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Entrepreneurial Organization in Higher Education
Professional and Educational Answers to the Crisis (The Pandemic and More)

Abstract: The current pandemic crisis has also had evident effects on the labour market. Higher Education contexts must increasingly rethink themselves if they want to promote employability. The essay, starting from the triangulation between profession, professionalism and professionalization and from the current reflection on employability, finds in *Entrepreneurial Education* the crisis solution. In particular, it proposes to understand Higher Education Institutions as *Entrepreneurial Organization* in which processes are activated for the development of research and narrative competences.

Key words: employability in higher education, entrepreneurial education, professionalism, professionalization, research and narrative competences.

To Begin: Reflection on the Transition to Work

The pandemic, which we cannot yet say we have left behind, rapidly put the spotlight on the difficulties in the world of work on one hand, while on the other, highlighting the intrinsic weakness of the relationship between the construction of learning programmes, owing to universities' organizational and didactic development, and graduates' entry to the world of work. At the same time, this event of epoch-making proportions led to the emergence of the radical and deep-seated fragility of the system of western democracies. Priorities were upset, extreme marginality exploded to the surface, and differences in gender, language and social context became more and more accentuated. All of this happened at a disconcerting speed. These issues all became points on the agenda of

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the cultural and political debate of those countries with the highest per capita incomes. However, the most radical upshot of the pandemic crisis was the change in how we work, the acceleration of the process that had begun with all the rules and regulations on eco-sustainability, the catalysis of the shift towards green and remote working. Lastly, the pandemic crisis demonstrated how the format and very idea of work and profession increasingly need to account for change and transformation in order for a new and evolved self-understanding. At present, this requires more than just thinking of the current or new professions of the future in an innovative light. It requires the capability to review the very *concept of profession* which hitherto had been able to benefit from more or less consolidated job descriptions dictated by professional registers and the like.

Therefore, for the future of the world of work, it is more important than ever to study and provide support in implementing the inevitable relationships between *educational process, work-oriented education, construction of professional figures* and *skills definition*. The central position of disciplinary knowledge in educational curricula continues to keep out those good empirical practices and experiences required for a deep understanding of how to best direct teaching and learning efforts. This rethinking is also and above all the task of higher education institutions as they are called upon to radically re-examine themselves and rediscover their vocation as learning organizations and facilitators of employability processes (Knight & Yorke, 2003). There has been considerable progress in adult education research on learning organizations, employability, the transition to work and the construction of professionalization (European Commission, 2015; 2016; 2018; 2020; Federighi, 2018; Fedeli & Boffo, 2018). The most attention needs to be paid to the construction of a set of policies, practices, actions and tools that can direct, guide and accompany all students and graduates. In order for this to happen, first of all there must be the right conditions at community and then at national level. Nevertheless, the most important thing is to understand that the processes of academic development within university institutions have to follow what is happening in the real world at a swifter pace. The European Graduate Tracking Initiative (EGTI, 2020) is a very important step in this direction. Knowing the paths that graduates take in the EU Member States and Europe can help researchers to study and understand how work flows can outline the professionalization pathways and professions of the future.

The following article intends to provide an overall picture of the links between the concepts under consideration in order to offer elements of joint reflection which thus far have appeared less evident in the field of pedagogical and educational research in adult education.

Professions, Professionalism, Professionalization.
For a Semantic Agreement

The term "profession" as well as the terms "professionalization" and "profession-alism" can all derive from the Latin deponent verb "profiteor" created by joining the Greek prefix "pro", which means "in front of" and the Greek verb "faino" which means "to show" and, in the medio-passive form, "to appear". Hence, the terms are linked to what a person is able to show off him or herself before others. They have a self-display function and refer to a series of skills (Stone, 1971), which are nevertheless linked to a precise context and a real situation. Therefore, they cannot be completely described in classifications of procedures (skills) and take on the appearance of what can be defined as competences, with the distinctive trait of appearing in specific task situations.

