

## Development of Career Skills Model Based on Sufficiency Economy Philosophy Toward BCG Economy Model for Youth

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### Abstract

The purpose of the project were to establish a career skills model for young entrepreneurs based on the sufficiency economy concept toward business and community development (BCG) and to study the career skills based on the sufficiency economy philosophy towards BCG of young entrepreneurs.

In order to investigate the career skills of young entrepreneurs in Chiang Rai and provide recommendations for career skill development based on the sufficiency economy ideology toward BCG Economy Model for youth entrepreneurs, a focus group methodology including 160 key informants was employed in the qualitative research method. Additionally, 400 participants in the quantitative study approach employing the professional skills exam for adolescent entrepreneurs were used.

The findings of the research showed that young people had a high degree of confidence in themselves. They were fast to self-discover and determined. They might modify technology to suit their needs. Learning and inventive, informational, life and career, problem-solving, creative thinking, and emotional regulation abilities were today's vital life and professional skills. The integration of professional skills upgrading with the sufficiency economy ideology is a recognized strategy for sustainable business among youth entrepreneurs. It is based on two requirements: knowledge and virtue, honesty, responsibility, and transparency; and three principles: moderation, rationality, and immunity. Ultimately, it points toward the BCG (Bio Economy, Circular Economy, and Green Economy).

**Keywords:** Career skills, Sufficiency economy philosophy, BCG economy, Youth entrepreneur

## Introduction

The world situation in the 21<sup>st</sup> Century is different from the previous centuries. Therefore, it is necessary to develop the educational system to cope with the world and social changes. For this reason, many sectors: the leading private companies, national career institutes, and government educational offices, collaborate to develop the concept of “21<sup>st</sup> Century skills” and establish the Partnership for 21<sup>st</sup> Century Skills (Wongkitrungrueang and Jitrerk, 2019). The emphasis of 21<sup>st</sup>-century skills is on personal learning, from the kindergarten to university level, and throughout life via the 3R x 7C approach. 3R involves Reading, (W) Riting, and (A) Rithematics, and 7C includes Critical Thinking and Problem Solving, Creativity and Innovation, Cross-cultural Understanding, Collaboration, Teamwork and Leadership, Communications, Information, and Media Literacy, and Career and Learning Skills (Panich, 2015).

This research aimed to examine careers or career skills because it is crucial and essential skills of the 21<sup>st</sup> Century skills, which enable the person to obtain self-analysis to choose the career to fulfill oneself, consider the optimal career that suits the personality, environment, values, and background, so the person has stability and is successful (Anne, 1964). In other words, career skills development is to enhance competency, so the person can make a living and live happily. Sufficiency economy philosophy (SEP) is the connection in this research. From the literature review, the researcher selected two relevant components to the career skills: Money Management (M) and Entrepreneur (E), which would enable the youth to have career development, get a good job, and become an entrepreneur who possesses good quality of life and becomes the valuable social member to develop the country. The SEP-based career skills development is in accordance with current development guidelines, which indicate that economic and social development is moving toward the BCG Economy Model, a modern pattern that can enhance Thailand's strength in a number of areas, including biodiversity and cultural diversity, by using creative, scientific, and technological mechanisms to produce high-value goods and services. BCG corresponds to the SEP regarding collective growth promotion and sustainable development achievement. The statement at the BCG in Action: The New Sustainable Growth Engine is “the triple-added value will be generated to the agricultural products, and the resource consumption would reduce two-thirds in 20-year time” (Office of the Ministry of Higher Education, Science, Research and Innovation, 2020).

From the aforementioned vital issues, the researcher would like to study and extend the career skills development based on the SEP toward the BCG for youth entrepreneurs aiming to develop the career skills development model based on the SEP toward the BCG for youth entrepreneurs. The researcher hopes the information and knowledge gained from this research will alert the awareness of the community and society of education and lifelong learning that strengthen the youth's technical and career for employment, good jobs, entrepreneurship, good quality of life, and valuable assets of the nation. With research results, the communities and society will comprehend and recognize the significance of the SEP as a crucial tool to upgrade the youth's quality of life and achieve sustainable development goals, educational institutes, and lifelong learning management. The directions for establishing and organizing the career skills development policy based on the SEP toward BCG for young entrepreneurs will be acquired by the municipality, local and provincial administration, and relevant authorities to youths. It makes sense in light of the provincial and national development plans that aim to achieve the sustainable development goal.

