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Stakeholder-Informed Curriculum Review of a Bachelor of Science in Entrepreneurship Program: Industry Demands, Graduate Competencies, and Curriculum Enhancement Priorities

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ABSTRACT

Entrepreneurship programs need to respond to evolving business environments while equipping future entrepreneurs with the knowledge, skills, dispositions, and values necessary for effective entrepreneurial practice. This study explored multiple stakeholders' perspectives on the Bachelor of Science in Entrepreneurship curriculum at a Philippine higher education institution, focusing on perceived industry demands, preferred graduate competencies, and recommendations for curriculum enhancement. The study used a qualitative approach to collect data from a facilitated focus group comprising of students, faculty, and alumni who are already professionals and entrepreneurs. The data obtained from the focus group discussion were analyzed using thematic analysis to determine commonalities among stakeholders' responses. Four perceived industry-demand themes were identified: sustainability, market development, soft skills, and functional and technical skills. As to the areas of the curriculum that need strengthening, participants identified experiential learning, mentoring, support systems, and the development of communication and technical competencies. Graduates' critical thinking, marketing, and leadership capabilities, along with their motivation, were identified as important graduate competencies, as well as their value systems, which included integrity, empathy, community orientation, innovation, and spirituality. A course-level competency map was likewise developed as part of the curriculum review process.

INTRODUCTION

Entrepreneurship education should enable students to identify opportunities, organize resources, produce value, and manage risk. The skills and knowledge needed to accomplish these tasks can vary as markets, technology, consumer preferences, and organizational structures change. Therefore, higher education institutions must have processes to assess whether the objectives and learning experiences of their entrepreneurship courses remain relevant to the environments where graduates may be employed or start businesses. Using a curriculum review is one way to gather the views of several groups involved in the education process. For example, curriculum reviews can collect the views of students currently in the program, faculty who create and teach the material, graduates (alumni) applying what they learned since graduating, and professionals (practitioners) working with current business needs. By using these different stakeholder viewpoints, it is possible to identify priorities that would not be apparent from reviewing the curriculum documents alone. At the same time, the viewpoints of each stakeholder group should be considered only one of many types of information used to determine whether the curriculum meets industry needs or is effective.

Research into entrepreneurship education has demonstrated a variety of approaches to developing entrepreneurship education curricula and instructional practices. For example, there can be variation in what is learned about entrepreneurship (e.g., learning about entrepreneurship), what is learned for entrepreneurship (e.g., learning for entrepreneurship), and what is learned through entrepreneurial practice (e.g., learning through entrepreneurial practice (Sirelkhatim & Gangi, 2015). In addition to documenting the different types of entrepreneurship education, researchers have reviewed the scope of entrepreneurship education research and the potential role of experiential and extracurricular approaches in enhancing entrepreneurship education. Researchers have also identified limitations in the current evidence base and in establishing causal links between participation in entrepreneurship education and entrepreneurial outcomes (Kumar *et al.*, 2024; Carpenter & Wilson, 2022). Overall, these results indicate that entrepreneurship education curricula are relevant not only because they include business-related topics but also because they translate desired learning outcomes into learning experiences that enable students to apply their knowledge, acquire relevant skills and competencies, and reflect on their own entrepreneurial activities.

Entrepreneurial capability is an appropriate framework for the study. The EntreComp framework is a common reference point for defining and evaluating the development of entrepreneurship-related knowledge, skills, and attitudes (Bacigalupo *et al.*, 2016). Entrepreneurial capabilities have also been categorized into domain, personal, and social capabilities and compared with existing competence frameworks (Tittel & Terzidis,

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2020; Bernadó & Bratzke, 2024). In addition, there have been studies on educational methods/strategies/tools that can help students develop capabilities like creativity, self-efficacy, risk-taking, and innovation (Branca *et al.*, 2025). These studies demonstrate the significance of establishing direct relationships among stakeholders' expectations, graduates' attributes, learning priorities at the course level, and the educational experiences designed to cultivate these.

A stakeholder-informed review was undertaken to obtain feedback on industry requirements, graduate expectations, and areas of the Bachelor of Science in Entrepreneurship program evaluated in this research that could benefit from enhancement. This study does not attempt to represent the entire industry, but rather, it employs stakeholder input as context-specific information to facilitate curriculum deliberations and establish competency categories at the individual course level.

