THE ROLE OF PERSONAL BRANDING IN ENTREPRENEURSHIP EDUCATION

Grete Männikus
University of Tartu Pärnu College
grete.mannikus@ut.ee

Arvi Kuura
University of Tartu Pärnu College
arvi.kuura@ut.ee

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Abstract

Purpose. The increasing need for entrepreneurial skills and the power of entrepreneurship education to nurture personal development is widely recognized. In parallel, personal branding is progressively sparking interest in practitioners and researchers and gaining ground in entrepreneurship studies and practice. For all that, the possibilities emerging from the application of personal branding in entrepreneurship education have not deserved adequate attention. This paper attempts to explore the possibilities that may arise from the incorporation of personal branding into entrepreneurship education, via comparative analysis of the existent literature.
Design/methodology/approach. The methodological approach is integrative (critical) review, embodying elements of narrative approach.
Findings. Comparative analysis and synthesis revealed that both entrepreneurship education and personal branding influence personal development in an entrepreneurial way, thereby fostering the ability to think systemically and see connections between different functional areas, and constituting context to nurture the personal development of students and young professionals. Practical and social implications. As both personal branding and entrepreneurship education offer a context to nurture personal development, they are equally useful for young professionals to enter the labour or business market. Entrepreneurship education improves creative skills and competences needed for success in entrepreneurship but combined with personal branding also in everyday life.
Originality of the study. This contribution is an attempt to expand the scope of the personal branding discipline, introducing entrepreneurship as a career alternative to traditional employment. Incorporating the elements of personal branding may enrich the teaching approach, particularly via increasing non-formal education, resounding to modern trends, such as "everyday-everyone" entrepreneurship.

1. Introduction

Tremendous, even increasing importance of entrepreneurship in all economies and societies is commonly accepted. Recently, most attention has focused on high-growth entrepreneurship (gazelles, unicorns and decacorns), causing the realm of entrepreneurship drift away from smaller firms and their employment generation potential (Kuratko & Audretsch, 2021). Also, specific forms, such as social and environmental entrepreneurship, are of growing interest due to their potential to contribute to solving problems in contemporary societies. Great part of small firms in developed and in developing economies are family businesses who should care of preparation of successors to take over and continue running the family businesses (Cesaroni & Sentuti, 2014). Small businesses generate over 50% of employment and GDP (Kuratko & Audretsch, 2021), thus 'discovering' the link in the 1980s actuated massive promotion of entrepreneurship (Baker & Welter, 2020). Even the 'panacea' for un- and underemployment is now disputed and more nuanced, supporting entrepreneurship is still important. Responding to these overall trends, universities started to create entrepreneurship programs and (at-least-nominal) transition from small business to "entrepreneurship" (ibid.).

As the outcomes of education appear in the future, foreseeing the future of entrepreneurship is important. According to van Gelderen et al. (2021), trends include "everyday-everyone" entrepreneurship (seeing and exploiting opportunities become general life principles), as well corporate organizations will become more entrepreneurial. These trends cause increasing the importance of entrepreneurship, as well as interest in appropriate pertinent knowledge, education and training – whereat the essence of entrepreneurship may not change.

Entrepreneurship education should respond to the challenges, yet its effectiveness is still questionable (c.f. Nabi et al., 2017) and thus, finding novel approaches, methods, etc. is even more important. The goal of this paper is to explore possibilities that may emerge from the incorporation of personal branding into entrepreneurship education. This will be done using comparative analysis of the existent literature on entrepreneurship education and personal branding and following synthesis of suggestions and recommendations.

The research question – how to aggregate personal branding into entrepreneurship education – is broad and qualitative. Therefore, the methodical approach is integrative (critical) review, aimed on content analysis of claims, embodying elements (detecting themes, providing historical overview, etc.) of narrative approach (Snyder, 2019). The next sections scrutinize developments in entrepreneurship education and the concept of personal branding. The succeeding (4th) section discusses the potential of entre-

preneurship education in personal development of students, paving the road to exploration of potential of personal branding in entrepreneurship education in the 5th section. The last (6th) section summarizes the findings, points out limitations and suggests possibilities for further advancement.

