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Developing Inclusive Learning and Development (L&D) to Boost Entrepreneurial Competency - A Conceptual Framework towards Sustainability

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Abstract: This study proposes the conceptual framework for inclusive "Learning and Development (L&D)" practices to improve entrepreneurial competency. To align with the "Sustainable Development Goals (SDGs) proposed by the United Nations (UN)" towards 2030, this study analyses the gaps in context of learning delivery, entrepreneurial learning, and roles of interlocutors. The study unfolds the attributes of entrepreneurial competencies while advocating for the development of inclusive model in the entrepreneurial learning and development domain. A lot of studies have posited completely in learning delivery, learning theories, and role of speakers to achieve "Entrepreneurial Competencies (EC)". However, there is a lack of studies to adapt an inclusive and dynamic model for the amalgamation of learning delivery, learning theories, and interlocutors to affect the sustainability of entrepreneurial competency. This study proposes inclusive L&D to achieve entrepreneurial sustainability using content analysis to come up with an inclusive and dynamic conceptual framework which consists of learning delivery and learning theories. The study establishes an inclusive L&D framework for entrepreneurial competency to bridge the gap between learning and development. This framework would assist executives and entrepreneurs to achieve competency in sustainable development to meet the UN's 2030 agenda.

Keywords: L&D framework, Learning and Development, inclusive L&D, conceptual framework, sustainability, entrepreneurial competency

1. Introduction

There has been a rise in emphasis for "entrepreneurial learning and development (L&D)" for sustainability to meet the needs of competent workforce as mandated by "volatile, uncertain, complex, and ambiguous (VUCA) contemporary globalization. Due to the emergence of VUCA, people have been urged to be prepared for any possibilities which are not the part of their comfort zones, such as sustainable entrepreneurial education, as highlighted by the "Sustainable Development Goals (SDGs)" by the United Nations (UN) (Johansen, 2012; Sachs, 2012).

Quality L&D is the part of Goal 4 of 17 SDGs for sustainable development (Amato, 2020). Economic growth and decent work are the concerns for "sustainable economic development" under Goal 8 of SDG (Baum et al., 2016). Goals 8.3 and 8.6 are focused on the growth of development-based policies to help in entrepreneurship. There is an aim to achieve these international goals by 2030. It is evident that the issue of sustainable L&D and entrepreneurial competency is recent and it also needs innovation and scientific intervention for sustainable L&D approaches.

When it comes to scientific intervention, one of the early steps is the "Brundtland Report" which shows that speakers play a vital role to set up important social changes needed for sustainability (Sneddon et al., 2006). The L&D mechanism would then face paradigm shift of participatory process in the civil society, including in public services and businesses (Hopkins & McKeown, 2001). Hence, the L&D must no longer be interpreted completely from the point of view of pedagogical delivery. These forms of L&D help in the process of action and reflection on sustainability practices of entrepreneurs (Huckle & Sterling, 1996). This critical inquiry process helps in exploring the implications and complexity related to sustainability. It consists of social, economic, political, technological, cultural, and environmental forces" to impede and develop sustainability (Hopkins & McKeown, 2001).

High school and university students have been the target groups in various studies which were conducted to understand entrepreneurial competencies (Peters & Carr, 2013; Gürol & Atsan, 2006; Dede, 2004; Pardue & Morgan, 2008). Using smart teaching techniques is known to be a major contributor of entrepreneurial competencies among those students. However, there is still lack of clarity on the use of several technological approaches to deliver entrepreneurial L&D. Some of the possibilities for entrepreneurial L&D are "andragogy

(self-directed learning), pedagogy (directive learning), and heutagogy (self-determined learning).” Pedagogy is the leading technique of L&D. However, there has been a lot of emphasis given on the sustainable approach of entrepreneurial L&D over the years (Dziuban et al., 2005; Farrell & Hurt, 2014; Hayton & Kelley, 2006), while there is a lack of research on heutagogy approaches.

