



The art of developing entrepreneurial leadership

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Abstract

Leaders are made not born. Basically people can become leaders through learning, teaching, and observation. It is a set of skills, knowledge and abilities that can be learned by training, perception, practices and experience. Entrepreneurial activities are associated with various uncertainties, complexities, and challenges. Higher education is need for the building of competencies of the Entrepreneurial knowledge, skills and abilities. Additionally, for successfully deals with the challenge, the student's engagement is essential to create interpersonal relationship, teamwork, enabling task delegation, and building confidence among the group members. Actually the entrepreneurial leader takes responsibility for their actions and those actions must be more proactive than reactive. The leader must have ability to learn fast and within environments of indistinctness and change, while providing clarity and rationality for those around them. Amey (2006) stated that the leaders are key to how organizations function, and there is little doubt that the leaders who are needed to guide postsecondary institutions in tomorrow's complex environments have to think about their work differently than did their predecessors.

Keywords: entrepreneurial leadership teaching, entrepreneurship education, leadership education

Introduction

The concept of entrepreneurial leadership was introduced in 2000 by McGrath and MacMillan who suggested that in dynamic markets where there is increased uncertainty and competitive pressure a new type of leader is required. They described this as the "entrepreneurial leader". These fast changing markets or situations give those with an "entrepreneurial" approach the ability to exploit opportunities to gain advantage for their organization faster than others (McGrath *et al.*, 2000) [13].

Entrepreneurial leaders are individuals who, through an understanding of themselves and the contexts in which they work, act on and shape opportunities that create value for their organizations, their stakeholders, and the wider society. Entrepreneurial leaders are driven by their desire to consider how to simultaneously create social, environmental, and economic opportunities. They are also undiscouraged by a lack of resources or by high levels of uncertainty. Rather they tackle these situations by taking action and experimenting with new solutions to old problems, as our industry research shows (Wilson and Eisenman 2010) [24].

Entrepreneurship is one of the strongest forces shaping the societies of the 21st century, characterized by ongoing globalization and growing complexity (van Praag & Versloot, 2007) [22]. Curious individuals are taking the initiative to explore and exploit opportunities for various reasons—be they self-fulfillment, profit seeking, support of their families, fulfilment of customers' needs, or even for world abundance. The leaders are always ready to challenge, change, and create new ways to address social, environmental, and economic problems through these different organizations. Entrepreneurial leaders are united by their ability to think and act differently to improve their organizations and the world. The successful entrepreneurial leadership is a boundless font of optimism that never seems to

end. When the faces any problems, then they see it as a challenge. When faced with a setback, they view it as a new direction, when told no, they say, "Maybe not now, but I know you'll change your mind later. This characteristic contrasts sharply with the vast majority of people who project a more pessimistic, defeatist quality. The teaching and learning practices develop the knowledge, skills and abilities of the students.

Academics can also encourage curricular innovation from other subject disciplines and learn from the Higher Education Academy Subject Centers and the Centers for Excellence in Teaching and Learning (CETLs). As course leaders, tutors and careers advisers, faculty members can encourage students to take up entrepreneurship education opportunities. They can also demonstrate the importance and relevance of the skills it fosters to wider academic achievement. Engaging internal and external stakeholder's means talking to national, regional and local government, funders and employers. Stronger relationships between entrepreneurs and university leaders, lecturers and tutors are particularly important if entrepreneurship education is to be rigorously grounded in academic theory, while drawing on the fast-changing realities and practice of commercial and social entrepreneurship.

For Developing entrepreneurial teaching and learning there is need to shift from transmission models of teaching (learning 'about') to experiential learning (learning 'for'), where students can learn entrepreneurial techniques that can be applied in a broad range of settings. Experience is crucial for understanding and embedding entrepreneurial concepts and can be delivered through innovative pedagogies that challenge students, encourage input from outside the university and bring 'real world' experience into the classroom or laboratory. Consequently, HEIs have increasingly become more involved in

regional economic and social development (through closer business, industry and third sector collaborations, for example) and activities such as the commercialization of intellectual property (Lambert, R. (2003). These initiatives have also emphasized how HEIs can develop entrepreneurial and innovative individuals through entrepreneurship education. Educators can provide project management and budgeting training, and teach the other professional skills needed to carry out these roles successfully. Such practical roles can help develop an entrepreneurship curriculum that is more focused on hands-on experience rather than theory; one that integrates experience with the taught curriculum.

Literature review

The University of the 21st century requires leadership capable of responding to these as well as emerging global opportunities to deliver life-long learning across the world (Duderstadt, 2006)^[7]. On the other hand, in case of higher education, Burnett & Collins (2010)^[4] has said that the university leaders who develop ways to operate efficiently and connect their programs to the university's mission are more likely to maintain robust enrollments, provide excellent academic programs, balance budgets and prosper in the 21st century.