In the same way, the three terms can derive from the Latin verb *profiteri* which is the union of a prefix "pro" and the Latin verbal form "fateri", intensive form of "fari" which means "to speak". This etymology adds a communicative and dialogical component to the word profession (from the past participle *professus*). Therefore, profession is the fruit of exercising that *logos* (which means "word" in Greek), defined by Aristotle onwards as "Reason". Hence, to exercise a profession and be a professional is to combine the three forms of Aristotle's reason. The first form is theoretical (*Theoreia*) which, as the etymology of the word says, means to see things as the divinity sees them (*Theos*), namely in a pure, clear, distinct and logical way. The second form of reason is technical (*Techne*), referring to all the aspects that concern procedures. That is to say, it describes all the steps necessary and logically linked together to achieve a specific result or a particular product. The third form of reason is practical (*Phronesis*), referring to the ability of theories and techniques to adapt to different real situations, in response to the real problems detected therein. This last form of reason is based, on the one Hand, on the analogical capability of creativity, namely the ability to transfer solutions from one field of knowledge to another through analogical and adaptive procedures (Guilford, 1950) and on the other hand, on divergent thought which is the capability to find different and multiple solutions to a precise problem rather than the obvious and usual ones. In this case too, the term "profession" corresponds in many ways to the question of competence which is always linked to a task, a challenge that appears in a precise real situation which requires investigation through reason and personal dialogue with the situation.

The etymology of the terms of the semantic area of the professions shows how they cannot be defined so much starting from knowledge and skills, that is, from more or less stable descriptors that can be listed one by one. This

semantic area recalls the need to see professions—including those with identical tasks—in a single and unrepeatable light, as they cannot be separated from the specific situation itself or the personal history of each worker.

Furthermore, the three terms in question—*profession, professionalism and professionalization*—each have different connotations. While the first is more illustrative and describes a precise working activity—which as we have been able to underline is the result of an abstraction and generalization and never exists in a static form in real situations—the second refers to more deontological and ethical aspects. The third, on the other hand, describes the personal identity-building process in a working context. This triangulation proves to be in line with what we see in the world of work. Indeed, every profession (objective pole), even those historical roles whose tasks can be described in a clear and certain, albeit abstract manner, need a link with an ethical pole and a dynamic bond with a procedural and personal pole. Above all, they need an operator who not only connects them but also enables their exercise and appearance. Therefore, educational interventions towards the professions must always account for this triangle and must be planned while paying great attention to each of these poles, to find an educational medium that can catalyse and connect them together.
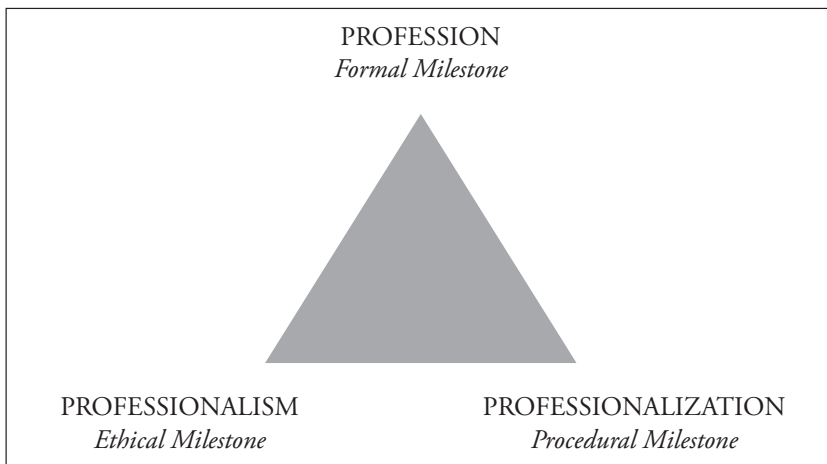

Figure 1. The professions triangle

In the sociological sphere, the profession, professionalism, professionalization triangle has been studied starting from the definition of profession given by Lieberman in 1956. He saw profession as an essential and precise social service implemented through complex intellectual processes. Preceded by a

long period of specialized training, he deemed profession to be characterized by independence and responsibility, implemented after receiving a mandate from society. In Lieberman's opinion, these characteristics meant that the profession had to be placed in a group with real self-governing power and a specific ethical code (Lieberman, 1956, p. 6).

The functionalist study of professions gave rise to a series of analyses in the pedagogical sphere, mainly dedicated to the world of the teaching profession. It took various pairs into consideration: the profession-professionalization pair was analysed by Bourdocle who highlighted how the processes to acquire a professional profile put continuing training and professionalization processes to one side (Bourdocle, 1993); the professionalization-professional efficacy pair was analysed by De Boeck and Wittorsky (2005), who showed how efficacious teaching is directly proportional to the process of continuing training and professionalization in the workplace.

