ENTREPRENEURIAL UNIVERSITIES

Shaping the Future

Shaping the Entrepreneurial Society
ENTREPRENEURSHIP IS IMPORTANT
INSTITUTIONAL PRESSURES

• Governments want more from less; want solutions to combating growing youth and graduate unemployment;

• Employers want more than knowledge and basic skills from their graduate recruits;

• HEIs perceived as engines of innovation and technological progress; hence, driving forces for economic growth;

• Parents want the best opportunities for their children as they strive to find meaningful opportunities in an uncertain future;

• Students want value for money and expect a good job and salary believing that university education offers them a route to better (and guaranteed) employment opportunities;

• Knowledge no longer being the unique domain of universities;

• Technological disruptions to traditional university approaches and designs;

• Demographic ups and downs
THE NEED TO BE ENTREPRENEURIAL

• It is when faced with uncertain and unpredictable environments that entrepreneurial responses are appropriate responses for organisations to tackle and exploit the challenges and opportunities that emerge.

• When the future is predictable and you know what is likely to happen and how organisations and individuals behave and respond, then you do not need to be entrepreneurial in what you do, how you do it and who you do it with.
ENTREPRENEURSHIP AND INNOVATION

• Entrepreneurial individuals drive innovation.

• Innovation is enhanced by those who can think, behave and act in an entrepreneurial manner. In other words, innovation is underpinned by entrepreneurship.

• There is a significant imperative to develop entrepreneurial capacities across a broad spectrum of students/graduates, staff, stakeholders and those employed in small and innovative firms if we are seeking to enhance innovation.
WHAT IS AN ENTREPRENEURIAL UNIVERSITY?
CONCEPTUALISING THE ENTREPRENEURIAL UNIVERSITY

• As an organisation taking an entrepreneurial response to addressing the pressures and challenges it faces as described above; an organisation that renews itself to better align with its environment; an institution that inculcates entrepreneurial thinking through its governance structures and managerial policies and practices.

• An institution that creates an environment, within which the development of entrepreneurial mindsets and behaviors are embedded, encouraged, supported, incentivised and rewarded.
‘We should not see entrepreneurialism simply or even necessarily in relation to research, …… entrepreneurialism involving innovation and academic and financial risk can be found in, for example:

- regional outreach programmes,
- economic regeneration activities,
- distance learning ventures,
- investment in spin-out companies,
- investment of overseas campuses,
- the creation of holding companies to house different sets of income-generating activities,
- various innovative forms of teaching either to new clientele at home or embodied in programmes of internationalisation

Shattock (2009)
AN ‘ACADEMIC REVOLUTION’?

- For some institutions, change happens to them; it is accidental and can reflect a close symbiosis with their stakeholder environment;

- For other institutions, change is incremental where fundamental principles remain in place; a strong sense of purpose and identity is maintained; and new innovations and change management processes are introduced as part of a longer-term 5 or 10 year strategic plan;

- For a few institutions, change can be radical, a point of complete renewal in purpose and identity, in organisational governance and structures, in strategic relationships and in how the institution contributes to social and economic development on a local and global stage. Mergers and acquisitions are an example of radical change.

(Kweik, 2012)
The organisational frameworks we call universities have not been designed to accommodate change on the scale we are witnessing or the attendant increases in complexity.

The only way to move forward is to replace what you have with something better—to innovate. We must accelerate the pace of our academic culture to move in sync with the needs of the world.

The only purpose is social transformation
DEVELOPING ENTREPRENEURIAL LEADERS
“Entrepreneurial leaders create economic value for the organisation because their drive and energy is focused on identifying, developing, and capturing new business opportunities…… they are creative often doing and seeing things that others have missed.”

“Most managers who want to act in more entrepreneurial ways can learn to do so. The key is wanting to…… the entrepreneurial mindset and skillset can be learned and applied in a corporate environment.”

“Organisations derive huge benefit from finding, developing, and supporting this kind of leadership behaviour because it directly affects the organisation’s ability to survive, thrive and create economic value.”

