Walden Dissertations and Doctoral Studies

2016

A Case Study on Undergraduate Entrepreneurial Constructivist Learning in Morocco

Said Benamar
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Said Benamar

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Mario Castro, Committee Chairperson, Education Faculty
Dr. Stephen Butler, Committee Member, Education Faculty
Dr. Heather Caldwell, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

A Case Study on Undergraduate Entrepreneurial Constructivist Learning in Morocco

by

Said Benamar

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2016

Abstract

Jobs are available for university graduates with entrepreneurship skills, but

unemployment in Morocco persists because of the dissociation between university

entrepreneurship graduate skills and professional market demand. While university

graduates have achieved academic standards, they have lacked the entrepreneurial

attributes to be employable. The purpose of this case study was to explore the use of

entrepreneurship learning initiatives at Université Internationale de Casablanca (UIC), a

private for-profit university, to promote students' employability. The constructivism and

learning paradigm frameworks served as the theoretical foundations of this project study.

The research questions addressed the effectiveness of entrepreneurship learning strategies

in the promotion of students' employment and self-employment and what challenged

their implementation at UIC. Data were collected from 11 individual interviews with

students, academic leaders, and business professionals and from accreditation application

documents. The interviews were recorded, transcribed, and hand analyzed for the

discovery of thematic codes. Results indicated that the implementation of a capstone

project model could cultivate entrepreneurial student experience. It was recommended

that comprehensive business plan capstone projects presented the opportunity of

integrating experiential learning activities and assessment tools to develop the

entrepreneurial mindset of undergraduate students and increase their affective attachment

to the course and the university. Implications for social positive change included the use

of entrepreneurship learning to foster internal collaboration among faculty, promote

university external partnerships, and create an experiential learning environment that

motivates students to learn and achieve professional immersion.

A Case Study on Undergraduate Entrepreneurial Constructivist Learning in Morocco

by

Said Benamar

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2016

Table of Contents

iii

List of Tables

List of Figures

Section 1: The Problem

Introduction

Higher education in Morocco has been the focus of debates in forums and conferences and central to the government's action in recent years. The King, the higher authority in the country, has stated that learning in schools and universities is declining in quality and misaligned with the demands of the labor market (Texte intégral, 2013). In response, stakeholder and community officials have established the Higher Council for Education (HCE) and more than 15 civic organizations. The HCE has posted calls for public consultancies and contributions on its website to resolve the educational problem in the country. The civic society, championed by *Injaz Al Maghrib*, which is a member of Junior Achievement Worldwide, and *Zakoura*, an association for entrepreneurship learning and community service respectively, have organized international forums calling for the implementation of learner-centered strategies and professional achievement.

Researchers have stated that a change agenda in this direction will be difficult because of tensions and some constituents' resistance to transformation (Komulainen, Naskali, Korhonen, & Foley, 2011). However, educational leaders should exemplify an entrepreneurial attitude to engage into transformative change for entrepreneurial undergraduate students. Researchers have defined entrepreneurship learning and how it leads to professional achievement and competence in a variety of ways (Bagheri & Pihie, 2011; Harkema & Schout, 2008; Komulainen et al., 2011; Mars & Aguilar, 2010; Mars & Ginter, 2012; Nejad et al., 2012). Consequently, the focus of the learning process is on student capacity to build autonomy, creativity, and personal initiative (Gutiérrez &

Guerrero, 2012). The aim of the study was to explore the process of entrepreneurship learning from the perspective of students, academic leaders, and stakeholders at Université Internationale de Casablanca (UIC). The project study informed how entrepreneurship learning impacts student professional achievement at UIC and answered subquestions that define professional achievement from an entrepreneurial perspective and the challenges facing academic leaders in the implementation of entrepreneurship learning in the context of UIC.

The purpose of Section I was to define the problem and determine the rationale for the study both in the local setting and in the larger context as described in the scholarly literature. Specific vocabulary related to the study will be listed and defined. The guiding research questions will be developed, and a review of the literature will be presented following a framework for exploring entrepreneurship learning and its link to student professional success at university settings. This section will end with implications of this study.

Definition of the Problem

Scholars associate entrepreneurship learning to innovative educational processes that universities and colleges undertake to develop a workforce likely to bring in positive social change into their respective environments. As an economic outcome, researchers recognize entrepreneurship learning as a way to create wealth, reduce unemployment, and generate long term regional and national prosperity (Gutierrez & Guerrero, 2012; Leino, 2011; Martin, Surikova, Pigozne, & Maslo, 2011). China, India, and the United States have been increasingly aware about the role of entrepreneurship education in

matching the needs of the marketplace. The United States has passed legislation that promotes entrepreneurship education from K-12 through graduate school; additionally, China's central government has taken strategic initiatives to become an innovation-based nation by 2020 (Leino, 2011). While developing countries in the West have made progress in entrepreneurship education, developing nations, including Morocco, are only beginning to implement entrepreneurship knowledge in university and college settings (Bahji, Lefdaoui, & El Alami, 2013; Boussetta, 2003; Eze & Nwali, 2012).

Entrepreneurship education has always been linked to new business value creation. However, researchers have extended the application of entrepreneurship learning to create social and individuals' values (Gutierrez & Guerrero, 2012; Martin et al., 2012). Therefore, universities will process entrepreneurship learning through a set of structured and articulated learning strategies that yield an enterprising environment for learners to take initiative and become independent, creative, and autonomous. During an economic downturn, universities and colleges should adopt innovative learning methods to develop students' professional achievement. Academic leaders should develop innovative curriculums, implement learning centered methods, and establish partnerships with the external and internal constituents to show efficacy in entrepreneurship learning capacity building. Scholars' research has revealed that universities using appropriate entrepreneurship learning initiatives, as cited above, have fostered their students' professional achievement. Professional achievement could be defined as a multidimensional competence that covers wider aspects of human and social skills (Botha, 2010; Gutierrez & Guerrero, 2012). Entrepreneurship learning has been

dominated by business courses without practical orientation in Moroccan universities (Boussetta, 2003). Researchers outlined that future research should be directed toward the exploration of a practical implementation of entrepreneurship learning (Martin et al., 2012).

<center>**Rationale**</center>

Evidence of the Problem at the Local Level

Academic institutions in Morocco have been facing many challenges created by emerging trends in higher education. Morocco counts 15 public and seven private universities, 216 private colleges, and 103 public colleges (Debbarh, 2011; Zammar & Abdelbaki, 2012). The higher education sector has enrolled more than 575,000 students in the academic year 2011-2012, 85% of whom attended public university, 6.5% attended private institutions, and 8.5% went to vocational institutions (Louize, personal communication, June 11, 2013). The government has implemented an *emergency plan* to reform the education sector aiming at reinforcing the autonomy of universities, boosting the private sector and improving the quality of learning. The government has assigned 12.6 billion Dirhams (1.4 billion U.S. dollars) to the implementation of the transformative agenda of the educational sector following the directions of the emergency plan (Debbarh, 2011). One important trend is that enrollment in public higher education has increased from 344,123 in 2008 to 575,000 in 2012 representing a growth of 67%. Accredited professional degrees and master's degree have increased by 98% and 89% respectively (Debbarh, 2011). The private higher education sector attracts less than 10% of total enrollments. Access is a serious problem for public universities. More than

190,000 students finishing high school apply for education in public universities and colleges. However, the government could not afford to build new physical plants to accommodate new students. The ministry of education has encouraged the establishment of new private universities to support the development of workforce in strategic sectors including medicine, engineering, tourism, and entrepreneurship. Private universities must be accredited by the ministry of education in order to benefit from the label of *private university*.

The UIC has been impacted by some of those trends including escalation of enrollments, scarcity of public funding, and declining quality of learning and graduation rates. In his recent speech to the nation on the 20th August 2013, King Mohammed the 6th focused on the problems of higher education, arguing that its programs no longer matched the needs of the labor market. Therefore, the King has given formal instruction for the establishment of the high counsel for education to establish a long-term strategy to reform education in Morocco (Mrabi, 2013). In order to accelerate reforms in higher education, the government has drawn on the previous emergency plan program and ratified an *action plan* for the period 2013-2016. The project action plan outlined 39 strategic initiatives which included the improvement of graduate employability (Ayegou, Mahrek, Rajraji, & Talbi, 2014). The main objectives behind the initiative of employability improvement reported in the action plan are as follows: (a) diversification of education/training programs that include professionalizing bachelors to fit in the needs of the labor market, (b) identification of the leading economic sectors likely to hire graduates, and (c) concentration on educational programs encouraging professional

achievement including entrepreneurship courses. Therefore, there is evidence that professional achievement is a challenge for administrators of higher education in Morocco (Ayegou et al., 2014). The rate of unemployment in Morocco has reached 22.7% among university graduates and 22% among vocational graduates (Zammar & Abdelbaki, 2014). Zammar and Abdelbaki (2014) argued that, for the Moroccan state to face the challenges of unemployment, academic leaders should design entrepreneurship programs that enable students to develop entrepreneurial capacities and skills for venture creation. This target could be possible if Moroccan universities decided to diversify their teaching methods to include real case studies, first-hand experiences, and involve professionals to work collaboratively with instructors.

The educational system in Morocco has traditionally encouraged employment versus entrepreneurship, which could explain why graduates are skeptical about launching their own ventures (Zammar & Abdelbaki, 2014). Zuabi (2012) stated that, while jobs are available, challenges facing unemployment in Morocco will persist because of the discrepancy between university graduate skills and professional market demand. While university graduates achieved academic records, they failed to possess entrepreneurial attributes that enable them to be hired by private firms. Rae (2007) argued that the low rate of students' professional achievement is due to the fragmented and disconnected curriculum in which employment has been presented. However, entrepreneurship education leading to self-employment is not the only way to reduce the high rate of unemployment recognized to be the major challenge of the Moroccan community. Effective entrepreneurship learning based on constructivist principles and

anchored in the learning paradigm framework could be the best process to offer high quality learning that encourages professional achievement leading to employment and self-employment (Krueger, 2007; Rae, 2010).

Linkages among Moroccan universities, associations, and the private sector could provide the collaborative structure to ensure better matching between the environment's needs and the curriculum. Collaboration among the constituents could offer a suitable external environment whereby students could be sensitized to entrepreneurial activities such as internships, job placements, networking, and other forms of collaborative initiatives (Zuabi, 2012).

The UIC is a private university launched in 2010 by Laureate International Universities. Because UIC operates academically on the basis of the accrediting norms of the public education sector in Morocco, its academic leaders should consider themselves, along with other institutional leaders, directly accountable for the declining learning outcomes of graduates. The researcher's professional experience within UIC in discussions with academic and administrative leaders of the institution has yielded some evidence that UIC's curriculum is content driven and lecture based, and students are bored with the traditional and passive teaching methods. As an instructor and academic leader in the former business school I have experienced the efficacy of active learning methods in promoting students' entrepreneurial behaviors. The UIC stakeholders' demands also justified conducting this project study. At one of the board meetings, the second principal donor expressed the need to align the academic services of the

university with the mission to support the learning capacity of students to become

potential entrepreneurs (J. Alaoui, personal communication, January 24, 2012).

Laureate International Universities, the main shareholder, has been developing its

own Laureate Professional Assessment (LPA) and asked its members, including UIC, to

develop indicators among which entrepreneurship achievement should be a key target (A.

Majda, personal communication, September 19, 2013). Therefore, the leadership of UIC

has encouraged academic leaders to implement entrepreneurial initiatives to promote

innovation and professional achievement among undergraduate students.

Evidence of the Problem from the Professional Literature

Scholars have defined entrepreneurship education as a process of changing the

individual's mindset toward creative thinking and innovation to create positive change in

societies (Guven, 2013; Rae, 2007). Interest in entrepreneurship learning is triggered by

the low level of entrepreneurship programs and courses in African countries. There is

priority for ensuring the capacity in terms of faculty and facilities to facilitate

entrepreneurial learning. Eze and Nwali (2012) advocated for collaborative work with

international universities, the professional sector, and the community organizations. The

Nigerian government directed all universities to establish an entrepreneurship center with

a degree in entrepreneurship (Eze & Nwali, 2012). The authors contextualized

entrepreneurship learning in African countries where economic and social problems were

challenges. Entrepreneurship learning is associated with the learning capacity provided

by the university to develop a new African mindset likely to boost the economic

development of African countries. However, Boussetta (2003) revealed that learners

engaged in a pilot entrepreneurial learning project in a leading Moroccan public university were not successful in creating their own business and preferred being employed.

African countries are facing challenges of unemployment among college graduates. Even when graduates have been recruited by companies, employers are not satisfied with the graduates' set of developed skills (Botha, 2010; Eze & Nwali, 2012; Kouba & Sahibeddine, 2012; Oleforo, Oko, & Akpan, 2013). Oleforo et al. (2013) conducted research at a Nigerian university to learn if entrepreneurship learning impacted the productivity of graduates necessary for their employment. The authors wanted to determine if curricula content and practical experiences had relevance to graduates' productivity and professional achievement. They found that African universities did not equip students with skills that would make them relevant to society and labor market demands. The research focused on the value of the joint contribution of entrepreneurship materials of the university's curricula and practical experience to graduates' productivity. Therefore, academic leaders should direct further work toward improving entrepreneurship curricula with practical loads (Bahji, Lefdaoui, & El Alami, 2013; Boussetta, 2003; Oleforo et al., 2013; Parry & Baird, 2012).

In their study on entrepreneurship education, Kouba and Sahibeddine (2012) confirmed the intention of students enrolled in Moroccan universities to engage into an entrepreneurial activity and create their own business. The authors stated that students in Moroccan universities showed strong willingness to create their new ventures and that there was a strong correlation between the variables of a student's entrepreneurship

intention and his entrepreneurial capacity. However, the authors found a gap in the literature about the influence of the students' entrepreneurial capacity and the attitude of desirability to launch a new business. According to the authors, these findings could encourage academic leaders of the Moroccan universities to implement entrepreneurial courses. University Hassan II in Casablanca, has created entrepreneurship modules to create entrepreneurial courses (Ayegou et al., 2013). However, the question is not about what content would be in those modules, but which conceptual framework and delivery methods are to be used in order to ensure students' entrepreneurial achievement.

Schout and Harekma (2008) studied the impact of learning-centered strategies on the development of entrepreneurial mindset in the context of Hague University. The authors revealed that, despite efforts invested by the educational system prevailing in Netherlands' academic institutions, "few students decide to follow a career as an entrepreneur, compared to other countries, especially the U.S." (Schout & Harekma, 2008, p. 513). However, Schout and Harekma outlined how educational institutions could convert those strategies into learning practical activities that foster the entrepreneurial mindset.

Sardeshmukh and Nelson (2011) implemented a new learning approach to entrepreneurship based on a combination of classroom exercises and experiential activities. The authors argued that traditional and linear learning methods to entrepreneurship that includes business plan and essays did not contribute to developing opportunity-oriented entrepreneurial mindsets among students. The model presented by the authors was not limited to business creation but encompassed self-managed and

opportunity driven approaches to careers. Sardeshmukh and Nelson stated that "incorporation of experiential exercise and internships in tertiary education has several benefits in terms of the broader career context, including development of social networks and mentoring relationships that can be leveraged in a student's career development" (p. 52). The entrepreneurship attributes developed by Sardeshmukh and Nelson might be important elements of graduate professional achievement, as they would be valuable skills for any student to develop, whether they plan to work within an existing organization or become self-employed.

Definitions

In this study, the special terms used are as follows:

Constructivism: The constructivist model of learning assumes that individuals are responsible for their learning as they engage into a continuous and iterative process of constructing deep and purposeful learning. The constructivist model argues that deep learning occurs when learners considers and act on their deep mental structures, which means prioritizing knowledge structure and learning process instead of content (Krueger, 2007).

Entrepreneurship: This term points to the individual-team leadership process of identifying opportunities for creating business and social value and of launching new ventures that bring together innovation and resources to exploit those opportunities (Mars & Rhoades, 2012; Rae, 2010; Rae & Carswell, 2000).

Entrepreneurship attributes: This term identifies the set of personal and professional skills and knowledge needed to apply innovative solutions to real situations.

The attributes may include autonomy, energy, creativity, leadership, citizenship, problem-solving, which are associated with personal development, and knowledge about businesses and sectors, job research techniques, and requirements for building organizational infrastructures, which are connected with the learner's professional development (Guven, 2013; Rae, 2007).

Entrepreneurship learning: This term identifies the learning environments and processes that activate the transfer of entrepreneurship attributes to the learner (Guven, 2013). Therefore, it is concerned with how individuals construct meaningful learning in a continuous process of acting on their economic and social environments, of creating opportunities, and of launching and managing new ventures. It is not limited to functional knowledge acquisition but extends to active learning in real situations involving connection among *doing, understanding,* and *sensing* (Rae & Carswell, 2000).

Experiential learning: Learning is a process whereby learners create knowledge through the transformation of their experience. From an experiential perspective, learning is a continuous process that adapts to the learner's social and psychological context producing new ideas or what Kolb calls *the future of learning* (Kolb, 1984).

Learning paradigm college: This term is used to identify innovative academic institutions that place the learner at the center of their mission statements and their institutional effectiveness. Academic leaders focus on learning instead of teaching and on learning outcomes instead of learning input (Bosch et al., 2008; O'Banion, 2000).

Professional achievement: This concept refers to a defined set of skills, knowledge, understanding, working behaviors, and personal attributes that qualify an

individual to be employed or exploit new business or social opportunities in which he

could be successful and energized (Eickoff, 2008; Rae, 2010; Sewell & Pool, 2010).

Social entrepreneurship: It is an entrepreneurial process with the primary goal of

impacting social change and welfare of society. The scope of entrepreneurship has been

expanded to include innovative solutions to social problems to create social good and

reinvest capital and institutional resources in the community welfare (Mars & Rhoades,

2012; Rae, 2010).

Significance

In this project study I explored entrepreneurship learning and its impact on

professional achievement for undergraduate students at UIC and captured the

perspectives of the participants regarding entrepreneurship learning. As implied by Stake

(as cited by Merriam, 2009) the knowledge learned from the study of a bounded system is

concrete and contextual. Therefore the exploration of entrepreneurship learning from the

perspectives of the participants at UIC contributed to the construction of a knowledge

that was rooted in the unique context of UIC and informed by the readers' interpretation.

Academic leaders should develop an academic entrepreneurial mindset that would yield a

multidimensional value for the university, the faculty, the student, and the community.

Therefore, the university could focus leadership and resources on programs and academic

services that would ensure its institutional efficacy following the guidance of Dickson

(2010). The faculty could gain expertise by conducting research and working in closer

collaboration with the professional and the service sectors. Students should possess

ownership of key professional competencies to become social agents in their respective

environments (Gutierrez & Guerrero, 2012; Mars & Ginter, 2012; Mars & Rhoades, 2012). The community could enhance the quality of living of its people through employment, venture creation, and social change (Mars & Rhoades, 2012; Rae, 2010).

Guiding/Research Question

The project study explored the process of entrepreneurship learning for undergraduate students at UIC. The study answered the following overarching question within the context of a Moroccan University as detailed by Mars and Aguilar (2010): What role, if any, does the process of entrepreneurship learning play in boosting professional achievement for undergraduate students at a university setting? The following subquestions were formulated to address the phenomenon:

1. How could professional achievement be described from an entrepreneurial perspective?

2. What are the challenges facing academic leaders' attempts to implement entrepreneurship learning in Moroccan context?

3. How could the institutional and organizational levels of the university support entrepreneurship learning and outcomes completion?

While research and the culture of entrepreneurship have been remarkably evolving in the United States, China, and India, very little, if any, research has added to the entrepreneurship knowledge in Morocco. The constituents of the Moroccan community, including students, faculty, and business leaders have increased their awareness about the lack of entrepreneurship learning in educational settings. Academic

leaders should be held accountable for bringing innovative and comprehensive answers to how universities should resolve the problem from a practical perspective.

Review of the Literature

Conceptual Framework

Barr and Tagg's (1995) learning paradigm theory and Argyris's (1991) learning organization theory and collaboration principles as well as the experiential framework provided a theoretical perspective through which to understand entrepreneurship learning and its impact on students' professional achievement and institutional effectiveness. The learning paradigm assumes that the students' achievement should be the focus of any learning strategy implemented on university settings. Therefore, the learning centered principles encompass deep learning approaches, including entrepreneurship learning, project-based learning, and collaborative learning. The organizational learning and collaboration principles will address issues related to institutional transformative change and interdisciplinary and faculty collaboration. The learning centered paradigm and the experiential learning theory are the foundations for effective entrepreneurship learning (Botha, 2010; Harkema & Schout, 2008; Moalosi, Molokwane, & Mothibedi, 2012). In their study, Harkema and Schout (2008) explored the role of entrepreneurship learning through the implementation of a student centered approach in Hague University in developing students' entrepreneurial mindset.

Scholars have studied entrepreneurship from different conceptual frameworks (Bagheri & Pihie 2011; Harkema & Schout, 2008; Komulainen, Naskali, Korhonen & Foley, 2011; Mars & Aguilar, 2010; Mars & Ginter, 2012; Nejad, Abbaszadeh , Hassani

& Bernousi, 2012). Mars and Aguilar's (2010) study of the entrepreneurship scholarship content that was published in five prestigious international journals of education revealed notable patterns in the application of theoretical and conceptual trends to entrepreneurship in higher education as well as relevant distinction in how entrepreneurship models are applied according to specific organizations and regions. The authors argued that research had substantively covered entrepreneurship from a neoliberal market-oriented perspective, failing to grasp other nonbusiness related phenomena including student and faculty activism, delivery methods, curriculum design, and social works. Some scholars urged for a rethinking of entrepreneurship learning. Rae (2010) argued that the international and economic crisis of 2008 contributed to a reconsideration of the scope of entrepreneurship learning and its major implications on learning. Rae (2010) stated that the American neoliberal principles that inform the entrepreneurial process have been questioned in the light of the international crisis.

Entrepreneurship and Learning Paradigms

Scholars argued that knowing about entrepreneurship behavior relates to the theory of learning applied to entrepreneurship (Harkema & Schout, 2008; Krueger, 2007; Liebenberg & Mathews, 2010; Rae & Carswell, 2000; Schilling & Klamma, 2010). Krueger (2007) stated that constructivism and developmental psychology are the appropriate conceptual frameworks for providing the deep mental models responsible for the activation of entrepreneurship behaviors. Krueger (2007) argued that behind entrepreneurial actions lie deep beliefs that are anchored in mental cognitive models. Constructivist methods to entrepreneurship learning tend to be learning-centered, and

cognitive psychology has shown the best way of learning is by trial and error in contextual situations. Therefore, instructors are invited to use learning methods that manipulate knowledge structure not only knowledge content if they want to change deep mental models of students, which will have implication on instruction and assessment methods. Continuous reflection about how people learn is a key element in the process of effective learning. Argyris (1991) argued that the double-loop learning approach enables learners to reflect on their learning impacting their deep mental structures as "effective… learning is not simply a function of how people feel. It is a reflection of how they think, that is, the cognitive rules of reasoning they use to design and implement their actions" (p. 100).

Scholars have recognized the experiential framework to be fruitful to entrepreneurship learning (Krueger, 2010; Rae & Carswell, 2000). According to Kold (1984) learning is a process whereby knowledge is created through the transformation of experience. From an experiential perspective, learning is a continuous process that adapts to the learners' social and psychological context producing new ideas or what Kolb called *the future of learning*. Therefore experiential learning could lead to students being trained to be proactive and adaptive to uncertain professional and economic environments and innovators who create jobs and social value in their respective environments. However, some scholars believe that people do not inevitably change their behavior from experience (Rae, 2010). Experiential behavior encompasses more than the enterprise theoretical knowledge because changing behavior involves learners in a continuous process of *doing*, understanding, and sensing their actions (Rae & Carswell, 2000).

Scholars have associated entrepreneurship with the learning-centered framework (Harkema & Schout, 2008). The authors advocated for a learner-centered approach to enable learners to construct meaning as a reaction to different experimented learning situations. The authors stated that the implication of faculty and academic leadership is a prerequisite to the program implemented in Hague University where the experiment has been endeavored. To afford cross campus adherence to the program, structures were established to support and champion the endeavor. So, the Centre of Excellence for Innovation and Entrepreneurship was founded to shepherd the institutional efforts and sensitize the learners and faculty to entrepreneurship activities. The concept of learning-centered college goes back to 1995 when Robert Barr and John Tagg co-authored their article entitled "From teaching to learning – A New Paradigm for Undergraduate Education." Barr and Tagg (1995) stated that learning colleges should engage into a systemic transformative change to "create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners …" (p. 15). Grounded into constructivist theory, the learning paradigm focused on deep learning and the learning outcomes became the driver to efforts and resources deployment at academic institutions (Fear et al., 2003; O'Banion & Wilson, 2010). Learning initiatives including project-based learning, collaborative learning, active learning, and entrepreneurship learning are recognized to fall within the learning paradigm framework (O'Banion & Wilson, 2010). O'Banion (2000) outlined 14 recommendations to the college in its journey towards the learning-centered institution. They range from overhauling mission statements, engaging stakeholders, and recruiting

staff and faculty to creating an adequate environment for learning. Students' professional achievement should be the institutional learning outcome requiring alignment of resources and collaboration among the constituents of academic institutions. Entrepreneurship activities will be the process that will activate the deep learning achievement that will shape the student's learning experience.

The learning paradigm college defines learning as a product of institutional strategic agenda involving the entire constituents including students, academic leaders, and other stakeholders. In this respect, O'Banion (2000) stated that "careful attention must be paid to language, communication, structures, recognition and rewards, traditional values and historic successes, substantive issues, individual and group roles, resources, barriers – all the elements of institutional culture that can support and inhibit change and experimentation" (p. 23). Bosch et al. (2008) interviewed more than 200 individuals who included students, academic leaders, and faculty members to understand their perception of the goals of a learning centered institution. Bosch et al. (2005) revealed that participants believed that a learning centered institution promoted collaboration among students, faculty, and administration conducive to a collective ownership of learning where all participants contribute to activate a learning environment. The respondents also believed that this collective ownership of learning was achieved through constructive methods that included creativity, problem-solving, and reflection that are activated in class and outside the wall of their institutions. Therefore, entrepreneurial professional achievement will not be created exclusively in the classroom, but may be the outcome of the overall institutional environment.

Entrepreneurship and Professional Achievement

Research and the use of entrepreneurship learning in African countries in general and Morocco in particular are limited (Botha, 2010; Boussetta, 2003; Eze & Nwali, 2012; Kouba & Sahibeddine, 2012). Kouba and Sahibeddine (2012) explored Moroccan student intention about creating a new business. However, entrepreneurship is not about intentions, but behaviors and achievements (Fargion et al., 2012). When faculty used lecture and content based methods in delivery of courses, which is the case in most African countries including Morocco, effectiveness in teaching entrepreneurship behaviors to students has been compromised.

