Towards the Entrepreneurial University

ENTREPRENEURSHIP EDUCATION AS A LEVER FOR CHANGE

A National Council for Graduate Entrepreneurship (NCGE) report presenting and shaping the environment for graduate entrepreneurship in higher education

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Foreword

The 'Entrepreneurial University' is an exciting concept which defines those universities providing opportunities, practices, cultures and environments conducive to actively encouraging and embracing student and graduate entrepreneurship. They are places where entrepreneurship is part of the fabric of the institution.

Many universities already offer an impressive and sophisticated array of entrepreneurship development activities, but it is not always clear which institutional models and approaches really provide a sound platform for creating and sustaining the 'Entrepreneurial University'.

This paper, commissioned by NCGE from Emeritus Professor Allan Gibb OBE, NCGE's Academic Adviser, presents an argument for adopting alternative models more acceptable within a broad higher education context. Professor Gibb's stimulating and challenging propositions offer a way forward for all universities by providing a range of practical steps to engage higher education in delivering clear, explicit and desirable entrepreneurship outcomes.

We anticipate dramatic growth in the development of graduate entrepreneurship in the UK during the next few years, driven by our higher education institutions. NCGE is very active in identifying the practices that support effective entrepreneurship development and in encouraging institutional capacity building and professional educator development. Recognition and development of the 'Entrepreneurial University' is a further major step in this direction.

Ian Robertson, CEO, NCGE

1. Introduction

This summary paper focuses upon key issues central to the development of effective policies for the promotion of entrepreneurship in the UK Higher Education (HE) sector.

Its central argument is that a 'new' paradigm for entrepreneurship is needed if an approach appropriate to the university as a whole is to be found[1]. After an initial summary of some of the key challenges facing the acceptance of entrepreneurship across the university, the paper presents two caricatures of the 'entrepreneurial person'. The first is drawn from a revealed preference analysis of what is taught under this label in North America and European business schools. It might be labelled the 'traditional business model'. This model is considerably influenced by its conceptual origin within the economics profession and its nurturing in Business Schools. This model is deemed unsatisfactory as a basis for wider embedment in HE.

An 'alternative' model is proposed which, it is argued, not only reflects more accurately the essences of the entrepreneurial culture in society, but fits much more appropriately with the traditional 'idea' of a university. After discussion of the concept, the paper then explores in more detail what capacities will need to be developed, what changes will need to be made and how they may be best facilitated if the impact of current initiatives is to be sustainable.

The views expressed in this paper are those of the author and do not necessarily represent NCGE policy.

[1]For a wider academic review see Gibb, A.A. (2002) 'In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge'. International Journal of Management Reviews. Volume 4 Number 3, pp 213 –233.

2. Entrepreneurship and the University

The current imperative to develop entrepreneurial capacity in Higher Education derives from the sector's potential impact on the UK's ability to compete internationally and respond entrepreneurially (socially and economically) to the pressures of uncertainty and complexity induced by globalisation.

To date the pressure has been for HE to serve the wider aims of society in this context in three ways:

- by enhancing its capacity to commercialise, and make more widely accessible, its intellectual property. Overall, there is growing pressure to give greater weight to the scholarship of relevance and integration[2]. The former creates impetus for working in partnership with external stakeholders with a stronger focus upon development out of research rather than just publication. The latter demands a greater emphasis upon interdisciplinary research and teaching;

- by contributing more substantially to processes of regional and local economic and social development and in general strengthen its links with a wider range of stakeholders in society;

- by seeking to equip its students for a 'life world' of much greater uncertainty and complexity involving: frequent occupational, job and contract status change; global mobility; adaptation to different cultures; working in a world of fluid organisational structures; greater probability of self-employment; and wider responsibilities in family and social life. This is associated with a need to prepare students for a world of life long learning.

This scenario challenges the HE sector in several ways. In the world of global corporations and information technology, universities can no longer claim to be the sole, or possibly even the main, source of intellectual property. To retain their status will require partnerships with other stakeholders in society. Nor can they expect to be insulated from the demands of society by the public purse. In the USA for example, in most public universities, direct funding from the state has fallen to as little as twenty per cent. Traditionally, UK universities have been guaranteed their autonomy by public funding. Increasingly they will need to earn this autonomy by other means. There is therefore a push for an entrepreneurial response.