Source: Thornberry (2007)
The Freaks Shall Inherit the Earth
Entrepreneurship for Weirdos, Misfits, and World Domineers
Chris Brogan

Finding Our Way Again:
A Conference for Entrepreneurial Church Leaders
Seeking a New Way Forward
August 7-10, 2014

E3 The E³-Church:
Empowered, Effective and Entrepreneurial Leadership
That Will Keep Your Church Alive
LEADING THE ENTREPRENEURIAL UNIVERSITY
Meeting the entrepreneurial development needs of higher education institutions

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October 2009, updated December 2012

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The National Centre for Entrepreneurship in Education (NCEE) is supported by the Department of Business, Innovation and Skills (BIS) to drive institutional change throughout the further and higher education sectors in the UK. It works in partnership to create better conditions for long-term sustainable entrepreneurship. It plays a key role in the development and delivery of the Entrepreneurial Leaders Programme which was launched in 2010, based substantially on the research contained in this report.
Entrepreneurial Leaders Programme
Entrepreneurial Leaders | Extraordinary Leadership

The Executive Certificate for Entrepreneurial Leaders
FOCUSING ENTREPRENEURIAL ENERGY

EXTERNAL
- EXPLORER

INTERNAL
- MINER

EXTERNAL
- ACCELERATOR

INTERNAL
- INTEGRATOR

Source: Thornberry (2007)
ACADEMIC ENTREPRENEURS / ENTREPRENEURIAL ACADEMICS
# MANY CHANNELS OF KNOWLEDGE TRANSFER

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<thead>
<tr>
<th>Softer, Informal, Relational</th>
<th>Harder, Formal, Transactional</th>
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<tbody>
<tr>
<td>• Networking</td>
<td>• Contract research and consultancy</td>
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<td>• Joint industry conference</td>
<td>• Shared facilities</td>
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<td>• Joint publications</td>
<td>• Joint venture</td>
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<td>• Joint supervision</td>
<td>• Patents and licenses</td>
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<td>• Graduate/student projects</td>
<td>• Spin-outs</td>
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<td>• Secondment</td>
<td>• Start-ups</td>
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<td>• Executive education</td>
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<td>• Collaborative research</td>
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*From Miller et al. (2018)*
CHALLENGES AND OPPORTUNITIES
INSTITUTIONAL CHALLENGES

• Perceptions of relevance and meaning;
• Re-organisation of knowledge/people;
• Ideological threats, notions of capitalist tendencies;
• Curricula controls through structures and professional bodies;
• Lack of academic career pathways for pursuing entrepreneurship;
• Perceptions of weak academic rigor against other disciplines;
• Strong links with commercialisation, rather than education/learning;
• Positioning within an institutional structure.
THE OPPORTUNITY

• The opportunity is for you to review what you do, why and how and the effects on the enhancement or inhibition of the development of entrepreneurial capacities that will underpin innovation capacity.
WHAT DO YOU WANT/NEED TO CHANGE?

• Have you reviewed your institution from an entrepreneurial point-of-view:
  • Your structures and policies?
  • Your shared conceptualisation of entrepreneurship in higher education?
  • Your curriculum? And how it is taught?
  • Your staff development and rewards programme?
  • Your collaborations with business/industry/local community?
  • Your alumni engagement?
  • Your stakeholder value? ASK THE ‘KILLER’ QUESTION!
Taking an holistic approach emphasises a focus on:

- Entrepreneurial academics
- AND
- Academic entrepreneurs
- AND
- An entrepreneurial organisational culture
- WITHIN
- An effective entrepreneurial ecosystem
“My greatest challenge has been to change the mindset of people.

We see things the way our minds have instructed our eyes to see.”

Muhammad Yunus, Grameen Bank
• The role of the entrepreneurial university is increasingly being seen as important for finding new ways to compete and succeed in uncertain and unpredictable environments.

• ‘HEInnovate’ is a tool that enables universities in all contexts and across all countries to explore where they have opportunities to further develop. The most challenging change, as in many complex organisations, is the realignment of organisational values and culture and changing the mindsets of individuals.

• The journey has begun in many universities across Europe and beyond and is likely to increase in pace during the current decade as institutions reflect and respond entrepreneurially to their changing environments.
THANKYOU