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Reforms and innovation in Entrepreneurship Education in universities in Uganda

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I. INTRODUCTION

Entrepreneurship Education (EE) has been recognized as one type of education that can provide skills to participants for value creation. Its origin is in economics literature and was considered as one of the factors of production not until after the second world war when it started emerging as independent discipline. The teaching of entrepreneurship started in Harvard Business School with the aim of generating jobs through business start-ups. This was also to boost the economic activities that were interrupted by the world war. As a result of Entrepreneurship education, a number of small and medium enterprises (SMEs) were established. The SMEs started contributing to economic development of those countries that had embraced entrepreneurship education.

The introduction of entrepreneurship education led most economies to recognize that entrepreneurship is a key driver of economic growth and source of innovation. This spurred up governments to call on universities to produce more enterprising graduates. The integration of entrepreneurship education into the university education curriculum was to equip graduates with skills to function well and to contribute to economic development of the society. Besides economic development entrepreneurship education result into increased societal resilience, individual growth and increased university engagement with the community.

Over the years entrepreneurship education has assumed extraordinary relevance within university academic programs all over the world. Despite the intended goal of entrepreneurship education, universities, especially in Africa, have been challenged for failing to produce graduates equipped with skills to function well and to contribute to economic development of the society**.** There are a number of issues contributing to this challenge. One of the issues commonly raised is to do with the pedagogy especially with regard to entrepreneurship education. Very little is known about entrepreneurship pedagogy course in universities especially in Uganda.

This work discusses the status of entrepreneurship education pedagogy, providing an overview of the reforms and innovation in Entrepreneurship Education in universities. The discussion is based on the following: the current debate in Entrepreneurship Education, the reforms in teaching entrepreneurship in universities, the benefits of reform in entrepreneurship education in universities, the challenges of managing reforms in teaching entrepreneurship in universities,

description of the approaches of undertaking reforms in entrepreneurship education pedagogy, Opportunities for East African Universities and conclusion. Focus will be on case-based teaching and learning in the wake of COVID-19 pandemic.

II. OVERVIEW OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education in universities has become a priority to policy makers especially in developing countries. This is because entrepreneurship education is considered the most effective way to stimulate entrepreneurship within a society (Altio & Eskelinen, 2016) hence, creating jobs and encouraging economic growth (Lackeus, 2015). Despite the worldwide increase in entrepreneurship education offered at universities, there is an ongoing debate whether and under which conditions this type of education contributes to students' entrepreneurial learning (Hahn, Minola, Van Gils, & Huybrecht, 2017). It is rather difficult to measure the impact of entrepreneurship education. Entrepreneurship educators have used different methods with the hope of arriving at the best practices. This has led to many innovations in the curriculum pedagogy at universities. This piece of work attempts to present these innovations and best practices.

Innovations and Best Practices : While there has been a long standing debate that entrepreneurship cannot be taught, because entrepreneurs are born not made, researches show that entrepreneurship can be taught or encouraged (Lackeus, 2015). Researchers have found that entrepreneurship education helps promote entrepreneurial intent. Entrepreneurial intent leads to business behavior. Business behavior is closely related to content (co), method (me), target group (ta) and level (le). In this essay the author proposes CoMeTaLe as a model to document innovations and best practices in entrepreneurship education.

Content of entrepreneurship education : Content of entrepreneurship education refers to things that are taught to improve business behavior and change of mindset. The content includes opportunity identification, creativity and innovation, risk taking, resource mobilization, financial and marketing skills. What is to be taught should be different depending on the target group addressed. The target audience can be diverse, including students, entrepreneurs, administrators, social workers, engineers, agricultural students, music students and others. Even in the same target group there may be certain variations. Content may need to be customized for each target audience. For example, content for entrepreneurs should focus on developing entrepreneurial knowledge, skills and competencies, while content for general participants may be on developing entrepreneurial behavior in the field in which they wish to work. The degree program offered is highly specialized. The content will also determine the methodology that should be used.

Methodology : Methodology refers to how content should be taught to change behavior. How to teach entrepreneurship requires more approaches than general literacy. However, entrepreneurship education approaches can be broadly categorized as traditional and innovative. The traditional approach is teacher-centric and involves little student involvement. This includes lectures, presentations, handouts, and demonstrations. The innovative approach is learner-centric or behavior-oriented, with active student participation. Innovative methods include case-based education and learning, simulation, group discussions, practices and workshops. Innovative approaches are good for entrepreneurship education because they need to stimulate important behaviors and rethinks to start a new business. In entrepreneurship education, learning is done through behavior and performance is assessed by the success of interventions to achieve the desired results. The role of the teacher should change from the master of the student's learning process to the role of facilitator or supporter of the learning process managed by the student. Teachers need to act as coaches to help students find their own solutions when a problem situation arises and show them the resources they need to solve such problems. The methodology to be used should be determined by the target group.