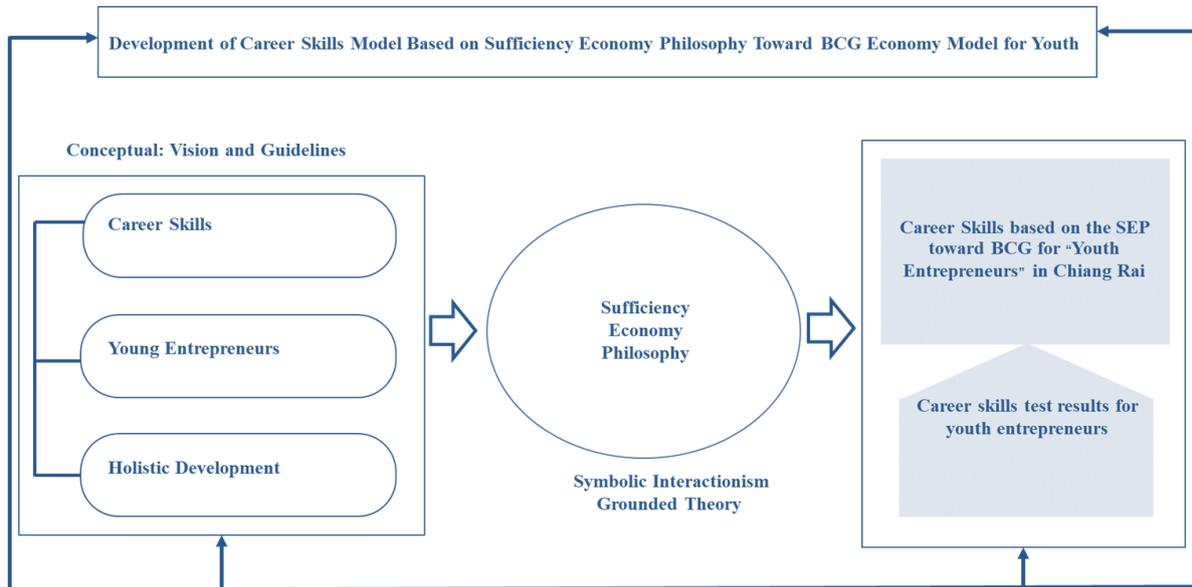
## Objectives

1. To develop the career skills model based on sufficiency economy philosophy toward BCG for youth entrepreneurs.
2. To study the career skills based on the sufficiency economy philosophy towards BCG of young entrepreneurs.

## Theoretical Framework

The research on “Development of career skills model based on sufficiency economy philosophy for youth entrepreneur” employed the 21<sup>st</sup> Century career concept. A new generation was born with technologies in the digital world and can intuitively use them from an early age, which is called digital native. For this reason, technology is playing a vital role, and becoming more intelligent. For instance, artificial intelligence (AI) that computer replaces the human workforce or English will not be the strength in the future because Thai youths will use English as their mother tongue. Meanwhile, human skills or soft skills: creative careers and strategic planning, which are the tasks that cannot be replaced by technology would be the labor market demand. At the same time, the world is turning into an aging society, so the demand for jobs concerned with elderly care is increasing. The change in career is explicit in the 21<sup>st</sup> Century. Therefore, people must be prepared for the shift (Siam Commercial Bank, 2021), particularly new generations. The idea of 21st-century jobs and the devolution of life skills for children and young people follows from this: educational programs are now designed to provide young people with the necessary skills to live in a way that is consistent with society of the future. As a result, educational curriculum reform is necessary as the curriculum frames the vision and guidelines for the learning goals and desired achievement for students. Thus, the educational reform finally fosters the essential knowledge, skills, attitudes, and values for youths to grow up efficiently and retain career skills (Delany, 2019), particularly entrepreneurship. The concept of entrepreneur explains the key factor of the entrepreneur is an ability to perceive the business opportunity (Keh, et al., 2002). The entrepreneur sees the opportunity, while others do not, and will see the possibility in it, but others do not (Keh, et al., 2002; Mueller & Thomas, 2001; Shane, 2003). Opportunity is the future situation, in which the entrepreneur foresees its possibility and demand, depending on the individual's perspectives (Littunen, 2000). Therefore, this concept proves skills and practices of youth entrepreneurs are required for the success. The concept of youth entrepreneur describes that business operations can be successful or failed. Some entrepreneurs lose their opportunity for other suitable careers. They have the potential to be responsible for their assets and outcomes, which rely on environmental factors (Kovacheva, 2014). In particular, the youths should have more awareness of this: the more skills they have, the more achievements they will get. Consequently, it invents new businesses, generates income for the country, transforms society, and improves the community. In addition, the research applied the concept of sufficiency economy philosophy or SEP, which is the philosophy guiding the living and practices of people, from the family and community level to the state level, in terms of development and administration to move forward in a middle path, especially the economic development to catch up with globalization. Thus, the SEP is adapted to the entrepreneurship of the youth to set the balance. The development based on the SEP is founded on the middle path and carefulness considering the moderation, reasonableness, immunity, knowledge, and virtue to plan, make decisions, and take action (Chaipattana Foundation, 2010). Operating a business holds a chance of failure, so running the business with the SEP would get it through the problems. The last concept is the BCG concept, which connects to the SEP concept perfectly. The BCG Model is the holistic development of three economics. It is a bioeconomy that focuses on the utilization of biological resources to add value by upgrading them to high-valued products. It links to the

