

A Learning and Improvement Model in Entrepreneurial Leadership

¹Ashfaq Ahmed, ²Dr. Muhammad Ramzan

¹The Superior College, Gulberg 3, Kalama Chowk, Lahore, Pakistan.

²Lahore University of Management Sciences (LUMS) Lahore, Pakistan.

Abstract: Currently entrepreneurial leadership has expended and increased momentum as developing model of both in research and practice. Though, there is not sufficient knowledge on the theoretical and intangible basis of this emerging area of analysis and lot of questions are raised up on how to grow entrepreneur leadership abilities, capabilities precisely in university students. The basic motive of this theoretical paper is to slight the gap through offering the theoretical and conceptual basics of entrepreneur leadership. This paper has also examined various features of entrepreneurial education in the perspective of university given entrepreneurship programs and then projected a model for entrepreneurial-leadership enlargement. The projected model describes entrepreneurial leadership enlargement base on a dynamic progression of “experimental, social interactive, observational and reflective learning” which make available a base for entrepreneur leadership exercise, enlightenment and research.

Keywords: entrepreneurial leadership, leadership growth, entrepreneurial knowledge, entrepreneurial capabilities, learning model

I. Introduction

Entrepreneurial leadership as a new model of review has newly been the emphasis of research, practice and training in both entrepreneur and leadership disciplines. This is due to the serious role that leadership abilities and capabilities of entrepreneurs show in enhance individual, group, and new effort of performance, performing, success and the momentous effects of leaders' entrepreneurial abilities and competences in dealing with highly passionate and competitive environment of present organizations (Cogliser and Brigham 2004; D'Intino et al. 2007; Fernald et al. 2005; Frey, 2010; Gupta et al. 2004; Kuratko and Hornsby 1999; Swiercz and Lydon 2002; Yang 2008). Hence, a growing research focused on discovering the leadership roles of entrepreneurs as well as entrepreneurial functions of organizational leadership based on the mutual threads and connections among entrepreneur and leadership (Cogliser and Brigham 2004; Vecchio 2003). However, there is limited information and knowledge about the theoretic and conceptual basics of entrepreneur leadership. More prominently, our information on how to grow entrepreneurial leadership abilities and capabilities exactly in university students as potentially entrepreneur leadership either in their own undertakings or in well-known organizations is limited. This conceptual study put efforts to fine the gap in literature on theoretical and conceptual basis of entrepreneurial leadership and an combined method to entrepreneurial leadership capabilities development (Lans and Mulder 2009). In the purpose of university entrepreneurship program and thus suggests a model for entrepreneurial leadership growth based on a vibrant viewpoint of entrepreneurial education. The model which has proposed has presents entrepreneurial leadership developments as a process of experience, social collaboration, observations, reflect learning which offers a suitable base for entrepreneurial leadership learning, exploration, research and exercise.

Objective of the Study

- To study the link between entrepreneurship and leadership
- To present a model of learning and improvement in entrepreneurial leadership

Entrepreneurship and leadership

Anevaluation of entrepreneurship and leadership regarding literature exposes the same process of model development in both schools of believes. This process of past development initiates with emphasis on the inborn and exceptional features of effective leaders and entrepreneurs in 'mannerisms' theories and the properties of followers and related factors on walking into entrepreneurship and leadership actions in later concepts. In among the two ends, there are lot models which effort to give a clear image that what leaders and entrepreneurs do to put impact on a group of people to enact their idea (Gupta et al. 2004; Murphy and Ensher 2008; Yukl 1998). Contradiction in research results recently bound scholars of both arenas to change from behaviors and situational aspects to a vibrant learning procedure through which entrepreneurs and leaders include in an evolutionary procedure (Kempster and Cope 2010) and deliberately grow their personal and

practical competences and qualities in order to face the challenge of the present occupational world (Cope and Watts 2000; Cope 2005; 2003; Kempster 2006; Rae and Carswell 2000; Rae 2000; 2006; Swiercz and Lydon 2002; Young and Sexton 2003).

On the separately individual level, leaders and entrepreneur also have many communal abilities such as innovative, proclivity to take threats, risks and have ability to imagine a better future for the occupation and organization (Fernald et al. 2005). Resemblances among the both disciplines are to much that specific scholars clear entrepreneurship as a kind of leadership and recognized outmost of the entrepreneurs' actions as leadership actions, however in a specific economic and multifaceted context (Cogliser and Brigham 2004; Fernald et al. 2005; Vecchio 2003).

Focused on the variances among entrepreneurship and leadership, further researchers called this meaning of entrepreneurship as basic and 'parsimonious' (Vecchio 2003). Subsequently an entrepreneur is more than just a leader who does in an proven institute or organization, (s)he begins a firm or organization in the first scratched, faces different kind challenges, threats and crises (Gupta et al. 2004) and leads in an extraordinary, strange difficulty condition (Cogliser and Brigham 2004). Furthermore, entrepreneurs are extra complex in character, traits and skills because they needed to play different roles and in different conditions at the same time (Mattare 2008). So, entrepreneurial leaders are needed to develop extra exact capabilities to be able to successfully develop and create a new project and bring it to success and development for the insightful goals and targets (Gupta et al. 2004; Swiercz and Lydon 2002). Regardless of all the discussions on resemblances and differences among entrepreneurship and leadership, it is very difficult and crucial to discover that how the both disciplines can support the growth of model, project and practice in each arena, mostly, how the procedure of model growth in leadership as the extra recognized discipline can notify model growth in entrepreneurship as an additional developing arena (Cogliser and Brigham 2004; Vecchio 2003). In terms of run-through growth, entrepreneurs can take benefit of leadership capabilities to handle with the many tasks of new project making and thus upsurge the chance of their achievement in the occupational and business world. Leaders can benefit from entrepreneurial capabilities to contract with the highly stormy and good environment of present groups or organizations (Cogliser and Brigham 2004). All the theoretically and conceptually overlays among entrepreneurship and leadership bring scholars to combine them into a new paradigm or model of 'entrepreneurial leadership'. The interaction linked with 'entrepreneurial leadership' are not only force developing research and practice in these both disciplines but also show novel belongings that are not clearly seeming in either of the distinct mechanisms (Gupta et al. 2004; Yang 2008).

