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Continuing the Enterprising Culture beyond 2015: *Examining Entrepreneurship Education and Multi-level Stakeholder Engagement within five UK HEIs*

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Introduction

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Order of Presentation

- **Background**
 - *Entrepreneurship Education*
 - *Teaching methods*
 - *Stakeholder Theory and relevancy*

“The levels of EE provision and enterprise support, and investigates stakeholder engagement, within five HEIs in the United Kingdom”

- **Data, collected by telephone interviews, exploring the roles of**
 - *Deans*
 - *Research and teaching staff*
 - *Student support and graduate employability representatives*

Purpose of Study

- 1. Understand** entrepreneurship education and its introduction within the chosen HEIs for this study
- 2. Attribute** key ideas from researched literature to the performance of these HEIs, in determining how well EE is facilitated in the UK
- 3. Analyse** the level of provision and stakeholder relationships
- 4. Critically examining and concluding** Entrepreneurship Education and Multi-level Stakeholder Engagement within five UK HEIs

Background

- Recent publications, such as Lord Young's *'Enterprise for All'* and the European Commission's *'Entrepreneurship Education: A Road to Success'* highlight the responsibility of Higher Education Institutions (HEIs) to educate students in making entrepreneurial contributions to society.
- Enabling and embedding an enterprise culture within HEIs, through Entrepreneurship Education (EE), aims to address political, economic and social issues surrounding enterprise and regional development.

Continuing the Enterprising Culture?

HE Promotion and Endorsement

- **EE, promoted by corporate and operational levels of universities, encourage:**
 - growing enterprise environments
 - implementing recommendations from expanding literature.
- **Establishing enterprising objectives within an HEI's strategic vision, helps:**
 - support the new EE '*agenda*' increasingly seen throughout HE programmes
 - Increasing funding
 - Enriches and maintains related research communities and cultures

Types of EE Teaching



Thematic, Contemporary Lectures



Practical Tutorials



Occasional Workshops



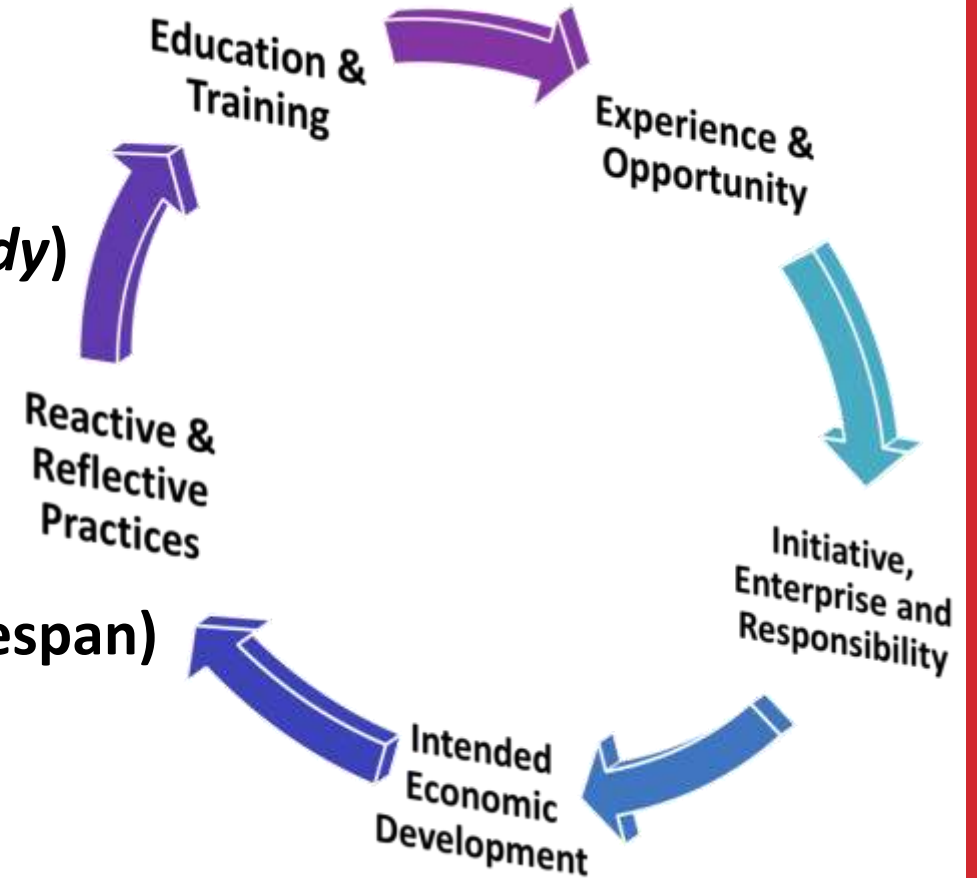
Guests Presentations from Experienced Entrepreneurs



