

International Entrepreneurship Educators Programme Introductory Module



Module Host:

Course Organisers: Prof. Paul Hannon, Dr. Luke Pittaway, Prof. Allan Gibb, Chris Hall

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Course time: June 17th, 18th and 19th 2007

Venue: Leeds Met, Old Broadcasting House

Introduction

The introductory module is designed to introduce the NCGE International Entrepreneurship Educators Programme and enable you to appreciate the 'state of the art' of enterprise and entrepreneurship education. The module will engage you in a number of

debates and philosophical discussions. This process of debate will draw on international experience and the experience of the participants. In addition the programme will be introduced and explained.

What should you get out of this module?

The module aims to help you become aware of and appreciate important philosophical, strategic and practical issues that surround the practice of enterprise education and to contribute to each others awareness of these issues via debate. By the end of the session you will have developed your understanding of: the nature of enterprise education; its philosophical and strategic issues; its strategic value for education within universities; and, the

relationship of the above to NCGE outcomes (see Appendix 1). You will also have developed an ability to persuade key stakeholders to support enterprise education; be able to put forward sensible arguments for the development of enterprise education; and develop tools and arguments to convince colleagues about the merits of enterprise education.

What do you need to do before attending?

Prior to the module you are asked to complete two tasks.

TASK 1: complete a personal review of the degree to which your existing approaches to entrepreneurial education cover the key parts

of the NCGE outcomes template. You can find the assessment information in Appendix 2. From this review try to identify areas of particular expertise that you feel could contribute to the programme and particularly where you need to learn (see questionnaire)

TASK 2: in particular consider carefully the brief statement of Leadership Masteries upon which the programme is based and come prepared to explore these in the context of your own experience and needs (see Appendix 3).

TASK 3: find time to browse through the attached papers and come prepared to creatively reflect and contribute comment.

Papers

1. Appendix 4: Allan Gibb 'Entrepreneurship: Unique Solutions for Unique Environments. Is it possible to achieve this with the existing paradigm? Background Paper to the Keynote Presentation to the International Council for Small Business (ICSB) World Conference.. Melbourne Australia. June 18-21 2006
2. Appendix 5: Allan Gibb and Paul Hannon 'Towards the Entrepreneurial University'
3. Appendix 6: Luke Pittaway 'A Systematic Review of Enterprise Education'

Contributors Biographies



Allan Gibb

Allan Gibb has worked in the field of Small and Medium Enterprise (SME) and Entrepreneurship development for over 30 years. His experience, interests and publications cover virtually all aspects of this field, from the development of enterprise culture at all levels in education, to business start up, survival and growth, to large company restructuring and intrapreneurship and to the training and development of all those stakeholders who impact upon the creation of entrepreneurship. He has worked in over 80 countries throughout the world ranging from the so-called 'developing' to transition and developed economies. He is well known internationally as a speaker and author. His great interest is in bridging the gap between concept and practice.



Paul Hannon

Paul is a graduate entrepreneur and has helped shape enterprise and entrepreneurship support and development in the UK during the past 20 years. He is a successful creator and innovator of local support initiatives for enterprise and entrepreneurship stimulation for 6 years in the private and public sectors. Paul is also an experienced entrepreneur with 10 years as the co-owner/director of a small growing firm in the food industry. Paul is currently Director of Research and Education at the newly formed National Council for Graduate Entrepreneurship to encourage more UK graduates to seriously consider creating their own new ventures, and to support UK Universities in creating entrepreneurship opportunities for their students and alumni. Paul is a member of the EU expert group on entrepreneurship education in higher education; the first Vice-President for Entrepreneurship Education at the Institute for Small Business and Entrepreneurship; the UK's first Professor of Incubation and Enterprise at the University of Central England, Birmingham; the first Kredietbank Visiting Professor of Entrepreneurship at Limburg University in Belgium; and a successful academic at Durham University for 8 years.



