

# The Design of Task-Driven Entrepreneurship Education Curriculum Based on the Perspective of JTBD



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**Abstract:** Based on job-to-be-done (JTBD) perspective and the investigation of nearly 7, 000 teachers and students, this paper proposes a five-step method for task-driven entrepreneurship education curriculum. The five-step method includes designing tasks, refining problems, analyzing problems, implementing tasks, and evaluating tasks. To assure the effective implementation of the task-driven entrepreneurship education curriculum design, strategies should be implemented both by the universities and by the teachers. On the one hand, universities should promulgate policies to promote curriculum implementation, create a strong cultural atmosphere of innovation and entrepreneurship, and formulate diversified and well-rounded student training programs. On the other hand, an excellent team of teachers should be established to ensure the scientific and professional design of the entrepreneurship education curriculum and promote the efficient implementation of entrepreneurship education curriculum through integrating various resources inside and outside the university.

**Keywords:** entrepreneurship education curriculum design; task-driven pedagogy; job to be done (JTBD)

## 1. Introduction

High-quality entrepreneurship education is of great value to university students to cultivate entrepreneurial awareness, enrich entrepreneurial knowledge, and enhance entrepreneurial ability (Jones et al., 2021). However, there is room for improvement in the cognitive orientation, construction of the teaching staff, curriculum design, and practical value of entrepreneurship education (Chen, 2022; Lakshmi, 2019). It is urgent to carry out systematic, scientific, and professional entrepreneurial education curriculum design based on the needs and characteristics of entrepreneurship education in universities.

This paper uses JTBD as the theoretical basis for the design of task-driven entrepreneurship education, pioneering to focus on students as the key user group for entrepreneurship education curriculum. This paper implements a questionnaire survey and field interview of nearly 7, 000 teachers and students at QL University in the past 3 years. The results construct a five-step method for task-driven entrepreneurship education curriculum and point out the implementation strategies to promote the high-quality, sustainable development of entrepreneurship education from both universities and teachers.

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## 2. The JTBD and task-driven pedagogy

Professor Clayton Christensen and other scholars put forward a new and influential theory called job to be done (JTBD) in their 2016 book, *Competing Against Luck: The Story of Innovation and Customer Choice*. This theory explains that people use products and services to solve an important task (Christensen, et al., 2016). Therefore, enterprises need to accurately explore users' task objectives and implement corresponding task solutions to gain competitive advantages. The JTBD analyzes the true meaning of enterprise innovation at a deeper level, which provides practical and effective guidance for innovation and entrepreneurship practice.

In this paper, the JTBD is introduced into task-driven entrepreneurship education as a pioneering effort to make students the key users of entrepreneurship education curriculum. JTBD and task-driven pedagogy are highly compatible. First, JTBD is centered on the users served by enterprises (Christensen, et al., 2016), whereas task-driven pedagogy is centered on the students served by courses (Xu et al., 2020). Both theories are centered on meeting the task goals of the target users. Second, JTBD and task-driven pedagogy involve the whole process of dynamic analysis and task solution implementation. And the whole process of cycle iteration achieved by analyzing the task to achieve the expected results (Rafiei, et al., 2019). This paper introduces JTBD into task-driven entrepreneurship

education curriculum design and analyzes how teachers can accurately identify user task goals and implement corresponding task solutions to form a development pattern for students' growth.

### 3. A five-step method for task-driven entrepreneurship education curriculum

Using the JTBD perspective, this paper explores students' real needs and learning requirements, formulates entrepreneurial education curriculum tasks, and designs entrepreneurial education curriculum from the perspective of process implementation based on the concept of task-driven pedagogy. According to the existing research, we extracted a five-step method from the survey results of 7, 000 teachers and students of QL University for 3 consecutive years.

#### Step 1: Design the task of entrepreneurship education curriculum

The design of course tasks needs to be based on principles of science. The designs of course tasks should ensure that the course tasks are unified with the teaching objectives to be completed. Based on this, we can divide the tasks into two categories: core functional tasks and supportive tasks. The former refers to the tasks students in the entrepreneurship education curriculum are mainly concerned with and need to solve, whereas the latter refers to supportive tasks that are conducive to the completion of core functional tasks.

