

MARIA LUISA B. GATCHALIAN ANTONIO M. LOPEZ

ENTREPRENEURSHIP CURRICULUM FRAMEWORK DEVELOPMENT FOR GLOBAL COMPETITIVENESS

Introduction

The heightened recognition of Entrepreneurship Development as the socio-economic seedbed that develops and enables the country's human capital resources to grow and fuel global economies puts Entrepreneurship Education as the new generation course of the century (*Learning for the 21st Century, 1999; Globalization, 2009*). It is an education discipline that allows and enables its citizens to set up their own ventures or businesses models, generate employment and productivity, create wealth for themselves and for others, and sustain it ethically and responsibly. Entrepreneurship education, development and training are recognized as one among the concrete answer for a vibrant and productive economic societies (*McClelland, nd*). It has also gained the formal recognition in higher-level institutions, as a subject or a full degree course, globally. As a new academic discipline, laying the curriculum groundwork and framework for an effective Entrepreneurship Program in higher education is a great challenge mainly because of its dynamic nature and it is non-traditional. The foundation of a curriculum framework evolved and took shape from the results of research, series of related activities and the program management experiences of the educator/researchers and contributors for decade. Specifically, the key findings of the research conducted from 2008 to 2010 (*Gatchalian, 2010;2012; Lopez, et al, 2013*) emphasizes the 5 development foundation necessary to address the present needs and future requirements of the academic stakeholders: the learner, educator, school, businesses and industries, the community and society at large (*Gatchalian, 2010*).

The 5 Development Foundation

Defining the course teaching and learning needs, entrepreneurial competencies and outcomes for aspiring entrepreneurs

More than ever, there is a general realization that education of the future should be

relevant to a changing environment where careers and making a living have changed drastically. While the future is headed for a shrinking traditional careers, it also opens up new ones as well. The 21st century foundation skills and competencies (*Higher Education for 2030, OECD, 2009; 21st Century Skills, 2007*) puts focus on a lifelong learning that should enable people to be self-directed, self-reliant with income that is self-derived and entrepreneurial. Entrepreneurship education is one program designed to address just that—to be entrepreneurial! Entrepreneurship is an education of values, attitude, aptitude, mindset, character building, and decision making for self-direction that will allow them to take personal responsibility and accountability for their own learning, career and life. It is an education that creates and develops the awareness and acquisition of knowledge on the theoretical foundations of economics, business, and management. These knowledge allows then, to draw out creativity, inventiveness or innovativeness, use of critical and practical thinking of making sense in the transformation process of an idea into life, problem into a solution, needs and wants into some product as a source of living, income or wealth.

Entrepreneurship in higher education offers practical application of knowledge through opportunity identification, prototype development, some methodical and systems process, which are largely organic in nature because it is output and results oriented. It is also an activity of self-fulfilment where one can claim ownership to the very output one has produced or built. Meaning, one has to grow and transform their ideas into life with a new form or value. The course structure therefore, generally requires differentiated teaching (*Tomlinson, 1996; 2004; 2010; Diñozo, 2013*) depending on the learning needs and ventures the students intends to explore, build and grow. It is a course that aims to produce change agents, innovators and future employers.

Inherent in the process are challenges and failures where one's entrepreneurial character is minted. That is why the course is heavy on mentoring, close monitoring and hand holding especially at the beginning or early in its developmental stage. It is likened to growing a child where the parents are present during their wobbly beginnings until you wean them over time (*Gatchalian, 2013*).

Teaching entrepreneurship therefore, requires specific higher order teaching and mentoring skills, insightfulness and sensitivity, all at the same time. This is especially true in handling the digital generation of college teens. Likewise, teaching it requires specific methods of teaching, new academic standards that suggest developing entrepreneurial competencies and thinking process that makes entrepreneurs. It is a program that requires a support system and an enabling environment, which are all aimed at increasing the likelihood of success among startup businesses.

10 Entrepreneurial competencies and outcomes and more

The Management Systems International (MSI), which developed the 10 Entrepreneurial Competencies now used by Entrepreneurial Development Programs worldwide has become the standard in developing the curriculum framework, as well as, the entrepreneurial learning outcomes. (Diaz, 2013) From webpage, the following is quoted:

Through the USAID research project, MSI discovered a surprising research finding: successful entrepreneurial behaviours are remarkably consistent from country to country. The research and subsequent testing identified 10 Personal Entrepreneurial Characteristics (PECs) and 30 behavioural indicators found to be most useful for detecting and strengthening entrepreneurial potential. David McClelland, the Harvard University psychologist, helped launch the entrepreneurial revolution, as ‘the most significant new development in entrepreneurship training for more than two decades.