Extrapolating from US, Asian and indeed European experience it can be argued that Universities are entrepreneurial when they:

- are bold in creating their own autonomy, accepting the notion that less and less of their funding will be by the state;

- accept the 'idea' of a university which embraces the scholarship of relevance and integration of knowledge and a sharing with, and learning from, the wider community;

- are unafraid to maximise the potential for commercialisation of their ideas to create value in society and do not see this as a significant threat to academic values;

- internally organise to provide a stronger central steer to entrepreneurial endeavour while building on the natural autonomy of individual academics;

- engage actively with the wider stakeholder community as part of an 'organisational learning' strategy;

- promote the creation of science parks, incubators, technology transfer offices and patent protection arrangements, not as ends in themselves but as powerful means to opening up and integrating into the university activity-based relationships with the relevant stakeholders in both a formal and informal institutional manner;

- encourage a wide range of inter-disciplinary activity with the creation of interdisciplinary departments and R and D centres;

- accept wider responsibility for the personal development of students and staff, particularly with respect to future social, career and life long learning experiences;

- recruit entrepreneurial staff and appoint entrepreneurial leaders as change agents including the opening up of academic posts to a wider constituency via adjunct and visiting appointments;

- build rewards systems well beyond those relating to research, publication and teaching criteria;

- overall, ensure that the concept of entrepreneurship education is embedded in all the faculties, owned by key staff and integrated into the curriculum.

[2]Carnegie Foundation for the Advancement of Teaching; (1990) 'Scholarship Reconsidered. Priorities of the Professoriate'. Washington USA.

3. Choosing an appropriate entrepreneurial model

The process of responding to the above challenge demands reflection on the kind of entrepreneurship model best suited to both teaching and organisational design and outreach.
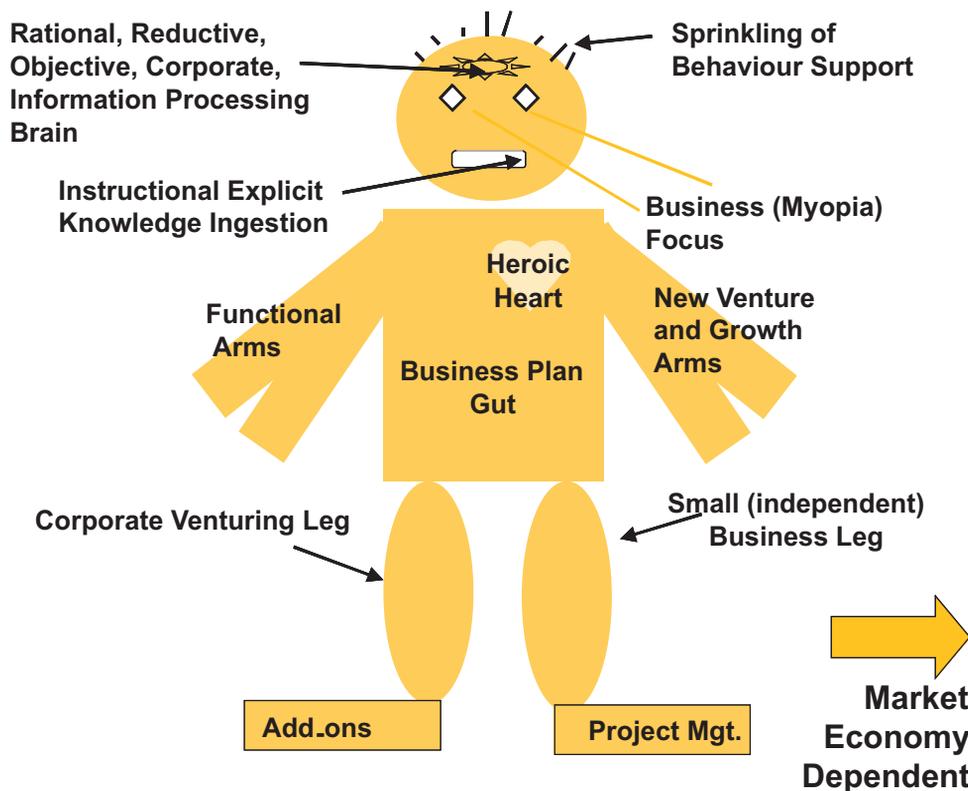
3.1 The traditional business model

The conventional model, derived from observation of what is taught, is considerably influenced by the economist's tradition and the largely corporate business school approach and is almost exclusively business management focused.