circular economy, in which the focus is to reuse the materials. These economics fall under the category of "green economy," which prioritizes environmental protection for sustainability and security as well as the economy and society. From the relevant theories, it can be concluded as the following research framework.



**Figure 1** Research conceptual framework (Researcher, 2024)

## Methodology

### Research Design

This is mixed methods research applying the qualitative and quantitative research methods.

1. The qualitative method applied the focus group to study the career skills of youth entrepreneurs in Chiang Rai and the guideline for developing career skills based on the SEP toward BCG for the youth entrepreneurs.

2. The quantitative research method included the career skills test for youth entrepreneurs.

### Respondents

The sample of included:

1. The sample group of the qualitative research method was 160 key informants who were acceptable for knowledge and expertise in career skills for the SEP, sustainable development goal, BCG economy, and education, and stakeholders in youth development, which were the educational personnel, personnel from the local administration, community leaders, BCG and Start-up experts, youth leaders and relevant organizations to youths. They were selected with the purposive sampling method.

2. The population of the quantitative research method was 101, 359 youths in Chiang Rai aged 15-25 years (Registration Administration Office, 2017). The sample group was youth entrepreneurs in Chiang Rai aged 15-20 years who had the average score of career skills for youth entrepreneurs from percentile 25 and lower, according to the Clark-Carter criteria (Clark-Carter, 2005). A sample size of 385 samples was obtained to cover all populations. The researcher reserved 5% of the sample, so the final number was 400 samples.

## Data Gathering Tool

The researcher utilized the following tools to develop the career skills development model based on the SEP toward BCG for youth entrepreneurs.

**1. Focus group** - The researcher set the open-ended questions to ask the key informants. The sample of questions is as follows.

**Table 1** Questions for focus group

No.	Questions
1	From your point of view, what are the career skills of youth entrepreneurs?
2	What are the characteristics of the youth entrepreneurs who have career skills?
3	Do you agree that the components of the career skills for youth entrepreneur are T-Thinking, D-Digital Literacy, C-Communication, L-Leadership, M-Money Management, and E-Entrepreneur?
4	Apart from T-Thinking, D-Digital Literacy, C-Communication, L-Leadership, M-Money Management, and E-Entrepreneur, any other components do you think relate to career skills for youth entrepreneurs?
5	What is the guideline for strengthening career skills based on the SEP toward BCG for youth entrepreneurs?
6	ET et cetera

## 2. Creating career skills test for youth entrepreneurs

The questionnaire consisting of two sections was used as the research tool.

Section 1 General information - The questions are about the general information of the sample group. It is the multiple choices and open-ended questions, such as gender, age, education, occupation, house location, etc.

Section 2 Career Skills test for youth entrepreneurs. The 5-rating scale questions (Likert): Outstanding, Very Satisfactory, Satisfactory, Fair, and Poor, are about the characteristics of the career skills for youth entrepreneurs.

Rating Scale	Rating Ranges	Descriptive
5	4.51 – 5.00	Outstanding
4	3.51 – 4.50	Very Satisfactory
3	2.51 – 3.50	Satisfactory
2	1.51 – 2.50	Fair
1	1.0 – 1.50	Poor

## Data Collection Procedure and Treatment

The researcher delivered the questions at the focus group to the sample group: educational personnel, personnel from the local administration, community leaders, BCG and Start-up experts, youth leaders, authorities and organizations concerned with youths to consider and decide if they would like to participate in the focus group or not. Then, send the formal letter to interview them.