2. Literature Review

Digital transformation is the core of Industry 4.0 which can change the way we do business, learn, and develop at a rapid pace. However, a lot of people and companies don’t understand the impact and depth of recent developments. Vey et al. (2017) suggested four reasons– (1) lack of recognition of significant impact of digitization; (2) lack of strategy and imagination, along with rising uncertainty; (3) lack of motivation and agility for innovation; (4) lack of innovation and pertinent competencies. For L&D professionals, new action areas and roles have possibilities to deal with these barriers related to innovation, designer of enhanced learning portfolio of services and products, change agent, and shaper of innovation. In addition, encouraging a friendly culture can generate innovation and secure organizations at the time of digitization.

Edwards et al. (2013) introduced different critical approaches to leadership L&D and review the previous methods to theorize and research leadership L&D and proposed a change for alternative and critical approaches. They also described several studies and their contribution for this significant change. With decades of studies on corporate learning, professionals started learning through their work. However, corporate learning practices have not been shifted to promote or recognize this kind of learning.

Lizier & Reich (2021) presented evidence from the interview-based research of Australian professionals and their experiences of learning and work in different complex environments. Irrespective of the fact that companies have adopted learning through work, the participants advocated learning by engaging in “fluid work” and that development practices and organizational learning were still oriented significantly for structure and formality. The study had used complex “adaptive systems theory” to determine how work experience and learning is affected by organizational complexity. Learning and work are also irrelevant in complex organizations.

Belling et al. (2004) discussed how companies can be smarter while supporting the transfer of learning by recognizing the perceived challenges and opportunities by determining several individual features and characteristics of workplace and relating the same to the type of program started by the managers. They conducted a longitudinal study and used program topology. They found 14 opportunities and 26 perceived challenges to the transfer of learning. They found significant relations with specific features like personal values and mentoring. They identified the aspects like lack of transfer and recommended a model of “perceived influences on transfer of learning.” It is found that it is vital to consider program learning when supporting the transfer of learning.

L&D and digital learning in corporates are facing significant challenge where only 1% of week is utilized by the employees for L&D. Several reports have clearly indicated that digital learning is emerging rapidly as one of the practical solutions. Employees are spending a lot of their energy and time upskilling, skilling, and reskilling themselves to stay relevant in the emerging corporate world at the time of “volatility, uncertainty, complexity, and ambiguity (VUCA)” in a post-COVID world. With the context of L&D and digital learning in companies, Hiremath et al. (2021) review and analyzed the challenges, opportunities, and latest trends regarding the innovation and technology to boost L&D to meet business goals as per “70:20:10 framework” by performing case study analysis of 10 different companies in different sectors like HPCL, Nexval, Genpact, Airbus, AstraZeneca Pharma, Siemens, HP, IBM, HGS, and Flipkart. They analyzed, organized, and presented the best practices and latest Industry 4.0 trends by adopting the “A-to-Z of Talent Management and Leadership Development” program.

2.1. Research Gap

There have been a lot of perspectives to examine entrepreneurial competency developed over the years. Most of the empirical studies have observed a significant relationship between business performance and competency (Hayton & Kelley, 2006; Camuffo & Gerli, 2007; Camuffo et al., 2012). Some branch-out works have identified the potential ways to come up with entrepreneurial competencies and formal higher education has become the key pillar. However, there is a lack of research on inclusive L&D conceptual framework to address entrepreneurial competency towards sustainability. It becomes important to develop an emergent and dynamic framework on the use of leaning delivery, learning theories, and roles of speakers.

2.2. Research Objectives

- To discuss the gaps in “Entrepreneurial Competencies” to achieve inclusive L&D and sustainability

- To present the conceptual framework of inclusive L&D and meaning of entrepreneurial competencies

3. Methodology

To fulfill the objectives of this study, content analysis has been conducted to determine the association between L&D and entrepreneurial competency to achieve sustainability. First of all, content manifestation unfolds the concept from text and documents. In the next level, underlying meaning of content was unfolded by interpreting entrepreneurial competency and its relation with L&D. Content analysis is performed to objectively and systematically analyze the studies and materials published over the years (Seuring & Gold, 2012; Jauch et al., 1980; Kassarjian, 1988; Berelson, 1952). This approach provides opportunity to the researchers to manifest some patterns from wide range of studies, including quantitative and qualitative techniques to interpret supporting evidence and descriptive analysis (Duriau et al., 2007; Mayring, 2000; 2003).