The scarcity of knowledge on entrepreneurial leadership competencies among university students as potential entrepreneurial leaders either in their own businesses or previously established organizations (Fuchs *et al.*, 2008; Hynes & Richardson, 2007; Hytti & O'Gorman, 2004) is more serious. While, entrepreneurial leadership competencies can be learned and developed through engaging in entrepreneurship education (Kempster & Cope, 2010) and university entrepreneurship education can play significant roles in developing entrepreneurial qualities in students (Anderson & Jack, 2008; Fuchs *et al.*, 2008; Man & Yu, 2007; Hannon, 2006).

The entrepreneurship concept assumes different definitions regarding its evolution. It is defined as a systematic innovation (Drucker 1985)^[6], which consists of a purposeful and organized search for changes, and it is the systematic analysis of the opportunities, in which such changes might offer economic and social innovation. It is the mindset and process to create and develop economic activity by blending risk-taking, creativity, and innovation with sound management within a new or an existing organization.

According to Reynolds (2005)^[18], entrepreneurship can be conceptualized as the identification of opportunities and the creation of new businesses or organizations. It is a dominant driver of economic growth and job creation: it creates new companies and jobs, opens up new markets, and nurture new skills and capabilities. Besides, Entrepreneurs are individuals who take significant risks regarding capital, time and the commitment of his/her career providing value through the products or services that may be new or exclusive, but the value somehow must be infused by the employer to locate and obtain the skills and resources (Ronstadt 1984). Whatever, Being entrepreneurial and the creation of an entrepreneurial culture goes beyond the fear of risk (McMullen and Shepherd 2006) and the stigma of failure that influences the entrepreneurship context decisively?

According to Miller (1983)^[15] referred entrepreneurial management characterizes an entrepreneurial organization

capable of innovating in products and markets, with some degree of risk in business, and acting proactively as to their competitors. On the other hand, every day, the world witnessed the birth and death of companies, products, processes, and services, and the goal of entrepreneurship learning is to seek and to systematically explore new business/new practices that add value to the market and streamline the economy (Larso and Saphiranti 2016)^[9].

Despite, Zepke and Leach (2010)^[25] and Syakir (2009) said that entrepreneurial skills can enhance the ability of entrepreneurs by encouraging them to take risks, identify the practical methods of business and prepare them to make all the opportunities available. The Entrepreneurial leadership shares many qualities with transformational leadership, emphasizing the development of a shared vision, promoting the empowerment and autonomy of followers, tolerance of ambiguity, and flattening the organization to allow leadership to permeate the organization at all levels.

The academic leaders create learning environments that include cultural awareness, acceptance of multiple intelligences and ways of knowing, strategic thinking, engagement, and a sense of collective identity as collaborators in developing knowledge and active investigators into practice (Amey, 2006)^[11]. While, While Burnett and Collins (2010)^[4] trusted that higher education "evolution will make certain the survival of colleges and universities" willing to embrace "prudent change" and remain grounded in the mission responsiveness and consistency towards the needs of their clientele.

Besides, the Colleges and universities are frequently viewed by business partners as key constituents in the creation of knowledge including the knowledge-based economy supporting both industry-university partnerships and the market-oriented trend of academic entrepreneurship (Mars & Metcalf, 2009)^[12]. Additionally, the several higher education leaders that stated a "recurring theme from participants was having the courage in leadership to think and act creatively, to take considered risks and to help staff deal with the impact of change (Drew, 2010)^[5].

According to Newman & Couturier (2004)^[16], the leader in an entrepreneurial framework must conceptualize the organizational analysis of an institution because "innovative models for structuring higher education are emerging around the globe. While the institution of higher education identity through a cultural lens provides insight for the leader since it can be assumed, contemporary leadership includes constituents who have an investment in the organization (Leithwood, Jantzi, & Steinbach, 2000)^[10].

The higher educational institutions should design creative and innovative strategies by students, professors, and practitioners within colleges and universities with the intent of solving a wide range of societal problems" (Mars & Rios-Aguilar, 2010)^[11]. Otherwise, it is important to understand that the faculty and staff can adopt entrepreneurial mindsets themselves and the academy must teach students to think like entrepreneurs in order to change the model of higher education. The mindset of social entrepreneurship needs to flow through the entire institution to impact the leadership (Welsh and Krueger, 2009)^[23].

It is clear that the University of the 21st century requires leadership capable of responding to emerging global opportunities to deliver life-long learning across the world (Duderstadt, 2006)^[7]. Besides Smith (2008)^[21] assumed that the leadership of higher education will be encouraged to shift toward more executive styles of leadership and decision-making in a

knowledge-based society seeking dynamic visionary leadership. The vision theme depicted by the participants expanded upon the importance a campus leader strives for in leading the institution for the 21st century.

University entrepreneurship education programs have been dedicated to developing students' entrepreneurial leadership competencies (Kempster & Cope, 2010; Mattare, 2008; Okudan & Rzasa, 2006)^[8, 17]. Besides, developing the basic entrepreneurial leadership knowledge and skill in areas such as motivation, innovation, communication skills, and team working (Okudan & Rzasa, 2006)^[17]. University entrepreneurship education programs can play influential roles in developing entrepreneurial leadership competencies among students through engaging them in leading entrepreneurship clubs and projects (Plumly *et al.*, 2008; Okudan & Rzasa, 2006)^[1, 17].