II. Definition of entrepreneurial leadership, development and enlargement

Actually, 'entrepreneurial leadership' is in its very initial phases of conceptual and theoretical progress. Entrepreneurial leadership defined as a procedure of leadership conduct typical from other types of leadership manners that are required for extremely turbulent, inspiring and reasonable environments (Gupta et al. 2004). Just recently, exact competences of entrepreneurial leaders that empower them to recognize chances, step-into a new venture formation and manage with the different kind of problem and challenges linked with entrepreneurial venturing have been recognized (Gupta et al. 2004; Swiercz and Lydon 2002). Scholars had two key methods to entrepreneurial leadership capabilities well-defined as the exact skills to perform leadership roles and responsibilities in entrepreneurial activities (Lans and Mulder 2009). First, 'work-oriented approach' that reflects entrepreneurial leadership capabilities as the necessary characteristics of entrepreneurial leaders to effectively do the challenge roles and responsibilities of the leader in diverse phases of their occupational development and growth (Swiercz and Lydon 2002). An assessment of rare definitions projected for entrepreneurial leadership directs that mostly recognized three exact personal capabilities for entrepreneurial leadership with positive attitude, innovative and risk taking (Chen 2007; Gupta et al. 2004; Kuratko 2007; Surie and Ashely 2008). Second, 'socio-cultural and situated approach' that describes entrepreneurial leadership enlargement as a social procedure of constant and regular knowledge and 'becoming' that is situated in specific perspectives and societies (Kempster and Cope 2010). It is claimed that entrepreneurial capabilities and in specific entrepreneurial leadership can be well-educated and developed in good manners (Baron and Ensly 2006; Kempster and Cope 2010; Lans et al. 2008). In the next sections each of the personal capabilities of entrepreneurial leaders is described. Then, we focus the exact purposeful abilities that empower entrepreneurial leaders to effectively perform the serious characters and responsibilities of the leader in entrepreneurial venture.

Innovativeness

Innovativeness has been well-defined as the quality and ability of the entrepreneurial leader to think differently, creatively and develop to unique and valuable ideas in entrepreneurial prospect acknowledgment, utilization of resource and problem solving in differently (Chen 2007; Gupta et al. 2004; Mattare 2008; Okudan and Rzasa 2006). Innovativeness is the quality that segregates the magnates from those who need just to be independent (Kuratko 2005; Mueller and Thomas 2000; Okudan and Rzasa 2006). From Surie and Ashley's

(2008) the point of view of entrepreneurial leader isto develop and creativeinnovative who are dedicated to achievement and value making.

Pro-activeness

Pro-activeness is being energetic to create and lead the upcomingfuture perspective instead of waiting or influenced him by others. It has very typically personality and with dynamic personality characteristic of entrepreneurial leaderwho manage and enable his own business at his own ways which is entirely on creativeness and wisdom (Fuller and Marler 2009) andimagine a very successful future for it (Hannah et al. 2008). It definitely develop and create and empower entrepreneurialleaders to furcate and anticipate in upcoming future challenges and problems, identify opportunities and classifyand identify the needsfor change and enhancement (Kuratko et al. 2007; Okudanand Rzasa 2006). The impact of proactive approach put effects in shape of success, business growth, and alignment with the line of sightwith creativeness andtarget to initiate entrepreneurial actions (Kickul and Gundry 2002;Zampetakis 2008). |From the learning perspective it needed that the proactive attitudemotivates entrepreneurs to highlight and recognize learning needs and involve in learningactions and different kind of training programs to manage with the predicted crises, challenges and barriers of theirbusiness management (Cope and Watts 2000; Major et al. 2006; Young and Sexton2003). Indeed, entrepreneurial leadership is a positive and proactive response toenvironmental opportunities (Surie and Ashley 2008).

Risk taking

Risk taking is the based on willingness of entrepreneurial leader to absorb uncertainenvironment andtake the big responsibility and challenge for the future (Chen 2007). Sensible andplanned risk taking is one of the communal characteristics of entrepreneurialleader, mostly, in the initialphases of the entrepreneurship procedure (Robinsonet al. 2006; Zhao et al. 2005). Moreover, entrepreneurial leaders are consideredas having a superiortendency to take risks than cope and they need to takedifferent risks in variousplatforms of their projectformation and growth (Muellerand Thomas 2000).

In addition,characteristics, entrepreneurial leader need to ownexactqualities to perform and play a successful role ofleaders in entrepreneurial endeavordetermined on leadership capabilities thatentrepreneurial CEOs need to create and develop in diversephases of their businesscreation, progress and growth, Swiercz and Lydon (2002) categorizedcapabilities of entrepreneurial leaders in to brillianttalentswithin individuals and operational-capabilities.The authors stressedknowledgeabletruthfulness, helpingthe company instead of single leader, developingoutsidemotors andmaking a maintainableorganization as self-capabilities of entrepreneurial leaders. There ismarketing, finance and human resources (HR)are the important functionalcompetencies of entrepreneurial leaders. Still, entrepreneurship intellectalsare in research to find out more exactand specific capabilities of entrepreneurialleaderwhich make them different and advantage over the others kind of leaders.(Gupta et al. 2004).Furthermore, entrepreneurial leaders learning is arelational knowledgephasewhich there are no commonly accepted theory(Kempster and Cope 2010).

Through personal development viewpoint and base on the tasks thatentrepreneurial leader faced in organization competencies and setting where theyrequire manage with the different challenges and responsibilities, Gupta et al. (2004) establishedand developed a theoreticalbase for entrepreneurial leadership. According to the model, entrepreneurialleaders face different kind of two challenges in the development of organizational leaders.The first challenge, "Scenario enactment", is future visionary where they create innovative possibilities for future. 'Cast enactment', the second challenge, elaborate as 'influencing' and inspirational a group of able and dedicatedfollowersskillfulof achieving the purposes of the scenario. Facing such challenges,entrepreneurial leaders show two seriouspartswith'building commitment' inthe groups, and identifyingboundaries and shouldinnovative and risk takers.

Therefore, entrepreneurial leaders has need to develop a group of personaland practicalcapabilities to be able to effectively developvision and do the challenging responsibilities and roles of entrepreneurial leaders(Kuratko 2007; Okudan and Rzasa 2006; Vecchio 2003). They need tobe involved in a self-motivatedprocedure of learning and development (Gupta et al.2004; Swiercz and Lydon 2002). Though there has been a practice of observing atentrepreneurship as a 'learning process', a learning viewpoint to entrepreneurialleadership traing and development has currently been conducted (Kempster and Cope 2010).

