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Teacher note: Video-cases of entrepreneurs in emerging or developing economies

Comenius Teaching Fellow Grant: Making entrepreneurship
education more inclusive for non-western university students

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Video cases, stories, narratives and their educational roots

The video cases we have created in this project are real stories of entrepreneurs active in emerging or developing economies. In their stories they tell about their challenges and problems as well as their entrepreneurial journeys and how they addressed issues along the way. From an educational point of view the video cases combine case-based learning with the power of narratives and the use of technology-driven approaches (i.e. video technologies).

Using cases for educational purpose is not new, professional fields such as business and medicine widely use cases in their education for all sorts of educational purposes. Traditionally, cases are provided in written format to students, for instance in small groups. They contain a description of a certain situation, problem or dilemma (crafted by a case maker), often accompanied by tables or facts and figures that go with that. Typically, the learners begin to explore different angles, the facilitators will use guiding questions to bring them back to the main learning objective. Additionally, students prepare in advance for the session, and they may ask questions of the local experts during the session. They typically have little post-session work, although this varies, depending on the group's interest in pursuing additional issues.

The video-cases produced in this project go one step further and follow a so-called rich-narrative design (Bizzocchi & Schell, 2009). The richness firstly means that the cases are very rich in narrative information: they are stories that entrepreneurs active in emerging economies tell themselves and share with us. The power of stories is that they make a direct connection with everyday activities, decisions and practice relevant to entrepreneurship in emerging/developing economies. Secondly, rather than paper-based information, the cases studies are presented to students in a media-rich format: a video. As such these rich narrative video-cases are a more complex than the classical paper case-studies, and, they are more authentic as the problems and dilemmas are conveyed to the students in the verbal and non-verbal language of the actual case-owner (i.e. the entrepreneur). Findings in the scientific literature indicate that perceptions of the feasibility of entrepreneurship are more strongly affected by videos than by cases (Fellnhofer, 2018).

Although narratives play an important role in our video-cases, the focus remains on experiences and learning from that experiences. The narrative thus remains the object. However, we acknowledge that narratives can be even more powerful in education when we approach narratives as a method of inquiry to learn about, for or through entrepreneurship: thinking narratively can be also seen as pedagogy, in which we actually *'live and learn in, and through, the living, telling, retelling, and reliving of our stories'* (Huber, Caine, Huber, & Steeves, 2013).

The set-up of the video-cases

To enable rich narratives in the video cases we followed a semi-structured interview guideline that enabled the interviewee to speak openly about the challenges and problems they faced while enterprising in emerging and developing economies. The questions we asked were centered around 4 'epics', chapters or topics, not necessarily chronologically namely:

1. the personal journey;
2. the business model;
3. the role of diversity, trust and uncertainty;
4. their lessons learned and advice to aspiring entrepreneurs.

Triggering questions that were asked to elicit this rich narrative and which worked well, were:

- Can you tell me about your entrepreneurial journey?
- Is there something that you wish you had done differently?
- What is your role as an entrepreneur in an emerging/developing economy?
- What is different from an entrepreneur in the 'western world'?
- What were critical moments in your journey?
- How do you deal with diversity and trust?
- What value do you think your company creates?
- How did your business model evolve?
- How do you notice you have an impact and where?
- What would you advice our students who like to do business in emerging or developing economies?

Learning outcomes

Employing rich narrative video cases as a teacher can serve different types of desired student learning outcomes, including more cognitive as well as affective ones. This is because in the narratives there is ample room for reflection on the entrepreneurial journey, critical incidents that emerged during that journey and specific dilemma's that the entrepreneurs discuss and reflect on.

Cognitive – entrepreneurial problem solving

The rich narratives may provide students with:










- Understanding of business opportunities for sustainable development (Patzelt & Shepherd, 2011);
- Recognizing the importance and enactment of sustainable entrepreneurship competencies of founders (Ploum, Blok, Lans, & Omta, 2018);
- Recognizing and analyzing entrepreneurial problem solving strategies, in particular effectuation (Sarasvathy, 2001) and bricolage (Baker & Nelson, 2005).