Academic leaders in African countries facing unemployment and social challenges should assume full responsibility to shape an innovative learning framework that might be placed into the learning centered paradigm and empower individuals and groups to bring in positive change in their respective communities. Individuals are facing complex challenges, urging them to take innovative initiatives.

Gutiérrez and Guerrero (2012) defined entrepreneurship as a professional achievement that promotes autonomy and personal initiative. This definition went beyond the reduced business and economic view of entrepreneurship, asking for supportive pedagogical approaches. The researchers grounded the competences of autonomy and personal initiative in the European Qualification Framework for Lifelong Learning (EQF) that defined competence as a set of knowledge, skills, and energy that qualified the individual to transform the environmental constraints to real opportunities for positive change. The researchers argued that entrepreneurship spirit and the competence in

autonomy and personal responsibility are concepts recognized as synonyms (Gutierrez & Guerrero, 2012).

In their study, Bagheri and Pihie (2011) contributed to the establishment of a conceptual framework to understand entrepreneurial competencies in the context of university setting and suggested an integrated experiential entrepreneurship model focused on the dynamic role the student could play in constructing entrepreneurial leadership. The authors elaborated a dynamic and a multi-level process of entrepreneurship learning development that enabled learners to attain entrepreneurship leadership and develop key individual and team competencies. According to this model, the learner took ownership over his learning process through experience, observation, social interaction, and reflection (Bagheri & Pihie, 2011). Therefore, entrepreneurship leadership could be considered as a form of professional achievement.

Terminological issues arise related to the interchangeable use of the terms *employability*, *enterprise,* and *entrepreneurship* (Sewell & Pool, 2010). Professional achievement could be defined as a set of skills, knowledge, understanding, working behaviors and personal attributes that qualify an individual to be employed or exploit new business or social opportunities in which he could be successful and energized (Eickoff, 2008; Rae, 2010; Sewell & Pool, 2010). Sewell and Pool (2010) distinguished between the terms *enterprise education* and *entrepreneurship education*. While the first term relates to generic skills such as leadership, initiative, creativity, and problem solving used to manage resources effectively; entrepreneurship is associated with skills of risk-taking and innovation leading to create new resources and social wealth. However, since

enterprise skills are rooted in entrepreneurship (Rae, 2010), both typologies of skills are valuable for students, whether they plan for employment or self-employment. Therefore, professional achievement will encompass the learners' employment and self-employment capabilities.

Guven (2013) conducted research to determine the student educational needs for entrepreneurship. Guven stated that the educational needs for entrepreneurship expressed by students fit into two categories - personal development and professional development. The entrepreneurship attributes that students should have included "self-management…creative and critical thinking, leadership, participating in teamwork, persuading others, planning, developing goals, taking risk, taking responsibility, and passing it to others when required…[and] being willing to get to know about business environments or knowing them" (Guven, 2013, p. 379). The aim of entrepreneurship education is to facilitate learning for individuals to acquire entrepreneurship attributes.

Wilson, as cited in Guven (2013), stated that entrepreneurship education contributed to individuals' experiential learning, skill gaining, and above all, to their mentality change. Schloars revealed that students needed to express themselves better, improve capacity of persuasion and communication skills, and be open-minded to innovation in order to ensure their personal development (Guven, 2013; Mayhew, Simonoff, Baumol, Wiesenfelf, & Klein, 2011). Guven argued that professional development students need to know about businesses and sectors, job research techniques, and how to build required infrastructure for a work place. However, the author did not point to how entrepreneurship attributes could be effectively achieved.

Guven's recommendation to use seminars and conferences as instructional tools for developing personal and professional entrepreneurship attributes do not provide an experiential learning environment required in entrepreneurship education.

Scholars challenged the neoliberal framework that generated the entrepreneurship education literature. Komulainen et al. (2011) studied the challenges and tensions that have faced the implementation of entrepreneurship learning in Finnish school. Teachers, recognized as the main acting constituent in the system, rejected the *hard* and commercial dimensions of entrepreneurship education, belonging to the neoliberal paradigm of research. Teachers thought that the neoliberal perspective of education could jeopardize the universal and community virtues of service. However, the authors believed that the neoliberal thinking could be applicable if entrepreneurship learning outcomes were focused within the educational institution and reflective of the students and teachers' agencies.

Internal entrepreneurship challenged students' achievement that relies exclusively on academic credentials; instead, internal entrepreneurship reflected the students' ability to become employable. Professional achievement required having extracurricular talents including behavioral skills, creativity, collaboration, and competitiveness. Therefore, the authors recognized the neoliberal basis of internal entrepreneurship as a new educational ideology and asked academic leaders of Finnish schools to train their teachers to accept this paradigm (Komulainen et al., 2011).

External entrepreneurship could also shape activities or projects used to solve community and social problems. Fargion, Gevorgianiene, and Lievens (2011) studied the

impact of an intensive course entitled *Innovation, New Ventures, and Entrepreneurship in Social Teaching* (INVEST) within the frame of a partnership between Vilnius University and Kempen University located in Lithuania and Belgium respectively. Fargion et al. (2012) focused on the active role of INVEST in promoting the entrepreneurial mindset among the students that intended to "develop skills in identifying opportunities, creative thinking, organizational and networking competencies, as well as a focus on skills in finding and using resources at all levels" (p. 971). Therefore, there is room to think about a comprehensive framework that might link the market and nonmarket oriented entrepreneurial activities. This comprehensive framework may shape the learning initiatives in congruence with the entrepreneurial learning outcomes that might be expressed within and off-campus.

Social and Ethical Entrepreneurship

Entrepreneurship has been extended to embrace socially oriented activities (Mars & Rhoades, 2012). The cases studied by the authors illuminated an organizational space that occurs at the intersection of the academic capitalism and public good. Students demonstrated entrepreneurial agency by using entrepreneurship resources available within the college to pursue their social ventures. Scholars argued that this kind of entrepreneurship agency could replace conventional methods of change including activism and resistance and contribute to bridge the gap between capitalism expressed by the neoliberal philosophy and citizenship (Jones & Irelade, 2010; Mars & Rhoades, 2012).

Some scholars will oppose the drift of schools to diversify their fund raising resources. They might be afraid that universities lose the initial public purpose they were established, which is providing education for communities (Mars & Metcalfe, 2009). The alternative would be to understand entrepreneurship not only in economic but in social value. Mars and Metcalfe (2009) reported that the Association of University Technology Managers had published its annual Better World report which enlightened cases of research commercialization that contributed to solve social problems namely in public health and health care. Mars and Ginter (2012) showcased the endeavors of some community colleges to respond to market demands and to enhance the economic environment of the community, which is "is a direct reflection of the service mission of the community college" (p. 76). In fact, entrepreneurial reactions to external tensions rely on academic capitalism as a founding theoretical framework (Slaughter & Leslie, 1997; Slaughter & Rhoades as cited in Mars & Ginter, 2012).

Research was conducted on the college context to examine the way community colleges adapt their organizational behavior to the external pressures. One way is to work out curricula for entrepreneurship education which are explored under the four theoretical constructs developed by Slaughter and Rhoades (as cited in Mars & Ginter, 2012), which "are (a) interstitial organizations, (b) intermediating organizations, (c) new circuits of knowledge, and, (d) enhanced managerial capacities" (p. 79). Mars and Ginter (2012) contributed to understand the process underlying the entrepreneurship education in college communities and its respective organizational patterns. At the level of the enhanced managerial capacities, Mars and Ginter insisted on the role of the Community

College Entrepreneurship Education Units (CCEEUs) to ensure professional linkage to the surrounding professional environment.

One important finding of the research is that CCEEUs are shown to be interstitial organizations that serve to bridge the gap between colleges and the marketplace. As a variety of CCEEUs, business incubators are commonly used to help students, or faculty develop a business idea without conventional constraints related to resources or investments. Thus, the physical positioning of these incubators inside CCEEUs contributed to align the entrepreneurship education initiative to the mission of the college community (Mars & Ginter, 2012). Innovation is the major characteristic of an incubator's work. As such, incubators would be qualified to be social entrepreneurs that employ innovative strategies "that if successful lead to sustainable and scalable social transformation" (Mars & Metcalfe, 2009, p. 58).

The social value behind this kind of academic entrepreneurship consists in the establishment of channels of communication and exchange of ideas between the market and the community college. Similarly, the creation of innovative start-ups will contribute to job creation and socioeconomic development of the community (Mars & Metcalfe, 2009). Social entrepreneurship has been recognized to develop rapidly, attracting young people to adopt it as an alternative economic entrepreneurship scope. This was the reason for which Rae (2010) considered social entrepreneurship as an integral part of the entrepreneurship phenomena.

Entrepreneurship and Learning

There is an association between entrepreneurship learning and professional achievement in which learning is an experiential process, which activates entrepreneurial behavior (Ehiyazaryan & Barraclough, 2009; Rae & Carswell, 2000). Unlike traditional learning methods that often result in *declarative knowledge* acquired through transmission (Schilling & Klamma, 2010; Walsh, 2007), entrepreneurship learning is concerned with learners constructing, understanding, and sensing their knowledge. Research documented the failure of linear instructional methods that focused on tangible and assessable assignments including business plans and functional knowledge to develop opportunity-oriented entrepreneurial mindsets among students (Rae, 2010; Sardeshmukh & Nelson, 2011).

The learning model presented by Sardeshmukh and Nelson, (2011) was not limited to business creation but encompasses self-managed and opportunity driven approaches to careers including the social sector. The authors focused on the development of the learner's personality because "…incorporation of experiential exercise and internships in tertiary education has several benefits in terms of the broader career context, including development of social networks and mentoring relationships that can be leveraged in a student's career development" (p. 52). The research conducted by Boussetta (2012) and Ayegou et al. (2013) revealed that assessable and programmed knowledge delivered to students did not transform them to self-entrepreneurs but facilitated their employment. Therefore, the learning tools were not congruent to entrepreneurship education that is activated beyond the formal classroom environment

through experiential and discovery learning, which challenges orthodox pedagogies (Rae, 2010). Mayhew et al. (2011) revealed that innovative assessment methods to learning contributed to ensure students' capabilities to innovate regardless of relevant covariates such as college major or grade point average.

Harkema and Schout (2008) associated the learners' achievement with their ability to innovate and opportunism to become external entrepreneurs or internal entrepreneurs; specifically, Harkema and Schout recognized as an innovation manager in an existing firm. The authors also argued that the prevailing instruction-based approach to learning impeded entrepreneurship learning. Instead they advocated for a learner-centered approach to enable learners constructing meaning in their reaction to different experimented learning situations (Harkema & Schout, 2008). Either behaving from within an organization as an internal entrepreneur or from outside as an external entrepreneur, the learner has been learning effectively to attain professional achievement.

In developing countries like Morocco, enterprise education for employment could serve for the learner as an immersion in business and social context before moving forward to self-employment (Ayegou et al., 2013; Boussetta, 2003; Rae, 2007). Rae (2007) outlined a set of practical pedagogical instruments to assess entrepreneurship learning yielding to professional achievement. He suggested, among others, external or work based projects, problem-based learning, discovery visits to firms and external organizations, guest speakers and real case studies, and simulation based learning. External based activities are the key experiential process for personal and professional development. Rae (2007) suggested the following off-campus activities:

- Internships

- Part-time or vacation work

- Self-employment or freelancing

- Community or service learning activity

- Active role in extracurricular organizations of sports

The activity of undergraduate research about business and sectors, which was recommended by Guven (2013), can be added to this list.

Botha (2010) studied the impact of project-based learning approach on students' entrepreneurial achievement. The author revealed that project-based learning applied to entrepreneurship proved effective because it enabled students to develop entrepreneurial skills they would never have achieved if taught in a conventional teaching way. The delivery mode underlying this innovative approach as well as the proposed assessment methodology contributed to the optimization of the use of available resources in terms of faculty's engagement and workloads, and as such efficiency attainment. Skills included the following: presentation and communication skills, entrepreneurial application, teamwork, knowledge of entrepreneurial skills, creativity and innovation, and preparation for tests and examination as detailed by Botha (2010).

Moalosi, Molokwane, and Mothibedi (2012) conducted a case study at the University of Botswana involving design students to assess students' professional achievement after designing packaging strategies for a small entrepreneur producing frozen vegetables. The authors revealed that the application of the project-based learning promoted graduates' professional achievement and engagement as measured by their

entrepreneurship spirit, social responsibility, teamwork, and innovative thinking. Moalosi et al. (2012) stated that moving toward an effective learning of entrepreneurship might be triggered by a shift from teacher-based to learner based methods. Zimmerman (2012) argued that the use of business plans for teaching entrepreneurship was effective. However, he suggested that business plans methods had to provide an interdisciplinary background offering integration among the business functions that covered the curriculum.

The majority of universities in Africa, including Morocco, South Africa, Botswana, and Asian countries have succeed in offering theoretical knowledge about entrepreneurship, but fail to engage students in real life and experiential learning process through practical activities realized within and off campus (Botha, 2010; Kouba & Sahibeddine, 2012; Moalosi et al., 2012; Parry & Baird, 2012).

Scholars stated that the implication of faculty members is a prerequisite to the success of the implementation of entrepreneurship learning (Fargion et al., 2011; Herkema & Schout, 2008; Komulainen et al., 2011; Nejad et al., 2012). Nejad et al. (2012) drew on Senge's five dimensions of the learning organization that follow: personal mastery, mental models, shared vision, team learning, and system learning to establish the relationship between the learning organization capacities and the professional achievement of faculty members in Iranian universities. From an organizational perspective, universities might reinforce their reactive and proactive capabilities by engaging into entrepreneurship activities that might further facilitate the application of learning organization's five elements. Faculty members challenged the

implementation entrepreneurship learning initiatives on campus because either they

rejected the individualistic and business identities of the neoliberal theory (Komulainen et

al., 2012) or they found their competency being challenged as facilitators (Fargion et al.,

2012). Therefore, in order to afford cross campus adherence to the program, structures,

partnerships, and networking facilities might be established to support and champion the

change process toward an entrepreneurial oriented learning realities (Fargion et al., 2012;

Harkema & Schout, 2008; Mars & Ginter, 2012).

The literature reviewed in this section has processed entrepreneurial learning on

the basis of short courses, intensive programs, or vocational initiatives. Researchers in

this review have presented entrepreneurship learning according to different conceptual

frameworks, including neoliberal theory, social constructivism, experiential learning, and

learner-centered paradigms. However, all agree on the necessity to ensure

contextualization and congruence between active learning environments and graduates'

competencies attainment (Mars & Aguilar, 2010). This congruence has been lacking in

the different contexts where the reviewed studies have been conducted, including

Moroccan universities. Therefore, academic leaders might think about an inclusive and

cohesive framework of entrepreneurship learning that covers a 3 years bachelor's

program with implications on curriculum design, collaboration, students' retention, and

student's professional achievement.

The best way for universities to bring evidence that their students are learning is

to design a new learning environment that puts them on the road to professional

achievement. The university will then gain ownership of the process and take full

responsibility for learning (Bosch et al., 2008). Current organizations demand innovative workers who are highly qualified in communication, problem-solving, and knowledge integration. Like with other developing countries, job and public wealth creation are conditioned by a permanent entrepreneurial effort of the society's constituencies, including graduates from colleges and universities. To ensure strong motivation, successful learners should use a combination of self-directed method in choosing appropriate business ideas and a team-based collaborative approach in implementing and sharing research findings among peers. The shift to the learning paradigm is reinforced with the new facilitating role played by the instructor who becomes *an instrument of learning* (Hubbard, 2012; Monaghan, 2011).

Monaghan, (2011) initially investigated the applicability of communities of practice in graduate level management class over five years and eight academic semesters, starting in 2005 and finishing by 2010. In addition, the author also evaluated the outcomes of this learning strategy and its impact on professional achievement of learners. In 2009, extra data provided by 17 reflection papers and 20 course evaluation interpretations added the following evidence of deep learning outcomes of this learning experience: (a) improvement of student learning; (b) real life connection of communities of practices; (c) development of crucial thinking; and, (d) quality of student work. The following four sequential instructional stages were used by Monaghan (2011) to incorporate communities of practice as a deep learning strategy:

1. Formation,

2. Implementation,

3. Reflection,

4. Sharing.

The formation stage consists of introducing students to the learning strategy of entrepreneurship learning. An example of an assignment is one where students meet each other to get acquainted and identify the topics of interest to them according to their professional projections and career inspirations, which will fit in their learning plan. The implementation assignment aims at ensuring that all students are engaged through active contribution. Each team is asked to prepare and facilitate a learning session for their class. While students vary their learning methods, they should use active learning methods like video sessions or interviews to motivate their classmates. The reflection assignment stage incites students to write reflective papers where they synthesize their learning experience and how it correlates to their domain of project research. The sharing assignment is a learning environment where a community of future entrepreneurs shares their knowledge findings with the large class community. The learning environments created into and beyond class walls simulate to a great extent the real life professional experience that foster horizontal career development and collaborative learning (Monaghan, 2011).

The role of the instructor is to facilitate learning by creating appropriate pedagogical environments that foster deep and participative learning. The focus is more on the process rather than on the content of learning. The students themselves choose the projects' topics related to business environment, activate the process of animation, and share knowledge through oral presentations. The professional identity thus created will

increase the motivation of student inciting them to learn and develop their professional skills (Hubbard, 2012; Monaghan, 2011).

Implications

The findings of the data may make the university leaders aware of their announced mission and how they align resources to achieve students' professional achievement and institutional effectiveness. Therefore, any interdisciplinary collaboration, if correctly facilitated, will yield a comprehensive curriculum likely to engage students into the following creating three types of value that entrepreneurship learning encompasses: wealth creation value, social value, and personal value. The final project has the following three main implications:

1. As a newly launched university, UIC will learn to align its resources and spending with the learning strategies likely to contribute to the student's professional achievement and his integration into the social and economic environment. Institutional effectiveness would be achieved through successful strategic planning and better connection with the external socioeconomic Moroccan environment.

2. The newly established curriculum and any other new organizational structures will provide a seamless learning environment for the three years of the bachelor's degree, which could be applicable not only to business programs but to other programs including, engineering, and health sciences. The curriculum will process the entrepreneurship learning for students to bring in positive change in society.

3. As a Laureate network member, UIC could contribute to inform the Laureate global networks project's database and teach entrepreneurial individuals initiatives likely to inject energy for collaboration around global projects shepherd on the Laureate global network and bring in social positive change worldwide.

Summary

In the context of environmental change, uncertainty, and economic crisis universities and colleges in Morocco should be engaged to resolve the issue of unemployment and wealth creation in the community. Entrepreneurial oriented professional achievement should be the learning outcome that academic leaders would brand into their respective mission statements, with the concept of professional achievement encompassing entrepreneurial attributes that includes, employability, innovation, problem-solving, risk-taking, self-employability, and social responsibility. The traditional identity of universities as academic institutions has been dominating the linear modes of achievements that include GPA and grades with little impact on employment or new ventures creation.

Entrepreneurship literature has evolved through stages stretching from neoliberalism, entrepreneurship, to socially oriented entrepreneurship. The constructivist theory and the learning-centered approach will help academic leaders design learning strategies that will transform the deep cognitive structure of the learner and that focus on the process of learning instead of knowledge content enabling learners to develop

entrepreneurial attitudes. Equipped with these attitudes, learners will be professionally achievable to be hired by firms or launch their own social or business venture.

While employment achievement requires more academic control using linear assessment methods that includes business plans and essays, self-employment achievement will be activated using innovative initiatives including work-based activity, project-based learning, community-based learning, and simulation activities. The remaining sections are devoted to the research design, the methodological tools that will be used for data collection and analysis, the ethical issues ensuring the trustworthiness of the data and the protection of the participants from risk or harm, the project, and concluding reflections.

Section 2: The Methodology

Introduction: Research Design and Approach

Researchers choose among the following three research designs: quantitative, qualitative, and mixed methods designs to evaluate the weaknesses and strengths of educational practices. The choice among these methods was dictated by the philosophical background of the researcher, the complexity of the problem, and the types of research questions. A constructivist background informed the qualitative research of the study. Because interpretive or qualitative research assumed that the reality of learning at the university setting is socially constructed, I constructed knowledge through the process of collecting and analyzing data following the direction of Merriam (2009).

I used a qualitative research methodology as described by Creswell (2012) to discover and understand the process of entrepreneurship learning from the perspectives of students, faculty members, and other main stakeholders. Through the research I explored the process of entrepreneurship learning for undergraduate students at UIC. Having an interest in improving the quality of students' learning and the practice of teaching in class led to choosing the qualitative approach. As a novice qualitative researcher, I was interested in gaining insight into how students, faculty members, and other stakeholders attribute value to professional achievement from an entrepreneurial perspective following the direction on qualitative research provided by Merriam (2009) and Creswell (2012). Quantitative design did not fit the objective of the study.

The objective of the study was not be to measure or test a theory about entrepreneurship education; instead, because the main target of the research was to

delineate the central phenomena of entrepreneurial oriented professional achievement at university setting, the qualitative design was the most appropriate. Therefore, I interviewed students, academic leaders, and stakeholders to delineate the process of learning in the UIC setting. Consequently, I processed research inductively in order to combine data collected and analyzed from interviews and documents in order to build a general understanding about the central phenomena of entrepreneurship learning at UIC. The findings of the study informed knowledge that included themes, categories, and theories about an educational practice as implied by Merriam (2009). The study was directed by the theoretical framework that included entrepreneurship learning, which enabled me to narrow the research and interpret the data following the direction of Merriam (2009).

The approach that was used for the study is the case study approach that provided an in-depth exploration of a bounded system referring to the teaching practices used by UIC following the direction of Bogdan and Biklen (2007). The qualitative case study aligned with the constructivist framework of the study because participants' experiences were explored within the bounded system of UIC as implied by Darke, Sharke, and Broadent (1998). I used the case study method because the major data gathering technique was interviews with students, faculty, and stakeholders supplemented with document review.

Because the context of UIC is unique, and the informants' perspectives could be constructed through the ongoing research, I adopted an inductive process as described by Bogdan and Biklen (2007) allowing collecting, analyzing data, and possibly the

reshaping the research questions as the study evolved to the end, which was not required in this study. As implied by Merriam (2009), the qualitative case study was instrumental because the underlying objective of the study went beyond the dimension of the bounded system at UIC to harvest insight from the perspective of participants about the process of entrepreneurship learning and possibly improve educational practices at Moroccan university settings in general. What was unique about case study research is its reliance on questions and their relationship to the end product of the study as stated by Merriam (2012). The qualitative research study resulted knowledge that Merriam (2009) recognized as *more concrete* and *more contextual.* The resulting knowledge was more concrete and more contextual because it provided real-life experiences that resonated with the readers' mode of life and as rooted in the Moroccan sociocultural context.

Participants

Procedures

As a qualitative case study research design, the study included interviews of key informants to explore the impact of entrepreneurship learning on students' professional achievement. Key informants were students, academic leaders, and stakeholders who were chosen on the basis of the criterion oriented purposive strategy (Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009). I selected those students who pursued their first year's Master's degree at UIC through the business administration department and who had completed undergraduate studies at the university. The reason for this criterion was to ensure that every student had experienced various instructional strategies during undergraduate stage and passed to the graduate level. The students were selected from the

various graduate majors of the business department that included entrepreneurship and administration, accountancy and budgeting, and buying and logistics. Selecting students from different majors of the business department ensured a diversification of experiences and opinions about instructional strategies used at UIC. The diversification of students' experiences could contribute the transferability of resulting knowledge to other students in other majors and other university settings.

By combining purposeful samples, in the study I triangulated multiple perspectives of participants including participants outside the program, which enhanced the quality and credibility of the study as described by Patton (1999). Participants also included heads of academic units and main stakeholders representing the business and community professions. Snowball sampling was the form of purposeful sampling technique that was used for collecting data. The sample of students totaled six persons. I assured confidentiality of participants because individuals were not identified following the direction of Creswell (2012). The same technique was adopted to select a sample of two academic leaders and three stakeholders representing the professional sector. The two academic leaders were selected on the basis of their experiences with educational strategies and their initiatives to implement entrepreneurial learning at UIC. The three stakeholders were chosen using the criterion of professional representativeness and personal interest in the promotion of entrepreneurship learning.

The criterion for selecting participants might have represented some limitations to the study. The fact of choosing students who succeeded in their journey to complete their degree might have responded on the basis of their perseverance and personal efforts and

avoided reflecting on the learning situations at UIC. However, the questions that were asked guided the participants to share their experiences and feelings about entrepreneurship learning at UIC.

Ethical Issues

To begin the research, I sought permission from the academic authorities at UIC, including the president and the dean of the business administration department. To comply with ethical codes of research, I did not start collecting data until permission had been granted from the college institutional review board (IRB) following the suggestions of Lodico, Spaulding, and Voegtle (2010). The Institutional Review Board (IRB) is responsible for ensuring that all Walden University research complies with the university's ethical standards as well as U.S. federal regulations. IRB approval is required before collection of any data. IRBs made sure that participants in the study were protected against any possible harm and that confidentiality of their experiences had been protected. So the Walden University's approval number for this study was 02-13-15-0317982 and it should expire on February 12, 2016.

I sent an e-mail to informants inviting them to participate in the inquiry. The invitation described that participation was voluntary and participants could withdraw at any stage from the research process. Participants in the study signed voluntarily the informed consent that was assimilated to the disclosure of the research protocol to the participants, which meant that "Participants have been given information about procedures and risks involved in the study and have been informed that their participation is voluntary, and they have the right to withdraw from the study without repercussions"

(Lodico et al., 2010, p. 147). Participants returned the consent documents by e-mail. The e-mail addresses on the documents were associated with the formal signature of participants. Students received permission from the provost of UIC. Confidentiality of data was assured by de-identification either through coding or anomyzing following the direction of Creswell (2012); and so, the participants were protected from any risk of harm in case they report any negative feedback about instructional learning in class. Therefore, participants were be identified by letters A, B, C, and etc.

Data Collection Process

Process Detail

In qualitative research, the participant's perspective is at stake. In this study, I combined multiple sources of data and views that were collected from students, academic leaders, and stakeholders about their experiences with the central phenomena of entrepreneurship learning at university setting. The data collection process relied on transcribing participants' direct quotations about their interpretation of learning that were derived from audio recorded interviews. I chose the one-on-one interview type and adopted new and high quality tapes and well-maintained recording equipment to get good recording quality. The one-on-one interview was recognized by Merriam (2009) to be "the most common of interview…in which one person elicits information from another" (p. 88).

