrepreneurship is a vague and multi-dimensional concept, and understanding its role in the growth process requires a framework. (Rawhouser & et al., 2019).

Entrepreneurship is a concept that co-existed with human creation. In other words, entrepreneurship is the focus and center of gravity of human endeavor and progress in the age of modernity. In simple terms, entrepreneurship is the process of founding or developing a business based on a new idea. There is no consensus among experts on the word entrepreneurship. In fact, the meaning of the word cannot be understood in its true sense (Abedi, 2002). It is important to note that today, employment challenges are one of the most important social issues and entrepreneurial skills can be valuable strategies for creating the thinking and employment of individuals in society (Agha Ahmadi, Halimi & Kia daliri, 2013). Entrepreneurship is a broad concept that encompasses a range of innovative activities to create a new job. Entrepreneurship is more than just a job and all human activities can be done in an entrepreneurial way. But definitely one of the aspects of entrepreneurship is job creation. The term entrepreneurship in the field of business means the process of job hunting by entrepreneurs regardless of the shortage of resources they have. In this process, the entrepreneur enters new ideas and ethics and recognizes new opportunities while accepting risk and risk. Creating Business; New Companies and New Organizations Seeking to Introduce a New Product or Service to the Community (Stam, 2009).

The word Entrepreneurship brings to mind the concepts of innovation, risk-taking, the creation or restructuring of an economic and social unit, and independence. In fact, the entrepreneur finds ideas and turns them into an economic or social opportunity. In the business environment, opportunity is a new idea that can be commercialized. Being aware of the environment, market and customer needs and attitude of the entrepreneur helps him / her to find the opportunity and deal with it. The entrepreneur then writes a business plan that deals with issues such as the product or service market, corporate legal issues, startup growth, organization, and business management (Sousa, 2018). Entrepreneurs have always been regarded as the engine of economic development by scholars and scholars to the extent that entrepreneurship has been regarded as one of the key features of the underdeveloped countries 'differentiation and the developed countries' international research institutes have been the basis of the rate of entrepreneurship growth. Comparisons have been made. Entrepreneurs do not wait for government-created jobs, but with the right knowledge of the opportunities and the use of stagnant capital, they provide opportunities that not only make them unemployed but also create jobs for others without relying on government in the private sector. Given the current state of the Iranian economy, which is plagued by high unemployment, economic inactivity, government investment constraints, and the economic turmoil of many large corporations, it does not consider government jobs to be a part of the economic structure that replaces traditional structure and job creation. And given the rich, rich and diverse natural resources in the area Our country, which can be a source of many problems and bottlenecks, is of great importance (Jahanian, 2008).

Entrepreneurship training nurtures creative, innovative, self-reliant, opportunity-aware, and in general people who are more inclined to start an independent business (Moser & et al., 2017). The results of the research by Poor Karimi (2016) indicate that entrepreneurial skills are effective on staff professional qualifications. Egbe & et al. (2013) found in their study that entrepreneurial skills training influences hard work and life satisfaction. Organizational experts believe that one of the best ways to maintain and maintain a good education system is to train efficient and professional people to manage and manage this system. Given that the ultimate solutions to educational problems are also in the hands of educational managers. Potential of managers to grow and grow as much as possible (Niknami, 2011). Tasks and performance of educational managers in terms of their skills and competencies is one of the main issues that have long been considered by managers and specialists in educational sciences. Oxford culture defines competence as the power, ability, and capacity to perform the task. Rezaei and Miri Karam (2018) refer to technical and managerial skills in their studies and point out that entrepreneurial skills are skills that help employees perform. Eshghi araqi and Ghani Pur (2017) also refer to technical, managerial, and personal skills in their research and point out that these skills influence radical and incremental innovation in the small industries. Among external studies, Hamdan (2019) has shown in his research that entrepreneurial skills play a significant role in the small-scale economy, while entrepreneurial skills include technical, individual and managerial and communication skills. In their research, Ahmad & et al. (2018) found that prerequisites must be taken into account to become a top entrepreneur. Including attention to individual characteristics, perseverance, managerial and technology components. On the other hand, they argue that these skills as entrepreneurial skills influence the professional competence of employees in organizations. Ploum & et al. (2018) also found in a study that managers' professional competencies need special attention for sustainable entrepreneurship. Based on the available evidence, the present study seeks to answer the question whether the proposed model of entrepreneurial skills is valid.