Affective – boundary crossing

The rich narratives also provide the means to develop more affective learning outcomes, which may include:

- awareness of different perspectives (Gulikers & Oonk, 2019);
- listen respectfully to others (Gulikers & Oonk, 2019);
- being sensitive to individual and cultural differences in entrepreneurial activity (Ploum, Blok, Lans, & Omta, 2019).
- perceptions of the desirability of entrepreneurship (Fellnhofer, 2018)
- entrepreneurial intentions (Fellnhofer, 2018)

General instruction elements for using the video cases:

 <p>BEOGOLAB aug 15, 2019 door Ragnimwend, Eldaa KOAMA (Presentator)</p> <p>1 hits Niet beoordeeld meer...</p>	 <p>Ajere Holding aug 15, 2019 door Ajere, Steve (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>	 <p>Hollanda Fair Foods aug 15, 2019 door Boer, Thijs (Presentator)</p> <p>1 hits Niet beoordeeld meer...</p>
 <p>DipCoop aug 15, 2019 door Lengkeek, Ard (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>	 <p>East - West Seeds aug 15, 2019 door Groot, Maaike (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>	 <p>Smart Farming aug 15, 2019 door Jelle van den Akker (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>
 <p>SEVIA aug 15, 2019 door Eliya Mwashayenyi (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>	 <p>This Side Up Coffee aug 15, 2019 door Lennart Clerkx (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>	 <p>Integrated Seed Sector Development aug 15, 2019 door Amsalu Ayana Aga (Presentator)</p> <p>0 hits Niet beoordeeld meer...</p>

The problem	The majority of the current theories, cases taught and learning activities that characterize entrepreneurship education have their origin in western-oriented epistemologies and ontologies. However, enterprising in emerging and developing economies is different than in western economies. These cases aim at providing students with knowledge and hands-on experience in the unique challenges when operating in, trading to or from emerging economies.
Actual dilemma	<ul style="list-style-type: none"> - decision making in environments that are highly uncertain and very inefficient (no formal institutions); - moral decision making when there is lack of trust, corruption, balancing financial, social and environmental value.
Time for session	3-4 hours in total, 1-2 hours listening, watching and discussing in small groups, 1 hour discussing, sharing perspectives and giving answers
Preparation of faculty	Dive into the companies the interviewee represents via the company website and already watch the video case as a whole.
Initial questions to start discussion	<p>Initial question: What business opportunity does the entrepreneur actually pursue?</p> <p>Follow-up questions:</p> <ul style="list-style-type: none"> - Would you characterize the business opportunity as sustainable? - What agri-food business model dilemma's do you recognize? - What sustainable entrepreneurship competencies do you recognize in the case? (give explicit examples, e.g. quotes)?

	<ul style="list-style-type: none"> - What principles of effectuation do you recognise (give explicit examples, e.g. quotes)? - What are your (combined) personal take aways/lessons from the case?
Student approach	Student watch the video case together in small groups and make notes on a regular bases as group.
Teachers approach (to incorrect knowledge or assumptions)	<ul style="list-style-type: none"> - Walk around and discusses insights gained by students while watching. Provide corrective information, for instance about what the company actually does - Probe for alternatives, like why do think this important? Why is this a good example do you think? What is the difference between a problem or a dilemma? - Plenary, the insights gained in the different video-cases are shared and discussed with the students
Case continuity	To stimulate thinking narratively , students are invited to start connecting the video-case to their personal stories of enterprising in emerging or developing economies in their groups

Example specific teacher instructions (effectuation), 3 hour session. Case: Lennart Clerkx, This Side Up coffees. <https://thissideup.coffee/>