The researcher informed the sample group, who are the youth entrepreneurs, before completing the career skills test that they can stop at any time if they are uncomfortable with the question.

The information obtained from the focus group and questionnaire is anonymous. It is the summary of data from the interview and test for confidential purposes and privacy of the sample group.

## Results

### 1. Results from the focus group

The discussion topic at the focus group regarding the career skills model development based on the SEP toward BCG for youth entrepreneurs is divided into three aspects.

**Aspect 1 Context and characteristics of youth entrepreneur** The Spatial context of Chiang Rai and business patterns relate to the physical and social conditions and cultural diversity. Chiang Rai follows a creative tourism development strategy. Consequently, new generations are eager to become entrepreneurs. More Thai people want to become entrepreneurs because their education is under a bachelor's degree, so they want to operate their own businesses. At the same time, people with a bachelor's degree or higher have different demands; some want to be entrepreneurs whereas some want to work with a foreign company or in the government sector.

**Aspect 2 Career skills of youth entrepreneurs that support the BCG drive** The sample group agreed that the career skills for youth entrepreneurs included thinking skills because they could think and manage products and services during the challenging economic crisis and uncertainty. Another one is digital literacy, which is the ability to comprehend, access, and apply digital technology efficiently. This is an essential fundamental skill for everyone because it can be extended to other specific skills. Communication skills are equally vital because communication is the necessary factor for living that supports the BCG move and success. It will function more effectively when combined with leadership abilities, which are essential for achieving goals and objectives since they are the means of managing staff and forming cohesive teams that enhance the firm. Furthermore, money management assists in wise spending, managing and handling taxation, saving, and investment. In addition, entrepreneurship skills can help the youth entrepreneur to set up and operate new businesses to generate jobs, inspire innovations, and set the framework and new products.

**Aspect 3 Application of SEP to strengthen career skills of youth entrepreneurs toward BCG** The SEP is applied to strengthen the career skills of youth entrepreneurs toward BCG based on the three principles and two conditions. Three principles comprised of 1) Moderation: Youth entrepreneurs should be in the middle path: less worried about profit to affect society 2) Reasonableness: Youth must be reasonable and careful for making decisions, and think about the economic, social, and environmental impact resulting from business operation 3) Immunity: Youth must conduct the business under reliance, adjust to cope with the disruption, and has a plan to manage the risk in terms of competition, product replacement, and finance. Two conditions consist of 1) Knowledge because expertise is the foundation of initiation and 2) Virtue so the business is conducted sustainably with zero impact on society.

### 2. Career skills test results for youth entrepreneurs

#### 2.1 General information

Most youth entrepreneurs were females (55.70%) aged 24-25 years (42.75%). Their education was a bachelor's degree (73.80%) and had been working for 1-3 years (39.00%). Their income was 5,001 – 10,000 Baht per month (45.00%), and their debt was 10,001 – 20,000 Baht (24.25). 66.25% of them had money savings. Most youth entrepreneurs were from the nuclear family structure (consisting of father, mother, and child) (47.75%).

## 2.2 SEP and BCG information

**Table 2** SEP information

SEP (Sufficiency economy philosophy)	M	S.D.	Descriptive Rating
1. Debt-free because of knowing how to spend, economizing, and spending moderately on investment, business, and daily life.	4.26	0.77	Very Satisfactory
2. Creating an income and expense account is necessary.	4.31	0.71	Very Satisfactory
3. Living a life based on reasonableness promotes a good quality of life.	4.19	0.83	Very Satisfactory
4. The family cultivates the good practice for the family members.	4.33	0.76	Very Satisfactory
5. Follow up with new information to catch up with the situation.	4.21	0.79	Very Satisfactory
<b>Total</b>	<b>4.26</b>	<b>0.52</b>	<b>Very Satisfactory</b>

From Table 2, the total average of SEP was 4.26. The standard deviation was 0.52, which was at a high level. Most youth entrepreneur's families fostered them to behave well (M = 4.33, S.D. = 0.76), followed by creating income and expense accounts is necessary (M = 4.31, S.D. = 0.71), and debt-free is from economizing (M = 4.26, S.D. = 0.71).