4. Data Analysis

4.1. Gaps in "Entrepreneurial Competencies" to achieve Inclusive L&D and Sustainability

The foundation of "entrepreneurial competencies (EC) is based on proper use of learning deliveries (LD), learning theories (LT), and role of interlocutors to achieve inclusive L&D and sustainability (Corbett & Spinello, 2020). LT is the area of understanding how and why things are learned. These are the basics to help speakers to create learning environments to boost L&D experience for employees. LT describes how employees assimilate skills, knowledge, and attributes. There are cognitive, humanist, behaviorist, and constructivist principles of LTs in a broad standpoint.

Humanistic principle consists of whole individual instead of giving facts to absorb or memorize (Hollis, 1991). This approach gives attention to the need of inner world of the learner (Arnold, 1998), and its foundations are rooted in "Roger's student-centric mode of thinking" and "Maslow's hierarchy of needs" (Maslow, 1968; Khatib et al, 2013). It is associated with the motivation of learning and enables learner to explore the qualities of being unique (Guey et al., 2010; Hollis, 1991). Constructivist principle is applicable to both the philosophy and learning theory which is an order for learning as per the nature of knowledge. Learning is the outcome of "mental construction" which fits what the learner knows into what they know already (Bada & Olusegun, 2015).

Cognitive principle of learning is a mental process which consists of schematic growth of understanding with deduction, induction, law discovery, rule finding, and pattern identification (Guey et al., 2010). Cognitive learner imparts problem-solving skills transferred across the situations to put control on the learner (Mann, 2004). Behaviorist principle of learning encourages learner to assume that the environment shapes and organizes the process of learning (Mann, 2004).

The term "pedagogy" is derived from "paid" which means "a child" and "agogos" which means "a leader" (Ozuah, 2016). In pedagogy, a learner is treated as a directive learner who don't know their own needs for learning. The "tabula rasa" or blank slate can be assumed for those executives as they don't have relevant experience. Hence, instructional curriculum is needed for those types of learners.

Andragogy is derived from the terms "andra" and "agogos", which refers to "man-learning". Alexander Kapp (Loeng, 2017) coined the term "Andragogy" to describe "an individual who is engaged in constant learning" by "Plato's philosophy (Abela, 2009). This type of learner is autonomous and self-directed and they take step to analyze their own learning requirements, identify different kinds of resources, form learning goals, and implement and choose outcomes and learning strategies (Knowles, 1978).

Heutagogy is "learning delivery" which is founded in "andragogical principles of self-determined employees" (Hase & Kenyon, 2007). Heutagogy is derived from Greek word "heut" which means "self" where learning takes place with personal experience and learner is the core of the process. It is based on "self-determined learner" and it is based on personal experiences (George-Walker & Keeffe, 2010). These are the most popular techniques of learning delivery to address various stages of learner, from directive to self-determined and self-directed. These approaches are the fundamental classification of learners as per their motivation, needs, and experience or lack of their experience. While a lot of studies suggest the progressive levels of learner who levels up from pedagogical to andragogical and then heutagogical level, i.e., the problematization of knowing if these employees should be interchangeable.

4.1.1. Inclusive L&D

The role of learning deliveries and theories is improving L&D and generating meaningful experiences of learning. However, there are different ranges of comprehensive learning deliveries and theories which are fragmented highly and should be inclusive to provide the opportunity to the speaker to design a workable rationale. Currently, there is no individual learning delivery and theory for L&D which postulates for all kinds

of learning stages and environments. Understanding how these deliveries and theories interact in an inclusive and dynamic way in an agile environment is the only way from a practical view.