## 2. Methodology

The research method was based on the nature of data (quantitative, qualitative), in terms of environment, library-field type, and in terms of practical purpose, in terms of cross-sectional time and in terms of method of research, survey. The statistical population of the qualitative part of the study consisted of experts, including senior managers of Saze Gostar Saipa Industrial Company according to entry and exit criteria. In the qualitative part of the study, the sample consisted of 20 experts including 10 university professors and 10 managers of Saze Gostar Saipa Company. The second group of the study population included all employees of Saze Gostar Saipa Industrial Company in 2017. To determine the sample size of Cochran formula, 320 individuals were selected using multi-stage sampling method: Step One: At first, 4 deputies were randomly selected from Saipa Structural Assistants. Step Two: Four deputy managers were randomly selected from each deputy. Step Three: 20 employees were randomly selected from each unit. In this study, semi-structured interviews were used to collect data. After 20 interviews, the researcher sat down. During the interview, he collected opinions on appropriate indicators for determining entrepreneurial skills. Reliability between two coders was also used to calculate reliability. In an interview with two coders' in-subject agreement method, one of the familiar coding professors was asked to participate as a secondary coder in the research. The researcher, together with the research fellow, coded three interviews and the percentage of agreement within the topic Calculated as the reliability index of the analysis used, the reliability of the two coders was 0.82% with respect to the calculations, indicating appropriate reliability.

In this study, a researcher-made questionnaire was used to collect data, which was completed by a survey of Saze Gostar Saipa employees. The questionnaire items of this study consist of two parts: A) General questions: The general questions are aimed at obtaining general and demographic information of the respondents. This section includes four questions, including gender, age, education, and work experience. B) Special items of the Entrepreneurial Skills Researcher-Made Questionnaire: This questionnaire consists

of 35 items with a five-point Likert scale that reviews the theoretical and practical basics as well as the results of exploratory interviews (with open and axial coding of exploratory interview texts), Has been edited. The questionnaire includes technical (6 items), managerial (6 items), individual (9 items), interpersonal (5 items), applied (4 items) and critical thinking (5 items) items. In this study, face, content and construct validity were used to calculate validity. The face validity of the final questionnaire was eliminated from editorial, form, spelling, and other problems. Content validity of CVR and CVI forms was used. Convergent Validity Tests (Tests): Tests used to measure convergent validity are: 1. All factor loadings are significant; 2. Factor loads above /. And better than 7/7. AVE 3. AVE (mean variance extracted) greater than / 4. Combined reliability greater than the mean variance extracted, all of which were confirmed in this study. Table 1 presents the coefficients of mean variance extracted, Cronbach's alpha and the composite reliability of the variables and can compare the two coefficients:

**Table 1.** Mean coefficient of variance extracted and composite reliability coefficient

| dimension        | alpha | CR    | AVE  | MSV  | ASV  | 1    | 2 | 3 | 4 |
|------------------|-------|-------|------|------|------|------|---|---|---|
| entrepreneurship | 0/843 | 0/821 | 0/63 | 0/28 | 0/26 | 0/38 | - | - | - |

### 3. Findings

In this section, the research data are analyzed using scientific methods in both quantitative and qualitative parts, but before the data analysis, the data are pre-processed. The results showed that some items were missing, so the middle method was used to fix this problem and all missing data was replaced. Box outlet graph was used to identify outliers, and the results showed no outliers. In addition, Excel software was used for eliminating undifferentiated subjects from each subject's standard deviation in response to a questionnaire. No subjects were removed. It is worth noting that twenty experts in the field were semi-structured interviews and the responses to each question were analyzed by the researcher and two statistical experts after the content analysis, which is visible in Table 2.

**Table 2.** Final coding of interview content analysis results

| Component                            | Extracted content  | Component code |
|--------------------------------------|--|----------------|
| <b>A</b><br><b>Technical skills</b>  | In the field of operations: Skills needed for production and production  | A1             |
|                                      | In the field of raw material suppliers: their acquisition skill if necessary   | A2             |
|                                      | In the field of production management: the ability to adapt to needs and readiness                                   | A3             |
|                                      | In the field of technology: recognizing opportunities and critical thinking  | A4             |
|                                      | In the field of equipment, factory, technology: equipment identification and equipment acquisition                   | A5             |
|                                      | In the area of surveillance, (environmental coverage): Recognizing the market gap, the opportunity to use the market | A6             |
| <b>B</b><br><b>management skills</b> | In the context of a networking consultancy: The skill of balancing independence and asking for help                  | B1             |
|                                      | In the field of management: planning, organizing, supervising, guiding and networking skills                         | B2             |
|                                      | In Sales & Marketing: Customer Identification Skills, Distribution Networks, Supply Chain                            | B3             |
|                                      | In the field of finance: financial management, accounting and budgeting skills                                       | B4             |
|                                      | Forensic: Risk management, security and privacy skills   | B5             |
|                                      | In the field of administration: Skills in relationship with staff, relationships with advisory board                 | B6             |
| <b>C</b><br><b>Personal skills</b>   | Accountability: The ability to take responsibility for problem solving   | C1             |
|                                      | In the field of perseverance: the ability to be persistent, determined and decisive                                  | C2             |
|                                      | In the area of expertise and planning: the ability to apply calculated risks   | C3             |