III. Entrepreneurial learning and experience

A very solid confidence in that entrepreneurial education and learning is an action orientated phase and process that where entrepreneurhave different kind of experience and business development, management and creation of new business. In specific, entrepreneur leadership education and learning becomes through a practice and experiential phase of running a new business which entrepreneursdevelop their sympathetic and exercise of leadership in a realistic context(Kempster and Cope 2010). Almost each experiential changes

entrepreneur's information in few fields and increases their faith in that area (Minniti and Bygrave 2001). It is claimed that 'by exquisite knowledge in a positive field, a person's collected information will cover extra ideas and become more consistent, thereby growing proficiency' (Holcomb et al. 2009, 171). Practice also increases entrepreneurs' creativity, business skills, systems and business position (Politis 2005). Holcomb et al. (2009) recognized a model of entrepreneurial information that organizes new learning process into two types of "direct experiential learning' and 'vicarious learning'. While 'direct experiential learning' states to the procedure of information addition from rightfeeling several features of business controlling, 'displaced learning' is the procedure over and done with which entrepreneurs accrue information by seeing the performances and actions of others and related outcomes. They further argued that both of the experiential learning procedures distress knowledge procurement and action; though, entrepreneurs tend to depend on additional on their own previous disappointment involvements instead of others failures. Kempster (2009) also proposes that entrepreneurs' leadership knowledge happen over skills of their own activities and detecting others. The authors stressed that observational knowledge, which happens over contact with others, not only forms entrepreneurs' considerations of leadership but also modifications and changing of their leadership performance and practices.

In view of that, achieve entrepreneurial venturing efficiently, except it is completed with knowledge and experience (Henry et al. 2005; Politis 2005). Entrepreneurship coaches stress important and long lasting influences of knowledge that occurs through working many tasks and responsibilities of an entrepreneur on coaching of the students' personality, functionally and on behavior entrepreneurship capabilities. During the first, experimental learning chances grow students' wish and aim to become an entrepreneur (Fiet 2000; Peterman and Kennedy 2003). This education programs will increase students' own awareness and their requirements for development, creativity (Fuchs et al. 2008; Harris and Gibson 2008; Matlay 2006; 2005; Pittaway and Cope 2007; Smith et al. 2006). Furthermore, empirical learning improves students' exact entrepreneurial abilities for primary their own business and effectively overwhelming the congenial tasks (Dhliwayo 2008; Pittaway and Cope 2007; Okudan and Rzasa 2006; Smith et al. 2006). In result, over such actions student knowledge disappointment, study from it and thus grow their skills to deal with more thoughtful tasks in the future (Fayolle and Gailly 2008). This experience is also increase the social interaction of the student which they will not be gets by the class rooms' (Dhliwayo 2008, 333). In conclusion, through this experience students will able to produce new meaning that leads to different change in thinking and behavior' (Fayolle and Gailly 2008, 580). Additionally, empirical approaches of entrepreneurship learning and education increase getting and stresses of students for entrepreneurship packages and are extra powerful in emerging their entrepreneurial capabilities (Plaschka and Welsch 1990). As such, Fuchs et al. (2008) highlighted that students should be given the opportunity to gain as much real experience as expected and possible. Such in real-life practices typically have ample extra lasting properties on the students. But there are still so much gaps to develop students' entrepreneurial leadership competences (Okudan and Rzasa 2006). How to association entrepreneurship model and exercise has been single of the maximum serious matters in entrepreneurship learning. Henry et al. (2005) indicated that dynamic and empirical approaches of entrepreneurship teaching should not result in unawareness of model. Fiet (2000) also promotes with models in entrepreneurship progressions to improve students' intellectual talents for better entrepreneurial conclusion creation. In difference, observers on extra focused on entrepreneurship models suggest the lacks of theory based methods to entrepreneurship learning in developing new creation, innovation and practical capabilities of the entrepreneurship students (Dhliwayo 2008; Heinonen and Poikkijoki 2006; Tan and Ng 2006).

Entrepreneurial learning importance and process

Recently, entrepreneurship learning has become key focus of entrepreneurship research study. That is the reason to increase interest because of the solid belief that entrepreneurial 'competencies and particularly entrepreneurial leadership' can be educate and developed through practice and entrepreneurship training and development programs (Kempster and Cope 2010; Lans and Mulder 2009; Lans et al. 2008). Furthermore, learning plays essential roles through in whole the process of new project formation, from emerging the abilities to stepping into a new venture formation (Erikson 2003) to identifying chances and managing with the tasks and changing aspects of the business world (Cope and Watts 2000; Fayolle and Gailly 2008; Harrison and Leitch 2005; Politis 2005). More prominently, entrepreneurs' efficiency in prominent business learning (managing people and resources) extremely determined on their aptitude to acquire entrepreneurial information from frequent resources and diverse settings and put on the information to adjust their performances as well as modification their business policies (Cope 2003; Murali et al. 2009; Young and Sexton 2003). Really, learning has been measured as the competitive advantage over others and one of the vigorous responsibilities of entrepreneurs (Harrison and Leitch 2005; Kempster and Cope 2010). Young and Sexton (2003) determine that 'the maximum durable entrepreneurs are those who "learn how to learn" the procedures related with obtaining knowledge'.

Anyway the stage importance of entrepreneurial knowledge, our info about the many features of this thoughtful process mostly the theoretical description and tools which personalities learn various entrepreneurial capabilities are limited (Cope and Watts 2000; Cope 2003; Corbett 2005; Harrison and Leitch 2005; Pittaway and Cope 2007; Politis 2005). More prominently, there is not sufficient info around the ways of management learning in entrepreneurial environments (Kempster and Cope 2010). Intellectuals have clear entrepreneurial education over two key viewpoints. First, learning that happened in the new venture establishment phases (Pittaway and Cope 2007, 212). Second, learning abilities essential for stepping into new venture making, interacting with the tasks and issues related in entrepreneurial venturing, and effectively leading to the new venture (Lans et al. 2008).

