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Advancing Entrepreneurship Passion and Practice: Women in Higher Education Context

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Abstract

Central to the significance role of higher education in the society, the issue about women absence in senior leadership position has been outstretched. The aim of this paper is to analyse the important role of women leadership within entrepreneurial university context. Although women hold lower positions in the hierarchical level of the university, identifying their unique attributes that inform the effective performance of their institutions will not only boost their confidence but also flag to academic community, policy makers and business organisations that the creative, innovative and entrepreneurial ethos of women in higher education can serve more than what is currently delivering if placed at the forefront of the system. Spotting the distinctive feature of women leadership in the new role of universities may invites more support and mechanisms from various stakeholders that will help emancipate women leadership, thus the potential to facilitate collaboration and global competitive benefit.

Keyword*s: Women leadership; Entrepreneurship; Collaboration; Entrepreneurial University; Innovation team; Higher Education Institutions*

1. Introduction

Globalisation has left an imprint on the higher education system as university new role is ascribed to entrepreneurial activity. This presents higher education sector with unprecedented challenges in balancing their mandate (teaching, research and entrepreneurial) thereby calls for urgent re-interpretation of higher institutions (Stevenson & Mercer, 2013). The new and evolving concept of entrepreneurial university sits on different perspectives. This range from the Clark's narrow view of entrepreneurial university as an organisational strategy approach that constitutes practices and actions of an institution tailored towards the development of being entrepreneurial (Clark, 1998, 2004). The Etzkowitz's perspective of the Triple Helix models that emphasis on university-business-government collaboration as interplay of entrepreneurial university concept (Etzkowitz, 2008). In consistent with Cardinal Newman's view of the creative utilisation of knowledge, Gibb holds on the ground that entrepreneurial skills, competences and behaviours must be developed in the students in order to manage complex situations and uncertainty (Gibb, 1993). The Kauffman's broader stance of entrepreneurial university as avenue for teaching entrepreneurship on the premise that entrepreneurship education needs to be integrated into university curriculum (Schramm, 2008). Based on this analysis, one could assert that entrepreneurial university constitutes two major themes, the enterprising activity (e.g Clark, 2004; Etzkowitz, 2013a) and the entrepreneurship education school of thoughts (Gibb & Hannon, 2006; Schramm, 2008).

According to the QAA's definition of enterprise, it is the use of imaginative ideas and innovations in real working context and entrepreneurship education is the use of enterprise skills for the development of growing or starting business for the purpose of opportunities exploitation (QAA, 2012).

While the author concedes and appreciates these intellectual perspectives, together enterprise and entrepreneurship make up the entrepreneurial university paradigm.

According to Thomas Kuhn, paradigm is an overall theoretical framework (Kuhn, 1962, 2012). In this case, the theoretical framework of entrepreneurial university constitutes the element of practice of enterprise or entrepreneurship activities or both. Either an institution is entrepreneurially characterised through its enterprise or entrepreneurship domain, central to these entrepreneurial university prerequisites, is the interdependent of everyone involved in the new relationship, an antecedent of collaborative leadership (OHIO Community Collaboration Model for School Improvement, n.d.). The aim of this paper is to enhance our understanding of women leadership in higher education institutions through the lens of entrepreneurial university paradigms analysing existing literature.

In reference to Burton Clark's perspective, in term of practices and activities as signalled above, leadership in its definition of the ability to influencing others plays a key role in the entrepreneurial phenomenon, in particular the collaborative leadership. Collaborative leadership involves people working together in groups, releasing their ego and engage openly in the process (Growe, 2011; Sergiovanni, 1994). In assessing the leadership characteristic of 'egoism', women tend to lower their ego more than the men; this is an important quality of women leadership that has been back grounded in higher institutions. Although, the reason is closely connected to the ideology that people at the top of the organisations take the pride of glamorous works that is jointly attained by other teams at various level across the university (Etzkowitz, 2013a). Most importantly noted, innovation is more productive when it occurs in a non-linear way (p.506). In this context, it means that entrepreneurial practices and actions are more productive from bottom-up approach. From this perspective, conducting research into the true nature of entrepreneurial university may maximise the potential application of the new collaborative leadership model of women within the higher education context.