4.1.2. Sustainability

Sustainability is concerned for long-term viability and includes three dimensions – social, economic, and environmental (Siow et al., 2013). Sustainable "entrepreneurial competency" needs sustainable entrepreneurship knowledge by understanding the value of sustainable innovations where business and society enjoys the benefit of interactivity (Bouten, 2012). Entrepreneurial competence must understand sustainable entrepreneurship, including the important success factors of companies and sustainable entrepreneurship. According to some scholars, entrepreneurial action has both economic and environmental impacts, such as, while reducing the deforestation of climate change, ecosystem preservation, and improved agricultural and farming practices (Cohen & Winn, 2007; Patzelt & Shepherd, 2011). It is unveiled in this discourse that higher knowledge of entrepreneur in a commercial and natural environment means higher recognition of opportunity for sustainable development.

Entrepreneurial competencies administer natural environment with proper living conditions to take a leap towards sustainability (Patzelt & Shepherd, 2011). It is possible to achieve a complete model with a "mixed method content analysis" with deductive and inductive reasoning to have inclusive learning and development towards sustainability. Figure 1 illustrates the complex association between Entrepreneurial Competency and L&D through a "network visualization map" generated on the basis of bibliographic data. There is a gap between L&D and EC due to lack of direct relationships."

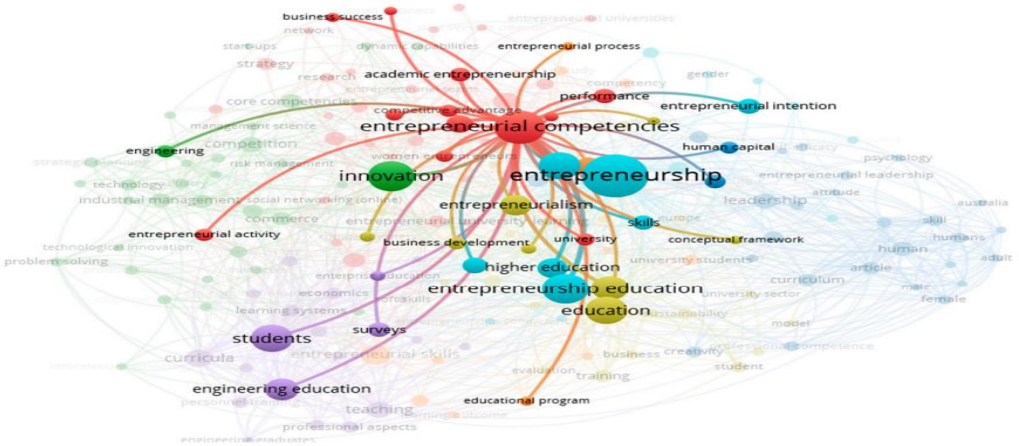

Fig 1: Complex Relation between "Entrepreneurial Competencies (EC) and L&D"
Source – Chander et al. (2020)

4.2. Conceptual Framework of Inclusive L&D and Meaning of Entrepreneurial Competencies

Entrepreneurship is known as a "highly complex, procedural, socially created, and smooth phenomenon" related to its specific social and cultural context (Mueller, 2012). There are unique pedagogies due to these complexities (Anderson & Jack, 2008; Solomon, 2007). EC consists of specific group of capabilities which are specified for a successful entrepreneurship. Despite the fact that there is a rising interest in corporate intrapreneurship and entrepreneurship (Sathe, 2007), successful entrepreneurship is usually related to the growth of new and small businesses (Nuthall, 2006). EC includes components ingrained in the background of an individual like personality, traits, social role, attitudes, and self-image, apart from capabilities at work via development and learning like knowledge, skills, and experience (Man & Lau, 2005).

4.2.1. Inclusive L&D Framework

Unfolding the measurement and meaning of entrepreneurial competencies suggest that inclusive and dynamic L&D model is needed. It will help in knowledge and acceptance of competent staff to develop sustainable mindset. "Learning and education are used interchangeably as a method to grow and develop EC for sustainability. In SDG 4.4, this inclusive framework is supported to focus on entrepreneurial skills among adults and youth in meeting transformational requirements for equitable and inclusive learning by filling the gap between LD and LT with the role of interlocutor. This interplay further boosts SDG 8.3 which is focused on development-based policies to promote entrepreneurial growth by teaching new holistic generations. SDG 8.6 is based on providing training and education to youth to reduce unemployment. Several initiatives are taken to

associate entrepreneurial competency with learning delivery with andragogical, heutagogical, and pedagogical learning (Krueger & Brazeal, 1994).