The merit of functionalist studies—whose limits can nevertheless now be underlined—was that they highlighted the substantial difference between profession and occupation. Indeed, the latter recalls static, passive and alienating aspects. One "occupies" an employment position in a physical and material sense. In the same way, one "is occupied" professionally by something and/or someone. In other words, we are deprived of our freedom, rational ability and personality (Mottana, 2017). However, this structuralist idea of *occupyability* typical of a certain "Fordism" must be placed alongside and perhaps contrasted with the idea of *employability*, which instead refers to the subject/individual's intentionality to activate his or her personal entrepreneurship, giving quality, importance and educational significance to the working action, the profession performed and the professionalism acquired, through a deep, conscious professionalization process (Boffo, 2018).

The above-mentioned functionalist studies on profession took their cue from a static idea of the world of work and definitely did not have this idea of employability in mind. Indeed, they were prompted by the presupposition that a profession was characterized by the knowledge that distinguished it which was one and easy to identify. Furthermore, they deemed that a profession could only be performed with a qualification which could be acquired on precise higher education courses. These days not only has all of this been very much superseded, the professions are evolving both at the vertical level (personal evolution of a professional pathway) and at the horizontal level (evolution of the professions in response to the needs of complex societies for continual change). This is why the linear trajectories that were at the basis of functionalist theories need to be replaced by the non-linear trajectories of the present cultural context (Federighi, 2018).

Professionalism, Employability, Entrepreneurship

It is in some way a novelty to consider employability, connected to the personal formation process as well as the curriculum, the first and necessary step in graduates' entry to professional contexts. This is because central importance is placed on a category that can be considered pedagogically dense and wholly useful to reflect on the set-up of the course programmes and on the meaning and role of higher education for the future of a country that is part of a multi-speed and multi-direction Europe. We could say that the history of Europe makes us take a serious and careful look at the work-oriented education processes in university contexts, in the awareness that learning, training and continuing education for young adults and adults in general are the routes to social, environmental, economic and political well-being. As researchers in education sectors, we have the ethical and moral duty to look towards the future while building the present so that we can live in a better tomorrow. The harsh times of an endless economic crisis (ISTAT, 2016; Morin, 2015) make us look at reality and think what we can do with the cultural tools available to us.

Studies on employability came about in the Anglo-Saxon world in the 1960s, but it was only at the end of the 1990s that a sizeable movement of thought started to theorize the centrality of employability in order to understand the role of educational institutions for the labour market: "In essence the debate is about what employers want and what higher education institutions can do to enhance the employability of students" (Harvey, 2003, p. 3). The question arose from the remark that British graduates could not meet the demand from the world of work for the skills needed to advance production. The problem was not to boost a country's economy, but the formative process of students and the consideration that the professions were so dynamic that intervention was needed on academic courses that were outdated for the employment on offer. At the start of the 2000s, Harvey, at the time director of the Sheffield Hallam University Centre for Research and Evaluation, wrote:

> There is a growing awareness in the UK of the importance of higher education in providing the innovation and creativity for the development of a knowledge-based economy in an increasingly competitive global market. Three major policy initiatives have contributed to this over the last decade: 1. widening participation and improving retention; 2. enhancing employability. 3. lifelong learning. Both higher education and the graduate labour market are changing rapidly. The student intake is becoming more diverse, in age, back-

ground, previous educational experience and interests and ambitions although government's efforts to broaden the social base of the undergraduate population has recently been characterised as a limited success. (Harvey, 2002, p. 4)