Target Group : On the other hand, the target group focuses on who is being taught. The target group influences the method and subject matter (content). As highlighted under 2.1.1, the target audience can be diverse, including students, entrepreneurs, managers, administrators, social workers, engineers, agricultural students, music students, pharmacists, doctors and any other groups or individuals who want to acquire entrepreneurial skills. Even in the same target group there may be certain variations in terms of gender, age, economic status, education and experience. The heterogeneous nature of the audience or target group may fall at different levels. Section 2.1.4 highlights the issue of level.

Level : While we think about content, method and target group, it is important to consider the level at which entrepreneurship education is offered. The level in this context refers to where the course is offered. Entrepreneurship education in general terms is offered at all levels and across disciplines be business or non-business, academic or non-academic, universities. It may also be offered at the community level, local schools, or work place. The level will also determine the content and the methodology. Content, methodology, target group and level are therefore critical in understanding the nature of entrepreneurship education. They show that entrepreneurship education differs from other disciplines such as management and business education. The next section highlights some differences.

Why is entrepreneurship education different from management/ business education?

There are some differences between entrepreneurship education and education in management and business. Education in management or business prepares students to work in an established company or organization Gray (2000) in (Maritz & Brown, 2018), but entrepreneurship education prepares students to start a business. Due to this difference, the program design in terms of content and methodology is different. The main focus of entrepreneurship education is to identify and seize identified opportunities. Identifying opportunities requires the development of entrepreneurial qualities and skills. Entrepreneurship education guides students in choosing alternative career paths to employment and focuses on developing entrepreneurial skills and attitudes (Maritz &

Brown, 2018). Entrepreneurship education demands that the content, methodology, target groups and the level must all be considered jointly at any one time. Each component influences one another. Entrepreneurship education requires innovative approach rather than the traditional approach common to management education.

Why innovative approach?
As we saw in the previous section, the traditional approach inhibits the development of entrepreneurial attitudes, while the innovative approach promotes the development of entrepreneurial attitudes and skills. The traditional approach focuses on vertical thinking, in which there is one and only one correct solution for each specific problem. The traditional approach encourages critical thinking that uses the left hemisphere. An innovative approach focuses on horizontal and lateral thinking, which gives a broader view of solutions to any problem. There are possible alternative solutions for a given problem. The innovative approach encourages creativity and uses the right brain.

What is the current practice?
The previous section raises a fundamental question about what is happening in universities, in Uganda, with regard to entrepreneurship pedagogy. It should be noted that universities in Uganda have embraced the introduction of entrepreneurship in their curricula. When it comes to teaching entrepreneurship, it is taught like any other business or management courses. Like management education, the traditional approach still predominates. This is characterized by focus on the past, critical analysis, knowledge, passive student participation, frequent detachment, manipulation of theoretical knowledge, concept development, written tests and examinations as measure of the outcome entrepreneurship education. As a result, people consider the practice as theoretical and often sends wrong message that entrepreneurship cannot be taught. Therefore, this suggests a major reform of entrepreneurship education in universities, moving away from the dominant traditional approach towards the more innovative approach. It requires balancing the left hemisphere and the right hemisphere.

The Reform : To address this challenge, it is suggested that the entrepreneurship teacher should adopt a teaching technique that blends the roles of a facilitator, helper and coordinator that will serve to better meet the needs of the diverse audience in universities (Jones, Matlay, & Penaluna, 2014). Part of the challenge to teaching entrepreneurship, is selecting an approach from the available options of the 'about', 'for', and 'through' methods, or even a combination of methods as suggested

By (Chaker & Jarraya, 2021). A more holistic approach is suggested as the integration of entrepreneurship (Chaker & Jarraya, 2021) studies into the course content of universities' management programs (Kuratko & Morris, 2018). As pointed out under section 2.1.7, current practice, however, the three main approaches described as education about entrepreneurship focuses on the study of theories of entrepreneurship, venture creation, economic impacts, success and failure factors, and small and medium sized enterprises. Education for entrepreneurship addresses current and potential entrepreneurs, stimulating the entrepreneurial process, and providing the tools for new venture start-up. Education through entrepreneurship targets creating empathy for the life of entrepreneurs by gaining experience and developing key relationships through the practice of engaging in real projects. Each of the approaches depends on the objectives of entrepreneurship education in the universities. If the objective is to create awareness, or business start-up, then teaching may be about or for entrepreneurship. Whether universities teach about or for entrepreneurship, there is need for a reform. One key area of reform is a shift from teacher centre approach to learner centre approach. The learner centre approach requires active participation in the teaching-learning process. The reform should emphasize teaching-learning process where the learners are actively involved instead of being passive. The teaching should promote creative thinking 'outside the classroom'. This may also mean less face to face classroom engagement but more and more distance learning. With information and communication technology (ICT), the reform is towards blended or hybrid learning which uses both face to face and distance learning. The blended learning has been demonstrated during the lock down of universities as a result of the corona virus disease, commonly referred to as COVID-19 pandemic. For effective blended teaching and learning students' active participation demands a particular pedagogy. There are about 40 different approaches that can be used in teaching entrepreneurship. Among the different approaches, the author feels that case-based teaching and learning is more appropriate. The case-based pedagogy is the focus of this essay and it is presented in the following section.