This is largely, but not wholly, an inappropriate model to meet the above challenges for a number of reasons:

- Its association with high levels of innovation, technology, scale and growth
  This results in denial of the fact that many self-employed persons and independent small and medium businesses exhibit high levels of entrepreneurial behaviour but do not wish to grow. Moreover, it creates an image that entrepreneurship is difficult to attain and therefore is only for an exceptional few – the heroic view of the entrepreneur.

- The centrality given to the business plan
  This is the wrong metaphor for entrepreneurship. Business plans were not invented by entrepreneurs but by banks, accountants and other professional service providers and reflect the culture of their world. There is little evidence to indicate a strong relationship between business planning of this kind and success. A growing body of evidence

The dominant model of the entrepreneur being taught

Rational, Reductive, Objective, Corporate, Information Processing Brain

Sprinkling of Behaviour Support

Instructional Explicit Knowledge Ingestion

Business (Myopia) Focus

Heroic Heart

Functional Arms

New Venture and Growth Arms

Business Plan Gut

Corporate Venturing Leg

Small (independent) Business Leg

Add-ons

Project Mgt.

Market Economy Dependent

demonstrates that it is the capacity to get into the marketplace and adjust flexibly to what is learned there and in particular to customer needs, while thinking strategically, that is of paramount importance.

- **The business management focus**
  This considerably weakens the potential of the entrepreneurship model being valued in a non-business context, for example in public services such as health, education, social services, local government and police. When it is applied to these contexts it is dominated by business management functional teaching.

- **The compartmentalistion of management knowledge into functional management boxes (such as marketing, finance, operations, HRD)**
  Business schools, which currently dominate entrepreneurship teaching and research, are greatly responsible for this. These boxes dictate the organisation of the schools, their research and publication agenda and consequently the delivery of knowledge and the value they give to it. The essence of entrepreneurship is, in contrast, holistic management and the constant capacity to 'feel' the organisation as an integrated whole.

- **The organisation of learning around business 'disciplines'**
  Entrepreneurial learning, in contrast, is acquired on a '**how to**' and '**need to know**' basis dominated by processes of 'doing', solving problems, grasping opportunities, copying from others, mistake making and experiment. Most of the learning derives from developing the organisation and managing relationships with stakeholders (customers, suppliers, banks, accountants, competitors, regulators and so on).

- **The absence of a focus upon 'know-who'**
  Existing models, in the main, do not teach how to learn from stakeholders and also skate over the management of relationships on the basis of trust, personal judgment and 'know-who' - all of which are major entrepreneurial ingredients. The entrepreneurial firm is a highly porous learning organisation capable of harvesting knowledge from all stakeholders external to, and within, the organisation.

- **The lack of exposure to tacit knowledge and the insights into the community of practice that this brings (how things are really done)**
  The world of the entrepreneur is one that values tacit knowledge and the heuristics (mental maps) of judgment and intuitive decision making.

- **The limited focus upon stimulating and practicing a wide range of entrepreneurial behaviours and inculcating entrepreneurial values**
  Only a very limited set of pedagogical tools are currently widely applied, mainly cases, lectures, projects and visits, with some skills training (for example presentations). Yet entrepreneurial behaviours, skills and attributes, nurtured by well designed pedagogies and exposure to experience are essential components of being able to '**feel**' what it is like to be entrepreneurial and are key to the creation of entrepreneurial values.

- **The corporate culture of the delivery organisations**
  Business schools are largely organised around a corporate model which values order, formality, transparency, control, accountability, information processing, planning, rational decision making, clear demarcation, responsibilities and definitions. This contrasts substantially with the informal, personal relationship, trust building, intuitive decision making, somewhat overlapping and chaotic 'feeling' world of the entrepreneur.

- **The focus upon new venture creation as the key entrepreneurial experience**
  This focus, often involving the use of projects, is of high value when it attaches learning closely to the processes of the venture development. If it is taught within a set of functional disciplines around a business plan the entrepreneurial impact can be limited. New venture creation, however, is not the only approach to entrepreneurship.

- **The context is most often solely that of the 'market model'**
  This excludes understanding of entrepreneurial behaviour in a wide variety of very different contexts and dangerously can lead to the assumption that it is only market conditions that stimulate entrepreneurship.