Subsequently, the Etzkowitz's university-industry-government interplay also bid for the collaboration concept because managing multiple agent relationship is critical which is achievable through collaborative effort (OHIO Community Collaboration Model for School Improvement, n.d.). However, collaborative leadership concept has been explicitly distinguished from the old individualistic one (Fletcher, 2004) among the new leadership thinking of collective and distributed styles reckoned as better leadership models for responding to contemporary organisational challenges (Growe, 2011). To date, leadership development literature continues to give little attention to the new collaborative leadership concept within the UK universities (DeRue & Wellman, 2009). Both academics and policy makers concur for the search for effective leadership and strong governance in the sector (e.g Waldron & Mcleskey, 2010:58). Yet, research addressing women as collaborative leaders in the higher education system is completely ignored.

Statistically reported in the Women Count report, there are 166 universities in the UK, 88% chaired by men of all higher education governing bodied and 83% hold the Vice-Chancellor positions (Jarboe, 2013: 1-3). The key message from this figure is that clearly women are underrepresented in UK university leadership. Besides, it was identified in a stimulus paper, the Leadership Foundation for Higher Education (Morley, 2013) report, that unrecognition of women's skills and ability is one of the barriers to career progression. Taking a closer look into the new innovative and entrepreneurial role of higher institutions, the set of givens of women in education are utilised but in an unpronounced way than for their counterpart. However, if we evaluate how individual institution is successfully transforming and sustaining changes, women leaders at the teaching level are immensely contributing to this. Therefore, this paper seeks to illuminate the hidden leadership characteristics of women in higher education institutions that contribute to the flourishes of the institutions they work for. To reconcile this puzzle, the research questions below are formulated:

Why do we need more women collaborative leadership? What are the leadership characteristics of women in higher education? How are women in higher education contributing towards the entrepreneurial development of their campuses?

2. Scope of the Literature Review

The deficit of women leadership literature that explores the collaborative tenets of women givens made it crucial to search for literature from diverse disciplines but with particular focus on leadership and entrepreneurship disciplines.

The review includes articles on entrepreneurial teams in leading organisational behaviour journals (*Annual Review of Psychology, Leadership Quarterly, Research Policy, Higher Education Quarterly, and Journal of Applied Psychology*). It also scrutinises major management and entrepreneurship journals (*Journal of Business Venturing, Journal of Enterprise Information, Administrative Science Quarterly, Journal of management, Journal of Educational and Psychological Consultation, Educational Administration and Supervision Journal, Society for Research into Higher Education, Strategic Management Journal, Academy of Management Journal, and Academy of Management Review*) and systematically review studies from other sources. The review involves key words search combination of the following word: 'Teams'- 'innovation', 'firm formation', 'entrepreneurial', 'scientists', 'start-up', 'new venture', 'top', 'strategic' 'university', 'faculty', 'members' and 'Leadership'- 'higher education', 'collaboration', 'women'.

2.1 Why do we need more women leadership in entrepreneurial universities?

Unlike other organisations that develop student entrepreneurs (for example, Dragon Den and the Apprentice) by creating fear of business failure in the heart of the participants which may override the entrepreneurial spirit and mindset in the individuals, universities through their women academic clientele prepare students for entrepreneurial ability and behaviour required to meet uncertainty and handle complex situations (Gibb, 1993). It is no doubt that entrepreneurial university is truly the "centre of gravity" (Etzkowitz & Viale, 2010: 596). Reflecting on Etzkowitz's definition of entrepreneurial university as a shift from individual level to team format, this is consistent with the new concept of collaborative leadership (Etzkowitz, 2013a). Undoubtedly, the upper echelons theory from strategic management field is conceptually relevant to our definition and will provide a theoretical base for collaborative leadership as it clearly shows how the cognitive ability and other behavioural components of teams shape the performance and outcomes of the institution. To a large extent, this team constitutes a relatively large number of women because majority of the men as filled the top team positions.

The societal perception influences the orientation that women are 'good teachers' which have placed them in that domain. Indeed, they are for example, in the UK statistic have shown that over the past decade the post-secondary UK graduation rate rise from 42% in 2000 to 47% in 2005 and 51% in 2010 to 55% in 2011, the second highest after Poland and above the OECD average of 39%. Also age between 15-29years are facing tough transition into higher education and the labour market, and between the periods of 1999 to 2008 there has been 25% rise in the number of undergraduate students in the UK higher education sector (OECD, 2008, 2013). The key message from the figure is that women are 'doing their own job'; as such there is an urgent call for a move to top positions which will contribute better to the economy. It should be noted that this paper is not limited to top management team only to avoid fragmented analysis of the study.

