
Does Communication Skills matter to a Nascent Entrepreneur?

DOI nr: <https://doi.org/10.35683/jcm18038.0011>

GT ODEWALE*

University of KwaZulu-Natal, Graduate School of Business and Leadership
gbemisolaodewale@gmail.com

*corresponding author

SH ABD RANI

Universiti Utara Malaysia, School of Management
shuda@uum.edu.my

SO MIGIRO

University of KwaZulu-Natal, Graduate School of Business and Leadership
stephen410@gmail.com

OP ADEYEYE^{a,b}

a. University of KwaZulu-Natal, Graduate School of Business and Leadership

b. Federal University, Oye-Ekiti, Faculty of Management Sciences

adeyeyepo@gmail.com

Abstract

The purpose of this conceptual study is to argue that deficiency in communication skills can mar the expertise in other skills and why it should be considered as an integral part of entrepreneurial skills. It also evaluates the relevance of entrepreneurship education in communication skills in developing nascent entrepreneurs. Paradigm shifts in the advancement and acquisition of knowledge has necessitated prioritising entrepreneurial skills which play vital roles in entrepreneurs' success. Attention is given to nascent entrepreneurs, the role of entrepreneurship education as well as issues of entrepreneurship and this leads to the significance of communication skills. However, this conceptual study shows that past studies on entrepreneurial skills give mere mention to communication skills. Although required skills for effective business management varies, yet greater success can be achieved by facilitating communication skills. The authors recommend that a combination of variety of skills could be another strategy to increase potential entrepreneurs and that every skill should be viewed as pivotal. This conceptual study indicates an imperceptible place of communication skills in the entrepreneurship domain.

Key phrases

Communication skills; entrepreneurship; entrepreneurship education and nascent entrepreneurs

JEL Classification: J24, P36, Y9, E24

1. INTRODUCTION

The level of expertise and criterion of assessment depends on the individual requisite skills which stand as a forerunner in every human endeavour without which optimal performance could be obstructed. Some researchers have written extensively on entrepreneurial skills such as innovation, creativity, risk taking, and decision making (Brazeal & Herbert 1999:27; Drucker 1985:5; Ferrari, Cachia & Punie 2009:5; Hamidi, Wennberg & Berglund 2008:305; Inyang & Enuoh 2009:69; Jiang & Sun 2015:824; Pauw, Oosthuizen & van der Westhuizen 2008:26; Stough 2016:129). Despite these significant contributions from past research dealing with entrepreneurial skills, communication skills have remained largely unexamined in the entrepreneurship domain. The purpose of this conceptual study therefore, is to point out the importance of communication skills with regards to entrepreneurship (Meager, Martin & Carta 2011:36). Communication skills can be found repeatedly in entrepreneurship education, but it is seldom recognised as germane compared to other skills (Mwasalwiba 2010:30). Markman and Baron (2003:293) assert that in spite of the relevance of social skills in different human activities “entrepreneurs, researchers and

investors have, until recently, been somewhat reluctant to recognise it as an important factor in such contexts”.

Although an emergent entrepreneur requires diverse skills to become a practicing entrepreneur (Odewale, Abd Hani, Migiro & Adeyeye 2018:3), the importance of effective communication skills should not be underestimated (Da Palma, Lopes & Alves 2018:282). Underpinning effective communication skills is important, considering the impact of different technological forms of communication and their impacts globally. On this premise, the study suggests that it is essential for an entrepreneur to be informed in the skill of communication for functional interaction across geographical boundaries.

Reviewing the literature on the talent and skills of current and future engineers, Abdulwahed, Balid, Hasna and Pokharel (2013:763), identify communication skills as one of the fundamental skills required by extant engineers. Likewise, in an exploratory study among entrepreneurs conducted by Makhbul and Hasun (2011:119), they affirm that communication skills affect entrepreneurial success. Audretsch, Keilbach and Lehmann (2005) acknowledge that communication is essential for an entrepreneur to interact effectively with stakeholders such as potential customers and investors. In addition, Hamidi *et al.* (2008:318) conclude that entrepreneurship education should emphasise interpersonal communication skills for students to be well equipped. Pauw *et al.* (2008:26) and Watchravesringkan, Hodges, Yurchisin, Hegland, Karpova, Marcketti and Yan (2013:327) maintain that communication skills play a significant role in entrepreneurial activity.

Ulvenblad, Berggren and Winborg (2013:188) point out that “there is a lack of research focusing on the potential value of academic entrepreneurship education for fostering communicative skills”. Part of the diverse obligations expected of a nascent entrepreneur is performing a managerial role and this entails effective communication to function optimally. In addition, communication skills incorporate different aspects including verbal, nonverbal, written and interpersonal skills.