Through questionnaire research and field interviews with nearly 7, 000 teachers and students, this paper identifies the "4+4" task groups. The four core functional tasks are cultivating an entrepreneurial spirit, encouraging exploration of new careers, training innovation consciousness, and improving the ability of knowledge transfer. The four supportive tasks are enhancing social responsibility, developing sustainable learning ability, cultivating insight, and establishing self-efficacy. Based on the "4+4" task group outlined above, the direction and goal of entrepreneurship curriculum design are clearly defined the primary link of entrepreneurship education curriculum reform.

#### Step 2: Refine the problem based on the task context

After the task is clear according to the teaching objectives and content requirements of the entrepreneurship education course, different course module scenarios need to collect and design targeted cases and place students in specific case situations. Through interaction between students and teachers and students and students, teachers can guide students to conduct in-depth analysis of the case, participate extensive discussion and communication, and complete the set task.

Through field interviews with 45 teachers who participated in the teaching of the entrepreneurship education curriculum, teachers integrated resources to carry out case compilation and design process. It mainly focuses on three aspects: the matching and pertinence of the situation case with the task objectives of the module, the depth and inspiration of the situation case, and the fun

and interactivity of the situation case. By compiling situational cases and setting open cases to analyze problems, we can promote the interaction between teachers and students as well as inspire students to think deeply.

#### Step 3: Immersive analysis of the problem

The task-driven entrepreneurship education curriculum provides students with a learning environment close to reality, allowing students to improve their problem-solving skills through highly participatory interaction, practice, and an immersive experience (Cao, 2020).

Through questionnaire research and field interviews, this paper identifies three key factors that affect students' analysis of cases. The first is students' sense of participation. If students cannot deeply participate in the problem analysis process, it will affect the effectiveness and quality of the problem analysis results. The second is teachers' teaching experience and field control ability. Teachers should guide students to arrange their time reasonably to explore case situations more efficiently. The third is the refinement of situational cases and problems. Teachers need to encourage students to express different ideas and stimulate students' in-depth thinking.

#### Step 4: Integrate resources to implement tasks

The effective implementation of the task is influenced by both teachers and students. Teachers refer to how to select entrepreneurial education teachers and integrate resources from various parties to promote the achievement of tasks, and students refer to how to encourage students to participate the entrepreneurship education curriculum.

According to the survey of QL University's teachers and students participating in entrepreneurship education curriculum, the consensus identified seven key influencing factors from both teachers and students. For teachers, their knowledge, experience, practical background, and teaching methods will affect their resource integration and task implementation. For students, the degree of difficulty in achieving the task objectives, their recognition of the course, and their sense of participation in the class will affect the efficiency and effectiveness of course implementation.

#### Step 5: Comprehensive evaluation task implementation

Based on the "4+4" task group designed by the entrepreneurship education curriculum, the evaluation of the entrepreneurship education curriculum is comprehensively evaluated from two aspects: the teaching process and teaching results. In terms of the process evaluation, it is mainly considered through research before class, observation in class, and reflection after class. To analyze the whole process, it is helpful to evaluate the effectiveness of the course task setting, observe the real performance of teachers and students in the classroom, and identify the new problems emerging in the course teaching. Doing all three helps form a panoramic analysis of the course teaching.

In terms of the outcome evaluation, the entrepreneurship education curriculum was comprehensively evaluated through the high-dimensional

and low-dimensional evaluation. First, low-dimensional evaluation is the evaluation of students' knowledge related to entrepreneurship in the classroom and the evaluation of theoretical knowledge. Second, high-dimensional evaluation mainly evaluates the completion of students' tasks and the relevant abilities shown by students through task solutions.

#### **4. Implementation strategies of task-driven entrepreneurship education curriculum**

To promote the effective implementation of the five-step method design of the task-driven entrepreneurship education curriculum, universities and teachers should develop corresponding implementation strategies to ensure the efficiency and effectiveness of the design.

##### **4.1 University level: Reflecting the guidance of entrepreneurship education curriculum**

Firstly, universities should promulgate policies conducive to the implementation of the curriculum. Since introducing the concept of mass entrepreneurship and innovation, various universities have successively established entrepreneurship colleges to promote the development of entrepreneurship education. However, the entrepreneurship education curriculum should not rely solely on an entrepreneurship college to achieve the expected results but should formulate corresponding policies from a strategic perspective at the university level. For example, entrepreneurship education should be a compulsory course for undergraduates, and all undergraduates need to participate in course learning so students can gain a sufficient entrepreneurship education.

