

Essential frameworks for enhancing student success: Enterprise and Entrepreneurship

**A guide to the Advance HE Framework for Enterprise
and Entrepreneurship Education**

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**In partnership with Small Firms Enterprise
Development Initiative (SFEDI)**

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Overview

In 2019, Advance HE, in partnership with Enterprise Educators UK (EEUK), the Institute of Enterprise and Entrepreneurs (IOEE), the Institute of Small Business and Enterprise (ISBE), the Quality Assurance Agency (QAA) and the Small Firms Enterprise Development Initiative (SFEDI), published the Framework for Enterprise and Entrepreneurship Education.

The overall aim of the framework (see Figure 1) is to highlight how enterprise and entrepreneurship education can add value to the learner's journey, whether they are interested in self-employment, starting their own venture or being enterprising when working for someone else in the private, public or voluntary and community sector. The framework also outlines the connection between the journey of the **learner** to the role of the **educator** in facilitating the education experience and, in turn, to **managers and leaders** with responsibility for processes and practices within the **institution** that enable the enterprise and entrepreneurship educator to deliver an effective experience to internal and external stakeholders.

There are four layers to this framework. These relate to:

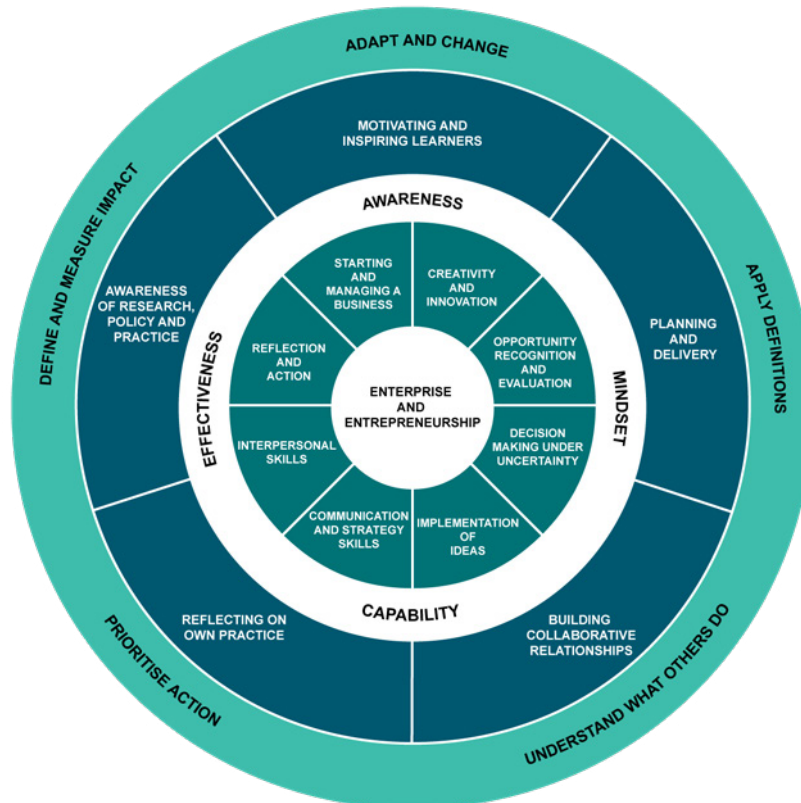
- + the nature of enterprise and entrepreneurship education
- + the learner and their journey
- + the role and value of the educator
- + the institution and its culture, processes and practices.

This guide complements the framework by unpacking each layer of the framework in greater detail, with a particular focus on recognising practical considerations in the development and delivery of effective enterprise and entrepreneurship curriculum and/or extra-curricula activity.

The different layers within the framework can be explored in several ways. This guide points you to a range of approaches, resources and tools that you may wish to consider. There isn't a specific 'one size fits all' approach that works. Instead, this guide seeks to demystify the key concepts and help you to articulate to your students a message that will help them unpack and recognise their own abilities, skills and behaviours that can be enhanced by an effective curriculum which considers these approaches.

The guide has been developed primarily for educators with limited experience, or who may be new to the development and delivery of enterprise and entrepreneurship education. In so doing, the guide will be of use in understanding the key issues, for example the difference between enterprise and entrepreneurship. It will also support reflection on how to add value to the learner's journey through providing an effective enterprise and entrepreneurship education experience.

Figure 1: Enterprise and Entrepreneurship Education Framework



The guide will be of use to more experienced educators in confirming that they are adopting the appropriate pedagogical approaches, identifying any areas for professional development such as updating knowledge and skills, and identifying the intersections of the framework between the institution, the educator and the learner.

There are five sections to this guide:

- + **What is enterprise and entrepreneurship?**
- + **Enterprise and entrepreneurship education**
- + **The student journey**
- + **The role of the educator**
- + **The role of the institution**

The guide concludes with a listing of useful references and resources that address specific aspects of developing and delivering effective enterprise and entrepreneurship education.

1 What is enterprise and entrepreneurship?

The Framework for Enterprise and Entrepreneurship Education uses the definitions provided by the Quality Assurance Agency (2018). However, it is worth considering the growth and development of both terms in recent years. A good review of the issues surrounding this debate is provided by Gartner (1990), Atherton (2004) and Down (2010).

Over the last 30 years or so, both enterprise and entrepreneurship have become somewhat value-laden terms. They are used as part of everyday discourse. We read about entrepreneurs in the newspapers, we hear about the fate of different types of enterprise in the news, we watch TV programmes with people in suits pitching business ideas for investment from entrepreneurs who have created large businesses from seemingly nothing. Research has highlighted that this has generated a set of myths, misconceptions and misperceptions about what it means to be enterprising and entrepreneurial (Levie et al, 2010).

Similarly, within the context of higher education, both enterprise and entrepreneurship are problematic terms when it comes to engaging educators from different disciplines, external partners and students because they mean different things to each audience. In part this position reflects a lack of definitional agreement within the academic literature. As Wickham (2006, p 6) notes:

“Offering a specific and unambiguous definition of the entrepreneur presents a challenge. This is not because definitions are not available but because there are so many ... The problem arises because these definitions rarely agree with each other on the essential characteristics of the entrepreneur.”

This position has led to some commentators, such as Gartner (1990), to liken the search for definitional clarity to the search for the Heffalump in that it may be easier to identify enterprising and entrepreneurial people in action as opposed to developing a definitive list of the attributes, behaviours and skills.

However, there have been a number of attempts at progressing definitional clarity within the context of developing and delivering enterprise and entrepreneurship education. Building on the work of Professor Allan Gibb in the 1990s, Atherton (2004) highlighted a distinction between a ‘state of being’ and a ‘behaviour of being’. So, for example, we can see a difference between a state of being an entrepreneur and the behaviour of being entrepreneurial. The former relates to an individual or a team of individuals starting and developing their own business while the latter involves a set of behaviours and skills which can be developed and used in a range of different roles within a business or organisation.

A similar distinction can be seen in definitions of enterprise. On the one hand, the ‘state of being’ is an enterprise as a business or venture. For example, in the UK, statistics highlight that there were 5.9m enterprises in the UK in 2019 (Rhodes and Ward, House of Commons Library, 2020). The majority of these businesses are micro-businesses – 96% of businesses employ fewer than 10 people. These businesses account for 33% of employment and 22% of total business turnover. More than 99% of businesses are small and medium-sized enterprises (SMEs), ie they employ fewer than 249 people. On the other hand, the behaviour of being enterprising describes the attributes, behaviours and skills of someone who makes a positive, proactive and sustained difference to an organisation in its development and management (Bridge and O’Neil, 2017).

This distinction can be seen within the definitions of enterprise and entrepreneurship within the latest QAA guidance on enterprise and entrepreneurship education. The guidance defines enterprise as:

“the generation and application of ideas, which are set within practical situations during a project or undertaking. This is a generic concept that can be applied across all areas of education and professional life.”