Effective communication is multi-dimensional, and it has been classified by researchers in different forms as mentioned earlier. Pauw *et al.* (2008:26) classify communication skills, financial management skills, presentation skills and creative thinking skills as soft skills. Hisrich and Peters (1998) as cited in Henry, Hill, & Leitch (2005) categorise communication skills as technical skills, and this is sub-divided into oral and written communication skills. (Henry, Hill, & Leitch 2005:104 and Elmuti, Khoury and Omran (2012:90) classify effective communication as social competence and interpersonal skills. English (1981:159) reveals

that people from different cultural backgrounds communicate differently. The dynamism of communicating with stakeholders has become so erratic as a result of new and emerging technology, Mukherjee (2013:40) documents that “information society has changed the way human beings behave as a species”. Firms tend to outstrip competitors by strengthening their communicating techniques via different social media. Ferrari *et al.* (2009:15) indicate that “overwhelming spread of technologies brings a new understanding of communication”. The ability to communicate ideas through verbal or non-verbal is very crucial in business start-ups, because continuity for new entrants in the current competitive business environment demands timely skills, which includes communication skills.

With respect to the importance of social competence, Baron and Markman (2003:41) indicated that entrepreneurs’ social competence has a significant role to play in achieving success. The study revealed that failure to focus on social skills can limit entrepreneurial success and growth. To corroborate this, Jones, Matlay, Penaluna & Penaluna (2014:771) submit that new students in enterprising education should acquire enterprising skills which include communication skills. Written communication skills entail aptness in conveying intended information in absentia. For instance, a nascent entrepreneur seeking financial support from either an organisation or a bank will be required to present a convincing business plan. Hence, enhanced interpersonal communication skills will broaden an entrepreneurs’ vision, increase networking and this will invariably lead to entrepreneurial productivity and growth (Shepherd & Williams 2015:23).

The absence of entrepreneurial activity and unemployment among university graduates led to the emergence of entrepreneurship education in the university curricula (Meager *et al.* 2011:121; Raju, Kumar, & Ramgopal 2015:170; Zhou & Xu 2012:91). Based on this premise, Audretsch *et al.* (2005:87) suggest that entrepreneurship education and transfer of knowledge from universities is germane to societal development. Hence, the objective of this conceptual study is to focus on the need to consider communication skills as part of the requisite skills required by nascent entrepreneurs and to add to the debate on the needed skills for entrepreneurial activities (Dakung, Orobia, Munene & Balunywa 2017:300; Lackeus 2015:13; Meager *et al.* 2011:1). To provide an answer to the primary research question which is “Does communication skills matters to a nascent entrepreneur?”

The remainder of this study is structured as follows: the introduction is sequentially followed by a discussion on nascent entrepreneurs and entrepreneurship, the role of entrepreneurship education in developing nascent entrepreneurs, issues of graduate unemployment and the

significance of communication skills on entrepreneurship. A conclusion, limitations of the study and implications for future research are offered.

2. NASCENT ENTREPRENEURS AND ENTREPRENEURSHIP

A nascent entrepreneur is someone that is highly predisposed to entrepreneurial activities. An entrepreneur is someone that is competent and skillful in inventing new product or service that is uniquely distinct from existing ones (United Nations Development Programme (UNDP) 2018b). It is this uniqueness that calls for creative innovation on the part of potential entrepreneur (s). Past studies acknowledged that entrepreneurship is a major driving force in economic growth and development (Duru 2011:41; Rasmussen & Sørheim 2006:185; Stough 2016:146). Therefore, entrepreneurship education evolved as an integral part in reinventing more jobs consequent to dwindling paid employment in the labour market. Thus, nurturing nascent entrepreneurs becomes imperative purposely for the birth of viable ventures. For this reason, entrepreneurial programmes are initiated and endorsed by government (Wu & Wu 2008:756). For instance, Obama Start-up America initiative, UK's loan scheme for young entrepreneurs, India National Rural Employment Guarantee Act, Mexico Becate program, etc.; these are part of the effort being made globally to influence positive perception of entrepreneurship (Fields 2014:8).

According to Verheul, Thurik, Grilo and van der Zwan (2012:326) nascent entrepreneurs are those ready and willing to undertake the challenges of starting new ventures. In this light, Rasmussen and Sørheim (2006:192) submit that entrepreneurship education programmes should model fecund entrepreneurs that can establish new ventures. Similarly, Ahmad (2013:193) suggests that entrepreneurship education is fundamental for nascent entrepreneurs to experience growth, effectiveness and efficiency. Moreover, educators aspire to produce graduates that can initiate successful ventures sequel to entrepreneurship learning and mentoring. On this premise, Jones, Pickernell, Fisher and Netana (2017:700) conclude that higher education institutions should endeavour to evaluate its practices and measure its graduates' efficiency in terms of establishing viable ventures. Mwasalwiba (2010:41) reports that not all entrepreneurship programme attendees will become entrepreneurs; yet, venture creation remains an overt success indicator.