III. OVERVIEW OF CASE-BASED TEACHING AND LEARNING

As mentioned in the introduction the focus of this course is on entrepreneurship pedagogy. Among the available methods of teaching entrepreneurship in universities, there is no one best technique. However, in the wake of COVID-19 pandemic, there is a paradigm shift from the traditional teaching approach based on classroom model to blended learning using distance learning model. The blended learning demands certain methods to be better than others. Among the possible methods, this assignment focuses on case-based teaching and learning (CBTL) as the most appropriate method of teaching and learning entrepreneurship. The choice of this technique is partly motivated by the fact that nearly all university programmes of study, including entrepreneurship education, mention CBTL as one methods of delivery. This is supported by (Avolio, Benzaquen, & Pretell, 2019) who observed that there are several teaching methods that can be applied to business and entrepreneurship education, some of them more widely used than others; each university selects a specific pedagogical model according to its own objectives, for instance, the most well-known is the case-based method.It is therefore important to understand what CBTL is all about, argument for and against its use, how is a case developed.

Defining case-based teaching and learning (CBTL) : A case-based learning is a description of a specific real-life situation that serves as the foundation for class discussion and possibly role play (Yin, 2017 and (Gibb & Price, 2014) and incorporates other pedagogical methods, such as problem solving and critical thinking.

Case-based teaching and learning allows theoretical models be applied to real life situations. The case method teaches future managers to make hard and courageous decisions with a broader perspective in uncertain environments (Avolio, Benzaquen, & Pretell, 2019). In addition to this, the arguement for and against CBTL as outlined by (Gogri, 2016) in the following section.

Why is case-based teaching and learning important?

The arguments in favor of the use of case-base teaching and learning at the university level are:
1. Cases promote active learning in relation to students, since cases are tools to facilitate student learning 2. Help students to think critically and analyze the information in the context provided 3. Stimulates problem-solving skills, decision-making skills, as well as helps in team building, group discussions, and development of communication skills. 4. As a general rule, case-based learning and teaching bring the subject of entrepreneurship to life, which is why we say they bring business and corporate reality into the classroom. This develops an understanding of various entrepreneurial skills required in industry. 5. CBLT encourages proactive learning as pre-reading is a prerequisite. 6. Many students choose to drop out of school several years after graduation to gain work experience and gain access to the best business schools for graduate education. Therefore, in such a case, practical applied education like CBLT at the university level becomes useful.

Arguments against use of case-based pedagogy

The arguments against the use of case study pedagogy at the university level are as follows:
1. Compared to traditional methods, such as classroom lectures, case-based pedagogy requires much more. emotional work on the part of the faculties in terms of preparation 2. The lack of sincerity of the students in the preliminary reading of cases and prerequisites creates a problem for the healthy discussion of the cases in the class 3. Students who study entrepreneurship lack the spirit for change and ambiguity of the cases. At the university level, it is sometimes more important to cover all the theoretical concepts in entrepreneurship rather than a few important concepts. However, the discussion may not cover all aspects at once. It is difficult to sacrifice width in favor of depth 5. Students lack some basic conceptual knowledge required to read a case. Therefore, case discussions can be a common discussion because students are rushed to conclusions and solutions rather than appreciating a healthy case discussion journey. Free and simple cases are not readily available to cover syllabus cases. Lack of funds to buy cases have been the reason for not implementing CBTL in universities. However, the lack of cases creates a problem for better debate. Entrepreneurial pedagogy may require developing cases which are relevant in the context in which the universities are. African universities and Uganda in particular should develop local cases. Case-based teaching and learning (CBTL) may be more effective if they are developed by the lecturers who teach. The next section highlights some key aspects in writing cases.

Case Writing : The case method is a powerful way of teaching and learning entrepreneurship. The case-based teaching and learning can be a method as well a tool for assessment. Writing a case requires a certain literary style, which has been written in the past in the third person, and establishes the objectivity of the important dilemmas in this case. To get started, a case must be hooked. The hook is an overriding problem or condition that brings different parts together. It can be a management problem or a solution that needs immediate attention. The trick is to present the story in such a way that the hook does not appear immediately, but the learner "discovers" by bringing the relevant parts together. More importantly, the hook must be associated with a specific concept, theory, or method. A teaching case is different from other cases.

How different is a teaching-learning case from case study research?
Writing a teaching case necessitates a unique literary style that is written in the third person, in the past tense, and establishes objectivity of the case's fundamental difficulties (Morris, Writing Teaching Cases, 2020). The teaching case reflects the ambiguity of the situation and does not have to come to a single conclusion, as it aims to interact with students, encourage critical thinking and research, as well as]review of recommendations. Research case is a method used to validate research findings and enhance theoretical knowledge, so they are more academic oriented and evidence-based.