Theoretical and empirical studies (Carpenter, Geletkanycz, & Wm Sanders, 2004; Hambrick, 2007; Klotz, Hmieleski, & Bradley, 2014) confirmed that not only the top management teams' (hereinafter refer to as strategic management teams) contribution has major impact on organisation performance and outcomes but also is the collaborative effort of the different teams including start-up teams, founding teams or entrepreneurial teams (Klotz, Hmieleski, & Bradley, 2014). Thus, the strategic management team share activities to some extent, power with other team members (Hambrick, & Mason, 1984). Some authors (e.g Cooney, 2005: 229) describe entrepreneurial teams as the collection of group of people with monetary stake and actively involved in the formation of the enterprise. Arguably, other scholars (Klotz, et al., 2014: 227) contend that entrepreneurial teams are those individuals in key leadership positions regardless of having a significant financial interest in the firm.

According to Klotz and colleagues, entrepreneurial team can be classified into two categories:
   (i)   those without functional role or title but yet are actively engaged in the organisation such as the investors and
   (ii)   Those with functional role and title who do not actively participate in the strategic and operational decisions of the organisation such as board members.

In view of this analysis, one may consider entrepreneurial teams as those groups of women who directly or indirectly affect or are affected by the organisational performance and outcomes. The underlying tenet in the conceptualisation of the Women University Innovation Team (WUIT) is that entrepreneurial teams are not only an aspect of the entrepreneurial process but actually they have significant contribution to the inputs, process and output/outcome of the organisation. Conceptually, this definition is equivalent to the IMOI (Inputs-Mediators-Outcomes-Inputs) model from the field of organisational behaviour (Ilgen, John, & Michael, 2005).

In this case, IMO is considered as a complementary framework that explains the entrepreneurial university characteristics in detail. Since the unit of focus in this paper is characteristics of women collaborative leadership of entrepreneurial university, the concept of WUIT is introduced.

3. The Women University Innovation Team Domain

As regard this unit of examination, it was suggested that on a more practical stance, research about the whole team rather than merely strategic management team enhances the potential strengths of the Upper Echelons in term of prediction (Hambrick, & Mason, 1984). Therefore, examining WUIT would seem to be truly an important part of entrepreneurial development.

3.1 What characteristics constitute Women University Innovation Team?

Just as organisations differ in process and nature so are knowledge service institutions. The differences between service organisations lie in their ability to be innovative. As defined in the OECD/Eurostat (2005) report, innovation involves launching of unique or meaningfully improved marketing or organisation methods, products, services or processes. As such this paper broadly defines university innovativeness as the novel and exclusive characteristics that distinguish higher institutions from other knowledge-dissemination institutions. Some authors (e.g Eyal, & Kark, 2004: 220) define organisational innovativeness as the perceived amount of innovations created in an organisation at a given time and their impacts on that organisation. While entrepreneurial study is gaining consensus, measuring the impact on education is fragmented (Dirk Van, 2014). However, it is not within the scope of this research to measure performance. Hence, the WUIT study is proposed to investigate the entrepreneurial development of higher institutions via the WUIT characteristics.

In so doing, WUIT involve all team members whose efforts are strongly connected to the effectiveness of the organisation. In consistent with the modern and scientific definition of management as getting things done through people including top management and lower strata of management (Hall, 1979), WUIT is a collection of individuals or teams leading innovation in entrepreneurial university. Such teams may be explicitly or inexplicitly designated and may include board members (Carpenter et al., 2004), strategic or top management teams (Chuang, Nakatani, & Zhou, 2009:183), professors, students, administrators, faculty members, other faculty and academics (Etzkowitz, 2013a: 500–501; Guerrero, & Urbano, 2012: 53). The innovative teams attracted different terminologies such as start-up teams (Cooney, 2005), top management teams (Hambrick, 2007), potential entrepreneurs (Guerrero, & Urbano, 2012: 55), and new venture teams (Klotz, Hmieleski, & Bradley, 2014: 227) but we avoid using these terms because majority of the scholars associate the terms with certain positions in the organisational level such as CEOs or top management team at the top level (e.g Hambrick, & Mason, 1984; Lieberson, & O'Connor, 1972), types of organisation they describe such as start-up ventures or new ventures (Beckman, Burton, & O'Reilly: 2007; e.g Fern, Cardinal, & O'Neill: 2012) and size of organisation such as larger organisation to describe the top management team (e.g Carpenter et al., 2004). Whereas WUIT members are not attached to any specific functional titles or roles rather it covers a wide range of roles across all levels. Thus, it was suggested that "rather than assuming titles and positions as indicators of participation, team construct should be conceptualised on which players are involved and why they are involved" (Pettigrew, 1992: 178).