|   |  |    |
|---|--|----|
|   | In the field of innovation: the ability to apply knowledge of production and technology                        | C4 |
|   | In the field of creativity: the ability to generate new ideas and create ideas for a product with new services | C5 |
|   | In the field of risk: Ability to act according to knowledge of market conditions                               | C6 |
|   | Foresight: The ability to predict market changes with orbit profits  | C7 |
|   | In the area of determination: self-confidence and the will to carry out assigned responsibilities              | C8 |
|   | In the area of flexibility: trying again at failures   | C9 |
| <b>D</b><br><b>Interpersonal skills</b> | Optimism: The ability to lead with others  | D1 |
|   | In the field of perception: the ability to respond positively to the suggestions and views of others           | D2 |
|   | In the context of changeability: the ability to respond positively to challenging tasks                        | D3 |
|   | In the field of independence: the ability to implement new ideas   | D4 |
|   | In the field of leadership: the ability to lead and reach dialogue with others                                 | D5 |
| <b>E</b><br><b>Applied skills</b>       | Ability to convey ideas and ideas in writing   | E1 |
|   | Ability to use computers and technology without force  | E2 |
|   | Ability to apply new methods in order affairs  | E3 |
|   | Ability to provide a new approach to the production process and service delivery                               | E4 |
| <b>F</b><br><b>Thinking skills</b>      | Ability to use opportunities to make good use of situations in adverse conditions                              | F1 |
|   | Ability to change the program in unforeseen circumstances or events  | F2 |
|   | Identifying and exploiting opportunistic ideas for small business development                                  | F3 |
|   | Ability to be prepared to take advantage of lucrative opportunities  | F4 |
|   | Rare resource allocation based on power decisions and individual recognition                                   | F5 |

Table 2 presents the basic concepts derived from content analysis. The information in the table above represents the central axis of the research questions and is presented in the second part of the answer table provided by the interviewees obtained from open coding and in the third part is the code, the code of the interviewee. Is. In identifying entrepreneurial skills, one must first make sure that the available data can be used for analysis or, in other words, whether the number of data (sample size and relationship between variables) is appropriate for factor analysis. Or not? KMO index and Bartlett test were used for this purpose. The results showed that the KMO index is greater than 0.6 and shows values of approximately one, indicating the adequacy of sample size based on the identified indices for factor analysis. The significance level of 0.000 for Bartlett's test also indicates that the research variable is suitable for factor analysis because the assumption of correlation matrix is rejected. As mentioned above, in identifying entrepreneurial skills based on the results of the qualitative and content validity section, 35 identified indicators of exploratory factor analysis were performed. The subscription table for all indices was above 0.5 and no questions needed to be deleted. The following table also shows the explanation of the total variance.

**Table 3.** Explanation of variance of the cell components

| Factors | Early residual rate |          |                    | Sum of squares of extracted factors |          |                    | Sum of squares of rotated extracted factors |          |                    |
|---------|---------------------|----------|--------------------|-------------------------------------|----------|--------------------|---|----------|--------------------|
|         | Total               | Variance | Cumulative percent | Total                               | Variance | Cumulative percent | Total                                       | Variance | Cumulative percent |
| 1       | 14.889              | 42.541   | 42.541             | 14.889                              | 42.541   | 42.541             | 6.031                                       | 17.232   | 17.232             |
| 2       | 2.013               | 5.751    | 48.292             | 2.013                               | 5.751    | 48.292             | 5.498                                       | 15.708   | 32.939             |
| 3       | 1.592               | 4.549    | 52.842             | 1.592                               | 4.549    | 52.842             | 4.407                                       | 12.593   | 45.532             |
| 4       | 1.327               | 3.793    | 56.634             | 1.327                               | 3.793    | 56.634             | 2.646                                       | 7.561    | 53.093             |
| 5       | 1.082               | 3.091    | 59.725             | 1.082                               | 3.091    | 59.725             | 2.321                                       | 6.632    | 59.725             |
| 6       | 1.024               | 2.926    | 62.651             | 1.024                               | 2.926    | 62.651             | 2.063                                       | 2.926    | 62.651             |
| 7       | 0.85                | 2.429    | 65.08              |                                     |          |                    |   |          |                    |
| 8       | 0.806               | 2.304    | 67.384             |                                     |          |                    |   |          |                    |