Case methods can be used as the main focus of participatory learning. This often includes pre-class reading and a list of questions that are the focus of the class. Case analysis can be used for research and assignment purposes. Case writing can also be part of a learning program, for example, as a final project assignment. Most case studies focus on problem solving, but as an indication of how things are done, for the development of reference frames for analysis, and how things should be done. Case can be used as the basis for discussions about a particular situation. The basis for actually demonstrating the value of a particular concept. The entrepreneurship case study according to (Gibb & Price, 2014) includes the following elements:

Elements of entrepreneurship case study
A case – a description of a specific entrepreneurial real-life situation that serves as the foundation for class discussion and possibly role play and other pedagogical methods, as noted above.
3.6.2 A set of questions/concerns for the class to think about. Some issues may be directly related to the case, such as ‘Did the entrepreneur overlook key environmental aspects in making his/her decision regarding location?' Others may be of a more abstract nature, such as, ‘What are the key components of Strategic Awareness that could be used to investigate the entrepreneur's approach to the problem?' Others may be of an action nature e.g. ‘What should the entrepreneur do now and why?’ Others might go into the students' frame of reference for analysis, such as, "What considerations would you examine if you were asked in as a consultant to assist the entrepreneur?"

Handouts and articles – which provide a foundation for conceptual and entrepreneurial thinking as well as additional background material for the case.

***Notes from the teacher/facilitator* -** which may or may not be utilized as a class handout.

A large whiteboard and flip chart will be required by the facilitator. He or she must be prepared to organize knowledge or contribution from the class in a structured manner while remaining flexible.
It is not always possible to predict how knowledge will emerge. Class control is achieved by combining closed and open queries to build and summarize actions. You will have the opportunity to use a variety of methodology such as role-playing, drama, presentation skills development and discussion.

Relevance of the Case for Entrepreneurship Learning can oppose entrepreneurship learning unless used as an analytical paper-based essentially problem-solving exercise, but as a means of facilitating broader thinking and conceptualization of the problem.

Expected Outcomes - there are various entrepreneurial outcomes that a case can bring out. Cases can provide a powerful tool for developing a framework of standards and practicing specific entrepreneurial skills. Borrowing from (Gibb & Price, 2014) outcome of entrepreneurial learning include: entrepreneurial behaviours, skills and attributes including emotional intelligence; preparation for the ‘way of life’ of the entrepreneur; entrepreneurial values and ways of doing things, feeling things, organising things, communicating things and learning things experientially; entrepreneurial behaviour and management in different contexts – not just business; Ideas harvesting, grasping and realisation of opportunity; managing entrepreneurially, holistically and strategically (know how); managing and learning from relationships (know who). Besides developing entrepreneurial skills, it promotes creative and innovative thinking; understanding how organizations work in real life; learning from experience by balancing theory, practice and other business cases and situations.

Steps in case writing : Writing cases for teaching and learning is not an event. It is a process which requires some steps that should be followed as described in following sub-section. One can ask how many steps are involved. The answer is that there can be few or many steps depending on the detail required. In this piece of work, I have considered the steps under five key items which we call the 5D-model: Define, Data, Draft, Discuss and Document.

Define the problem : A case must start with identification of problem which forms the hook. The hook is an overriding problem or condition that brings different parts together. The type of case should be defined at the beginning. It can be a problem based case or historical case. A problem based case ends with the problem and calls for solution. On the other hand, historical case starts with the problem, describes what has been done and resolved. This section should also define the team or group to work with in writing the case. Once the problem is defined then one can move to stage 2 which is data collection.

Data collection : The data or information required will depend on the nature of the problem identified. There can be many sources of data but usually from companies through their representatives. There are the dos and don'ts in the data collection phase which cannot all be covered in this piece of work. It is important to create a rapport that makes the company representative comfortable. Do not bombard the interviewee with many questions. Do not question what the company representative says. If the case is to be written as a group, every group member should take down the notes. After the data collection, drafting should follow immediately. This is step 3 and is outlined under the next section.

Draft the case : As you start drafting you should think of a suitable title of the case. Remember the title should not be like a research title. Let it be short but reflecting what is in the content. Name of the company where information is got should be disguised unless it is a success story. All cases must be written in simple language and in past tense if it is to be used for a longer time. Write 10 to 12 lines for each paragraph. Do not too many figures or diagrams in a case. A case should be written verbatim according to the story you are told. A draft is not perfect and therefore must be discussed by the group. Drafting may be repeated as many times as required. Section 3.7.4 outlines the key areas of concern.

Discuss the draft: Discussion is to agree or speak the same language. The discussion may start with the title of the case which must be in line with the content. The content must be a true representation of the story that was told during the data collection. The language should be clear and understood by the reader. Errors should be corrected. Discuss the completeness of the case. Discuss to see if there is any bias in the case and seek suggestions. After discussing and agreeing within the group and across groups, the next step is to document the case. This is explained in section 3.7.5 below.

Documentation : The final step in writing a case is the documentation. This is writing a copy that can be published. Take into consideration all the issues addressed during the discussion phase. As it is with drafting, we should restrict ourselves to the story told without misrepresentation. Remember a case is based on facts not opinion. Where need be, seek written permission from the company that supplied the information. Agree on the order of names of the authors. This can be according to the alphabetical order, seniority or contribution. Writing case does not end with documentation. The case must be accompanied by teaching note. This is explained under section 3.8 below.