In general, even in the countries where the debate on the presence, monitoring and evaluation of employability has been more intense, there has been resistance against including these concepts for the future of universities. Indeed, this is the crux of the matter. It is never easy to talk about the future, and even less so in this case. What role should universities have in a country? Higher education should ask itself questions about the meanings of the transformations necessary for a world that is changing course and direction. The educational factor is always present; every time we speak of learning it is a core and constituent part. So, we must not fear slipping towards the "Learning as Education" or "Learning as Training" dichotomy (Harvey, 2003). To speak of employability is to be concerned with learning and training at the same time. Not in opposition, but together. The writings of Harvey, Yorke and Knight (2006) bear good witness to this and clear the field of old rhetoric. The perspectives of both Harvey, and Yorke and Knight, connect the concept of employability with higher education and pose the problem of the use and presence of capabilities "for life" so that suitable and solid bridges can be built with the world of work. In a social context that requires more and more specific competences for a greater number of graduates for better production growth, to reflect deeply on the category of employability becomes central to understand the directions that efforts to improve university teaching need to take, to create work experience and apprenticeship opportunities, to build specific links with enterprises, associations and the public and private production segments. In order to be able to speak of *profession, professionalization and professionalism*, we need to have a clear idea of the connection with training and of the social, cultural and political contexts that we are starting from.

The definitions of Harvey, on the one hand, and Yorke and Knight, on the other, introduce didactic and pedagogical elements and expand the concept so that employability becomes a fundamental factor in considering higher education in an innovative way. In 1999, Harvey provided this definition: "Employability of a *graduate* is the propensity of the graduate to exhibit *attributes* that employers anticipate will be *necessary* for the *future* effective functioning of their organisation" (Harvey, 1999, p. 4). The definition by Yorke and Knight, at length the most widespread and also the most decisive, also makes us reflect. As they have it, employability is "a set of achievements—skills, understandings and personal attributes—that make graduates more likely to gain employment

and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (Yorke and Knight, 2005, p. 3). According to Yorke and Knight, some critical points of investigation can help us understand the importance of the evolution of the category of employability:

Higher education has a longstanding engagement with the national economy.

- Employability refers to the potential a graduate has for obtaining, and succeeding in graduate-level positions. There is a need to recognise that the co– and extra-curricular achievements of students contribute to a graduate's employability.
- Employability is taken to be a more complex construct than those of 'core' or 'key' skills. It connects with a range of discourses and has many facets which range from understanding of one or more subject disciplines to 'soft skills' (such as working effectively with others). It also encompasses both academic intelligence and 'practical intelligence'.
- Employability and good learning are seen as being closely aligned and not as oppositional constructs. The USEM account of employability accentuates this alignment.
- Curriculum auditing offers a way of testing how and where employability-related learning is incorporated into curricula. It may also point to the need to rethink pedagogic and/or assessment practices.
- Support for employability can be incorporated into curricula in a range of ways: there is no 'one size fits all' solution.
- Some aspects of employability take time to develop, suggesting that the focus needs to be on employability across a whole programme rather than on individual programme components (modules). The 'Capability envelope' is offered as one prompt to thinking about the way in which a programme-level focus might be achieved.
- Employability can be enhanced through personal development planning, but success will depend upon the extent to which students see a 'pay-off' for the effort that they put in (Yorke & Knight, 2005, pp. 2–4).

What is implicit and at the same time strongly interconnected with employability's assumption of a central position within university curricula is the consideration of a close link between training for employability and good results in terms of learning, teaching and didactic evaluation (Yorke & Knight, 2005, p. 4), not so much in generic terms but in terms of the goal of more conscious growth for every student and his or her skills.

Nevertheless, in this context we are also interested in the category of employability at the meso-macro level of reflection that touches on universities as organizations directing and accompanying the creation of educational processes for the transition to work.