Assessed Group Projects & Experiential Learning

Means of Assessment

- **Formative?**
 - Regular Examinations (*early years of UG study*)
 - Reflective Practices
- **Summative?**
 - Project Success (business success over its lifespan)
 - Profitability
 - Sustainability
 - Business Appraisal
 - Presentations
 - Enterprise and Commerce Competitions



Stakeholder Theory

- Freeman (1984: 24) in his seminal book '***Strategic Management: A Stakeholder Approach***', defined it as "any group or individual who can affect, or is affected, by the achievement of a corporation's purpose".
- Stakeholder theory is concerned with the ***vitality*** stakeholders have when they are involved in the static or changing, potentially positive and negative, nature of an organisation.

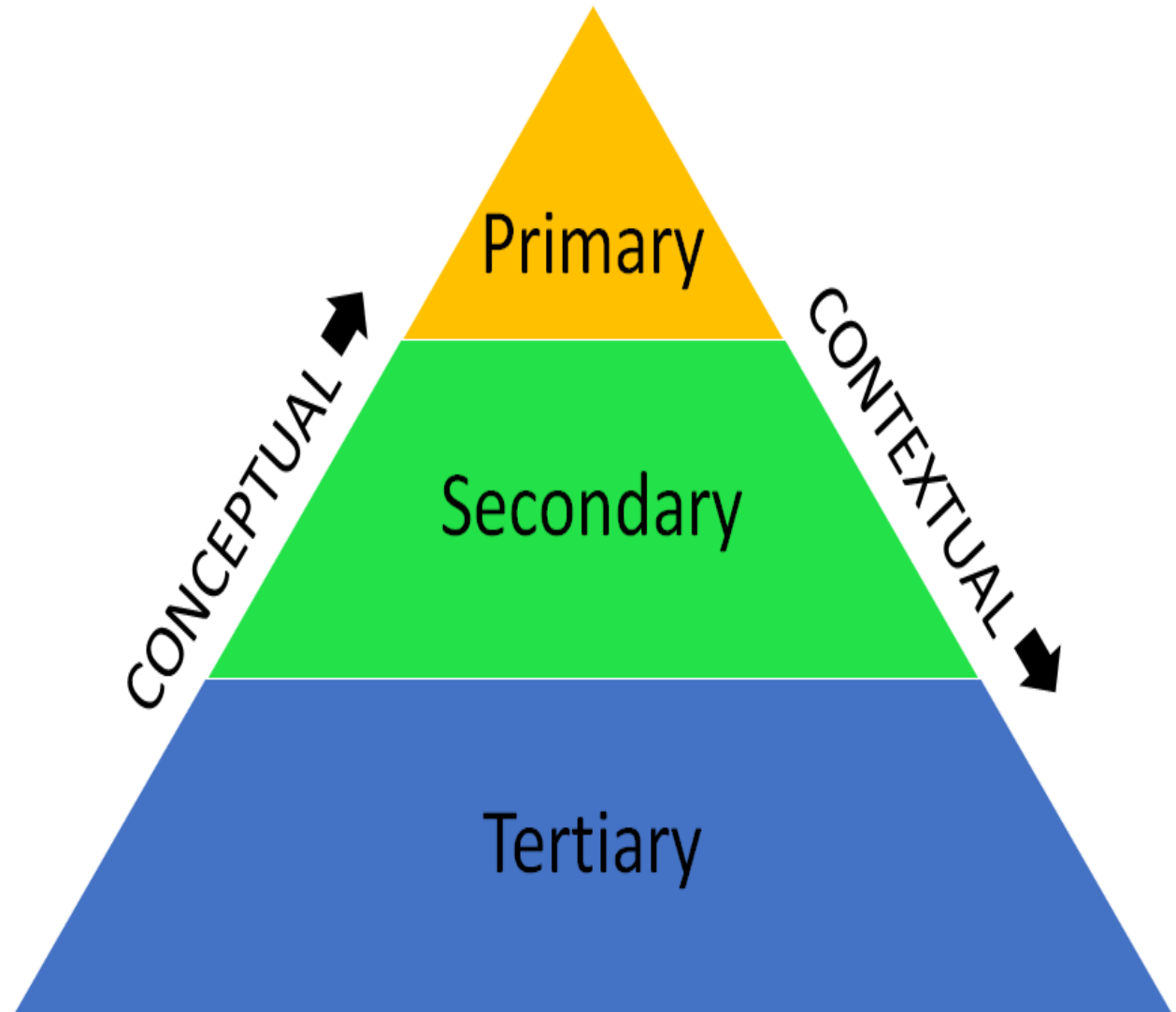
The very same goes for HEIs...