Notwithstanding its weaknesses, the above model, with its dominant emphasis upon business, will find difficulty in gaining wide acceptance in Higher Education. It may exacerbate fears of 'selling out' traditional academic values, in particular that of valuing knowledge for its own sake, via the channeling of research monies into commercial projects and the threat to publication and IP rights on concepts. An alternative model is therefore proposed.
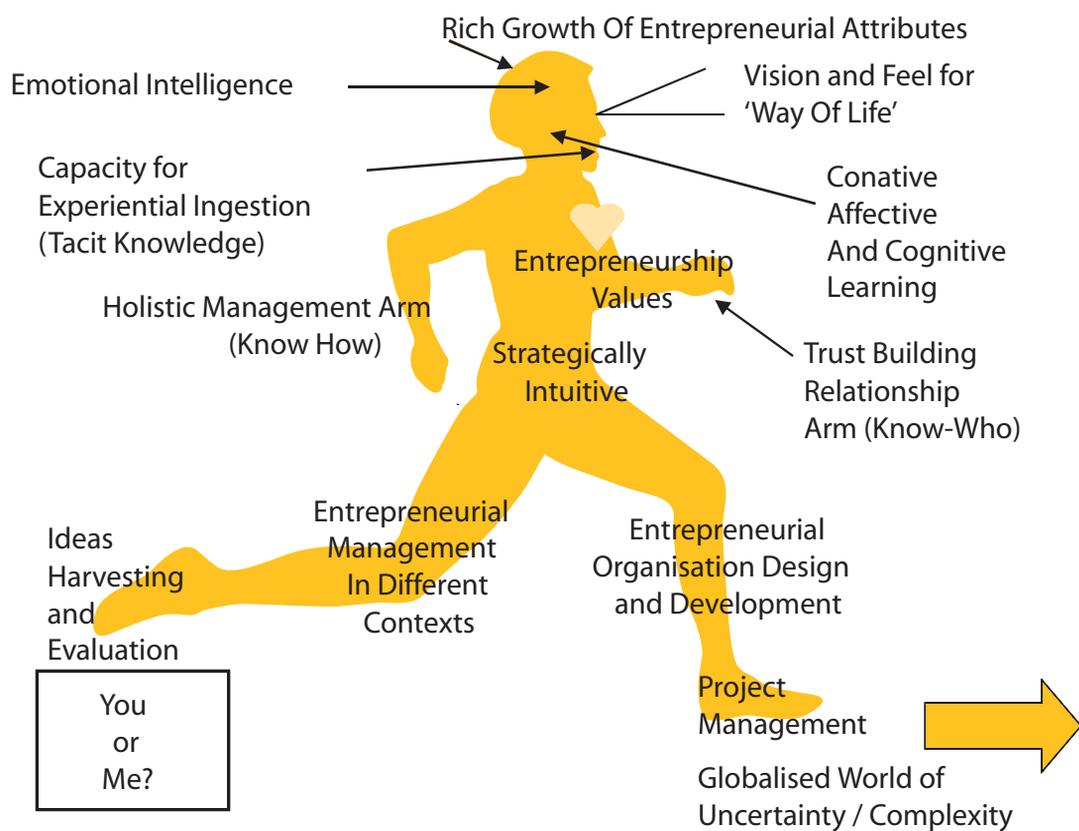
3.2 An Alternative Model for Higher Education

This is based upon a view that the role of entrepreneurship in society, and perhaps the major reason for its current political popularity, is that it provides an opportunity for individuals and organisations of all kinds and in all walks of life to cope with, provoke, and perhaps enjoy, an increasingly complex and uncertain world. The need arises largely from the complexities and uncertainties created by globalisation, impacting upon organisations and individuals of all kinds and in all contexts - in work, family, community and consumer life. Entrepreneurship education should therefore focus upon developing understanding, and capacity for pursuit, of entrepreneurial behaviours, skills and attributes in these widely different contexts. Entrepreneurship can thus be portrayed as open to all and not exclusively the domain of the high-flying growth-seeking businessperson. Business is nevertheless one highly important context.

It is implicit in the model that the propensity to behave entrepreneurially is also not exclusive to certain individuals but may be more dominantly displayed by some rather than others. Different individuals will have a different mix of capacities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. These behaviours can be practiced, developed and learned to some degree and certain environments, particularly that of running one's own business, and working within entrepreneurially designed organisations, will stimulate them.