Typically defined in close proximity with the WUIT, is the entrepreneurial scientist term that describes faculty members who participate in entrepreneurial ventures, have the ability to interface basic knowledge with the innovation goal and who are entrenched in a strong system of relationships (Etzkowitz, 2003b, 2013a: 496; Etzkowitz & Viale, 2010: 597). As exemplified, Etzkowitz (2013a, p. 495) outlines four different academic entrepreneurial styles and degrees of involvement which include:

(1) Academic scientist with direct interest in the formation of firms and who is actively ready to take a lead role in the entrepreneurial process
(2) Academic scientist without any interest but opportune to benefit from firm formation in developing the know-how required to excel in their research objectives
(3) Academic scientist interested in the prospect of commercialising their IP with the willingness to take a supportive role such as advisory member
(4) Academic scientists who are potentially aware of the economic gains in commercialising their discoveries and do not have direct interest in the marketization but rather prefer to dispose research via technology transfer office.

Interestingly, academic scientists play a multi role; leading and supporting the university to deliver innovative products and services.

Besides, since education is life, people in education are innovators because they contribute new concept to the pool of knowledge. In light of this, one could see that there is a link between the so called entrepreneurial or academic scientist and the university innovation teams in the sense that they are not attached to specific role, title or level but rather cover a broad range of groups across various functions. However, there is a limitation to the entrepreneurial scientist terminology. Just as the entrepreneurial and university term have been criticised for wrong combination of words (Etzkowitz, 2013a), so is the entrepreneurial and scientist. Both the former and the later combined two different part of speech; adjective and noun. This lead the present researcher to be mindful of the use of terms and language and therefore, consider women university innovation teams as a well-combined term that coherent strongly.

According to Sporn (2001), effective integration of university leadership and positive attitudes of the academic community towards entrepreneurship substantially contribute to the rapid changes within the university. In this regard, the interactive process of stakeholders in the entrepreneurial paradigms explicitly mirrored the need for women at the frontier of higher institutions. Powers & McDougall (2005) mentioned that the critical condition for achieving entrepreneurial goals is entrepreneurial intents of the people resources. In the natural domesticated sense of women as 'housekeeper' and every other things that follow, the intents already exist and registered in them. Given this overview, the next question is what is holding us back? To sum up this section, brief presentation of university performance using team characteristics present avenues for future developments of WUIT research.

3.1.1 Academic Debates on Performance Indicators

There is argument on the indicators used in measuring university performance. It was noted that performance indicators evolved empirically on the basis of data that has been widely applied rather than on the ground of conceptual examination of what works best for the proposed performance criteria (Rossi & Rosli, 2014). Some authors (e.g Barnetson & Cutright, 2000) argued that performance indicators in higher education are conceptually-based because they shape what issues are researched and how they are being investigated which influence how the indicators themselves are being selected and structured. So far, this analysis shows the extent to which the identification of appropriate university performance indicators are complicated due to the complexity of university activities whose impacts are often complicated to be observed and measured (Hughes, Bence, Grisoni, O'Regan, & Wornham, 2011). Besides, university performance indicators attracted both empirical and conceptual drawbacks, which therefore requires taking a new perspective. On this premise, this paper suggests the use of the key underlying aspects of the institution, team characteristics to investigate its performance. However, literature evidence has shown that the impact of enterprise activity on the students' side proved effective practice (DBIS, 2013). This is a reflection of the set of 'givens' of the women mentoring and developing the young ones to become entrepreneurially oriented and be creative in their respective career.

