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De Luca, Damian and Taylor, Ruth

iEnt Academic Models and Lenses for Entrepreneurial Academics and Enterprise Educators

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Abstract

Adapting ideas of framing and metaphor from the work of Lakoff and Johnson (Lakoff & Johnson, 1980) and lenses from Jesse Schell (Schell, 2008), the research will offer participants a set of lenses and models for entrepreneurial academics and enterprise educators. Presented as a set of cards and as a digital app version currently under development, it is intended as a working toolset where each model provides a set of questions that guides and references for academic, students and educators to apply to the processes and situations around enterprise.

Introduction

Gibb’s (1988) The Enterprise Culture: Threat or Opportunity? Defines Entreprises as - “The exercise of enterprise attributes in any task or environment context. He further defines the enterprise attributes as Initiative Strong persuasive powers Moderate rather than high risk-taking ability Flexibility Creativity Independence/autonomy Problem-solving ability Need for achievement Imagination High belief in own or one’s own destiny Leadership Hard work

and an entrepreneur as - “Someone who demonstrates a marked use of enterprising attributes, usually in commerce or business” From Gibb’s definitions it could be argued that the business and commerce of Higher Education is Education, Research and Enterprise. Although much research has furthered the Gibb model, we see this as a valid start point for developing the models and lenses. Various typologies have been proposed in the past to describe different types of entrepreneur (Brewer, 2002; Brennan, Hall, McKeown, 2005; Dickens, Cooke, & Smith, 1998; Jones-Evans, 1996; Lardaux, 1982). The research explores the notion that entrepreneurship is a mode of behavior in which different entrepreneurial types engage differently based on motivations, opportunity, working styles and environments and that therefore the individual must adopt different strategies and tools for success. By comparing different entrepreneurial types and their context and operational styles (within the HE environment) it is hoped to extrapolate models which can be adapted and applied as a set of tools or lenses.

Once the individual’s entrepreneurial type and preferences have been assessed it should be possible to identify the lenses most useful to them.

The Canalside Model

The Traditional Academic Model

The IP / Patent Enterprise Income Model

The IP / Patent Enterprise Income Model

The Canalside Model

The Traditional Academic Model

The IP / Patent Enterprise Income Model

The Canalside Model

The Traditional Academic Model

The IP / Patent Enterprise Income Model

Academic vs. Entrepreneurial Behaviour

What some authors suggest that there are tensions within higher education between academics who see themselves as protecting traditional academic values which underpin traditional research and organisations changing mission to contribute to economic growth through increased enterprise activities, paid for research or spin out activities (Philpott, Dooly, & O’Reilly, 2010; Rinne & Koivula, 2006; Williams, 2002), it is a clear that entrepreneurial activity is more prevalent in some areas of academia than others for example biosciences, engineering and technology subjects and where collaborative partnerships with industry or external partners are more likely (Fletcher & Tower, 2001; D’Este & Fontana, 2007, Martellini, Meyer, & von Tunzelmann, 2008).

Hay et al (2002) suggest the difference between academic behaviour and entrepreneurial behaviour may not be quite so distinct as some suggest, a key difference being attitudes to risk-taking with traditional academics being generally more risk averse and therefore the nature of the work environment may be significant. Entwistle (2003) states that in research universities, research praxis function in a firm line way and share many of the qualities of a start-up company so the transition from academic to enterpreneur culture is less difficult and this may support spin out activities.

Types of Academic Entrepreneurs

Brennan (2005) recognises four clear types of academic entrepreneur from a selection of nine academics across different disciplines.

- Hero - a highly social academic producing knowledge at the forefront of their discipline, using their social capital to be fully engaged in the entrepreneurial environment.
- Maverick - an academic with a strong interest in interdisciplinary knowledge production and with a particular interest in the academic environment.
- Broker - a highly social individual interested in interdisciplinary knowledge trading or exchange and the application of knowledge in the wider entrepreneurial environment. They use their social capital and network both internal and external to the entrepreneurial environment.
- Prospector - a highly individualistic academic who’s main interest is in the application of discipline knowledge and interdisciplinary knowledge brokerage. cherry the box-wise use of university-based systems as they are strongly orientated towards the external, wider entrepreneurial environment.

Conclusion

It is hoped that the research will lead to a set of valid enterprise models and lenses and analysis of associated behaviour. The application will use a needs based recommendation agent providing the user with a set of lenses to facilitate the appropriate model. The user rates what is important in terms of enterprise and the app will present the user with a suitable tool kit.

References

Brenn...