2. Developments in entrepreneurship education

Developments in and increasing importance of entrepreneurship caused proliferation of entrepreneurship education (hereinafter EE), and this led to the emergence of a corresponding research stream that has significantly developed as well. For example, Aparicio et al. (2019) noted expansion in EE research and distinguished between two periods: *pre-expansion* (1987–2007) and *expansion* (2008–2017). Importantly (and perhaps expectedly) the expansion period brought along a more qualitative, thematic evolution; during 2008–2017 appeared entrepreneurship learning and intention, also higher education, and provocation (ibid.).

Nabi et al. (2017) scrutinized the 'classical' issue – the impact of EE – and pointed to several imperfections in existent EE research, such as the predominant focus on short-term and subjective outcome measures, and importantly, noted that EE may have both positive and negative outcomes, caused by lack of cross-cultural, gender-specific and pedagogical-comparison research. Even though another 'old' definitive question – 'can entrepreneurship be taught?' – has lost its relevance (Fayolle & Lassas-Clerc, 2006), questions about suitable approaches, methods, etc. are still topical. These issues were raised in the context of university education but nowadays attract interest in more wider contexts (Eesley & Lee, 2021).

A novel topic that emerged in EE during the expansion period, is *provocation*, which (alongside affect and imagination) belongs to transversal competencies. This reflects a trend in EE – shifting from transmission of knowledge to acquisition of competencies (Aparicio et al., 2019). This is the main difference between entrepreneurship and management education and is the basis for the *entrepreneurial entrepreneurship education* (the E³) model (Hjorth, 2011). Also, this relates to the difference between '*to teach*' (to impart knowledge or skill) and '*to educate*' (to develop capacities, to stimulate mental or moral growth, etc.), as stated by Fayolle & Lassas-Clerc (2006).

The competence-based approach (E³) relates to several recent conceptual developments. Rippa et al. (2020) accentuate educating T-shaped professionals with both disciplinary and trans-disciplinary competences. Tamberg et al. (2021) suggested to include general project management competences into EE. These developments are (more or less) related to the shift from the narrow 'start-up' to the broader 'enterprising' perspective (Hägg & Gabrielsson, 2019). This concerns the content (what) but also

other factors – the target (for whom), the instructors (who), and teaching methods (how). The factors vary across four periods: teacher- (1980s), process- (1990s), context- (2000s), and learner-centred (2010s) (ibid.).

A significant novelty in EE is the incorporation of design thinking. Nielsen and Stovang (2015) delineated EE on the idea of design thinking, subsuming shifting from conventional to design thinking education. Lahn and Erikson (2016) see EE development in three waves: (1) rational planning-based, (2) experience-based, and (3) design-based. Furthermore, Peschl et al. (2020) outlined a novel pedagogical approach to EE – entrepreneurial thinking, proposing a set of essential, teachable skills (ET-7). These developments are related to a trend, characterized as "bring in the arts and get the creativity for free" (Styhre & Eriksson, 2008) that is necessary in contemporary EE.

A dominant idea is the changing role of teachers (instructors) in EE, now often seen as *facilitators* (Hägg & Gabrielsson, 2019; Neck & Corbett, 2018). This changes requirements for the teaching staff – their personalities, including personal brands. Personal branding is emerging in entrepreneurship studies and practice, yet surprisingly, has not deserved adequate attention in EE. This article scrutinizes the existent literature and explores possibilities for integration of personal branding into EE.

3. Concept and role of personal branding

Personal branding (hereinafter PB) is an old but nowadays rapidly advancing phenomenon and an important concept in management literature, manifested by progressive growth of academic concern in numbers of publications (Scheidt et al., 2020; Gorbatov et al., 2018).