Agreed that entrepreneur learning is mostly an experimental procedure, the most of entrepreneurial learning are based on various features of experiential learning ideal (Kolb 1984) together with research, conceptualization, image and experience (Pittaway and Cope 2007). Based on the ideal, Politis (2005) put emphasis on that entrepreneurial learning is an experimental procedure in which information grows over time into contact with, replicating, rational and act. Rae and Carswell (2000) observed at entrepreneurial learning as the reasoning procedures of acquisition and arranging information as well as giving sense to practices. In spirit, entrepreneurial learning mentions to an energetic and continual procedure of obtaining, integrating, forming and involving the new knowledge and competencies with pre-existing structures to be retrievable for use in routine and strategic actions (Cope 2005; Holcomb et al. 2009; Minniti and Bygrave 2001; Rae and Carswell 2000). This process has three main components including experience, transformation process and knowledge, and enables entrepreneurs to effectively recognize and exploit entrepreneurial opportunities and deal with problems and crises of the new business (Politis 2005). Learning that occurs through facing, overcoming and reflecting on problems and challenges of new venture creation and development is more influential in enhancing entrepreneurial competencies and success or failure of the entrepreneurial put forward (Cope and Watts 2000; Cope 2005; 2003; Fayolle and Gailly 2008; Pittaway and Cope 2007; Politis 2005). The thoughtful influences of learning over overpowering different difficulties and serious actions is because of variety in the information and capabilities gathered from new tasks and problems likened to familiar areas (Holcomb et al. 2009). In adding further discussion to the ongoing discussions on conceptual entrepreneurial education, Lans et al. (2008) criticism on entrepreneurship research work because the limited model for educational entrepreneurial abilities. Based on the this discussion and observing at entrepreneurial learning capabilities from an learning view (Lans and Mulder 2009; Lans et al. 2008) in the perspective of university entrepreneur programs, these portions inspect various points of the entrepreneurial educational phases considering practice, societal collaboration and interactions show its impact to build the bases for emerging and developing a model for entrepreneurial leaders would be development based on a combined method to entrepreneurial learning and education.

Entrepreneurial learning and social interaction

In spite of the vigorous body of research study on the association among entrepreneurial education and practice, the literature on social features of entrepreneurial education procedure is astonishingly scarce. Though, lot of empirical research studies indicate that social interaction is very important for entrepreneurial education (Cope 2005; Man and Yu 2007; Pittaway and Cope 2007). In spirit, entrepreneurial learning happens in a multifaceted and energetic procedure of personal collaboration with the environment (Cope 2003; 2005; Rae 2007; 2000) that made a shape and develop the entrepreneurial insights, arrogances and skills (Rae and Carswell 2000). In specific, entrepreneurial leaders' competences grow only by being involved in a vibrant procedure of contact among individual and related aspects (Holt et al. 2007; Kempster and Cope 2010; Kuratko 2007; Vecchio 2003). Social collaborating learning allows entrepreneurs to discover chances and manage with the disasters of the new business management (Corbett 2005; Heinonen and Poikkijoki 2006; Pittaway and Cope 2007). Surie and Ashley (2008) decided that by performing the numerous groundbreaking parts and actions, entrepreneurs study entrepreneurial leaders over social connections and a procedure of socialization. Kempster (2009) highlighted that not only obtainability of societal connections with 'distinguished people' extremely effect entrepreneurs' leadership knowledge and growth but also diversity and range of social relations meaningfully touch their leadership knowledge (Kempster 2009, 440).

Focused that how social connections grow students' entrepreneurial knowledge, Fuchs et al. (2008) highlighted that social connections progress students' own consciousness of their faintness and assets as well as their development in communication abilities and interacting. The authors extra clarified that social connections assistance students to part and task their various visions and intellectual procedures, realize weak points on their intellectual and the techniques to increase them, exact one extra, amend their understanding on the foundation of others' considerate and, more prominently, put on the learned information and abilities to solve the difficulties. Moreover, the information increased as a consequence of societal connections among

people who have various skills and viewpoints is in a level developed than the knowledge learned by persons (Pittaway and Cope 2007).

Moreover, the interaction among separate and shared learning makes entrepreneurial knowledge more and permanent (Man and Yu 2007; Smith et al. 2006). Such societal interactive plans and programs also give social know-hows through which students exercise important duties that increased their wish to step into entrepreneurship (Peterman and Kennedy 2003). Furthermore, social communicating increase learning creativity and innovations which are the basic elements of the entire entrepreneurship procedure (Ko and Butler 2007; Rae 2006).

Entrepreneur education plans and programs give and create so many chances for students' to societal connections and interactions (Peterman and Kennedy 2003) that grow and develop their entrepreneurial capabilities in overall and entrepreneurial management in specific (Vecchio 2003). This kind of programs offer chances for communications and interaction with lecturers and peers in the groups that is serious for the entrepreneurial knowledge development and develop students' friendliness on entrepreneurial actions as well as their apparent like of entrepreneurial capabilities (Man and Yu 2007; Pittaway and Cope 2007).

Moreover, social conflicts and tasks which make to students more experienced through development of a new business vision with in their group to play a big role in allowing them to review their action and tactics with their mindset and behavior for their planning (Pittaway and Cope 2007). So, it is very important to students from different background and experiences that they will get social experience and learning in entrepreneurship learning (Heinonen 2007, 319).

Entrepreneurship kind of program also provides excess to same mind of students and people facilitation. These programs also provide chances for students to be uncovered entrepreneurs and depositors on such as training, pool meeting and business commerce where they have such chance and opportunities (Souitaris et al. 2007; Zhao et al. 2005).

Entrepreneurial learning and reflection

While many entrepreneurship scholars well-defined entrepreneurial knowledge as a mixture of experience and social contact (Cope 2005; 2003; Cope and Watts 2000; Pittaway and Cope 2007). For the actual entrepreneurial knowledge happens simply if entrepreneurs include in a procedure of examining and understanding empirical and theoretic information in different procedures of replication (Pittaway and Cope 2007). Actually, thoughtful knowledge has been measured as the maximum important learning instrument for entrepreneurs that make basic ups and downs in their awareness for cope their business efficiently (Cope 2003; Cope and Watts 2000).