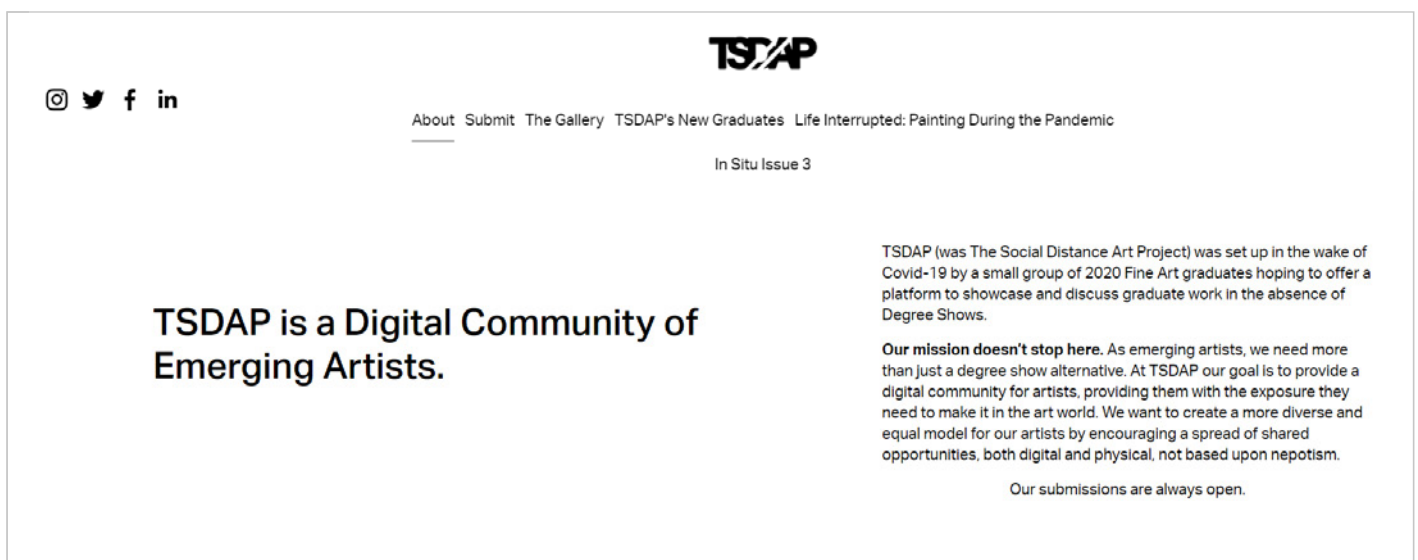
(QAA, 2018, p 7).

To generate and apply ideas within different contexts, enterprise involves creativity, idea generation, problem solving and innovation. As a result, enterprise education plays a role in developing learners with a mindset and a set of skills which enable them to respond to opportunities and needs, taking the initiative, decision-making under uncertainty, problem-solving, communicating value to others, networking, personal effectiveness. As identified by the QAA guidance on enterprise and entrepreneurship education, an enterprising mindset and skills can be applied within a range of different contexts (see Exhibit 1 below).

Exhibit 1: The Social Distance Art Project

The Social Distance Art Project (TSDAP) was created by a group of five fine art students from four universities in response to Covid-19 and its impact on the ability of art students to present their work to others as part of degree showcases. However, over the last few months, it has evolved to provide a digital community of practice for artists to reach out and gain exposure with different groups of stakeholders. As outlined on their website, their mission is now to “create a more diverse and equal model for our artists by encouraging a spread of shared opportunities, both digital and physical, not based upon nepotism”.

Further information on TSDAP can be found at www.thesocialdistanceartproject.co.uk



TSDAP

Instagram Twitter Facebook LinkedIn

About Submit The Gallery TSDAP's New Graduates Life Interrupted: Painting During the Pandemic

In Situ Issue 3

TSDAP is a Digital Community of Emerging Artists.

TSDAP (was The Social Distance Art Project) was set up in the wake of Covid-19 by a small group of 2020 Fine Art graduates hoping to offer a platform to showcase and discuss graduate work in the absence of Degree Shows.

Our mission doesn't stop here. As emerging artists, we need more than just a degree show alternative. At TSDAP our goal is to provide a digital community for artists, providing them with the exposure they need to make it in the art world. We want to create a more diverse and equal model for our artists by encouraging a spread of shared opportunities, both digital and physical, not based upon nepotism.

Our submissions are always open.

In comparison, entrepreneurship is defined as:

“the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation”
(QAA, 2018, p 7).

As a result, entrepreneurship education plays a role in developing learners’ skills to apply an enterprising mindset to setting up a new venture, developing and growing an existing business or designing an entrepreneurial organisation (see Exhibit 2). This can apply to both individuals and groups of individuals and it can occur in different contexts, for example social entrepreneurship, civic entrepreneurship, corporate venturing and intrapreneurship (the application of enterprise behaviours, attributes and skills within an existing micro or small business, corporate or public-sector organisation).

Exhibit 2: The Entrepreneurship Development Programme

The Entrepreneurship Development Programme, offered by the Royal College of Arts, aims to help individuals build successful businesses through stimulating and supporting entrepreneurship. The programme covers topics including ideation, innovation, evaluation of business models, financing of startups, approaches to researching a market and marketing techniques.

Further information of the programme can be found at:

www.rca.ac.uk/business/innovationrca/our-services/entrepreneurship-development-programme



Image via [Royal College of Art](#)

While others may contest these definitions, particularly scholars from the United States, within the context of developing and delivering enterprise and entrepreneurship education these definitions are useful in:

- + understanding outcomes for the student – while not all students will start a business upon graduation there is an opportunity to create and add value through being enterprising and entrepreneurial within other contexts (for example, intrapreneurship)
- + making a distinction between the development of awareness, mindset, skills and effectiveness in the learner journey
- + reflecting on the approaches required to develop enterprising skills vis-à-vis understanding of the ways in which these skills can be applied to achieve different entrepreneurial outcomes.

These three issues will be further unpacked within Sections 2 and 3 of the guide.

Definitions are also important because they will shape:

- + What is embedded in the curriculum and/or undertaken as extra-curricula activity
- + How it is embedded and when
- + How learning is recognised.

2 Enterprise and entrepreneurship in education

There has been a significant growth in enterprise and entrepreneurship education in the UK over the last 20 years. Enterprise and entrepreneurship education in further and higher education spans teaching, learning, research and extra-curricular activities. It is no longer solely the domain of business and management schools; there are university-wide business-pitching competitions and startup programmes, targeted programmes for international students and there are professional bodies and CPD programmes for enterprise and entrepreneurship educators. However, it is not always clear how these functions can or should work together or how education institutions can support the enterprising and entrepreneurial activities of students upon graduation.

This growth in enterprise and entrepreneurship education has been driven from three sources:

- + both the UK government and the European Commission have invested in entrepreneurship education as a way of fostering entrepreneurial activity intended to generate economic value (eg through students starting their own business and employing people and staff commercialising research and teaching activity)
- + students perceive enterprise and entrepreneurship education as a way of supporting the journey into self-employment and/or developing commercial awareness and other 'soft skills' and attributes which are increasingly required by employers (British Academy, 2017)
- + a number of surveys, such as the CMI (2015), World Economic Forum (2018) and the Open University (2019), have highlighted that small businesses are facing a management and leadership shortage and larger businesses have a need for managers who are orientated to the development of new business initiatives and ventures as a way of supporting organisational development and renewal. Taken together these challenges are an important part of the productivity puzzle facing businesses in the UK.

But what is enterprise and entrepreneurship education? These terms are often used interchangeably but the QAA guidance highlights a number of important differences between enterprise and entrepreneurship education.