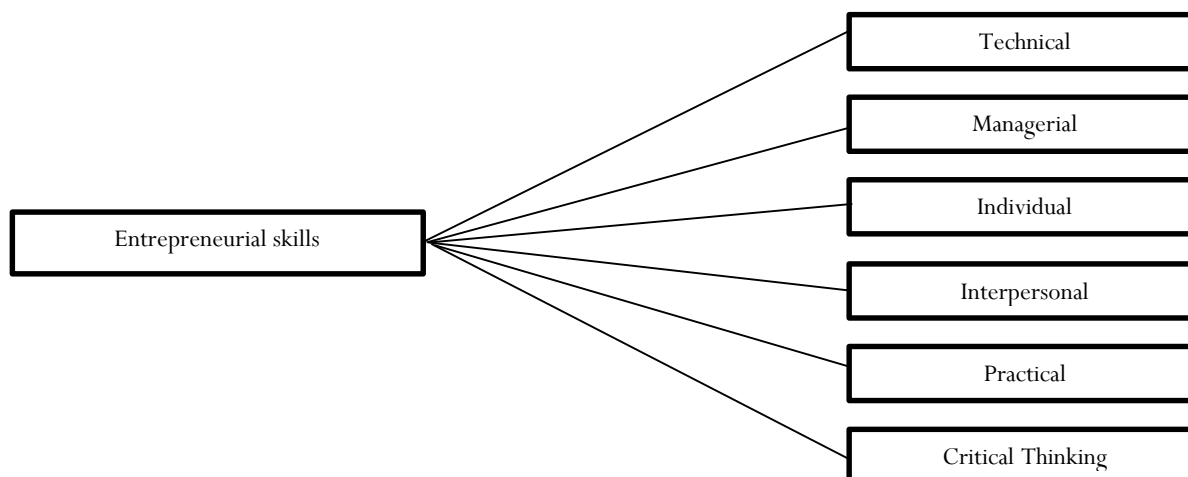
|     |       |       |        |
|-----|-------|-------|--------|
| 9   | 0.728 | 2.08  | 69.464 |
| 10  | 0.704 | 2.011 | 71.475 |
| ... |       |       |        |
| 34  | 0.209 | 0.598 | 99.527 |
| 35  | 0.165 | 0.473 | 100    |

According to the table above, the first six factors have eigenvalues greater than one and remain in the analysis. These factors account for approximately 63% of the variance in the components of employee entrepreneurial skills components. In order to investigate the nature of the relationships between variables as well as to obtain the definitions and naming of the factors, coefficients above 0.4 are important and meaningful in defining the factors and coefficients less than these are considered as random factors. To interpret the factors, Reynolds & et al. (1988) used the least value of this coefficient equal to 0.40. Finally, the components identified after modification by the literature support in Table 4 are listed below:

**Table 4.** Identified components after using existing literature

| Number of factors | Factors name      | Content                 |
|-------------------|-------------------|-------------------------|
| 6                 | Technical         | entrepreneurship skills |
| 6                 | Managerial        |                         |
| 9                 | Individual        |                         |
| 5                 | Interpersonal     |                         |
| 4                 | Practical         |                         |
| 5                 | Critical Thinking |                         |

Based on the above identified factors, the final conceptual model of research is as follows:



**Figure1.** final conceptual model of research

Generally based on the research background, theoretical foundations, interviewing experts, as well as analyzing the status of employees' entrepreneurial skills and their constituents and indicators (moving from undesirable to desirable as well as maintaining and upgrading Ideal) Implementation mechanisms to implement performance leadership are prioritized in the following table:

**Table 5.** Executive mechanisms for implementing staff entrepreneurial skills

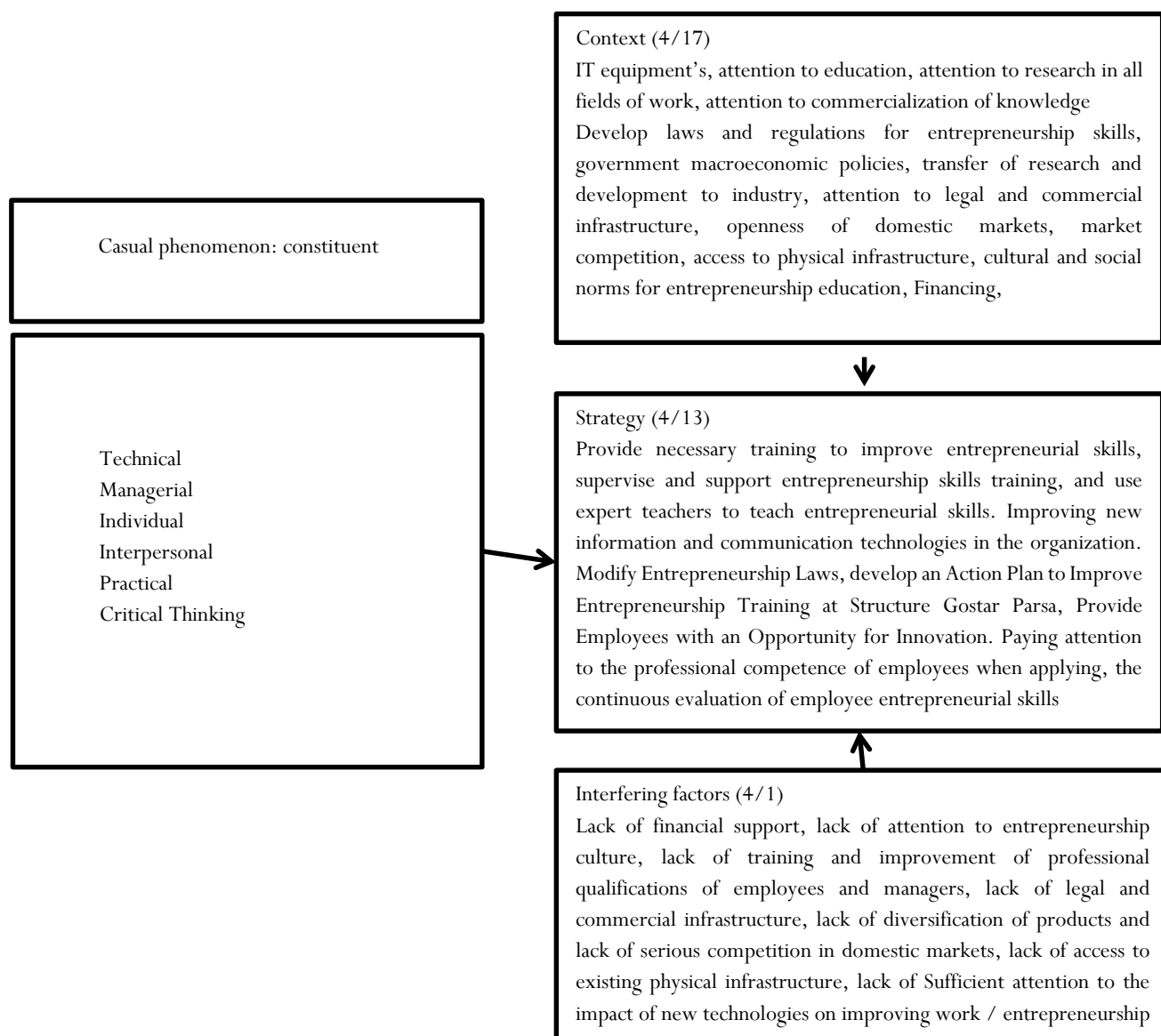
| Number | Executive mechanisms to prioritize employee entrepreneurship skills in order of priority                    |
|--------|---|
| 1      | Providing the necessary training to improve entrepreneurial skills.   |
| 2      | Supervise and support entrepreneurship skills training  |
| 3      | Using Certified Professors to Teach Entrepreneurial Skills.   |
| 4      | Improvement of new information and communication technologies in the organization.                          |
| 5      | Modifying Entrepreneurship Laws   |
| 6      | Developing an operational plan to improve entrepreneurship education in Structure Gostar Saipa Organization |
| 7      | Providing employees with an opportunity to innovate.  |
| 8      | Pay attention to the professional competence of the staff when applying                                     |
| 9      | Continuous evaluation of staff entrepreneurial skills   |

Generally, based on the research background, theoretical basics, interviewing facilitators and barriers to implementing staff entrepreneurial skills are presented in the following table.

**Table 6.** Facilitators and barriers to implementing staff entrepreneurial skills

| Facilitator       | IT equipment   |
|-------------------|--|
|                   | Pay attention to education   |
|                   | Paying attention to research in all fields of work   |
|                   | Pay attention to the commercialization of knowledge  |
|                   | Developing laws and regulations necessary for entrepreneurial skills acquisition                   |
|                   | Macroeconomic policies of the government,  |
|                   | Transfer of research and development to industrial sector  |
|                   | Attention to legal and commercial infrastructure,  |
|                   | Openness of domestic markets   |
|                   | Market competition   |
|                   | Access to physical infrastructure  |
|                   | Cultural and social norms towards entrepreneurship education                                       |
|                   | Financing  |
| Interfere factors | Lack of proper response to the products offered  |
|                   | Lack of sufficient funding for training entrepreneurship skills                                    |
|                   | Unbelievers believe in entrepreneurship and take action to improve it.                             |
|                   | The absence of servant leadership responsible for entrepreneurship                                 |
|                   | Absence of a comprehensive and enforceable law to improve entrepreneurship among employees         |
|                   | Not paying attention to the culture of entrepreneurship  |
|                   | Lack of legal infrastructure and of course commercial  |
|                   | Lack of product diversity and lack of serious competition in domestic markets                      |
|                   | Lack of access to existing physical infrastructure   |
|                   | Not paying enough attention to the impact of new technologies on improving work / entrepreneurship |

Finally, based on identified indicators and components of entrepreneurial skill (main phenomenon), which has already existed on the basis of research documentation, as well as mechanisms, facilitating and inhibiting factors identified and finally data analysis in the quantitative section, the conceptual model of research with the grounded theory approach is presented as follows.