The 10 Entrepreneurial Competencies are: a) opportunity seeking; b) moderate risk-taking; c) high demand for efficiency and quality; d) commitment to work contract; e) persistence; f) information seeking; g) goal setting; h) systematic planning and monitoring; i) persuasion and networking; and, j) self-confidence.

The point here is, given the teaching and learning environment, entrepreneurship can be caught and taught by educated and professionally trained educators with the necessary knowledge, skills and competencies, with a teaching model that works!

Learning and teaching needs of young adolescents as nascent entrepreneurs

The study, “An-depth analysis of the entrepreneurship in higher education in the Philippines,” (Gatchalian, 2010) revealed that the new digital/touch screen generation of youth, characterized by multiple intelligences, prefers hands-on, experiential learning methods and strategies, especially in entrepreneurship education. These students who are no longer children, but still minors, and not yet adults, need an engaging and enriching learning environment where they can navigate with. They need role models, as well as, teachers with expertise who are more of mentors and facilitators rather than lecturers. They prefer guides who will show them the way at the onset, as they learn to be more self-directed in their entrepreneurial learning journey in college. Thus, educators should fully recognize, understand and work around the dynamics of teaching entrepreneurship to learners in relation to their developmental and maturation stage, aspirations, learning out-

comes and the increasing demand to be globally competitive as lifelong learners, to be effective.

Policy framework of the National Education Body: CHED CMO No.17; Academic, administration and institutional support for the promotion of an entrepreneurial culture and environment

There are already concerted efforts in the government and the private sector to advance entrepreneurship education as a long-term solution to national economic advancement globally and locally. In the Philippines, which is also true in other nations, there is a national governing body that takes care of the over-all education and its thrusts for standards of excellence and quality. This governing body in the Philippines called the Commission on Higher Education (CHED) has formally integrated entrepreneurship education in higher education. Its role as defined in Republic Act No. 7722 Memorandum Order No. 17 (CMO # 17). It contains the standards of development, thrusts and compliance requirements in Policies, Standards, and Guidelines for Bachelor of Science in Entrepreneurship.

The Philippine education system is presently undergoing an important K1 to 12 [programme covering Kindergarten and 12 years of basic education] transition affecting and impacting higher education. Already, CMO #17, is being updated to align its thrusts to the ongoing changes amidst the increasing number of colleges and universities offering entrepreneurship courses and specialized program. The nature of the course program will take on a newer form as it evolves and develops over time. The biggest task of the school administrator is to put all these elements into action according to their values, vision, and thrusts, however guided by CHED's CMO # 17.

The basic learning outcomes it requires schools and universities to develop are: a) entrepreneurs who are motivated and knowledgeable in identifying opportunities; b) developing and preparing business plans; c) accomplish requirements in actually starting and managing a business and as future employers (Lopez, 2012, CHED, 2005).

In general, a total of 146 units follows a progression of: a) general education courses; b) business core courses; c) entrepreneurship core courses; d) incubation courses; e) non-incubation courses; and e) specialized or elective courses. The guideline includes the enabling features, structures or infrastructures such as : a) hiring of competent educators; b) inclusion or availability of a good teaching model that works ; c) a teaching guide that would help both educators and practitioners, in teaching entrepreneurship as a subject in the tertiary level; d) program for faculty training and development as part of resource and competency building or strengthening; e) availability or development of own teaching and learning resource materials; f) business incubation structure and laboratory facilities. The

incubation is a necessary physical structure where ideas are generated, explored, incubated and operated; some kind of infrastructure that will approximate the realities of doing business; where business activities are done or operated with the necessary or basic office or laboratory contraptions for start ups; serving as a transition point for students to either continue their business or create a new one after graduation ; g) institutional support to welcome and build on the new pedagogy for this non-traditional course, as the administration refine and find its program niche in entrepreneurship. Likewise, schools under the government's jurisdiction are also allowed, according to its defined specialization, track or niche come up with enhanced program and outcomes depending on their own mission, vision and thrusts. The entrepreneurship program and its courses are constantly evolving depending on the level and extent to where the stakeholders are willing bring it. To be effective, its management has to be as dynamic as the course itself.