I also established an interview guide for each participant type (see Appendices A, B, & C) that guided the interview process and enabled me to take notes, as stated by Merriam (2009). The interview guide covered a list of open-ended questions to be asked

to participants and that yielded descriptive data about entrepreneurship learning at the study setting. The validity of the questions was tested by submitting them to the appreciation of an expert in the field of entrepreneurial education, who refined the wordings and suggested the inclusion of other questions in the interview guide. I followed the advice of Merriam (2009) who stated, "…the fewer, more open-ended [researchers'] questions are the better" (p. 104). Having prepared few questions for the interview, I concentrated on listening to what the participants had to share, which in turn yielded knowledge about the phenomena.

During the interview, probes in the form of "…who, what, when, and where questions" were used for more clarification about the ideas and opinions revealed by the participants (Merriam, 2009, p. 101). I took reflective field notes that might bring insight into the phenomena through emerging themes and clues likely to contribute to an easy interpretation and analysis of data following the direction of Creswell (2012). Because the case study was context specific and was sensitive to linguistic differences, I conducted the interviews in French, which is the second official and mostly used language in Morocco. Each interview lasted approximately 45 minutes and was held in March and April 2015. I was flexible as to the choice of the location where the participant wanted to hold the interview. I used the interview protocol as a recording and guiding procedure for collecting data that were kept securely in a locked filing cabinet following the direction of Creswell (2012). I used the e-mail addresses on the consent documents to gain access to participants by sending them an informative e-mail about the interview asking for their feedback about their availability and location of their choice.

The informative e-mail was followed up by a phone call with every participant to arrange the meeting for the interview.

When interviewing the participants, I started by thanking them for having agreed to participate in the inquiry, reminded them of the duration of the interview and their possibility of withdrawal, introducing the main objective of the study, and promising to provide them with a summary of the interview for review and corrections, if any, to match the interpretations with their feelings and experiences following the direction of Creswell (2012) and Merriam (2009). During the interview, I asked questions slowly, keeping my voice steady and at a reasonable volume to the end of the questions, and used clear diction in order to enable the participants to hear and understand all questions, as suggested by Creswell (2012).

My role as the continuing education manager at UIC coupled with 20 years' experience training undergraduates and graduates nationally and internationally disconnected me from any academic supervising role on the students participating in the interview, which enabled them to share their perspectives with freedom. There could have been a risk of bias in data collection when interviewing business leaders whose experiences and interpretations might have overlapped with the beliefs of the researcher and ideas as a continuing education manager working in relation with the professional sector. However, my role was to ask questions following a pre-established interview protocol, and participants mainly informed knowledge through the data as implied by Merriam (2009). The interviews were audiotaped to grasp the intended messages of the participants. Directly after individual interviews were completed, I transcribed the audio

recordings on my computer in a word document and kept the document safe in a

password secured file. I also kept the actual audio recording tapes in a locked cabinet.

I also analyzed documents following the recommendations of Merriam (2009).

Therefore, official documents of the schools were collected and analyzed including UIC's

mission statement and accreditation applications. Accreditation applications are public

documents that the academic department at UIC submits each year to the Moroccan

ministry of higher education for program approval. The accreditation application

displayed the details of the courses and learning methods leading to graduation. I first

asked permission from the appropriate academic deans to use the documents and verified

them for accuracy and relevance in informing the research questions following the

direction of Bowen (2009) and Creswell (2012). Analysis of the documents helped reveal

how teaching was practiced in the unique context of UIC and how the teaching practices

impacted the experiences of students in class and their engagement with the curriculum.

Data also revealed participants' insights about entrepreneurship learning, challenges, and

opportunities facing entrepreneurship learning implementation in the Moroccan academic

context.

The Role of the Researcher

I justified my research problem based on my professional experiences following

the direction of Creswell (2000; 2012) and Patton (1999). In this study, I provided

information about me as my perspective influenced the shaping of the inquiry. According

to Patton (1999), "…because the researcher is the instrument in qualitative inquiry, a

qualitative report must include information about the researcher" (p. 1198). Therefore, I

used my 20 years' experience training undergraduates and graduate students and collaborating internationally on implementing innovative learning approaches to inform the research question of the study.

My professional experience provided me with the evidence that the students exposed to innovative educational practices that include undergraduate research, business plan capstones, and service learning have been engaged and attained professional achievement. During the study, I took the opportunity to become the human instrument who collected and interpreted data at the university setting. Interviews with the participants informed the research process and provided knowledge about the learning strategies that improved learning and students' professional achievement at universities. Extraction of meaning from interviews was not limited only to the text analysis.

I also extended my understanding of the phenomena under study by interpreting nonverbal behaviors, asking participants probing questions, and conducting participant member-checking on my interpretations of the data following the direction of Merriam (2009). However, my subjectivity as researcher could have compromised the reliability of the research. This was not a reason for not conducting qualitative research. Subjectivity is an inherent characteristic of qualitative research. Instead of eliminating biases that could be triggered by qualitative case study, I identified and monitored them as to how they could shape the data analysis process following the direction of Merriam (2009).

At UIC, I did not hold a formal supervising role at the undergraduate or postgraduate levels and worked as the continuing education manager, which enabled me to conduct research with neutrality. My reflexivity and long experience in the field of

education with undergraduate and graduate students and exposure to how they have been

transformed to be professionally achievable ensured validity to the inquiry following the

direction of Creswell and Miller (2000) and Patton (1999), offering the reader the

possibility to understand my position.

Data Analysis, Validity, and Credibility

Data analysis was the activity that yielded to answering the research questions of

the study as stated by Merriam (2009). I proceeded through the following six steps

outlined by Creswell (2012) in analyzing qualitative data:

1. Preparing and organizing the data for analysis

2. Making initial sense of data through the process of coding it

3. Interpreting the code to develop a general thematic meaning of the data

4. Modeling the findings into narratives and visuals

5. Interpreting the findings of the results by adding the researcher perspective to
   the meaning

6. Using strategies to reinforce the validity and accuracy of the study

After completing my first interview with a participant, I started the process of

hand analyzing my qualitative data. I printed out the interview transcripts leaving 2-inch

margins on each side of the text documents to write down notes and transcribe the

participants' mimics or gestural behavior following the direction of Creswell (2012).

While reading the text documents, I wrote reflective notes on the margins in order to gain

general impression of the data. Because analyzing qualitative data was not a linear

process (Creswell, 2012), I reread my text documents in order to find out what

participants said that informed my research questions. To ensure that my own biases did not influence the patterns of data, I used the strategy of member checks and sent the summaries of my interpretation and notes to the participants for review following the direction of Lodico et al. (2010). The process of analysis produced themes or categories that, when apprehended comprehensively, contributed to understanding the participants' perspectives about entrepreneurship learning and professional achievement.

The general intent of this rigorous data collection and data analysis process was to develop an in-depth exploration of each student, academic leader, and stakeholder in the context in which he or she worked (Creswell, Hanson, Plano, & Morales, 2007), make inferences and models (Merriam, 2009), and identify behavioral patterns (Patton, 1999). The end of the analysis process yielded a comprehensive interpretation of the knowledge derived from the study. Therefore, I tried to connect the conceptual elements into a meaningful model following the direction of Merriam (2009).

Trustworthiness of the data was assured by the processes of member checks and triangulation through the diversification of the methods used for collecting data that consisted of interviews and document review and following the direction on qualitative research provided by Lodico et al. (2010) and Merriam (2009). This qualitative inquiry strategy meant triangulating findings from analysis of document data with findings from comparisons and contrasts of multiple participant perspectives (Patton, 1999), which enabled identifying and coding discrepant cases in data. Discrepant or negative cases challenged the interpretation of the data because they did not fall into the major patterns that surface in the data analysis (Creswell, 2012; Patton, 1999). While failure of finding

negative cases in data reinforced the general pattern of the data analysis, their presence in the data could present new clues for new direction of the analysis and knowledge gains. Creswell (2012) and Patton (1999) argued that the identification of discrepant cases or *contrary evidence* allowed a comprehensive analysis of the data and demonstrate intellectual integrity and ensure credibility to the findings of the research.

Accreditation applications constituted the documents likely to bring insights into how academic services were delivered at the university. Bowen (2009) argued that document analysis is used in qualitative research in combination with other sources of data in order to support evidence for theme convergence or corroboration. By triangulating data collected from at least two source methods included in this project study, interviews and documents analysis, I corroborated findings across methods and thus reduced the potential impact of biases that could exist in the project study as implied by Bowen (2009). Accreditation applications provided the advantage of being in the language of academic leaders, who helped in bringing answers to the research questions of the study following the direction of Creswell (2012) and new data on the regulatory context within which the participants operated (Bowen, 2009).

I started the process of document analysis through an iterative process of superficial reading, intense reading, and interpretation of documents following the direction of Bowen (2009). The documents were analyzed inductively allowing a simultaneous coding of text and construction of categories and themes that captured meaningful patterns into the documents' content as detailed by Bowen (2009) and Merriam (2009). I also paid attention to the frequency and number of times a phrase or

linguistic pattern was used in the documents and evaluated their impact on the general meaning of the data as recommended by Merriam (2009).

In this study, I triangulated multiple participants' views, sources of data crossing documents with interviews, and through transcripts review in order to ensure validity and credibility of the study following the direction of Bowen (2009), Creswell et al. (2007), and Patton (1999). One weakness of this project study was a limited level of transferability because analysis concerned the bounded system of UIC. However, this was not the goal of this project study. According to Merriam (2009), the knowledge that was derived from the UIC case study was developed by reader interpretations, which led to generalizations because of the overlapping of new data with old data. Academic leaders of UIC could then use the knowledge derived from the project study to improve entrepreneurial learning practices and enhance the students' professional achievement.

Findings

Based on the research questions for this study, I conducted an insightful analysis of the data and related the findings directly to the central phenomena of entrepreneurship learning at university setting. I collected data relying on transcribing participants' quotations about their interpretation of learning that were extracted from audio recorded interviews. I chose the one-on-one interview type and adopted new and high quality tapes to maintain a good recording quality. I printed out the interview transcripts leaving 2-inch margins on each side of the text documents to write down my reflections, codes, and emerging themes. I also wrote some notes during the interview sessions with every participant on the printed interview guide following the direction of Creswell (2012).

The analysis of data informed knowledge that included themes and conceptual elements about educational practices of entrepreneurial learning at UIC. Those themes were grounded in the theoretical framework that directed the study, which included entrepreneurship learning, learning paradigm theory, and experiential learning. The in-depth exploration of the participants' experiences yielded three major themes and several subthemes as represented in Table 1.

Table 1

Themes and Subthemes

Themes	Subthemes
1. Entrepreneurial student	1.1 Personal development
	1.2 Professional immersion
	1.3 Internationality
2. Entrepreneurial learning	2.1 Project based learning
	2.2 Experiential learning
3. Contextual challenges to entrepreneurship learning	3.1 Sociocultural challenges
	3.2 Organizational challenges

Following the direction of Merriam (2009), I tried to connect those conceptual elements into a comprehensive meaningful model related to the problem of the study. In the remainder of the section, I summarized the findings for each research question by discussing the major themes and subthemes.

Theme 1. Entrepreneurial Student

   This theme relates to the following overarching question, "What role, if any, does the process of entrepreneurship learning play in boosting professional achievement for undergraduate students at a university setting" and to the subquestion, "How could professional achievement be described from an entrepreneurial perspective?" The theme of *entrepreneurial student* could be grounded in the learning paradigm theory that places the learner at the center of entrepreneurship learning. The data revealed how professional achievement shaped the personality of the entrepreneurial student. Therefore, the following levers are the main contributors to the shaping of the personality of the entrepreneurial student in the Moroccan context: personal development, professional immersion, and internationality.

   Personal development. All participants agreed that entrepreneurship learning should focus on the development of personal attributes that foster leadership, which include risk taking, initiative skills, collaboration, self-confidence, autonomy, communication skills, and relationship skills as supported by research (Gutierrez & Guerrero, 2012; Martin et al., 2012). Student participant B confirmed that "learning should more focus on the personality of the entrepreneur and mainly develop the personal attributes." She went on stating that, "[The entrepreneur] should be reactive in order to take risk in investing her time, her energy, and her resources to create value and create wealth." Student A identified some of the personal skills that entrepreneurship learning should develop when she said, "Entrepreneurship is very interesting, because it not only provides you with the qualified resource to hire to execute the job for the boss, but

provides the individual with initiative capabilities, critical thinking, and problem solving skills."

Collaboration was reported by the majority of the participants. Student I reported that, "the entrepreneur should interrelate with others, learn from other cultures, learn how others think." Student C indicated that universities should prepare students to act appropriately within companies. To the probe, how should they act, the participant stated that, "[Students] should be able to work in team and have a spirit of sharing." The analysis of data also revealed that professional and personal achievement is related to entrepreneurial learning.

Students J argued that entrepreneurship learning leads students to celebrate full success of their professional life and develop personal endurance against potential failure in the market. The participant commented that, "I want to talk about the spirit of entrepreneurship. It will help people achieve their professional life so they can't surrender after the first handicap they meet. That means that there is endurance, a positive spirit [that] won't give up." Student participants believed that entrepreneurship learning would contribute to boost the students' personal fulfillment. Participants recommended that undergraduate students should know themselves better in order to orient their career development. Participant I stated that,

Entrepreneurship learning will help students attain their professional achievement because that will enable them to know themselves better and have a better visibility on their achievement over the 3 years of the bachelor; that means, they will try to appropriately understand the labor market [that] apprehend the risk to

take and the one not to take so as to avoid being disappointed [when confronted with external world], because what we have studied here at the undergraduate level is far from reality.

The majority of student participants confirmed that universities in general and UIC do not favor a behavioral oriented learning of their undergraduate studies. Even if the majority of participants were happy about the quality of teaching methods and the surrounding facilities of UIC, they were aware that personal competencies were not prioritized as a learning strategy. Participant C commented that, "personal competencies are not taught to us at the university." Participant J went in the same direction when he stated that, "[His undergraduate studies] did not promote entrepreneurship learning, otherwise I could have majored in entrepreneurship," and asked for "more courses of leadership, because to launch one's venture, you must be a leader."

The analyzed data derived from the academic leader participants confirmed the behavioral pattern of the entrepreneurial student as explained above. Academic leader G commented that, "[Entrepreneurship learning] is to show to students how to gain self-confidence…and the spirit of the winner and performer." Therefore students could promote their university by communicating on their projects and self-marketing their image on and off campus. Participants G stated that, "[entrepreneurship learning] is the promotion of what the student does, that translates her pride of belonging to the college because the fact of promoting my college means that you are satisfied with the learning you receive at the university." Academic leader H focused on the personal dimension in the process of entrepreneurship learning. Participant H believed that business

management is chosen by less achievable students compared to other colleges like engineering and health because,

> If you are at a university to do a traditional business management major, that means that you are an average student, which means that you already have a bad impression about yourself as a student; so, what we need is to give confidence to student from the start.

Student participant D believed that self-confidence is acquired when students manage to achieve a nonacademic performance. She stated, "I have a feeling of achievement. I feel I have learned something. But, I had not this same feeling when I passed my exams or my courses. I had it by winning the third place in the McGuire business game competition."

An important finding was that the majority of student participants were aware of the impact of entrepreneurship learning on personality development later in the context of their confrontation with the external environment in the form of internships that were very limited in time and period in the curriculum. Business leaders are more sensitive to environmental pressures. They constituted the participants whose perspectives helped informing the knowledge and confirmed the behavioral pattern derived from data. Business leader E suggested to rationalize the process of entrepreneurship learning to allow comparative analysis of this central phenomena among different cultures. He stated,

> The rationalization of the entrepreneurial behavior is, to my mind, one among the prerequisites of the success of the entrepreneurial learning, but this should start

earlier in age. It's a curriculum that is constructed gradually to know about oneself as an actor in his sociocultural environment.

According to the business leader E, the personality is the key factor that would condition the entrepreneurial achievement of graduates. He commented,

> The real debate to my mind, in this process, should be focused on the personality of the entrepreneur. I prefer having an average project, lower than average with a high entrepreneurial profile, a fighter, self-confident, someone with a well done and structured brain, humble, than someone who brings an excellent project with a high profitable market but whose entrepreneurial profile is average. The latter have the least chances to succeed in business.

Business leader E confirmed that students needed to gain self-confidence. He believed that entrepreneurship learning could develop the personality of the students to become entrepreneurs or intrapreneurs with entrepreneurial attributes that include, among others, autonomy, self-confidence, and a sharing spirit. He stated,

> The student is, in most cases, depreciated, which weakens her personality and feels skeptical about her personal qualities and her later choices as an adult…Technical training is important but not sufficient. Personal development, coaching, and mentoring of professional entrepreneurs are the key elements for the success of the entrepreneurial adventure. Entrepreneurs should have a mental out of iron, solid enough to move beyond any possible failure.

Business leaders focused on the energy and personal skill instead of traditional competencies that students should develop in order to become real entrepreneurs. Business leader K believed that,

> Students should reflect on their learning and learn how to better know themselves, their capacities, and their uniqueness along their learning process…What is important in a curriculum of entrepreneurship learning is the interpersonal relationship skills, because in general, individuals in organizations or schools might have a lot of competencies, a lot good will, but in most times, they don't know how to collaborate. They have not learned to be open minded, to trust other, to work in teams, and to onsider the difference as a source of complementarity.

Participants believed that personal development of students is a key element on the process of their entrepreneurial learning at the university setting. Participants associated personal development to students' entrepreneurial attributes that include self-confidence, energy, collaboration, spirit of sharing, autonomy, risk taking, creativity, and endurance.

Professional immersion. The majority of participants associated entrepreneurship learning with the capacity of students to integrate with success into the professional environment either through employment, self-employment, or social entrepreneurship. The majority of student participants were satisfied with the academic learning obtained at the UIC. However, they all confirmed that the functional knowledge accumulated at the university was not enough to develop an entrepreneurial mindset.

Student J stated that, "Young people want to create their own venture. They have the intention but not the know how to do so… I really want to create my enterprise after a while of professional experience." Student D advocated for a partnership between the university and the Moroccan confederation of the professional sector, CGEM, and active incubators in order to promote venture creation and ensure the rate of post creation success. He stated,

> I want to talk about the Moroccan context. Today, Morocco is promoting
> entrepreneurship, namely at the CGEM that is creating a concept of start up days.
> I think these are training sessions for start ups, and CGEM is collaborating with
> universities to prepare people to launch their ventures with efficacy. The
> university has a crucial role to contribute to the success of new ventures and avoid
> their failures, as 90% of new projects fails…The coaching should be ensured by a
> professor or a professional and through partnership with incubators that might
> assist those student entrepreneurs.

Student A associated innovation and creativity skill to entrepreneurship efforts because, "You should always learn entrepreneurship not only to become a creative individual, but to become a rationalized person, you optimize costs, even if it's not your company, you should think as an entrepreneur." She stated,

> Universities should not confine entrepreneurship learning to entrepreneurs only.
> Employees having chosen a stable job should benefit from entrepreneurship
> learning that would transform them to become entrepreneurs…Intrapreneurship
> and entrepreneurship are linked together, you are an entrepreneur when you create

new jobs but also an entrepreneur within an existing company, which will bring in

new blood to the company.

Student participants considered long term internships as the effective process that

would help students familiarize with the professional environment and chose the business

or the organizational context where they would promote their career. Student D

commented,

> University teaches us concepts and methods. Competency is the real use of those
>
> methods…to succeed professionally, you have to master the use of those
>
> concepts. This is why we see a person advancing rapidly in his career compared
>
> to another. Internships are very helpful. Each year, we know that we have a
>
> mandatory internship term in the third year of the bachelor …whereas other
>
> competing schools impose internships during each year of the undergraduate
>
> program. This, I think, stimulates chronologically and gradually the individual in
>
> the professional life. Each year you capitalize on the previous year's professional
>
> experience.

In the same pattern, Student A stated that,

> You should do many internships. Personally, I did not do internships, and I really
>
> regret that. I have done one internship term during the third year of my bachelor
>
> and now during my master graduation internship. I realize that you need to have
>
> substantial experience to not only choose the appropriate internship but take the
>
> right way of career.

When asked what university should do to promote professional achievement, Student participant I responded,

This is why we getting back to the experience…with internships…because our internships of 4 or 5 weeks at the end of our bachelor program at least introduced us to the environment of the company and do not confront us with the different layers of the firm. Now at my fifth year of program, when I go out for the company, I see other things that are missing in our curriculum at the university.

In the same pattern, Student C noted, "I think that we should encourage many internship experiences, that we should not wait till the bachelor capstone project or the third year to submit our internship dissertation, [and] that we should experience internships all over the program."

Student participants believed that the role of universities is to develop the entrepreneurial student capable of bringing in social change in the Moroccan society. Student I noted, "Unfortunately, we are taught courses and tools that will help us find a job but not be active agents of positive change in our society." All student participants provided evidence of their awareness about the professional challenges to which they will be confronted after graduation either as an employee or as an employer. Student J noted that "the entrepreneurship action is not limited to venture creation, but to how ensuring its functioning and perenity." Students want to be equipped with practical skills that enable them to think strategically and respond to environmental changes to which firms are confronted. Student B noted that the "university should in this case provide the student with tools of strategic reasoning and not theoretical knowledge…how to manage

people, how to manage moods, a team for example, but all this should be practical and not theoretical." To a probing question, what universities should do to prepare students on the professional level, Student I responded,

> I think you should be realistic. That means you should know about the labor market. Why, because in my undergraduate studies, we received education to apply it in an idealistic world, within an environment that is perfect, [and] without risk. We will graduate, we will have such remuneration, and so you are taught a blurred reality…[And] when you go out to the real world, you are disappointed.

By realism, students meant a real knowledge about the Moroccan labor market where they would evolve as an employee and the business environment where they could operate as a venture owner. Student B stated, "Entrepreneurship learning transforms a part of students toward entrepreneurship. I think they will be capable of understanding the enterprise, its internal, and external environmental challenges." The majority of students believed that immersion in the real world could be very helpful in boosting their professional achievement. Student C stated,

> I think, in one year, I could learn more in terms of field experience than at the university. That means what is learned in courses, in books, ,is not what we see in real professional life, in day to day life, this is not real…with experience, things are different.

> Some student found that their university organized some events to promote entrepreneurial spirit of learners. Those events included conference, job fairs, and

competitions. However, students criticized the non regularity of those events over the 3

years of the undergraduate business program, the quality of communication, and organization between the students and the administration. Student participants were aware about the positive impact of those extracurricular activities on their professional capabilities that include networking with professionals, leadership development, and internship opportunities. Student C stated,

> I have seen in the health department that students have many internships. They have been at the university hospital. Everybody works and has a lot of meetings with the health professionals. I find this very interesting…We had very good instructors in class who taught high quality courses but they did not learn us how to behave within the enterprise.

Students argued that the curriculum of the undergraduate business program does not encourage innovation. To the question, what did you do instead, Student A responded,

> I have personally worked in the community service area and done some projects in parallel. I like to do whatever has to do with practice. I have realized a project called "Education programme" in partnership with the Moroccan American club that is located at the American consulate. I was the project's manager [and] negotiated with partners.

Students A, I, B, and D confirmed that their university should be more active in the promotion of the students' civic sensitivity. Student B believed that "University should incite students to practice social entrepreneurship."

The pattern of knowledge derived from the analysis of academic leaders interviews confirmed the importance of professional immersion in the shaping of the student's entrepreneurial personality. Academic Leader G stated,

Let's talk about learning. There are complementary notions. Teaching has more an academic dimension, while learning should have a professional aspect, which means that learning is competency and not knowledge-based and should adapt to the requirements of labor market…I instruct [students] for a job. I instruct for the labor market. [In the hospitality major] we have internships and experiential assignments to develop the student's entrepreneurial spirit and initiative that will enable her manage real professional situations.

Academic leader G mentioned examples of competency-based entrepreneurial initiatives preparing students for professional immersion, namely, "The creation of on-line travel agency and the organization of a gala dinner for the commencement ceremony next September."

Academic leader H believed that the primary role of university is to prepare students for employment. He stated,

I think that students of business management are not all of them future entrepreneurs. They are here to acquire a know-how and master methods to work in companies. That means they will be good managers, executors, but have not necessarily the leadership to manage an entrepreneurship project.

Business leaders perceived entrepreneurship learning as process that enables students to make professional choices in their careers. Therefore, it is important to

motivate students by "Showing them the benefit to become one's own boss, create one's venture, bring in social change, and produce wealth" (Business Leader E). According to Business Leader E, the entrepreneurial candidate is "Accompanied until himself and her project are mature to benefit from venture capital…We construct with her the business model and the business plan, challenge her about the entrepreneurial choices, and prepare her to become the boss." Business Leader F believed that universities should prepare students to successfully interact with the market, the client, and the operational challenges of business processes. He stated, "[Entrepreneurs] takes in charge the administrative task, looks for new markets, conducts research, goes out to meet the client, supervises his accountancy, [and] cover their managerial environment." An important finding corresponded to what Business Leader F referred as the role of the adaptive or *intelligent* university in shaping the professional identity of the future student entrepreneur, because,

> The university has a double role. The first one is to educate professionals with technical and managerial competencies. The second role is to learn about the business sector that might be associated to the professional [sector] that will receive the product *employee* and the business venture being created…That means we start to ensure equilibrium within a business sector and it's the adaptive university, the intelligent university that should be the mentor of this model, of course, in partnership with the professional sector. (Business Leader F)

Internationality. Students stated that the international experience they benefited from in the context of exchanges with some universities and schools of the laureate

network impacted their personality and reinforced their entrepreneurial attributes. To the question how your undergraduates studied promoted entrepreneurial learning, Student C responded,

> There is also the experience I lived at Madrid. I have profited from an Erasmus exchange and that helped a lot my organizational behavior and my capacity to discover other cultures. I think that makes a difference between a student who stayed closed within the walls of the university and a student who went abroad to discover the international environment.

Student I revealed that his international experience within a French business school belonging to Laureate had boosted his entrepreneurial attributes. He stated,

> I fortunately benefited from an international exchange opportunity, and, I think this should be mandatory for all students. Why, because during this exchange experience, we go out of our comfort zone and get confronted to different aspects we don't meet in the same environment…I have seen at the French school students belonging to other international universities. I saw they are risk taking. They collaborate and learn from others and I think that risk taking is an attribute that is covered by the issue of entrepreneurship.

To the question, is internationality important, Academic Leader G responded, "[Students] can't be achievable without an international openness. We can't succeed unless we adopt an international vision. [A student] who does not achieve an international internship has little chance to be [an entrepreneur]."

