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iEntAcademic Models and Lenses for Entrepreneurial Academics and Enterprise Educators

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Adapting ideas of framing and metaphor from the work of Lakoff and Johnson (Johnson & Lakoff, 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 provide solutions and references for academic, students and educators to apply to the processes and situations around enterprises.

Gibb’s (1988) The Enterprise Culture: Threat or Opportunity? defines Enterprises as “The exercise of enterprise attributes in any task or environmental 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 control of one’s own destiny Leadership
and an entrepreneur as “Someone who demonstrates a marked use of entrepreneurial 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 starting point for developing the models and lenses. Various typologies have been proposed in the past to describe different types of entrepreneur (Briley, 2002; Brennan, Mall, & McGowan, 2005; Dickson, Coles, & Smith, 1998; Jones-Evans, 1999; Landau, 1982)

The research explores the notion that entrepreneurism 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.

Introduction

The Apprentice Entrepreneurial Academic (The Canalside Model)

In 2005 in response to a shortage of work placement opportunities for students studying computer games, the University of Huddersfield established its own in house games studio. Canalside Studios employs a small group of students each year from the Games Design and Games Programming routes. Supported by members of academic staff the studio has successfully produced and published computer games for PC, Xbox Live Arcade and mobile platforms and translated research into serious games. Canalside studios over the years have experience a range of both commercial and academic partners. Informed by the shared experience between partners, students and staff, designing and delivering commercial products to market in the studio, we are currently developing a “set of lenses for enterprise” as a practical toolset based on academic models for use by other students and staff interested in exploring enterprise in the curriculum or commercialising research.

Staff responded to both the needs of the students and the studio by undertaking personal development, both formally (MBA, Yorkshire Enterprise Fellowship) and informally through industry friends and mentors (Rockstar, Team 17, Microsoft, Sony)

The development of entrepreneurship, adapted from (Brennan, et al., 2005)

As staff, business and enterprise awareness increases the classroom environment becomes more open/ permeable to business and enterprise opportunities, ideas and ways of working.

Context

The Canalside Model

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