LITERATURE REVIEW

Curriculum Review and Stakeholder Engagement

The purpose of a curriculum review is to examine how well a program has met its intended learning outcomes, as well as the relevance, coherence, and effectiveness of the program's content, learning experiences, and assessments. A review that includes stakeholder participation can provide insight into the types of experiences individuals have with the curriculum. For example, students can provide input on their learning experiences, faculty can provide insight into teaching and assessment practices, former students (alumni) can reflect on the value of their prior learning, and working professionals (practitioners) can describe which skills/abilities are important to them in the workplace. Each of these perspectives provides additional insights into the curriculum, however, none of them are directly comparable to one another. When interpreting results from a stakeholder review, it is best to compare them to the program's goals, course outlines/syllabi, student assessment data, and any relevant national/state/professional standards.

Curriculum review is an examination of both the appropriateness of the program material and the relationship between the stated goals for student learning, the instructional methods used to help students meet those goals, and how student progress toward meeting those goals will be measured. Aquino (2024) noted that establishing consistency across the curriculum, instructional methods, and assessment methods is essential to address educational objectives effectively. Pardito (2022) stated that reviewing current curriculum materials and the learning competencies developed through them can help identify areas for improvement. Together, the above two references support the need for a systematic curriculum review process that addresses the expected outcomes of a program as well as how each course or learning experience within that program is contributing to the realization of those outcomes. In addition to the ideas supported by the previous references, this study includes the viewpoints of stakeholders as a means to assess the strengths, weaknesses, and potential improvements of the curriculum.

Entrepreneurship Education and Curriculum Relevance

Sirelkhatim &and Gangi (2015) identified several types of entrepreneurial education based on purpose and method. They examined how curricula were taught and what each included. They found a wide range of instructional methods used in the various educational programs. Some programs focused on teaching students about entrepreneurship, while others were designed to prepare students to start their own businesses, and still others focused on helping students learn through entrepreneurship. This categorization of entrepreneurship education is important when reviewing curricula because some programs may teach the basics of entrepreneurship but do not allow students enough time to practice applying those concepts in real-world or simulated business environments.

More recent studies show that entrepreneurship education at the university level is a large and continually growing area of interest. For example, Kumar *et al.* (2024) conducted a review of all literature published on this subject between 2002 and 2022 and identified several themes and aspects across the literature. Carpenter and Wilson (2022) examined what people know about entrepreneurship education for higher education students, focusing on experiential learning and extracurricular activities, as well as on constraints that limit one's ability to draw causal inferences. Together, these two studies provide support for examining both the content of courses that teach entrepreneurship and the methods students use to learn the skills necessary to become entrepreneurs.

Curriculum relevance, then, is not just about bringing in new subjects. Instead, it involves making logical connections between what stakeholders want, what programs accomplish, what courses teach, how teachers instruct, and how student success is measured.

Entrepreneurial Competencies

Entrepreneurial competence encompasses the abilities required to identify opportunities, create value, use resources effectively, interact with others, and adapt to changing environments. Tittel and Terzidis (2020) conducted a review and identified three areas of entrepreneurial competence: domain, personal, and social. Similarly, the EntreComp framework provides a model for understanding entrepreneurship as the process of converting ideas/opportunities into value for other people (Bacigalupo *et al.*, 2016). Both models provide valuable theoretical frameworks for conceptualizing the diverse range of knowledge, skills, attitudes, and values applicable to graduates of entrepreneurship programs.

Research on entrepreneurial competence has explored how previously identified competences relate to the EntreComp framework and has acknowledged that

individual psychological and environmental variables are relevant to entrepreneurship (Bernadó & Bratzke, 2024). In addition, studies of entrepreneurship education have examined relationships among different types of education and various student characteristics, including self-efficacy, creativity, risk-taking, and innovation (Branca *et al.*, 2025). Together, these studies indicate that the development of entrepreneurial competence will depend upon both the content delivered to students and students' opportunities to practice, receive feedback, and use the knowledge they gain through their experiences.

The three categories employed in this research, namely behavioral, functional, and professional competencies, are practical groupings of the course-level map. However, these categories cannot be equated with those listed in EntreComp or in Tittel and Terzidis (2020).