Enterprise education can be defined as:

“the process of developing students in a manner that provides them with an enhanced capacity to generate ideas, and the behaviours, attributes, and competencies to make them happen. It extends beyond knowledge acquisition to a wide range of emotional, intellectual, social, cultural and practical behaviours, attributes and competences, and is appropriate to all students”

(QAA, 2018, p 9).

Entrepreneurship education can be defined as the process of building:

“the enterprising competencies of students who are capable of identifying opportunities and developing ventures, through becoming self-employed, setting up new businesses or developing and growing part of an existing venture”

(QAA, 2018, p 9).

Enterprise and entrepreneurship education can be developed and delivered in different ways (Hytti and O’Gorman, 2004; QAA, 2018). Three distinct approaches can be identified:

- + the study of enterprise and entrepreneurship (learning ‘about’)
- + learning how to be enterprising and entrepreneurial (learning ‘for’)
- + learning through the application of being enterprising and entrepreneurial (learning ‘through’).

Learning ‘about’ is focused on enhancing understanding of enterprise and entrepreneurship through reflection on knowledge and theory. In comparison, learning ‘for’ is about developing the mindset and capabilities required to be enterprising and entrepreneurial and learning ‘through’ provides students with an opportunity to apply enterprising and entrepreneurial behaviours and skills in practical situations (eg in starting a business or through working on a project with a business).

Each of these three approaches is associated with different pedagogies, teaching and learning activities and assessment strategies (QAA, 2018). For example, ‘about’ courses tend to draw upon more traditional and didactic pedagogies that focus on enhancing knowledge of enterprise and entrepreneurship as a subject area, using lectures, reviews of readings, seminars and workshops. Learning is primarily assessed via exams, written assignments and presentations. In comparison, ‘for’ courses draw on more experiential and facilitative teaching pedagogies that seek to develop the abilities and skills of the learner. They often involve learning in practice, as well as in the classroom. Learning ‘through’ is student led, and when delivered through the curriculum is more akin to andragogy learning theories and approaches. Learning through is typically assessed wholly by learning in practice. Table 1 summarises the key aspects of these three approaches to enterprise and entrepreneurship education.

Table 1: Business and enterprise education – learning about and learning for

	‘About’	‘For’	Through
Teaching pedagogy	Didactic	Facilitative	Action
Teacher or student-led	Teacher-led	Teacher and Student-led	Student-led
Teaching methods	Lectures Set texts Seminars	Workshops Case studies Guest speakers Group projects	Coaching Mentoring
Learning and assessment methods	Exams Individual written assignments Student presentations	Group business plans Student presentations Reflective statements	Reflective statements Peer assessment
Learning context	Classroom-based	Classroom-based Practice-based	Practice-based

A brief review of enterprise and entrepreneurship education in further and higher education in the UK identifies that the majority of provision relates to ‘learning about’ rather than ‘learning for’ and ‘learning through’. This reflects not only the prevailing methodological paradigm within enterprise and entrepreneurship, which influences how enterprise and entrepreneurship is researched and taught (as well as the importance attached to certain assessment methods vis-à-vis others), but also the focus on enterprise and entrepreneurship as new venture creation (Jones, 2020). This situation is changing as enterprise and entrepreneurship education moves beyond the domain of business and management. For example, learning ‘through’ has been primarily been delivered through extra-curricula activity (eg startup programmes) although experiences from elsewhere (eg Team Academy in Finland – see Exhibit 3 below) have demonstrated how learning through can be embedded in the curriculum.

Exhibit 3: Team Academy

Team Academy was created by Johannes Partanen in 1993 while working with the Entrepreneurship Unit within the Business School at Jyväskylä University of Applied Sciences in Finland. Team Academy was born out of Partanen's desire to develop a new learning method that would support better engagement with students.

Within Team Academy, students run their own cooperative, or team-based, businesses, supported by coaches, and learn with using real money, resources acquired from others and engagement with external stakeholders (eg customers, suppliers) to achieve their Bachelor of Business Administration (BBA).

Team Academy is underpinned by two main learning methods – team learning and learning by doing. These are supported by coaching and mentoring and the use of theory to support the students in making sense of their experiences.

The underpinning pedagogy is a modification of socio-constructivism and exploratory learning. The key values underpinning the Team Academy learning methodology include: the importance of human relationships in developing ideas and managing the journey from idea to action; the importance of working in teams; ongoing application of ideas into practice; and the value of coaching and mentoring in supporting learners in reflecting on key stages in their journey.

Evaluations of Team Academy have highlighted that students emerge with well-developed individual soft skills critical for working in different types of business as well as a well-developed network of strong and weak ties (eg potential employers, mentors and investors). Team Academy has won numerous awards for innovation in teaching and learning and the development of entrepreneurial activity and its methodology has been transferred into a range of different contexts including schools, public sector organisations (to support intrapreneurial activity) and businesses within the private sector.

Further information on Team Academy can be accessed at:

<https://akatemia.org.uk/team-academy-degrees/>

Team learning degrees

Team Academy inspired degrees around the world share six core elements:



Learning by Doing

Managing the risks and opportunities of running real businesses



Customers

Creating products and services in response to customer demand



Peer Learning

Working in teams to deliver business objectives and reflecting on the results



Coaching

The process of learning from experience is supported by trained team coaches



Theory to Practice

Self-directed learners seek out the knowledge they need to run their businesses and appraise theory through experience



Space

A professional working culture is developed through the provision of dedicated office space

The All Party Parliamentary Group (2014) notes that this traditional focus on learning ‘about’ rather than learning ‘for’ and ‘through’ has resulted in a lack of innovative practice in enterprise and entrepreneurship education, particularly in terms of:

- + embedding the experiences of external stakeholders in curriculum development – a number of policy reports have suggested that there are
- + providing an enterprising and entrepreneurial experience through teaching and assessment – for example, the guidance around effective assessment.

In terms of the former, a number of policy reports have suggested that there are a bundle of “need to knows” in terms of embedding the experiences of external stakeholders, such as small business owner-managers, in the development and delivery of enterprise and entrepreneurship education and balancing the notions of expertise between the educator and the external stakeholder (European Commission, 2013).

With the provision of an enterprising or entrepreneurial education experience, for example, the guidance around effective assessment has not developed along with the growth of offerings and, as a result, the guidance is somewhat limited, particularly in terms of student-led development of assessment criteria, methods and review (Morselli, 2019).

3 The student journey

A key focus of the Advance HE Framework for Enterprise and Entrepreneurship Education relates to the student and their journey. There are two key aspects here:

- + what it means to be enterprising and entrepreneurial at an individual level
- + the stages in the student journey.

Enterprising and entrepreneurial students

The enterprise and entrepreneurship education framework outlines a number of (non-exhaustive) aspects of what it means to be enterprising and entrepreneurial including:

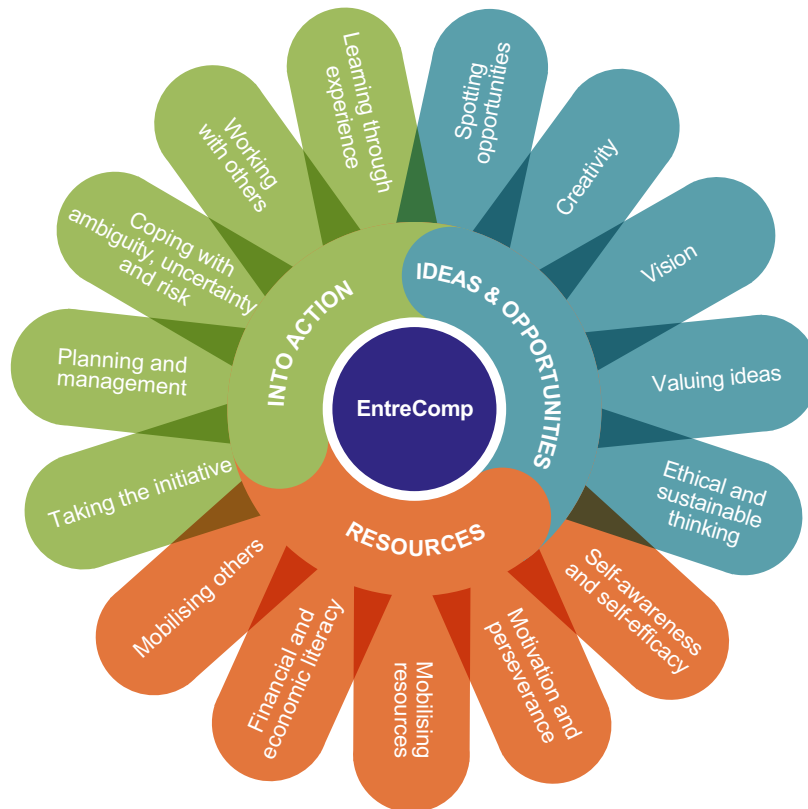
- + creativity and innovation
- + opportunity recognition and evaluation
- + decision-making under uncertainty
- + communication and strategy skills
- + reflection and action.