In essence, PB is a highly individual practice (Dumont & Ots, 2020) that can be seen as a process where people are marketed as brands in a similar way like products, services, and companies (Blaer et al., 2020). In PB people use marketing principles for promoting themselves while they create and manage their personal brands. Referring to a conscious process where people use PB tools and methodology to be seen and known for a wider audience. (Pagis & Ailon, 2017)

It is commonly acknowledged that everyone has a personal brand of some kind inherently (Jacobson, 2020; Peters, 1997; Rangarajan et al, 2017), but some are aware of their brand and others' brands evolve randomly over time. Some people have control over their personal brand development and others do not, because they may not understand the existence of their brand and how to acknowledge, embrace or manage it (Jacobson, 2020).

A personal brand, made of individual "biography, experience, skills, behaviours, appearance and the person's name" (Gander, 2014: 99) can be

positive, negative or neutral (ibid.). In other words, a personal brand is a complex of personal qualities, past experience and development, and communication with others (Rangarajan et al, 2017).

More than 20 years ago Peters (1997) said "we are CEOs of our own companies: Me Inc. To be in business today, our most important job is to be head marketer for the brand called You" (Peters, 1997). This suggests that everyone is individually branded (Jacobson, 2020). People have to manage their personal brands by themselves or else they give away the power and ability to have control over their brand and let someone else manage it for them (Gander, 2014).

PB refers to the process where people are developing and marketing themselves to others (Jacobson, 2020, Kucharska & Mikołajczak, 2018). Personal brands are rather often developed unconsciously and randomly, some people do not understand that they are marketing themselves with every picture, story, or other activity on their social media accounts. But the challenge of PB is to have a strategy for managing one's personal brand (Rangarajan et al., 2017). The reason for unconscious self-marketing lies in the peculiarities of the present era. This is an age of "instant publicity" (Murthy, 2012) which means that all the content that people are posting on social media is like an advertisement of themselves.

Nowadays it is important to acknowledge that communication in social media affords people the opportunity to create and present a more positive image of themselves than is possible with direct (face-to-face) communication (Jacobson, 2020). The most significant aspect of developing and managing a personal brand is being one's authentic self. Projecting a sustainable and cogent self would be complicated if it were not real (Kushal & Nargundkar, 2021). Nevertheless, we can see numerous fake and over-processed images online when people try to create and manage their digital persona the way they like to be seen, although it might not actually reflect their real authentic selves. Social media and visual processing give everyone easily and quite quickly achievable opportunities for that (Liu & Suh, 2017).

An important part of PB is value proposition. It is often expressed through a person's strengths and uniqueness (Labrecque et al., 2011). Like a service or product brand, a personal brand requires a vision of the desired image that is built on a particular person's unique values (Kucharska & Mikołajczak, 2018) with the main purpose of differentiation and identification (Kushal & Nargundkar, 2021). Jacobson (2020) stated that PB is providing a comprehensive vision of person's identity for audience to easily understand, often through social media. Identity is expressed through a person's individual and unique values, having a strong influence on personal brand recognition (Kucharska & Mikołajczak, 2018). Gorbatov et al. (2021) also conceptualised and developed measurement of personal brand

equity covering three dimensions – appeal, differentiation, and recognition –but in this paper we leave this aspect aside.

The wide-ranging growth of social media has a major influence on the PB concept and its expansion to every human being. Social media is a cost-effective and relatively easy way for everyone to market their personal brands (Shepherd, 2005) through developing and spreading a particular image of themselves (Duffy & Hund, 2015) and creating a public persona (Labrecque et al., 2011). Social media has become a new platform for identity creation, performance and management (Jacobson, 2020).

Jacobson (2020) noticed that "the concept of self is created in interactions with others and identity is related to the creation of who a person thinks he/she is and the subsequent presentation of the self to others." Students who has developed their personal brands have better understanding about themselves (Allison et al., 2020). The concept of PB has developed over time through a growing need to generate an impact by being yourself (Kushal & Nargundkar, 2021). Although PB seems an easy and affordable way to be seen or recognised, it is also an uncertain process, because even with hard work with PB strategies, success is not guaranteed (Ledbetter & Meisner, 2021) and depends on external influences.