Experiential Learning in Entrepreneurship Education

Experiential education provides a way for students to apply their conceptual knowledge through entrepreneurship. Some examples of how this could be done include using business simulations, completing an enterprise project, visiting businesses, interacting with entrepreneurs, conducting market research, and/or developing and implementing business ideas. Experiential education allows students to learn about decision-making, opportunity identification, customer interaction, resource allocation, and reflection.

Figueiredo and Galina (2023) provided a review of experiential learning in entrepreneurship education. Carpenter and Wilson (2022) conducted a review of the research on how various entrepreneurial education models have been received by university students. Research findings suggest that experiential learning opportunities and extracurricular activities are viable curriculum options however, the degree of certainty regarding any conclusions drawn from such studies will depend on their limitations. An activity in itself does not provide sufficient proof that learning has occurred. Learning must be demonstrated through specific learning objectives, followed by assessment of those objectives through a variety of methods of obtaining evidence of learning. Thus, stakeholder recommendations regarding providing more practical experiences can be converted into questions concerning the nature of the experience provided, which competencies are addressed by this experience, what extent of student responsibility will exist in relation to the experience, how well is mentoring/feedback provided to students involved in the experience, and what types of data will be collected to demonstrate that students have learned from the experience.

Industry Alignment and Curriculum Enhancement

Business environment influences include technology, customer actions, markets, regulations, and the ways companies provide value. Entrepreneurship education can cover courses such as digital advertising, e-commerce, financial literacy, communication, market research, and business plan development. However, the importance of each of these will depend on whether they are relevant to students' needs, not just on what is happening in the world today.

A stakeholder-informed approach can identify perceived industry needs and graduate capability requirements. These results may be compared with approved program outcomes, course-level outcomes, teaching & learning activities, assessments, and external standards. This study is based on this approach, using a stakeholder perspective to develop potential learning priority areas, but it does not suggest that the FGD results are indicative of full industry compatibility.

MATERIALS AND METHODS

Research Design

The study used a qualitative descriptive design to determine participants' perceptions about the relevance of the BS in Entrepreneurship curriculum to the industry and potential improvements to it. The design was suitable because it enabled the researcher to describe the opinions, priorities, and suggestions of each stakeholder group.

Setting and Participants

On March 17, 2023, the Business Administration and Entrepreneurship department of the HEI under study initiated the curriculum review process. A total of 13 participants representing four stakeholder groups (5 senior-level students; 2 full-time faculty; 3 employed graduates; and 3 graduates who have started and operate their own businesses) participated in the curriculum review.

All five students involved in the curriculum review had completed part of their practicum when the review took place thus, they had a reference point for evaluating the curriculum's perceived applicability to entrepreneurial practice. Both faculty members participating in the study were full-time instructors at the university. They could therefore reflect on how the curriculum was delivered and how well students were developing relevant competencies. Three of the alumni employed outside the university offered reflections based on their current workplace experiences. The other three alumni who owned and managed their own enterprises provided insights into their entrepreneurial pursuits and business management experience.

Stakeholders were included to provide different viewpoints of the curriculum. Students at the end of their studies offered views as students; faculty members offered views as faculty; employed graduates offered views as professionals; and self-employed graduates offered views as entrepreneurs. Each group provided input on what they believe the industry/employer expects of graduates; the values/competencies they expect of graduates; areas within the curriculum that can be improved; and competencies that can be developed through coursework.

Data Collection

Prior to the curriculum review, prospective participants received an invitation sent via email explaining the purpose of the activity. At the beginning of the review, the Program Chair reiterated its objectives, explained the discussion process, and outlined what participants could expect from their involvement. Participants were also assured that no personally identifying information would be included in the presentation of the findings.

The focus group discussion (FGD) was held on March 17, 2023, with 13 participants, including 5 senior-level students completing their practicum, 2 full-time faculty members, 3 alumni currently working, and 3 alumni running their own businesses. The FGD ran for about 2.5 hours, and all participants had the opportunity to discuss their thoughts and experiences and to make recommendations regarding the enhancement of the BS in Entrepreneurship curriculum.