This layer of the framework draws upon a number of available resources and tools which assist in understanding what it means to be enterprising and entrepreneurial and how these attributes, behaviours and skills can be developed through enterprise and entrepreneurship education. These include the EntreComp (2016) framework, Gibb's (2008) framework of enterprising attributes, behaviours and skills and Chell's (2016) framework of entrepreneurial skills.

The EntreComp framework

The EntreComp framework (see Figure 2) is increasingly being used to shape enterprise and entrepreneurship education. Developed by the European Commission in 2016, the framework defines entrepreneurship as the capacity to act upon opportunities and ideas to create value for others. The framework highlights that the opportunity to be entrepreneurial can occur in a range of different contexts and therefore the value of entrepreneurial activity is not solely financial – it can be social, cultural or political.

Figure 2: The EntreComp framework



Within the EntreComp framework, entrepreneurial competences are grouped into three areas: ideas and opportunities; resources; and into action. Within each area there are five specific competences (see Figure 2). Taken together these 15 competences describe what an individual needs in order to discover (and then act upon) opportunities and ideas. Examples of competences within the framework include:

- + creativity – this involves being able to develop several ideas and opportunities to create value, identify better solutions to existing and new challenges, and explore and experiment with new ways of doing things
- + valuing ideas – this involves being able to recognise the potential an idea has for creating value and identify ways of making meaning out of it
- + self-awareness and self-efficacy – this involves being able to reflect on your own needs and aspirations and the belief in your ability to influence the course of events and achieve goals despite uncertainty and setbacks
- + mobilising others – this involves being able to inspire and enthuse others required to put ideas into action and to demonstrate effective communication, persuasion and negotiation
- + learning through experience – this involves being able to learn from others, such as peers, and reflect and learn from experiences that go well and less well.

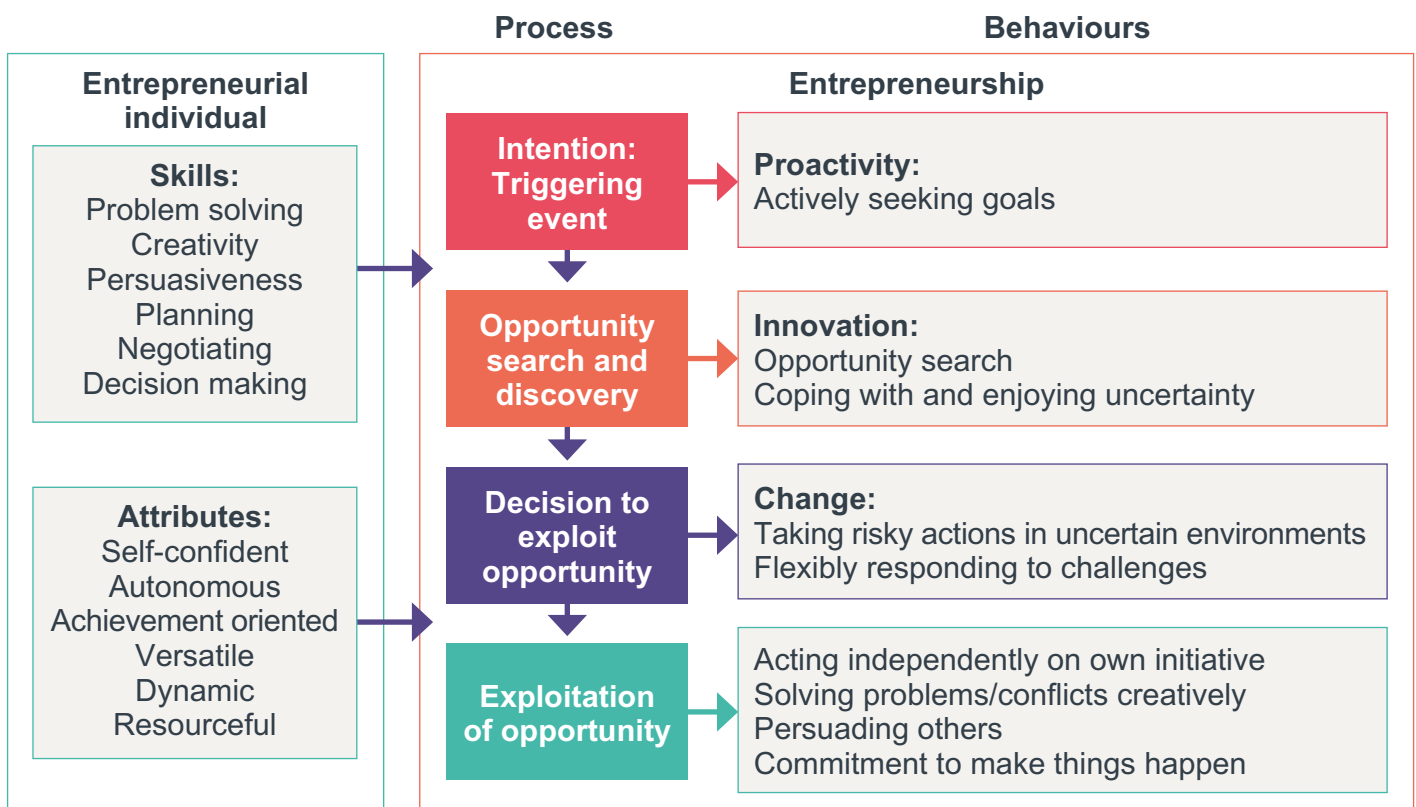
Three key features of the EntreComp framework are:

- + the core competences are of equal importance – there is no hierarchy to, or sequence in, the development of the competences. As a result, learning activities can address one competency, a group of competences or all 15 within a programme
- + it is not a case of either having or not having the competence – the framework outlines that individuals will have different levels of experience, or expertise, from foundation to expert. The competences can be developed in stages through different learning experiences
- + context is important – the emphasis placed on the development of specific competences will depend on the context. The competences to be prioritised will reflect a particular entrepreneurial learning process or experience.

Gibb's framework of enterprising attributes, behaviours and skills

Another useful resource is a framework developed by Professor Allan Gibb, which draws a distinction between attributes, behaviours and skills (see Figure 3). Within this framework, attributes are defined as a personal quality or characteristic (ie someone is ...), behaviours are presented as an action or reaction in a particular situation (ie someone does ...) and skills are defined as the ability and capacity to adaptively carry out complex activities (ie someone becomes more capable of ...).

Figure 3: Gibb's framework of enterprising attributes, behaviours and skills



The key feature of the framework proposed by Gibb is that these attributes, behaviours and skills can be developed by the challenges and opportunities encountered by learners in life, work and education. Therefore, these attributes, behaviours and skills are not fixed or static and they can add value in different contexts.