However, it has to be noticed that brands are not developed in isolation (Michel, 2017) and the process is influenced by the external environment, culture, childhood interactions and later relationships, education, etc. Dumont and Ots (2020) discussed the influence of social dynamics and stakeholder relationships on PB. They found that stakeholders' relationships are central factor of PB process, when stakeholders hold and provide important resources to individuals for developing their personal brands. Building connections with audience is one of the key factors for the success of a personal brand, because creating personal connections with audience (i.e., different stakeholders) provides loyalty to the brand (Ledbetter & Meisner, 2021).

According to recent reviews (Scheidt et al., 2020; Gorbatov et al., 2018), PB is a marketing-born discipline, also integrating sociology, communication, psychology, and organizational behavior, and even accounting. So, PB is truly interdisciplinary, but still lacks universally valid frameworks or theories.

Interdisciplinary nature of PB can be seen as a strength but also a weakness, what is characteristic for interdisciplinarity in general (c.f. Margherita & Secundo, 2009). To conclude here is important to note that PB can be a conscious process, but a personal brand can develop over time unconsciously even when people fail to understand or acknowledge the concept of PB. Nowadays social media has great influence on personal brand of every human being. People self-market themselves through social media and/or through other channels with every action, creating the brand of themselves. The problem is that the created brand may not be authentic and will show false identity of them.

4. Entrepreneurship education and students' personal development

EE is growing worldwide, and it is mainly offered at the university level, but more and more it is integrated in primary and secondary school programmes (Fayolle, 2013). EE is an important part of regional economic (Diegoli et al., 2018) and societal development, and therefore, universities have a central role in economic systems (Hahn et al., 2017). In students' point of view, EE also creates an alternative career path in entrepreneurship (Diegoli et al., 2018). Through the process and outcomes of EE the social and economic needs of all stakeholders involved should be solved (Fayolle, 2013).

The academic perspective of EE stands in the analyses of two main topics: the teaching process and context. In addition, there has been interest in and discussions of indicators of success to assess the impact of EE in business creation, entrepreneurial learning, entrepreneurial intention, entrepreneurial skills, and personal traits. (Aparicio et al., 2019) But it is also important to distinguish between the main orientations like EE and entrepreneurial intentions.

EE is education for entrepreneurial attitudes and skills, whereas entrepreneurial intentions refer to desires of owning or starting a business (Bae et al., 2014), also a person's readiness to perform a given behaviour and it is the result of three conceptual determinants: the attitude toward the behaviour, subjective norms, and perceived behavioural control (Fayolle et al., 2006). Entrepreneurial intention is the catalyst for entrepreneurship studies during which students learn entrepreneurial attitudes and skills. EE influences students' attitudes and behaviour in general, but also their viewpoints towards entrepreneurial behaviour and entrepreneurial intention (Moro et al., 2004). Fayolle (2013) noticed that commitment could be the missing link between intention and behaviour.

Well-designed EE motivates and inspires students, after studies they may have greater ideas, plans and desires than before. EE cultivates students' attitudes, intentions, and the desire to start a new business all at the same time (Liñán, 2004). Traditionally, EE has focused on encouraging students to create new ventures, but lately, there has been a shift in focus on a broader perspective where entrepreneurship is a way of thinking and behaving (Hahn et al., 2017). Also, entrepreneurship is increasingly perceived as network-creation, rather than organization-creation (Sydow et al., 2015).

The aforementioned trends are reflected in developments in EE. So, one focus of EE is on entrepreneurship and soft competences, like relational, conceptual, organizing and commitment competences (Fayolle, 2013). Moreover, parallel trends are observed in learning in general, where collective and connected network-forming process is gaining importance (Corbett & Spinello, 2020). Thus, if the ultimate result of EE is starting a

business (an organization), the traditional logic (attitude, then intention, etc.) is reasonable. If the ultimate result of EE is creating an entrepreneurial network, attitudes and behaviors can and should be developed rather simultaneously, as suggested by Liñán (2004). Furthermore, as stated by Lopez-Carril et al. (2020), developing a strong personal brand is important in building networks. This aspect will be scrutinized in following sections of this paper.