Secondly, universities create a strong cultural atmosphere of innovation and entrepreneurship. A culture of innovation and entrepreneurship is of great value in stimulating students' interest in entrepreneurship, increasing classroom investment, and encouraging the creation of new businesses. On the one hand, such a culture has the function of leading and radiating to ensure university students realize innovation and entrepreneurship activities are in line with strategic development and have long-term value. On the other hand, a culture of innovation and entrepreneurship has the function of cohesion and inheritance. It can subtly affect the influence of university teachers and students on innovation and entrepreneurship and can also provide targeted reference and guidance for the development of future innovation and entrepreneurship activities in the universities.

Thirdly, universities develop multidimensional and well-rounded student training programs. The cultivation of university students should adhere to the teaching according to their aptitude and advocate the integrated development of diversified education and personalized education. For students who are committed to participating in innovation and entrepreneurship activities, universities have formulated special training programs and issued corresponding policies to ensure the implementation of training programs. For example, universities formulate an innovation and entrepreneurship competition award and a

graduation practice credit mutual recognition system. The participation process of an innovation and entrepreneurship competition is actually the process of students using knowledge to carry out practical learning, and the task goal requirements of the graduation practice link are highly consistent.

##### **4.2 Teacher level: Reflecting the implementation of entrepreneurship education curriculum**

Firstly, teachers should establish an excellent teaching team to ensure the scientific and professional design of the entrepreneurship education curriculum. Compared with other education, the entrepreneurship education curriculum needs more sufficient knowledge and higher level requirements for teachers, and it is necessary to form a special teaching team to promote the high-quality development of the entrepreneurship education curriculum. The design of the innovation and entrepreneurship curriculum covers management, economics, education, sociology, psychology, etc, and a faculty team needs solve the complex and uncertain phenomenon of innovation and entrepreneurship. Besides, it is necessary to ensure that the teaching team includes both theoretical tutors and practical tutors. The entrepreneurship education curriculum is both theoretical and practical, especially for the guidance of innovation and entrepreneurship practice, and it is especially important for the effect of the course. Furthermore, it is necessary to ensure the dynamic adjustment of the teaching team. The long-term cooperation of the teaching team requires mutual understanding and high trust. But there is a hidden danger: preference for the established way of thinking and teaching methods. So on the basis of ensuring the stable development of the teaching team, it is necessary to continuously select and absorb new viewpoints and ideas to promote the sustainable development of the entrepreneurship curriculum.

Secondly, teachers should integrate multiple resources inside and outside the university to promote the efficiency and innovation of the implementation of the entrepreneurship education curriculum. To improve the implementation quality of the entrepreneurship education curriculum, teachers need to actively integrate multiple resources, mainly involving three categories: course resources, faculty resources, and hardware resources. In terms of course resources, the rich online course resources can be used to enrich the classroom content and carry out the "online + offline" mixed teaching mode. In terms of faculty resources, teachers can invite outside experts to give lectures, such as entrepreneurs of small and medium-sized enterprises, angel investors, and judges of innovation and entrepreneurship competitions. They can also form a teaching team with teachers in the school to jointly guide students to use task-driven teaching methods to achieve their learning goals and jointly improve the breadth and depth of their teaching. Hardware resources covers the resources of hardware facilities inside and outside the school. These resources help students turn ideas into physical products to improve their problem-solving

and operational skills and support the development of the entrepreneurship education curriculum.

## 5. Conclusion

### 5.1 Contributions and implications

This paper explores the entrepreneurship education curriculum based on the perspective of JTBD, proves the value of entrepreneurship education, and refines the five-step method embodied in the entrepreneurship education curriculum. Furthermore, we put forward valuable strategies for both universities and teachers. On the one hand, the research results deepen the research on entrepreneurship education and build a feasible analysis framework from a theoretical perspective. On the other hand, it promotes the development of entrepreneurship education practice and the design and implementation of a high-quality entrepreneurship education curriculum.

### 5.2 Limitations and further research

This research has some limitations. First, although we try to make our findings through adequate research, we must acknowledge that the research of a single university will affect the scope of research's application. Second, the five-step method represents an attempt to provide a framework of entrepreneurial practice, which needs theoretical backing and expert validation. Further research will investigate more samples and apply the research results to more universities to improve the universality and value of the research. Moreover, different theoretical perspectives will be adopted for the construction of the entrepreneurship education curriculum.

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### Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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