**Table 3** BCG information

BCG Economy	M	S.D.	Descriptive Rating
1. Natural products reduce garbage and help environmental conservation.	4.04	0.79	Very Satisfactory
2. Environmental-friendly products should be produced from natural materials for simple decomposition, reducing unnecessary components, and using the fewest material for the structure.	3.98	0.90	Very Satisfactory
3. BCG economic model comprises the concept of bioeconomy, green-economy, and circular economy.	3.87	0.91	Very Satisfactory
4. The resources in the production system can be reused and recycled.	3.89	0.94	Very Satisfactory
5. To develop the country, society and economy should be developed along with environmental conservation.	4.16	0.88	Very Satisfactory
<b>Total</b>	<b>3.99</b>	<b>0.61</b>	<b>Very Satisfactory</b>

From Table 3, the total average of BCG was 3.99. The standard deviation was 0.61, which was at a high level. Most agreed that the society and economy should be developed along with environmental conservation (M = 4.16, S.D. = 0.88), followed by natural products reduce garbage and help environmental conservation. (M = 4.04, S.D. = 0.79), and environmental-friendly products should be produced from natural materials for simple decomposition, reducing the unnecessary components, and using the fewest materials for the structure. (M = 43.98, S.D. = 0.90).

### 2.3 Standard of career skills of youth entrepreneurs

**Table 4** Standard of career skills of youth entrepreneurs

Career Skills	M	S.D.	Descriptive Rating
1. Thinking skills	3.83	0.66	Very Satisfactory
2. Digital literacy	3.88	0.67	Very Satisfactory
3. Communication skills	4.29	0.61	Very Satisfactory
4. Leadership skills	4.01	0.64	Very Satisfactory
5. Money management	3.89	0.61	Very Satisfactory
6. Entrepreneurship	4.01	0.64	Very Satisfactory
<b>Total</b>	<b>3.99</b>	<b>0.61</b>	<b>Very Satisfactory</b>

From Table 4, the total average of career skills was 3.98. The standard deviation was 0.51, which was at a high level. Most had communication skills ( $M = 4.29$ ,  $S.D. = 0.61$ ), followed by leadership skills and entrepreneurship ( $M = 4.01$ ,  $S.D. = 0.64$ ), money management ( $M = 3.89$ ,  $S.D. = 0.61$ ), digital literacy ( $M = 3.88$ ,  $S.D. = 0.67$ ), and thinking skills ( $M = 3.83$ ,  $S.D. = 0.66$ ).

## Discussions

Research results from the focus group and career skills test for youth entrepreneurs can be concluded as follows.

**1. Summary and analysis of qualitative data from the focus group** Youths were confident; they were decisive, assertive, self-confident, and quick self-discovery. They were capable of adapting technology for activities. The essential life and career skills today were learning and innovative skills, information skills, life and career skills, problem-solving skills, creative thinking skills, and coping with emotion skills. The essential careers for living in the current world and in the next five years are concerned with technology, such as programmers or occupations related to Start up technology, or new occupations that generate jobs or income. Therefore, the enhancement of life and career skills for youths is urgently required to prepare them to withstand rapid changes. The skills involved efficient communication skills, creative thinking skills, life skills, which comprised of knowledge, attitude, and skill in handling problems, decision-making skills, critical thinking skills, efficient communication skills, interpersonal skills, empathy, and digital literacy. Most important is the SEP must be integrated to acquire a sustainable business operation based on three principles: moderation, reasonableness, and immunity, and two conditions: knowledge and virtue, honesty, responsibility, and transparency.

**2. Summary of study results on career skills based on the SEP toward BCG for youth entrepreneurs in Chiang Rai** Most youth entrepreneurs were females (55.70%) aged 24-25 years (42.75%). Their education was a bachelor's degree (73.80%) and had been working for 1-3 years (39.00%). Their income was 5,001 – 10,000 Baht per month (45.00%), and their debt was 10,001 – 20,000 Baht (24.25). 66.25% of them had money savings. 26.50% of them had 20,001-30,000 Baht in their bank account. Most youth entrepreneurs were from the nuclear family structure (consisting of father, mother, and child) (47.75%).