It should be noted that although EE is expected to positively affect students, its effectiveness is questioned (Rideout & Gray, 2013).

Teachers are an important link between education and the student. Consequently, the quality of EE depends on teachers significantly and is influenced by more factors than teachers' entrepreneurial experiences. For example, teachers educate with different ways of teaching, and they prefer one discipline to another while navigating through different entrepreneurship disciplines, which explores entrepreneurship from different perspectives (Penaluna et al., 2015).

The orientations and behaviours of students are influenced by the social context, including personal and environmental factors (Lüthje & Franke, 2003). For example, students whose parents have been or are entrepreneurs tend to be more positively influenced by EE (Hahn et al., 2017). These students have grown up in entrepreneurial environment and their parents are like role models to them.

Hahn et al. (2020) found that both university and family together are the two main influencers in developing entrepreneurial skills among young individuals. There are external influences for students and their learning process, but it has been suggested that learning specific entrepreneurial skills and competences is strongly related to participation in studies. Active students gain more EE outputs, and they have to be interested in entrepreneurship to get benefits from EE (Mueller & Anderson, 2014). In addition, students' emotions play an important role in EE and the learning process they experience (Jones & Underwood, 2017).

EE increases ability to deal with difficult and complex decisions in entrepreneurship and prepares students to be able to manage risks and make better decisions (Jones & Underwood, 2017). EE develops students into independent thinkers, also encourages attitudinal changes (Jones & Underwood, 2017; Pittaway & Cope, 2007). In addition, EE improves students' creative skills and competences, such as research, design, development and evaluation, which are needed for success in entrepreneurship (Ekere, 2019).

Yet, after entrepreneurship studies students may have difficulties with navigating in competitive situations where they must find ways to be seen in the crowd. Students need to be attractive in the market and use the knowledge they learned during their entrepreneurship studies.

The nature of entry level jobs is changing (Buchmann, 2002) and the job market is becoming more competitive globally (Dutton, 2017). Employers have ever higher expectations for entry-level employees (Schlee & Harich, 2010). In this intense and constantly changing environment it is critical to offer EE that prepares students for these situations. Educating students on marketing startegies such as PB will be one of the key elements for students to be successful in labor market (Allison et al., 2020).

Educators can provide value and solution to be visible through teaching PB, including pertinet strategies. It is found that PB has the potential to provide direction and advantages to students navigating in competitive situations when applying for jobs or managing an enterprise. (Allison et al., 2020)

Identifying skills necessary for PB (Manai & Holmlund, 2015) and understanding the process of PB may provide important support to students (Gorbatov et al., 2018). EE can assist students in their personal branding throught coursework, assignments (Allison et al., 2020) and network-creation (Sydow et al., 2015).

Hence, there is increasing need for proper and thoughtful PB by students.Teachers as role models should show how to use different social networking tools in coursework as well as in personal branding and foster community building in the classroom. Students already have numerous assignments and other activities what can help them develop their personal brand online and improve their PB skills. (Allison et al., 2020) For example, students create their personal brand in professional social networking site (like LinkedIn) and with blogging (Johnson, 2017; Zhao, 2020).

Being visible as one's authentic self in online networks is complicated. Online networking tools allow to create image quite easily, but also it is easy to influence one's personal brand identity (Labrecque et al., 2011) in different ways. Not all the information, content and comments on online networks are under the control of person (Allison et al., 2020; Gander, 2014; Jacobson, 2020).

Although, it is important to avoid the competition to gain positive attention in crowded environment (Labrecque et al., 2011; Shepherd, 2005), because it may affect person's differentiating uniqueness (Allison et al., 2020; Gorbatov et al., 2018). But even it's complicated to be authentic, it is important to make effort for being true and authentic to convince employers, clients and other stakeholders (Allison et al., 2020; Gorbatov et al., 2018; Kushal & Nargundkar, 2021; Morhart et al., 2015).