Specialization and Differentiated Program of Instruction

Specialization in the context of entrepreneurship is about building on a program that a school aims to be capable, strong and be known for it. (Lopez, 1998, 2007). Miriam College, in the Philippines, for example, one of the pioneering entrepreneurship schools in higher education in the late '90's developed a program that made its identified weaknesses turn out to be one of its strength. Its limited resources in terms of infrastructure and resources, embarked them to collaborate with specialized institutions to address the growing number of enrolment with industry-specific path like culinary, fashion and product design. It formally engaged in an extended classroom program with specialized local institutions and their international counterparts in the United States of America, to provide the infrastructure and industry expertise for content and delivery following the guidelines and requirements of CHED (Lopez, 1998, 2007). Over the years, it has developed its niche and curriculum which served as the model framework for other academic institutions to gather ideas and insights in forming their own (Lopez, et al 2012).

Eventually, several academic institutions offered entrepreneurship with specialization in: family business, food business, agribusiness and the like. Some private or state college and universities in the regions offer entrepreneurship as part of an extension of their specialized course in business and accountancy, agriculture or aqua marine courses, cooperative, tourism, and other science disciplines as a full course, track, subject, non-college credit or certificate and diploma courses.

There are other emerging entrepreneurial applications in areas of social entrepreneurship, intrapreneurship, or industry specific like, manufacturing or service, retail or real estate industry. This is, in its sense, specialization (or 'niching'). Such that, the entrepreneurship program now segues to a defined en-

entrepreneurial discipline, activity or venture.

This leads on to a differentiated program or instruction as learners complete the course. Differentiated teaching and instruction in general, builds on the premise that learners differ in many important ways and teachers must be ready to engage students (Tomlinson, 1997, 2004, 2008, 2012). Students who are aspiring entrepreneurs are placed at the centre stage, comes with a very defined learning path and achievement goals. Engagements, largely responds to the unique ventures they created which are needing different teaching and learning modalities along with their varied degrees of complexities and industry standards. Thus, needing educators who can facilitate and mentor the learning journey.

Relevant pedagogies, use appropriate technologies, competent educators and assessment beyond numbers

Effective teaching and learning preferences are definitely non traditional in entrepreneurship. The integrative nature of the various related subjects in a ladder type progression requires long teaching engagement alongside the learning process and progress of each student.. It is handholding at the beginning towards self-direction and educated decision-making later. The desired learning outcomes can be met alongside the ideas generated and exclusive to the venture, the student as nascent entrepreneur has set to reach. This is also true in defining the appropriate teaching and learning engagement where the educator/facilitator/mentor and the student as colleagues should mutually develop the “trust” as they both set to co-create their entrepreneurial journey. (Gatchalian, 2010; 2012).

Relevant and effective teaching and learning strategies for example include peer counselling or the “big-sister; little-sister” concept (Lopez, Serrano et al 2007); advising/mentorship engagements from faculty which both create a family-like environment makes learning more engaging and students more responsive. Interventions which include plant visits, local and foreign travel, exhibitions, competitions, retreats, social outreach programs, interaction with “real entrepreneurs,” and joining student organizations that offers extra-curricular activities are more meaningful.

Entrepreneurs or practitioners are enjoined in varying roles from mentors, guest lecturers, or part-time faculty. At the same time, having a good teaching model that works (Katz, 2007) makes entrepreneurship much more effective. In addition, these digital students is best engaged using digital tools and application by digitally competent educators .

What makes entrepreneurship unique is its assessment system which allows room to commit mistakes and learn from it. Numerous constraints, challenges and repeated failures lead students to iterate their ventures which teach them patience, resiliency at odds, or the use of business tools for better management decision-

making. Entrepreneurship after all, is about honing skills and strengthening ones character and values with renewed optimism and confidence from the experiences and learning with some end in sight, of something incalculable from the enriching experience of personal triumphs to the exponential bounties the future of their venture holds.