The discussions occurred over 5 separate rounds based on the predetermined questions. In the first two rounds, discussion centered on how the program met industry needs and where improvements could be made. In rounds three and four, the specific skills and values each graduate should have were identified. Finally, in round five, participants examined the behavioral, functional, and professional competencies that students must develop through the individual entrepreneurship courses. A facilitator and a note recorder were present during the discussions to conduct and record the activity.

The set of questions that were asked during the focus group discussion came from a questionnaire developed for the higher education institution's (HEI) Social Entrepreneurship Education Program. The questionnaire was an output of Rigor (2015) study, Reframing the Filipino Entrepreneurial Mindset from Doing Well to Doing Good: A Basis for the Development of the Social Entrepreneurship Education Program for an ASAIHL-Member Institution. These questions were used to facilitate conversation and obtain stakeholder opinions regarding the competencies and values that students need to acquire through the Entrepreneurship curriculum.

Data Analysis

The qualitative data gathered from the focus group discussion (FGD) were analyzed using thematic analysis. Coding was performed manually because the volume of qualitative data was manageable. The analysis involved familiarization with the discussion records, identification of meaningful units of data, development of initial codes, grouping of related codes, and generation and refinement of themes. The themes were then organized according to the study objectives, covering perceived industry demands, areas for curriculum enhancement, desired graduate skills and values, and course-level competencies. Participants' answers were complementary as they provided various viewpoints and perspectives related to the subjects being studied. Interpretation of the results primarily centered around the substantive meaning of participants' answers and how those answers relate to the research goals. All of the competencies that were found were presented in no specific order or rank. Therefore, the order in which these competencies appear does not reflect their relative importance or priorities.

RESULTS AND DISCUSSION

The findings are presented as stakeholder perceptions derived from the focus group discussions. They are context-specific and should not be interpreted as a representative estimate of all employers' needs or as a direct measure of students' actual competencies.

Identified Industry Demands

The four themes that emerged from the responses were sustainability, market development, soft skills, and functional/technical skills. These themes suggest that participants perceive entrepreneurship education as encompassing both the development and viability of business operations and the individual competencies and technical knowledge required to manage a business successfully.

1. **Sustainability.** The most frequently reported response was *"Sustainability," which had two related sub-themes: "business creation/employment" and "economic growth."* These results indicate that people start businesses to earn money, employ others, contribute to the overall economy, and achieve long-term sustainability. This shows how crucial entrepreneurs are in developing nations by using creative business strategies to respond to current needs while anticipating future challenges.

2. **Market Development.** Market Development was the next most common theme that emerged, with E-commerce and Borderless Markets being the two most prominent sub-themes. The significance of market development became more apparent during the COVID-19 pandemic as it accelerated digital transformation and enhanced E-commerce use at a time when economic activity was limited. With lockdowns during that time, both businesses and consumers were forced to use digital platforms to buy and sell goods. Due to this shift, E-commerce grew significantly, growing its share of global retail trade from 14% in 2019 to more than 17% in 2020 (UNCTAD, 2021).

The importance of developing students' knowledge and skills to utilize digital platforms to develop markets and adapt to the changing business environment is highlighted by the comments of two participants in the focus group discussion, who indicated that the pandemic has altered the way businesses operate and emphasized the need for an effective online presence. One entrepreneur-participant stated that, in addition to operating physical retail outlets in Pasig and Cubao, he is currently developing a distribution network using Lazada and Shopee to increase the size of the target market for the auto parts he sells.

3. **Soft Skills.** The focus group discussion also identified soft skills as a significant need in the industry

and areas where the BS in Entrepreneurship program could help develop them. Participants, particularly alumni professionals and entrepreneur-participants, identified communication, negotiation, and rapport building as essential skills for success in entrepreneurship. Moreover, participants indicated a need for entrepreneurship education that provides students with both entrepreneurial knowledge and the ability to improve their communication/interpersonal skills.

4. **Functional/Technical Skills.** The fourth theme concerned the development of functional/technical skills. Entrepreneur-participants stated that knowledge of accounting, marketing, social entrepreneurship, and business law and taxation is of utmost importance for entrepreneurs. Both professionals and entrepreneurs agreed that a deep understanding of these areas will be very helpful for graduates who wish to pursue entrepreneurship. For example, one participant shared a personal reason why he believes students should learn about these subjects. He explained, "*Sometimes, I have to do something related to Accounting. I know that I learned about it in college, but I cannot remember how to do it since I did not listen to the lectures when we had that class.*" This experience highlights the importance of not only including functional and technical subjects in the curriculum but also ensuring that students understand and can apply the concepts they learned.