Towards an appropriate model for entrepreneurial teaching

- Rich Growth Of Entrepreneurial Attributes
- Emotional Intelligence
- Vision and Feel for 'Way Of Life'
- Capacity for Experiential Ingestion (Tacit Knowledge)
- Conative Affective And Cognitive Learning
- Holistic Management Arm (Know How)
- Entrepreneurship Values
- Strategically Intuitive
- Trust Building Relationship Arm (Know-Who)
- Ideas Harvesting and Evaluation
- Entrepreneurial Management In Different Contexts
- Entrepreneurial Organisation Design and Development
- You or Me?
- Project Management
- Globalised World of Uncertainty / Complexity

The model embraces a number of key characteristics as follows:

- instilling empathy with entrepreneurial values and associated 'ways of thinking, doing, feeling, seeing, communicating, organising and learning things';

- development of the capacity for strategic thinking and scenario planning and the practice of making intuitive decisions based upon judgement with limited information.

- Creating a vision of, and empathy with, the way of life of the entrepreneurial person. This implies a strong emphasis upon the employment of educational pedagogies stimulating a sense of ownership, control, independence, responsibility, autonomy of action and commitment to see things through while living, day by day, with uncertainty and complexity.

- Seeing entrepreneurial behaviours practiced in a wide range of contexts. The relevance of the concept to the musician, artist, doctor, nurse, local government officer, unemployed person and even priest can be explored.

- Stimulating the practice of a wide range of entrepreneurial behaviours. Opportunity seeking and grasping, networking, taking initiatives, persuading others and taking intuitive decisions will be key components. This demands a comprehensive range of pedagogical tools.

- Focusing upon the conative (value in use) and affective (enjoyable and stimulating) aspects of learning as well as the cognitive - relevance to application is of key importance as is instilling motivation.

- Maximising the opportunity for experiential learning and engagement in the 'community of practice'. Of particular importance will be creating space for learning by doing and re-doing. Projects will need to be designed to stimulate entrepreneurial behaviours and assessed accordingly.

- Creating the capacity for relationship learning, network management, building know-who and managing on the basis of trust-based personal relationships. The Business Plan becomes an important component of relationship management leading to understanding that different stakeholders need 'plans' with different emphasis (a venture capitalist or angel is looking for different things than a banker or a potential partner).

- Developing understanding of, and building knowledge around, the processes of organisation development - from start, through survival to growth and internationalisation. This will demand a focus upon the dynamics of change, the nature of problems and opportunities that arise and how to anticipate and deal with them.

- Focusing upon an holistic approach to the management of organisations and the integration of knowledge. The academic approach will be one that builds concepts around problems and experience.

- Creating the capacity to design entrepreneurial organisations of all kinds in different contexts and understand how to operate them successfully.

- Focusing strongly upon processes of opportunity seeking, evaluation and opportunity grasping in different contexts including business.

- Widening the context beyond the market. Creating opportunities for participants (students) to explore what the above means for their own personal and career development.

This model forms the basis for the NCGE Template for Entrepreneurship Learning Outcomes set out in 6.

4. Implications for Development in Higher Education

The alternative model supports the HE sector in building relationships with stakeholders and it will also sit more comfortably alongside traditional university values. Nevertheless it demands considerable changes in pedagogy, modes of assessment and accreditation and the appropriate training of staff. More importantly, if the model is to achieve its goal of supporting the role of the university in developing itself and its graduates, many of the challenges noted earlier will need to be met. In particular the model implies a re-orientation of the contract with the student to embrace a more clearly defined element of personal and career development.

In this respect it is evident that students see the range of entrepreneurial behaviours as set out in 6. as central to their future careers and social life, irrespective of whether they immediately start businesses or not. They can be viewed as part of the preparation of students for life long learning.

There will also need to be changes in staff rewards and status systems to encourage those who engage, and have high credibility, with the business and wider stakeholder community. This in turn demands enhanced mechanisms for support of ongoing social interaction between academics and students and particularly entrepreneurs. As a basis for the above there will be a need to audit existing practice and the potential for movement towards the kind of model the university wishes to explore.

In this respect three alternative organisation models for the Entrepreneurial University (which can be seen as developmental) can be suggested.