Personal development, professional immersion, and internationality were the key contributors that emerged from the interview analysis and shaped the student entrepreneur. Entrepreneurial student was the first major theme likely to answer the first research question, "What role, if any, does the process of entrepreneurship learning play in boosting professional achievement for undergraduate students at a university setting?" and to the subquestion, "How could professional achievement be described from an entrepreneurial perspective"

Document analysis provided relevant data out of which emerged some findings that corroborated the general pattern revealed by participants. The analysis of the accreditations application sent to the ministry of education for accreditation review of the organisation and business major confirmed the perspectives of participants about the academic orientation of the curriculum. The academic leader who prepared the document did not use the terms entrepreneurship or entrepreneurial and did not focus on any of the entrepreneurial attributes that emerged from data analysis. However, the accreditation document devoted an entire heading to the impact of training on student employability. While student participants expressed general satisfaction of the quality of academic learning obtained at UIC, they perceived that learning was theoretical and did not contribute to boost them as an entrepreneurial student. The 2015 accreditation document listed the following learning target of the bachelor degree in business:

> The business administration major represents a fundamental level for bachelor cycle studies. Its educational program is designed to train students to meet the changing objectives and management of the different private and public

organizations. It is defined as an intermediate degree that is a requirement for postgraduate levels.

While the document listed the learning outcomes of the business program on employability in one heading, it did not associate the outcome of employability to entrepreneurial attributes mentioned by the participants. The accreditation document prioritized the long-term academic orientation of the bachelor program offering the possibility for graduates to take a professional career. The 2015 accreditation application listed the following learning outcome statement:

> Graduates are qualified to deepen their higher education through long-terms postgraduates studies…The program aims at developing student's research skills for the master degree. However, students, if they wish, could make a professional career by working in the professional sector, enrolling in a professional master, or preparing an accountant career.

The analysis of the mission statement of UIC revealed that the participants' perspectives about the entrepreneurial mission of the university and the reality of learning misaligned with the mission expressed by the institution. The former president of UIC, introduced the mission in these terms:

> The mission of the international university of Casablanca is to train future professionals with the highest performance standards. With this in mind, we offer our students a curricular that is adapted to both socio-economic requirements of Morocco and directed towards the development of personal and professional skills of students who are at the heart of our teaching methods. Designed in compliance

with ethics, culture and Moroccan values, our university is established around

three underlying axes: professional success, international outreach, and academic

excellence. (Antonio, personal communication, September, 23, 2011)

The learning reality that prevailed into the university is a teaching based approach

that impeded both the university and the students from attaining their respective

achievements from an entrepreneurial perspective. This problem is a current issue in

higher education. Institutions searching for academic excellence have been engaged in a

transformation process toward the learning paradigm framework. Tagg (2003) and

Barefoot et al. (2005) reported the names of institutions that have succeeded in this

change endeavor. Studying this problem led to explaining the second major theme of data

analysis that relates to the process of entrepreneurial learning.

Theme 2. Entrepreneurial Learning

This theme relates to the following research questions: What are the challenges

facing academic leaders' attempts to implement entrepreneurship learning in Moroccan

context" and "How could the institutional and organizational levels of the university

support entrepreneurship learning and outcomes completion. Participants reported their

perspectives about entrepreneurial learning and main innovative learning approaches that

enable students to become an entrepreneurial student. Entrepreneurial learning was

grounded in the conceptual framework chosen for this project study and conceptualized

the main challenges that have faced the implementation of entrepreneurial learning

initiatives at UIC as supported by participants. Therefore, the following learning

processes have been identified par participants to inform the entrepreneurial learning themes: project-based learning and experiential learning.

Project-based learning. The majority of participants used the term project to refer to the process of entrepreneurial learning. Student A stated that entrepreneurship learning started by "Showing [to the student] how to find a project idea [and] incorporating a comprehensive curriculum about how to manage a project." Student B stated that the project's content should be real and in connection with the social and economic environment of the student. Student D reported that entrepreneurship learning should equip students with competencies that enable them to apply a methodology and construct a business plan project. He stated, "Learning will enable me to acquire the methodology that guides me to realize a project as an entrepreneur," which would contribute to increase the rate of project's success in the real professional sector where "90% of project's holders fail." According to Student D, the project-based methodology should rely on the accompaniment process to motivate the student to go ahead with his capstone project. He stated,

> I have said that in my speech at the first Macguire competition. That means that students should take the initiative [and] be engaged to realize their project. I think that it's crucial for the university to participate in the realization process of this project and I think this is what has been missing in some cases: the accompaniment.

Students I and C stated that entrepreneurship learning should be based on a curriculum that guides students about how to realize different stages of the project in a

sequential way. Student I responded, " There is for example, the know-how to realize a business plan and action plans, which consist in establishing the stages and the logical sequence to achieve a project." Student C identified the project-based processes that should be implemented in entrepreneurship learning at UIC. She stated,

[University] should learn us how we could work in a project as a team, build a new project [and] follow the steps from A to Z of the project. That is from its budget, marketing, to sales. I think this is what we should be up to [at UIC].

Academic leaders participants confirmed that project based learning could be recognized as an entrepreneurial learning process that enable student to be fully engaged in their learning and to market their image as a professional. Academic Leader G stated, "We try to develop projects. Our curriculum is essentially project-based. [Students] develop what we call integrated project and integrate the relevant business fields to the project, including management, the environment, human resources, finance, and marketing." Students could also use projects to promote what they do, brand their image as potential leaders, and regain self-confidence. Academic Leader G stated,

There is the project of free open days whereby I asked first years students to communicate on their Facebook and Twitter about the organisation of this event. This is to show that communication is vital to any project. A project where students will take the initiative. So they will not be passive but active to invite their friends to the event. However, to my mind, this initiative has been so far undertaken at the institutional level, at the university level, on the website, and

Facebook of the university…I think that it's more credible when students

recommends their schools, which reflect their strong belonging to the college.

The academic leader participant continued to argue that project based learning

contributed to motivate students and reinforced their feeling of achievement. He

responded,

I found that projects based learning yielded amazing results. Students themselves

press to go ahead with the process of the project realization. For example, in the

case of lunch gala, students come to see me to report about what they do. That's a

positive issue that provides evidence about the engagement and enthusiasm of

student. Because for me, the most important issue is to have the courage to

enterprise.

Academic Leader H confirmed that while project-based learning was not formally

assigned as part of the curriculum, students working on projects were able to nourish

their taste for entrepreneurship. He mentioned, "I have seen during the last two years that

students were asked to realize a service learning project that involves them in a project

based process. That gives them the taste to gear up for entrepreneurship."

Business leaders have associated project-based learning to the process of students'

entrepreneurship development. An important finding was raised when Business Leader K

clearly distinguished between entrepreneurship curriculum as an input and its activation

as a process that enables student to develop entrepreneurial attributes. She stated,

So, to summarize, there is what [students] do in the context of the

entrepreneurship curriculum that might look like reality, with a direct impact. But

there is also all about the way a project is conducted with others and in contact

with the professional reality that develops the students' curiosity as learners, soft

skills, and a mindset.

Business Leader K synthesized her definition of project-based learning applied to

entrepreneurship in the following response that finds resonance in the double-loop

learning developed by Argyris (1991),

So, I think that action learning and field work is mandatory and that there should

be a recursive loop. In fact, we move through phases of project. There are

different project stages and then, once we experiment the first phase of the

project, here we have a recursive stage of reflection of learning, and come to ask:

what do we have. First an experimentation that fits in the global project, then

reflection, learning, what worked and what did not work, and what should we

modify to realize the second prototype.

The responses of participants captured the essence of the project-based learning as

a subtheme that fits into the major theme of entrepreneurial learning and confirmed

Boha's (2010) findings about the outcomes of this innovative learning initiative on

student's entrepreneurial achievement. In alignment with the conceptual framework of

this study, Business Leader k stated that, "The constructivist approach, collaboration and

reflection come to support the project."

Experiential learning. An important finding was that participants' perspectives

about the activation of entrepreneurship learning process confirmed the association that

research made between experiential learning and the outcome of developing

entrepreneurial mindset (Ehiyazaryan & Barraclough, 2009; Rae, & Carswell, 2000).

Student A stated that while traditional teaching methods at the university did not promote

innovation and creativity, she was obliged to turn out to work on off-campus activities

that included, among others, service learning. She mentioned,

> [Innovation and entrepreneurial spirit] are not encouraged because there had been
>
> only one business game at the master level and not at the undergraduate level. We
>
> could not be more innovative and creative at the university…[As a consequence] I
>
> worked in service learning and other practical things [on my own initiative].

The majority of students confirmed that the undergraduate curriculum did offer

them neither freedom nor flexibility to experience activates they considered essential for

entrepreneurial achievement. The following students' responses captured the essence of

this finding:

> [It could be interesting] if [university] provided substantial time for every thing to
>
> do with practice [and] leadership. They talk to us about leadership in books,
>
> leadership is this and this. But in reality we don't see what is
>
> leadership…Sometimes we finish the course and we come just because we have
>
> not yet finished the course load. We come just for coming…But for me, it could
>
> be very interesting if we gave importance to practice (Student A).
>
> Students don't take initiatives because the curriculum is overloaded…We could
>
> inspire from the American model where you have only four to five courses and
>
> the remainder of time you go out to work for some money, practice sports, [and]
>
> participate in competition. At the university, the major problem is that we got in

class at 8 am, went out at 12 am, got in at 2 pm, and went out at 6 pm, like in high

school. In fact, this is not the spirit that should prevail at the university that should

provide you with knowledge, time, and freedom to practice other activities that

include sports, experience. Like when I was at Canada, I went to college and did

community service…This is the experience that we could acquire and use in

entrepreneurship (Student D).

We could suggest something for the sake of the university. We could adopt the

American system and schedule the same course at different time periods so to

allow students to have the choice to follow courses either during the morning or

the afternoon and practice a part-time professional activity (Student C).

Students believed that the curriculum offered at their university is disconnected

from the real world. While they mentioned their satisfaction about the business

knowledge offered by the university, they said that learning was so theoretical and did

not promote entrepreneurial achievement. These responses of the students summarized

the essence of this finding:

Theory is good. We should know what is theoretical, but it must be supported by

practice…I hope there should be a balance between [theory and practice] so that

everybody learns in an appropriate way (Student A).

What we learn in courses and books is disconnected from what we see in field

work (Student C).

We had courses about innovation, but were theoretical. To my mind, this is not

innovation. Because we could ask a student who has just finished this course:

what is the difference between invent and innovate, I am sure 80% could not

answer…We have to shift to the important level of living innovation instead of

just knowing it (Student B).

I can say that in my undergraduate program, 70% of instructors came to deliver

theoretical courses no more. We did not discuss anything else (Student I).

I think that my undergraduate studies did not promote entrepreneurial learning;

otherwise, I could have majored in entrepreneurship (Student J).

One student mentioned that he was satisfied with the impact of the undergraduate

curriculum on his entrepreneurial achievement. However, he added that extracurricular

activities were a key factor that enabled him to apply the learned theoretical knowledge

and experience it in the real world as supported by the research of Zimmerman (2012).

He stated,

In general, the curriculum that I followed in my bachelor in business allowed me

to know about how to realize a project. But the university organized some

extracurricular activities that included [Mcguire] business plan, DecoCampus…It

was not only about methodology but also initiative. The majority of student lack

initiative even if we introduce them to this methodology. The [Mcguire]

competition enabled me to apply my business courses in the competition. The

university allowed me to apply theoretical knowledge to practice through

extracurricular activities. (Student D)

From the above findings, we could note that students' perspectives supported Rae

(2007) who revealed that the following activities were the key experiential processes for

students' personal and professional development: internships, part-time or vacation work, self-employment or freelancing, community or service learning activity, and active role in extracurricular organizations or sports.

To the question whether the bachelor curriculum supported entrepreneurship learning, Student B stated,

It was more technical. There has been some courses of management that covered most of the operations and organization of the company, but that was more technical. It was more theory that we could find in all enterprises, but that did not incite us to have this ambition to create once own venture [and] take risk.

Students also shared their perspectives about the learning environment in the classroom. They found that the environment was restrictive and could not favor freedom of exchange among students nor creativity and innovation. Student A stated,

I find that there are restrictions not only at UIC but in other institutions in general. For example, when we are in class and that you sit in a certain way. The instructor is not happy [because] you should sit appropriately. That kills the person. Personally, I don't like this. I am an energetic person, and when the instructor says to me: stop don't move a lot, I can't even think, which disturbs me. So I think if we are within a less restricted environment, that will give you the desire to imagine, create, and innovate.

To promote entrepreneurial learning students also suggested that university should encourage the use of non-traditional learning tools that include business games,

case studies, competitions, company visits, oral presentations, undergraduate research, and technology. The following students' responses captured the essence of this finding:

I will first use case studies, debates, and business games. For me, I think that these three instruments are very important to inculcate the spirit of entrepreneurship to students (Student D).

I think that one of the activities that develop this entrepreneurial aspect is oral presentations. That means, [we] present subjects, argue and defend our own ideas and points of view (Student I).

I could imagine an activity where we simulate a recruitment interview involving all my colleagues in changing roles activity (Student C).

I could suggest workshops. Yes it could take place in the classroom. There are activities that might take place off-campus, [learning] should not be limited to what happens among the walls of the academia but can be processed outside (Student J).

I would like to have practical cases, also multimedia because there are individuals that don't learn neither by listening nor writing, but rather by watching (Student A).

Another important finding was that students' responses were consistent with the literature that considered that the implication of faculty members is a condition for the success of entrepreneurial learning (Fargion et al., 2011; Herkema & Schout, 2008; Komulainen et al., 2011; Nejad et al., 2012). Students focused on the new facilitating role

played by the instructor who becomes an instrument of learning (Hubbard, 2012; Monaghan, 2011). The following students' responses captured the essence of this finding:

> The instructor has this difficulty to attract the attention of the student and interest them with his course and to lead them where he wants to. (Student B)
>
> Instructors…There are instructors that do not smile. I don't like it too much, because personally, I am someone who is affected by the mood. So I prefer that the atmosphere of the class is relaxed (Student A).
>
> I would like that [instructor's role] change, to have instructors that learn us the personal skills, how to construct the personality, and how to bring in positive change in society. (Student I)

An important finding was that UIC academic leaders agreed with students that moving toward an effective learning of entrepreneurship should be triggered by a shift from teacher-based to learner-based methods, in alignment with Moalosi et al. (2012). Academic leader G stated,

> We practice learning when we develop a new paradigm [and] a new pedagogy. The instructor in this case is no more the instructor in the traditional definition. She is the coach. She is here to facilitate and pull out the potentialities of students. As a coach, she should focus her teaching on interactivity [and] the use of new information technology. A comprehensive approach that encompasses competencies to help students get into the professional world.

Academic Leader H advocated for a comprehensive competency-based curriculum that overlooks entrepreneurship to encompass skills related to environmental

and social issues. The participant's response supported scholars (Rae, 2010; Sardeshmukh & Nelson, 2011) who revealed that linear instructional assessment methods that include business plans and theoretical knowledge do not lead to develop entrepreneurial mindsets. Participant H stated,

> I have a different perception to entrepreneurship. I want to say that those things [business plan, documents] are easy to learn. This is not the problem. The real problem is to have individuals with competencies [and] a global vision about things. [They should] profit from this entrepreneurship bridge to cover environmental and social issues that are so important for Morocco today.

> Business Leader K mentioned in similar pattern that entrepreneurship learning should be connected to reality and facilitated by instructors,

> When you put students in real situations, they go on learning entrepreneurial competencies by themselves. Doing so, on the one hand, would have direct impact on their employability, which is processed in field work, and on the second hand would enable them on a personal level to improve their capacity to learn on their own…There should be visits to companies and connections with professionals and facilitators with the role of coach and mentor.

Business Leader E agreed that entrepreneurship learning should rely on,

> The experience of experts in the domain of entrepreneurship, coaches, and psychologist…One of the techniques to evaluate the potential of students to manage difficult situations would be to put them in stress situation where you see how they overcome it.

Because of the dominance of theoretical knowledge at universities, business leaders reported that their experiences with university incubators has confronted them with young researchers instead of real entrepreneurs and called universities to develop an entrepreneurship curriculum to rationalize the entrepreneurial behavior. Because, "With a researcher, we can't build a business venture" (Business Leader E).

Participant H also revealed an important finding about assessment. She claimed that the few extracurricular activities that took place on-campus were not formally considered as part of the curriculum and so were not assessed. She stated,

> To assess extracurricular activities, I have never thought about it. For me it could be the first time such things happen, because I ever heard about such kind of assessment…Well, that would mean that you will be assessed for your implication…It would be very encouraging for students. That's a positive point. That means that student would have a tangible return on investment.

Academic Leader G shared the same perspective when she stated that "Assessment should not be done in an academic way. I won't give students a grade, but I will assess them as if in real professional situation. That means, they should prove initiative, imagination, and team work."

The findings that I explained under the theme of entrepreneurial learning corroborated with the academic priorities stated in the documents of accreditation application of the business major at UIC. Along the three years of the business major leading to the bachelor, the university added a 12 hour course for introduction to

entrepreneurship that Business Leader H qualified as an important achievement. The participant stated,

> As we applied for the renewal of the management major accreditation last year, we added the following course: introduction to entrepreneurship that did not exist before. So that was innovation. It's a 12 hours course. So it is just enough to give a taste, unfortunately. But it's already a good initiative because it's a course that did not exist beforehand. So [imagine] you have a business major and you have no course of entrepreneurship. A 12 hours course is better than nothing.

The analysis of data that emerged from the documents revealed that learning priorities focused on the statements about the functional and theoretical knowledge belonging to business major with no reference to the learning environment or experiential delivery approaches. This finding confirmed the general pattern extracted out the analysis of participants interviews that entrepreneurial learning was not a learning priority and that the prevailing of traditional teaching approaches at university setting impeded the development of entrepreneurial mindset among students.

Theme 3. Contextual Challenges to Entrepreneurial Learning

This theme relates to these research questions: "What are the challenges facing academic leaders' attempts to implement entrepreneurship learning in Moroccan context" and "How could the institutional and organizational levels of the university support entrepreneurship learning and outcomes completion" One of the objectives of this qualitative study was to provide the reader with a resulting knowledge that Merriam (2009) recognized as more concrete and more contextual with respect to the participants'

perspectives that are grounded in the Moroccan sociocultural reality. The following subthemes were recognized to shape the pattern of data: sociocultural challenge and organizational challenge.

Sociocultural challenge. The majority of participants reported that cultural aspects should be considered when evaluating the efficacy of entrepreneurship learning programs. While entrepreneurship requires empowerment, student reported that university made them feel like kids. This situation impeded the promotion of entrepreneurial spirit because "We consider the student as K-12 student a teenager, while at the university one should empower student. I also blame the university for calling our parents" (Student D). The same feeling was expressed by Student C when she mentioned,

> I think that at university, we are no more kids…I think we arrive at a level [of
>
> life] where we are responsible. So let's talk about challenges. Sometimes
>
> academic leaders and deans are not collaborative. They do not satisfy the needs of
>
> their students in different departments by talking to them directly.

One student reported that the community is not supportive to entrepreneurship initiative because she stated that, "When I confront people and say to them that I want to launch my venture, they tell me you don't have enough experience. You will confront a weird world. You know nothing about it" (Student J). Business Leader E corroborated this last finding when she cited having supported potential Moroccan entrepreneurs after they passed years in the USA. She stated,

> I see around me individuals who have been in the U.S.A. and who get back to
>
> Morocco to launch their business. The first thing I have noticed is that they were

exposed to a strong pressure to the point they come to my office crying that her

parents, her aunt, or her husband blamed her to get back to Morocco leaving

behind him a confortable social situation and accept taking risks by creating a

new venture with all uncertainties it implies (Business Leader E).

Business Leader E believed that Moroccan students are being frustrated by two

challenges,

There is the cultural challenge that stops [the entrepreneur]. For example: you

should trust nobody. You risk to be swindled. Association is an already

announced failure…The second challenge is related to our behavior that is not in

the sharing. We are individualists in our approach. This is a sociocultural factor

that has nothing to do with competence.

During the interview I had with Business Leader E, the latter focused on the

cultural and sociocultural factors that challenged entrepreneurship learning in Morocco.

He suggested that curriculum should deal with this cultural aspect and added that "The

educational system should integrate a logical process, enough logical to overtake all these

sociocultural obstacles that included: beliefs, the weight of family, and the fear of

failure."

Business Leader K mentioned that collaboration between the university and the

business world is challenged by the hostile neoliberal attitude of faculty and academic

leaders towards entrepreneurship and their resistance to sacrifice their conventional

teaching competencies for a facilitating role as supported by Komulainen et al. (2012)

and Fargion et al. (2012). She stated,

In what looks to belong to a French culture, there is a distrust of academic staff and faculty towards the private business sector. It's we and them, as if there is something incompatible and that [happens] unconsciously in the minds of some faculty. In this underlying culture, there is this kind of belief that what happens at the university is noble compared in value to what could happen in the professional world that is associated to business. So the mindset of some individuals within university could be an obstacle. There is resistance to change because [entrepreneurship learning] calls for openness, collaboration, trust, and going out some comfort zones.

Organizational challenge. Collaboration and partnership has been cited by participants to support the shift of university toward an entrepreneurial oriented learning strategy as supported by scholars (Fargion et al., 2012; Harkema & Schout, 2008; Mars & Ginter, 2012). Students C and A stated that they have witnessed a communication gap between the administration and students. Student A mentioned that university should communicate to promote the activities realized by students. She cited,

In each project, there is a communication manager in charge to communicate on social media. But in case there is not a communication manager among students, I think that university should take the lead to communicate those actions and promote the institution. Because people will see that students of UIC are leaders [and] are managers.

Student D believed that university should collaborate with funding institutions to provide funding to entrepreneurs. He stated,

The only obstacle that might happen is the obstacle of budget and funding. In fact, a project requires a budget that depends on the project. The university might either afford that budget or collaborate with other institutions to afford it. For example, [leadership may] collaborate with a national bank to secure debts under the warrant of the university that champion the project.

Academic and business leaders were more sensitive to issues related to organizational challenges and their impact on the implementation of entrepreneurship learning at university setting. While academic leaders at UIC agreed that the leadership encourages innovation, they believed that UIC's learning realities should undergo a strategic transformative change to attain institutional effectiveness with respect to entrepreneurship learning. Academic Leader G stated,

I think honestly that we still have a long way to go in the field [of entrepreneurship learning]. We have to be sincere. I think that there actually exist some isolated initiatives organized at the level of the university. But those initiatives deserve to be coordinated, assessed, and associated to faculty and staff. However, this initiative does not exist. There is a compartmentalization among academic units, which I misunderstand. Because, today, all types of knowledge are linked together, there should be a synergy among different academic units to establish a vision and a strategy to go in the direction of learning. We can't stay confined in a pure traditional approach.

Academic Leader H blamed the engineering unit for implementing an entrepreneurship initiative to student engineers called project from planification to

realization (PCR) without involving the faculty of the business unit who would deal with the business and managerial aspect of the project. This response was also shared by Business Leader F who recommended that engineers and managers should collaborate to design a joint entrepreneurship curriculum. Academic Leader G called for collaboration with academic units stating that with respect to the PCR, "Faculty from the business unit should be involved in the learning process."

Evidence of Quality

Trustworthiness of the data was assured by the processes of member checks and triangulation through the diversification of the methods used for collecting data, interviews, and document review and following the direction on qualitative research provided by Lodico et al. (2010) and Merriam (2009). I triangulated findings from analysis of document data with findings from comparisons and contrasts of multiple participant perspectives in order to support the general behavioral pattern that emerged from data following the methods by Patton (1999).

Summary

The data gathered form 11 participants outlined here disclosed themes that represented the feelings and perceptions of participants towards entrepreneurship learning at university settings. I reviewed interview transcripts for common patterns and concepts that were grounded in the conceptual framework that served this study. Following the direction of Merriam (2009), I tried to connect those concepts into a meaningful and logical model that relates to the research questions. The findings of the study could be associated to a logical model of learning where the entrepreneurial student is the learning

outcome of a comprehensive entrepreneurship learning process (Figure 1). This model is

grounded in the learning paradigm theory that prioritizes learning initiatives to promote

learning and student achievement. Under Theme 1 participants revealed that personal

development, professional immersion, and internationality are the main contributors to

students' professional and entrepreneurial achievement. Theme 2 summarized the

participants' perspectives about the process of entrepreneurial learning that would yield

the entrepreneurial student. Participants stated that project-based learning and
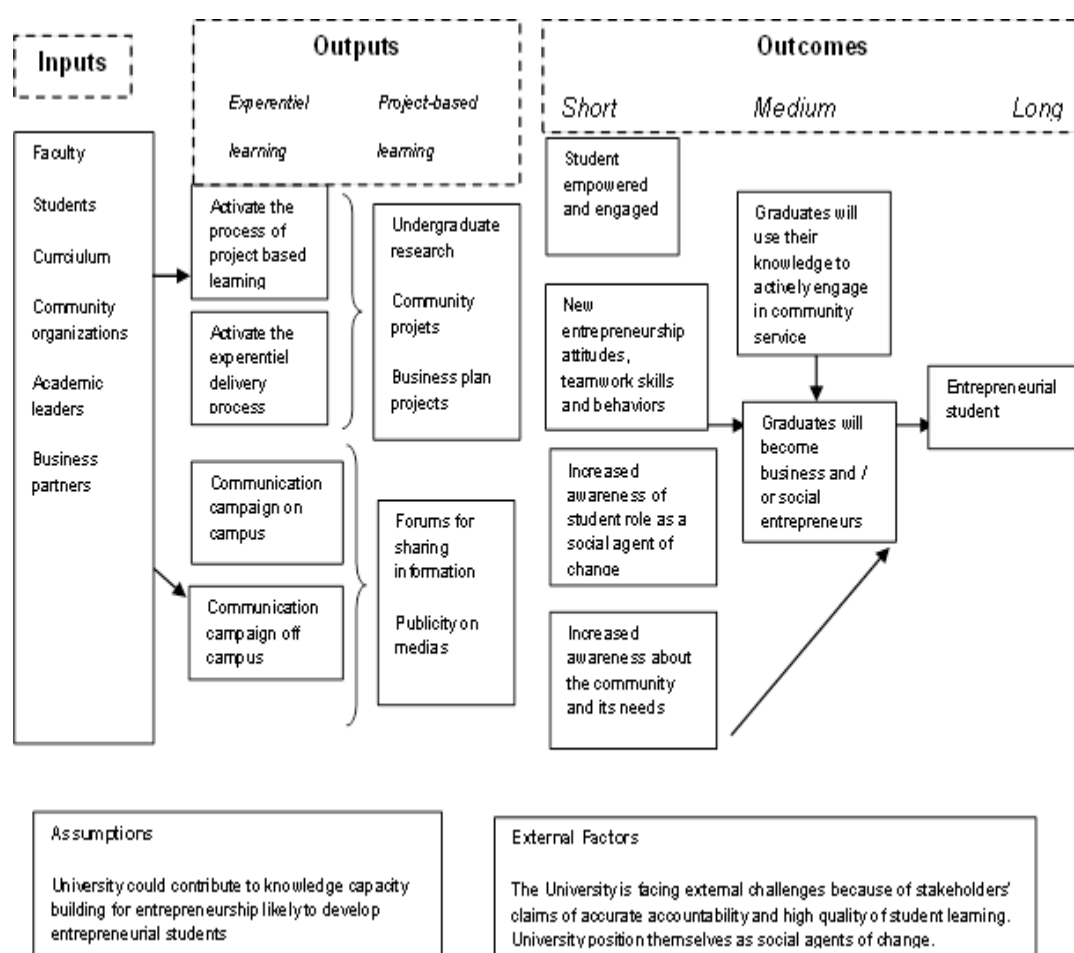
Figure 1. Logical model of entrepreneurship learning process showing
relationship between the concepts that emerged out of data analysis.

experiential learning initiatives were suitable to create the appropriate learning environment that enable student to develop community projects, undergraduate research projects, or business plan projects. Therefore participants confirmed that the activation of entrepreneurial learning with innovative assessment initiative led to educate engaged and motivated students with entrepreneurial attributes.