This discussion led us to the same conclusion as Peters (1997) but at different points of view. Peters (1997) discussed the topic through the PB paradigm and said that we are CEOs of our own businesses: *Me Inc*. After EE the students have to enter the market and operate there in competitive situations when applying for jobs or managing an enterprise. EE should

provide students with knowledges and tools for effective personal brand management (Allison et al., 2020).

Students understand the importance of personal branding oftenly too late – while graduating of immediately thereafter (Allison et al., 2020). It means that they have less time to makes preparations and create network and authentic personal brand. The result may be disadvantage while applying for job offer (Allison et al., 2020) or starting the business.

Hence, entrepreneurship students should have the toolkit with all the needed competencies to self-market themselves successfully as a business, but quite often the reality is the opposite. We suggest that PB is the key element to relieve this problem. Further in this paper we analyse the role and placement of PB in EE to find ways for supporting students to be visible and successful in crowded communication and today's fast-paced world.

5. Using the potential of personal branding in entrepreneurship education

Presented before overview revealed several significant properties of personal branding (PB) and entrepreneurship education (EE). This section will juxtapose the main findings and enlighten possibilities for linking the two approaches. The main attributes of compared fields of studies are summarized in Table 1.

Table 1: Comparison of personal branding (PB) and entrepreneurship education (EE)

Attributes (in this context)	Personal branding (PB)	Entrepreneurship education (EE)
Main purpose: to prepare for:	entering the labour market and further professional career	entering the entrepreneurship and further success
Main competences to acquire and develop	communication channels: find, choose, and use right channels	attitudes, behaviour, thinking and acting in an entrepreneurial way
Main target group(s)	young individuals / students as prospective employees	students / young individuals mainly as prospective entrepreneurs
Main intention	personal development of young individuals (students)	personal development of students (young individuals)

Notably, both PB and EE are important in personal development of students or / and young individuals. Altering emphasis may be just different wordings but may be also substantial – not all young people are students and not all students are young.

Another reason for differentiating between young individuals and students might be that (as student is a formal status) EE is provided chiefly via formal and PB via non-formal and / or informal education. Yet, such assumption may be disputable. According to a recent study (Debarliev et al.,
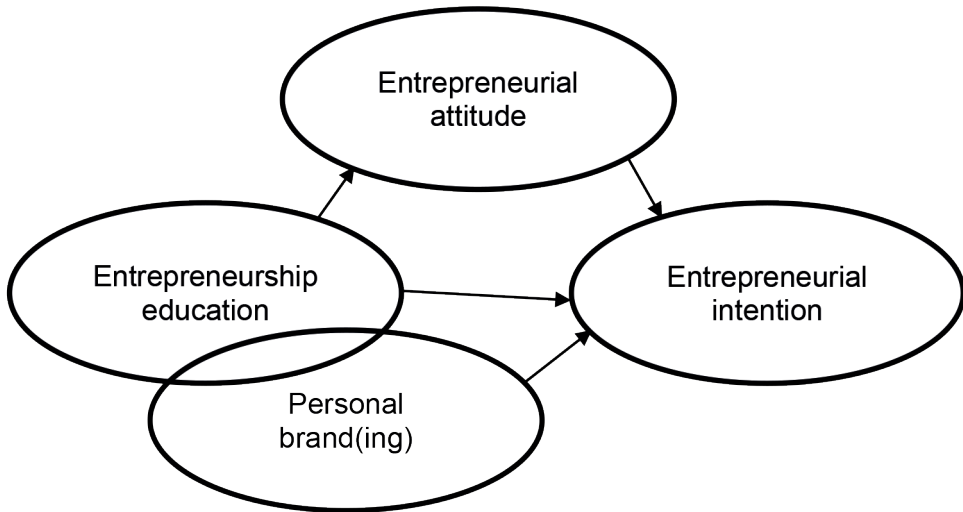
2020), non-formal EE has proven its important role, particularly in developing human capital assets. Here is important to note that non-formal and informal education differ substantially. Non-formal education is institutionalized, structured, and planned, serving as an addition (or alternative) to formal education. Informal education is almost an antipode of formal, so non-formal can be seen as hybrid form of education (c.f. Eshach, 2007). In this light, Debarliev et al. (2020) recommended complementing formal EE with non-formal and enriching study programs with non-cognitive, constructive methods.