An inclusive and dynamic framework identified several "learning deliveries (LD), learning theories (LT), and role of interlocutors (RoI)" to nurture EC. It results in innate question of self-reflection for change. Employees in an organization can categorize their own choices of learning or combinations of choices through LTs for cognitivist, behaviorist, constructivist, or humanistic methods to acquire the growth and EC development (Ertmer & Newby, 1993). This inclusive and dynamic framework can support transformative learning of the learner with robust self-efficacy over time, when it comes to sustainable mindset.

Employees' preferences to acquire programmed knowledge and skills may vary, which leads to a proportion of agile and adaptable approach to "learning delivery" using "pedagogy (P), andragogy (A), and heutagogy (H) or P-A-H." Critical theory is helpful to transfer learning theories by targeting status of learning. Critical theorists need to calibrate the acceptable delivery of learning with a potential combination of above theories."

When it comes to upskilling, critical theory shapes preconceptions, actions, and beliefs of employees. With emancipation and critical thinking, self-reflective engagement enables staff to challenge systems and processes (Brookfield, 2017). Employees should be encouraged to critically analyze and target assumptions to change behaviors which have been undervalued or had been passive. This way, staff feels encouraged to seek difference sense and come up with another value that can be rejected/accepted in situations of perceived oppression or inequality. Knowledge of learning theories can help appreciate the styles of "learning delivery of P-A-H" (Table 1). This way, speakers can play a vital role in aligning and designing learning initiatives with preferences of employees and apply diverse delivery styles towards sustainability.

Table 1: LT, LD, and RoI in Entrepreneurial Development and Learning

Learning Theories			
Learning Delivery	**Pedagogy**	**Andragogy**	**Heutagogy**
Role of Interlocutors	Designing the learning process, imposing the material; educators are assumed to know best	Enabler or facilitator, collaborative climate, respectful and openness	Develop learners' capabilities. -Knowing how to learn, being creative, self-efficacy, skill application, collaborative

Source – Chander et al. (2020)

4.2.2. Entrepreneurial Competency

Figure 2 illustrates the association between "4 learning theories at the individual X and Y axes. On Z axis, the critical theory discusses how it can calibrate other theories of learning adaptively in other axes. It is assumed that being in quadrants of learning theory will help in developing entrepreneurial competencies," even though a lot of studies have been focusing on behaviorist theory.