Luke Pittaway

Luke Pittaway is the Director of the Enterprise and Regional Development Unit and Director of Research for the White Rose CETLE at the University of Sheffield. He is also currently on secondment two days a week as a Research and Education Fellow for the National Council of Graduate Entrepreneurship. His research focuses on business to business networking, entrepreneurial behaviour and entrepreneurship education. Dr. Pittaway is a keen entrepreneurship educator and has been involved in a wide range of programmes using; inquiry-based learning; experiential education; and learning through practice. He also engages in the practice of enterprise through his involvement in a University spinout company, two family businesses and the development of a social enterprise led by students at the University of Sheffield (Sheffield SIFE Ltd).



Judith Cone leads development of the Foundation's overall entrepreneurship strategy and oversees all entrepreneurship programming and operations. She heads the Foundation's knowledge propagation team and Kauffman Campus Initiatives. Since joining the Foundation in 1993, Cone has been responsible for developing and growing a variety of national entrepreneurship initiatives, including the FastTrac entrepreneurship training programs, the award-winning EntreWorld Web site, and a number of adult entrepreneurship programs. Prior to joining the Foundation, Cone co-founded two management consulting firms with national clients such as AT&T, General Motors, and many global pharmaceutical firms. She started her career as a learning disabilities teacher, where she observed first-hand the effects of poverty on children's academic achievement. Cone has a bachelor's degree from William Jewell College in Liberty, Mo. with areas of concentration in education and psychology, and a master's degree in education from the University of Kansas.



Alison Price is Head of Enterprise Education at Leeds Metropolitan University, providing academic leadership for the HEFCE funded Centre for Excellence in Teaching and Learning, the "Institute for Enterprise". Alison has over a decade's experience of enterprise teaching and curriculum development which has been enhanced by US experiences gained from MIT entrepreneurial programme at Sloan Management School. Most recently, she worked within Business Start-Up @ Leeds Met directly supporting graduates to start-up business and prior to that, she was engaged with the DTI programme "Science Enterprise Challenge" for the Universities of Leeds, Sheffield and York, stimulating entrepreneurial approaches to programme development and teaching materials. Alison has published within the field of strategic management, corporate social responsibility and small business development. Her most recent research and consultancy has included projects for National Council for Graduate Entrepreneurship; Higher Education Academy/ DFES; and the Small Business Service. She is currently working on several book chapters to promote enterprise education.