The most widespread models of the category of employability reflect precisely this core point. The model proposed by Dacre Pool and Sewell in 2007, for example, known by the acronym CareerEDGE, completes what was missing from both of the previous models (Yorke & Knight, 2006; Watts, 2007). The model sums up the previous ones, integrates, investigates and develops them. The interesting elements to take into consideration are: 1. *Career development learning* (guidance for the development of a professional career); 2. *Experience* (the point underlines the importance of experience developed in both places of work and the informal contexts of everyday life); 3. *Degree subject knowledge, understanding and skills* (knowledge and skills are essential as a base of reference); 4. *Generic skills* (the point underlines the need to possess transversal or soft skills which are defined here as generic); and 5. *Emotional intelligence* (the point introduces a core element for motivation and awareness of oneself and others, for one's own personal development and shared work). With reflection and evaluation, the five elements can support and strengthen the positivity of good levels of self-efficacy, self-esteem and self-confidence. The model presents the elements necessary to develop employability. The model was then further developed to become a metaphorical "key" to open the door, we could say, of the world of work, giving students all the capabilities to consciously accompany them towards a/the profession/s, as well as towards their continuing education. Indeed, the model looks at the subject's individuality and proposes an efficacious way of reading the capabilities/competences/knowledge necessary for a suitable transition. In any case, it gives clear confirmation and support for the thesis that employability is a process that is strongly correlated with the places of learning and everything concerning the formation of the subject. Indeed, it becomes a central component of the subject's formation and the starting point from which to start to reflect on the new forms of didactics, teaching, guidance and, of course, transition. However, the model concentrates little on the important aspects of learning. Hence, other models have been proposed such as the Learning and Employability Framework by Sumanasiri, Yajid and Khatibi, otherwise known as the LEPO model. The model combines simplicity and clarity, paving the way for a large number of empirical research projects which would validate its usability and application (Sumanasiri, Yajid, & Khatibi, 2015, p. 55). It highlights the importance of the learning environment and above all the achievement of learning outcomes which not only depend on the subject, as had been emphasized until the 2000s, but also

on the university context, didactic capability, institutional relations, instructional design models, didactic and educational structure of the study courses that lead, guide and allow the achievement of the expected results.

Studies on learning reveals that above five employability skill categories proposed by Pool and Sewell (2007) in CareerEDGE framework are similar in focus to learning environment and process according to LEPO model of learning (Philips et al., 2010). LEPO model summarizes learning to three broad concepts: learning environment, learning process and learning outcomes, and clearly stands out as from other models of learning as generalized and integrated conceptual framework on learning (Phillips et al., 2010). Further, many national and international higher education quality frameworks have identified learning outcomes as one of the main deliverables of university education (Liu, 2010) with VSA (Voluntary System of Accountability) having a leading role in US higher education system through evaluation of core learning outcomes of universities by evaluating common, multi-disciplinary and university wide skills. Therefore it's clear that the five lower-tier employability skills constructs career development learning, work and life experience, degree subject knowledge and understanding, generic skills and emotional intelligence have direct relationship with learning outcomes of university degree programs (Sumanasiri, Yajid, Khatibi, 2015, p. 57).

Employability is clearly linked to university learning outcomes as well as to the degree course programmes (Finch et al., 2013) whose activities should consider and be based on soft skills, which are in turn vital for the development and implementation of employability.

The category takes on such central importance compared to other quality indicators that can be used to interpret the potentials of a system to provide students with all the suitable work and life capabilities and competences owing to the many empirical, experimental and scientific studies that have led researchers to assume its validity. While the studies by Yorke and Knight spread the culture of the didactic measurability of employability, the reports produced by the teaching centres and career services of many Anglo-Saxon, Canadian and Australian universities show the validity and verifiability of educational didactics and practices that are now followed worldwide (Universities UK, 2002; Edge Foundations, 2011; Bennett, 2016).

Entrepreneurial Education as a Medium

Employability is the process through which graduates achieve the learning outcomes they need to connect with the world of professions. It is also important to ask ourselves, in a world of disappearing, liquid and transformative professional

profiles, how we can plan educational pathways—what types of pathway, using which devices? —that put future workers in the condition to find their best place within the profession-professionalism-professionalization triangle. How can we implement higher education processes that put us in the condition of performing professions that do not yet exist? How can we put together the ethical and deontological system that enables development of the professionalism through which to live these professions best? And then: how can we promote the process of continuing self-learning and development of soft skills that is useful for personal continuing professionalization throughout the whole lifespan?

This is why, in this framework of rapid and inevitable evolution, the development of skills centred on creativity, flexibility and the capability for continuous and innovative re-orientation as requested by the 2020 World Economic Forum is at the centre of the European Agenda. At the start of the twenty-first century, the European Commission (2006) began to include entrepreneurial competences among the key competences for lifelong learning. As it states:

> This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and [be] a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance. (European Commission, 2007)

Quite rightly, the attempts to underline the direct and fundamental relationship between competences and employability are increasing (Bacigalupo et al., 2016). As such, in the heart of the triangle between profession, professionalism and professionalization, that is, between professional configuration, the ethical and deontological nature of this configuration, and the continuing training and transformation process are entrepreneurship competences. These are the only competences that describe the dynamic and transformative nature that we need today to respond to present and future change.