Chell's entrepreneurial skills framework

Chell (2013) provides a useful overview of the literature on entrepreneurship skills, building on the work of researchers such as Markman (2007) who developed a theory of entrepreneurial competences. Chell (2013, p 8) defines skills as the “proficiency in performance and may be enhanced by practice and training”. Chell suggests that skills are multi-layered, consisting of the cognitive (ie knowledge), the affective (ie emotions), the behavioural (ie action) and the contextual (ie occupational and job level).

Chell groups entrepreneurial skills into four categories related to:

- + idea identification
- + capitalising on ideas
- + traits/behaviours
- + managerial and leadership skills.

Within each category Chell identifies a number of specific skills required to be enterprising (see Figure 4). For example, idea identification involves being able to: generate ideas, recognise opportunities, acquire information about an opportunity, identify the meaning within an opportunity in terms of problems faced by others and recognise market/social needs.

Figure 4: Chell's entrepreneurial skills framework

Idea identification/creation	Capitalising on ideas
+ Idea generation/envisioning + Opportunity recognition and means-end analysis + Ability to acquire information about a potential opportunity, domain knowledge and associated skills + Recognition of social/market needs	+ Awareness of environment and factors conducive to opportunity exploitation + Ability to garner the necessary material resources + Ability to convince others of the value of an opportunity + Networking and social embedding
Traits/behaviours	Managerial/leadership skills
+ Self-belief, self-awareness, trust in own judgement etc. + Ability to manage risk and shoulder responsibility + Ability to endure and cope with difficulties. Energy, motivation, persistence etc.	+ Ability to manage others + Ability to overcome institutional and other constraints + Ability to develop an idea as a commercial opportunity + Decision-making capability

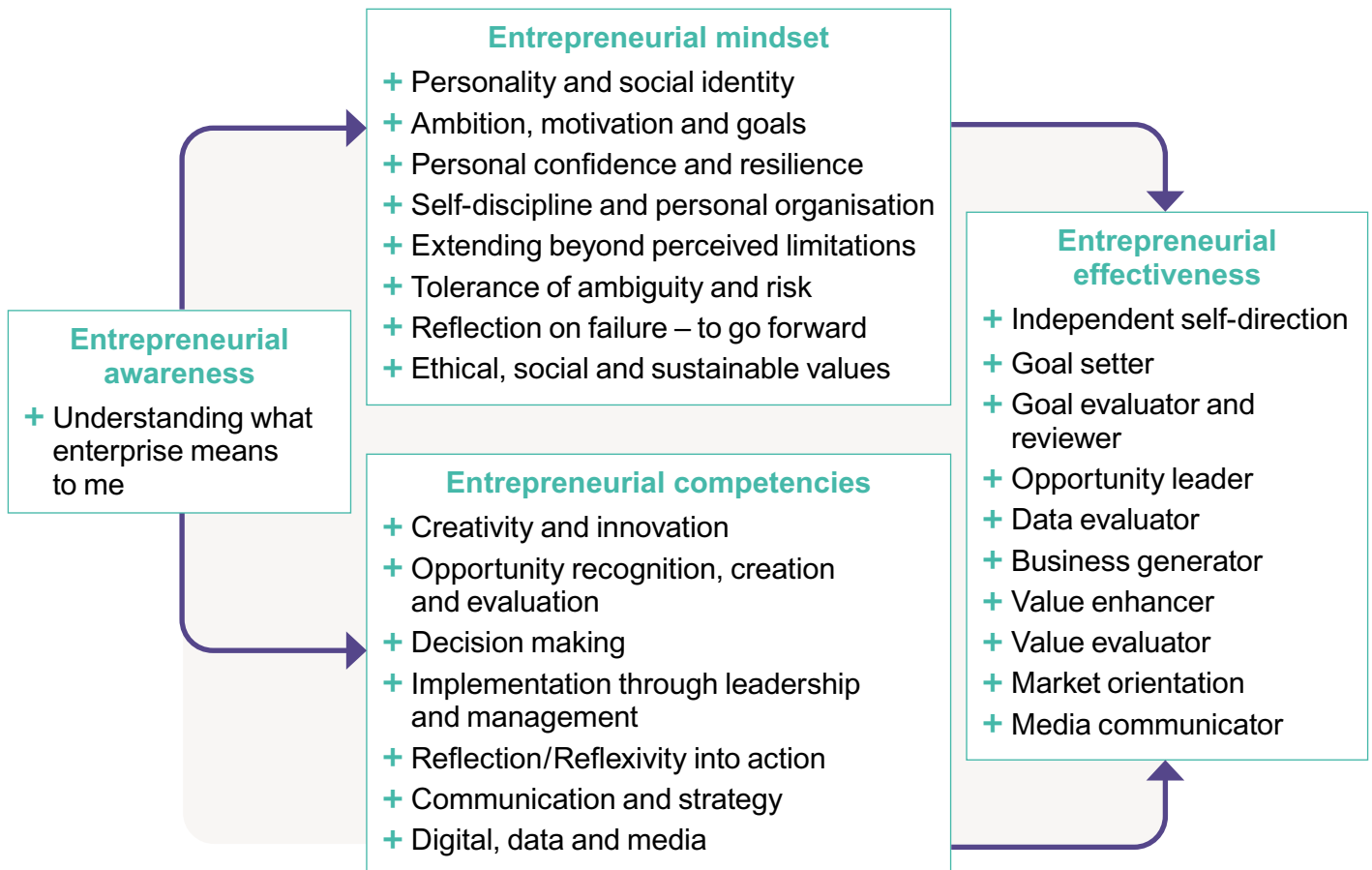
While Chell's framework relates to a more traditional economic conceptualisation of entrepreneurship as a process of enterprise creation and growth, it does assist in understanding the skills that are required in order to be an entrepreneur and the way in which these skills can be acquired and developed.

The learning journey

Alongside an understanding of what it means to be enterprising and entrepreneurial, it is important to understand the key stages of the learner journey in developing knowledge and skills associated with being enterprising and entrepreneurial. As outlined within the EntreComp framework (see above), it is not about a learner having or not having specific entrepreneurial competences – they will have different starting points in terms of levels of experience and expertise.

In order to develop an effective enterprise and entrepreneurship education experience it is useful to map out this learner journey against some sort of framework. There are a number of such frameworks within the current body of thinking on enterprise and entrepreneurship. In terms of the context of embedding enterprise and entrepreneurship education within the arts and humanities, a useful framework is outlined within the latest QAA guidance.

Figure 5: The journey towards entrepreneurial effectiveness



As shown in Figure 5, this framework identifies four stages to the entrepreneurial journey:

- + enterprise **awareness**
- + developing an entrepreneurial **mindset**
- + developing entrepreneurial **capability**
- + entrepreneurial **effectiveness**.

In what ways is such a framework useful to educators in embedding enterprise and entrepreneurship education? At one level, the framework is a useful tool for educators in that it provides a set of 'hooks' upon which to structure content, particularly in terms of making explicit the connections between the different parts of the entrepreneurial journey. As identified above, due to the focus within education 'about' enterprise and entrepreneurship, these connections are often hidden or implicit (Jones, 2020). The QAA learner journey makes them explicit. At another level, the framework is useful to educators as it identifies ways in which to develop understanding and skills around each element of the journey, in the curriculum and as an extra-curricular activity. Therefore, it provides a tool by which to review or benchmark current activities and it identifies opportunities for innovative practices.

The remainder of this section of the guide outlines a range of practices which have been used to develop the entrepreneurial mindset and entrepreneurial capabilities as well as reviewing entrepreneurial effectiveness. A number of these practices have been identified within other guides as examples of good practice. If these practices are being undertaken in an institution, then the remainder of this guide will hopefully provide a useful tool for reflecting on the effectiveness of the current education experience. If these practices are not being undertaken, then this guide will provide practical guidance on how to move from principle to practical delivery. Therefore, there is an emphasis on suggesting ways in which we can move from principles to practice.