Involvement, at	Expectations
<ul style="list-style-type: none"> • Curriculum • Employment • Political • Teaching, levels 	<ul style="list-style-type: none"> • Career • Economical • HEI-course relevancy • LRN Growth • Pass rates / Research / KT
Experience	Attitudes & Behaviours
<ul style="list-style-type: none"> • Convenience • Funding • Negative: necessary entrepreneurship / constraints on welfare • Positive: course maturity • Research / realisation • Under-qualification 	<ul style="list-style-type: none"> • Competition • Complacency • Confidence & Aspirations • Creativity • Mediation • Narrow-view / Focus • Personal Progression • Prudence

Multi-level Stakeholders?

- ***Primary?***
- ***Secondary?***
- ***Tertiary?***

Stakeholder Theory & EE-relevancy



Research Themes

Theme 1: *Entrepreneurship: Practitioner Perspectives*

Theme 2: *University Profiling*

Theme 3: *Mapping the Provision: Introducing and Maintaining EE*

Theme 4: *Facilitating EE: Innovative Teaching Methods*

Theme 5: *EE: Stakeholder Recognition, Perspectives and Relationships*

Theme 6: *Achieving an EE Legacy: Innovative Alumni and Related LRN Development*

The study...



UNIVERSITY OF
BIRMINGHAM



University of
HUDDERSFIELD



**Sheffield
Hallam
University**

Higher Education Institution (HEI)	Participant	Theme Expressed or Apparent by Participant
Birmingham	Professor / Senior Lecturer	<i>“Creating a Vision for a Civic, Enterprising University”</i>
Buckingham	Course Leader	Dealing with “Chaos” with the Application of Research into Practice and Work-Based Learning (WBL).
Huddersfield	Researcher / Senior Lecturer	Implementing Enterprise into the Teaching and Learning Experience.
Northumbria	Course Leader / Entrepreneur	Experience Entrepreneurship: <i>“Education Damages Entrepreneurship”</i>
Sheffield Hallam	Student Services / Employability and Careers	Enhancing Enterprising, Employability Skills

Findings

- ***Productive measures***, including the growing provision of ***entrepreneurially-centric*** HE programmes and ***interdisciplinary, incubation*** departments, have been facilitated.
- However, the majority of these, in their ***infancy***, are subject to review, modification and at the mercy of internal or national ***funding***.
- Practical 'hands on' teaching methods of EE are ***abundant***, enhancing the student experience. Nevertheless, a critical ***lack of entrepreneurially-experienced*** staff, crucial in ***transferring*** real-world knowledge and acknowledging related ***softer skills***, is apparent.

Problem for universities?

For some, disengaged with student ambition and local business?

Personal
Background,
Intention &
Experience

Education
& Training

'The
Idea'



**Unique Entrepreneurial
Behaviour**

Key EE influences

- **Aims of the university and its degree streams**
- **Programme objectives within the Business School**
- **Inspirational and endorsed reporting**
- **Tried and Tested (Academically Revered) Approaches**
 - Team Academy – Finland, currently integrating into UK business schools
 - BABSON model

Therefore, a developing (*continuing*) approach...



Relating to HEIR 2015?

- **“Storytelling”**
 - Comprehending *unique* approaches to EE
 - In absence of a wider, universal understanding of EE, in relation to facilitation and formal assessment
- Acknowledging the university **“community”**
 - Undervalued by students?
 - Unclear ecosystem? (if present at all)
 - Onus on universities to widening the enterprise culture across all departments and staff

Continuing the Enterprising Culture?

Conclusions

Understanding ?..

Attributing ?..

Analysing ?..

Critically examining and concluding ?..

Moving forward with EE: *Final thoughts*

*EE is interdisciplinary – so why is it **NOT** universally delivered across non-business faculties?*

*Does EE **HAVE** to be practice-based to be both worthwhile and influential?*

Thank you for listening!

Any questions?..