Entrepreneurship has been suggested as a part of the panacea to the challenges facing emerging economies (Aboho, Aleru, & Danladi 2016:2; Okeke, Okonkwo, & Oboreh 2016:13). Unfortunately, some young adults view entrepreneurship as unthinkable, in that,

they rarely work on their capabilities to be self-reliant, while some others do not embrace the required skills for venture creation (Peterman & Kennedy 2003:141). Equally, others project themselves as deficient in entrepreneurial skills due to their religious settings, cultural environment or origin. Etzkowitz (2013:493) elaborates that some ethnic and religious groups possess unique cultural and psychological features which act as a catalyst in their entrepreneurial engagement. For example, there is an assumption that indigenous Chinese, Jews, Japanese and Lebanese groups will thrive entrepreneurially irrespective of their location (Aldrich & Zimmer 1986:7). In addition, Etzkowitz (2003:111) claims that an individuals' upbringing and religious beliefs will influence his or her mind-set on entrepreneurial activities. For instance, in some cultural settings; education, mobility and employment of female citizens are extremely regimented while their male counterparts keenly dominate (Al-Rasheed 2013:312). Countries where such prejudices exist especially in the less developed and developing economies, will find it difficult to combat unemployment, poverty and gender inequality. The current economic downturn necessitates nascent entrepreneurs to be radical in new venture formation and this will employ interaction with different categories of people such as potential customers, bankers and employees (Hisrich, Langan-fox & Grant 2007:586).

2.1 The role of entrepreneurship education in developing nascent entrepreneurs

"Entrepreneurship education seeks to prepare people to be responsible, enterprising individuals who have the knowledge, skills and attitude necessary to achieve the goals they set for themselves to live the fulfilled life" (European Commission 2012b:44). Jones and English (2004:2) define entrepreneurial education as "A process of providing individuals with the ability to recognise commercial opportunities and the insight, self-esteem, knowledge and skills to act on them".

It is the opinion of certain people that the essence of entrepreneurship education is to train or shape individuals to possess a entrepreneurship mind-set by establishing or starting new ventures, while others are of the opinion that its centrality is the fundamentally acquisition of personal skills (Dabale & Masese 2014:11). Subsequently, it is possible to infer that, entrepreneurship education influences student intention after graduation to set up business ventures unlike those without entrepreneurial education. Dickson, Solomon and Weaver (2008:253) note from their findings that, positive relationships subsist between education and entrepreneurial performance. According to the authors this agrees with the general

consensus on existing research, which suggests that there is a link between the level of education and the probability of entrepreneurial activities (Dickson *et al.* 2008:253).

Transformational development and achievement the world had experienced thus far evolve through creative innovation meant to tackle human challenges (Drucker 1985:5), which had hitherto been communicated in different forms (Zhou & Xu 2012:86). Education no doubt has impacted positively on different professions such as medicine, engineering, architecture etc. Education should therefore be viewed as an agent with the ability to make positive impact on potential and existing entrepreneurs. Dobni (2014:1) notes that, leading innovation economies of the world are anchored by a strong focus on education at all levels. The author suggests that educational systems that have an innovative culture should be supported, because sustainable growth and development will remain elusive without the support of the educational system. Matlay and Carey (2007:259) corroborate this in their longitudinal case study research which was conducted over a period of ten years of 40 established and new universities. The authors from their findings noted that there is a consensus among stakeholders (researchers, business observers etc.) in the United Kingdom that entrepreneurship education has the capability to impact needed knowledge and skills on graduates' entrepreneurs, to be able to launch sustainable ventures.

Consequently, Ahmad (2013:191) advocates that entrepreneurship education in developing countries should be explicit enough to be embraced at all levels of educational systems in order to possess the necessary knowledge and skills for venture creation. In the same perspective, United Nations (2015:5) assert that the global exit of millions of people out of poverty can be attributed to accessibility of educational pursuit. Due to these factors entrepreneurship education should not be plump down as irrelevant to entrepreneurship or to the development of nascent entrepreneurs.

Communication skills surely have a key role to play in developing nascent entrepreneurs. Odewale *et al.* (2018:4) submit that "active interaction in today's business world necessitates improved knowledge of communication skills". Therefore, communication skills should be viewed as an integral part of entrepreneurial development. Expertise in the global form of communication between two business-minded individuals from different cultural backgrounds or geographical perspectives can invigorate entrepreneurial behaviour (Riemer 2007:90). The global market is becoming more competitive due to technological advancements, as such; entrepreneurs must possess all that venture success entails. To nurture entrepreneurial activities either locally or internationally requires effective

communication skills. An innovative idea or concept which cannot be expressed remains vague. Fostering communication skills becomes imperative more importantly in countries where regionalised language takes precedence (Riemer 2007:89). Education generally illuminates and influences the mind-set virtually in every facet of life; it builds bridges, closes gaps, electrify the brain and changes perception by modifying known to eject the unknown. On this basis, entrepreneurship education is expected to continue to play a significant role in shaping and modelling the entrepreneurial mind-set.

Currently there are divergent views on the impact of entrepreneurship education (Nabi, Fayolle, Lyon, Krueger & Walmsley 2017:278); while some scholars claim that the impact is significant others refute it due to lack of empirical evidence (Mwasalwiba 2010:40). Entrepreneurship is expected to play a pivotal role in economic development but most institutions of higher learning in developing countries like Nigeria are yet to flow along with the global trend in entrepreneurship unlike developed countries like the United States of America, Germany, United Kingdom etc.; where entrepreneurial mind-set is encouraged and financially supported (Buller & Finkle 2013:120; Etzkowitz 2003:111; Finkle, Soper, Fox, Reece & Messing 2009:52; Zhou & Xu 2012:86). The consequential effects of the neglect of the needed support for entrepreneurship in the less developed and some developing countries has continued to impede the pace of growth and development, making economic advancement static.