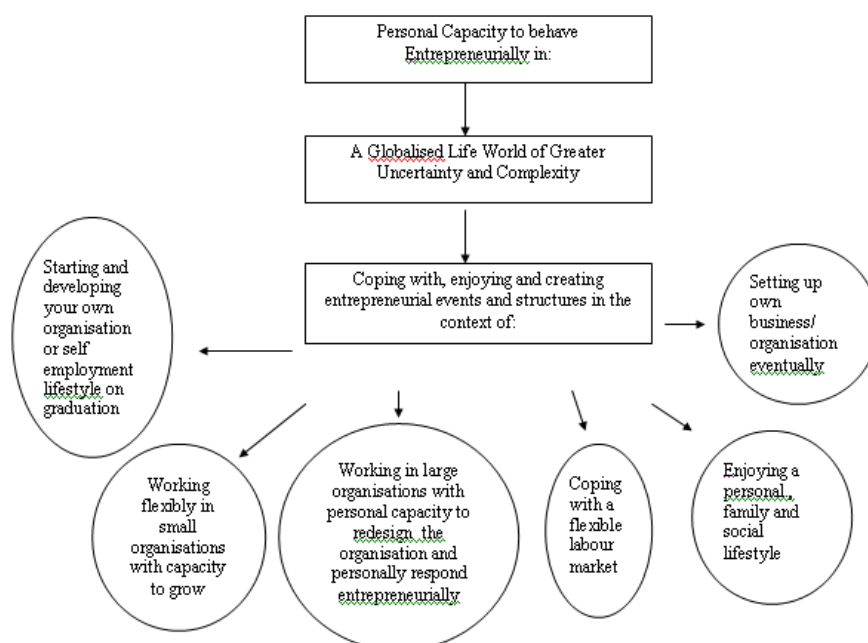
Chris Hall

Chris Hall is Head of The Hive at Nottingham Trent University providing germination and incubation support to new start and early stage businesses, predominantly created by the graduates of the university. Chris has been running The Hive for the last 4 years after a career of more than 35 years in industry where he has worked in a wide range of operational roles within many different manufacturing sectors. However, his involvement with Nottingham Trent University stems from 1993, when he became closely involved with their forum for Business and University interaction/collaboration. Initially trained as an Engineer, he has during his time in Industry had full P&L responsibility for a subsidiary unit of a major plc., managed multi-site operations and had operational experience of almost every discipline within business today. He has also run his own business consultancy, and this together with that employment experience has given him an ideal base on which to advise and mentor participants in the Hive, which now number more than 100 new businesses created.

A Note on the Philosophy, Structure and Process of the Programme

The overall objective is to equip participants with a Mastery of key elements of teaching and facilitating Entrepreneurial Learning. These elements are listed in Appendix 3 to the Introductory Module. In pursuing these objectives there are a number of distinctive characteristics that may differentiate this programme from others.

1. It is not focused mainly upon the business aspects of entrepreneurship. If you glance through the NCGE Outcomes Template (Appendix 1) you will see that only one makes direct mention of business competencies.
2. The reason for this is that the policy focus and indeed the major thrust of enterprise/entrepreneurship education, as it is being espoused across the education system, is upon preparing young people for a life world – work, social and community – of greater uncertainty and complexity (see the background papers). Setting up your own business is only one aspect of this. The focus is upon creating entrepreneurial mindsets. The policy frame is therefore:



3. The alternative model of the Entrepreneurial Person in the paper by Gibb (Appendix 4) should be reviewed as it forms a base for the programme.
4. The programme focuses heavily upon how best to organise knowledge and pedagogy to simulate the life-world and 'ways of doing things etc' of entrepreneurs and to meet the NCGE outcomes...
5. The style of the programme will be such as to maximise the potential for participants to create, discuss, perform and carry learning back into experimentation in practice between modules.

Course Outline Day 1

Theme	Format	Contributors	Time
Introductions Welcome by host Institution <i>Delegate ice breaker: harvesting entrepreneurial learning experiences</i>	Host Introduction	Alison Price Paul Hannon Allan Gibb	14:00-15:00
Introduction to the Programme <i>The IEEP programme is introduced in detail and relevant materials, such as documents and files are handed out. Discussion of Leadership and Learning needs.</i>	Discussion Presentation and Discussion	Luke Pittaway Paul Hannon Chris Hall	15:00-16:00
Coffee & Tea			16:00-16:15
Leadership and Outcomes in Entrepreneurship Education. <i>Participant led review. Participants spend time in pre-designated groups to prepare innovative review/critique of one of the NCGE Outcomes and the implications for delivery.</i>	Group work and short facilitated discussion	Allan Gibb Paul Hannon	16:15-17.30
Review of the 'day' <i>Use of small group work in Entrepreneurship Teaching</i>	Debriefing and Discussion	Allan Gibb	17:30-18.00
Transport to Queens Hotel			18:00-18:30
Pre-dinner <i>A speed networking exercise is carried out to enable delegates to meet each other.</i>	Speed-networking	Luke Pittaway	18:30-19:30
Dinner Speaker-- The Kauffman Campus Initiative <i>Post dinner – introduction to use of debate format and preparation for debate on following day 'This house believes that entrepreneurship education corrupts the university learning process'</i>		US Guest Allan Gibb and Team	19:30