Collaboration, Partnerships, Linkages and Internationalization

The trend on regional and international academic collaboration beyond exchanges, internships or institutional friendships has not been as active as it is today. This openness is all meant to build a stronger community of learners making education accessible, more than ever, in this globalized world. The academic community and its programs for the new generation therefore should be as dynamic as the change that is happening they in the first place have part in bringing about.

Likewise, the increasing recognition of gaps in education versus the challenges in dealing with realities from prompting entrepreneurial intentions to initializing and doing business while in school and after graduation resulted to some creative initiatives by an emerging ecosystem of like-minded stakeholders. These are in the form of support to the lack or needs the educational system, for some reason or another, it can not provide (*e. g. MC Entrepreneurship Alumni Association, SERDEF, UP ISSI, ENEDA-YES, AFI-TBI; Enterprise – DOST UP OPEN TBI; Cebu InIT; IdeaSpace and , JG-Entrep Corner are examples among many others*).

For some time now, these stakeholders are collaborating for purposeful action development programs and bold initiatives like: expertise and information sharing, resources and structures, curriculum innovation, angel investments, incubation facilities, mentoring and consultations, boot camps, competitions and the like.

These creative curriculum and initiatives that are set to prime and accelerate development in the academic, industry, government as well as start-up communities will definitely raise the entrepreneurial education and culture this new generation needs. One can only anticipate positively, the next big thing

Correspondence

Maria Luisa B. Gatchalian
Email: mbgatch@yahoo.com

Antonio M. Lopez
Email: mona_liza_serrano@yahoo.com

Contributors:

Cristina L. Ibanez (sofia82407@yahoo.com.ph); Mona Liza Lee-Serrano

About the authors

Maria Luisa B. Gatchalian, is an assistant professor of the Entrepreneurship Department of Miriam College, research member of the Small Enterprise Research and Development Foundation (SERDEF) Inc. and the immediate elected past National President of the Entrepreneurship Educators Association, (ENEDA) Philippines, SY 2011-2013. As an educator, she is very much interested in various research and development projects such as professional teaching competency programs as well as creative and development programs which aims to institutionalize and sustain the entrepreneurship education and its development; and currently, a research-based entrepreneurship teaching guide book for educators in higher education. She strongly believes that *“One can only give what one has ... and the measure of success is as good as the one who gave it.”* The advocacies she now pursues were culled from her experience as the first president of ENEDA NCR chapter from 2007-2009; from 22 years of teaching and coaching in Miriam College; from her past 13 years of work experience in mSME development and promotion in UP ISSI, her technical and entrepreneurship education in RVB Delft, Netherlands (now Maastricht), her entrepreneurial family environment where she learned her creative knacks, and her formation and participation in initiatives and undertakings in the areas of values education, openness to life, and the dignity of work and professionalism. She is awarded as the Most Outstanding Entrepreneurship Educator of the Philippines in 2010 by ENEDA. She finds her purpose and meaning in teaching and in creating impact for progressive teaching, student learning and development.

Dr. Antonio M. Lopez is the Director of Planning and Development Office of Miriam College. He is one of the key persons behind the creation of the MC Entrepreneurship Department where he served as the first Chair for 9 years. He also developed one of the pioneering entrepreneurship programs in higher education in the Philippines. He is the elected national president of ENEDA for SY 2008-2009. Twice awarded by 2 different associations as the Best Entrepreneurship Educator of the Philippines. He is presently serving as the Vice-chair of the Technical Panel for Entrepreneurship and Business Education Program of the Commission of Higher Education in the Philippines. Dr. Lopez's contribution to the future directions of entrepreneurship education in the national level is in terms of mapping and implementing education and program standards. He also served in various leadership capacities in various corporate, and family business organizations. A progressive thinker and results-oriented-person that wanted to effect change and development in education as a lifelong undertaking.

Short Research Papers on Knowledge, Innovation and Enterprise

About the contributors

Cristina L. Ibanez is a part-time faculty of the College of Business, Entrepreneurship and Accountancy. She is one of the first graduates of the BS Entrepreneurship program of Miriam College in 2001, turned entrepreneur and now a rising entrepreneurship educator. Her fresh and creative entrepreneurial disposition who embraces challenges of the unknown landed her to a newly created position as the Technical Assistant to the President handling special development programs including new initiatives for international cooperation. She also finds fulfillment in helping manage their family business, raising her young family, and giving back her expertise and knowledge by way of teaching young student-nascent entrepreneurs. Teaching now is her second nature, first is being mother, wife and an entrepreneur...in that order.