The European Commission (2012a:18) carried out a survey based on alumni of higher education institutions in Europe on those who attended entrepreneurship education and a control group that did not participate in this type of education. They documented that entrepreneurship education makes a difference and that as a vital engine for job creation; young people should be motivated to become entrepreneurially inclined.

On the other hand, Mwasalwiba (2010:20) explores both empirical and theoretical research on existing literature to assess the impact of entrepreneurship education on its target audience and teaching methods, 108 articles were reviewed in all. The results indicate that; educators hold contrasting views on what to teach and this has impacted negatively on the system of evaluating and assessing the outcome of entrepreneurship training. He also noted that, there is no substantial evidence as back up or proof of impact of entrepreneurship education on graduate performance, although it has a influence on attitudinal change.

Iacobucci and Micozzi (2012:682) report that entrepreneurship education in Italian Universities are yet to come on par with the global trend, their empirical analysis was based

on the census of entrepreneurship courses and curricula run by Italian Universities. The authors came to the conclusion that the role of entrepreneurship education at the university level cannot be undermined because it has the capability to broaden the horizons of students and lead to the development of new ideas in knowledge-intensive sectors.

Consistent with this Rae (2010:201) agrees that, the role of education in entrepreneurial capabilities is so germane in that the overall success of the new era depends on the effectiveness of entrepreneurship education and learning. However, entrepreneurship learning is constrained by the inability of the enterprise educators to meet the challenges of creating an enabled environment for productivity as a result of inadequate funding.

In contrast, some of the prior researchers had claimed that entrepreneurship education does not have a significant impact due to an earlier impression that entrepreneurship cannot be taught. Drucker (1985:7) argues that entrepreneurship was effective in the late nineteenth century, as a result of changes in education.

2.2 Issues of entrepreneurship

Graduate unemployment has become a turbulent issue for quite some time especially in the developing countries of the world (Oyebola, Irefin & Olaposi 2015:50; Pauw *et al.* 2008:1). Moreover, it has become a threat to social, economic and political development and efforts to curtail the rising tide has remained an issue worldwide (Ajufo 2013:316). Pauw *et al.* (2008:12) submit that prolonged period of unemployment could worsen a persons' mental health due to frustration; this can degenerate into health challenges such as depression, chronic anxiety, erratic thinking and anger.

The problem of graduate unemployment is a global phenomenon that is facing several countries whether developed or emerging (Agri, Nanwul & Acha 2017:039). Similarly, the rising rate of crime in some developing countries can be attributed to this daunting challenge (Adebayo 2013:350). Unemployment rates vary in the world regions; the pursuit to arrest the surge remains a concern to all stakeholders. Therefore, the quest for a remedy to issues of graduate unemployment calls for entrepreneurship action.

Elmuti *et al.* (2012:88) recognised some skills as fundamental to raising potential entrepreneurs, which include; basic entrepreneurial training skills, managerial skills, social competence and interpersonal skills. These skills are required for entrepreneurial development though not limited to the aforementioned. Meager *et al.* (2011:13) note that needed skills depend on an individuals' motivation. However, when these skills are lacking

such an individual will be inept, less productive and subsequently becomes unemployable. European Commission (2012b:18) and Jones and English (2004:417) provide evidence of the positive influence of entrepreneurial education on business start-ups by graduates that attended entrepreneurship courses. Literature shows that effective and efficient entrepreneurship curriculum (Matlay 2006:711) will broaden students' horizons for the need to be self-reliant, at the same time, explore entrepreneurial skills and seek more opportunities from their environments through training and insight which they have received (Galindo & Méndez 2014:825).

Communication skills seem to be misconstrued as part of the skills potential entrepreneurs should possess. In fact, it has almost become the least of all the skills researchers often highlight as essential in the entrepreneurship scope. Literature shows that communication skills are extremely concealed as less important in entrepreneurial domain, yet it is very germane as indicated by Meager-*et al.* (2011:23). The authors explain that skills needed for entrepreneurship (entrepreneurs) depend on an individuals' business aspirations. In addition, Gibb (2000:16) specifically mentioned that effective communication is important but not fully related to the idea of 'enterprising' young persons.

Riemer (2007:90) affirms that knowledge and technical know-how are fundamental; nonetheless, the ability to communicate remains indispensable for an entrepreneur who aspires to hunt for opportunities beyond a limited realm. The Malaysian Insider (2015:1) reported that in a survey carried out in September 2013 via an online survey the respondents acknowledged that 55% of graduates' unemployment can be attributed to poor communication skills. Zhou and Xu (2012:92) explained that interpersonal communication should be included in the curriculum, while Singh and DeNoble (2003:276) noted that skills in social interaction are required for entrepreneurs to thrive. The question remains does communication skills play any significant role in entrepreneurship? Does it have any negative implication when it is apparently lacking in a potential entrepreneur?