Moreover, likeness makes entrepreneurs to not only integrate, rearrange their thoughtful and developed information from diverse events. They will be able to increase prevent development to handle tasks, problems and challenges for their business cope (Cope 2003; Cope and Watts 2000; Holcomb et al. 2009). Holcomb et al. (2009) noted that successive integration of accrued information 'more firmly original knowledge, extend thoughtful, and enable upcoming learning and acts' (171). This opinion highlights the part of likeness for carrying the collected and combining the diverse information attained from many situations precisely practices and social relations (Pittaway and Cope 2007). More prominently, thoughtful learning proves the serious part of persons to successfully integrate and consolidate (Holcomb et al. 2009).

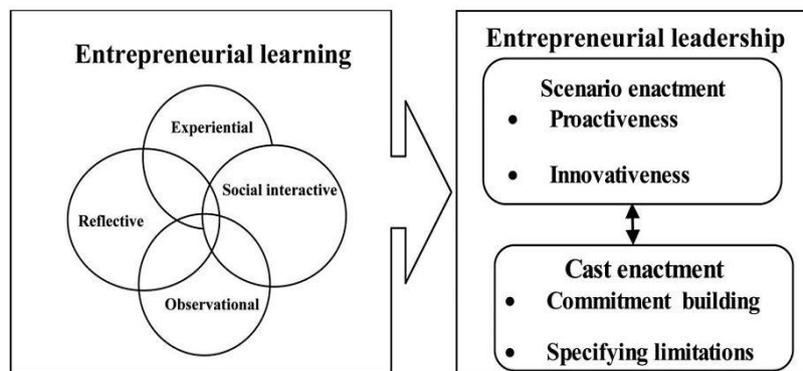
Cope (2005) argued that over reflection on the preceding difficulties and tasks entrepreneurs grow a reproductive knowledge which is reflective and probable, adaptive and positive. In Young and Sexton's (2003) opinion entrepreneurs involve in knowledge actions because of their oversensitive and positive reproduction on chances or difficulties that hamper the development and growth of businesses. But, for various entrepreneurs getting knowledge through thinking is very hard because they are not use to reflect on their acts (Cope and Watts 2000). Emerging entrepreneurial capabilities of students over reflective knowledge has only newly arisen in entrepreneurship learning programs. Focused on this ignored feature of entrepreneurship learning, Pittaway and Cope (2007) established a plan or program that is called 'new venture planning'. This plan or program will provide various opportunities that they will develop their self. But, till now there is no any detailed and comprehensive model of entrepreneurial capabilities learning that assimilates many features of entrepreneurial education and learning in order to grow the exactabilities in potential entrepreneurs that allow them to effectively perform serious parts and responsibilities of an entrepreneur (Lans et al. 2008).

IV. Methodology

This is qualitative paper. This paper explores the previous work done by different researchers. This paper also throws light on entrepreneur and leadership and also their role in an organization. This paper will also help to understand the social impacts on leadership. After studying different work, author also has presented a model for entrepreneurial leadership for learning and development.

V. A projected model for entrepreneurial leadership enlargement established on a combined method to entrepreneurial learning

One of the key apprehensions of this theoretical paper was to improve a model of entrepreneur leadership learning and expansion for which no additional model has been established yet. Draw a diagram upon the conceptual basics of entrepreneurial leadership and energetic and combined method to entrepreneurial learning (Lans and Mulder 2009), a model for entrepreneurial leadership capabilities expansion is projected. The model signifies entrepreneurial leadership enlargement as a procedure of communication and combination of diverse approaches of entrepreneurial learning as well as “experience, observation, social inter-action and reflection” (see Figure 1). According to the model, energetic involvement in diverse kinds of entrepreneurial learning grows entrepreneurial leadership abilities with skills essential for “Scenario enactment namely pro-activeness” innovative, threat and risk taking which are committed and agreeing boundaries (Gupta et al. 2004; Swiercz and Lydon 2002). The model is founded on a complete method to entrepreneurial leadership capabilities representative that the abilities can be educated and established and are consistent (Baron and Ensly 2006; Lans and Mulder 2009). On the further pointer, execution many leadership responsibilities and characters in entrepreneurial perspectives grows entrepreneurs’ considerate and ability of leadership in relative to others and their business atmosphere (Kempster and Cope 2010). Leadership performs improve knowledge entrepreneurial abilities over continually obtaining new manners, emergent new ways of considerate and knowledge how to learn as of many capitals (Cope and Watts 2000). The objective for employing an combined method to entrepreneur leadership abilities and entrepreneurial learning is threefold: first, to adjust the difficulties and “multi-faceted nature of entrepreneurial leadership learning and development” (Cogliser and Brigham 2004; Kempster and Cope 2010); second, to take in both common skills and exact leadership abilities of entrepreneurial leaders (Lans and Mulder 2009) and cover inter-reliant nature of entrepreneurial leadership abilities (Gupta et al. 2004; Lans et al. 2008); third, to increase in value the strengthening and compacting up exact of entrepreneurial education tools which have important effects on emerging entrepreneur leadership abilities (Pittaway and Cope 2007).



Source: Afsaneh Bagheri, et. al. 2011

To develop complete and perfect entrepreneur leadership qualities can be develop and learn through the process of different kind of experience and different responsibilities in various role leaders in entrepreneur activities (Gupta et al. 2004; Kempster and Cope, 2010), societal interactions and communication with with entrepreneurial minded people (Kempster and Cope 2010; Surie and Ashely 2008), are observed as real leadership exercise and practice in entrepreneurial perspectives (Holcomb et al. 2009; Kempster 2009) and replicating on leadership performances, outcomes and entrepreneurial learnings (Cope 2003; 2005; Cope and Watts 2000; Lans et al. 2008; Pittaway and Cope 2007).

Therefore, entrepreneurship coaches may need to deliver a stable chance for students in all procedures of entrepreneur leadership learning with a complete and combined method to entrepreneur-ship education if they are to enhance the number and capabilities and competencies for the future of entrepreneurial leadership.

So, entrepreneurship learners can deliver to students with projects based and actual life constraints and problem solving education opportunities (Okudan and Rzasa 2006), anywhere they can knowledge the title role of an entrepreneur leader and the task and challenge related with entrepreneur venturing, to get knowledge from numerous social connections, and reveal on their performance, education and learning results (Pittaway and Cope 2007). Entrepreneurship coaches also need to put more focus on observational-learning, the recently developing feature of entrepreneurial-leadership development (Holcomb et al. 2009; Kempster 2009). In specific, students should be providing with thoughtful learning chances and opportunities that makes them enable to create the best practice of attained information from knowledge, experience, observation and social relations. Though, thoughtful learning is the most ignored feature of entrepreneurial education in entrepreneurship learning that be worthy of more courtesy (Cope and Watts 2000).