Overall, results of the study indicate that the BS in Entrepreneurship Program should provide an appropriate mix of learning experiences so that the students may begin a successful business on a long-term basis, capitalize on new opportunities in the marketplace, develop positive working relationships with fellow employees/ entrepreneurs, and utilize their technical expertise when required to run entrepreneurial businesses.

Areas Needing Strengthening

Areas for improvement in the BS in Entrepreneurship curriculum can be summarized into four themes: Experiential learning, Mentoring, Support Systems, and the Development of soft and functional skills.

1. **Experiential Learning**. Participants unanimously agreed that experiential learning is the most effective approach to teaching entrepreneurship, as it allows students to apply their knowledge and skills in real-world business situations. To create the right atmosphere to encourage students to become entrepreneurial thinkers and doers, contemporary approaches to entrepreneurship education suggest that it is more important to inspire students to be creative thinkers and problem solvers than simply provide them with facts about entrepreneurship. Experiential learning that provides students with hands-on experience in real-world settings is much more effective at fostering personal motivation and an entrepreneurial mindset. Heinze (2020) suggests that fostering an entrepreneurial mindset among students requires an educational environment that goes beyond formal teaching. This includes providing opportunities for students to learn from role models, such as entrepreneurs who have started successful businesses, opportunities to visit businesses or companies, and opportunities to transform their own ideas into reality. While the current BS in Entrepreneurship program under study allows students to practice starting a business in partnership with a local mall, student-participants indicated that additional hands-on learning opportunities would enhance their education. In addition, students recommended that the department partner with alumni entrepreneurs to provide students with the opportunity to visit their alumni's businesses. This type of experience could show students that their alumni were once students just like them, thereby inspiring them to pursue their own entrepreneurial interests in the future.

2. **Mentoring.** Mentoring was identified as the second theme during the discussions. The role that mentoring plays in entrepreneurship education cannot be overstated. All participants stated that there should be a formal mentoring program in which groups of students are paired with practicing entrepreneurs so that those entrepreneurs may mentor the students through the entire entrepreneurial process, including identifying ideas, developing products, conducting market research, and implementing their businesses. As a result of this mentoring program, students will gain the capacity to look at problems from a broader perspective. They will be able to consider other ways of doing things beyond what has always been done, and they will learn how to *"think out of the box."*

3. **Support Systems.** The third theme that emerged from the discussion that needs strengthening focuses on the importance of support systems, especially family support, when individuals want to start or run an entrepreneurial venture. This theme is closely linked to mentoring. One participant said, "*Fortunately, my family is in business, so I get their support, and they understand me. But what about the other people? Not everyone has this kind of support, so it's very hard.*" Another participant, who graduated in July 2020 and is currently working with his family to operate their printing company, also expressed the same idea that entrepreneurship requires a support system. Both participants, who are entrepreneurs, believe that having a group of people around them who understand the struggles of operating a business will help one be more resilient and successful in the high-stress, fast-paced environment of entrepreneurship.

4. **Development of Soft and Functional Skills.** The last theme identified through the FGD that needs strengthening was the development of soft and functional skills. Participants agreed on the importance of providing opportunities for students to develop and enhance their soft and functional skills. An alumnus, currently working as an area manager at a utility company, stated that both oral and written communication skills are crucial for students, especially since they may interact with a range of stakeholders. She added that the interpretation of words can vary greatly depending upon the contet, therefore,

clear communication is necessary. Another participant, who works in a multicultural organization, stated that working with employees from many different nationalities and cultures is common in almost every workplace thus, the ability to communicate effectively and clearly with others is increasingly important.