In unpacking each stage of the learner journey outlined in Figure 5, there is an opportunity to explore the type of practices required, the ways in which innovation in delivery can add value and the associated challenges for the educator and learner.

The entrepreneurial mindset

This element of the framework focuses on the learner's understanding of what is associated with being enterprising, and being entrepreneurial, from the perspective of what is required to participate in enterprising learning and activities. As the QAA (2012, p 13) notes, “students should be encouraged to develop self-awareness of their own enterprising and entrepreneurial qualities, as well as the motivation and self-discipline to apply these flexibly in different contexts to achieve desired results”. Therefore, it is about creating an environment in which learners can reflect on the attributes, behaviours and skills required to engage in enterprising and entrepreneurial activity.

At one level, this aspect of the journey is somewhat heavily explored in enterprise and entrepreneurial education. However, it tends to be considered from a particular perspective, namely the entrepreneur as an economic ‘hero’, which emphasises a number of elements of the mindset such as risk-taking, profit-maximising motives and acting rationally using perfect information. Down (2010) suggests that there is a need to move beyond a consideration of these stereotypical traits associated with the entrepreneurial mindset, which are reinforced by images and a written narrative in the popular media, to a more personal reflection of how enterprising and entrepreneurial people behave, and the associated skills, particularly at a cognitive level.

The frameworks outlined above in this section can be applied in a number of ways to enhance understanding of the entrepreneurial mindset and provide learners with an opportunity to reflect on their own learning and skills development. Examples of these practices are provided in Appendix 1.

Entrepreneurial capabilities

This stage of the process relates to the development of enterprising, and related practical, social and conceptual skills, which can be used by the learner to identify opportunities, develop ideas and take action. The way in which these capabilities are developed through the education experience will be influenced by the learning context, as noted by the QAA:

“Entrepreneurial capability can be specific to a particular discipline or context and will vary in scope and degree between different disciplines and vocational requirements. This is demonstrated, for example, when a student designs a service or product to meet an identified need, or identifies an opportunity and visualises potential actions together with their propensity for success”

(QAA, 2018, p 19).

While this stage of the journey is explored as part of enterprise and entrepreneurship education offerings in the UK, it is often within the context of:

- + starting a business as opposed to working for someone else as an enterprising employee
- + the functional capabilities required to start a business, such as finance, marketing and HR, as opposed to personal enterprising and entrepreneurial capabilities required for a role (eg adding value, proposing new ways of doing things, networking with others to acquire resources and support).

Therefore, there is scope for innovative practices that relate enterprising capabilities to working for someone else and focusing on the development of enterprising rather than business capabilities (see Appendix 2).

The learning methods used to assist individuals to develop understanding of, and/or review ‘entrepreneurial’ capabilities have traditionally included:

- + engaging with a simulated business experience assessed through the development of a business plan
- + researching a market for a business idea and writing a market research report, which is assessed by a group presentation, or audio-visual report
- + undertaking a project with a business which involves the students working on an idea proposed by the business as opposed to the educator.

The advantage of such methods or practices is that they provide exposure to the world of doing business and an opportunity to reflect on the skills required to move from an idea to action. They also provide learners with an opportunity to develop knowledge of the key stages in starting a new venture and the associated business functions (Gibson, 2010).

However, there is a growing critique of the usefulness of such approaches, particularly the use of market research reports and business plans, in developing enterprise and entrepreneurial capabilities. For example, the work of Osterwalder and Pigneur (2010) draws a useful distinction between a business model and a business plan. A business model “describes the rationale of how an organisation creates, delivers and captures value” (Osterwalder and Pigneur, 2010, 14) while a business plan is a description of the activities of the business over a period of time (Delmar and Shane, 2003).

Osterwalder and Pigneur (2010) suggest that there are nine building blocks to a business model. The nine building blocks are:

- + the value proposition – the value of the business model in addressing the problems and needs of the customer
- + key activities – the activities required to deliver the value proposition
- + key partners – the stakeholders required to develop and deliver the value proposition
- + key resources – the assets required to offer and deliver the value proposition
- + customer segments – the groups of customers targeted by the business
- + customer relationships – the type of relationship to be established with each customer segment
- + channels – the value proposition is delivered to customers through communication, distribution and sales channels
- + cost structure – the business model elements result in the cost structure
- + revenue streams – income results from successfully offering value propositions to customers.

These nine building blocks show the logic of how a business generates income and they map on to the four main aspects of a business – customers, the offer, the infrastructure and financial viability.

The business model canvas developed by Osterwalder and Pigneur can be used in a number of ways to assist learners in developing the capabilities required to communicate value to others, at both a personal and business level. Examples of these practices are outlined in Appendix 2.

Within this stage, it is important to tease out key aspects of the entrepreneurial life-world and the value of different theories and concepts in understanding this life-world. For example, the case study of Innocent Drinks within Appendix 2 is useful in highlighting the difference between entrepreneurial and more rational decision-making models, in terms of the emphasis attached to action. This can be illustrated using the work of Sarasvathy around **effectuation**. Sarasvathy (2008) proposes that entrepreneurs make sense of events based upon their motivations, or means, with goals emerging contingently over time in response to internal cognitive biases and the people they interact with. As such it is a useful concept to assist in unpacking entrepreneurial capabilities in an innovative way.

Sarasvathy (2008) suggests that potential entrepreneurs are often taught a highly structured, functional, linear and rational model of starting and managing a business. However, the entrepreneurial experience is often somewhat different, in terms of:

- + being able to cope with, and enjoy uncertainty
- + being flexible and adaptable to unforeseen circumstances
- + being able to network with others to acquire resources
- + being able to anticipate the future for the business.

Rae (2007) comments that this is an effective, and innovative, way of delivering enterprise and entrepreneurship education because meaning is introduced into the experience of the learner, as opposed to the experience following the input/delivery of knowledge from the educator. As Herrmann et al (2008) note, there is a need for a move from teacher-led, didactic teaching and learning practices to more experiential learning practices that offer students the opportunity to apply learning within different contexts. This will support the development of reflective practices and greater levels of student ownership of the education experience. This approach underpins the Team Academy approach outlined within Exhibit 3.

Indeed, the use of the practices outlined in Appendix 2 represent a major opportunity for innovation, particularly given that students will often be looking to make sense of experiences in a workplace. For example, in terms of entrepreneurial decision-making, they will have observed that people act without full information and the use of the work of Sarasvathy will help them make sense of this experience. In contrast, the more traditional experience in enterprise and entrepreneurship education in the UK is to provide the theory/knowledge input, particularly from an economics and/or functional business perspective, and then ask students to do a case study after this input (Gibb, 2002). Therefore, the innovation can be delivered in terms of both content and the approach to learning and teaching.

Finally, in terms of the development of entrepreneurial capabilities, it is important to provide opportunities to develop these capabilities in different contexts, ranging from a small business to a large corporate and to a public sector body or a small charitable organisation. This can be achieved through a number of practices, two of which are profiled within Appendix 2.

Entrepreneurial effectiveness

This stage of the journey involves learners progressing individual goals and approaches, in terms of being enterprising and entrepreneurial. Within enterprise and entrepreneurship education, this has manifested itself in providing learners with opportunities to undertake a dissertation, a major project or a consultancy project with a business. These experiences are most effective when led by the student and involve some form of co-creation with an external stakeholder, such as a business or organisation (Jones, 2019).

In terms of learning within the curriculum, these projects are usually undertaken towards the end of the course or programme, with a focus on producing a written outcome which can be assessed. This could involve the production of a written report or a business plan. However, this stage of the entrepreneurial journey can be supported as an extra-curricular activity through activities such as enabling students to plan and/or start their own business or venture (eg in an incubation space in the institution) and organise an internship or work placement in a business. As extra-curricular activity, such experiences provide students with the opportunity to reflect on how to manage the transition from an educational to a work environment. Therefore, this stage of the journey has a key role in the development of personal enterprising skills as employability skills.