The choice of UIC as a case study aimed at providing the reader with a contextual knowledge about the cultural and organizational challenges at UIC from the participants' perspective. For entrepreneurship learning to be effective, academic leaders should take into account the nature of contextual challenges where learning should operate. Theme 3 introduced the sociocultural factors that included the impact of family, the fear of failure, and traditional beliefs about entrepreneurship as challenges to entrepreneurship achievement. The organizational challenges represented issues related to collaboration among faculty and leadership of the university as well as resistance among faculty toward change.

Based on the findings of this study, I concluded that participants believed that entrepreneurial learning could lead to develop students with entrepreneurial attributes and competencies to attain professional achievement. Participants suggested that entrepreneurship curriculum should be comprehensive and improved to integrate project-based and experiential learning initiatives. I concluded that participants' perspectives to entrepreneurship learning encompasse business and social areas aiming at shaping the student's entrepreneurial personality.

Section 3: The Project

Introduction

In this research study, I explored the need to develop an entrepreneurial constructivist learning initiative to shape the students' entrepreneurial capacities and professional achievement through the design of an integrative entrepreneurial course. I selected the case study methodology for "Its uniqueness, for what it can reveal about the phenomenon [of entrepreneurial learning], [contextual] knowledge to which we would not otherwise have access" (Merriam, 2009). Using the purposeful sampling technique, I conducted 11 in-depth interviews, analyzed data relying on transcribing participants' quotations, and informed knowledge about the entrepreneurial phenomenon in alignment with the constructivist and learning-centered frameworks.

The findings of the research revealed that traditional learning practice was the dominant instructional strategy used at the university. Students provided a comprehensive perspective of entrepreneurship learning that encompassed personal development, service learning, employment, and self-employment. Participants were aware of the impact of innovative learning methodologies that included project-based and experiential learning initiatives on their entrepreneurial development, engagement, and motivation. This study revealed that students were not being offered a comprehensive practical entrepreneurial learning that would ensure the development of key entrepreneurial attributes.

Description and Goals

The goal of the study was the creation of a learning-centered environment that maximizes students' learning and professional achievement, and matches the new and

qualitative standard that employers and community demands. The project will aim at designing a course material for business plan development activities as a capstone for entrepreneurial learning that is grounded in the constructivist framework. Therefore, the conception of the entrepreneurial course will be guided by the following key principles:

1. Develop a comprehensive entrepreneurial curriculum reflecting an integrative learning that yields the entrepreneurial mindset.

2. Define outcomes for student learning

3. Ensure integration of experiential and student-centered learning tools with the learning outcomes.

4. Ensure students' participation in diverse activities of learning experiences and finalization of at least one project capstone

5. Assess and document students' learning (Newman, Couturier & Scurry, 2004)."

The design of the entrepreneurial course that will be proposed would integrate those guiding principles.

Rationale

Capstone projects are designed to foster students' performance and learning experiences. The pedagogical environment is designed to support experiential learning and innovation pedagogy. In support of the study's findings, business plans capstones are appropriate learning experiences that connect students with real life problems, develop their critical thinking, and ability to challenge social issues through innovation and creativity. Research also revealed that learning through project capstones is group-based

and socially oriented, which means that students will learn about the project using

collaboration and networking with peers and professionals. Capstone projects are

recognized to offer a better articulation with the subject's courses of the curriculum and

interdisciplinary. Therefore students could better integrate functional knowledge learned

in class with real problem solving issues that might include a business or a social venture.

In perfect alignment with research findings, scholars have recommended two sets of

outcomes to be used as a foundation for entrepreneurial curriculum building. The first set

of outcomes focuses on personal development of the students. They are as follows:

1. Knowledge of the characteristics of entrepreneurial mind-set

2. Effectively collaborate in team work

3. Apply critical and innovative thinking to real life issues

4. Effectively communicate to persuade the client

5. Commitment and resistance to failure

6. Demonstrate civic engagement

7. Develop autonomy and initiative

The second set of outcomes focuses on the knowledge and skills required to run

business or engage into a community to service venture. They are as follows:

1. Identifying and evaluating new opportunities

2. Marketing the concept

3. Analysis of the financial and funding requirements

4. Developing entry strategies

Today scholars' attention is focused on the issue of students' learning and faculty's teaching methods to promote student innovation and creativity. In The Future of Higher Education, the authors outlined the impact of the market and competition on higher education (Newman et al., 2004). Therefore, colleges and universities must adapt to their changing environment by maneuvering these three institutional processes: autonomy and accountability, responsibility for student learning, and access and achievement.

Morocco is a developing country that has initiated economic reforms to encourage free entrepreneurship to solve socioeconomic problems including job and wealth creation. Besides, the job market is highly competitive and demands qualified workers with the following distinctive skill sets: critical thinking, strong oral communication, and problem solving capabilities. Colleges and universities respond to these needs by constructing a learning-centered curriculum to contribute to the establishment of a real culture of quality (Newman et al., 2004). The importance of this concept of quality ties to its reliance on learning outcomes that are articulated in the curriculum and measured by assessment processes (Newman et al., 2004).

I have found it useful to work on UIC's curriculum to revitalize a learning-oriented enterprise aiming at ensuring multidisciplinary connections among faculty and academic departments and promoting students' entrepreneurial skills. In this respect, I suggested a new entrepreneurial experience-based curriculum with effective underlying learning results, which will serve further as an input to assessment and accountability outcomes. In fact, some U.S. accrediting bodies including the Western Association of

Schools and Colleges, the Higher Learning Commission, and the Southern Association of Colleges and Schools, commonly adopt approaches based on learning outcomes and focus on the improvement of learning (Bardo, 2009). From a student perspective, project-based capstones are recognized to motivate learners (Pilskalns, 2009)

The Review of Literature

The literature review provides support for reported findings from the current qualitative study, describes the background and framework for curricular changes, and makes the recommendation for the development of a new learning program. I searched for articles using GoogleScholar electronic databases and educational databases available at the Walden University library. I used the following Booleans and search terms to conduct this study: entrepreneurial curriculum, entrepreneurship curriculum, curriculum design, entrepreneurial design, capstone projects, and business plans capstone projects. The literature review focused on entrepreneurial competencies, curriculum design, learning assessment, and experiential learning delivery.

Entrepreneurial Competencies

The literature review supported the findings of the study that revealed strong students' awareness about the impact of entrepreneurial learning on their personal development and professional achievement. Research on undergraduate education programs supported the fact that students having taken entrepreneurial courses turned toward the choice of employment instead of launching their own business ventures. This is based on the evidence that entrepreneurship activities start effectively by the 35-54 years olds after a preferable work experience. Therefore scholars have focused their

attention on a set of appropriate measures of entrepreneurial learning success that overlook traditional business plans or the number of business ventures. New entrepreneurial learning outcomes should integrate the *21st century* skills and capabilitites that include abilities in problem-solving, innovation and creativity, autonomy and initiative, critical thinking, adaptability, social responsibility, and communication and collaboration (Boyles, 2012). These learning outcomes reinforce the idea that entrepreneurial learning could be the leverage that enables students to develop their *entrepreneurial mind-set* and personal development (Abaho, 2013; Boyles, 2012; Jones & English, 2004; Kinzie 2013; Kleine & Yoder 2011; Sibley & Parmecelee, 2008). In alignment with the findings of the study, research revealed that linear methods of teaching and traditional based curriculum do not favor students' learning of entrepreneurial attributes nor do they provide insight into entrepreneurial ways to face uncertainty and complexity in the reality of entrepreneurs (Gibb, 2010).

Entrepreneurial education establishes a challenge to set appropriate outcomes in terms of what the students are empowered to perform not know. This focus on the behavioral capacities of students raises the issue of learning as an emotional experience that stimulates students' energy to perform (Gibb, 2010). Scholars called for a learning environment that is supportive of experiential learning, project-based, and action-oriented teaching style, and conductive to student's professional achievement and motivation (Abaho, 2013; Bilgin, Karakury, & Ay, 2015; Gibb, 2010; Jones & English, 2004; Weadon & Couetil, 2014). The culminating experiences that might be triggered by entrepreneurial education have become a significant learning outcome adopted by the

Nation Survey of Student Engagement (NSSE). Kinzie (2013) stated that culminating

experiences were ranked by students in NSSE as having substantial impact on their

engagement after experienced internships and service learning.

Entrepreneurial Curriculum

In recent years, scholars have shifted their attention from the content of

entrepreneurship curriculum to the way it is delivered and enacted. Boyles (2012)

criticized the declarative characters of entrepreneurship learning in the U.S, which

"typically emphasizes business planning and deemphasizes understanding and

development of entrepreneurial competencies" (p. 42). Scholars have proposed the

integration of innovative educational models in the curricular. These models focus on

student-centered learning principles in which students learn by experience. Hixson,

Paretti, Lesko, and McNair (2013) stated that "rather than a traditional approach centered

on the acquisition of business skills and knowledge through lectures and case studies,

current approaches have shifted to engaging students in authentic, mentored search for

opportunity identification and development" (p. 2).

The professionalization of higher education has been transforming knowledge-

based curriculum to experience-based curriculum in which the goals of learning go

beyond the simple mastery of content in order to assess students observable behaviors as

communicators, problem-solvers, and team leaders. Drawing on Alverno College

leadership in creating performance-based curriculum, Tagg (2003) stated that "the

principle of performance requires that we assess abilities in action, in the kind of

integrated situation in which students will use them in their life beyond campus" (p. 165).

Following the same pattern, scholars have built on Fink's model of experience integrative

learning design to integrate into the curriculum innovative and experiential learning

methods likely to provide their students with life long learning capabilities (Fallahi et al.,

2009; Huber, 2009; Sibley & Palmelee, 2008) Therefore, an effective entrepreneurial

curriculum should be based on the use of significant and lifelong learning goals grounded

in the experiential and constructivist framework, integration of learning experiences, and

adoption of congruent assessment tools.

The experiential framework underlying entrepreneurial learning ties back to

Edgerton's (1997) four powerful pedagogies of engagement. They are (a) problem-based

learning, (b) collaborative learning, (c) service learning, and (d) undergraduate research.

These learning experiences have been recognized by scholars to engage students in an

action oriented learning process, integrate knowledge, and transfer it to new real life

applications (Fallahi et al., 2009; Huber, 2009; Sibley & Parmelee, 2008; Tagg, 2003).

Academic leaders should build on those powerful pedagogies to design a comprehensive

and integrative entrepreneurial capstone projects curricula. Gibb (2010) and Kinzie

(2013) outlined the need to embed entrepreneurship in the curriculum in the widely intra

and inter-disciplinary context of sciences, humanities, and art. Therefore, the challenge of

entrepreneurial learning is raised to the shaping of appropriate outcomes and their related

experiential pedagogical process instead of the inputs of the disciplinary knowledge

contents.

Academic leaders should not implement entrepreneurship education as a short

term, one-shot educational effort in the curriculum. They should use entrepreneurial

learning as a strategic leverage for connecting performances among students, faculty and

the community empowering the entire academic institution for taking the responsibility

of learning (Gibb, 2010; Tagg, 2003) and the students for differentiating themselves in

the job market.

Business Plan Capstone Project

Capstone projects are designed to promote the culture of students' success

because it transfers to them the ownership of solutions they might have found to real

challenging social issues using capabilities of critical thinking, team work, innovation

and creativity, and project management (Kulmala, Luimula, & Roslof, 2014). Kulmala et

al. (2014) confirmed the innovative and experiential characteristics of capstone project

because "it stimulates real-world processes and, thus, supports collaboration between

education and working life. Projects strengthen student's self-direction, intentional and

active learning skills" (p. 3).

Bilgin et al. (2015) defined project-base learning (PBL) as "the students' study

efforts for a certain period of time to reach a specific goal or result either individually or

in a group through an active participation" (p. 470). Therefore, PBL is used as a strategy

for undergraduate research-based initiatives to find innovative solutions to challenging

social problems. Stanford et al. (2013) stated that capstone projects in engineering majors

integrated substantial service to community projects to connect students to real life

experiences and social change. Accordingly, students take responsibility for their own

learning and work collaboratively with others, which increases their engagement and

motivation (Bilgin et al., 2015). Kinzie (2013) argued that when these learning

experiences are activated in the first year, students could easily develop the connection-making capabilities that can be cultivated and improved in subsequent years. However, some scholars still hold a skeptical opinion about the impact of this approach to bring in significant effect on the enhancement of students' academic achievement (Ayan, Tabouk & Ozdemir; Chang & Tseng, as cited in Bilgin et al., 2015).

Dempster, Benfield, and Francis (2012) pointed to the challenges created by the integration of innovative pedagogies in the curriculum design practice. These include "inflexibility, lack of regular updating, absence of stakeholder input into designs, difficulty visualizing the learning experience and little sharing of curriculum ideas or collaborative design" (p. 136).

The business plan capstone project has been reported to be widely used as an experiential learning activity for teaching entrepreneurial competencies (Papadopoulos, Britten, Hatcher, & Rainville, 2013; Wheadon & Couetil, 2014). Business plans utilize action-learning strategies by incorporating real-world scenarios that empower students to conduct research, integrate theory and practice, and apply knowledge and skills to solve problems. This learning strategy is an ideal scenario to be embedded in economic and sociocultural contexts where the solutions might vary depending on environmental factors similar to those revealed on Morocco in this study. The business plan could be the appropriate simulation of creating a business or social venture encompassing the following: 1) Validation of the service or product opportunity, 2) Analysis of the financial needs and potential returns, 3) Validation of entry strategies, 4) Definition of the marketing strategy, 5) Operations, Management, and Implementation plan (Papadopoulos

et al., 2013; Wheadon & Couetil, 2014). Wheadon and Couetil (2014) drew on their review of the entrepreneurship literature to propose a model where experiential learning activities are incorporated through the above business plan development stages. They suggested that entrepreneurship curriculum should be enacted by "having students form an actual startup, use [business games], participate in behavioral simulation, [conduct research about the industry], participate in live case activities, and participate in field trips or watch videos of existing startups" (p. 34).

Assessing Entrepreneurship Learning

In this review I explored the perspectives from which scholars addressed the issue of the application of assessment practices to entrepreneurship and student-oriented learning and the resulting challenges of curriculum design (Boyles, 2012; Gibb, 2010; Kleine & Yoder, 2011; Molloy & Boud, 2013; Olson & Petersen, 2002; Peach, Mukherjee, & Hornyak, 2007; Rousseau & Nassersharif, 2010; Wheadon & Couetil, 2014). The shift in higher education from an instructional-based to a student-oriented learning paradigm has occasioned a parallel shift form assessing teacher capabilities to culminating feedback on student learning.

Accrediting agencies and stakeholders made pressures on academic institution to align assessment practices with learning outcomes that reflect the entrepreneurial mindset. Therefore, effective curriculum requires the definition of learning outcomes, the learning experiences that enact them, and the tools and processes used to assess them (Boyles, 2012; Gibb, 2010; Yoder & Kleine, 2011). Despsite the popularity of business plan capstone projects in entrepreneurship learning, they are considered as a means to

attain the entrepreneurial learning outcomes that find expression in the entrepreneurial mindset and are useful in gaining employment as well as launching a new venture. These outcomes include among others, integrative learning, critical thinking, problem-solving, social responsibility, teamwork, and communication. Therefore, it has become possible to evaluate entrepreneurial learning from diverse measures of success instead of the traditional indicator represented by the number of venture creations (Boyles, 2012; Wheadon & Couetil, 2014).

Scholars have rethought assessment from a one direction perspective in which information is controlled and transmitted by the teacher to the student to a multilateral one that hold students active and responsible for their learning through peer review and reflection (Pittaway et al., 2009). While the first mode of evaluation is static (summative), the second is progressive and continuous (formative), and likely to reflect the behavioral and reflective perspectives of entrepreneurial learning (Boud & Molloy, 2011; Peterson & Olson, 2002). Pittaway (2009) recommended that summative and formative approaches to assessment should be exclusive and a mix of both should the common solution. Entrepreneurial learning should be better supported by performance assessment instead of traditional exams. With this type of assessment, teachers observe their students performing a competence and demonstrating their entrepreneurial capacities (Peterson & Oslon, 2002; Tagg, 2003).

Teachers could create rubrics for various learning outcomes to support dialogue with and among students to help them increase their awareness about the quality of learning and facilitate the feedback process to empower students to monitor their own

self-learning assessment (McTighe & O'Connor, 2005; Peterson & Olsen, 2002).

Scholars have designed a variety of assessment tools to evaluate the efficacy of

entrepreneurial capstone projects. Nassercharif and Rousseau (2010) have developed a

comprehensive assessment system through reviewed literature and learning experiences.

A selective presentation of some components of the system include the following:

- Individual weekly progress reports submitted electronically

- Team weekly progress report

- Individual assignments to prepare the team for problem definition and concept
  generation (information inquiry; resume preparation and update)

- Individual skills inventory at the beginning of the fall semester

- Mid-semester project presentation, critical review

- Peer evaluation

- End of semester project capstone and end of year project showcase

- Final report of the project (Nassercharif & Rousseau, 2010).

Some scholars reported that business plans have been criticized for offering linear

assessment reality about entrepreneurial learning with a focus on quantitative and

corporate techniques at the expense of personal development (Jones & English, 2004;

Wheadon & Couetil, 2014). Nevertheless, business plan capstone projects associated

with experienced learning strategies to activate them could be the appropriate mix likely

to stimulate entrepreneurial education emphasizing innovation, creativity, and risk taking

in business or social ventures. Therefore, while the traditional parts of the business plan

development activities provide students with business literacy and connections with the

business curriculum, the use of experiential delivery mode exposes students to entrepreneurial behaviors and attributes, and the assessment provides the feedback through which the students learn through action and reflection.

Interviews with participants confirmed a gap between the expectations of the students as graduates and future candidates to employment or self-employment and the academic learning model activated at UIC. Participants recommended the activation of the capstone project model into the experiential learning environment to culminate the entrepreneurial student experience, foster internal collaboration among faculty, and promote external partnerships. So I took the opportunity to develop a business plan capstone project integrating experiential learning activities and assessment tools to develop the entrepreneurial mindset of undergraduate students, increase their affective attachment to the course and the university, and champion the culture of positive change at the institutional level (Kesler & Lester, 2009; Wheadon and Couetil, 2014).

Capstone Business Plan Development Course

The best way for UIC to provide evidence that its students are learning is to design a new learning environment that bring them on the road to achievement. The university will then gain ownership of the process and take full responsibility for learning. Current organizations demand workers highly qualified in communication, problem-solving and integrated reasoning. Like all developing countries, job and public wealth creation are conditioned by a permanent entrepreneurial effort of the society's constituencies, including graduates from colleges and universities.

The entrepreneurship program I intend to propose corresponds to a new academic program that aims at (a) fostering the entrepreneurial mindsets of students, and (b) promoting among faculty a new culture of teaching based on experiential and deep learning approaches. Roles and responsibilities of students will be explored with focus held on practical learning initiatives and their corresponding assessment tools.

The course will be designed to be offered through a period of 16 weeks with alternation between students' presentations of topics of the course and instructors' presentations of main conceptual course content. Achievement will be measured by the capacity of students to present an oral defense of the capstone business plan during the third year of graduation, showing evidence of attaining the learning outcomes of integrated learning, critical thinking, team work capacity, communication skills, and creativity and innovation. The learning will be processed, effectively and efficiently through the curriculum by integrating different business courses including economics, marketing, finance, human resource management, business law and operations management. Real-world connections of this learning will be seen in the category of business projects chosen by the students, which depends on their earlier firsthand experience with industry research. Therefore, a team of students may be interested in investigating the estate sector while another tourism.

As large community of future entrepreneurs, teams of students will learn from each other by exchanging and sharing their knowledge about how they integrate core business functions and use environmental knowledge for strategic positioning. They will also develop, as they evolve through semesters of the bachelor degree, strong oral and

communicative skills. The program will first be implemented in the management and business major and further extended to health and engineering majors. The program will address the following learning goals: (a) collaborating in team work, (b) communicating effectively, (c) arguing with critical thinking, (d) solving problems effectively, (e) realizing an effective business plan. The following experiential activities to be realized by students will be integrated to the above outcomes: (a) Submission of a resume that include student's skill inventory, (b) oral presentation of the entrepreneur' competencies supported by an interview with an entrepreneur, (c) Entrepreneurship laboratory hosting sessions to validate the business plans' ideas, monitor progress, outline research industry, and assess final oral defense (d) business game, (e) communication debates, and (f) case study analysis (See Appendix A).

During the first week of the course, the teacher will explain to the student the activities they have to realize and the deadlines for assignments submission and presentation, the learning outcomes to be attained, the added value of pedagogy, and the course materials available. Students will be expected to realize the activities, individually and in groups, and be assessed accordingly. Course assignments will include assigned reading from a required entrepreneurial leadership textbook, discussion of pertinent management press reviews, and presentation in classroom of assigned case studies. Each group of students will be expected to give a classroom presentation on a selected entrepreneurial activity (see Appendix A) and required to write a professional paper outlining their reflection about their personal development. Following each class session, teacher and students will hold a plenary debriefing session to share feedback, comment

any concerns about the activity, and improve the process of learning. During week 16,

every student will be expected to record a video presentation about their learning journey,

their capstone projects and the learning outcomes they have achieved. The video will be

expected to present a virtual resume as well as a *look, listen, and feel* reality of the

students' personalities to be shared on the social and professional web media. The

purpose of this mixed-mode learning format is to reinforce students' technological

agency and make the learning process as innovative as the business project itself.

Implementation

Potential Resources and Existing Supports

Resources for the project will include the academia available at UIC, support

from Laureate International Universities, and the government accrediting body. The

majority of faculty I talked with about innovative learning strategies was enthusiastic to

experience the implementation of new student-learning initiatives. Laureate Europe has

been engaged into a change academic agenda aimed at standardizing the curriculum of

the universities belonging to the network around the learning outcome of student

experience (B. Aguila, personal communication, July 6, 2015). Drawing on Laureate

strategic initiative, I was asked during a steering committee meeting to organize an

academic retreat by the end of September 2015 about the implementation of the new

Laureate academic model and the experiential learning activation process at UIC (H.

Mounire, personal communication, July 13, 2015). The top management and marketing

service have supported the initiative because institutional communication will focus on

the added value of entrepreneurial learning offering UIC a sustainable differentiating

leverage. On another hand, the governmental accrediting body allows the academic leaders to adapt up to 30% of curriculum content to specific learning outcomes the university wanted to achieve.

Potential Barriers

Planned change ties back to the work of Kurt Lewin on organizational development (Medley & Akan, 2008). Lewin considered that organizations behave like human entities in terms of attitudes and behavioral patterns. Therefore, like a human being, an organization may resist to change (Medley & Akan, 2008). Lewin's change model seeks to ensure change success by focusing on the human side of interrelations (Medley & Akan, 2008). As a large community, UIC is the perfect human environment where interactions take place among the leadership, students, faculty, staff administration and shareholders. Therefore, I will chose Lewin's model because of the behavioral patterns and attitudes undergirding learning process at UIC and the nature of change I want to implement on the curriculum.

Based on this model, unfreezing will create in faculty and staff administration a strong need for change, increasing their commitment to change. During the retreat to be held by the end of September, I will create urgency to attract the faculty attention to the necessity of shifting to a student-centered institution by using external pressures on the institution. Maintaining a traditional-based curriculum with few connections and no bridge with the professional environment will result in UIC's failure. Implementing change on the curriculum and the delivery modes will require convincing faculty about

the benefits to embrace the new learning approach. Incentives, rewards, and promotion could be some of the processes used to bring faculty to embrace change.

Proposal for Implementation and Timetable

This might be assimilated to the change stage in Lewin's model. At this stage of project implementation, faculty members, recognized to be the main organizational actors in the project, will be engaged into a collaborative process where they will mutually confront new ideas, attitudes, and behaviors. Faculty will discuss what it takes in terms of skills to deliver courses likely to promote entrepreneurship learning, what interdisciplinary links to create in the curriculum, and what learning outcomes to establish. The organization will sustain the moving step by offering technology support and managerial structure including assessment, reward, and bonus distribution processes (Carter, 2008; Medley & Akan, 2008).

By the 15th of September 2015, I will submit the capstone project course to the provost and the dean of business to seek their approval. The next step will be to present the capstone business plan project course during the retreat to be held by the 30th September 2015. Therefore, taking into account the subsequent time it will require before having approval from the provost and the dean of business, and complete review of the course content by faculty, the implementation of the business plan capstone project would be scheduled by the next upcoming academic school year.

<div align="center">

Roles and Responsibilities

</div>

I will be responsible for the following activities as an academic leader in charge of leading the implementation of the business plan capstone project:

1. Write the course syllabus (See Appendix A) that outlines the learning outcomes, the didactic content, the experiential activities, and the assessment tools.

2. Deliver a professional development seminar to faculty to increase their awareness about the course and the challenges it entails.

3. Coordinate with the planning manager to find the appropriate student time for starting the course.

4. Coordinate the evaluation process of the project with respect to the expected learning outcomes.

5. Assure the project's alignment with the academic model of Laureate Europe.

Administration will provide the following support for the project:

1. Funding for faculty, training and new hirings.

2. Ensure adaptation of the business curriculum and notice of the accrediting governmental body.

3. Endorse the date of implementation by informing the constituents of UIC including students, faculty, parents, the press, and shareholders.