Teaching Notes : A teaching note has many formats – there is no single standard, but some components listed below are necessary to structure a good teaching note (Yue, 2016):

- Synopsis (a brief summary of the case and its conceptual context)
  Teaching objectives (3-5 specific objectives you want to achieve with the case)
  Target audience (the study and the level of students the case is suitable for)
  Teaching approach/ strategy (whether the case can be used for written exams, role-plays, or
- combined with a video, etc.)

- Assignment/ discussion questions (for students to prepare before the class)
- Alternative analyses (e.g., a Mergers & Acquisition case can be analyzed from strategic,
- organizational, financial, marketing and branding perspectives, to name a few)
  Background Reading (References or recommended readings)
- Feedback/ Experience (how the case worked with different student groups)
  Epilogue (actual outcome of the case situation)
  Broader lessons (general lessons drawn from the case)

Once you have written the case study and teaching notes, you need to test them in class to make sure that the case study contains a lot of information and that the teaching note supports interesting and fruitful lessons.

IV. SAMPLE CASE AND TEACHING NOTES

The sample case and teaching notes shown in Box 1 and Box 2 respectively, were written in a Case Writing Workshop Organized by Calcutta Business School, Kolkata and Bharat Chamber of Commerce, India (BCCI) from July 5 – July 10, 2021. I was one of the participants in writing the case and the corresponding teaching notes as shown.

The workshop took five days. The first day was training following the steps described under section 3.7 and we were divided into three groups. Each group was assigned a representative from business and non-business organizations. I was in group three and the representative was from a Courier Company. We developed this case from a narrative story based on that Courier Company which started as private limited company in 1970 and became a limited company but continued to operate as a private company. After writing the case each group was asked to develop the teaching note to accompany the case. Our corresponding teaching, based on our case, is as shown in Box 2.

Box 1: The Quick Couriers Quandary

This is a case study of a senior level manager in "Quick Couriers" company which was established in 1970 as a private limited company and which in 1995 became limited company, although its operations and ownership was still following the private limited model. By following the private limited model, most decisions were made by top management usually the CMD, ED, CEO, etc. As most decisions rested with top management, some kind of bureaucracy existed in the company structure. Bureaucracy requires some chain of command with clear reporting structure within the organization. Although modern management does not consider bureaucracy as important, it can significantly affect the operations of a company. J. Kumar was a highly qualified senior level Manager, at present, who joined the company on 6th August 1993-holding a Bachelors' degree in Engineering and MBA in Operations Management at the time of his appointment. He started his career in the north-eastern region of India and performed well despite the challenges presented by the region and rose from the rank and file of the company and became a zonal manager, Kolkata HUB, senior manager HUB operations and zonal operational manager. His performance history was found to be above average. During his journey, he was praised as well as rewarded by the company. The Company's reporting structure is dual in nature, that is, the administrative reporting is to be done to the director, head of customer care department and functional reporting is done to the head of operations, head office Mumbai. He had control over 42 permanent staff reporting to him across the eastern region. Also his other accolades are speedy delivery and seamless operations especially during times of trouble and natural calamities like floods, etc.

He is presently 50 years of age. During the time of his leadership development process his qualities and strengths began to flourish– he was found to have a sound domain knowledge, he was a person of innovative ideas and helped optimise the cost and operations of the business and he was a very people centric person and his dealings with people was generally above satisfactory. He had few weaknesses as well , Being a very simple and trusting person he was easily tricked by those more shrewd or cunning around him, also his style of work was hard work and not smart work along with that his communication skills, both verbal and written, were adjudged to be poor in nature and lastly he was said to have a big ego compared to the position he was holding.

Looking at the scope of the position in the company, his activities in the organisation, the following Key Result Areas (KRAs) can be prepared as follows:-

1. Delivery of consignment within schedule.
2. Ensuring smooth vehicular movement across branches/franchisees across the eastern region and the Kolkata hub.
3. Direct interaction with institutional clients.
4. Mitigation of customer complaints of high-value consignment.
5. Efficient allocation of manpower – both permanent and under contract for better optimisation of cost and consignment.
6. Coordination with security personnel for high-value consignment protection.
7. Implementation of digital tracking and monitoring system.
8. Resolution and closure of all consumer forum cases within a month.

Also here it is to be noted the term consumer/customer pertains to both internal as well as external customers/beneficiaries. The internal beneficiaries being the customer care executives, administrative personnel of- HR, finance, operations, IT team, even lower level staff. The external being – institutional customers like big corporations, local police stations, political leaders, outside agencies and vendors, etc. In 2019 he faced a serious challenge at work as a result of service quality gap when there occurred an issue regarding delay of delivery in the Bihar region; escalating the problem was the fact that the customer as well as the consignment was deemed to be of high-value. Naturally, the customer voiced his grievance regarding the matter and looking at the nature of affairs it was released up to the regional management level. J.Kumar instead of dealing with the matter personally had advised his friend, B. Agarwal, a zonal operational manager to resolve the issue. His friend somehow eluded his responsibility thus, escalating the problem further by creating a time lag of 3 to 4 days.