2.3 Significance of communication skills in entrepreneurship

Communication is the ability to interact effectively with the aim of getting things done. In any organisation where communication gaps exist, if not curtailed can paralyse the entire organisation. The survival of any enterprise hinges solely on the positive impact of repeat customers, and to support and strengthen this relationship, effective communication with different externalities is a prerequisite. Riemer (2007:95) documents that engineering students lack the standard communication skills required globally. In addition, he indicates

that an engineer-entrepreneur needs communication skills to launch his/her ideas from conception to realisation. However, he maintains that one of the biggest challenges between employees and management in America is poor communication. Consequently, he calls for further research on how it could be integrated into the curriculum in different subjects. In addition, Pauw *et al.* (2008:26) report that many graduates lack soft skills which includes communication skills and this could be an indication of low self-esteem, because individuals with high self-esteem perceived themselves as capable, efficient and effective in any given task. Effective communication skills should be embraced to underpin self-esteem. Communication skills can make or mar an individuals' career pursuit; in fact, business relationships can disintegrate when there is a communication gap. Middleton and Lundqvist (2010:25) highlight that "bonded communication and lack of shared concept can keep promising societal ventures from realising their full potential". Baum and Locke (2004:587) indicate that communicated vision had direct effects on venture growth and that those who dream big must be good communicators.

In this light effective communication skills must be learned or else there will be barriers to accomplishing set goals or objectives. Obschonka and Schiller (2016:197) believe that social skills which include "effective verbal and nonverbal communication are also relevant to entrepreneurship". Baron and Markman (2000:106) argued that entrepreneurial success does not solely depend on cognitive factors but on other factors such as communication, otherwise known as social competence. He noted that an entrepreneur high in social competence will create a positive impression, gain access to potential customers and be able to perform optimally in any position. Hence "both communication and entrepreneurial action appear to be complimentary mechanisms" (Shepherd & Patzelt 2017:167), as Jones, Matlay, Penaluna, and Penaluna (2014:769) indicate that excellent communication is a requirement within the entrepreneurship domain.

Idogho and Ainabor (2011:284) agreed that practical skills and experience are vital before a potential entrepreneur can be self-reliant. Take into consideration a trained medical doctor who had spent time and resources only to be incapacitated by his inaptness in communication skills; this will ultimately jeopardise his enviable career (The Malaysian Insider 2015:1). The losing of this dream can lead to frustration, depression and other serious health issues associated with such. In addition, communication skills go beyond reading and writing, it embraces all aspects of managerial roles. It is therefore imperative to prioritise communication skills in entrepreneurship education (Jones *et al.* 2014:769). Pauw

et al. (2008:26) reveal that absence of social skills or soft skills such as communication skills and management skills can affect efficiency; entrepreneurs should broaden their minds and develop interests in all skills including communication skills. Skills, knowledge and attitudes rooted in effective training are needed to unravel current unemployment challenges (Henry *et al.* 2005:101). As earlier mentioned, Meager *et al.* (2011:23) report that required skills depend on an entrepreneurs' aspirations, based on this, communication skills rank so low in the entrepreneurial domain whereas it should be considered as one of the needed skills (Mwasalwiba 2010:30). In fact, none of the skills should be underrated as insignificant.

Conversely, communication skills is perceived and portrayed as a lesser skill that is insignificant in entrepreneurial activities compare to other skills (Mwasalwiba 2010:30). Mwasalwiba (2010:29) affirm that of the 108 articles reviewed, 21 were assessed to identify the most common subjects or course contents in a specific entrepreneurship programme. There were 18 subjects identified and ranked in order of priority out of which communication skills ranked second lowest. To corroborate this, Inyang and Enuoh (2009:66) detailed certain entrepreneurial competencies that are lacking which had rendered some graduates unemployable in the labour market which included communication skills. Similarly, Meager *et al.* (2011:36) note that certain skills (generic skills, soft skills, social skills) and knowledge are relevant to entrepreneurship, however they require constant update, hence, enhanced knowledge of communication skills in the present business world is indispensable.

Salami (2013:2) suggests that potential entrepreneurs should be adequately equipped with all the needed skills irrespective of its order of importance. Entrepreneurship education should emphasise interpersonal communication to enhance better interaction within the business world and the entrepreneurs' immediate environment (Hamidi *et al.* 2008; Zhou & Xu 2012:91). Ahmad (2013:191) shared the same view that entrepreneurial skills (which include communication skills) should be inculcated early to produce successful entrepreneurs as the number of unemployed graduates in Malaysia is soaring gradually. He concludes that entrepreneurship education should be included in the curricular from primary to tertiary institutions to prepare and equip youths with entrepreneurial spirit.

Elmuti *et al.* (2012:90) present three major entrepreneurship education indicators which they employ in their survey that, entrepreneurship education has the capability to impact much needed knowledge and skills on graduate entrepreneurs to become self-employed with sustainable ventures. They enumerated those indicators as managerial skills, social competence and basic entrepreneurial training out of which technical knowledge and

interpersonal skills were statistically significant. The role of communication is crucial in any human endeavour; therefore, it should not be undermined.