**Figure 2.** Final Research Pattern from Qualitative and Quantitative Sections

#### 4. Discussion

Undoubtedly, entrepreneurship is more than just an innovation in the organization and can lead to productivity in the organization and the workforce. Entrepreneurs are domestic entrepreneurs who seek to make more money by focusing on innovation and creativity. It has also been argued that the entrepreneur actually takes a great risk and is solely responsible for starting and continuing entrepreneurship, while in the opposite sense for the word entrepreneur within the organization, it is a responsible company, not an individual. In intra-organizational entrepreneurship, a company usually holds all the intellectual property rights, while the entrepreneur himself must bear all the job risks and take on the job responsibilities. Innovative strategies in organizations sometimes lead in-house entrepreneurs to make risky decisions and to utilize the resources and facilities within the organization. Environmental changes and uncertainties and the quest for competitive advantage as well as ever-changing technology in the future of organizations,



environmental complexities, the passion and support of managers, middle managers, new business models, competitiveness, the phenomenon of marketing globalization, and organizational change. Keywords: Organizational Commitment, Organizational Resources and Capabilities, Organizational Internal Conditions and Individual Traits, Social and Demographic Factors, Cognitive Traits, Psychological Traits and Motivational Factors, Culture, Leadership, Entrepreneurial Attitude, Violence Control and uncertainties in the organization are among the factors that drive the need for entrepreneurship within the organization They don't know. Given the importance of entrepreneurship in various organizations, especially industrial organizations such as Sazeh Gostar Saipa, skills related to it should also be considered.

In the present study, by reviewing the theoretical basics and expert opinion poll, technical, managerial, interpersonal, interpersonal, applied and critical thinking skills were identified as essential entrepreneurial skills among Saze Gostar Saipa employees. According to the research findings, the first skill required for entrepreneurship is technical skills. It is no secret that today, given the widespread influx of new information and communication technologies that are pervading organizations and making the space for competition more sophisticated, an organization can no longer operate without technological equipment. On the other hand, people in the organization need to acquire specialized entrepreneurial skills to take an effective step towards improving the organizational situation. But in the case of entrepreneurship, technical skills are not limited to information technology. These skills are: writing skills, verbal or verbal communication, environmental monitoring or evaluation, business management, technology, interpersonal skills, listening skills, ability to organize, build networks of (managerial) coaching, actor and actor. Includes teamwork or team building skills. Technical skills, therefore, can be said to encompass a wide range of skills that will help employees of SIPA Structural Companies improve their competencies and bring the organization closer to development. Another skill considered in this study is management skills, which is one of the most important skills needed to become an entrepreneur. This skill includes planning and setting goals, decision making, human relations, marketing, financial and accounting skills, management, control, negotiation and development management. By acquiring management skills, employees can plan their tasks more precisely, make their goals based on organizational goals and closer to individual goals, and make decisions based on different ways of solving the problem.

This skill allows employees to delegate authority and help them utilize the involvement of other people, colleagues, and managers in important organizational decision-making. Management skills include supervision, control, and leadership. Entrepreneurial staff are in constant control of their jobs, with no results in sight. The other component of entrepreneurial skills is the individual component. These skills are such as internal control and discipline, risk taking, innovation, ability to manage change, central change, persistence, resistance and perseverance, leadership and foresight. Entrepreneurs obviously differ from others in terms of individual characteristics. They usually have sufficient self-control and self-knowledge and understanding of their interests. On the other hand, people are risk averse. They embrace risk and do not stand up for changes in their lives, but change their circumstances based on changes. Also, they have a lot of perseverance and patience in achieving their goal, failing many times, failing, and continuing their way because they believe in their goal. Another characteristic of these people is foresight. They usually predict the future and make decisions in the light of future environmental changes. Another skill that was explored in this study is interpersonal skills. This skill refers to the relationships that entrepreneurs make with others. Employees of Saze Gostar Saipa Company put their teamwork and partnerships first and foremost with this skill. They will believe that the best solutions are in teamwork and in partnership with others. Therefore, they establish the game's relationships with others, colleagues, managers, and even other companies. On the other hand, this skill teaches employees to gain the competitive advantage that the world needs.

Undoubtedly, entrepreneurship is more than just an innovation in the organization and can lead to productivity in the organization and the workforce. Entrepreneurs are domestic entrepreneurs who seek to make more money by focusing on innovation and creativity. It has also been argued that the entrepreneur

actually takes a great risk and is solely responsible for starting and continuing entrepreneurship, while in the opposite sense for the word entrepreneur within the organization, it is a responsible company, not an individual. In intra-organizational entrepreneurship, a company usually holds all the intellectual property rights, while the entrepreneur himself must bear all the job risks and take on the job responsibilities. Innovative strategies in organizations sometimes lead in-house entrepreneurs to make risky decisions and to utilize the resources and facilities within the organization. Environmental changes and uncertainties and the quest for competitive advantage as well as ever-changing technology in the future of organizations, environmental complexities, the passion and support of managers, middle managers, new business models, competitiveness, the phenomenon of marketing globalization, and organizational change. Keywords: Organizational Commitment, Organizational Resources and Capabilities, Organizational Internal Conditions and Individual Traits, Social and Demographic Factors, Cognitive Traits, Psychological Traits and Motivational Factors, Culture, Leadership, Entrepreneurial Attitude, Violence Control and uncertainties in the organization are among the factors that drive the need for entrepreneurship within the organization They don't know. Given the importance of entrepreneurship in various organizations, especially industrial organizations such as Sazeh Gostar Saipa, skills related to it should also be considered.