The regional manager of Bihar issued a formal complaint to the head office in Mumbai. As a consequence of this J.Kumar was called for a review meeting where he got a proper dressing down from the higher authorities and was humiliated and threatened badly to the extent of even being possibly kicked out of the company. Bitter about his humiliation and heavily demoralised, almost to the brink of collapsing he came back with a heavy heart, he went to Bihar, stayed there for about two weeks and solved the issue. But, the humiliation dented him so badly that he complained to the Assistant Manager Personnel and Administration about the treatment meted out to him and wished to quit. The head HR on receiving the complaint ordered the Assistant Manager personnel and administration to take stock of the matter and give a feedback. The assistant manager in turn spoke with the regional managers and other stakeholders discreetly in order to get to the root cause of the issue. What he found out was that this was not the first time such a case had occurred with J.Kumar. A similar incident had occurred six months ago where he had failed to discharge his duties. At that time the assistant manager was able to solve the issue with some consolation. He was reported by the customer care executives that there were two separate cases that showed incompetence /failure of operations under J. Kumar:

The first case being the incident of a high-value demand draft being found in the scrap yard of a building, undelivered. The second one being a high-end mobile phone ,again, undelivered and stolen by one of the operations staff, some people being penalised in that matter. What he found out was that J. Kumar had let the problem escalate without taking any proactive measures and in his defence J. Kumar told that the problem was procedural in nature which was no fault of his. Therefore under these conditions, the assistant manager checked with his peers and juniors to get to better known J. Kumar as a person and a manager. The feedback that he got was the older employees and his peers were supportive of him for his qualities. However the newcomers were not satisfied with his performance; they opined that he was slow to react and was lacking managerial skills, also, his networking and inter departmental collaboration skills along with his presentation skills were deemed to be poor. He could, at best, be groomed to become a leader but certainly not a manager. The company is of the mind that he should stay. Their reasoning behind such a decision being that he has good domain knowledge of operations, a fairly reasonable knowledge of the local demographics and good interpersonal relations with junior and outsourced or temporary staff. Also coming out from the rank and file of the company and being an old horse of the organisation, his experience is also taken into account.

[1]This Case was developed by Dr. Nilendu Chatterjee, Nawneet Subba, Debolina Gupta, Jacob Lalango Oyugi, Mandira Roy Chodhury, in the Case Writing Workshop Organized by Calcutta Business School, Kolkata and Bharat Chamber of Commerce, India(BCCI) from July 5 – July 10, 2021. Authors are thankful to Professor Upinder Dhar, Vice Chancellor , Shri Vaishnav Vidyapeeth Vishwavidyalaya for his valuable comments & suggestions.

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Company which started as private limited company in 1970 and became a limited company but continued to operate as a private company.

After writing the case each group was asked to develop the teaching note to accompany the case. Our corresponding teaching, based on our case, is as shown in Box 2.

Box 2: Teaching Notes

Synopsis: The narrative is presented by focusing on creating a sense of empathy for the protagonist (J. Kumar). This can be done by accentuating J Kumar's qualities as both an employee and a person. Having joined the courier company in a very low position at a very distressful area, he rose to the managerial position of a capital city by his own capabilities. But, having served for 25 years, he faced few serious challenges and got harassed by the higher authority and wanted to leave but the company wants to have him. So, it is a case of trustworthiness versus ego from the main protagonist's point of views. From company's point of view it is a case of economic feasibility versus ethos versus emotional attachment.

Target Audience: MBA Students, Executives, Undergraduate (BBA Students)

Learning Objectives:

- To understand working relationship of the employees for better performance management
- To analyze the managerial dilemma to recognize the ethical issue regarding employee termination
- To be able to measure the core leadership value using servqual model of the perception of services

Teaching Strategy: The class should have 5 minutes to discuss and deliberate their stance per questions. Once the class voices opinion, the instructor should interject the ideas of past researchers and philosophers focusing on the concepts of servqual model and employees performance with the impact of the generation gap.

Service quality in the SERVQUAL model consists of five dimensions: reliability, responsiveness, assurance, empathy, and tangibles. These dimensions are used in service quality gap, which implies that there is a difference between the expectations of customers and perception of services The questions should be discussed with answer hints.

Questions

1. Identify the job description and job specification required to handle the role of an Administrator /Operations manager in a courier company.

Hint: One needs to have not only Management/Engineering degree as his/her academic degree but one needs to have good relations with employees of all levels starting from CEO of the company to the driver of the delivery car. He/should have

good command over as well as relationship with both internal and external customers.

1. Point out and analyse the various failures that led to the debacle in Bihar. Who do you think was responsible for it?

Hint: Whether it was J. Kumar's fault, or B. Agarwal's fault or was it a Procedural fault. Even a combination of all these could be the answer.

2. "…He could, at best, be groomed to become a leader but certainly not a manager". As a student of management, give your informed view bringing out clearly the difference between being a leader and a manager.

Hint: The case suggests that there are differences between a leader and a manager. Points of discussion are as follows:

Leaders create a vision, managers create goals.
Leaders paint a picture of what they see as possible and inspire and engage their people in turning that vision into reality. They think beyond what individuals do. They activate people to be part of something bigger. Managers focus on setting, measuring and achieving goals. They control situations to reach or exceed their objectives.