The key scope for innovation around entrepreneurial effectiveness is the role for the educator in providing an environment for co-creation of the entrepreneurial experience with appropriate external stakeholders. As the QAA (2018, 23) notes, “[live projects for external clients and enterprises offer opportunities to network and meaningfully engage with external stakeholders, to prepare for this transition](#)”.

Examples of practices which can be used to support the development of entrepreneurial effectiveness are outlined in Appendix 3.

4 The role of the educator

In comparison to other elements of the framework, there is a relatively limited evidence base related to the role and value of the enterprise and entrepreneurship educator. The available literature highlights that there are a number of areas of knowledge and skills which are required to develop and deliver an effective education experience.

These can be grouped into a number of bundles related to:

- + **Awareness of research, policy and practice:** given the dynamic nature of enterprise and entrepreneurship as a practice, it is important that enterprise and entrepreneurship educators are aware of developments within research, policy and practice. For example, the business and enterprise support landscape is constantly changing so it is important to keep abreast of these changes in terms of providing advice and guidance to students around external stakeholders who may be able to add value to their journey. This is particularly important for students who are committed to starting a business during or after completion of their studies.
- + **Motivating and inspiring learners:** as an enterprise and entrepreneurship educator, it is important that we are able to inspire learners through our own enthusiasm, passion and knowledge. This is particularly important within the context of 'for' and 'through' teaching and learning approaches where there is an emphasis on action. Within such learning environments, the educator needs to encourage positive learner behaviours (eg confidence, resilience, dealing with setbacks) and enable learners to share responsibility for their own learning. These behaviours can be facilitated through the use of experiences of 'live' case studies and role models appropriate to the needs of the students – for example, Liu et al (2019) note that there is tendency within enterprise and entrepreneurship education to use well-known individuals and businesses as a source of experience which are often distant from the needs of the students in managing their own journey. Instead, the use of recent alumni maybe more appropriate to highlight how enterprising skills can add value in different contexts – eg a graduate from history, criminology or geography who used learning from enterprise education to change and shape their career aspirations and gain employment within a small business.
- + **Planning and delivery of the education experience:** there are a number of 'need to knows' here related to: (i) selecting appropriate strategies to support students in learning; (ii) being able to develop constructive alignment between learning outcomes as well as alignment between the experience in practice and the experience in the classroom, teaching methods and assessment approaches; (iii) developing learning materials which engage the learner; (iv) using more innovative yet fair methods of assessment (eg students being able to co-create through negotiation their own assessment portfolio); and (v) evaluating the learner experience in an enterprising manner (eg the value created for other groups of stakeholders). As noted above, a number of commentators such as Sarasvathy (2009) have suggested that there is sometimes a disconnect between the nature of being enterprising and being entrepreneurial and the way in which the education experience is planned, developed and delivered. While there are a number of institutional challenges to offering an enterprising or entrepreneurial education experience, often the motivation of the educator to invest in engaging with different approaches is key.

- + **Building collaborative relationships:** Herrmann et al (2008) suggest that key to an effective enterprise and entrepreneurship education experience is the engagement of others, both within and external to the institution. This is important in developing the social capital of the student as well as providing access to resources which may be required to manage the journey from idea to action. In order to develop relationships with others, the educator needs to: (i) make sense of the value in their own networks and relationships; (ii) invest in relationships with stakeholders who can support and add value to the enterprise education experience; (iii) identify where there is a need to develop the capacity of stakeholders to support the education experience and; (iv) update their own knowledge through collaboration with others (eg in understanding changes in the business and enterprise support landscape or in community and voluntary networks).
- + **Reflecting on own practice as an educator:** finally, it is important that enterprise and entrepreneurship educators reflect on their own practice. On the one hand, it is important that an enterprise and entrepreneurship educator creates space to have their own enterprising and entrepreneurial experiences (eg by mentoring enterprising people). On the other hand, it is important that educators maintain their own knowledge of innovative educational practices (eg by engaging with professional development activities such as fellowships aligned to the UK Professional Standards Framework). In so doing, an educator will hopefully challenge their own practices, values and beliefs which will assist in identifying strengths and areas for development.

There are a number of resources which can be accessed by enterprise and entrepreneurship educators to support investment in their own learning and skills development. These include:

[Enterprise and Entrepreneurship Education – Guidance for UK Higher Education Providers.](#)

Published by the QAA in 2018 the guidance aims to help academics, educators and practitioners who are seeking to embed enterprise and entrepreneurship across the curriculum. It provides an overview of current thinking and practice related to enterprise and entrepreneurship education, particularly in terms of highlighting the value of enterprise and entrepreneurship education to different groups of stakeholders.

[The National Occupational Standards for Enterprise and Entrepreneurship Educators.](#) Developed by the Institute of Enterprise and Entrepreneurs (IOEE) in 2016, these professional standards outline the understanding, skills and behaviours required by educators to deliver an effective enterprise and entrepreneurship education experience.

[Enterprise and Entrepreneurship Education Toolkit](#) (ETC Toolkit). Drawing upon HEFCW funding, the toolkit was developed by the University of South Wales to provide a resource for enterprise and entrepreneurship educators in different subject areas to develop teaching and learning strategies that add value. The toolkit contains a series of 'how to' guides, best practice case studies and a mapping of QAA benchmark statements to different enterprise and entrepreneurship education teaching methods. The toolkit is now hosted and curated by Enterprise Educators UK.

[The EEE Teaching Toolkit](#). Developed by the MCI Management Centre Innsbruck, the Embedding Entrepreneurship Education (EEE) Teaching Toolkit is a compendium for educators in higher education institutions (HEI) interested in fostering entrepreneurial competences. It consists of 23 practical entrepreneurship education teaching modules which can be used to enrich existing courses through the integration of single modules, or to create full academic courses through the combination of a set of different modules. The EEE Teaching Toolkit seeks to: embed and facilitate entrepreneurial teaching and learning in HEIs; provide guidance for educators, trainers and curriculum planners; and assist educators and trainers with a non-business background in understanding the added value of entrepreneurship education.

[A Compendium of Pedagogies for Teaching Entrepreneurship](#). Developed by the National Centre for Entrepreneurship in Education to support delivery of their International Entrepreneurship Educators Programme (IEEP), this compendium provides a practical foundation for those educators and trainers interested in understanding 'how to teach' enterprise and entrepreneurship. Drawing upon teaching approaches and pedagogy from a wide range of disciplines, the compendium outlines over 40 examples for use within enterprise and entrepreneurship education and provides guidance as to how to incorporate these into teaching and training.

5 The role of the institution

The final layer of the Advance HE Framework focuses on the institution and the role it plays in fostering enterprising and entrepreneurial activity among different groups of stakeholders, including students, staff and external communities of practice.

The inclusion of such a layer within the framework reflects the growing interest in the concept of the entrepreneurial university. In an Advance HE blog post, Kirby (2020) notes that the effectiveness of enterprise and entrepreneurial education activity within universities will be shaped by two key influences – the extent to which there is innovation in learning and teaching approaches and the institution itself is entrepreneurial.

Guerrero et al (2006, p 5) define the entrepreneurial university as an institution that has “the ability to innovate, recognise and create opportunities, work in teams, take risks and respond to challenges, on its own, seeks to work out a substantial shift in organisational character so as to arrive at a more promising posture for the future”. Given the increasing pace of change and associated uncertainties in the environment for higher education within the UK, this entrepreneurial posture will become more important as an approach to adding value for students, staff and external stakeholders such as the business community.

Ropke (1998) suggests that an entrepreneurial posture will be evident within:

- + the culture, strategies, processes and practices of the institution
- + the enterprising and entrepreneurial behaviours of staff and students
- + the relationship between the university and its external stakeholders.