VI. Conclusion and implications of the projected model

The main purpose of the present study was to improve and develop a model for entrepreneur leadership enlargement with studying and making the up-to-date knowledge on entrepreneurial leadership, entrepreneurial education and learning as a complex and multi-level procedure (Kempster and Cope 2010). Agreeing to the model, entrepreneur leadership enlargement is a forceful procedure of education and learning from experience, knowledge, observation, and social interaction, communication, and transforming the obtained knowledge through a procedure and process of reflection to make out entrepreneurial chances and opportunities as well as making original solutions for tasks and crises of prominent entrepreneurial ventures.

Through a sample method to entrepreneurial leadership education and learning, the projected model can be implemented in research practice development and growth for entrepreneurs as well as entrepreneur leaders in organizational setting, however it presents entrepreneur leadership enlargement and development mostly based on entrepreneurial education and learning opportunities and tasks delivered by university entrepreneurship education and learning programs. Entrepreneurs and entrepreneur leaders in well-known organizations may consider these aspects of education and learning as significant in their entrepreneur leadership development and improve their entrepreneur leadership abilities through active participation in entrepreneurship education and learning (Kempster and Cope 2010).

This integrated learning method to entrepreneur leadership enlargement and development has a significant effect on shaping the mindset, attitude and behavior of entrepreneur leadership predominantly. It also specifies that all of these education and learning features and elements are serious in learning entrepreneur leadership (Cogliser and Brigham 2004; Kempster and Cope 2010). Furthermore, it emphasizes on numerous sources through which persons can obtain entrepreneurial information and abilities and strengthening special effects of each learning source in other which is frequently overlooked in entrepreneur learning (Holcomb et al. 2009). Additionally, the model stresses on the character of personalities in managing and make over the collected knowledge to improve entrepreneur leadership capabilities with considering consideration as one of the essential elements of entrepreneur leadership improvement and developments.

Entrepreneurship coaches may also improve entrepreneur leadership abilities of university students as a view point entrepreneur leaders by engaging a sample and integrated method to designing and developing entrepreneurship learning, education and training programs. The programs should involve students in different entrepreneur leadership learning tasks and opportunities where they obtain the knowledge, information, competencies, abilities and capabilities for successful leading entrepreneurial activities.

Precisely, they may find emerging their abilities and capabilities of learning with experience, societal interaction as well as communication and mainly observation as perceptible in their entrepreneur leadership development and enlargement and to increase the probability of their success and achievement in leading entrepreneur activities and actions. More prominently, the model may help entrepreneur leaders to recognize and highlight the ignored features of their learning that hamper their leadership learning (Kempster 2009).

Exactly, entrepreneurship coaches can develop and design specific entrepreneur leadership programs, packages and ability based syllabuses based on each and every feature of entrepreneur leadership education and learning. In conclusion, if based on the model, entrepreneur leadership development and enlargement occurs through dynamic instrument of experience, observation, social interaction, communication, and reflection and more significance should be positioned on developing and enlargements the capabilities and abilities of entrepreneur leaders in learning from a different kind of variety of learning possibilities and opportunities.

Though, so long as students with a steadiness of all these characteristics of entrepreneur leadership learning is one more challenge and task that entrepreneurship coaches need to face. Presently, there happen some components of entrepreneur learning and education in entrepreneurship education, training and learning programs that may grow and develop the basic entrepreneur leadership qualities in students (Okudan and Rzasa 2006), while presenting a combination of all various aspects of entrepreneur leadership learning seems to extra effectively grow and develop the exact abilities that future entrepreneur leaders obtain to successfully handle and lead entrepreneurial venturing. Furthermore, entrepreneurship students can keep in mind and consider each of the various aspects of entrepreneur leadership education and learning as significant in learning abilities and capabilities required for leading their further entrepreneur venturing and involve in various entrepreneurial learning opportunities to grow, develop and enlargement of their entrepreneurial leadership competencies and abilities.

The projected model for entrepreneurial leadership learning, enlargement and development has many limitations for entrepreneurship researchers. First, the model offers a research moving stone for exploring entrepreneurial leadership learning, grow, enlargement and development. Furthermore, entrepreneurship researchers may take in all possibilities of entrepreneurial learning in testing and examining entrepreneurial leadership development and enlargement. Moreover, the model provides a well understanding of entrepreneur leadership learning can be the first step and milestone in developing a theory for entrepreneur leadership development. Finally, entrepreneurship researchers may consider various aspects of entrepreneur

leader-ship development in assessing the effectiveness of entrepreneur-ship education and learning programs in growing and developing students' capabilities, competencies of leading entrepreneurial actions and activities.

Even though the model may have significant limitations for entrepreneur leadership practice, education, learning and research, it needs experiential and empirical evidence to support its dependability, reliability and applicability in growing and developing entrepreneur leader-ship competencies and abilities of university students, present entrepreneur and entrepreneurial leaders in organizations. The effectiveness of the model in growing and developing entrepreneur leadership capabilities and competencies are also needs to be tested in various perspective and with original data to assess if entrepreneur leadership development is a contextual and culturally based and dependent concept. Exactly, the model needs to be observing the students with various cultural and educational backgrounds to decide and examine if demographic aspects affect the enlargement and development of the entrepreneur leadership abilities and competencies of the students.

VII. Future Research Indications

Future researches can observe and examine how this variety of education and learning opportunities and tasks helps students to grow and develop their entrepreneur leadership abilities, capabilities and competencies and how to deliver a combination of all these characteristics of entrepreneur leadership leaning, education, growing and development. Research work can also be commenced to assess and evaluate which aspects of entrepreneur leadership learning has more powerful and significance impacts on developing and growing the students' entrepreneurial leadership abilities and capabilities, which entrepreneurial leadership abilities can be knowledgeable, learn, grow and developed through each of these entrepreneur learning opportunities (Gupta et al. 2004).