4. How are women contributing to entrepreneurial development?

It has been raised that women on board teams are issues in higher education sector and also highlighted that there is a lot to be gained from understanding how progress is made across sectors (Jarboe, 2013). Therefore, taking into consideration the 40-60% gender-balanced boards of women in the UK universities' governing bodies; we could see how women have been contributing to the development of entrepreneurial universities. As a starting point, when Carpenter et al. (2004) mentioned that to arrive at the construct of team, the board members involved with decision are key players. In the context of this study, they must have been referring to the women in higher education. Entrepreneurial advocates have been connecting to this in their studies in various patterns but are less concerned with the 'women' as a key construct. When Etzkowitz & Viale (2010) see entrepreneurial scientists as those who have been able to interface knowledge and innovation, they may have been making reference to women collaborative leadership in the context of university-business collaboration. Subsequently, when Etzkowitz (2013a) point out that as member of a scientific advisory board, academic play a supporting role in the commercialisation of discoveries, he probably must have being making reference to women in education as the scientific advisory board. To this end, it would be suggested that researchers may consider the application of women leadership (collaborative or shared) in their entrepreneurial studies.

4.1 Upper Echelons Perspective

The Upper Echelons researchers propose that a firm's observable and non-observable assets influence its performance (Hambrick, & Mason, 1984). On the notion of dominant coalition (Cyert, & March, 1963), some Upper Echelons authors (e.g Reuber, & Fischer, 1997) contend that top team and team membership constructs are measured with senior hierarchical level.

Their argument is that people at higher levels are in stronger situation as indicated by their titles and positions to have greater influence on organisational strategic decisions. In an opposing view, others (e.g Knight, et al.: 1999) argue that rather than defining top management team by strategic decisions, use of specific outcome is more conceptual. Based on the premise of managerial succession, Upper Echelon Theory believes that there is strong correlation between top managers or CEOs and the strategies they pursue (Hambrick, & Mason, 1984). Employing the pluralistic perspective, the present researcher believes that a tree cannot make a forest and as such effective implementation of entrepreneurial activities (e.g start-ups) is not only at the will and discretion of the top teams but the collective actions of various people. Perhaps, transformation is not driven by a solitary entrepreneur at the top, it occurs when a number of individuals come together in university basic divisions through organised initiative approach to reshape their institutions (ECIU, 2005). With this, if we examine how universities are successfully transforming themselves there is an attachment to collaborative leadership concept on one hand and collective entrepreneurship concept on the other end. Future research should explore the behavioural characteristics of women leadership within the universities collecting both primary and secondary data. Thus, it will provide in-depth insights into understanding how they contribute to the development of their universities and why their institutions have different reaction to challenges and issues in their environment.

4.2 Inputs-Meditators-Outcomes-Inputs Model

As noted earlier, IMOI is a team model proposed by Ilgen et al. (2005) to capture the understanding of group performance and related team-level outcomes (O) as a product of the inputs (I), mediators (M) that influence them and Inputs (I) that beseeches the cyclical causal response. Interestingly, the proposition of the IMOI model offers solution to some theoretical issues associated with the traditional IPO model in three ways: first, the mediational 'M' variables substitute the process 'P' factors so as to cover the grey areas of the framework and broaden the explanatory power of the model. Secondly, the deletion of the hyphen between each word allows causal relationships in a non-linear approach. Finally, the substitution of the 'P' and the elimination of the '-' extend the application of the model from it well-known field; organisational behaviour to other disciplines such as entrepreneurship. As a development on the model, Klotz, Hmieleski, & Bradley (2014) suggest that the IMOI framework can be a guide for entrepreneurship observers when building on the team study. Another fascinating move for the use of IMOI model is its mediating elements that are used in this paper to offer useful recommendations. Going beyond the Upper Echelons, the model has yielded an extensive understanding of group performance and dynamics as an organising model not a team behaviour theory (Ilgen et al., 2005). Perhaps, the relevance of the framework to the present research lies in its strength to provide thorough coverage on analysing the WUIT.