Even if the implementation of the capstone course will be first operationalized in the business major, the administration should keep engineering and health faculty connected to the project in the perspective of generalizing implementation to their respective students. By doing so, the whole university will hold responsibility for learning.

Project Evaluation

The learning outcomes that reflect the entrepreneurial student are the foundation of the project evaluation (Klein & Yoder, 2011). Scholars argue that assessment should be aligned with the learning outcomes that reflect entrepreneurial competencies and experiential activities, viewed as integral part of the curriculum (Boyles, 2012; Klein & Yoder, 2012; Petersen & Oslon, 2002). Project-level design involves asking and answering the following question "how will we cultivate the abilities of our students with the goal of them achieving proficiency?" (Klein & Yoder, 2012). Rubrics will be chosen to best assess the students' capacities to attain entrepreneurial learning outcomes.

In its attempts to share best learning practices, the American Association of Colleges and Universities (AAC&U) developed a set of rubrics that explicit a set of criteria used for assessing a particular performance. When using rubrics, instructors accept to give up some of their control over the assessment process and transfer it to the students who engage in an integrative self-assessment process of learning by doing. Among the rubrics created by the AAC&U are problem-solving, teamwork, integrative learning and information literacy, which align with the learning outcomes of the business capstone project. Because entrepreneurial activities are flexible and unstructured educational issues, rubrics will provide instructors with the opportunity to negotiate a common understanding of the skills that should be developed prior to starting an activity (Klein & Yoder, 2012).

To evaluate the project development, I found the program matrix suggested by Klein and Yoder useful. It is a visual tool where learning outcomes are positioned as

columns and experiential activities as rows. A symbol is then placed in the interceding cell to designate the learning activity likely to address the targeted performance. Visual coverage of learning outcomes by learning activities should be ensured, otherwise relevant adjustments could be recommended (See Appendix A). The efficacy of the business plan capstone learning strategy will depend on the evidence students will accumulate through their educational experiences. Such evidence will serve as data that will nourish the institutional research activities serving for UIC future international accreditation agendas.

The data may take the following various forms: a reflection paper written by students, a video of a group presentation, a capstone project, or a student's response to a case study. Assessment of the project will be based on the aggregation of scoring data within rubrics. By determining the frequency for each rubric row at which proficiency is evident in the student culmination of works, scoring metrics in the form of percentages and visual bar charts will offer a dashboard that displays an effective interpretation of the progress being made on the road of targeted learning outcomes (Klein & Yoder, 2011). The mining of assessment data will orient decision making efforts towards those learning outcomes that are underemphasized in the learning process.

During the last week of the program, students will be invited voluntarily to participate in an electronic survey about their reflections on the experience they have culminated during the 16 weeks of the term. Students will be asked to answer questions addressing (a) the extent to which the course content met stated learning outcomes, (b) whether or not information about activities was presented in a clear and concise way, (c)

the clarity with which assessment processes were outlined, and (e) whether or not instructors were supportive in offering guidance and feedback. Resulting patterns from this survey will be submitted to academic leaders to inform future curriculum adjustment.

Implications Including Social Change

The implementation of the entrepreneurial business plan capstone project will enable student employment and self-employment possibilities in developing countries, including Morocco. The experiential framework outlined in this project will turn out students from passive consumers of knowledge to actors of their own learning using entrepreneurial social skills and competencies. The project aims at fostering the culture of collaboration among the constituencies of academia. Academic institutions are implementing collaborative work designs both internally and externally to reap the benefits of better disciplines integration, synergy across departments and qualitative communication (Kesar & Lester, 2009). Business plan project implementation at UIC could trigger internal and external partnerships and collaborations.

Internal Collaboration

Entrepreneurial learning is a multifaceted project based work that requires synergy across disciplines, including economics, marketing, operations management, human resources management, and finance. Collaboration between faculty members in charge of these disciplines will help set up the shared goals and the learning outcomes, which are necessary to achieve the targeted mission. Faculty will then collectively negotiate an underlying curriculum to be applied in entrepreneurial learning. Collaboration is intended to go beyond the business department to deal with health and

engineering departments. The mission to better serve student learning with appropriate

learning environments has to encompass the entire campus paving the way for the

establishment of the *collaborative university* model (Kezar & Lester 2009).

Because entrepreneurial learning is partly research based, collaboration will not

be limited to interdisciplinary faculty but to other constituencies, including librarians and

technology staff. The learning environment, as formally indicated in the curriculum, is

focused on a team-taught configuration where, faculty, student, librarians, and technology

staff learn together as a community of entrepreneurial mindsets.

The business plan capstone could facilitate an internal collaboration between the

academic affairs, the student association, which could be called *junior entrepreneurs'*

club, and the marketing department at UIC. While faculty develop the curriculum and

assessment tools, the marketing staff and students' association members connect with the

community and entrepreneurship agencies in order to communicate internally and

externally showing evidence of students and institutional agency for the service of

society. Students' resumes will emphasize their agency to bring in positive change

through innovative solutions they defended in their projects.

External Partnership

External collaboration links the universities and colleges to the community and

industrial environments to help them increase their revenues. (Kezar & Lester, 2009).

External stakeholders advocate for a new generation of workforce equipped with

entrepreneurial and innovative skills. With respect to my course project, I will activate a

partnership UIC has already signed with a Moroccan association dedicated to promote

entrepreneurship in schools and universities. *INJAZ Al Maghrib* is a member of *Junior Achievement* with outstanding learning experience and networking relationships. Our partnership with this association will contribute to the creation of a large community of future entrepreneurs whereby students on the campus will share their business project with other students served by *Injaz Al Maghrib* in other organizational contexts.

The different business plans that will be presented by the students represent a valuable data warehouse that will consolidate the informational patrimony at UIC. Banks could be interested in these projects in order to finance some of them. Attijari Wafabank is a member of the board of directors governing the university. I will suggest establishing a partnership with the bank aimed at financing part the investment required to launch the business or social venture on the market.

Conclusion

The analysis of data extracted from the 11 in-depth interviews of participants supported the need for the development of an experience-based curriculum that will incorporate a capstone business plan project. Literature review exploring this genre of educational setting revealed that implementing business plan projects in conjunction with student-centered activities and appropriate assessment tools yielded skillful and engaged students. The genre proves effective and innovative in fostering a new culture of collaboration among the constituencies of academia, interdisciplinary, and institutional effectiveness.

Section 4: Reflections and Conclusion

Project Strengths

The project aims at improving the effectiveness of learning at UIC using student-centered learning strategies to develop the entrepreneurial mindset of Moroccan students. The literature review outline in this study commonly agreed on the benefits of experiential learning methodologies that reinforce the student agency over her learning. Therefore, the projects' strengths ties to key educational issues. First, the project development is concomittent with recent official recommendations released by the Higher Council for Education (HCE) focusing on the priority to professionalize higher education learning. Second, the project derives its legitimacy from the power of data extracted from key informants and analyzed to provide meaningful knowledge about effective entrepreneurial learning.

UIC students, academic leaders, and professional leaders outlined their perspectives about their definition to professional achievement and entrepreneurial attributes. They all agreed that the actual traditional, lecture-based approach to learning could not favor entrepreneurial development and appealed for an experiential learning connected to real-world issues to promote the cultivation of entrepreneurial mindset. While entrepreneurship-learning literature is substantial in U.S. and Europe, the project will open a new contextual and cultural perspective on how entrepreneurship is perceived from the perspective of Moroccan key actors adding a real added value to global educational practice. Third, the project might present a real incentive to engage faculty and administration into a meaningful academic change (Eckel & Kezar, 2012).

Entrepreneurial learning is a social phenomenon that enables actors to communicate and network in a community-based framework where the frontiers of department and courses disappear paving the way for more collaboration and interdisciplinarity (Boyles, 2012; Dempster et al., 2012; Gibb, 2010; Hixon et al., 2013). Fourth, the project is aligned with the Laureate academic model that Laureate decision maker intend to implement in Europe and Morocco (Mounire, H, personal communication, July 13, 2015).

So the project might benefit from the strategic support and funding resources from the headquarter company and profit from external synergies the Laureate network could provide in terms of professors exchanges, use of learning technologies, sharing best learning practices and experiences, and international collaborations. Fifth, the project will provide the institution with a sustainable differentiating leverage the student and marketing of UIC could use to well position their image in the external environment. UIC students and marketing service will learn to communicate in a meaningful way branding their capacities to innovate and bring in positive change through their projects capstones and entrepreneurial cultivation.

<div align="center">**Limitations**</div>

To ensure rigor, I followed qualitative research strategies outlined by Patton (1999). Nevertheless, this research is not without limitations. First, the data collection applied to a local context of UIC and its students. Knowledge generalization could not be ensured limiting the perspective of the study to the target of gaining insight into the informant's experiences with entrepreneurial learning. Second, because the data was collected from participants, it may be biased to represent an objective perspective of

successful learning. Third, because participants were master's students, they may have been reflecting on learning realities that are no longer practiced at UIC at the undergraduate level.

Recommendations

I recommend that the project capstone would be implemented in the first and second year of the bachelor's degree in business, engineering and health majors. So, implemented service learning and undergraduate research capstones in conjunction with experiential activities would enable students to take very early the reins of their achievement. To allow transferability of the results of this research, it would be desirable to explore entrepreneurial learning problems in other organizational contexts other than UIC including the European universities that belong to Laureate network. Connecting the entrepreneurial performances of international students and encouraging collaboration among the faculty of the Laureate International Universities worldwide will create a global impact for positive social change.

It will be useful to support the collaborative environment of entrepreneurial learning by the establishment of an entrepreneurship center. The entrepreneurship center will centralize the management of academic and planning operations of the project. The center will federate the contributions of stakeholders including, faculty, staff, librarians, and technology staff. The development of such experiential unit offers the appropriate environment for faculty to gain ownership over the curriculum they would have designed interactively. Faculty will then reinforce their commitment to collaboration (Kezar and Lester 2009).

The benefit of collaboration requires rethinking the rewards process. The university will experience new policies to reward faculty suggesting reduction of teaching course in counterpart for their engagement in interdisciplinary teaching and advising. New human resources management process of recruiting will be established to hire faculty on the basis of their acceptance to teach interdisciplinary courses at the entrepreneurship center (Kezar & Lester, 2009).

Scholarship

The research project enabled me not only to know about but to explore and discover scholarship. I have learned that before announcing our scholarly voice, one should listen to other scholars' voice. In my case, scholarship took me for almost 4 year of research through writings about education and learning before making my own assumptions and thesis. Therefore, I could support my thesis and argument about entrepreneurship learning by evidence extracted and aggregated from the literature. I learned how to incorporate other scholars' writings and arguments into my own. Discovering scholarship was the opportunity for me to discover each stage of my research planning from the problem definition, to research methodology, to literature review, to data analysis, till the use of cultivated knowledge to improve the practice of learning at my university. Scholarship is about interpreting social phenomena using scientific tools that ensure that a rigorous methodology has been used for collecting data and ethical standards have been considered to protect participants from any harm or risk (Merriam, 2009).

I also learned to write scholarly. Citing my sources, minimizing direct quotations in text citations, paraphrasing, avoiding the use of passive tense, and APA instructions are among the key learning issues that contributed to the improvement of my scholarly writing making it simple, sound and professional.

Project Development and Evaluation

The learning journey was rewarding including all the phases of the research planning: problem definition, identification of research question, the choice of the appropriate research methodology, the literature review, application for IRB approval, and data collection and analysis. During the first stages of the project research, I imagined directions that the project would take relying on my previous professional experience in teaching and managing academic programs. However, I discovered that rigor in scientific research required that projects' genre and direction should be directed by the behavioral patterns and choices derived out data analysis and supported by key informants.

The execution of the project planning went smoothly. After obtaining the IRB approval, I interviewed key participants, audio-taped and transcribed verbatim interviews, coded themes that informed my research questions, and wrote my case study narrative. It was the first time in my career I read substantial literature resources to engage in scientific and rigourous research process using qualitative strategies. It was rewarding to be aware that a project emerged out of data analysis and supported by the scientific research community and its implementation could improve the practice of learning at university settings. I monitored progress of project development by sticking to

achievement milestones outlined in my first semester plan I submitted at the beginning of each term at Walden University.

Leadership and Change

My project could be the answer to the common question asked by candidates and parents when they first inquire about educational programs offered at the university: how do your programs differ from those of your competitors on the education business market? This question reflects the great extent of student's awareness of the university's competitive role on the market of business education. Therefore, UIC should articulate a clear mission statement that distinguishes it from its competitors on the basis of learning added value captured by the learner.

My entrepreneurial capstone project is grounded in the student-centered framework and emerged out of data collected and analyzed within the context of UIC that exemplifies a new leading experience in for-profit higher education in Morocco. The project recommends to incorporate entrepreneurial business capstone project as a mainstream pedagogy upgrading its status to the curriculum level. Cultivating entrepreneurial experiences through business plan capstones activated with experiential learning tools would reinforce the students' agency to learn and change by doing.

Universities have long been working in silos and departments, impeding effective collaboration and academic entrepreneurship. Academic leaders should take advantage of this project to build on collaboration as a model for bringing in internal coordination and developing a seamless environment (Kezar, 2006). Leadership and teaching have much in common. Bollman and Gallos (2011) asserted that "Both push the boundaries of personal

growth [beyond the walls of the university] and disrupt existing belief systems and emotional investments" (p.132). In spite the challenges outlined in this research, entrepreneurial education should be implemented in the business, engineering and health curriculum. Entrepreneurial capstone projects will contribute to bring value and connect students, faculty and university among them and with the real business and social environments.

Analysis of Self as Scholar, Practitioner, and Project Developer

The doctoral journey at Walden University contributed to the reinforcement of my professional legitimacy as an academic leader. As a scholar, I learned to listen to other scholars' voice before announcing mine. I am finding great pleasure to argue about an educational issue using evidence from the literature and citing respective sources. Research is not about seeking the truth. It is about interpreting social phenomena that researchers investigate using rigorous qualitative or quantitative strategies that ensure credibility, trustworthiness of data and findings and participants' integrity and confidentiality.

As a practitioner, I indulge in using evidence from the literature to support the innovative approaches I implement in my teaching and leadership to academic programs. It was my colleagues that proposed me to organize the academic retreat about educational innovation to be held by the end of September. This is because my argument in favor of adopting a new performance-based curriculum was supported by benchmarking best practices in leading American universities that shifted to the student-centered learning framework. As a doctoral candidate in the Higher Education Leadership major, my

leadership has been evolving to encompass a comprehensive, coherent and connected reasoning about academic change in the context of environmental, organizational, resources, and leadership challenges.

As project developer, I learned how to effectively manage a project process starting from problem definition, to information inquiry, to social collaboration with UIC's constituents, to the suggested solutions. Completion of this project was associated to a real human experience I lived in and out of walls of my university managing real and tough challenges including sacrificing private life and exceptional arrangements with my family. I was proud to be capable of proposing a comprehensive business plan capstone projects to be implemented in curriculum in order to improve the quality of educational practice at UIC, reinforce the students' change agency, and connect the university to the mission of social change.

Project's Implications and Future Research Direction

Higher education institutions have developed different strategies to use resources, including assessment, organizational learning, and collaboration to promote their core learning activities. Research has focused on the process of collaboration and its main positive impact on reinforcing the capacity of institutions to tie and activate partnerships and meet the demands of the university's constituents (Kezar, 2006). Entrepreneurial business capstone projects activated with experiential and project-based learning are among innovative educational approaches under the framework of student-centered paradigm. It is recommended to upgrade the status of entrepreneurial learning methodology in the formal curriculum of the bachelor degree offered at the university.

This would not occur without challenges. Faculty will require time before buying-in the project because the learning process entails their giving up some of their control over learning to the student and tenure privilege. Leadership of the university will be challenged with the amount of resources that would be deployed to innovative learning approach of which outcomes are not yet measurable or certain to attain.

The implementation of business capstone project will entail the activation of a change agenda with implication on student learning, faculty teaching practices and university mission. Therefore, future research direction could be oriented to explore the beliefs of faculty toward this change and their perspectives about potential improvements to include them in future curriculum adjustments or faculty professional development agendas. Future research could also involve measuring specific skills achieved by students through the business capstone and the impact internal collaboration will have on the enhancement and consolidation of proficiency.

Conclusion

Under the pressure of external forces and employers' demands for qualified working force, UIC has no choice but to hold full responsibility of students' learning. Analysis of data collected from UIC students, academic leaders, and professional leaders has yielded a meaningful entrepreneurial learning project that is grounded in the student-centered framework. The incorporation of this entrepreneurial project into the curriculum of the university will reinforce the agency of UIC students, and empower them with entrepreneurial competencies. Upgrading the status of the comprehensive business plan capstone will not happen without challenges. However, faculty and administration could

take the opportunity of the flexible and unstructured nature of entrepreneurial projects to engage into a collaborative model of work and exemplify themselves as entrepreneurial mindsets.

Participants recommended the implementation of capstone project model into the experiential learning environment to culminate entrepreneurial student experiences, foster internal collaboration among faculty, and promote external partnerships. I took the opportunity to develop a business plan capstone projects integrating experiential learning activities and assessment tools to develop the entrepreneurial mindset of undergraduate students, increase their emotional attachment to the course and the university, and champion the culture of positive change at the institutional level. Universities should use entrepreneurial learning as a strategic leverage for connecting performances among students, faculty and the community empowering the entire academic institution for taking the responsibility of learning and the students for differentiating themselves in the job market. I invite the reader imagine what could be the impact if all students belonging to the Laureate international network managed to connect their entrepreneurial performances on a global scale.

References

Abaho, E. (2013). Entrepreneurial curriculum as an antecedent to entrepreneurial value in Uganda: A SEM model, *Global Advanced Research Journal of Management and Business Studies, 2*(2), 85-92.

Argyris, C. (1991). Teaching smart people how to learn. *Harvard Business Review, 69*(3), 99-109.

Ayegou, J., Mahrek, F., Rajraji, A., & Talbi, M. (2013). Self-employment: Toward making entrepreneurship teaching more beneficial at the Moroccan university. *Procedia – Social and Behavioral Sciences*, doi:10.1016/j.sbspro.2014.01.774, 3410-3416

Bagheri, A., & Pihie, Z. A. (2011). Entrepreneurial leadership: Towards a model for learning and development. *Human Resource Development International, 14*(4), 447-463.

Bahji, S. B., Lefdaoui, Y., & El Alami. (2013). Enhancing motivation and engagement: A top-down approach for the design of a learning experience according to the S2P-LM. Retrieved from http//dx.doi.org/10.3991/ijet.v8i6.2955

Bardo, J. (2009). The impact of changing climate for accreditation on the individual college or university: Five trends and their implication. *New Directions for Higher Education, 145*, 47–58. doidot: 10.1002/he.334

Barefoot, B. O., Gardner, J. N., Cutright, M., Morris, L. V., Schroeder, C.C., Schwartz, S.W., … Swing, R. L. (2005). *Achieving and sustaining institutional excellence for the first year of college*. San Francisco, CA: Jossey-Bass.

Barr, R. B., & Tagg, J. (1995). From teaching to learning-a new paradigm for undergraduate education. *Change*, *27*(6), 12-25.

Bilgin, I., Karakuyu, Y., Ay, Y. (2015). The effects of project based learning on undergraduate students' achievement and self-efficacy beliefs towards science teaching. *Eurasia Journal of Mathematics, Science and Technology Education, 11*(3), 469-477.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Allyn & Bacon.

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership.* San Francisco, CA: Wiley, Jossey-Bass.

Bosch, W., Hester, J., MacEntee, V., MacKenzie, J., Morey, T., Nichols, J., … Young, R. (2008). Innovative Higher Education, *33*(83), doi:10.1007/s10755-008-9072-1

Botha, M. (2010). A project-based learning approach as a method of teaching entrepreneurship to a large group of undergraduate students in South Africa. *Education as Change*, *14(*2), 213-232.

Boud, D., & Molloy, E. (2013). Rethinking models of feedbacks for learning: The challenge of design, *Assessment & Evaluation in Higher Education, 38*(6), 698-712.

Boussetta, M. (2003). Formation à la culture entrepreneuriale: L'expérience de l'Ecole Doctorale de Gestion de l'Université de Rabat Agdal au Maroc. Retrieved from http://web.hec.ca/airepme/images/File/agadir/Boussetta%20D.pdf

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27 – 40.

Boyles, T. (2012). 21st century knowledge, skills, and abilities and entrepreneurial competencies: A model for undergraduate entrepreneurship education, Journal of Entrepreneurship Education, *15*, 41-55.

Carter, C. (2008). Successful change requires more than change management. *The Journal for Quality & Participation*, 20–23.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Laureate custom ed.). Boston, MA: Pearson Education, Inc.

Creswell, J. W., Hanson, W. E., Plano, V. C., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, *35*(2), 236-264. doi:10.1177/0011000006287390

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice, 39*(3), 124-130.

Darke, P., Shanks, G., & Broadent, M. (1998). Successfully completing case study research: combining rigor, relevance and pragmatism, *Information Systems Journal, 8*(4), 273-289.

Debbarh, A. (2011). Expérience marocaine: Amélioration de l'enseignement supérieur et développement du capital humain. Retrieved from http://www.africanbrains.net/pdfs/Mr%20Abdelhafid%20Debbarh%20-%20Secretary%20General,%20Department%20of%20Higher%20Education,%20Government%20of%20Morocco.pdf

Dempster, J., Benfield, G., & Francis, R. (2012). An academic development model for fostering innovation and sharing in curriculum design, *Innovation in Education and Teaching International, 49*(2), 135-147.

Eckel, P & Kezar, A. (2012). *Taking the reins: Institutional transformation in higher education.* Rowman & Littlefield.

Edgarton, R. 1997. Education white paper. Retrieved from : *www.faculty.umb.edu.*

Ehiyazaryan, E., & Barraclough, N. (2009). Enhancing employability: integrating real world experience in the curriculum. *Education + Training, 51*(4), 292-308. doi:10.1108/00400910964575

Eickoff, M. (2008). Entrepreneurial thinking and action–an educational responsibility for Europe. *European Journal of Vocational Training, 3*(45), 6-31.

Eze, J. F., & Nwali, A. C. (2012). Capacity building for entrepreneurship education: The challenge for the developing nations. *American Journal of Business Education, 5*(4), 401-408.

Fallahi, C., Levine, L., Senft, J., Tessier, J., Watson, C., & Wood, R. (2009). Using
Fink's integrated course design: How a book changed our students' learning, our
university, and ourselves. *New Directions for Teaching and Learning*, DOI:
10.1002/tl.363

Fargion, S., Gevorgianiene, V., & Lievens, P. (2011). Developing entrepreneurship in
social work through international education. Reflections on a European intensive
programme. *Social Work Education, 30*(8), 964-980.

Fear, F., Doberneck, D., Robinson, C., Fear, K., Barr, R., Berg, H., … Petrulis, R.
(2003). Meaning making and "The learning paradigm": A provocative idea in
practice. *Innovative Higher Education*, *27*(3), 151-168.

Gibb, A. (2010). Concepts into practice: Meeting the challenge of development of
entrepreneurship educators around an innovative paradigm. The case of the
International Entrepreneurship Educators' Programme (IEEP), *International
Journal of Entrepreneurial Behavior & Research, 17*(2), 146-165.

Gutiérrez, A. R., & Guerrero, A. B. (2012). Education and entrepreneurship: Educating in
the new competence of autonomy and personal initiative. *The International
Journal of Learning*, *18*(8), 237-247.

Guven, S. (2013). Determining vocational education undergraduate students' educational
needs for entrepreneurship; *International journal of academic research*, *5*(3),
doi:10.7813/2075-4124.2013/5-3/B.57, 379-383

Harkema, S. J., & Schout, H. (2008). Incorporating student-centered learning in innovation and entrepreneurship education. *European Journal of Education, 43*(4), 513-526

Hixon, C., Paretti, M., Lesko, J., & McNair, L. (2013). Course development and sequencing for interdisciplinary entrepreneurship education. Retrieved from http://nciia.org/sites/default/files/features/conference/2013/papers/hixson.pdf

Hubbard, G. (2012). Discovering constructivism: How a project-oriented activity-based media production course effectively employed constructivist teaching principles. *Journal of Media Literacy Education*, *4*(2), 159-166.

Huber, M. (2009). Shoeboxes and taxes: Integrated course design unleashes new creativity for a veteran teacher. *New Directions for Teaching and Learning*, doi: 10.1002/tl.359

Jones, B., & Irelade, N. (2010). Viewpoint enterprise education as pedagogy. *Education + Training*, *52*(1), 7-19. doi:10.1108/00400911011017654

Jones, C., & English, J. (2004). A comtemporary approach to entrepreneurship learning, *Education + Training, 46*(8/9), 416-423.

Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *Journal of Higher Education*, *77*(5), 804-838.

Kezar, A. J. & Lester. J. (2009). *Organizing higher education for collaboration: A guide for campus leaders.* San Francisco, CA: Jossey-Bass.

Kinzie, J. (2013). Taking stock of capstones and integrative learning. Retrieved from https://www.aacu.org/peerreview/2013/fall/kinzie

Kleine, R., & Yoder, J. (2011). Operationalizing and assessing the entrepreneurial

    mindset: A rubric based approach. *Journal of Engineering Entrepreneurship*,

    2(2), 57-79.

Kolb, D. (1984). Experiential learning: experience as the source of learning and

    development. Retrieved from: http:

    //www.learningfromexprience.com/images/uploads/process-of-experiential-

    learning.pdf

Komulainen, K., Naskali, P., Korhonen, M., & Foley, S. K. (2011). Internal

    entrepreneurship: A Trojan horse of the neoliberal governance of education?

    Finnish pre-and in-service teachers' implementation of and resistance towards

    entrepreneurship education. *Journal for Critical Education Policy Studies*, *9*(1),

    341-374.

Koubaa, S., & Sahibeddine, A. (2012). L'intention entrepreneuriale des étudiants au

    Maroc: Une analyse PLS de la méthode des équations. Retrieved from

    http://web.hec.ca/airepme/images/File/2012/A18-

    Koubaa%20et%20Sahib%20Eddine-CIFEPME2012.pdf

Krueger, F. N. (2007). What lies beneath? The experiential essence of entrepreneurial

    thinking. *Entrepreneurship theory and practice, 31*(1), doi:10.1111/j.1540-

    6520.2007.00166.x, 123-138

Kulmala, R., Luimula, M., & Roslof, J. (2014). Capstone innovation project –

    pedagogical model and methods. Retrieved from

    http://nciia.org/sites/default/files/features/conference/2013/papers/hixson.pdf

Leino, J. A. (2011). The implementation of entrepreneurship education through curriculum reform in Finnish comprehensive schools. *Journal of Curriculum Studies*, *43*(1), 69-85.