Entrepreneurship "is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social" (Moberg et al., 2012, p. 14). It is evident that entrepreneurship needs to occupy a more and more central space in higher education pathways (Lackeus, 2015) both at the formal, structured and business-centred level like in entrepreneurship education (Erkkilä, 2000), but above all at the personal and informal embedded level like in enterprise education (QAA, 2012; Mahieu, 2006).

In order to respond to the changes in the social context the starting point needs to be solid work to favour the development of competences that enable the pro-motion (in the etymological sense of "moving forward") of the self and continual exercise of self-formation (in the sense of professionalization). As such, an approach is needed that favours Entrepreneurial Education which operationalizes, expands and transforms some of the best contemporary learning theories into planned curricula. In other words, we need to foster not just a transformation of the contents but a real change in the educational system so that it turns its back on the learning period-working period model (first learn, then apply) to the advantage of pathways really based on education in the workplace and the real and non-formal dialogue between the world of work and higher education. In this connection, here is a table of a theoretical framework (Federighi, 2014; 2018b; Terzaroli, 2017) that can be useful both to plan single learning pathways and to plan and organize higher education systems as a whole.

Table 1. Theoretical framework for planning higher education entrepreneurship systems and courses

THEORETICAL AUTHOR APPROACH		CONNECTION WITH ENTREPRENEURIAL EDUCATION
John Dewey	Pedagogical activism (Dewey, 1899)	Learning by doing
David Kolb	Experiential Learning (Kolb, 1984)	Action and experimentation as a field of knowledge and skills
Lave & Wenger	Situated Learning (Lave & Wenger, 1991)	It develops within a situated context, in practical situations
Slavin	Cooperative learning (Slavin 1980)	Team working
Barrows & Kelson	Problem-based learning (Barrows and Kelson 1993)	Problem-solving process
Jones & English	Project based learning (Jones and English, 2004)	Letting students work on a preferably authentic problem and create an "artefact" addressing the problem
Mezirow	Transformative learning (Mezirow, 1991)	Critical reflection
Knowles	Self-directed learning (Knowles, 1950)	Focus on learners' motivation, learners' independence, and experiences

Entrepreneurial Education involves not just the endogenous and internal aspects of the person but the exogenous and external aspects too. It concerns the person's motivations and personal ethical profile (sense of duty and bond of this sense with personal realization), but also the actual, real configuration of the future professional profile. This is why it has to be seen as the medium, catalyser and transformative principle of the profession-professionalism-professionalization triangle.
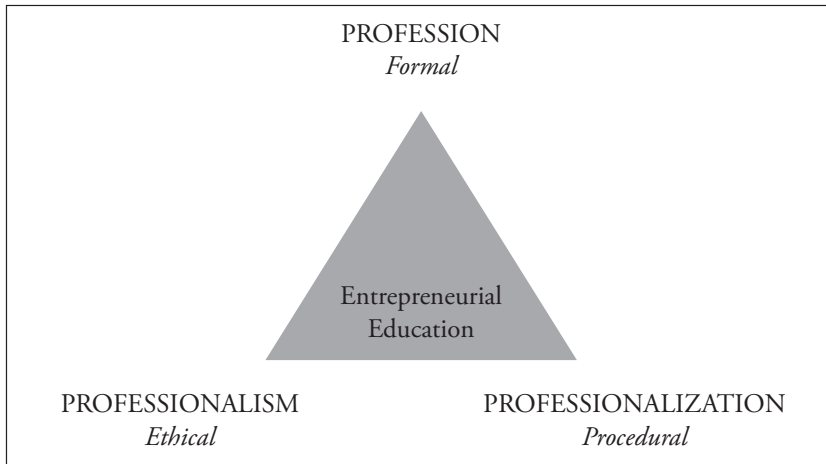
Figure 2. Entrepreneurial Education and its role as a medium in the triangle of professions