Leaders are change agents, managers maintain the status quo.
Leaders are proud disrupters. Innovation is their pride. They embrace change and know that even if things are working, there could be a better way forward. And they understand and accept the fact that changes to the system often create waves. Managers stick with what works, refining systems, structures and processes to make them better in order to achieve organization goal.

Leaders are unique, managers copy.
Leaders are willing to be themselves. They are self-aware and work actively to build their unique and differentiated personal brand. They are comfortable in their own shoes and willing to stand out. Managers tend to adopt best practices that make organizations succeed.

Leaders take risks, managers control risk.
Leaders are willing to try new things even if they may fail. They know that failure is often a step on the path to success. Managers work to minimize risk. They seek to avoid or control problems rather than embrace them.

Leaders build relationships, managers build systems and processes.
Leaders focus on people – all the stakeholders they need to influence in order to realize their vision. They know who their stakeholders are and spend most of their time with them. They build loyalty and trust by consistently delivering on their promise. Managers focus on the structures necessary to set and achieve goals. They focus on the analytical and ensure systems are in place to attain desired outcomes.

4. If you were the CEO of the company and you had a similar situation whereby an old employee with good credentials was being criticized by your subordinates and your new colleagues and was stated to him be let go, what would you do?

Hint: What should a company do for an employee who has served for so long? Given the fact that he has performed above average and rose from a very low position, company can think of giving him trainings to improve his performance. Not to forget the fact that the old employees had supported him and his performances. So, there could be ego problems as well between the old and new employees.

5. How would you assess J. Kumar as a manager using SWOT analysis tool?

Hint: Teacher has to point out the strengths, weaknesses of J. Kumar along with the opportunities and challenges the company would have to face in future if they decide to have him.

Background Reading

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http://www.hrhero.com/sample/trialdiscipline.pdf http://www.businessmanagementdaily.com/10141/the-5-steps-of-progressive-discipline

Books:
Marketing Management by Philip Kotler, Kevin Lane Keller, Mairead Brady, Malcolm Goodman, Torben Hansen

The 7 habits of Highly Effective People by Stephen R. Covey

V. GENERAL DISCUSSION

Having examined the various concepts of entrepreneurship pedagogy as presented in sections and their subsections above, in this section I will discuss what I learnt from the entrepreneurship pedagogy concepts. Also, I will highlight a contribution of this paper to both present and future facilitators of entrepreneurship education as well as interested readers in my community and beyond. Finally, I will recommend what current and would-be facilitators should do for a success of their universities.

Personal Experience : My personal experience comes from my profession as a teacher, a lecturer and as an associate professor. I have been teaching entrepreneurship at the university for about twenty years. I have also been a moderator of examination questions (Entrepreneurship Education) for Uganda School Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE). I have also presented at conferences and published papers in the area of entrepreneurship. Above all my PhD thesis was on entrepreneurship education as predictor of entrepreneurial self-efficacy and entrepreneurial intentions among university final year students. Based on this personal experience, it is clear that Entrepreneurship Education (EE) has been recognized as one type of education that can provide skills to participants for value creation. It is part of university curriculum and it is indicative that it can be taught. The question that remains unclear is how should we teach entrepreneurship for value creation. The current practice is that entrepreneurship education is taught in the traditional way using traditional methods such as lectures, case study, debate, simulation. The outcome of the intervention is predominantly written examinations. This is partly dictated by traditional university status quo which focuses more on academics than entrepreneurial skill development.

While entrepreneurial education has become part of university academic programmes, not many understand it especially those outside business school. Many including those in the business school look at business start-up as the ultimate outcome of entrepreneurship education and yet entrepreneurship education is more than just a business start-up. After all, not every student wants to start business but still embrace entrepreneurship skills. Entrepreneurship education is more than starting business. It is regarded as a way of life in which the learner is prepared to be creative and

innovation in all walks of life. The narrow thinking of what entrepreneurship is all about is partly the reason for down-playing entrepreneurship education at university level. Given university status quo, examination is the measure of the outcome of academic programmes including entrepreneurship education. Because of being examination focus, the methodology is inclined towards preparing the student to pass the examination.
There are variety of methods that can be used to develop entrepreneurship skills even if they focus on examinations. From my experience, most entrepreneurship programmes I have taught do include a number of those methods. Apart from lecture method, I see case study as teaching method but very few people use cases for teaching. Why they do not use the cases is because they want ready-made cases which are not easy to get. Where it is possible to get cases, they lack teaching notes hence there is no guide. This limit the value of teaching entrepreneurship skills using cases as a method. However, cases only appear in examinations and therefore used more as tool for assessment rather than method of teaching.