Regarding the SEP information, the total average of SEP was 4.26. The standard deviation was 0.52, which was at a high level. Most youth entrepreneurs' families fostered them to behave well ( $M = 4.33$ ,  $S.D. = 0.76$ ), followed by generating income and expense

accounts is necessary ( $M = 4.31$ ,  $S.D. = 0.71$ ), and debt-free is from economizing ( $M = 4.26$ ,  $S.D. = 0.71$ ).

Regarding the BCG information, the total average of BCG was 3.99. The standard deviation was 0.61, which was at a high level. Most agreed that the society and economy should be developed along with environmental conservation ( $M = 4.16$ ,  $S.D. = 0.88$ ), followed by natural products reduce garbage and help environmental conservation. ( $M = 4.04$ ,  $S.D. = 0.79$ ), and environmental-friendly products should be produced from natural materials for simple decomposition, reducing the unnecessary components, and using the fewest materials for the structure. ( $M = 43.98$ ,  $S.D. = 0.90$ )

Regarding the standard of career skills for youth entrepreneurs, the average of career skills was 3.98. The standard deviation was 0.51, which was at a high level. Most had communication skills ( $M = 4.29$ ,  $S.D. = 0.61$ ), followed by leadership skills and entrepreneurship ( $M = 4.01$ ,  $S.D. = 0.64$ ), money management ( $M = 3.89$ ,  $S.D. = 0.61$ ), digital literacy ( $M = 3.88$ ,  $S.D. = 0.67$ ), and thinking skills ( $M = 3.83$ ,  $S.D. = 0.66$ ).

## Conclusion and suggestions

The career skills of youth entrepreneurs are founded on the SEP because they are fostered by the family to behave well, and making the income and expense account is necessary. It implies that constructing the awareness of career skills should be cultivated from an early age. It is in line with the project of Liunanon (2013), who summarized that the construction and promotion of mindfulness in the youth is essential. As a result, the SET Young Generation Project is established. Anyhow, the development of the career skills model should contain the guidelines for career skills promotion based on the SEP. Khakhiao, Srisuwanand & Weeraponkan (2002) stated that the development of the career skills model must involve the career skills standard: thinking, digital literacy, communication, leadership, money management, and entrepreneurship. The gathered data on the thinking skills of youth entrepreneurs in Chiang Rai illustrates the overall thinking skills of the new generation is 3.83, and the standard deviation is 0.66, which is a high level, particularly the higher order or more complex thinking skills. It is consistent with Khaemmanee (2001), who said that complex thinking skills contain multiple thinking steps that rely on the interpretation and core thinking skills at each step: formulating hypothesis, prediction, definition, analysis, system thinking, structural arrangement, and fundamental hypothesis. Given that shifting perspectives from the old paradigm to the new one is a critical 21<sup>st</sup>-century skill, especially when it comes to developing complex thinking skills that are essential for greater creativity and problem-solving proficiency, it is clear that young entrepreneurs must develop these kinds of skills in order to succeed (Thongjuea & Tummake, 2017). Another aspect is digital literacy, youth entrepreneurs possess this skill at 3.88, and the standard deviation was 0.67, which is a high level, especially the use of social media in earning and living. It is undeniable these businesses and trading are on social media, which is good for entrepreneurs and consumers as it saves cost and is two-way communication with immediate response (Sinasang, 2020). Further, social media is the professional network adapting its benefits to publish self-biography and connect with others. Additionally, the companies are able to search for excellent applicants posted on social media (Charoentep, 2022). For this reason, digital is vital, and digital literacy is one of the desired skills for youth entrepreneurs. Regarding Communication, the overall is 4.29, and the standard deviation is 0.61, which is a high level, particularly the empathy and understanding of multi-culture. Youth entrepreneurs know what language should be used in which situation. This is another crucial skill for professional development because the entrepreneur with efficient communication skills can be successful. Thongsamrit & Yooyen (2012) said communication