Course Outline – Day 2

Theme	Format	Contributors	Time
What is an enterprise culture and what is the role of education? <i>Small group creative drawing and class discussion of the 'messages'</i>	Small group and plenary. Use of drawing	Allan Gibb Luke Pittaway	8.30-10:30
Coffee Creating the optimum university for Entrepreneurship education. <i>What needs to change and how do we change it?</i>	Intensive – 'hot seat' interviews - small group and plenary. Use of Interview panels	Interviewees Simon Brown Alison Price Bob Handscombe Other selected UK and USA personnel	10:30-10:45 10:45-12:30
Preparation and small group interviews with key externals. <i>20 minutes preparation, 20 minutes interview, 5 minutes feedback in plenary.</i>			
Lunch <i>Preparation of elevator three minute elevator pitch 'I am the master of entrepreneurship education'.</i>			12:30-13:30
Key issues in entrepreneurship education and learning? <i>Small groups to be given one key issue and prepare a 5 minute drama to demonstrate it. The rest of the audience to 'guess' the message and mark for creativity and innovation.</i>	Preparation of drama followed by demonstration	Allan Gibb National and international staff act as interlocutors and facilitators – and engaged in the acting	13:30-15:30
Coffee			15:30-15:45
Debate: 'This house believes that entrepreneurship education corrupts the university learning process'	Debate Followed by discussion of use of debate	Paul Hannon, Selected national international guests as commentators	16:00-17:30
Review of day	Debriefing	Allan Gibb	17:30-17:50
Transport to Queens Hotel Dinner <i>Elevator pitch competition 'I am the master of entrepreneurship education'</i>		Judging panel international guests and award for best pitch	18:00-18:30 18:30 start Food 20:00
After Dinner <i>'At home' by international guests and representatives of key Entrepreneurship Educator Stakeholders</i>	Informal chat hosted by guests in rotating small groups	Small group exploration of initiatives in the US and UK	21:30

Course Outline – Day 3

Theme	Format	Contributors	Time
Strategies for embedding ourselves in the stakeholder environment <i>Who should we work with and how?</i>	Groups work on selected external and internal stakeholders and prepare exciting '5 minute sales pitch for 'Partnership'	Christina Hartshorn and facilitators on the external and internal stakeholder environment	8.30-11:00
Coffee			11:00-11:30
How can the entrepreneurship educator become a leader? What can we learn from experience? <i>Small group interviews – informal – with high profile leaders.</i>	Group interview format	Interviewees: Shai Vyakarnam Allan Gibb Bob Handscombe	11:00-12:30
Lunch			12:30-13:30
Review of Module Preparation for next modules, choice of partner mentors and explanation of mentoring system		Allan Gibb Luke Pittaway Paul Hannon Chris Hall	13:30-15:00
Close			15:00

Appendix 1 - NCGE Entrepreneurial Outcomes

Explore the Entrepreneurial Learning Outcomes Framework in this section and consider your previous experience in enterprise education. Identify the areas where you feel your experience is strong, think about the specific evidence supporting your views and highlight this in the document at the end of this Appendix.

A - Entrepreneurial behaviour, attitude and skill development	
Key entrepreneurial behaviours, skills and attitudes have been developed (these will need to be agreed and clearly set out)	<p>To what degree does a programme have activities that seek clearly to develop:</p> <ul style="list-style-type: none"> • opportunity seeking • initiative taking • ownership of a development • commitment to see things through • personal locus of control (autonomy) • intuitive decision making with limited information • networking capacity • strategic thinking • negotiation capacity • selling/persuasive capacity • achievement orientation • incremental risk taking

B - Creating empathy with the entrepreneurial life world	
Students clearly empathise with, understand and 'feel' the life-world of the entrepreneur	<p>To what degree does the programme help students to 'feel' the world of:</p> <ul style="list-style-type: none"> • living with uncertainty and complexity • having to do everything under pressure • coping with loneliness • holistic management • no sell, no income • no cash in hand - no income • building know who and trust relationships • learning by doing, copying, making things up, problem solving • managing interdependencies • working flexibly and long hours

C - Key entrepreneurial values

<p>Key entrepreneurial values have been inculcated.</p>	<p>To what degree does the programme seek to inculcate and create empathy with key entrepreneurial values:</p> <ul style="list-style-type: none"> • strong sense of independence • distrust of bureaucracy and its values • self made/self belief • strong sense of ownership • belief that rewards come with own effort • 'hard work brings its rewards • believe can make things happen • strong action orientation • belief in informal arrangements • strong belief in the value of know-who and trust • strong belief in freedom to take action • belief in the individual and community not the state
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D - Motivation to Entrepreneurship career