4.3 Integrating Upper Echelons and IMOI

Contemporary Upper Echelons research is widely applicable in strategic management and organisational behaviour literature. In past studies, its application in entrepreneurship research explores the interaction between strategic management team characteristics with firm-level outcomes just as in strategic management research. Most recently, its contemporary used in entrepreneurship topics including new ventures (e.g Klotz, Hmieleski, Bradley, & Busenitz, 2014) and entrepreneurial orientation (e.g de la Vega, & Sharkey-Scott, 2014) examined the mediating mechanisms. Though the work of Klotz and colleagues may be credited for mainly investigating team mediating mechanisms, it is not connected to any leadership model. Same is that of de la Vega and co-writers. While Organisational Behaviour research on team processes is well known for the examination of team from the lens of IMO. In addition, the strength of the Upper Echelons Theory is it applicability to different context. Yet, it underrated key women leadership as key organisational characteristic that link the inputs of the team members with organisational outcomes. Given that the two major barriers to innovation are employee resistance to innovation and lack of commitment (Madrid-Guijarro, Garcia, & Van Auken, 2009) because they work in a less powerful situation, it has been statistically reported that women are even more productive under challenging condition.

Despite the universal applicability of the two models, till date no studies have been conducted on women collaborative leadership within the institutions and none in WUIT either. Since there is research deficit in this area, this paper therefore, offers the WUIT framework to help guide leadership and entrepreneurship scholars in exploring research on WUIT and Women Collaborative Leadership in general as depicted in Figure 1.

It worth noting that [a]constructs are common IMOI factors. The [b]construct has been examined in higher education institutions. These [c]constructs have not been widely investigated in women collaborative literature or even in the WUIT research, but are proposed in this study as directions for future research

Figure 1: Women University Innovation Team (WUIT) Framework
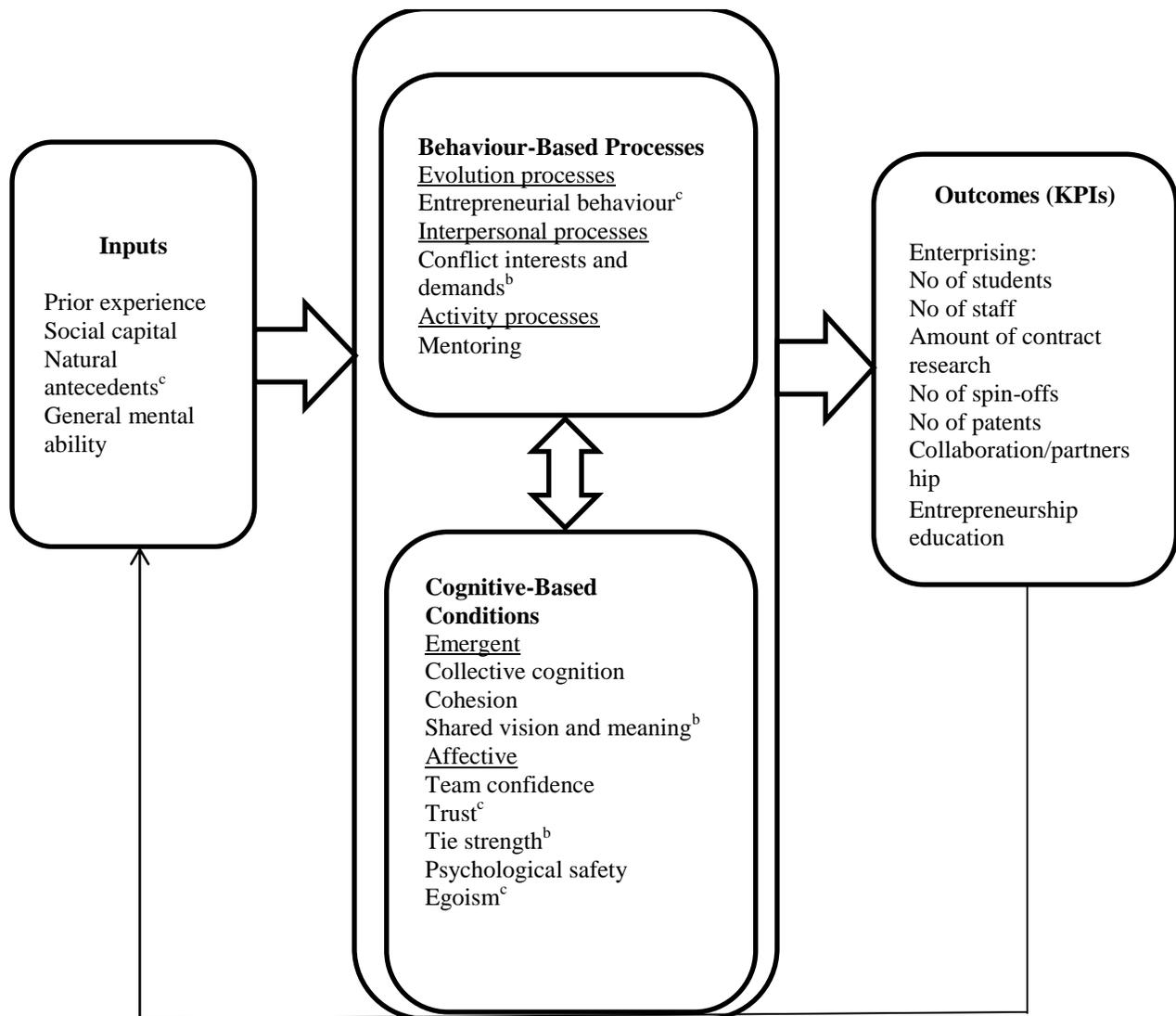
WUIT Input