An entrepreneur-participant emphasized that, aside from effective communication, a solid foundation in accounting and digital marketing is essential for managing a business. He shared, *"Kung meron akong requirements na connected to accounting, mag-consult ako sa aking nanay. Pero as a first-time business owner, you cannot rely entirely on your parents for all your business needs. You must learn the basics of accounting so that you can manage your own business."* This statement highlights the importance of developing accounting competencies, particularly for entrepreneurs who may not have access to immediate guidance or support from family members. Another participant who operates a family-owned printing company also expressed similar sentiments, emphasizing the importance of accounting in monitoring the business's financial status and overall performance. The participant stated ,*"The use of accounting is very important for our printing company. Accounting allows us to monitor our company's current status thus, we should enhance our accounting competencies."* This highlights the need to strengthen students' accounting knowledge and skills to enable them to monitor business performance and make informed decisions. In addition, participants agreed on the importance of digital marketing in today's business environment. This reflects the growing trend toward conducting business online and the fact that most potential customers are likely to be found online. The participants' views demonstrate a need to increase skill development in both soft skills (e.g., communication) and functional skills (e.g., accountancy and digital marketing) to equip students to meet the real-world requirements of starting and running a small business.

Skills and Competencies Expected from Entrepreneurship Graduates

Results indicated that critical thinking, marketing, leadership, and personal motivation were identified as significant graduate skills and competencies. The reported sub-themes were communication, analysis, problem-solving, decision-making, product knowledge, customer orientation, resource management, visionary thinking, risk-taking, and teamwork. These suggest that entrepreneurship requires capabilities in business-specific areas and also the ability to make decisions and work effectively in teams when facing uncertain environments.

1. **Critical Thinking and Problem-Solving.** Participants, particularly faculty, alumni, and entrepreneurs, noted that it is important for Entrepreneurship graduates to develop critical thinking and problem-solving skills. These include the ability to identify and resolve issues with customers, suppliers, employees, and other aspects of a business's operation. This indicates that curriculum-related activities need to allow students to analyze data, evaluate alternatives, make choices based on the evaluation, and then reflect on the results of their choices. Rather than just repeating facts and concepts, students should be required to demonstrate their understanding through various types of evidence such as case studies, market analysis, business simulation, and documenting the reasoning behind each choice they make.

2. **Marketing and Customer Orientation.** Participants indicated that students should develop a clear understanding of product knowledge, customer orientation, and resource management. Based on their responses, it appears that students will benefit from developing an understanding of what customers need, how to convey the benefits of products or services, and how to consider customers' needs and purchasing capabilities. These can be used to develop learning activities in market research, consumer behavior, digital marketing, sales, and entrepreneurial marketing.

3. **Leadership and Teamwork.** Professional and entrepreneur participants emphasized leadership and teamwork. They are in agreement in saying that entrepreneurs are responsible not only for the daily operations of their businesses but also for inspiring their employees and fostering a shared sense of purpose. Therefore, entrepreneurs need strong leadership skills. Strong leadership allows an entrepreneur to focus each employee's efforts on achieving the overall business goals while encouraging employees to work together to achieve them. These indicate that higher education institution under study should create opportunities for students to apply these competencies through tangible entrepreneurial actions, including establishing clear goals, developing and implementing an action plan, assigning responsibilities to employees, identifying and mitigating risks, and coordinating employee activities. Creating learning activities and simulated business environments that require students to perform each of the above-mentioned tasks will help them develop the ability to make decisions and lead others, enabling them to operate and expand their venture successfully.

4. **Personal Motivation and Resilience.** Entrepreneur-participants viewed motivation, perseverance, and commitment as key characteristics for achieving their entrepreneurial dreams. Participants also believed that these traits would be especially useful when dealing with uncertainties and setbacks, and in maintaining focus throughout the process of building a successful business. An example was illustrated by the experience of an entrepreneur-participant who started seven different businesses before finding success with his present company. His entrepreneurial path illustrates the value of resilience, as each time he attempted to start a new business, he had to persist through obstacles and maintain a strong desire to reach his goal. He added that motivation and perseverance helped keep him focused on his entrepreneurial path and suggested that success can be achieved through multiple attempts to build a business, learning from failures along the way, and maintaining the determination to move forward.