Liebenberg, L., & Mathews, H. E. (2010). Integrating innovation skills in an introductory engineering desing-build course. *International Journal of Technology and Design Education,* 93-113. doi:10.1007/s10798-010-9137-1

Lodico, M., Spaulding, D., & Voegtle., K. (2010). Methods in educational research. John Wiley & Sons, Inc. Laureate.

Mars, M., & Metcalfe, A. (2009). Contemporary issues in the entrepreneurial academy. *ASHE Higher Education Report, 34*(5), 37–61. Retrieved from the Walden Library using the Education Research Complete database.

Mars, M. M., & Aguilar, C. R. (2010). Academic entrepreneurship (re)defined: Significance and implications for the scholarship of higher education. *Higher Education, 59,* doi:10.1007/s10734-009-9258-1

Mars, M. M., & Ginter, B. M. (2012). Academic innovation and autonomy: An exploration of entrepreneurship education within American community colleges and the academic capitalist context. *Community College Review*. doi:10.1177/0091552111436209

Mars, M. M., & Rhoades, G. (2012). Socially oriented student entrepreneurship: A study of student change agency in the academic capitalism. *The Journal of Higher Education*. *83*(3), 435-459.

Martin, C., Surikova, S., Pīgozne, T., & Maslo, I. (2011). Needs and perspectives in developing the students' entrepreneurship competences: A case study from CReBUS research project. *Journal of Educational Sciences*, *1*(31), 38-49.

Mayhew, J. M., Simonoff, S. J., Baumol, J. W., Wiesenfelf, M. B., & Klein, W. M. (2011). Exploring innovative entrepreneurship and its ties to higher educational experiences. doi:10.1007/s11162-012-9258-3, 47-55

McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership, 63*(3), 10-17.

Medley, B., & Akan, O. (2008). Creating positive change in community organizations A case for rediscovering Lewin. Nonprofit management & leadership, *18*(4), 2008. DOI:10.0002/nml.199

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. CA: Jossey-Bass.

Moalosi, R., Molokwane, S., & Mothibedi, G. (2012). Using a design-oriented project to attain graduate attributes. *Design and Technology Education*, *17*(1), 30-43

Monaghan, C. (2011). Communities of practice: A learning strategy for management education. *Journal of Management Education, 35*(3), 428-453. doi:10.1177/1052562910387536

Mrabi. M. A. (2013, August 22). Discours Royal: Le gouvernement critiqué sur l'enseignement. *L'Economiste*. Retrieved from http://www.leconomiste.com/article/909972-discours-royalle-gouvernement-critiqu-sur-l-enseignement

Nassersharif, B., & Rousseau, C. (2010). Best practices in assessing capstone design

    projects. Retrieved from

    http://www.capstoneconf.org/resources/2010%20Proceedings/Papers/Nassersharif

    _Rousseau.pdf

Nejad, B. A., Abbaszadeh, M. S., Hassani, M., & Bernousi, I. (2012). Study of the

    entrepreneurship in universities as learning organization based on Senge's model.

    International Education Studies, 5(1), 67-77.

Newman, F., Couturier, L., & Scurry, J. (2004). *The future of higher education:*

    Rhetoric reality, and the risks of the market. San Francisco, CA: Jossey-Bass.

O'Banion, T. (2000, August/September). An inventory for learning-centered colleges.

    Community College Journal, 71(1), 14–23.

O'Banion, T., & Wilson, C. (2010). Focus on learning: The core mission of higher

    education. Retrieved from http://www.jsu.edu/redballoon/docs/1O_Banion-

    Focus_on_Learning_Final.pdf

Oleforo, N. A., Oko, D. E., & Akpan, E. G. (2013). Entrepreneurship training programme

    in universities and graduates' productivity in south-South Nigeria. *The*

    International Educational Studies, 6(7), 260-266.

Papadopoulos, A., Britten, N., Hatcher, M., & Rainville, K. (Using business plan

    development as a capstone project for MPH programs in Canada: Validation

    through the student perspective. Journal of Community Health, *38*,

    DOI:10.1007/s10900-013-9698-5, 791-798.

Parry, Z., & Baird, C. (2012). Removing the walls and textbook from the classroom: A case study of a creative entrepreneurship class of multinational students in South Korea. *Journal of Learning Design*, *5*(2), 25-37.

Patton, Q. M. (1999). Enhancing the Quality and Credibility of Qualitative Analysis. *Health Services Research, 34*(5), 1189-1208.

Peach, B., Mukherjee, A., & Hornyak, M. (2007). Assessing critical thinking: A college's journey and lessions learned, Journal of Education of Business. July/August.

Petersen, A., & Olson, J. (2002). Assessing student learning. Retrieved from https://cupscience.pbworks.com/f/Assessing%20Student%20Learning%20NSTA.pdf

Pilskalns, O. (2009). An entrepreneurial approach to project-based courses. Computer Science Education, *19*(3), DOI:10.1080/08993400903255234, 193-204

Pittaway, L,. Hannon, P. Gibb, A., & Thompson, J. (2009). Assessment practice in enterprise education, *International Journal of Entrepreneurial Behavior & Research,* DOI: 10.1108/13552550910934468

Rae, D. (2007). Connecting enterprise and graduate employability. Challenges to the higher education culture and curriculum? Education + Training, *49*(8/9), doi:10.1108/00400910710834049, 605-619

Rae, D. (2010). Universities and enterprise education: Responding to the challenges of the new era. *Journal of small business and enterprise development*, *17*(4). doi:10.1108/14626001011088741, 591-606

Rae, D., & Carswell, M. (2000). Towards a conceptual understanding of entrepreneurial learning. *Journal of Small Business and Enterprise Development, 8*(2), 150-158.

Sardeshmukh, R., & Nelson, M. R. (2011). Educating for an entrepreneurial career: Developing opportunity-recognition ability. *Australian Journal of Career Development*, *20*(3), 47-55.

Schilling, J., & Klamma, R. (2010). The difficult bridge between university and industry: A case study in computer science teaching. *Assessment & Evaluation in Higher Education, 35*(4), 367-380.

Sewell, P., & Pool, L. D. (2010). Moving from conceptual ambiguity to operational clarity. Employability, enterprise and entrepreneurship in higher education. *Education+Training*, *52*(1), 89-94, doi:10.1108/00400911011017708

Stanfor, S., Benson, L., Alluri, P., Martin, W., Klotz, L.,…& Schiff, S. (2013). Evaluating student and faculty outcomes for a real-world capstone project with sustainability considerations. *Journal of Professional Issues in Engineering Education & Practice, 139*(2), 123-133.

Tagg, J. (2003). *The learning paradigm college*. San Francisco, CA: Jossey-Bass.

Texte intégral. (2013). Retrieved from http://www.lemag.ma/Texte-integral-du-discours-du-Roi-Mohammed-VI-du-20-aout_a74273.html

Walsh, A. (2007). An exploration of Bigg's constructive alignment in the context of work-based learning. *Assessment for Evaluation in Higher Education*, *32*(1), 79-87.

Wheadon, J., & Couetil, N. (2014). Business plan development activities as a pedagogical tool in entrepreneurship education, Journal of Engineering Entrepreneurship, *5*(1), 31-48.

Zammar, R., & Abdelbaki, N. (2012). L'université marocaine et la problématique de l'entrepreneuriat innovant. Retrieved from https://emnet.univie.ac.at/uploads/media/Zammar__Abdelbaki_01.pdf

Zimmerman, J. (2012). Using business plans for teaching entrepreneurship. *American Journal of Business of Education*, *5*(6), 727-742.

Zuabi, V.(2012). Building higher education partnerships in the Maghreb. Retrieved from http://www.aspeninstitute.org/publications/pnb-napeo-higher-education-partnerships-maghreb-2012

Appendix A: Project

Capstone Business Plan Project Syllabus

College of Management and Business Administration

Undergraduate Program

Fifth Semester of the Bachelor Degree in Business Administration

COURSE DESCRIPTION

This course intent to immerse third year level business students into an experiential learning environment in order to gain the entrepreneurial mindset recognized to be the prerequisite for graduates' success for employment or self-employment. Emphasis is placed on the development of personal skills and professional key competencies to operate as a successful manager or future entrepreneur. The capstone business plan project helps students capitalize on their functional business courses and integrate knowledge for real world situations use. Students are put into simulated real life situation to develop their capacities of problem solving, communication, teamwork, and innovation for community service.

COURSE CREDIT

This course is 5,00 credit unit. The course corresponds to the equivalent of 48 hours face to face teaching effort in alignment with the standards of the ministry of higher education. Each course session is delivered on a basis of 3 hours unit.

PLACEMENT
This course is offered the fifth semester out of the six semesters required for the completion of the Bachelor degree in business administration.

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

1. Know about the characteristics of entrepreneurial mind-set
2. Effectively collaborate in teamwork
3. Apply critical and innovative thinking to real life issues
4. Effectively communicate to persuade the client
5. Commit and resist to failure
6. Demonstrate civic engagement

7. Develop autonomy and initiative
8. Identify and evaluate new opportunities
9. Market the concept
10. Analyze the financial and funding requirements
11. Develop entry strategies

PEDAGOGY

The learning strategy is grounded into the experiential learning that reinforces learning by doing. The student will "do" as follows:
1. Students should carefully read the assignment presented in class; it will consist either of a problem to resolve or a practical work to submit.
2. Students should prepares themselves to effectively participate in classroom activities by using the learning resources at their disposal; these might include, a) documents already distributed by the instructor, b) resulting exchanges among students, c) others sources of information students have extracted on their own initiatives.
3. Students should submit a written reflection paper on their respective learning and, in other cases, team oral presentations.

Classes should not contain more than 25 students expected to be divided into 5 groups of 5 students. Class sessions will be processed as follows:
1. Introduction, answers to questions and review of key concepts disclosed during the preceding session
2. Comments on past activities, ongoing, or those to be realized
3. Activities presentations by students
4. Presentation by the instructor of new concepts
5. Instructor and students' feedback about learning progress
6. Extensive group work outside of class is an essential component of this course.
7. Appropriate means essential for the functioning and management of the team energy are recommended (emails, phone, virtual meetings, chat forums…)

ASSESSEMENT

Assessment in this course is based on two performance categories: 1) individual (50%), and 2) team (50%).
1. Individual performance
   a. Written papers (35 points)
      - A resume presenting a self-assessment of the key competencies and the targeted learning goals (5 points)
      - A review of a team presentation (10 points)
      - A critical review of a written paper (10 points)
      - A reflection paper on the students' learning at the end of the program (10 points)

      b. Oral reflection (10 points)
- Video recorded oral presentation of students' resume and achievements

      c. Personal contribution to the team learning effort (5 points)
- Peer evaluation of the student's contribution to her respective teamwork.

2. Team performance
    a. Oral presentations (50 points)
- An oral presentation about one of the following themes (10 points):
    1. Who is the entrepreneur?
    2. What are the key competencies of successful entrepreneur?
- Introductory presentation of the business project (10 points). This initial presentation takes place in private with instructors without the presence of the other teams of the class.
- Oral presentation of the capstone business plan project in public with the presence of students, faculty, and professional visitors (20 points).

    b. Written version of the capstone project submitted after oral public defense (10 points).

GRADING POLICY

95% - 100% = A
92% - 94% = A-
88% - 91% = B+
85% - 87% = B
82% - 84% = B-
76% - 78% = C
71% - 75% = C-
68% - 70% = D+
63% - 67% = D

The grading policy is flexible and adaptable to the students' profile. Therefore instructors are recommended to review the final distribution of assessment results to sort out significant groups. The first group, representing exceptional results, might deserve the grade A; the second group whose result has been assessed as excellent might deserve the grade A- and so on.

RECOMMENDED TEXT MATERIALS and VIDEOS

Canadian Western Bank. How to write a business plan. Retrieved from

    https://www.cwbank.com/how+to+write+a+business+plan+2014+pdf

Sandeep Krishnamurthy. How to make a successful presentation. Retrieved from

    https://faculty.washington.edu/sandeep/d/AEOMISS.pdf

STREAMING VIDEOS

Changing Education Paradigms. Retrieved from

http://elimindset.com/resource/changing-education-paradigms/

Effective Team Work & Collaboration. Retrieved from

https://www.youtube.com/watch?v=NsndhCQ5hRY

Where Good Ideas Come From. Retrieved from http://elimindset.com/resource/where-

good-ideas-come-from-by-steven-johnson/

Learning Activities and Assignments

Schedule of Learning Activities and Main Assignments	
Week	Activities
Week 1	Submission of the student's resume
Week 2	• Oral presentation "who is the entrepreneur?" Group (1 and 2) • Learning semester starting plan (all)
Week 3	• Submission of team contracts • Brainstorm and validate the innovative ideas for the business plan projects (Groups to be assigned)
Week 4	• Guest entrepreneur sharing experience with students or Organize a trip for students to visit a renowned entrepreneur to share his/her experiences • Submit action plan of the project proposal
Week 5	• Oral presentation "what are the key competencies of a successful entrepreneurs?" (Groups to be assigned) • Executing a role play and discussion afterwards students should come out with the advantages and disadvantages of employment and self employment. • Individual paper reflection about the presentation (all Groups)

Week 6	• Business game. All groups compete in a virtual market to claim the position of leadership on a competitive market (3 decisions out of 6)
Week 7	Business game (follow up). All groups compete in a virtual market for leadership position (3 remaining decisions)
Week 8	• Oral presentation "business game team winner's final business report". • Oral presentations " business game final reports" (all remaining groups) • Individual paper reflection about the presentation (Group to be assigned)
Week 9	• Oral presentation. Initial business plan presentation (all groups) • Written final business report of the game (all groups)
Week 10	Capstone business plan laboratory (all groups)
Week 11	Capstone business plan laboratory (all groups)
Week 12	Final presentation of business plan projects (Group 1 and 2)
Week 13	Final presentation of business plan projects (Group 3, 4, and 5)
Week 14	Final reports of the capstone business plans
Week 15	• Individual oral presentations "learning reflection" • Peer evaluation

Week 16	• Video presentation of individual resume and achievements. • Quality learning survey

Guidelines of the Course Content

WEEK 1: Introduction

- ➢ Introducing the students taking the course and the instructor
- ➢ Introducing the learning outcomes of the capstone business plan projects grounded in the entrepreneurship mission statement of the course
- ➢ Presentation by the instructor of the syllabus of the course
- ➢ Open dialogue and discussion about the learning strategy used in the course
- ➢ Introducing the first assignment and rubrics including
    - ✓ Starting semester learning individual plan
    - ✓ Rubrics of written and oral communication
    - ✓ Business plan project capstone

Required Reading

Reading the document "Developing an effective team"

Streaming Video: "Changing Education Paradigms"

WEEK 2: Team Performance

- ➢ Review of prior session
- ➢ Discussions about the learning style and team cohesion

- ➢ Formation of teams for the business plan projects. Groups will be created at random because, in real life professional world, individuals do not chose their group mates.

- ➢ Discussions and activities about the criteria for successful teams and members' coordination on the basis of a team contract

- ➢ Introducing the business plan project

  - ✓ How to prepare an effective business plan

  - ✓ Present details about the teams' business plan portfolio assignments

Streaming Video: Effective Team Work & Collaboration

Homework for Next Time:

- ➢ Finalize team contracts

- ➢ Explore projects ideas

- ➢ Finalize the individual semester learning plan

- ➢ Finalize the oral presentation for teams on schedule

WEEK 3: Brainstorm and Validate Business Projects

By brainstorming and discussion, lead students to examine the following:

- ➢ Review of prior session

- ➢ The **opportunity** of the venture (the idea, the concept of the project)

- ➢ The **market industry** (who are the clients? The needs it responds to, the size and potential of the potential market, sales forecasts and market shares, and so on)

- ➢ The **competitors** (who are they; their strengths and weaknesses; entry barriers…)

➢ The **competitive advantage** (the value added to the client that competitors do not offer to position the business on the market)

➢ The **social change** occasioned by the project (how does innovation serve the welfare of the community)

➢ Introducing details about the action plan of the project business plan. The proposal should be submitted to the instructor of the course.

✓ Name of Business: (Use generic descriptor)

✓ One-Sentence Description:

✓ Industry/Competition:

✓ Market/Segments: (Exactly who are your target customers?)

✓ Unmet or Underserved Needs: (What is the need or concern of your target customers that is not being adequately met by current offerings on the market?)

✓ Value Proposition/Solution: (Describe the product and/or service that your business will produce in order to address your customer's unmet need.)

✓ Competitive Advantage/ Differentiation: (What makes your solution notably better than currently available offerings? Why would your target customers switch from their current way of doing things?)

✓ Business Model: (How will you make money? How will you distribute/sell?)

✓ Risk Assessment: (What is the likelihood of the business encountering technical or other risks? What are possible responses?)

✓ Team Member Roles and legal identity: (Name the team members and briefly describe their roles, their relevant backgrounds and legal responsibility.)

➤ **Streaming Video**: "Where Good Ideas Come From" by Steven Johnson

WEEK 4: In the Shoes of an Entrepreneur

➤ Students engaged in experiential learning learn by sharing and evolving ideas in the community, hearing from guest entrepreneurs who share their stories of persistence, success, and failure, and making relationships and building networks that can support them through college and beyond.

➤ According to the criteria of availability and scheduling of guest speakers, instructors might organize a trip visit to entrepreneurs or professional associations in charge of promoting the entrepreneurial mindset.

➤ Students should individually submit a reflection paper answering the following questions: 1) what is the difference between a business person and an entrepreneur? 2) summarize the key learning points of the event? and, 3) identify entrepreneurial attributes in students?

Week 5: The Logic of Argumentation and Problem Solving

➤ Students are expected to defend in public their positions and points of views. They are expected to convince the audience on the basis of evidence grounded in information research.

> ➢ Students will be asked to engage into a debate about the topic of employment against self-employment. Instructors will hold a role playing where half of the class play in favor of wage employment and the other defending self-employment.

> ➢ Students will prove their capacities of inquiring, sensing, and organizing information in support of their solutions.

> ➢ Students should submit individually, the following week, a written paper where they articulate with evidence their standing position about the topic being debated.

Homework for WEEK 5:

> ➢ Prepare for the debate about whether employment or self-employment is the best solution to the problem of joblessness in Morocco.

> ➢ Assign role playing to teams

WEEK 6 and 7: Business Game

> ✓ Business game is the experiential activity that puts groups of students in a virtual competition to claim a leadership position in competitive virtual market. Students are supposed to live a simulated business experience where they could emotionally be confronted to success or failure. Besides, the game highlights the continuous and dynamic aspect of management, the integration of acquired knowledge, and the complexity of the decision on both the technical and human sides. It must thus allow to test and promote both the abilities of participants in decision-making on an individual and collective side.

✓ Business decisions might be taken through the two weeks. It is left to the appreciation of instructors to use the appropriate business game according to availability or budget constraints.

✓ The share price of the virtual company is the clear cut criterion that identifies the winner. Other performance indicators also help in choosing the winner including the operating income, the notoriety, the market share, and capital.

✓ All groups should write and orally defend their final business report and reflect on the key learning points of this experience.

WEEK 8: Perform Successful Presentations

➢ Review of prior session

➢ Oral presentations of final business game reports. Every group has 10 minutes to defend its position followed by 5 minutes of questions.

➢ Peer evaluation after each presentation

➢ Discussions about presentation should focus on:

    ✓ Impressive aspects

    ✓ Aspects requiring adjustments

    ✓ The approach used in structuring the presentation

➢ Introducing the recommended methodology to design a successful presentation.

WEEK 9: Initial Presentation of Business Plan Capstones

➢ Review of prior session

- ➢ Oral presentation of initial business plans (all groups). These presentations should answer the question: "what needs, who are the clients, with which service or product?"

- ➢ Every team disposes of 10 minutes to provide the class with an overview of the project. Students should take this opportunity to get prepared for the final project presentation. Each presentation should satisfy the following requirements:

  - ✓ The mission statement of the venture.

  - ✓ Identification of the venture opportunity (unmet needs, clients and service)

  - ✓ Scanning of the external environment: a) the size of the market and potential niche, b) identification of competitors with their strengths and weaknesses.

  - ✓ Identification of competitive advantage in terms of entry strategy and added value to clients.

  - ✓ The innovative solutions of the project likely to bring in social change.

- ➢ Presentations are followed by 5 minutes of questions, in turn followed up by discussion with instructors.

- ➢ Students should submit a five page report summarizing the above key points of the business project action plan. This report will be followed up by activities developed during the capstone business plan laboratory sessions.

WEEK 10 and 11: Capstone Business Plan Laboratory

- ➢ Review of prior session reminding the learning outcomes of business plan project that include integrative learning, problem solving, communication and teamwork.

➢ Workshops are held to help student draft a business plan. Students use their
knowledge they have received in earlier business courses. Workshops are
recommended to be team animated by instructors who serve the functional
business disciplines of the business plan. The following topics constitute the
pillars of the project experience:

    ✓ Undergraduate research about the industry addressing the following
      issues:

      ▪ Size of the industry and growth rate

      ▪ Size of the addressable market for your product or service

      ▪ How do products and services flow within the industry (supply chain
        and sales channel)

      ▪ Market segmentation/customer profile

      ▪ What business and revenue models are currently employed in your
        industry space?

      ▪ Who are the various players in this market space: customers, suppliers,
        and competitors? What do they value?

      ▪ Who are the influencers who impact customer and investor opinion,
        including ethical and sustainability issues?

      ▪ What trends in the industry will impact your company?

      ▪ Define and convey the compelling need and differentiation to buy your
        offering

    ✓ Functional plans

- Operation management (type of production; business and production processes; equipment and logistics; quality control…)

- Human resource management (recruitment qualifications; human resource management philosophy and policies; the organizational chart of the project)

- Access to market (marketing policy; sales channels)

✓ Legal aspects

- Legal form of the ownership (Limited or unlimited responsibility)

✓ Finance planning

- Pro forma income statements, cash flow statements and balance sheets for five years, with a quarterly analysis for the first year

- Key ratios, risk/reward profile, and breakeven analyses

- Capital budget

- A sheet detailing key assumptions that drive the 3 years financial projections

WEEK 12 and 13: Final Presentation Business Plan Project Capstone Forum

➢ Review of the prior session

➢ It is recommended that a forum should be held for the business plan presentations. Students are expected to get involved in the preparation of this event and invite members of the professional community with whom they were in contact during the course.

> ➢ Presentation should last no longer than 20 minutes and are followed by questions and comments from a panel of judges that include experienced entrepreneurs, faculty, bankers, and other experts. They will review the business plans and will judge each team on the completeness of their business plans as well as their capacity to convince the audience.

WEEK 14: Finalization of the Final Project Written Report

> ➢ Review of the prior session

> ➢ This session is recommended to be team animated by the course and the communication instructors.

> ➢ Business Plan should include the following content:

> > ✓ Executive summary
> >
> > ✓ Mission and Vision statement of the venture
> >
> > ✓ Legal aspect of the ownership
> >
> > ✓ Management, organizational requirements
> >
> > ✓ Industry/market overview
> >
> > ✓ Description of product or service
> >
> > ✓ Technology assessment
> >
> > ✓ Company competitive advantages
> >
> > ✓ Environment scanning (SWOT)
> >
> > ✓ Entry Strategy (Objectives, Market Leadership, Growth Strategy and Intended Market Position)

- ✓ Marketing and sales plan

- ✓ Operations plan

- ✓ Financial planning (P&L, Balance Sheet, Cash Flow, Capital Budget)

- ✓ Break-even analyses

- ✓ Limited to 25 pages of text and exhibits

- ✓ Make extensive use of graphics and exhibits

- ✓ Include a financial appendix (not included in the 25 pages limit)

Homework for Next Time:

- ➢ Finalize students reflections

- ➢ Finalize the video presentation of students' reflections and achievements with the help and contribution of the technology lab resources.

WEEK 15: Individual Oral Presentations

Assessment and reflection are key parts of the learning strategy used in the course.

Students will,

- ➢ Orally present an individual reflection in the light of the learning outcomes of this course

- ➢ Evaluate their classmate and themselves throughout the learning process.

WEEK 16: Video Presentation of Students' Achievements

- ➢ This session marks the end of the course. Students use technology to record a video presentation that highlights their reflections and key projects achievements.

The video might stand for a virtual resume that students could make available through the social media. Potential employers or investors could look, listen, and feel the personality and potential of the university graduates, which would open possibility of their immediate professional or entrepreneurial immersion.

➢ Students evaluating the course by answering the final course survey.

The Program Matrix

Experiential Activities	Learning Outcomes Personal Development					
	Team work	Innovation	Communication	Persistence	Problem solving	Integrative learning
Undergraduate research						
Oral presentation						
Debates						
Guest entrepreneur						
Trip visit to entrepreneur						
Business game						
Business plan capstone						

Experiential Activities	Learning Outcomes Professional and Business knowledge development			
	Identify the	Market the	Fund the	Elaborate entry

	opportunity	concept	project	strategies
Undergraduate Research				
Oral presentation				
Debates				
Guest entrepreneur				
Trip visit to entrepreneur				
Business game				
Guest entrepreneur				

Peer Evaluation Rubric (1)

<u>Confidential</u>

Group Peer Evaluation Form

Your Name   _____

Group Name   _____

Instructor Name   _____

Project assignment   _____

Carefully evaluate the performance of each member of your group, **including yourself**,

over the period of the group project.

5 – Outstanding   4 – Good   3 – Satisfactory   2 – Poor   1 – Unacceptable

	Group Member #1 Name:	Group Member #2 Name:	Group Member #3 Name:	Group Member #4 Name:	Myself
1. Did his/her fair share of the work that was required					
2. Cooperated with other group members					
3. Shared responsibilities and did not try to take charge inappropriately					
4. Completed his/her share of the work on schedule					
5. Always submitted his/her best Effort					
6. Communicated thoughts and feelings effectively					

7. Was always well prepared for meetings and the actual presentation.				
8. Participated in, and contributed to, all relevant discussions				
9. Attended group meetings when required to do so.				
10. I would choose this person, over all others, to be in the same group with me in the future.				

The average for this person (1 to 5): _____   _____   _____ _____
(Round average for each group member to two decimal places, e.g. 4.25)

Feedback on team dynamics:

1. How effectively did your group work?

2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.