In consistent with the upper echelons view, and as illustrated in Figure 1 above, WUIT research constitutes the initial inputs phase of the teams such as the demographic variables and communal characteristics related to the development of entrepreneurial outcomes of their universities.

WUIT Mediators

The WUIT IMOI framework illustrates that team processes and emergent states are the two major mediational mechanisms that connect inputs with outcomes. The behavioural-based processes are collective actions undertaken by the teams to transform resources into realistic objectives (LePine, Piccolo, Jackson, Mathieu, & Saul, 2008). For effective women collaborative leadership, the behavioural-based process, cognitive-based factors and affective statement overlap (Ilgen et al., 2005).

WUIT Outcomes

As indications of university performance, PIs are quantitative measures used in this study to quantify the EU phenomenon (Dochy, Segers, & Wijnen, 1990). These include achievements of the products that are deliverable to the society such as becoming employable graduates which generate outcomes.

5. How WUIT Research can contribute to other Fields

WUIT research can contribute to the field of management in several ways. First, it can contribute to the educational literature. Previous educational studies (e.g Clark, 1998) have emphasised on how higher education institution has transformed and others (e.g Gonzales, Martinez, & Ordu, 2013) have focus their attentions on the challenging conditions in which faculty strive to flourish while the roles of women as key players are ignored. More so, the proposition of the Upper Echelons opens the view that innovation is a major organisational task in which team members are key contributors (de la Vega, & Sharkey-Scott, 2014). Besides, past research has examined students or lower level teams using lab experiments or field studies without focusing on women leadership. However, future study should conduct research into WUIT across all levels adopting the mixed methods strategy to gain in-depth and breadth analysis of the concept and develop ecological credibility to findings from educational research.

Second, university innovation team study can contribute to the strategic management research. Since WUIT has direct effect on organisational activities, the long-term imprint effects continuously influence the effectiveness of the organisation. This study provides additional evidence on the Upper Echelons perspective of team characteristics to complement and add to the managerial characteristics. Finally, the WUIT research can contribute to the organisational behaviour literature.

6. Conclusion

This study enriches our understanding of women collaborative leadership on organisational effectiveness in the context of an evolving entrepreneurial environment, a knowledge-based economy. By extending current research on entrepreneurial phenomenon, it provides clean and clear view on how women's behaviour and actions can predict organisational outcome in complex situations. Given that WUIT define all individual or group within an organisation, the paper reaffirms the proposition that there is strong correlation between organisational tasks and the creative individuals/groups whose values are integrated into the innovation system. Thereby, adding to the flavour of the Organisational Behaviour field. The study found that in this knowledge-oriented society, women in higher education are key actors but still they are not well represented. More alarming is the way academic literature including research in education has overlooked this. By so doing, this research is not only practically contributing to the leadership development research by identifying opportunities for WUIT study, but also has theoretical consideration in its proposition of the WUIT framework to strengthen our knowledge and understanding of women leadership concept. Above all, women in higher educational institutions should now begin to see themselves as people of impact.

From all this we can now filter a possible interpretation of what WOMEN may mean in entrepreneurship and higher education scholarship. Of course it can mean all the foregoing elements highlighted, but in practice terms it is more heartening if it stands for: Women (W) of (O) Mutually-led (M) Entrepreneurial (E) orientated who are imaginative and can deliver the Nation (N) by developing people, shaping the organisation and moving the economy forward.

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