References

- [1]. Anna, A. L., Chandler, G. N., Jansen, E. & Mero, N. P. (2000) Women Business Owners in Traditional and Non-traditional Industries, *Journal of Business Venturing* 15, 279 - 303
- [2]. Baron, R.A., and M.D. Ensley. 2006. Opportunity recognition as the detection of meaningful patterns: Evidence from the comparison of novice and experienced entrepreneurs. *Management Science* 52, no. 9: 1331–44.
- [3]. Chen, M.-H. 2007. Entrepreneurial leadership and new ventures: Creativity in entrepreneurial teams. *Creativity and Innovation Management* 16, no. 3: 239–49.
- [4]. Cogliser, C.C., and K.H. Brigham. 2004. The intersection of leadership and entrepreneurship: Mutual lessons to be learned. *The Leadership Quarterly* 15: 771–99.
- [5]. Cope, J. 2003. Entrepreneurial learning and critical reflection: Discontinuous events as triggers for 'higher-level' learning. *Management Learning* 34, no. 4: 429–50.
- [6]. Cope, J. 2005. Toward a dynamic learning perspective of entrepreneurship. *Entrepreneurship Theory and Practice* 29, no. 4: 373–97.
- [7]. Cope, J., and G. Watts. 2000. Learning by doing: An exploration of experience, critical incidents and reflection in entrepreneurial learning. *International Journal of Entrepreneur-ship Behaviour and Research* 6, no. 3: 104–24.
- [8]. Corbett, A.C. 2005. Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship Theory and Practice* 29, no. 4: 398–473.
- [9]. Dhliwayo, S. 2008. Experiential learning in entrepreneurship education: A prospective model for South African tertiary institutions. *Education & Training* 50, no. 4: 329–40.
- [10]. D'Intino, R.S., M.G. Goldsby, J.D. Houghton, and C.P. Neck. 2007. Self-leadership: A process for entrepreneurial success. *Journal of Leadership and Organizational Studies* 13, no. 4: 105–20.
- [11]. Erikson, T. 2003. Towards a taxonomy of entrepreneurial learning experiences among potential entrepreneurs. *Journal of Small Business and Enterprise Development* 10, no. 1: 106–12.
- [12]. Fayolle, A., and B. Gailly. 2008. From craft to science, Teaching models and learning processes in entrepreneurship education. *Journal of European Industrial Training* 32, no. 7: 569–93.
- [13]. Fernald, L.W., G.T. Solomon, and A. Tarabishy. 2005. A new paradigm: Entrepreneurial leadership. *Southern Business Review* 30, no. 2: 1–10.
- [14]. Frey, R.S. 2010. Leader self-efficacy and resource allocation decisions: A study of small business contractors in the federal marketplace. *USASBE Proceedings*, 781–810.
- [15]. Fiet, J.O. 2000. The pedagogical side of entrepreneurship theory. *Journal of Business Venturing* 16: 101–17.
- [16]. Fuchs, K., A. Werner, and F. Wallau. 2008. Entrepreneurship education in Germany and Sweden: What role do different school systems play? *Journal of Small Business and Enterprise Development* 15, no. 2: 365–81.
- [17]. Fuller, J.B., and L.E. Marler. 2009. Change driven by nature: A meta-analytic review of the proactive personality literature. *Journal of Vocational Behaviour* 75: 329–45.
- [18]. Gupta, V., I.C. MacMillan, and G. Surie. 2004. Entrepreneurial leadership: Developing and measuring a cross-cultural construct. *Journal of Business Venturing* 19: 241–60.
- [19]. Hannah, S.T., B.J. Avolio, F. Luthans, and P.D. Harms. 2008. Leadership efficacy: Review and future directions. *The Leadership Quarterly* 19: 669–92.
- [20]. Hannon, P.D. 2006. Teaching pigeons to dance: Sense and meaning in entrepreneurship education. *Education & Training* 48, no. 5: 296–308.
- [21]. Harris, M.L., and S.G. Gibson. 2008. Examining the entrepreneurial attitudes of US business students. *Education & Training* 50, no. 7: 568–81.
- [22]. Harrison, R.T., and C.M. Leitch. 2005. Entrepreneurial learning: Researching the interface between learning and the entrepreneurial context. *Entrepreneurship Theory and Practice* 29, no. 4: 351–71.
- [23]. Heinonen, J. 2007. An entrepreneurial-directed approach to teaching corporate entrepreneur-ship at university level. *Education & Training* 49, no. 4: 310–24.

