

*Entrepreneurial Education –  
What is different?*



**Professor Dr. Helge Löbler**  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Application*

**How would classical business schools  
educate  
piano players?**

Professor Dr. Helge Löbler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

## They give lectures on piano playing



Professor Dr. Helge Lebler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

## They let their students read books ...

UNIT 1 Copyrighted Material

### THE KEYBOARD

Open the lid of your piano and you'll find a neat arrangement of black and white keys: the keyboard. Don't worry, it's not as different from the keyboard on a computer which was named after this one. In fact, it's a lot simpler. There are only two types of key, black and white.

Look at the pattern they form. Mostly, white keys alternate with black keys: white, black, white and so on. But sometimes two whites sit next to each other with no black key between them. This means most of the black keys have a larger gap between them than others. Look at the white keyboard and you will see that the black keys are in a group of two, then a group of three, then another one and so on.

These black keys in groups of two and a group of three, with the seven white keys around them, form a pattern of 12 keys that repeats itself along the length of the keyboard. To understand the keyboard, you need to be able to pick one of the keys in that pattern, note its position, then find the equivalent key where the pattern repeats itself, then again and again. Each of the keys that makes up the pattern is a different name, with a name value from the letters of the alphabet.

At the beginning, concentrate on getting to know the positions of the white notes, as the pattern, the black keys are the supports that help you find them. Each white note has a different letter-name with, after seven notes, we return to the start of the pattern. Then the letters start over again from the beginning.

Press down the keys one at a time, near the right-hand end of the keyboard (then again at the left-hand end). What's the difference? None further to the right sounds higher, and those further to the left sound lower. This is clear enough. When you move along the keyboard to the right, the pitch goes up and the notes come more forward through the alphabet. When you move left you go down, and backwards through the alphabet. The spacing over alphabet has words from A to G.

### Exercise 1.1

Look at the picture of the keyboard. Middle C is shown in the middle of the keyboard, immediately to the left of a group of two black notes. Now find it on the piano. Check the book and find every other C. Then find every D, E, F, G, A and B.

The distance from one note to the next one with the same letter-name is called an octave. Be sure that the pattern repeats itself at every octave (twice eighth note).

### POSTURE AND TECHNIQUE

Agree from the start, the piano may be the most physical instrument there is. Good posture doesn't just give you fingers and hands, they're constantly aware of how every inch of their body contributes to the music.

That means your posture - how you position yourself at the piano - is really

Copyrighted Material

Professor Dr. Helge Lebler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Application*

**They use final exams...**



Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Application*

**Advanced Business schools use teamwork...**



Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Application*

...and let students present their work.



Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Application*

After this they are well prepared  
for competition?!



Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Challenge*

**Knowledge is worth nothing  
if one is not able to do (at least) something.**

**Do you think entrepreneurs learn  
different?**

Professor Dr. Helge Lohler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Challenge*

	no	or	yes
They obey rules?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
They need incentives for learning?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
They are motivated intrinsically?	<input type="checkbox"/>		<input checked="" type="checkbox"/>
They like to be guided?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
They depend on authorities?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
They like to do what they want?	<input type="checkbox"/>		<input checked="" type="checkbox"/>
They like to be taught by their teachers?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
They have an internal locus of control?	<input type="checkbox"/>		<input checked="" type="checkbox"/>
They find their own challenges?	<input type="checkbox"/>		<input checked="" type="checkbox"/>

Professor Dr. Helge Lohler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Challenge*

**Cats & Dogs**

They obey rules?	<input type="checkbox"/>	<input type="checkbox"/>
They need incentives for learning?	<input type="checkbox"/>	<input type="checkbox"/>
They are motivated intrinsically?	<input type="checkbox"/>	<input type="checkbox"/>
They like to be guided?	<input type="checkbox"/>	<input type="checkbox"/>
They depend on authorities?	<input type="checkbox"/>	<input type="checkbox"/>
They like to do what they want?	<input type="checkbox"/>	<input type="checkbox"/>
They like to be taught by their teachers?	<input type="checkbox"/>	<input type="checkbox"/>
They have an internal locus of control?	<input type="checkbox"/>	<input type="checkbox"/>
They find their own challenges?	<input type="checkbox"/>	<input type="checkbox"/>