Mona Liza Lee-Serrano is the first graduate of the BS Entrepreneurship program of Miriam College in 2001 with Cum Laude Honors. She also finished her MBA in California, USA. She was only 18 years old when she earned her first million pesos while in college. She is an entrepreneur turned educator. She is the youngest Entrepreneurship Department Chair in Miriam College from SY 2006-2009. Married to Atty. Art Serrano, whom she helps manage in their various family businesses in shipping, business outsourcing, services, manufacturing, food, and real estate and now in education. Mona is busy raising her 2 growing children, Miguel and Marquee and keeping house. She is now the first president of the MC Entrepreneurship Alumni Association. As a socially engaged entrepreneur and educator, she is behind the new breed of change makers committed to help sustain the entrepreneurship education through various support and extension programs to benefit the academic community specifically and society, in general

References

- Arends, Richard (2012). *Learning to teach*. 9th Edition. New York: McGraw-Hill.
- Avis, James, Fisher Roy and Thompson Ron (Editors, 2009). *Teaching in lifelong learning*. Open University Press, McGraw -Hill International- Education Commission on Higher Education. (2005). *Memorandum order no. 17 series of 2005: Curriculum requirement for bachelor science in entrepreneurship*. Philippines
- Diaz, P.H. (1993). *Entrepreneurial Competency Training, Student and Teacher Workbook*. Entrepreneurship Development for the Collegiate Education Level, Philippines (EDCEL), (PACSB), (SERDEF), (FAMD) Tokyo, Japan
- Feldman, R. S. (2003). *Development across the life span* (3rd ed.). New Jersey, USA: Prentice Hall.
- Gatchalian, M.L.B. *Bottom up Development approach to sustain the entrepreneurship program, Malaysia, 2012; An in-depth analysis of the entrepreneurship education in the Philippines: an initiative towards the development of a framework for a professional teaching competency program for entrepreneurship educators*. The International Journal of Research and Review (TIJRR ISSN 2094-1420). Vol. 5 Issue 1, Sept 2010. http://journalofresearchandreview.books.officelive.com/Documents/V5_TIJRR.pdf.; *Building Capacity and Competency in Entrepreneurship Education*, 2008) Retrieved from <http://enedancr.blogspot.com/2008/12/eneda-yes-ncr-organized-ground-breaking-html>.
- Katz, J.A. (2007). *Education and training in entrepreneurship*. In Baum, J. R., Frese, M, &Baron, R. A. (Eds.). *Psychology of entrepreneurship* (Chapter 4) New Jersey, USA
- Lopez, A. M. (2007; 2008, 2012). ENEDA Regional Conferences, Miriam College: *Support agencies involved in entrepreneurship training and development; Entrepreneurship curriculum development*. Philippines MSI: <http://www.msiworldwide.com/approach/trainings-courses/entrepreneurship-development-program/>
- Tomlinson, Carol A. Imbeau, Marcia B. (2011). *Leading and managing a differentiated classroom*. ASCD USA.
- Wennekers, A.R.M. And A.R. Thurik (1999). *Linking entrepreneurship and economic growth*. Small Business Economics 13(1)

Short Research Papers on Knowledge, Innovation and Enterprise

Interviews/Consultative meetings/Roundtable Discussions:

Diñozo, Percival G. NFTE Educated Teacher, Bronx, NY USA, May 14, 2013.
Lewis, Loida Nicolas, Beatrice, Lexington, NY, USA, May 12, 2013.

Entrepreneurship, Start-up and innovation community: *UP ISSI, SERDEF ENEDA-YES, AFI-TBI; Enterprise – DOST UP OPEN TBI; Cebu InIT; IdeaSpace, JG-Entrep Corner, PCCI, Go Negosyo, DTI-MSMED*

Yusof, Zulkarnain; Roslan Ab Rahim, Nik Ismail, Nik Nor, Maria Luisa B. Gatchalian, Rodolfo P. Ang, Glenda E. Fortez, Antonio M. Lopez. *Roundtable discussion on collaboration and exchange with ENEDA and UiTMMalaysia. 11th ENEDA National Conference.* February 8, 2013, Iloilo City, Philippines.