3. What did you learn about working in a group from this project that you will carry into your next group experience?

(1). Adapted from https://franke.nau.edu/facstaff/.../Group_Peer_Evaluation.doc

TEAM CONTRACT

Team Name _____

Team Members:
1) _____

2) _____

3) _____

4) _____

5) _____

<u>Team Procedures</u>

1. Day, time, and place for regular **team meetings**:

2. Preferred method of **communication** (e.g., e-mail, cell phone, wired phone, Blackboard Discussion Board, face-to-face, in a certain class) in order to inform each other of team meetings, announcement, updates, reminders, problems:

3. **Decision-making policy** (by consensus? by majority vote?):

4. Method for setting and following meeting **agendas** (Who will set each agenda? When? How will team members be notified/reminded? Who will be responsible for the team following the agenda during a team meeting? What will be done to keep the team on track during a meeting?):

5. Method of **record keeping** (Who will be responsible for recording & disseminating minutes? How & when will the minutes be disseminated? Where will all agendas & minutes be kept?)

Team Expectations

Work Quality

1. **Project standards** (What is a realistic level of quality for team presentations, collaborative writing, individual research, preparation of drafts, peer reviews, etc.?):

2. **Strategies** to fulfill these standards:

Team Participation

1. Strategies to ensure cooperation and equal distribution of tasks:

2. Strategies for encouraging/including ideas from <u>all</u> team members (team maintenance):

3. Strategies for keeping on task (task maintenance):

4. Preferences for leadership (informal, formal, individual, shared):

Personal Accountability

1. Expected individual attendance, punctuality, and participation at all team meetings:

2. Expected level of responsibility for fulfilling team assignments, timelines, and deadlines

3. Expected level of communication with other team members:

4. Expected level of commitment to team decisions and tasks.

Consequences for Failing to Follow Procedures and Fulfill Expectations

1. Describe, as a group, you would handle **infractions** of any of the obligations of this team contract:

2. Describe what your team will do **if the infractions continue**:

………………………………………………………………………………………………

a) *I participated in formulating the standards, roles, and procedures as stated in this contract.*
b) *I understand that I am obligated to abide by these terms and conditions.*
c) *I understand that if I do not abide by these terms and conditions, I will suffer the consequences as stated in this contract.*

1)_____date_____
2)_____date_____
3)_____date_____
4)_____date_____
5)_____date_____

(2) Contract template: http://math.arizona.edu/~kerimar/**Team**%20**Contract**.doc

Oral communication Value Rubric

for more information, please contact value@aacu.org (3)

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org
Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	4	3	2	1	Score 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears	

	confident.			uncomfortable.	
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	
				Total	

Name: _____ Date:_____

Instructor/Evaluator: _____ Course: _____

Comments:

(4) AAC&U - http://www.aacu.org/value/metarubrics.cfm

Teamwork VALUE Rubric

for more information, please contact value@aacu.org(5)

Definition
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language
Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.
Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.
It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

Teamwork VALUE Rubric

for more information, please contact value@aacu.org

	4	**3**	2	1	**Score**
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or	Engages team members by taking turns and listening to others without interrupting.	

	synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	synthesizing the contributions of others.	asking questions for clarification.		
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: ☐ Treats team members respectfully by being polite and constructive in communication. ☐ Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. ☐ Motivates teammates by	Supports a constructive team climate by doing any three of the following: ☐ Treats team members respectfully by being polite and constructive in communication. ☐ Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. ☐ Motivates teammates	Supports a constructive team climate by doing any two of the following: ☐ Treats team members respectfully by being polite and constructive in communication. ☐ Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. ☐ Motivates teammates by expressing confidence about the	Supports a constructive team climate by doing any one of the following: ☐ Treats team members respectfully by being polite and constructive in communication. ☐ Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. ☐ Motivates teammates by expressing confidence about the importance of the task and	

	expressing confidence about the importance of the task and the team's ability to accomplish it. ☐ Provides assistance and/or encouragement to team members.	by expressing confidence about the importance of the task and the team's ability to accomplish it. ☐ Provides assistance and/or encouragement to team members.	importance of the task and the team's ability to accomplish it. ☐ Provides assistance and/or encouragement to team members.	the team's ability to accomplish it. ☐ Provides assistance and/or encouragement to team members.	
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	
				Total	

Name: _____ **Date**:_____

Instructor/Evaluator: _____ **Course:** _____

Comments:

(5) AAC&U - http://www.aacu.org/value/metarubrics.cfm

Problem Solving VALUE Rubric

for more information, please contact value@aacu.org(6)

Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- ☐ Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- ☐ Critique: Involves analysis and synthesis of a full range of perspectives.
- ☐ Feasible: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- ☐ "Off the shelf" solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- ☐ Solution: An appropriate response to a challenge or a problem.
- ☐ Strategy: A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
  Support: Specific rationale, evidence, etc. for solution or selection of solution

Problem Solving VALUE Rubric

for more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	4	**3**	2	**1**	**Score**
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	

			statement is superficial.		
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.	
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	

Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.	
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work	
				Total	

Name: _____ Date:_____

Instructor/Evaluator: _____ Course: _____

Comments:

(6) AAC&U - http://www.aacu.org/value/metarubrics.cfm

Integrative Learning VALUE Rubric

for more information, please contact value@aacu.org (7)

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.

- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning

Integrative Learning VALUE Rubric

for more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	4	**3**	2	**1**	**Score**
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.	
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**	

	or explore complex issues in original ways.		issues.		
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.	
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.	
				Total	

Name: _____ Date:_____

Instructor/Evaluator: _____ Course: _____

Comments:

(7) AAC&U - http://www.aacu.org/value/metarubrics.cfm

Appendix B: Student Interview Questions

1) What do you perceive is the purpose of entrepreneurial education?

2) How do you perceive is the role of universities in promoting entrepreneurial education?

3) Tell me in what way did your undergraduate studies promote entrepreneurial education?

4) From your perspective, how is innovation and entrepreneurship encouraged at the university?

5) How could entrepreneurial education boost professional achievement of undergraduate students?

6) If you were to participate in an entrepreneurial learning activity, how would you perceive the learning environment?

7) What do you perceive are the barriers to the development of entrepreneurial learning at UIC?

Appendix C: Academic Leaders Interview Questions

1) What do you perceive is the purpose of entrepreneurship education?

2) What is the rationale for the implementation of entrepreneurship learning at
   UIC?

3) Tell me in what way did your academic unit promote entrepreneurial
   education?

4) How does your academic unit participate in the entrepreneurial education
   initiative encouraged by the university?

5) How does your academic unit's participation in entrepreneurial education
   change the experiences of your undergraduate students?

6) Please describe the goals of your students engaged in entrepreneurial
   education?

7) What types of projects are they involved in?

8) What are the outcomes of such projects?

9) How are the students assessed and rewarded for such activities?

10) Have there been any obstacles to the implementation of entrepreneurial
    education? If so, what have they been and why do they exist?

11) How supportive is your leadership of your pursuit of an entrepreneurial
    education?

12) Do you receive resistance from other department faculty? If so, what are they?

Appendix D: Stakeholders Interview Questions

1) What is the rationale for the development and implementation of

   entrepreneurship learning on campuses?

2) How does your organization participate in the entrepreneurial education

   initiative?

3) What kind of support has your organization brought in for the implementation

   of entrepreneurial learning?

4) What values does entrepreneurial education add to your organization and the

   community?

5) What units do you collaborate with across campus to facilitate

   entrepreneurship education?

6) Have there been barriers to the development of such relationships? If so, what

   have they been and why do they exist

Appendix E: Sample of Participants' Quotes

Theme 1. Entrepreneurial Student

Subtheme: Personal Development

Student participant B: learning should more focus on the personality of the entrepreneur and mainly develop the personal attributes." The entrepreneur] should be reactive in order to take risk in investing her time, her energy, and her resources to create value and create wealth.

Student A: Entrepreneurship is very interesting, because it not only provides you with the qualified resource to hire to execute the job for the boss, but provides the individual with initiative capabilities, critical thinking, and problem solving skills.

Student C: [Students] should be able to work in team and have a spirit of sharing. personal competencies are not taught to us at the university.

Student D: I have a feeling of achievement. I feel I have learned something. But, I had not this same feeling when I passed my exams or my courses. I had it by winning the third place in the McGuire business game competition.

Student I: Entrepreneurship learning will help students attain their professional achievement because that will enable them to know themselves better and have a better visibility on their achievement over the 3 years of the bachelor; that means, they will try to appropriately understand the labor market [that] apprehend the risk to take and the one not to take so as to avoid being disappointed [when confronted with external world], because what we have studied here at the undergraduate level is far from reality.

Student J: I want to talk about the spirit of entrepreneurship. It will help people achieve their professional life so they can't surrender after the first handicap they meet. That means that there is endurance, a positive spirit [that] won't give up.

Academic leader G: "[Entrepreneurship learning] is to show to students how to gain self-confidence…and the spirit of the winner and performer. [Entrepreneurship learning] is the promotion of what the student does, that translates her pride of belonging to the college because the fact of promoting my college means that you are satisfied with the learning you receive at the university.

Academic leader H: If you are at a university to do a traditional business management major, that means that you are an average student, which means that you already have a bad impression about yourself as a student; so, what we need is to give confidence to student from the start.

Business leader E: The real debate to my mind, in this process, should be focused on the personality of the entrepreneur. I prefer having an average project, lower than average with a high entrepreneurial profile, a fighter, self-confident, someone with a well-done and structured brain, humble, than someone who brings an excellent project with a high profitable market but whose entrepreneurial profile is average. The latter have the least chances to succeed in business.

The student is, in most cases, depreciated, which weakens her personality and feels skeptical about her personal qualities and her later choices as an adult…Technical training is important but not sufficient. Personal development, coaching, and mentoring of professional entrepreneurs are the key elements for the success of the entrepreneurial

adventure. Entrepreneurs should have a mental out of iron, solid enough to move beyond any possible failure.

Business leader K: Students should reflect on their learning and learn how to better know themselves, their capacities, and their uniqueness along their learning process…What is important in a curriculum of entrepreneurship learning is the interpersonal relationship skills, because in general, individuals in organizations or schools might have a lot of competencies, a lot good will, but in most times, they don't know how to collaborate. They have not learned to be open minded, to trust other, to work in teams, and to consider the difference as a source of complementarity.

Subtheme: Professional immersion

Student J: Young people want to create their own venture. They have the intention but not the know how to do so… I really want to create my enterprise after a while of professional experience.

Student D: I want to talk about the Moroccan context. Today, Morocco is promoting entrepreneurship, namely at the CGEM that is creating a concept of start up days. I think these are training sessions for start ups, and CGEM is collaborating with universities to prepare people to launch their ventures with efficacy. The university has a crucial role to contribute to the success of new ventures and avoid their failures, as 90% of new projects fails…The coaching should be ensured by a professor or a professional and through partnership with incubators that might assist those students entrepreneurs.

Student A: You should always learn entrepreneurship not only to become a creative individual, but to become a rationalized person, you optimize costs, even if it's not your company, you should think as an entrepreneur.

Universities should not confine entrepreneurship learning to entrepreneurs only. Employees having chosen a stable job should benefit from entrepreneurship learning that would transform them to become entrepreneurs…Intrapreneurship and entrepreneurship are linked together, you are an entrepreneur when you create new jobs but also an entrepreneur within an existing company, which will bring in new blood to the company. You should do many internships. Personally, I did not do internships, and I really regret that. I have done one internship term during the third year of my bachelor and now during my master graduation internship. I realize that you need to have substantial experience to not only choose the appropriate internship but take the right way of career. I have personally worked in the community service area and done some projects in parallel. I like to do whatever has to do with practice. I have realized a project called Education programme in partnership with the Moroccan American club that is located at the American consulate. I was the project's manager [and] negotiated with partners.

Student D: University teaches us concepts and methods. Competency is the real use of those methods…To succeed professionally, you have to master the use of those concepts. This is why we see a person advancing rapidly in his career compared to another. Internships are very helpful. Each year, we know that we have a mandatory internship term in the third year of the bachelor …whereas other competing schools impose internships during each year of the undergraduate program. This, I think, stimulates

chronologically and gradually the individual in the professional life. Each year you capitalize on the previous year's professional experience.

Student I: This is why we getting back to the experience…with internships…because our internships of 4 or 5 weeks at the end of our bachelor program at least introduced us to the environment of the company and do not confront us with the different layers of the firm. Now at my fifth year of program, when I go out for the company, I see other things that are missing in our curriculum at the university. Unfortunately, we are taught courses and tools that will help us find a job but not be active agents of positive change in our society. I think you should be realistic. That means you should know about the labor market. Why, because in my undergraduate studies, we received education to apply it in an idealistic world, within an environment that is perfect, [and] without risk. We will graduate, we will have such remuneration, and so you are taught a blurred reality…[And] when you go out to the real world, you are disappointed.

Student C: I think that we should encourage many internship experiences, that we should not wait till the bachelor capstone project or the third year to submit our internship dissertation, [and] that we should experience internships all over the program. I think, in one year, I could learn more in terms of field experience than at the university. That means what is learned in courses, in books, is not what we see in real professional life, in day-to-day life, this is not real…With experience, things are different. I have seen in the health department that students have many internships. They have been at the university hospital. Everybody works and has a lot meetings with the health professionals. I find this

very interesting…We had very good instructors in class who taught a high quality courses but they did not learn us how to behave within the enterprise.

Student J: The entrepreneurship action is not limited to venture creation, but to how ensuring its functioning and perenity.

Student B: University should in this case provide the student with tools of strategic reasoning and not theoretical knowledge…how to manage people, how to manage moods, a team for example, but all this should be practical and not theoretical. Entrepreneurship learning transforms a part of students toward entrepreneurship. I think they will be capable of understanding the enterprise, its internal, and external environmental challenges. University should incite students to practice social entrepreneurship.

Academic leader G: Let's talk about learning. There are complementary notions. Teaching has more an academic dimension, while learning should have a professional aspect, which means that learning is competency and not knowledge-based and should adapt to the requirements of labor market…I instruct [students] for a job. I instruct for the labor market. [In the hospitality major] we have internships and experiential assignments to develop the student's entrepreneurial spirit and initiative that will enable her manage real professional situations.

Academic leader H: I think that students of business management are not all of them future entrepreneurs. They are here to acquire a know-how and master methods to work in companies. That means they will be good managers, executors, but have not necessarily the leadership to manage an entrepreneurship project.

Business leader E: The entrepreneurial candidate is accompanied until himself and her project are mature to benefit from venture capital…We construct with her the business model and the business plan, challenge her about the entrepreneurial choices, and prepare her to become the boss.

Business leader F: [Entrepreneurs] takes in charge the administrative task, looks for new markets, conducts research, goes out to meet the client, supervises his accountancy, [and] cover their managerial environment.

The university has a double role. The first one is to educate professionals with technical and managerial competencies. The second role is to learn about the business sector that might be associated to the professional [sector] that will receive the product employee and the business venture being created…That means we start to ensure equilibrium within a business sector and it's the adaptive university, the intelligent university that should be the mentor of this model, of course, in partnership with the professional sector

Subtheme: Internationality

Student C: There is also the experience I lived at Madrid. I have profited from an Erasmus exchange and that helped a lot my organizational behavior and my capacity to discover other cultures. I think that makes a difference between a student who stayed closed within the walls of the university and a student who went abroad to discover the international environment.

Student I: I fortunately benefited from an international exchange opportunity, and, I think this should be mandatory for all students. Why, because during this exchange experience, we go out of our comfort zone and get confronted to different aspects we

don't meet in the same environment…I have seen at the French school students belonging to other international universities. I saw they are risk taking. They collaborate and learn from others and I think that risk taking is an attribute that is covered by the issue of entrepreneurship.

Academic leader G: [Students] can't be achievable without an international openness. We can't succeed unless we adopt an international vision. [A student] who does not achieve an international internship has little chance to be [an entrepreneur].

Theme: Entrepreneurial learning

Subtheme: Project-based learning

Student A: entrepreneurship learning started by showing [to the student] how to fin a project idea [and] incorporating a comprehensive curriculum about how to manage a project.

Student B: The project's content should be real and in connection with the social and economic environment of the student.

Student D: Learning will enable me to acquire the methodology that guides me to realize a project as an entrepreneur," which would contribute to increase the rate of project's success in the real professional sector where "90% of project's holders fail. I have said that in my speech at the first Macguire competition. That means that students should take the initiative [and] be engaged to realize their project. I think that it's crucial for the university to participate in the realization process of this project and I think this is what has been missing in some cases: the accompaniment.

Student I: There is for example, the know-how to realize a business plan and action plans, which consist in establishing the stages and the logical sequence to achieve a project."

Student C: [University] should learn us how we could work in a project as a team, build a new project [and] follow the steps from A to Z of the project. That is from its budget, marketing, to sales. I think this is what we should be up to [at UIC].

Academic leader G: We try to develop projects. Our curriculum is essentially project-based. [Students] develop what we call integrated project and integrate the relevant business fields to the project, including management, the environment, human resources, finance, and marketing.

There is the project of free open days whereby I asked first years students to communicate on their Facebook and Twitter about the organisation of this event. This is to show that communication is vital to any project. A project where students will take the initiative. So they will not be passive but active to invite their friends to the event. However, to my mind, this initiative has been so far undertaken at the institutional level, at the university level, on the website, and Facebook of the university…I think that it's more credible when students recommends their schools, which reflect their strong belonging to the college.

I found that projects based learning yielded amazing results. Students themselves press to go ahead with the process of the project realization. For example, in the case of lunch gala, students come to see me to report about what they do. That's a positive issue that

provides evidence about the engagement and enthusiasm of student. Because for me, the most important issue is to have the courage to enterprise.

Academic leader H: I have seen during the last two years that students were asked to realize a service learning project that involves them in a project based process. That gives them the taste to gear up for entrepreneurship.

Business leader K: So, to summarize, there is what [students] do in the context of the entrepreneurship curriculum that might look like reality, with a direct impact. But there is also all about the way a project is conducted with others and in contact with the professional reality that develops the students' curiosity as learners, soft skills, and a mindset.

So, I think that action learning and field work is mandatory and that there should be a recursive loop. In fact, we move through phases of project. There are different project stages and then, once we experiment the first phase of the project, here we have a recursive stage of reflection of learning, and come to ask: what do we have. First an experimentation that fits in the global project, then reflection, learning, what worked and what did not work, and what should we modify to realize the second prototype. The constructivist approach, collaboration and reflection come to support the project

Subtheme: Experiential learning

Student A: [Innovation and entrepreneurial spirit] are not encouraged because there had been only one business game at the master level and not at the undergraduate level. We could not be more innovative and creative at the university…[As a consequence] I worked in service learning and other practical things [on my own initiative].

[It could be interesting] if [university] provided substantial time for every thing to do with practice [and] leadership. They talk to us about leadership in books, leadership is this and this. But in reality we don't see what is leadership… Sometimes we finish the course and we come just because we have not yet finished the course load. We come just for coming…But for me, it could be very interesting if we gave importance to practice. Theory is good. We should know what is theoretical, but it must be supported by practice…I hope there should be a balance between [theory and practice] so that everybody learns in an appropriate way.

I find that there are restrictions not only at UIC but in other institutions in general. For example, when we are in class and that you sit in a certain way. The instructor is not happy [because] you should sit appropriately. That kills the person. Personally, I don't like this. I am an energetic person, and when the instructor says to me: stop don't move a lot, I can't even think, which disturbs me. So I think if we are within a less restricted environment that will give you the desire to imagine, create, and innovate. I would like to have practical cases, also multimedia because there are individuals that don't learn neither by listening nor writing, but rather by watching. Instructors…There are instructors that do not smile. I don't like it too much, because personally, I am someone who is affected by the mood. So I prefer that the atmosphere of the class is relaxed.

Student D: Students don't take initiatives because the curriculum is overloaded…We could inspire from the American model where you have only four to five courses and the remainder of time you go out to work for some money, practice sports, [and] participate in competition. At the university, the major problem is that we got in class at 8 am, went

out at 12 am, got in at 2 pm, and went out at 6 pm, like in high school. In fact, this is not

the spirit that should prevail at the university that should provide you with knowledge,

time, and freedom to practice other activities that include sports, experience. Like when I

was at Canada, I went to college and did community service…This is the experience that

we could acquire and use in entrepreneurship.

In general, the curriculum that I followed in my bachelor in business allowed me to know

about how to realize a project. But the university organized some extracurricular

activities that included [Mcguire] business plan, DecoCampus…It was not only about

methodology but also initiative. The majority of student lack initiative even if we

introduce them to this methodology. The [Mcguire] competition enabled me to apply my

business courses in the competition. The university allowed me to apply theoretical

knowledge to practice through extracurricular activities. I will first use case studies,

debates, and business games. For me, I think that these three instruments are very

important to inculcate the spirit of entrepreneurship to students.

Student C: We could suggest something for the sake of the university. We could adopt

the American system and schedule the same course at different time periods so to allow

students to have the choice to follow courses either during the morning or the afternoon

and practice a part-time professional activity. What we learn in courses and books is

disconnected from what we see in field work. I could imagine an activity where we

simulate a recruitment interview involving all my colleagues in changing roles activity

Student B: We had courses about innovation, but were theoretical. To my mind, this is

not innovation. Because we could ask a student who has just finished this course: what is

the difference between invent and innovate, I am sure 80% could not answer…We have

to shift to the important level of living innovation instead of just knowing it. The

instructor has this difficulty to attract the attention of the student and interest them with

his course and to lead them where he wants to.

Student I: can say that in my undergraduate program, 70% of instructors came to deliver

theoretical courses no more. We did not discuss anything else.

It was more technical. There have been some courses of management that covered most

of the operations and organisation of the company, but that was more technical. It was

more theory that we could find in all enterprises, but that did not incite us to have this

ambition to create once own venture [and] take risk. I think that one of the activities that

develop this entrepreneurial aspect is oral presentations. That means, [we] present

subjects, argue and defend our own ideas and points of view. I would like that

[instructor's role] change, to have instructors that learn us the personal skills, how to

construct the personality, and how to bring in positive change in society.

Student J: I think that my undergraduate studies did not promote entrepreneurial

learning; otherwise, I could have majored in entrepreneurship.

I could suggest workshops. Yes it could take place in the classroom. There are activities

that might take place off-campus, [learning] should not be limited to what happens

among the walls of the academia but can be processed outside.

Academic leader G: We practice learning when we develop a new paradigm [and] a new

pedagogy. The instructor in this case is no more the instructor in the traditional definition.

She is the coach. She is here to facilitate and pull out the potentialities of students. As a

coach, she should focus her teaching on interactivity [and] the use of new information technology. A comprehensive approach that encompasses competencies to help students get into the professional world.

Assessment should not be done in an academic way. I won't give students a grade, but I will assess them as if in real professional situation. That means, they should prove initiative, imagination, and team work.

Academic Leader H: I have a different perception to entrepreneurship. I want to say that those things [business plan, documents] are easy to learn. This is not the problem. The real problem is to have individuals with competencies [and] a global vision about things. [They should] profit from this entrepreneurship bridge to cover environmental and social issues that are so important for Morocco today.

To assess extracurricular activities, I have never thought about it. For me it could be the first time such things happen, because I ever heard about such kind of assessment…Well, that would mean that you will be assessed for your implication…It would be very encouraging for students. That's a positive point. That means that student would have a tangible return on investment. As we applied for the renewal of the management major accreditation last year, we added the following course: introduction to entrepreneurship that did not exist before. So that was innovation. It's a 12 hours course. So it is just enough to give a taste, unfortunately. But it's already a good initiative because it's a course that did not exist beforehand. So [imagine] you have a business major and you have no course of entrepreneurship. 12 hours course is better than nothing.

Business leader K: When you put students in real situations, they go on learning entrepreneurial competencies by themselves. Doing so, on the one hand, would have direct impact on their employability, which is processed in field work, and on the second hand would enable them on a personal level to improve their capacity to learn on their own…There should be visits to companies and connections with professionals and facilitators with the role of coach and mentor.

Business leader E: Entrepreneurship learning should rely on the experience of experts in the domain of entrepreneurship, coaches, and psychologist…One of the techniques to evaluate the potential of students to manage difficult situations would be to put them in stress situation where you see how they overcome it. With a researcher, we can't build a business venture.

Theme 3. Contextual challenges to entrepreneurial learning

Subtheme: Sociocultural challenge

Student C: I think that at university, we are no more kids…I think we arrive at a level [of life] where we are responsible. So let's talk about challenges. Sometimes academic leaders and deans are not collaborative. They do not satisfy the needs of their students in different departments by talking to them directly.

Student D: We consider the student as K-12 student a teenager, while at the university one should empower student. I also blame the university for calling our parents.

Student J: When I confront people and say to them that I want to launch my venture, they tell me you don't have enough experience. You will confront a weird world. You know nothing about it.

Business leader E: I see around me individuals who have been in the USA and who get back to Morocco to launch their business. The first thing I have noticed is that they were exposed to a strong pressure to the point they come to my office crying that her parents, her tante, or her husband blamed her to get back to Morocco leaving behind him a confortable social situation and accept taking risks by creating a new venture with all uncertainties it implies.

There is the cultural challenge that stops [the entrepreneur]. For example: you should trust nobody. You risk to be swindled. Association is an already announced failure…The second challenge is related to our behavior that is not in the sharing. We are individualists in our approach. This is a sociocultural factor that has nothing to do with competence.

Business leader K: In what looks to belong to a French culture, there is a distrust of academic staff and faculty towards the private business sector. It's we and them, as if there is something incompatible and that [happens] unconsciously in the minds of some faculty. In this underlying culture, there is this kind of belief that what happens at the university is noble compared in value to what could happen in the professional world that is associated to business. So the mindset of some individuals within university could be an obstacle. There is resistance to change because [entrepreneurship learning] calls for openness, collaboration, trust, and going out some comfort zones.

Subtheme: Organizational Challenge

Student A: In each project, there is a communication manager in charge to communicate on social media. But in case there is not a communication manager among students, I

think that university should take the lead to communicate those actions and promote the institution. Because people will see that students of UIC are leaders [and] are managers.

Student D: The only obstacle that might happen is the obstacle of budget and funding. In fact, a project requires a budget that depends on the project. The university might either afford that budget or collaborate with other institutions to afford it. For example, [leadership may] collaborate with a national bank to secure debts under the warrant of the university that champion the project.

Academic leader G: I think honestly that we still have a long way to go in the field [of entrepreneurship learning]. We have to be sincere. I think that there actually exist some isolated initiatives organized at the level of the university. But those initiatives deserve to be coordinated, assessed, and associated to faculty and staff. However, this initiative does not exist. There is a compartmentalization among academic units, which I misunderstand. Because, today, all types of knowledge are linked together, there should be a synergy among different academic units to establish a vision and a strategy to go in the direction of learning. We can't stay confined in a pure traditional approach.

Faculty from the business unit should be involved in the learning process.