Professor Dr. Helge Lohler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

*Challenge*

*As seen in a dog's diary:*

**7 am - Oh boy! A walk! My favorite!**  
**8 am - Oh boy! Dog food! My favorite!**  
**9 am - Oh boy! The kids! My favorite!**  
**Noon - Oh boy! The yard! My favorite!**  
**2 pm - Oh boy! A car ride! My favorite!**  
**3 pm - Oh boy! The kids! My favorite!**  
**4 pm - Oh boy! Playing ball! My favorite!**  
**6 pm - Oh boy! Welcome home Mom! My favorite!**  
**7 pm - Oh boy! Welcome home Dad! My favorite!**  
**8 pm - Oh boy! Dog food! My favorite!**  
**9 pm - Oh boy! Tummy rubs on the couch! My favorite!**  
**11 pm - Oh boy! Sleeping in my people's bed! My favorite!**

found in the internet

Professor Dr. Helge Lohler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

## Challenge

As seen in a cat's diary:

**Day 183 of my captivity...** My captors continued to taunt me with bizarre little dangling objects. The only thing that keeps me going is the hope of escape. Today my attempt to kill my captors by weaving around their feet while they were walking almost succeeded - must try this at the top of the stairs. Decapitated a mouse and brought them the headless body in an attempt to make them aware of what I am capable of, and to try to strike fear in their hearts. They only cooed and condescended about what a good little cat I was. Hmm, not working according to plan. There was some sort of gathering of their accomplices. I was placed in solitary throughout the event. I overheard that my confinement was due to my powers of inducing "allergies." Must learn what this is and how to use it to my advantage.

found in the internet

Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

## Challenge

As seen in a cat's diary: learning activities!

**Day 183 of my captivity...** My captors continued to taunt me with bizarre little dangling objects. The only thing that keeps me going is the hope of escape. Today my attempt to kill my captors by weaving around their feet while they were walking almost succeeded - must try this at the top of the stairs. Decapitated a mouse and brought them the headless body in an attempt to make them aware of what I am capable of, and to try to strike fear in their hearts. They only cooed and condescended about what a good little cat I was. Hmm, not working according to plan. There was some sort of gathering of their accomplices. I was placed in solitary throughout the event. I overheard that my confinement was due to my powers of inducing "allergies." Must learn what this is and how to use it to my advantage.

Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

## Challenge

Dogs like to be taught

Cats like to learn



Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

## Solution

The classical teaching approach is **dog teaching!**

This approach does not work for cats.

But the constructivist approach is supporting **cat's learning!**

Professor Dr. Helge Lobler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig

**Learning Environments to be compared:**

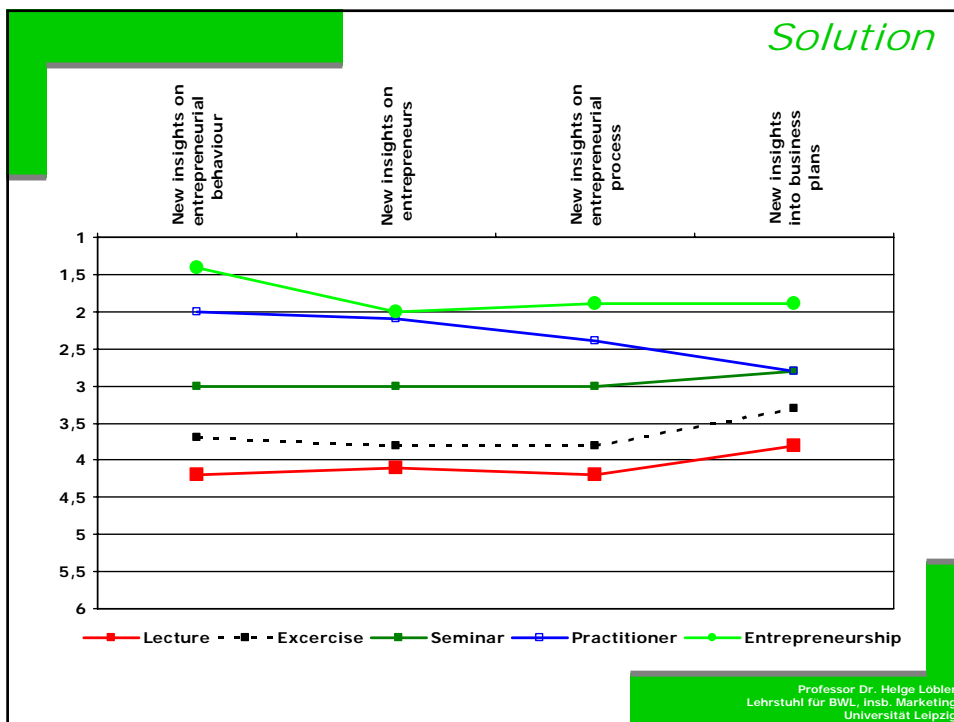
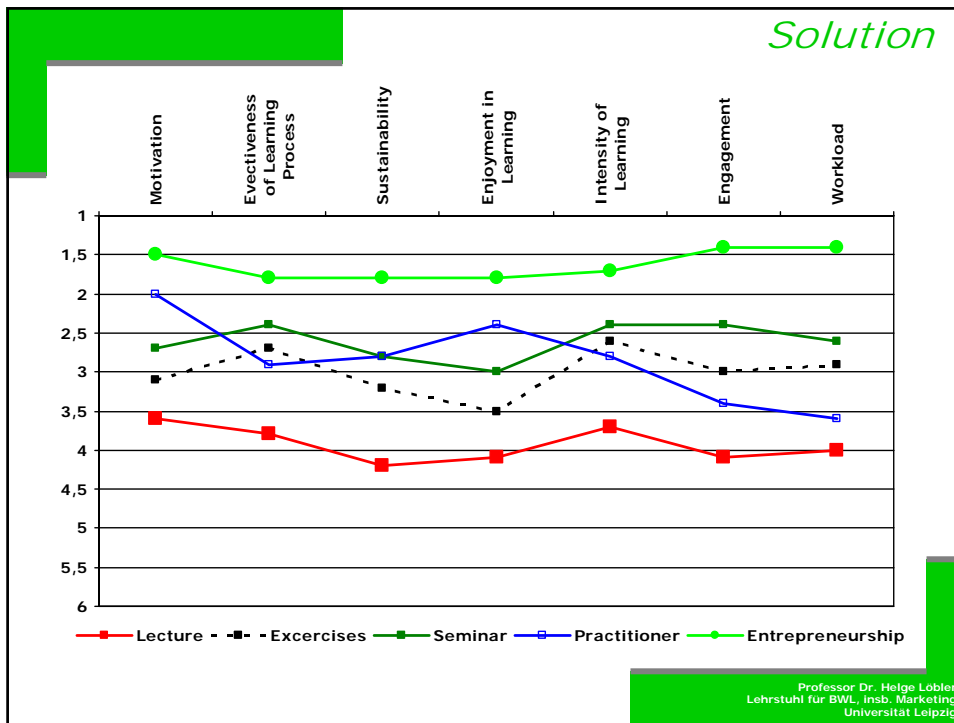
- ⇒ **Constructivist Entrepreneurship Course**
- ⇒ **Lecture**
- ⇒ **Exercises**
- ⇒ **Seminar**
- ⇒ **Practitioner's Lecture**

**Learning process:**

- ⇒ **Motivation**
- ⇒ **Effectiveness**
- ⇒ **Sustainability**
- ⇒ **Enjoyment**
- ⇒ **Intensity**
- ⇒ **Engagement**
- ⇒ **Workload**

**Content:**

- ⇒ **New insights on entrepreneurial behaviour**
- ⇒ **New insights on entrepreneurs**
- ⇒ **New insights on entrepreneurial process**
- ⇒ **New insights on business plans**



*Keynote*

**Don't treat cats like dogs!**

**Thank you very much for your attention!**

Professor Dr. Helge Lohler  
Lehrstuhl für BWL, insb. Marketing  
Universität Leipzig