<p>Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits</p>	<p>To what degree does the programme help students to:</p> <ul style="list-style-type: none"> • understand the benefits from an entrepreneurship career? • compare with employee career • have some entrepreneurial 'hero's' as friends acquaintances • have images of entrepreneurial people 'just like them'
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E - Understanding of processes of business entry and tasks

<p>Students understand the process (stages) of setting up an organisation, the associated tasks and learning needs</p>	<p>To what degree does the programme take students through:</p> <ul style="list-style-type: none"> • the total process of setting up an organisation from idea to survival and provide understanding of what challenges will arise at each stage • helping students how to handle them
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F - Generic Entrepreneurship competencies

Students have the key generic competencies associated with entrepreneurship (generic 'how to's')

To what degree does the programme build the capacity to:

- find an idea
- appraise an idea
- see problems as opportunities
- identify the key people to be influenced in any development
- build the know who
- learn from relationships
- assess business development needs
- know where to look for answers
- improve emotional self awareness, manage and read emotions and handle relationships
- constantly see yourself and the business through the eyes of stakeholders and particularly customers

G - Key Minimum Business how to's

Students have a grasp of key business how to's associated with the start up process

To what degree does the programme help students to:

- see products and services as combinations of benefits
- develop a total service package
- price a product service
- identify and approach good customers
- appraise and learn from competition
- monitor the environment with limited resource
- choose appropriate sales strategy and manage it
- identify the appropriate scale of a business to make a living
- set standards for operations performance and manage them
- finance the business appropriately from different sources
- develop a business plan as a relationship communication instrument
- acquire an appropriate systems to manage cash, payments, collections, profits and costs
- select a good accountant
- manage, with minimum fuss, statutory requirements

H - Managing relationships

Students understand the nature of the relationships they need to develop with key stakeholders and are familiarised with them

How does the programme help students to:

- identify all key stakeholders impacting upon any venture
- understand the needs of all key stakeholders at the start -up and survival stage
- know how to educate stakeholders
- know how to learn from them
- know how best to build and manage the relationship

Appendix 2 – Information to Submit to Course Organisers

Use the template below to record your considerations of the entrepreneurial learning outcomes and the areas where you think you have particular levels of competence. Also areas of personal development need. Please submit this to the course organisers by sending it to Paul Hannon at paul.hannon@ncge.org.uk before the beginning of the IEEP course.

Entrepreneurial Learning Outcome	Level of Confidence and Experience	Explanation and description of the experience you think might be useful to other participants on the programme. Identification of areas of personal development need.
A: Behaviour	High Medium Low	
B. Empathy	High Medium Low	
C. Values	High Medium Low	

D. Motivation	High Medium Low	
E. Processes	High Medium Low	
F. Competencies	High Medium Low	

G. How to's	High Medium Low	
H. Relationships	High Medium Low	

Appendix 3

Leadership in Entrepreneurship Education: Areas of Mastery?

1. **Mastery of Pedagogy** – ability to select from a wide range of pedagogies to maximise the capacity to meet key Entrepreneurship Outcomes.
2. **Mastery of Philosophy** – ability to articulate the relevance of entrepreneurship education to broader educational goals and broader policy objectives.
3. **Mastery of Strategy** – ability to assess the organisation change requirement and local stakeholder development potential and pursue appropriate strategies for embedding entrepreneurship education.
4. **Mastery of Operations** – ability to apply strategy within the organization to move the Entrepreneurship Education agenda forward in practice.
5. **Mastery of Networks** – ability to harness the potential of all related stakeholder networks.
6. **Mastery of Process** – ability to organise knowledge appropriately around development problems and opportunities of entities that students might create or work in. .
7. **Mastery of the State of the Game** – awareness of key UK and international developments and support structures in the field.
8. **Mastery of Resource Acquisition**- ability to identify and engage sources of funding and support in kind.
9. **Mastery of Personal Entrepreneurship** – ability to demonstrate personal entrepreneurial behaviour – take risks – grasp opportunities - take initiatives etc. and be a role model.