Entrepreneurial Education does not have a specific profession as a goal. Instead, it has the potential to create the conditions so that students can continuously re-plan themselves while responding to personal and market changes. For this same reason, Entrepreneurial Education tends more towards professionalism and professionalization and their connection. Indeed, building and working on the pole that we have defined as "ethical"—consisting of attitudes, positions, self-awareness, correct self-perception with regard to contexts and tasks, prefiguration of the self in the future and of the future itself (i.e., future design), etc.—is closely connected with the competences of innovation, creativity, divergence of thought and care of the self that are typical of the "umbrella" construct of entrepreneurship. All of these characteristics can benefit from the many studies and techniques that have been developed in the diagnostic sphere of the human sciences. In second place, the development of all those personal competence areas aimed at self-formation, such as learning to learn, problem-solving, choosing the correct sources, searching for ever new solutions to complex problems, and looking for and adapting/creating methods for complex problems, which are at the heart of the continuing "training" and "self-directing" process of the professionalization construct, find the Entrepreneurial Education model to be a place for propulsion and development.

In our opinion, building a solid base for the profession triangle through education in the workplace devices which free their formative potential will place the young generations in the condition to tackle, interpret, incorporate,

plan and prefigure the professions of the future, including those that society and the educational systems are not yet in the position to think or imagine.

Redesigning the Higher Education System as an Entrepreneurial Organization

Thus, it becomes particularly urgent to design and plan educational pathways that are more than just theory. Educational pathways increasingly need to be built in a network perspective so that they can connect education and work (European Commission 2016, 2020). From this point of view, a lot still needs to be done. First of all, the higher education pathways themselves have to be designed in a perspective of entrepreneurship while taking care that they have a flexible and laboratory structure. Second, the various normative devices that regulate the educational pathways need to be based on a dynamic and not static idea of the professions. The higher education curricula should increasingly vary in shape and the single courses should be built not around contents but competences. Indeed, competences are what profession-oriented education aims to achieve, using contents and skills in a functional manner as means to this end. The road to a clear framework of reference is still long, however. Hence, if universities do not want to be obsolete, they have to abandon the Humboldtian Knowledge Organization model and increasingly be a place that can provide professionals with the *skill sets* necessary for the professions of the future.

If competences and skills are the most relevant topics for the European Agenda (Skills Agenda, European Agenda 2030), all the more reason that they should be the linchpin around which to set up, develop and boost the educational and training professions and the cornerstone for the preparation and accompaniment of the transition to work. As a result, the discourse has to encompass three lines, the first relating to the necessity to draw up fitting curricula for the future of work, the second relating to the urgency to invest in the skills category, and the third relating to the area of professionalism and the development of all those ethical and deontological components useful for personal success in the professional sphere (Boffo, 2021). While the first line deals with university courses and their relationship with the world of work, the second takes into consideration the normative/political movement that should shape the national educational policies according to the European directives. The third instead refers to the personal dimension and self-determination, creating all those components of professional "bearing" that can favour the necessary evolution from a logic of the right to work to a logic of duty.

By saying this, we do not want to disdain the necessity of a protection policy in the sphere of the professions. Indeed, it is both necessary and useful to guarantee the global well-being of the work experience, but we want to recognize the value of personal proactivity in finding well-being in work. Indeed, it is the single worker who can give him or herself a positive, significant and constructive direction along the professional pathway, whatever shape it takes, not only by acting out the pre-packaged scripts that the organization asks him or her to perform, but by building new professional stories through personal and "customized" ways of interpreting the tasks that he or she is called upon to do (Togni, 2020; 2021). This way the alienating drifts of work can be played down or even overcome.

It is in this latter regard that in our opinion two levels of personal skills have to be taken into serious consideration. On t h e one hand, professional development can be greatly facilitated by planning higher education pathways that are strongly centred around narrative and autobiographical skills, meant not as a communication technique but as a tool of appropriation and profound meaning (White, 1992; Smorti, 1994; Boffo, 2020). On the other hand, precisely because of the liquidity and intrinsic transformability of the professions, higher education pathways should be centred around research skills. The professionals of the future world of work will increasingly have to be narrators and researchers. In this connection, we have put together a table which describes these skills and the value they hold in designing higher education pathways.