The scarcity of knowledge on entrepreneurial leadership competencies among university students as potential entrepreneurial leaders either in their own businesses or previously established organizations (Fuchs *et al.*, 2008; Hynes & Richardson, 2007; Hytti & O'Gorman, 2004). Entrepreneurial Leadership is organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by optimizing risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment for the benefit of the organization (Roebuck 2004)^[19].

Developing entrepreneurial leadership competencies through university entrepreneurship development programs. Entrepreneurs' leadership skills in new venture creation, performance, and success (Fery, 2010; Murali *et al.*, 2009; Baron, 2007)^[14]. While early definitions of entrepreneurial leadership focused on personal attributes and characteristics of entrepreneurial leaders (Swiercz & Lydon, 2002; Vecchio, 2003), more recent definitions concentrate on the interpersonal and influential processes through which entrepreneurial leaders mobilize a group of people to achieve the entrepreneurial vision (Kempster & Cope, 2010)^[8].

Entrepreneurs lack the entrepreneurial leadership capabilities required for the success of their entrepreneurial venturing (Murali *et al.*, 2009; Firdaus *et al.*, 2009). While implementing entrepreneurship development programs has recently become compulsory for institutions of higher education (Mastura & Abdul Rashid, 2008), little attention has been directed to developing specific entrepreneurial leadership competencies among students. A review of entrepreneurship education programs and activities offered by institutions of higher education in Malaysia indicate that university entrepreneurship programs are dominated by theoretical courses and programs and least attention has been directed to providing opportunities for students to experience leading a real entrepreneurial venturing (Cheng *et al.*, 2009).

Objective

- To develop Entrepreneurial leader and leadership

Methodology

Literatures are collected from different published journals. These literatures are accumulated for the "The Art of Developing Entrepreneurial Leadership".

Recommendations

- Vice-chancellors should do more to encourage academics and entrepreneurship educators to work with entrepreneurs and students to overcome any barriers to creating an entrepreneurial culture.'
- Vice-Chancellors can also encourage leading entrepreneurs to bring new thinking to their HEIs, drawing on the entrepreneurs' life experience, to enliven the theoretical base of entrepreneurship education.
- Students should have the chance to experiment, discover new ways of thinking, and meet successful entrepreneurs. They should be encouraged to explore both theory and practice; building commercial awareness and developing venture creation skills.
- Entrepreneurship education can both accentuate individual achievement, and provide opportunities for team-work and the development of other 'soft' skills that are so valuable to business and society today.
- Students should seize the opportunities that entrepreneurial education presents to enable them to prepare for their futures whether they want to build a career in the private, public or third sector, students need opportunities to learn and practice entrepreneurial skills.
- Positions in student unions, clubs and societies can offer students genuine entrepreneurial experiences that allow for experimentation with new ideas and concepts. They can also be a source of practical problem solving, opportunity spotting, project management, budgeting, communication, team-work, coping with pressure and managing complexity; all of which are skills in demand by employers.
- HEIs can also offer, through their links with business and alumni bodies, the opportunities to network and build social capital that are part of the essential fabric of a successful entrepreneurial career in any sector.
- Government can support entrepreneurial education by providing overarching strategic goals.
- Pedagogic practices include high levels of learning through-doing, problem creation and solving, and project-centered learning that often simulates 'real-world' situations. So we can say that the educators should incorporate experimentation, discovery, practice, reflection on theory, and opportunities for students to learn from each other, into their practices
- For increasing the knowledge, skills and abilities, multi-disciplinary approaches should be engaged for the students and academics from a range of departments – bringing different forms of knowledge and perspectives to the learning process.
- The Vice-Chancellors should ensure the -campus opportunity available to all students and academic faculty and that delivers clear entrepreneurial outcomes both inside and outside the university.
- Also the University Authority Encourage a more coordinated approach that ties in student societies, the careers service, student placement schemes, senior management, all academic faculties, science parks, incubators and other knowledge exchange activities

Conclusions

Challenges of leading entrepreneurial venturing and the competencies that enable entrepreneurial leaders to successfully deal with the difficulties have been one of the main concerns of entrepreneurial leadership research (Gupta, MacMillan, & Surie, 2004). To create such entrepreneurial leadership competencies in university students, it is suggested that educators engage students in leading entrepreneurial projects and activities where they can experience real entrepreneurial leadership tasks and roles (Mattare, 2008; Okudan & Rzasa, 2006) ^[17]. However, developing competencies of leading entrepreneurial activities is not a thing that happens overnight and is a long-term effort which requires integrated and continuous interventions (Kuratko, 2009; Mumford *et al.*, 2008). Moreover, the challenges and competencies of student entrepreneurial leaders can be tested among entrepreneurial leaders both leading their own businesses and leading entrepreneurial activities in established organizations.

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