How is the issue being handled at the university?
As a requirement by the university, every faculty and school is expected to review its programmes. This must start from the department or unit where the programme is housed before the faculty or school. It is also compulsory to involve the various stakeholders in the job market and the community at large. Besides other things to be considered in the programmes, the learning outcomes must be clear reflecting what the students will be able to do on completion of the course. For examples ability to write attractive business plan or pitch attractive idea that can be developed. The learning outcomes cannot be achieved if the method of teaching is not correct. It therefore means that every learning outcome must have a specific or a combination of methods that can be used. The emphasis is on skill building that may require thinking outside the classroom of which case-based teaching and learning is appropriate method. As explained under section 3, CBTL is appropriate

since it brings real world of the entrepreneur in the classroom. The CBTL can combine other methods such as critical thinking, problem solving, simulation and others. It is good for distance learning which is yet another mode of delivery hence most educational institutions including universities are adopting as a result of the out-break of the corona virus diseases (COVID-19 pandemic). My

university is one of those which emphasising online learning besides the traditional mode hence CBTL becomes appropriate method of teaching and learning entrepreneurial skills at the university.

How entrepreneurship pedagogy was understood in the past, and how will be understood in the future
There were several myths regarding entrepreneurship pedagogy. First of all little was known about entrepreneurship and was very much associated with small businesses. In commerce it was regarded as one of the factors of production and later on some economists started looking at entrepreneurship from resource mobilization, creativity, innovation and risk taking. Many economies started embracing entrepreneurship as one way of economic development that should be encouraged. Because of its contribution to economic development and source of employment, it was considered as a career alternative. As unemployment started affecting the youth and graduates that come out of the university, entrepreneurship was introduced into university curriculum. It was understood as one way of reducing unemployment by creating own job, through business start-up, after graduating. Since it was associated with small business, people knew anybody could start without necessary being trained. This brought a long standing debate regarding entrepreneurship education. The myth was that entrepreneurs are born, not trained. Some other scholar say entrepreneurs are mentored. Later on this debate was dropped and concluded that entrepreneurship skills could be taught but the question that is being addressed is 'how'?

Today and in the future people will understand that entrepreneurship education is real. Many entrepreneurial skills can be taught since most people who are trained in entrepreneurship register success more than failure which is common among those without entrepreneurial skills. I would think that people will continue to understand entrepreneurship pedagogy as principles and practices that develop entrepreneurship skill as a way of life.

My opinion and own point of views : Based on my personal experience as presented under section 5.1, my opinion and views built on those discussed under section 5.3. First is that entrepreneurship can be taught. How it should be taught is what we are trying to explore. We want to develop entrepreneurship pedagogy that will address the entrepreneurial learning outcomes. There are very many methods that can be used to teach entrepreneurship but not all of them can be used to address entrepreneurial learning outcomes. In my opinion case-based teaching and learning (CBTL) must be the way to go. The CBTL would include other methods, such as critical thinking, role play, simulation, decision making, pitching and problem solving, which are used in any given case aimed at building entrepreneurial skills. This said, we need to learn how to develop cases and teaching notes that reflect our entrepreneurship environment. Given the new normal of hybrid teaching where face-to-face is going to be limited, CBTL fits this hybrid model under the distance education. Moreover, CBTL is both a method of teaching and assessment. However, whatever method we choose, it should not be used in isolation. It should consider the objective, the content, context, target, the level and the audience. Each of these elements influences the other. This interdependence is explained under section 2.0.

VI. CONCLUSION

In view of the discussions above, I am strongly convinced to conclude that Entrepreneurship Education (EE) has been recognized as one type of education that can provide skills to participants for value creation. Its origin is in economics literature and was considered as one of the factors of production not until after the second world war when it started emerging as independent discipline. The teaching of entrepreneurship started in Harvard Business School with the aim of generating jobs through business start-ups. This was also to boost the economic activities that were interrupted by the world war. For a long time entrepreneurship was considered synonymous with small business and the outcome of entrepreneurship education was measured in terms of business start-ups. This was a narrow thinking but today entrepreneurship is looked at as a way of life that requires constant creativity and innovation. Entrepreneurship education result into increased societal resilience, individual growth and increased university engagement with the community. Entrepreneurship education in universities has become a priority to policy makers especially in developing countries. This is because entrepreneurship education is considered the most effective way to stimulate entrepreneurship within a society. Universities know that entrepreneurship can be taught and what should be taught is known. What universities must embark on is how to teach entrepreneurship so as to bring out the desired entrepreneurial learning outcomes. This requires innovations in all the dimension of entrepreneurship education – the content, the methodology, the target and the level all taken together since each of them influences one another. The teaching should move away from the dominant traditional method to more innovative method in which the teacher plays the role of a facilitator. This implies encouraging participatory learning rather passive learning.There are known to be multiple methods of teaching entrepreneurship but we need to be innovative in the selection of which method or combinations of method are appropriate. One method considered very appropriate in entrepreneurship pedagogy is the case-based teaching and learning approach. This method can combine other methods such as critical thinking, simulation, problem-solving and together they bring real entrepreneurial world into the classroom. Case-based teaching and learning is also appropriate in the hybrid model of teaching and learning where online teaching and learning is being encouraged. However, case-based model to work effectively we should learn to write cases that are home based. Every case that is developed must have teaching notes to guide the teaching and learning process using a particular case. All the important issues with regard to entrepreneurship pedagogy have been raised and discussed in the body of this essay. In summary, universities would benefit from a review of their teaching methodology to help students acquire entrepreneurial skills appropriate to a radically changing global economy.

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