is when the senders convey their thoughts, emotions, and feelings to the receiver to have the same understanding or follow the sender's instruction. Speech is the most popular method because it is simple, convenient, and fast. However, the unclear speech may be misleading or confusing, so the social and cultural context of the receiver should be taken into consideration to create efficient communication. Intercommunication impacts career or work performance. Chaenghiran (2018) stated that communication is the most important thing for administrating the organization to achieve the goal because it enables everyone to work together. Providing knowledge to build comprehension and collective power is one of the communication's objectives. It's not overly easy or too hard to communicate. Therefore, youth entrepreneurs must enhance these skills constantly for effective outcomes. As for Leadership, the average score is 4.01 and the standard deviation is 0.64, which is a high level, especially giving an opportunity to the colleagues to make a decision and believe that honesty and sincerity are created by the leader. Being a leader who listens to the team's opinions supports the success of entrepreneurs. Ekaphet (2018) said leadership is the ability of the leader to work and lead the group to success. It is the art of work in a person who motivates people to work successfully, and the skills and processes that lead to the achievement. Thus, leadership is a skills that requires training and development. Likewise, Surichamon (2019) mentioned that entrepreneurship, leadership, entrepreneur preparedness, and technological literacy affected the entrepreneur's success. The results are in line with this research, which discovered that leadership and digital literacy affect the success of youth entrepreneurs. In addition, the average score of money management in youth entrepreneurs was 3.89, and the standard deviation was 0.61, which is a high level, especially the expense estimation in daily routine and planning for savings in emergencies. This quality can be applied to entrepreneurs and other careers because estimation and savings are crucial. Most importantly, the new generation must be fostered with skills to earn and generate income. Lorpenphop (2022) pointed out that youth is a young seedling growing in its own way. Cultivating, fertilizing, and watering are needed. That said, the youth needs skills enhancement and earning income is one of the critical skills to focus on. Similarly, Liunanon (2013) established the project to promote income generation via the SET Young Generation Project on the Sufficiency Path in cooperation with the SET. This project emphasizes the significance of financial responsibility, which stimulates the recognition of positive and negative ongoing financial and social impact that finally results in the responsible use of resources and the propagation of the way of life based on the SEP. Last but not least, youth entrepreneurs have entrepreneur skills, which is very crucial, at 4.01 and the standard deviation is 0.64, which is a high level, particularly the belief in virtue and business ethics that would lead to success, and the competency in management as the essential quality of social entrepreneur. Nukulomprathana (2020) highlighted that business ethics is the most important quality of large-scale, SME, and online or offline businesses, otherwise, no one would support their products and services. Business ethics involve business values that should be represented via the standard or work regulations to encourage the employees to perform work behavior with ethics. Additionally, Piros & Chaiyachan (2022) mentioned that business uncertainty results in the advance of technology and social changes that affect business growth. Therefore, a business operation founded on business ethics presents confidence and loyalty to customers, which finally influences business sustainability and survival.

The core SEP towards BCG relates to the career skills model development for youth entrepreneurs. During the past decades, the Thai economy expanded slowly, and the income of most Thai people was low. Moreover, Thailand had been trapped in the moderate-income circumstance. Therefore, the government has urgently steered up the economy by changing the economic and social development model into the BCG Economic Model to strengthen the strengths of Thailand for the higher values regarding biological and cultural diversity through the scientific, technological, and innovative mechanisms to produce high-value products and

services and transform the economic system from “doing more getting less” to “doing less getting more.” For this reason, the BCG Economic Model is the vital mechanism to steer the growth of Thailand’s economy, distribute opportunities and income, and bring wealth to the local communities thoroughly. Ultimately, Thailand will leave the trap of middle-income to high-income country and have sustainable economic and social development (National Science and Technology Development Agency, 2021). For this reason, the new generation of Thai youth must comprehend and recognize all these matters to develop the career skills model based on the SEP toward BCG for youth entrepreneurs.

### **Recommendations**

1. Educational management and social development authorities can extend the development result of the career skills model based on the sufficiency economy philosophy toward BCG for youth entrepreneurs to the policy development to steer the development based on the SEP and support the business employing the BCG concept to promote the career skills of the youth entrepreneurs.

2. The research results can be developed for the trial of career skills development curriculum based on the SEP toward BCG for youth entrepreneurs in various contexts, national and international levels, to upgrade the potential of people and foster the career skills in the entrepreneurs.

3. further studies should examine the factors promoting the construction of innovation knowledge for the youth entrepreneurs to correspond with the economic and social changes, which can be integrated with the career skills based on the SEP toward BCG. Furthermore, research on the SEP adaptation to design the strategy toward the international-level practice, as well as the study and creation of appropriate media for the future society, should be carried out.

### **New knowledge and the effects on society and communities**

In order to support BCG for young entrepreneurs, this project develops new information in the form of a career skills development model based on the sufficiency economy concept. In order to accomplish sustainable development goals, it is essential that competent entrepreneurs are supported in their efforts to succeed in business, social development, and environmental responsibility all at the same time.

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