Model 1: The Fully Integrated and Embedded (Optimum?) Model

The **Optimum Fully Integrated Model,** with the following characteristics:
- University-wide application of entrepreneurship teaching.
- Joined with office of technology transfer.
- Innovative pedagogical support for every department.
- Life long learning approach in all departments.
- All departments and subjects covered.
- Emphasis upon interdisciplinary teaching, degrees and centres.
- Professorial status for Research and Development excellence.
- 'Development' sabbaticals for staff wishing to commercialise IP.
- Professors of Practice, Adjunct Professors, Visiting Development Fellows.
- Entrepreneur teams invited in to harvest ideas.
- Social integration of entrepreneurs and status awarded to them.
- Entrepreneurship as an office of the Vice Chancellor.
- All activities academic led but in partnership with external stakeholders.
- Research and development activity rewarded in all departments.
- Active stakeholder participation with university staff in joint ventures.
- Open approach to intellectual property and investment in university ventures.
- Staff of departments trained to develop and offer entrepreneurship courses.

Model 2: The Intermediate: University-Led Model

An **Intermediate Model**, more adjacent to the university, but still led by it, might include:
- A specialist centre, university owned but adjacent to the university.
- Headed by university professor.
- Programme and pedagogical development.
- Development of specialist entrepreneurship programme offer to all departments – some department staff training.
- Offers of staff training.
- Centre established as stakeholder partnership.
- Staff appointments open to external stakeholders.
- Harvesting departmental staff who wish to engage in entrepreneurship.
- Joint ventures and programmes with science park and technology transfer processes.
- Engagement with panels of entrepreneurs to encourage linking with departments to harness technology.
- Links to business support services and venture capitalists.

Model 3: The External Support Model: Stakeholder Driven

A more **External Business Services Support Model** might be a compromise embracing:
- A specialist centre, stakeholder owned but with university participation.
- Headed by business executive.
- Located alongside technology transfer or science park activity.
- Training programme offers to departments.
- Counselling and business support services offer to university staff and students.
- Promotions and other activities.
- Joint ventures with science parks and technology transfer agents.
- Engagement with the entrepreneurial and stakeholder community.
- Partnerships with interested academic staff.

5. Conclusion: Partnerships for Sustainable Change?

Embracing some of the arguments in this paper implies in the first instance a strategic acceptance of the need for universities to respond to current pressures but in a manner that ensures their autonomy and carries forward the 'idea' of a university. In these respects there is some congruence with the notion of entrepreneurship as remodelled above. Its essence is the pursuit of independence in thought and deed. Moreover its focus is upon the imaginative use of interdisciplinary knowledge in the pursuit of opportunity.

There is a growing body of experience in the UK and internationally that is of value in meeting the key challenges noted at the beginning of this paper, of:

- wider exploitation of intellectual property and indeed the creation of new learning by partnership with external stakeholders;

- the university becoming a hub for regional and local economic and social development;

- and the preparation of graduates for entrance into a world of uncertainty, complexity but also of greater opportunity.

While selecting and building the appropriate model is a strategic development decision it is not altogether one for the individual university. The 'buying of one's own autonomy' seems increasingly to be an externally induced imperative, demanding an entrepreneurial response. The growing range of public policy incentives to higher education to engage with both business and the wider stakeholder community is creating pressure for change.

While there is no guarantee that these initiatives will be maintained, in terms of scale of resource or scope, the trend, implicit in policy, underpinning these, is unlikely to be reversed. Benchmarking HE developments internationally will reinforce this focus. Coherence in public policy cannot, however, be guaranteed over time. Currently there are still anomalies, perhaps the most important of which is the way that the Research Assessment Exercise operates against the scholarship of relevance and integration with its emphasis upon publication, rather than development out of research, and upon performance within a single disciplinary context. The proposed new metrics system may help in this respect.

Response to the entrepreneurship challenge in the HE sector is therefore equally a collective as well as individual one. Collective actions might include:

- **Wider debate on the most appropriate concept of entrepreneurship and its relevance to HE sector development**
  Such a debate needs to involve all key stakeholders: relevant government departments, the Learning and Skills Council, the Regional Development Agencies, the Enterprise Insight Consortium, senior University representatives, the Higher Education Funding Council, NESTA, the Centres of Excellence for Teaching and Learning in Enterprise, and the Higher Education Academy. The debate can be led by NCGE.

- **Closer examination of the various models for design of the Entrepreneurial University in the light of international experience**
  Such an examination could be undertaken via a process of high level workshops for senior Academic Staff for the HE sector perhaps prefaced by conference organisation highlighting international as well as national experience. In the latter respect there are already initiatives upon which to build.