Values Expected from Entrepreneurship Graduates

The participants identified several characteristics they considered important for entrepreneurs: spirituality, compassion, community orientation, empathy, innovation, passion, and integrity. Within the institutional setting of this study, spirituality was defined in terms of gratitude, faith, relationships, values, and a sense of purpose. Entrepreneur-participants believed that entrepreneurship involved more than simply achieving business performance, i.e., personal meaning and responsibility. Compassion and empathy were both related to understanding customer requirements and the needs of others who may be affected by business decisions. Community orientation was demonstrated through a participant's description of work completed to provide access to services and support the community's well-being. Innovation was considered an important aspect of differentiating businesses and reacting to changing circumstances. Integrity was seen as essential for developing trust. These values must be presented as those identified by the participants in their specific institutional environment. They are not to be viewed as universal requirements developed by the researcher.

In developing a curriculum, values-based learning may be connected to observable actions (e.g., clear communication, responsible resource allocation, fairness toward all stakeholder groups, consideration of the societal impact of one's decisions, reflection on ethical issues) that occur within the participant's workplace/business.

Development of the Competency Map

The course-level competency map was created based on input from stakeholders participating in the curriculum review process. During the curriculum review process, participants reviewed each course in the Entrepreneurship curriculum. They identified the specific behavioral, functional, and professional competencies that students will acquire as part of their educational experience. Participants focused on identifying the knowledge, skills, attitudes, and capabilities that are essential for successful engagement in entrepreneurial activity and enterprise development.

The competencies as identified by the participants have been grouped into three separate categories. Behavioral competencies are the attitudes, personal characteristics, or behavioral tendencies that affect how students view and respond to entrepreneurial challenges and tasks. Functional competencies are the technical knowledge and abilities needed for performing both entrepreneurial and business-related tasks. Professional competencies include the application of knowledge and skills, and decision-making in directing business operations, establishing entrepreneurial ventures, and responding appropriately to real-world business problems.

In addition, the resulting matrix provides a course-by-course mapping of the identified competencies to each course, illustrating the potential contributions of each subject toward developing entrepreneurial competencies. Rather than suggesting that every course should cover all three competency areas, the mapping acknowledges that courses will focus on different competency areas based on the course's focus/subject matter and intended learning outcomes.

This map was created to assist in aligning curricula, developing course-level learning outcomes, planning instruction, and designing assessments. It will assist faculty in identifying opportunities to further develop competencies across courses and in determining whether certain competencies need to be reinforced or more explicitly incorporated into the curriculum.

The matrix is intended to show the potential results of the curriculum review process. Therefore, it is important to remember that all matrix contents represent stakeholder-defined competencies, not an indication that students have acquired those competencies or that the competency-to-

Table 1: Proposed Course-Level Competency Map for Entrepreneurship Education (Context-specific)

Course	Behavioral Competencies	Functional Competencies	Professional Competencies
Basic Microeconomics	Curiosity,resourcefulness, openness toalternativ ideas	Supply and demand analysis,economicanalysis	Evidence-based business decision-making
HumanResource Management	Motivation, adaptability, responsibility	Recruitment,human resource planning, performance management	People management, interpersonal skills
Operations Management	Initiative, resourcefulness, creativity	Demand forecasting, operations, logistics management	Operational planning, process improvement
Strategic Management	Resilience, adaptability, results orientation	Strategic analysis, contingency planning, risk management	Strategic direction-making and implementation
Entrepreneurial Behavior	Passion, persistence, curiosity, creativity, motivation	Opportunity seeking, information search and analysis	Entrepreneurial opportunity development and value creation
Social Entrepreneurship	Values-drivenorientation, empathy, social responsibility	Social needs analysis, business strategy	Sustainable social enterprise development and stakeholder engagement