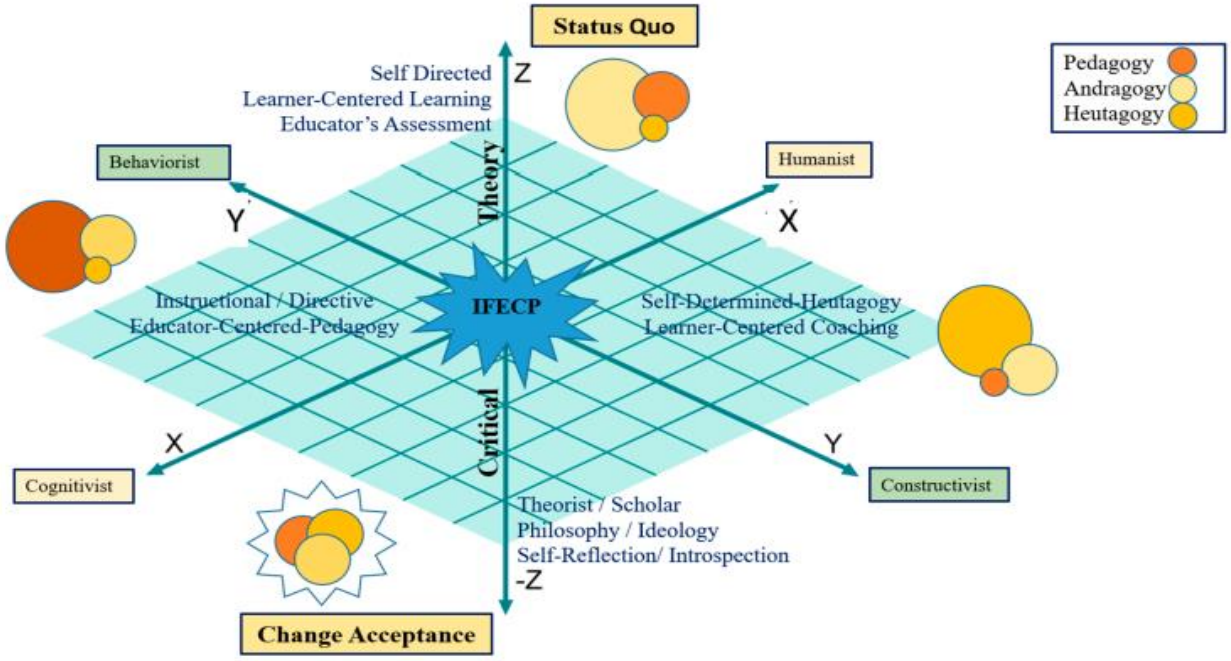

Fig 2: An Inclusive Theoretical Framework of EC
Source - Chander et al. (2020)

5. Results

When unfolding and reflecting the measurement and meaning of EC, is it possible to achieve "entrepreneurial competency practice (ECP)" if one remains completely in a single quadrant and operate? It can be a significant challenge. Hence, Z-axis critical theory can calibrate and challenge other theoretical methods (Figure 2). On the other hand, if inclusive framework of EC gives shared interplay of styles of learning delivery, it can be represented by differently colored and sized circles of P-A-H to fill this gap. The colored circles in Figure 2 depict the choices of LD in each quadrant. Larger size of circle represents stronger influence and engagement on LD styles. There is a "flash" around the circles of pedagogy, andragogy and heutagogy in the quadrant among the constructivist and cognitivist methods, which shows that any of the styles of learning delivery can take place temporarily. The roles of advisors, coaches, educators, advisors, and speakers can help executives to nurture EC with their choices of acquiring skills, experience, and knowledge for sustainable growth.

In context of this concept, the findings suggest that cognitivist and behaviorist methods were the primary learning theories for entrepreneurial competencies. The quadrant among the cognitivist and behaviorist methods has the learning delivery of pedagogical method. In this quadrant, there is the RoI of a trainer and speaker. The opposing quadrant among the constructivist and humanist axes consists of learning delivery of "heutagogical approach." The RoI is learner-centric and self-determined for the coach.

The cognitive and behaviorist theories are leaning for "priori reasoning," while constructivist and humanist theories are leaning for "posteriori reasoning." To remain completely on the singular axis affects agility, dynamism, and flexibility when it comes to achieve ECP. To fill this gap, the inclusive framework in this study proposes critical theory challenging the status on singular axis. However, the risk of being in singular axis affects the capabilities of speakers and learners in a heterogenous and natural learning ecosystem. All in all, the proposed framework enables interlocutors and employees of an organization to work for their respective ecosystems.

6. Conclusion

Relying on learning delivery and individual learning theory may help in unsuccessful results in various learning stages and environments. It is vital to fill the gaps of fragmented and institutionalized techniques when it comes to apply LD, LT, and RoI. It is possible to achieve entrepreneurial competency with the inclusivity of "LT-LD-RoI." This study contributes to the academic community by proposing inclusive framework of EC towards sustainability by integrating all the inseparable aspects of LD, LT, and interlocutors. The wide body of literature indicates initiatives to address the need of sustainability about entrepreneurial competencies.

This study has analyzed EC towards sustainability by using content analysis. This inclusive framework is envisaged to help in stakeholders' growth in L&D segment. However, this study has a limitation as it depends

on the preparedness of interlocutors and policymakers to embark on the change in approaches of learning and development. Change is the only constant in the L&D system and there is a need to address potential resistance. When it comes to future research direction, researchers must adopt this inclusive framework to test its credibility in various geographic locations and disciplines. This study has proposed a comprehensive EC framework which can be studied further.

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