In the present study, by reviewing the theoretical basics and expert opinion poll, technical, managerial, interpersonal, interpersonal, applied and critical thinking skills were identified as essential entrepreneurial skills among Saze Gostar Saipa employees. According to the research findings, the first skill required for entrepreneurship is technical skills. It is no secret that today, given the widespread influx of new information and communication technologies that are pervading organizations and making the space for competition more sophisticated, an organization can no longer operate without technological equipment. On the other hand, people in the organization need to acquire specialized entrepreneurial skills to take an effective step towards improving the organizational situation. But in the case of entrepreneurship, technical skills are not limited to information technology. These skills are: writing skills, verbal or verbal communication, environmental monitoring or evaluation, business management, technology, interpersonal skills, listening skills, ability to organize, build networks of (managerial) coaching, actor and actor. Includes teamwork or team building skills. Technical skills, therefore, can be said to encompass a wide range of skills that will help employees of SIPA Structural Companies improve their competencies and bring the organization closer to development. Another skill considered in this study is management skills, which is one of the most important skills needed to become an entrepreneur. This skill includes planning and setting goals, decision making, human relations, marketing, financial and accounting skills, management, control, negotiation and development management. By acquiring management skills, employees can plan their tasks more precisely, make their goals based on organizational goals and closer to individual goals, and make decisions based on different ways of solving the problem. This skill allows employees to delegate authority and help them utilize the involvement of other people, colleagues, and managers in important organizational decision-making. Management skills include supervision, control, and leadership. Entrepreneurial staff are in constant control of their jobs, with no results in sight. The other component of entrepreneurial skills is the individual component.

These skills are such as internal control and discipline, risk taking, innovation, ability to manage change, central change, persistence, resistance and perseverance, leadership and foresight. Entrepreneurs obviously differ from others in terms of individual characteristics. They usually have sufficient self-control and self-knowledge and understanding of their interests. On the other hand, people are risk averse. They embrace risk and do not stand up for changes in their lives, but change their circumstances based on changes. Also, they have a lot of perseverance and patience in achieving their goal, failing many times, failing, and continuing their way because they believe in their goal. Another characteristic of these people is foresight. They usually predict the future and make decisions in the light of future environmental changes. Another skill that was explored in this study is interpersonal skills. This skill refers to the relationships that

entrepreneurs make with others. Employees of Saze Gostar Saipa Company put their teamwork and partnerships first and foremost with this skill. They will believe that the best solutions are in teamwork and in partnership with others. Therefore, they establish the game's relationships with others, colleagues, managers, and even other companies. On the other hand, this skill teaches employees that they need to be in touch with others in order to gain the competitive advantage that is essential in today's business world. Other entrepreneurial skills are applied skills. This skill is to use the available tools and equipment in a practical and specialized way, and to use the energy and resources available in a practical way and not to waste resources.

Another skill that is mentioned is critical thinking skills. Critical thinking is an essential skill needed to participate wisely in a democratic society and in today's modern world. For Sazeh Gostar Saipa employees, this skill is more understood as the ability of employees to challenge their thinking and requires that individuals develop their own criteria for analyzing and evaluating their thinking, and that they typically Standards are used to enhance the quality of their thinking. In fact, critical thinking is a style of thinking about any subject, content, or form that thought-provoking employees enhance their thinking quality by analyzing, evaluating, and modernizing it. Developing employees' intellectual skills has always been a complex issue in the industry, and training experts agree that developing critical thinking is a central task of entrepreneurship centers and should be an integral part of education at all times. Critical thinking skills can utilize and store scientific resources. In fact, this skill is a way to bridge the gap between theory and practice. This skill also contributes to the development of employees' professional competencies and their professional competence. Finally, a model was presented in the present study that explores the constituent factors and mechanisms, facilitators and barriers to improving entrepreneurial skills among employees of Saze Gostar Saipa Company. These include providing training to improve entrepreneurial skills, overseeing and supporting entrepreneurial skills training, employing qualified teachers to teach entrepreneurial skills, improving new ICTs in the organization, modifying entrepreneurship laws., Formulating an operational plan to improve entrepreneurship education at Structure Gostar Parsa Organization, providing opportunities for employees to demonstrate innovation, paying attention to the professional competence of employees when applying, and continually evaluating employees' entrepreneurial skills.