3. CONCLUSION

The purpose of this conceptual study is to argue that deficiency in communication skills can mar the expertise in other skills. It is acknowledged that effective communication skills cannot substitute for other skills. Nevertheless, this study shows that communication skills should be embraced and prioritised in the entrepreneurship domain as part of the integral skills for nascent entrepreneurs to thrive. An entrepreneur that is limited in social skills is indirectly constrained globally. The world has become a global village where social interaction is highly required by every 'enterprising' young person. Though an entrepreneurs' growth depends on the interaction of all the skills, yet absence of communication skills can inhibit pace of progress and the opportunity to interact with other entrepreneurs. Communication skills should be viewed as a part of the requisite skills in the entrepreneurial domain and that a combination of variety of skills could be another strategy to increase potential entrepreneurs. Therefore, policymakers, practicing entrepreneurs and other stakeholders should not overlook communication skills.

4. LIMITATION OF THE STUDY

This study is not without delimitation. While the subject of entrepreneurial skills has remained a focal point in entrepreneurship research, yet a one-size-fits-all is refutable. Thus, possessing communication skills may be insufficient to guarantee entrepreneurial success or to delineate an entrepreneur.

5. FUTURE RESEARCH

There is limited research on the extent of communication skills in relation to entrepreneurship. This conceptual study suggests that communication skills should be considered empirically, more importantly among practicing entrepreneurs.

REFERENCES

ABDULWAHED M, BALID W, HASNA MO & POKHAREL S. 2013. Skills of engineers in knowledge based economies: a comprehensive literature review, and model development. Kuta Indonesia. (IEEE International Conference). Teaching, Assessment and Learning for Engineering (TALE). (pp 759-765, August.)

ABOHO R, ALERU GE & DANLADI SA. 2016. Impact of entrepreneurship education on entrepreneurial inclination amongst undergraduate students of two Nigerian universities. *Knowledge Review* 35(1):1-6.

-
- ADEBAYO A.** 2013. Youths unemployment and crime in Nigeria: a nexus and implications for national development. *International Journal of Sociology and Anthropology* 5(9):350-357.
- AGRI EM, NANWUL DA & ACHA OF.** 2017. Promoting entrepreneurship for poverty reduction and sustainable development in Nigeria. *Journal of Business Management and Economics* 8(1):38-46.
- AHMAD SZ.** 2013. The need for inclusion of entrepreneurship education in Malaysia lower and higher learning institutions. *Education + Training* 55(2):191-203.
- AJUFO BI.** 2013. Challenges of youth unemployment in Nigeria: effective career guidance as a panacea. *African Research Review* 7(1):307-321.
- ALDRICH H & ZIMMER C.** 1986. Entrepreneurship through social networks. *The Art and Science of Entrepreneurship* 3-23. (July.)
- AL-RASHEED M.** 2013. A most masculine state: Gender, politics and religion in Saudi Arabia. New York: Cambridge University Press. (Volume 43.)
- AUDRETSCH DB, KEILBACH M & LEHMANN EE.** 2005. The knowledge spillover theory of entrepreneurship and technological diffusion. *Advances in the Study of Entrepreneurship, Innovation and Economic Growth* 16: 69-91.
- BARON R & MARKMAN G.** 2000. Beyond social capital: how social skills can enhance entrepreneurs' success. *The Academy of Management Executive* 14(1):106-116. (1993-2005.)
- BARON R & MARKMAN G.** 2003. Beyond social capital: the role of entrepreneurs' social competence in their financial success. *Journal of Business Venturing* 18:41-60
- BAUM JR & LOCKE EA.** 2004. The relationship of entrepreneurial traits, skill, and motivation to subsequent venture growth. *Journal of Applied Psychology* 89(4):587-598.
- BRAZEAL DV & HERBERT TT.** 1999. The genesis of entrepreneurship: change, innovation, and creativity. *Entrepreneurship Theory and Practice* 23(3):29-45.
- BULLER PF & FINKLE TA.** 2013. The Hogan entrepreneurial leadership program: an innovative model of entrepreneurship education. *Journal of Entrepreneurship Education* 16:113-132.
- DABALE WP & MASESE T.** 2014. The influence of entrepreneurship education on beliefs, attitudes and intentions: a cross-sectional study of Africa university graduates. *European Journal of Business and Social Sciences* 3(9):1-13.
- DA PALMA JP, LOPES MP & ALVES TF.** 2018. Entrepreneurship as a calling : A pilot study with aspiring entrepreneurs. *The Journal of Entrepreneurship* 2(27): 277-300.
- DAKUNG R J, OROBIA L, MUNENE JC & BALUNYWA W.** 2017. The role of entrepreneurship education in shaping entrepreneurial action of disabled students in Nigeria. *Journal of Small Business and Entrepreneurship* 29(4): 293-311.
- DICKSON PH, SOLOMON GT & WEAVER KM.** 2008. Entrepreneurial selection and success: does education matter? *Journal of Small Business and Enterprise Development* 15(2):239-258.
- DOBNI CB.** 2014. Achieving growth through innovation :the role of arts education in supporting economic sustainability. [Internet:www.innovationone.org; downloaded on 12 April 2015.]
- DRUCKER PF.** 1985. Innovation and entrepreneurship: practice and principles. New York: Harper & Row.
- DURU M.** 2011. Entrepreneurshi opportunities and challenges in Nigeria. *Business and Management Review* 1(1):41-48.
- ELMUTI D, KHOURY G & OMRAN O.** 2012. Does entrepreneurship education have a role in developing entrepreneurial skills and ventures ' effectiveness ? *Journal of Entrepreneurship Education* 15:83-99.