Both PB and EE prepare for market entering but the markets are different – PB is targeting on labour market and EE on the market of product or / and services. As generally expected, entering the labour market will lead to successful professional career and entering the market with a new business will lead to entrepreneurial success. The two paths have been seen as exclusive alternatives (Diegoli et al., 2018) but nowadays are increasingly used in a serial or parallel, or mixed way. Despite of expectations, both professional career and entrepreneurship might be not successful, sometimes people 'burn out' or just get annoyed. It means that people may have a need to change their career paths; and every path has a natural end – at some time people will exit the labour market or entrepreneurship.

The following corollary is that PB and EE have nearly overlapped intentions and purposes, and thus, can support and enrich mutually. Yet, a significant difference is in competences. An ultimate task for EE is fostering entrepreneurial intention – desire of students owning or starting business. EE tends to influence attitudes, behaviour, and way of thinking of students as prospective or (as put by Liñán, 2004) existing entrepreneurs, who start their businesses during the studies.

Entrepreneurial thinking and acting are obviously necessary for entrepreneurs – people who own and manage businesses. However, shifting from the 'start-up' paradigm to wider 'enterprising' outlook is changing the state – nowadays entrepreneurial qualities and skills are increasingly demanded for normally employed professionals (for one, project managers – Tamberg et al., 2021). This means that the target groups of EE and PB will be more overlapping.

Prevalent opinion (see Figure 1) suggests that EE can encourage entrepreneurial attitude towards starting a new business, and this will ultimately strengthen entrepreneurial intention (Yousaf et al, 2020). Entrepreneurial intention shows student's enterprising character and will constitute a strong base to realize the role of PB in the future. The orientations and behaviours of students are influenced by the social context, including personal and environmental factors (Lüthje & Franke, 2003). Those personal factors are understood as a personal brand. Rangarajan et al (2017) concluded that personal brand is a complex of personal qualities, past experience and development, and communication with others. EE and building a PB have common methods, mainly in marketing (Manai & Holmlund, 2015) and both together will make a definition of student's personal identity what is base for entrepreneurial intention.

PB is made of experience, behaviour, appearance, competences, etc., what together form an authentic self of person. Building a PB needs applying various methods and acquiring new skills. Current global and highly competitive job markets expect more than a degree and good qualification (Manai & Holmlund, 2015). So, PB is relevant for everyone, as finding one's competitive advantage is necessary. Students have to focus on their core skills and improve these in order to achieve a consistent personal brand (Kushal & Nargundkar, 2021) and stand out from crowd in order to be seen. Every personal brand needs strategic marketing just like businesses. Self-marketing ability may provide students with useful competitive skills

and tools what are useful for applying for employment, throughout career changes and developing business (Manai & Holmlund, 2015). Business marketing and self-marketing have common parts and EE will give students an advantage for marketing themselves by knowing basics of marketing in general. In entrepreneurship, competition is normal but networking is gaining importance (Sydow et al., 2015). Success in business implies adapting modern opportunities arising from application of PB (Kucharska & Mikołajczak, 2018). Entrepreneurial intention of students shows their enterprising character (Hahn et al., 2020) and constitutes better base to apply the process of PB while looking themselves as a business.

PB relates to the entrepreneurial mindset (Dumont & Ots, 2020), chiefly through the marketing perspective, as the concept of PB has emerged in parallel with self-marketing (Manai & Holmlund, 2015). Developing and managing a successful PB assumes entrepreneurial competences, including marketing. It means that PB and EE should be tightly connected.