Introduction to context	5-10 minutes	Enterprising in emerging and developing economies is characterized by non-linearity, turbulence, uncertainty, wicked problems, relative few resources, absence of formal institutions and daily practice of borrowing, lending and collecting
Introduction to effectuation and its guiding principles	20 minutes	<ul style="list-style-type: none"> • See for a basic introduction, www.effectuation.org • Part-1 Prof.Saras on Effectuation & Entrepreneurship (video) • Part-2 Prof.Saras on Effectuation & Entrepreneurship (video) • Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of Management Review</i>, 26(2), 243-263.
Introduction assignments for students	5 minutes	<p>Initial question:</p> <ul style="list-style-type: none"> • What business opportunity does the entrepreneur actually pursue? • What principles of effectuation do you recognise (give explicit examples, e.g. quotes)? • What are your (combined) personal take aways/lessons from the case?
Watching, discussing and preparing answers	2 hours total	<ul style="list-style-type: none"> - Student watch the video case together in small groups and make notes on a regular bases as group. - Teachers stimulate students to stop the video at certain points to make notes and discuss things they have picked up in a fragment - Teacher walks around and discusses insights gained by students while watching. Provide corrective information, for instance about what the company actually does - Probe for alternatives, like why do think this important? Why is this a good example do you think? What is the difference between a problem or a dilemma?
Plenary	20 minutes	<ul style="list-style-type: none"> - Students shortly present their finding and the insights gained in the different video-cases are shared and discussed with the students.

Lessons from the case	10 minutes	<p>Characteristics of the opportunity Lennart is pursuing:</p> <ul style="list-style-type: none"> - Demand for single origin, transparent fair traded coffee is booming - The gap between growers and roasters <p>Exemplary effectuation that students may come with:</p> <p>Bird-in-hand</p> <ul style="list-style-type: none"> - Experience as an intern - Support and action of family members <p>Lemonade</p> <ul style="list-style-type: none"> - Tip to go to Rwanda and leave Tanzania for the moment - Become a logistics company <p>Affordable loss</p> <ul style="list-style-type: none"> - What to do with the potential investment of the Italian coffee company? <p>Crazy quilt</p> <ul style="list-style-type: none"> - Farmers and their families as business partners (e.g. marketeers) rather than as traditional supply chain players <p>Pilot in the plane</p> <ul style="list-style-type: none"> - Don't change the climate but start with what you can do on the ground - Trust as a mechanism to get grip on the process, rather than trying to control everything through formal contracts <p>Exemplary 'personal' insights that students may come with about entrepreneurship in emerging/developing economies</p> <ul style="list-style-type: none"> - Go for it! Believe in yourself and learn by doing. - Look for what you have and use that - You don't have to be reactive to all problems, but ready to act - Importance of and understanding stakeholders relationships, work on trust - Learn first before you spend too much money - Being ready to take up new roles which you may not have foreseen
Case continuity		<ul style="list-style-type: none"> - If the students were unable to watch the whole video, because of good lengthy discussions in the group, the home assignment can be to complete the whole narrative. - To stimulate thinking narratively, students are invited to start connecting the video-case to their personal stories of enterprising in emerging or developing economies in their groups

Example of a self-assessment scoring rubric for affective outcomes

Learning outcome: awareness of different perspectives

	D The student	C The student	B The student	A The student
Identify one's own expertise and one's own limitations	does not explicate which expertise (s)he possesses and which expertise might be missing to start an entrepreneurial venture an in Emerging Economies context successfully.	explicates his/her own expertise in terms of knowledge, skills and network that can contribute to starting a venture in an in Emerging Economies context	previous cell + identifies his/her own limitations regarding expertise needed to start a venture in an in Emerging Economies context	relates his/her own expertise to that of the other members of the group and maps what kind of expertise is missing to execute a venture in an emerging economy successfully.
Identify other perspectives relevant for Entrepreneurship in Emerging/Developing Economies	does not actively explore other perspectives.	shows being aware of the existence of various perspectives, but does not explicitly address these different perspectives.	identifies stakeholders including their interests, perspectives, expertise and mutual relations relevant for starting a venture in emerging/developing economies.	previous cell + the student explicates for which aspects of starting a venture in an emerging economy (s)he needs other people and how to contact, where to find, these other people.

Literature

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