- ENGLISH SL.** 1981. Critical incidents workshop for ESL teacher intercultural awareness training. In JC Fisher, MA Clarke & J Schachter. Eds. Selected papers from Building Bridges: Research and practice in teaching English as a second language. Teachers of English to speakers of other languages. San Francisco, California. (14th Annual convention of TESOL, March 4 - 9, 1980). (pp 159-170.)
- ETZKOWITZ H.** 2003. Research groups as “quasi-firms”: the invention of the entrepreneurial university. *Research Policy* 32(1):109-121.
- ETZKOWITZ H.** 2013. Anatomy of the entrepreneurial university. *Social Science Information* 52(3):486-511.
- EUROPEAN COMMISSION** 2012a. Building entrepreneurial mind-sets and skills in the EU. Guidebook series. How to support SME policy from structural funds.
- EUROPEAN COMMISSION** 2012b. Effects and impact of entrepreneurship programmes in higher education. Brussels: Directorate-General for Enterprise and Industry.
- FERRARI A, CACHIA R & PUNIE Y.** 2009. Innovation and creativity in education and training in the EU member states: fostering creative learning and supporting innovative teaching, Innovation and Creativity in E&T in the EU Member States (ICEAC). Luxembourg.
- FIELDS GS.** 2014. Self-employment and poverty in developing countries. United States of America, Germany: IZA. (IZA World of Labor.)
- FINKLE TA, SOPER JC, FOX D, REECE J & MESSING J.** 2009. Constructing an innovative model of entrepreneurship education through regional collaboration. *Journal of Entrepreneurship Education* 12:43-66. (January.)
- GALINDO MÁ & MÉNDEZ MT.** 2014. Entrepreneurship, economic growth, and innovation: are feedback effects at work? *Journal of Business Research* 67(5):825-829.
- GIBB A.** 2000. SME Policy, academic research and the growth of ignorance, mythical concepts, myths, assumptions, rituals and confusions. *International small Business Journal*.
- HAMIDI DY, WENBERG K & BERGLUND H.** 2008. Creativity in entrepreneurship education. *Journal of Small Business and Enterprise Development* 15(2):304-320.
- HENRY C, HILL F & LEITCH C.** 2005. Entrepreneurship education and training - can entrepreneurship be taught? Part I *Education + Training* 47(2):98-111.
- HISRICH R, LANGAN-FOX J & GRANT S.** 2007. A call to action for psychology. *Entrepreneurship Research and Practice* 62(6):575-589.
- IACOBUCCI D & MICOZZI A.** 2012. Entrepreneurship education in Italian universities: trend, situation and opportunities. *Education + Training* 54(8/9):673-696.
- IDOGHO PO & AINABOR AE.** 2011. Entrepreneurship education and small-scale business management skill development among students of Auchi. *International Journal of Business and Management* 6(3):284-288.
- INYANG BJ & ENUOH RO.** 2009. Entrepreneurial competencies: the missing links to successful entrepreneurship in Nigeria. *International Business Research* 2(2):62-71.
- JIANG X & SUN Y.** 2015. Study on constructing an education platform for innovation and entrepreneurship of university student. *Research Journal of Applied Sciences, Engineering and Technology* 9(10):824-829.
- JONES C, MATLAY H, PENALUNA K & PENALUNA A.** 2014. Claiming the future of enterprise education. *Education + Training* 56(8/9):764-775.
- JONES C & ENGLISH J.** 2004. A contemporary approach to entrepreneurship education. *Education + Training* 46(8/9):416-423.