Social media has become a new location for identity creation and management (Jacobson, 2020), and a platform for self-marketing. Online presence is quite common to younger generations, but there are increasing concerns regarding threats of social media. Digital footprints of millennials are growing due to excessive self-expression and creating online identities, causing problems in privacy, balance of actual and fake identity components, errors in communication, misunderstandings etc. Thus, it is increasingly important to maintain consistency in verbal, written and virtual communication (Kushal & Nargundkar, 2021). The students have different dedications, and this causes different choices of communication channels and the ways of using these channels in interacting (Manai & Holmlund, 2015).

Students can develop their personal brands effectively improving specific skills that support their natural talents and abilities (Kushal & Nargundkar, 2021). Students with entrepreneurial intention, who are developing their entrepreneurial competences, will probably obtain better capabilities for management and self-empowerment (Ekere, 2019), as well as relational, conceptual, organizing and commitment competencies (Fayolle, 2013). EE students are more enterprising people by their nature and as brands, they will be characterized as independent thinkers (Jones & Underwood, 2017).

As it unfolded, both EE and PB target on personal development of students or young individuals. Thus, as depicted in Figure 1, EE and PB have an overlap and could support each other. As the research question is aggregating PB into EE, the possible support offered by PB to EE is considered; the opposite influence is omitted.

Carried out juxtaposing of PB and EE revealed two main possible ways how PB could support EE. First (and foremost), including PB into academic EE programs helps to develop relational capabilities in EE students, what

(in turn) supports forming their entrepreneurial attitude. Second, several personal factors that constitute elements of PB and influence EE, could be delivered conjointly.

6. Conclusion

To sum up is possible to claim that both EE and PB are influencing personal development of students and forming their personalities in an entrepreneurial way. EE and PB together develop abilities to think systemically, see the 'big picture' and connections between different functional areas. Both PB and EE will offer the context to nurture personal development and are useful for young professionals to enter the labour or business market. EE improves students' creative skills and competences, needed for success in entrepreneurship (Ekere, 2019) but combined with PB, also more in everyday life and professional perspectives as a clear and authentic brand.

Some recent reviews (Scheidt et al., 2020; Gorbatov et al., 2018) claim that PB is still in its infancy, but on the other hand, could be a nidus for new academic impulses. This contribution is an attempt to expand the scope of PB discipline, bringing in entrepreneurship as a career alternative in contrast to the traditional employment approach.

On the other hand, this contribution may enrich the EE discipline, as bringing in PB may support achieving the traditional goals of EE. Moreover, introducing the elements of PB may enrich the methods and overall teaching approach via increasing non-formal education. This will respond to some modern trends like "everyday-everyone" entrepreneurship (van Gelderen et al., 2021) what is (similarly to PB) more a general life principle than business.

Want it or not, everyone has a personal brand (Jacobson, 2020), thus it is important to understand its importance and benefits as early as possible. At some time, all students will enter a competitive (labour or business) market where they must find their ways "to be seen in the crowd". Consciously improving one's personal brand will give a competitive advantage, and self-marketing ability may provide useful competitive skills and tools (Manai & Holmlund, 2015). Students have to focus on their core skills and improve these in order to have stronger personal brand (Kushal & Nargundkar, 2021).

Herewith, EE students should focus on building a strong personal brand to themselves in parallel with EE studies, because all students are unconsciously developing their personal brands even when they don't realise that. Yet, there is a remaining concern: as not all students have (elective or obligatory) EE, some students will miss useful skills provided by PB. A possible solution is including the basics of PB into more general subject(s),

like general social studies. In turn, this may grow interest in EE and create some basis for this.

This study has several limitations. Foremost, as EE is a capacious discipline and PB still lagging but rapidly developing, some relevant aspects might be omitted. This might happen because of difficulties determining their relevance, as well as space limits of one paper. Yet hopefully this early attempt of linking EE and PB will be followed by multitude of conceptual, and certainly also empirical contributions. The principal limitation of this work is lack of empirical material. This is because apposite cases are absent or are not published. Hence, this contribution could be taken as a call to experiment – incorporate PB into EE – and to study and publish emerging experience. This study revealed two main ways how PB could support EE, but there may be more. Another prospective research question could be the (hopefully existent and positive) incluence of EE on PB.

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