- **Review of how HE performance in the field of development out of research, and the scholarship of relevance and integration of knowledge might be assessed and enhanced**
  Such a Review in the first instance sits firmly with HEFCE and relevant ministries.

- **Creation of an appropriate curriculum for wider application in the HE sector**
  This seems central to the objectives of NCGE but needs the engagement of the Higher Education Academy and the relevant Centres of Excellence in Teaching and Learning. This can build upon the mapping exercise of existing entrepreneurship programmes currently being undertaken by the NCGE and will feed into the Template for Entrepreneurship Education developed by NCGE. The target customers are all those engaged in delivery and sponsorship of graduate entrepreneurship education. Such a curriculum will need to have appeal right across the university.

- **Development of a range of associated pedagogies carefully targeted on the agreed entrepreneurial outcomes**
  This is inextricably linked with the curriculum development process but needs to be focused upon creating the 'feeling' for the life world of entrepreneurship.

This means creating the opportunity for practice of key entrepreneurial behaviours such as: opportunity identification and evaluation; relationship management development and effective networking; intuitive decision making and risk assessment;
initiative taking; commitment to see things through; and 'feeling' ownership and entrepreneurial learning. The development of empathy and emotional intelligence will be a key focus.

- **Creation of mechanisms for staff training and development**
  Out of the above should emerge a modular programme to be offered across the HE sector. After piloting and amendment it will need 'teacher training' programmes and possibly associated accreditation.

- **Research and development into appropriate forms of assessment and accreditation for students in the field of entrepreneurship**
  There will need to be parallel development of appropriate forms of assessment for each of the outcome areas identified in the NCGE Template 6. This is no easy task. Such work clearly is within the remit of NCGE in partnership in particular with the Higher Education Academy and Centres of Excellence Teaching and Learning for Enterprise.

- **Agreement as to how progress might be monitored over time and international experience constantly brought to bear**
  A Development Group, drawn from key stakeholders, could provide the basis. Membership ought also to include representation from the Kauffman Foundation, a leader in the field in the USA. A planned timetable will form the basis for monitoring. While there are already a range of initiatives covering several of the above points the timetable would be the focus for a co-ordinating mechanism.

6. A Template for Entrepreneurship Programme Development in HE

The need for a template
In the light of the growth of a range of entrepreneurship programmes in the HE sector and indeed elsewhere there is a clear need for a Template for Entrepreneurship. Such a template needs to incorporate a definition of **what constitutes entrepreneurship in education** and, in particular, address the key issue of **what might be the range of desired outcomes from entrepreneurship programmes.**

With such a base it will be possible to explore:
- what are the targeted outcomes of existing programmes benchmarked against the template;
- are they really being delivered;
- how well are they being delivered and where is there scope for improvement;
- how (well) are the outcomes being assessed.

Such a benchmarking exercise is currently being undertaken by NCGE. This process will facilitate the effective harnessing of existing offers and will provide the base for adding value to them. It will also be possible to prevent the spread of irrelevant or less effective practice. Research into the various offers of entrepreneurship teaching in HE demonstrates for example that much of what is taught is 'about' rather than 'through' or 'for'.

A template also provides the basis for:
- a focused debate upon the concept of entrepreneurship in an educational context;
- a dialogue with all key stakeholders, particularly policy makers and funders;
- the development of a programme of education and training for policy makers, organisers and deliverers of entrepreneurship education.

Key areas for outcome setting and measurement are set out below. They are not meant to represent the definitive article, nor are they a template against which to assess the worthiness of programmes (many worthwhile programmes would fail to match these criteria).

A Benchmarking Template of Potential Key Outcomes

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)	To what degree does a programme have activities that seek clearly to develop: - 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	To what degree does the programme help students to 'feel' the world of: - 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

Key entrepreneurial values have been inculcated	To what degree does the programme seek to inculcate and create empathy with key entrepreneurial values: - 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 - belief that 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

D Motivation to Entrepreneurship career

Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits	To what degree does the programme help students to: - understand the benefits from an entrepreneurship career - compare with career as an employee - have some entrepreneurial 'heroes as friends' acquaintances - have images of entrepreneurial people 'just like them'

E Understanding of processes of business entry and tasks	
Students understand the process (stages) of setting up an organisation, the associated tasks and learning needs	To what degree does the programme take students through: - the total process of setting up an organisation from idea to survival and provide understanding of what challenges will arise at each stage - how to handle these challenges

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 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