Innovation Management	Creativity, curiosity, Innovation orientation	Research and analysis, innovation methods	Innovation implementation and value creation
Business Law and Taxation with Focus on Laws Affecting MSMEs	Integrity,responsibility, accountability	Tax computation, Regulatory compliance	Ethical and legally compliant business management
Pricing and Costing	Calculated risk-taking, attention to detail	Cost analysis, pricing, break-even analysis	Pricing decisions and profitability management
Financial Management	Calculated risk-taking, resourcefulness, willingness to learn	Budgeting, financial analysis, cash-flow forecasting	Financial decision-making and risk management
Market Research and Consumer Behavior	Curiosity, creativity, customer orientation	Market research, consumer analysis	Market opportunity evaluation,customer-focused strategy
Business Plan Preparation	Visionary thinking, creativity, initiative, strong work ethic	Market research, financial projection, business plan preparation	Businessfeasibility evaluation and evidence-based planning
Business Plan Implementation 1	Action orientation, persistence, esponsibility	Accounting, Marketing, Operations, Financial Management	Business plan execution and operational coordination
Programs and Policies on Enterprise Development	Learning orientation, resourcefulness, initiative	Enterprise development, program and polic analysis	Application of enterprise support mechanisms
Business Plan Implementation II	Autonomy, growth mindset, persistence, strong work ethic	Marketing, operations, financial monitoring, performance analysis	Integrated business management and performance management
E-Commerce	Creativity, adaptability, initiative	E-commerce operations, digital contentmanagement	Digital business management and market expansion
Entrepreneurial Marketing Strategies	Growth mindset, opportunity recognition, adaptability	Marketing research, segmentation,positioning	Marketing strategy implementation and customer acquisition
Franchising	Self-efficacy, opportunity recognition, calculate risk-taking	Franchise-model analysis, financial feasibility assessment	Franchise selection and management
Introduction to Digital Marketing	Creativity, initiative, adaptability	Digital marketing, content development, data analytics	Digital campaign implementation and evaluation
Current Trends in Entrepreneurship	Curiosity, creativity, adaptability, opportunity recognition	Environmental scanning, trend analysis	Evaluation of emerging opportunities and business model adaptation
Family Business Management	Personal motivation, self-efficacy, responsibility	Family business management,governance, succession planning	Leadership, conflict management, and business continuity

Note: The competency map was developed from stakeholder discussions during the curriculum review process. Competencies are grouped according to their primary emphasis in relation to each course. The mapping is proposed and has not been presented as an independently validated framework.

course relationship has been tested in practice.

Implications for Curriculum Enhancement

The findings offer insights into how to improve the Entrepreneurship curriculum. First, it would be beneficial to identify when each competency is taught, practiced, developed, and evaluated. Second, students would benefit from more hands-on opportunities to apply the knowledge acquired through practical exercises. In addition, the opportunity to receive feedback on their work and reflect on their experience is also valuable. Third, the use of mentors and other institutional support will enable students to receive guidance and learn from real-world business situations. Fourth, the learning objectives and evaluation methods for communications, accounting, digital marketing, and market research may require further review.

The competency map being proposed needs to be

reviewed against the current program outcomes, existing course syllabi, student assessments, and any other available data regarding what students have learned.

CONCLUSION

This study used a qualitative method to determine perceived industry demands and areas for enhancement within the curriculum of a Bachelor of Science in Entrepreneurship program at a Philippine higher education institution. The participants identified several areas that could benefit from additional focus, including sustainability, market development, soft skills, and functional and technical skills. In addition, participants noted that other areas need more attention, such as experiential learning, mentorship, support systems, and the development of communication and technical capabilities. The participants indicated that some of the most critical graduate competencies include critical thinking, problem solving, marketing, leadership, and personal motivation. In addition, the participants identified some of the most critical values that should be developed in graduates, including integrity, empathy, community orientation, innovation, and spirituality.

The practical application of this research is a potential method of converting stakeholders' views on their needs into course-specific competency priorities. The research indicates that curriculum review should focus not only on the content being taught but also on providing students with opportunities to use their newly acquired skills and knowledge, receive feedback, and demonstrate their competence. Although the research does not provide a complete picture of industry alignment or the success of specific instructional methods, the suggested competency map must be evaluated relative to official program outcomes, course learning outcomes, assessment results, and other appropriate external standards prior to its use in formal curriculum revision.

Future curriculum review will need to gather additional stakeholder perspectives after implementation to assess whether changes in learning activities and assessments support the intended competencies. Additional data from employers, alumni, faculty, and student surveys, course assessments, and external standards will help determine the top priorities for the curriculum and how it should develop.

Since this study represents the views of stakeholders within just one Philippine Higher Education institution, the results cannot be considered representative of the industry's needs or the curriculum's overall effectiveness. Therefore, the results of this study should be viewed only as an indication of stakeholders' opinions on how to improve the Entrepreneurship curriculum of the specific HEI.

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