Facilitators and barriers to improving the entrepreneurial skills of Sazeh Gostar Parsa staff were also examined, including IT equipment, attention to education, attention to research in all fields of work, attention to commercialization of knowledge, formulation of rules and Regulations for acquiring entrepreneurial skills, government macroeconomic policies, transfer of research and development to industrial sector, attention to legal and commercial infrastructure, openness of domestic markets, market competition, access to physical infrastructure, cultural and social norms of proportion To teach entrepreneurship and finance as facilitators and lack of accountability The products offered, the lack of sufficient funding for training entrepreneurship skills, the lack of managers' beliefs about entrepreneurship and action to improve it, the lack of client-led entrepreneurial leadership, the lack of comprehensive legislation necessary to improve entrepreneurship. Among employees, lack of attention to entrepreneurship culture, lack of training and improvement of professional qualifications of employees and managers, lack of legal infrastructure and of course business, lack of product diversity and lack of serious competition in domestic markets, lack of access to Existing physical infrastructure and insufficient attention to the impact of new technologies on work / bid improvement Straw as obstacles ahead, were examined and identified. The results of Pazhouh Shahzar are in line with those of Rezaei and Miri Karam (2018) eshghi araghi and Ghani Pur (2017), Hamdan (2019), Ahmad & et al. (2018), and Ploum & et al. (2018).

Finally, some suggestions are drawn from the research findings. First, to provide a mechanism for employees to use new technologies without coercion. To this end, all organizations need to be smart and everyone can use technology, and in order to increase the ability of employees to use new methods in assigned tasks, they must provide managers with the necessary training to take advantage of team approaches

and employees for every task. To do a team. In addition, in order to enhance the ability to talk and collaborate with others, managers conduct staff discussions on organizational issues by organizing weekly meetings in the organization and in related units. The present study also had some limitations such as limiting the statistical population to Structure Gosta Saipa and the presence of intrusive variables such as macro human resource policy, management style in Structure Gostar organization and economic issues.

## References

- Abedi R. (2002). Exploring Entrepreneurship Within the Enterprise. *Management Studies Quarterly*. 4 (2): 19-28. [in Persian].
- Agha Ahmadi A, Halimi S, Kiadaliri L. (2013). The Relationship between Social Intelligence and Entrepreneurial Skills of Students of Chalus Azad University. *National Conference on Entrepreneurship and Knowledge-Based Business Management*. [in Persian].
- Ahmad N H, Suseno Y, Seet P S, Susomrith P, et all. (2018). Entrepreneurial Competencies and Firm Performance in Emerging Economies: A Study of Women Entrepreneurs in Malaysia. In *Knowledge, Learning and Innovation* (pp: 5-26). Springer, Cham.
- Arriola K R J, Hermstad A, Flemming S S C, Honeycutt S, et all. (2016). Promoting Policy and Environmental Change in Faith-Based Organizations Outcome Evaluation of a Mini-Grants Program. *Health promotion practice*. 17(1): 146-155.
- Egbe O, Enechojo G, Igbo H. (2013), "Relationship between counselling and entrepreneurship development skills of Nigerian final year undergraduates", *Procedia social and sciences*: 84(2013): 120-127.
- Eshghi araghi M, Ghani Pur F. (2017). Entrepreneurial Self-Efficacy and Lifestyle; Strategy for Realizing Entrepreneurship Intention (Case Study: Jihad University of Medical Sciences, Markazi Province). *Journal of Innovation and Value Creation*. 6 (11): 92-75. [in Persian].
- Ginsburg, L, Berta W, Baumbusch J, Dass A R, et all. (2016). Measuring Work Engagement, Psychological Empowerment, and Organizational Citizenship Behavior Among Health Care Aides. *The Gerontologist*, gnv129.
- Hamdan A M M. (2019). Entrepreneurship and Economic Growth: An Emirati Perspective. *The Journal of Developing Areas*. 53(1): 65-78.
- Jahanian M. (2008). *Entrepreneurship*. Babylon: Basic Science Publications.
- Moser K J, Tumasjan A, Welp I M. (2017). Small but attractive: Dimensions of ew venture employer attractiveness and the moderating role of applicants' entrepreneurial behaviors. *Journal of Business Venturing*. 32(5): 588-610.
- Niknami M, Nazi F. (2011) Professional Competencies of Public Education Teachers and Providing Appropriate Perceptual Framework, Islamic Azad University, Khorasgan Branch, Isfahan:p 23 (23): 22-1. [in Persian].
- Poor karimi J, Mazari E, Khabarah K. (2016). The Role of Self-directed Learning on Human Capital of Public Agencies Executive Management Research Quarterly. 8 (15): 58-36. [in Persian].
- Rawhouser H, Cummings M, Newbert S L. (2019). Social impact measurement: Current approaches and future directions for social entrepreneurship research. *Entrepreneurship Theory and Practice*. 43(1): 82-115.
- Reynolds J, Deis D, Francis J R. (1988). Professional service fees and auditor objectivity.
- Rezaei R, Miri Karam F. (2018). The Impact of Entrepreneurial Training Components on Developing Entrepreneurial Skills in Agricultural Students (Case Study: University of Tehran). *Journal of Agricultural Research and Development*, 49 (2): 238-225. [in Persian].
- Schneider A, Wickert C, Marti E. (2016). Reducing complexity by creating complexity: a systems theory perspective on how organizations respond to their environments. *Journal of Management Studies*. 54(2): 182-208.
- Sousa M J. (2018). Entrepreneurship Skills Development in Higher Education Courses for Teams Leaders. *Administrative Sciences*. 8(2): 18.