Appendix 4

'Entrepreneurship: Unique Solutions for Unique Environments. Is it possible to achieve this with the existing paradigm?

ABSTRACT

The paper addresses directly the theme of the conference in exploring the capacity of the entrepreneurship paradigm to produce unique solutions for unique environments. To achieve this goal the paper argues the case for a wider entrepreneurship paradigm than that which seems to be the convention as taught in business schools around the world. It argues that the existing paradigm has been shaped over the past quarter of century by its pursuit of legitimacy in business school academe. Its true legitimacy must lie in the needs of key stakeholders in society. The key needs in this respect seem to derive from the pressures of globalisation on societies with the creation of greater uncertainty and complexity for individuals in all walks of life and for all kinds of organisations. The paper explores these sources of uncertainty and complexity and then considers the response via a process of examination of two models of the entrepreneurial person. One, branded as the traditional model is derived from an analysis of what is taught in Europe and North American business schools. The other branded as a societal model is constructed to meet the needs as perceived to arrive from an analysis of societal pressures. A number of different contexts for entrepreneurship are then explored and the needs arising briefly summarised and set against the societal model. The paper concludes by arguing that via a process of institutional transfer the traditional paradigm has become dominant and as such may be standing in the way of the paradigm truly meeting the needs of societies at different stages of development and with different cultures.

FULL PAPER

<http://ncge.com/communities/research/reference/detail/879/3>

Appendix 5

Towards the Entrepreneurial University

ABSTRACT

The paper explores the concept of an entrepreneurial university. It has its rationale in the growing focus of public policy, not only in the UK but also in Europe, North America and globally on enhancing the role that the Higher Education sector might play in social and economic development. It pursues the objective in a number of stages. First it explores very briefly the evidence as to the case for linking Higher Education with entrepreneurship and growth in competitiveness. It notes that most of the data in this respect is soft but that there is a case. Second, it reviews the nature of the pressures upon the sector linked with globalisation resulting in greater uncertainty and complexity for individuals and organisations in social and economic life. Third it briefly traces the history of policies from the 1980s onwards aimed at influencing the relationship between universities and the market and the changing imperatives. It notes that there has been a lack of consistency and commitment over time, which has limited impact. Fourth, it considers international, in particular US experience, as it relates to the notion of extending entrepreneurship education across the university and discusses some of the conceptual issues in this respect. Fifth it attempts to sum up the key components of what might be said to constitute an entrepreneurial university. Finally it considers the role of foundations in the US in providing a sustained input into the process of change, something that has been arguably missing in the UK.

FULL PAPER

<http://ncge.com/communities/research/reference/detail/742/3>

Appendix 6

A Systematic Review of Enterprise Education

ABSTRACT

The purpose of this paper is to explore different themes within entrepreneurship education via the use of a systematic literature review (SLR). Systematic literature reviews are recognised methods for conducting evidence-based policy (Tranfield et al., 2003). The particular approach to the SLR used in this study is explained and the paper explores the findings outlining a thematic framework drawn from narrative coding. The findings support the conclusion that entrepreneurship education has had an impact on student propensity and intentionality. What is unclear is the extent to which such education impacts on the level of graduate entrepreneurship or whether it enables graduates to become more effective entrepreneurs. The findings also highlight a lack of consensus on what entrepreneurship or enterprise education actually is when implemented in practice. There are also many pedagogic contradictions highlighted within the review and the evidence is introduced to explore these in more depth. The study highlights major implications for policy groups interested in entrepreneurship education, such as, the National Council for Graduate Entrepreneurship and the Kaufmann Foundation. There are a number of major issues and research requirements identified in the study. These include a need to begin tracking graduate careers, a need to explore employer demand for enterprise skills and to begin to understand how different models of entrepreneurship education achieve different things. The paper, therefore, makes a contribution to knowledge by reflecting on the existing evidence base in the subject and is valuable because it allows for the development of a thematic framework within the subject and helps to identify where the current evidence is lacking.

FULL PAPER

<http://ncge.com/communities/research/reference/detail/572/3>