Table 2. Descriptions and role of narrative and research skills in HE

Skills area	Description	Role in HE design
Narrative/	Self-narrating in an objective manner while recognizing own resources and limits	Offering occasions for exchanges in protected and non-judgemental contexts
	Diagnosing the mental origins of our judgements	Creating occasions for dialogue and exchanges centred more around
Autobiographical		objective criteria than opinions
	Recounting and accounting for personal choices	Creating occasions for exchanges where educational experiences can be put to public analysis
	Describing own actions and reasons behind them	Accounting for actions performed in different educational and learning pathways
	Communicating results of own work and actions in a simple and effective manner	Creating public occasions to communicate learning results

Skills area	Description	Role in HE design
Research	Expressing well-grounded hypotheses based on objective knowledge of the situation	Fostering a task– and project-based rather than goal-and classification-based approach in real or simulated working situations
	Questioning situations in a creative and innovative manner	Setting up peer-to-peer workshops, cooperative learning and/or focus group strategies, while taking care not to provide pre-packaged solutions to problems
	Looking for solutions to complex problems and testing them in a fitting scientific manner	Getting used to finding different and not self-evident solutions to problems
	Choosing the most suitable methods and methodologies to solve problems	Offering a scientific and critical picture and not just methodical and methodological techniques
	Critically assessing and analysing the limits of own research process	Fostering self-assessment strategies

In our opinion, it is around these two distinctive skill areas, which form two of the pillars of Entrepreneurial Education at the heart of the profession-professionalism-professionalization triangle, that the higher education system must be rethought as an Entrepreneurial Organization. Only if we encourage a transformation in this direction can we have increasingly effective answers to the current pandemic situation and to future crises, whatever form they may take, and their effects on the world of work.

Conclusions

If Entrepreneurial Education becomes the linchpin around which to build suitable skills for real educational innovation, educational models will have to be studied, applied and tested to support its dissemination. To this end, some Italian universities have set up specific programmes where interdisciplinary, interconnected and contaminated educational experiences introduce students and graduates to specially devised and arranged occasions for creativity. Artistic programmes contaminate the curricula of physicists, mathematicians and engineers and, vice versa, projects on big data and the Internet of Things explore applications in the fields of the social and human sciences. Where the contamination model is applied, it leads to a growth in the students' awareness of the future, enterprise creation capabilities and the possibility of a swift education-to-profession transition. The learning programmes combine a broad cultural, humane and artistic content with the scientific rigour of knowledge in physics, biology, mathematics, neurosciences and chemistry. On the one hand, the transdisciplinary contents go

beyond the know-how and knowledge provided by the disciplines in the strict sense, and on the other, the didactic-educational methods support group learning, shared creativity and routes to reflectivity and metacognition.

If we consider that the entrepreneurial spirit of the graduate and of the institution, context and learning pathway must go hand in hand, it is all the more reason to implement new visions of universities where knowledge can encounter and be connected to skills. Hence, we have to look for and research new learning models but also new directions for the curricula. If the professions change and transform so quickly, the curricula must use innovative methods to provide the tools for innovative learning, and really test out new forms of knowledge transfer. The world will leave the pandemic behind, and will do so because science has put itself at the service of humankind by creating vaccines in an extraordinarily short time span. We will have to change perspective to be capable of giving back the gift that we have received. We must change work via a change, a far-reaching transformation, in our way of providing a university education. We are indebted to those scientists whose initiative and entrepreneurial skills have given us results that we could not have imagined even a few months ago. In our complex world, the road could appear incredibly straight, and, one might say, "simplex" (Berthoz, 2011).

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Preduzetnička organizacija u visokom obrazovanju: odgovori na krizu u oblasti rada i obrazovanja izazvanu pandemijom i drugim faktorima

Apstrakt: Nesumnjivo je da je aktuelna kriza, nastala kao posledica pandemije, nepovoljno uticala na tržište rada. Sve češće se javlja potreba za ponovnim osmišljavanjem konteksta visokog obrazovanja kako bi se pospešila mogućnost zaposlenja. Ovaj esej započinje triangulacijom profesije, profesionalizma i profesionalizacije i osvrće se na mogućnost zaposlenja u sadašnjem trenutku. *Preduzetničko obrazovanje* ističemo kao rešenje za aktuelnu krizu. Ono podrazumeva tretiranje visokoobrazovnih ustanova kao *preduzetničkih organizacija* u okviru kojih se aktiviraju procesi s ciljem razvoja istraživačkih i narativnih kompetencija.

Ključne reči: mogućnost zaposlenja u sferi visokog obrazovanja, preduzetničko obrazovanje, profesionalizam, profesionalizacija, istraživačke i narativne kompetencije.

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