- [24]. Heinonen, J., and S.-A. Poikkijoki. 2006. An entrepreneurial-directed approach to entrepreneurship education: mission impossible? *Journal of Management Development* 25, no. 1: 80–94.
- [25]. Henry, C., F. Hill, and C. Leitch. 2005. Entrepreneurship education and training: can entrepreneurship be taught? *Education & Training* 47, no. 2: 98–111.
- [26]. Holcomb, T.R., R.D. Ireland, R.M. Holmes, and M.A. Hitt. 2009. Architecture of entrepreneurial learning: Exploring the link among heuristics, knowledge, and action. *Entrepreneurship Theory and Practice* 33, no. 1: 167–92.
- [27]. Holt, D.T., M.W. Rutherford, and G.R. Clohessy. 2007. Corporate entrepreneurship: an empirical look at individual characteristics, context, and process. *Journal of Leadership and Organizational Studies* 13, no. 4: 40–54.
- [28]. Kempster, S.J. 2006. Leadership learning through lived experience: A process of apprenticeship? *Journal of Management and Organization* 129, no. 1: 4–22.
- [29]. Kempster, S.J. 2009. Observing the invisible: Examining the role of observational learning in the development of leadership practice. *Journal of Management Development* 28, no. 5: 439–56.
- [30]. Kempster, S.J., and J. Cope. 2010. Learning to lead in the entrepreneurial context. *Journal of Entrepreneurial Behaviour and Research* 16, no. 6: 5–34.
- [31]. Kickul, J., and L.K. Gundry. 2002. Prospecting for strategic advantage: The proactive entrepreneurial personality and small firm innovation. *Journal of Small Business Management* 40: 85–97.
- [32]. Ko, S., and J.E. Butler. 2007. Creativity: A key link to entrepreneurial behaviour. *Business Horizons* 50: 365–72.
- [33]. Kolb, D.A. 1984. *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.
- [34]. Kuratko, D.F. 2005. The emergence of entrepreneurship education: development, trends, and challenges. *Entrepreneurship Theory and Practice* 29, no. 5: 577–97.
- [35]. Kuratko, D.F. 2007. Entrepreneurial leadership in the 21st century. *Journal of Leadership and Organizational Studies* 13, no. 4: 1–11.
- [36]. Kuratko, D.F., and J.S. Hornsby. 1999. Corporate entrepreneurial leadership for the 21st century. *Journal of Leadership and Organizational Studies* 5, no. 27: 27–39.
- [37]. Kuratko, D.F., J.S. Hornsby, and M.G. Goldsby. 2007. The relationship of stakeholder salience, organizational posture, and entrepreneurial intensity to corporate entrepreneurship. *Journal of Leadership and Organizational Studies* 13, no. 4: 56–72.
- [38]. Lans, T., and M. Mulder. Competence, empirical insights from a small-business perspective. *Decoweb Conference: Ljubljana, Slovenia, 24–25, September 2009*.
- [39]. Lans, T., W. Hulsink, H. Baert, and M. Mulder. 2008. Entrepreneurship education and training in a small business context: Insights from the competence-based approach. *Journal of Enterprising Culture* 16, no. 4: 363–83.
- [40]. Major, D.A., J.E. Turner, and T.D. Fletcher. 2006. Linking proactive personality and the big five to motivation to learn and development activity. *Journal of Applied Psychology* 91: 927–35.
- [41]. Man, T.W.Y., and C.W.M. Yu. 2007. Social interaction and adolescent's learning in enterprise education: An empirical study. *Education & Training* 49: 620–33.
- [42]. Matlay, H. 2005. Researching entrepreneurship and education. Part 1: What is entrepreneurship and does it matter? *Education & Training* 47: 665–77.
- [43]. Matlay, H. 2006. Researching entrepreneurship and education. Part 2: What is entrepreneurship education and does it matter? *Education & Training* 48: 704–18.
- [44]. Mattare, M. 2008. Teaching entrepreneurship: The case for an entrepreneurial leadership course. *USASBE Proceedings*, 78–93.
- [45]. Minniti, M., and W. Bygrave. 2001. A dynamic model of entrepreneurial learning. *Entrepreneurship Theory and Practice* 25, no. 3: 5–16.
- [46]. Mueller, S.L., and A.S. Thomas. 2000. Culture and entrepreneurial potential: A nine country study of locus of control and innovativeness. *Journal of Business Venturing* 16: 51–75.
- [47]. Murali, S., A. Mohani, and Y. Yuzliani. 2009. Impact of personal qualities and management skills of entrepreneurs on venture performance in Malaysia: Opportunity recognition skills as a mediating factor. *Technovation* 29: 798–805.
- [48]. Murphy, S.E., and E.A. Ensher. 2008. A qualitative analysis of charismatic leadership in creative teams: The case of television directors. *The Leadership Quarterly* 19: 335–52.
- [49]. Okudan, G.E., and S.E. Rzasa. 2006. A project-based approach to entrepreneurial leadership education. *Technovation* 26: 195–210.
- [50]. Peterman, N.E., and J. Kennedy. 2003. Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship: Theory and Practice* 28, no. 2: 129–45.
- [51]. Pittaway, L., and J. Cope. 2007. Simulating entrepreneurial learning: Integrating experiential and collaborative approaches to learning. *Management Learning* 38, no. 2: 211–33.
- [52]. Plaschka, G.R., and H.P. Welsch. 1990. Emerging structures in entrepreneurship education: Curricular designs and strategies. *Entrepreneurship Theory and Practice* 14, no. 3: 55–70.
- [53]. Politis, D. 2005. The process of entrepreneurial learning: A conceptual framework. *Entrepreneurship Theory and Practice* 29, no. 3: 399–424.
- [54]. Rae, D. 2000. Understanding entrepreneurial learning: A question of how? *International Journal of Entrepreneurial Behaviour and Research* 6, no. 3: 145–59.
- [55]. Rae, D. 2006. Entrepreneurial learning: A conceptual framework for technology-based enterprise. *Technology Analysis and Strategic Management* 18, no. 1: 39–56.
- [56]. Rae, D. 2007. Connecting enterprise and graduate employability: Challenges to the higher education culture and curriculum? *Education & Training* 49: 605–19.
- [57]. Rae, D., and M. Carswell. 2000. Using a life-story approach in entrepreneurial learning: The development of a conceptual model and its implications in the design of learning experiences. *Education & Training* 42: 220–7.
- [58]. Robinson, D.A., M. Goleby, and N. Hosgood. 2006. Entrepreneurship as a values and leadership paradigm. http://epublications.bond.edu.au/business_pubs/10 (accessed July 12, 2009).
- [59]. Smith, A.J., L.A. Collins, and P.D. Hannon. 2006. Embedding new entrepreneurship programmes in UK higher education institutions, challenges and considerations. *Education & Training* 48: 555–67.
- [60]. Souitaris, V., S. Zerbini, and A. Al-Laham. 2007. Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing* 22: 566–91.
- [61]. Surie, G., and A. Ashley. 2008. Integrating pragmatism and ethics in entrepreneurial leadership for sustainable value creation. *Journal of Business Ethics* 81: 235–46.
- [62]. Swiercz, P.M., and S.R. Lydon. 2002. Entrepreneurial leadership in high-tech firms: A field study. *Leadership and Organization Development Journal* 23, no. 7: 380–6.

- [63]. Tan, S.S., and F.C.K. Ng. 2006. A problem-based learning approach to entrepreneurship education. *Education & Training* 48, no. 6: 416–28.
- [64]. Vecchio, R.P. 2003. Entrepreneurship and leadership: Common trends and common threads. *Human Resource Management Review* 13: 303–27.
- [65]. Yang, C.-W. 2008. The relationships among leadership styles, entrepreneurial orientation, and business performance. *Managing Global Transitions* 6, no. 3: 257–75.
- [66]. Young, J.E., and D.L. Sexton. 2003. What makes entrepreneurs learn and how do they do it? *Journal of Entrepreneurship* 12: 155–82.
- [67]. Yukl, G. 1998. *Leadership in organizations*. 4th ed. Upper Saddle River NJ: Prentice Hall.
- [68]. Zampetakis, L.A. 2008. The role of creativity and proactivity on perceived entrepreneurial desirability. *Thinking Skills and Creativity* 3: 154–62.
- [69]. Zhao, H., S.E. Seibert, and G.E. Hills. 2005. The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology* 90, no. 6: 265–72.