- JONES P, PICKERNELL D, FISHER R & NETANA C.** 2017. A tale of two universities: graduates perceived value of entrepreneurship education. *Education + Training* 59(7/8):689-705.
- LACKEUS M.** 2015. Entrepreneurship in education: What, why, when, how. Background paper for OECD-LEED.
- MAKHBUL ZM & HASUN FM.** 2011. Entrepreneurial Success: an exploratory study among entrepreneurs. *International Business and Management* 6(1):116-125
- MARKMAN GD & BARON RA.** 2003. Person-entrepreneurship fit: why some people are more successful as entrepreneurs than others. *Human resource management review* 13(2):281-301.
- MATLAY H.** 2006. Researching entrepreneurship and education Part 2: what is entrepreneurship education and does it matter? *Education + Training* 48(8/9):704-718.
- MATLAY H & CAREY C.** 2007. Entrepreneurship education in the UK: a longitudinal perspective. *Journal of Small Business and Enterprise Development* 14(2):252-263.
- MEAGER N, MARTIN R & CARTA E.** 2011. Skills for self-employment.UK Commission for Employment and Skills. (Evidence report 31 August.)
- MIDDLETON KW & LUNDQVIST MA.** 2010. Promises of societal entrepreneurship: Sweden and beyond. *Journal of Enterprising Communities: People and Places in the Global Economy* 4(1):24-36.
- MUKHERJEE ROMI S.** 2013. Ethical and societal challenges of the information society - UNESCO. [Internet:<http://unesdoc.unesco.org/images/0022/002209/220998e.pdf>; downloaded on 21 October 2017.]
- MWASALWIBA ES.** 2010. Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators. *Education + Training* 52(1):20-47.
- NABI G, FAYOLLE A, LYON EM, KRUEGER N & WALMSLEY A.** 2017. The impact of entrepreneurship education in higher education : a systematic review and research agenda. *Academy of Management Learning & Education* 16(2):277-299.
- OBSCHONKA M & SCHILLER F.** 2016. Adolescent pathways to entrepreneurship. *Child Development Perspectives* 10(3):196-201.
- ODEWALE GT, ABD HANI HS, MIGIRO SO & ADEYEYE PO.** 2018. Entrepreneurship education and students' views on self-employment among international postgraduate students in University Utara Malaysia. *Journal of Entrepreneurship Education* 21(4):1-15.
- OKEKE M, OKONKWO G & OBOREH J.** 2016. 'Entrepreneurship education as a catalyst for entrepreneurial inclination in selected universities in the South- East Zone. *Arabian Journal of Business and Management Review* 5(11):13-22.
- OYEBOLA AI, IREFIN IA. & OLAPOSI TO.** 2015. Evaluation of entrepreneurship education in selected Nigerian universities. *Journal of Entrepreneurship and Innovation Management* 4(2):49-76.
- PAUW K, OOSTHUIZEN M & VAN DER WESTHUIZEN C.** 2008. Graduate unemployment in the face of skills shortages: a labour market paradox1. *South African Journal of Economics* 76(1):45-57.
- PETERMAN NE & KENNEDY J.** 2003. Enterprise education: influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice* 28(2):129-144.
- RAE D.** 2010. Universities and enterprise education: responding to the challenges of the new era. *Journal of Small Business and Enterprise Development* 17(4):591-606.
- RAJU S, KUMAR S & RAMGOPAL C.** 2015. Entrepreneurship and innovation: a study on factors affecting engineering graduates towards entrepreneurship and innovation. *Journal of Engineering Education Transformation* 170-174.

-
- RASMUSSEN EA & SØRHEIM R.** 2006. Action-based entrepreneurship education. *Technovation* 26(2):185-194.
- RIEMER MJ.** 2007. Communication skills for the 21st century engineer. *Global Journal of Engineering Education* 11(1):89-100.
- SALAMI CGE.** 2013. Youth unemployment in Nigeria : a time for creative intervention. *International Journal of Business and Marketing Management* 1(2):18-26. (July.)
- SHEPHERD DA & PATZELT H.** 2017. Trailblazing in entrepreneurship. Switzerland: Springer.
- SHEPHERD DA & WILLIAMS TA.** 2015. Thinking about entrepreneurial decision making: review and research agenda. *Journal of Management* 41(1):11-46.
- SINGH G & DENOBLE A.** 2003. Views on Self-employment and personality- an exploratory study. *Journal of Developmental Entrepreneurship* 8(3):265-281.
- STOUGH RR.** 2016. Entrepreneurship and regional economic development: Some reflections. *Journal of Regional Research* 36:129-150.
- THE MALAYSIAN INSIDER.** 2015. Medical grads quit as doctors due to poor English proficiency. [Internet:<https://sg.news.yahoo.com/medical-grads-quit-doctors-due-011144480.html>; downloaded on 08 November 2015.]
- ULVENBLAD P, BERGGREN E & WINBORG J.** 2013. The role of entrepreneurship education and start-up experience for handling communication and liability of newness. *International Journal of Entrepreneurial Behavior & Research* 19(2):187-209.
- UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP).** 2018b. National Human Development. Report 2018. Planning the opportunities for a youthful population. New York: UNDP.
- UNITED NATIONS .** 2015. Transforming our world: The 2030 agenda for sustainable development. New York: UN.
- VERHEUL I, THURIK R, GRILO I & VAN DER ZWAN P.** 2012. Explaining preferences and actual involvement in self-employment: gender and the entrepreneurial personality. *Journal of Economic Psychology* 33(2):325-341.
- WATCHRAVESRINGKAN K, HODGES NN, YURCHISIN J, HEGLAND J, KARPOVA E, MARCKETTI SARA & YAN R.** 2013. Modeling entrepreneurial career intentions among undergraduates : an examination of the moderating role of entrepreneurial knowledge and skills. *Family and Consumer Sciences Research Journal* 41(3):325-342.
- WU S & WU L.** 2008. The impact of higher education on entrepreneurial intentions of university students in China'. *Journal of small business and enterprise development* 15(4):752-774.
- ZHOU M & XU H.** 2012. A Review of entrepreneurship education for college students in China'. *Administrative Sciences* 2(4):82-98.