What are the implications of this discourse around an entrepreneurial university at a faculty and departmental level? The academic and professional literature on the entrepreneurial university identifies a number of characteristics or elements of an institution shifting to cope entrepreneurially with greater levels of uncertainty and complexity within the task environment. These include:

- + using a shared vision and values to encourage staff to innovate in their learning and teaching activities and develop external relationships which add value
- + promoting autonomy and individual ownership of new initiatives related to enterprise and entrepreneurial education – whether within the curriculum or as extra-curricula activity
- + encouraging staff to develop and own external relationships
- + allowing overlap and informal integration between colleagues within (eg across faculties) and without the institution (eg multiple contact points with key stakeholders)
- + encouraging and rewarding learning by doing and from external stakeholders
- + providing opportunities for holistic project management

- + embedding flexible strategic thinking as opposed to highly formal planning
- + developing reward systems geared to success with customers and stakeholder credibility
- + developing incentives to innovate and learn from mistakes.

Such lists of characteristics or elements of an entrepreneurial university can be used as a framework or 'checklist' to evaluate challenges in organisational design at a department and faculty level, as well as identifying current strengths and future areas for development so there is fit between the internal environment and external task environment.

The available literature suggests that certain elements of developing an entrepreneurial university may be easier than others given certain embedded structures and values within higher education in the United Kingdom. For example, it may be easier to support staff in developing and owning relationships with external stakeholders (eg through changes to workload allocation models) than creating overlap and integration between colleagues within different faculties and embedding flexible strategic thinking. However, recent developments, such as degree awarding powers being given to the London Interdisciplinary School (www.londoninterdisciplinaryschool.org), where departments are based on cross-cutting themes as opposed to traditional academic disciplines, may be a glimpse of an example of innovation to institutional structures and approaches within the sector in the near to mid-term.

Summary

This guide is designed to complement the Framework for Enterprise and Entrepreneurship Education published by Advance HE, in partnership with Enterprise Educators UK (EEUK), the Institute of Enterprise and Entrepreneurs (IOEE), the Institute of Small Business and Enterprise (ISBE), the Quality Assurance Agency (QAA) and the Small Firms Enterprise Development Initiative (SFEDI).

The guide has reflected on each layer of the framework in detail, drawing out considerations for enterprise and entrepreneurship educators in the development and delivery of an effective enterprise and entrepreneurship curriculum and/or extra-curricula activity. In so doing, the guide has focused on a set of issues related to:

- + what we mean by enterprise and entrepreneurship
- + what the nature is of different types of enterprise and entrepreneurship education
- + how the learner journey can be effectively supported at different stages
- + how enterprise and entrepreneurship educators can invest in their own professional development
- + how institutions can facilitate and hinder the development and delivery of enterprise and entrepreneurship education.

The guide has reviewed a range of approaches, resources and tools that you may wish to consider. There isn't a specific 'one size fits all' approach. While there are important interconnections between each layer in the framework, the entry and exit points will vary for different institutions. In so doing, the guide will assist in thinking through different approaches to embedding enterprise and entrepreneurship within your activities in the arts, humanities and social sciences.

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Appendix 1 – Practices to support the development of awareness

Practice 1: Mindset traffic lights

This involves learners assessing themselves against a framework such as EntreComp or Gibb's framework of enterprising attributes using a traffic light related form of assessment. Two aspects can be assessed: (i) level of confidence and (ii) relevance. In terms of the level of confidence, this involves the learner identifying strengths (ie green), areas for development (ie amber) and weaknesses (ie red). In terms of relevance, this involves learners assessing the relevance of the attributes, behaviours and skills to different work contexts (eg self-employment, working for someone else, continuing their studies as a postdoctoral researcher). Learners can identify whether it is relevant, not relevant at the moment but may be in the future, or not relevant.

Attributes, behaviours and skills that have been identified as amber or red and as relevant to a context can then be mind mapped either on an individual or group basis, to assist in identifying practical strategies for addressing areas for development and weaknesses.

Practice 2: Interviewing enterprising people

This involves learners identifying, organising and interviewing individuals who are perceived as enterprising or entrepreneurial in different contexts. One of the frameworks outlined above can be used as the basis for a discussion guide or interview tool so that behaviours in different contexts can be explored. For example, a group of learners could be asked to identify, organise and interview the owner-manager of a small food and drink business, an enterprising civil servant, a vicar, a corporate venture manager, a financial investor and a volunteer in a social enterprise and explore with them the relevance of the different entrepreneurial attributes, skills and behaviours to their situation.

Wherever possible, the learner should lead the process of identifying potential interviewees and organising the interview, as this provides a useful experience in managing uncertainty and ambiguity within the context of the learning experience. This exercise is very useful in reflecting on how the entrepreneurial mindset and the associated attributes, behaviours and skills are used by individuals in different contexts to manage and move from opportunity to action.

Practice 3: Mindset montages

This involves learners developing a montage of images, from newspapers, magazines and other printed media, which represent the different attributes, behaviours and skills outlined in one of the frameworks outlined above. The key to this activity is to provide space for the learners to be as creative as possible. As such, it is important to provide less rather than more instruction when outlining the task. For example, the learners could be asked to collect as many magazines, newspapers and other printed materials as they can one week before the task stating that they are needed to develop a montage. In class, the learners are then asked to identify images and develop a montage that represents the different attributes, behaviours and skills associated with being enterprising or being entrepreneurial in as creative way as possible.

This practice can be used to underpin learning in the classroom and assessment of learning. While there is increasing use of montages as a learning methodology, they are used less as an assessment tool. For example, learners can be tasked to create a montage at the start and end of the educational experience and unpack any similarities and differences in the two montages in a reflective audio-visual assignment. Guidance should be provided in terms of how to reflect on changes in one's own understanding around the entrepreneurial mindset, and the types of internal (eg challenges to internal heuristics) and external (eg new learning experiences) influences on understanding. Such assessments provide a useful bridging device to the next stage of the entrepreneurial journey, in terms of the development of entrepreneurial capabilities and skills.

Practice 4: Video vignettes

This involves learners using video to capture examples of where they have evidence of the mindset in practice. This practice is useful for learners reflecting on how evidence of the presence of attributes, skills and behaviours can be captured. For example, as ingrained aspects of one's character, enterprising attributes cannot be observed. They are manifest in practice in enterprising behaviours. The use of video provides learners with a method for capturing these behaviours.

As with the montage practice outlined above, this activity provides an interesting assessment method, particularly in terms of learners comparing their behaviours with those observed.

Appendix 2 – Practices to support the developments of capabilities

Practice 5: Communicating the value proposition

This involves learners exploring how value can be communicated to others. This is a key capability in terms of being able to summarise a business proposition in a concise and coherent fashion and/or communicate personal strengths and values to others. A useful exercise here is to provide students with the outline of a complex problem that society is facing and then provide them with space to undertake focused research around the nature of the problem. Once the students have mapped out the nature of the problem, divergent thinking techniques can be used to facilitate a process of generating ideas which address specific aspects of the problem that have been mapped out. Students are then asked to select one problem and develop a short sentence which summarises the value of the idea in addressing the problem. It is important that the sentence does not use any jargon.

The key to this exercise is the ability of the students to match the sentence to the needs of potential customers, particularly in terms of a problem or challenge faced by the potential customer. In so doing, they are reflecting on the value added of the business idea. This is labelled as the value proposition in the business model canvas.

Once this value proposition has been developed, the learners then work through how this sentence can be communicated to potential customer groupings, particularly the key networks and relationships which could be used. The use of social network analysis is a valuable tool here in that it allows information and knowledge flows to be mapped and the critical nodes or points in networks and relationships to be mapped. Learners could also be asked to map their own networks and relationships in relation to the idea to demonstrate that they may be able to access potential customers and other critical stakeholders through these. This is a particularly powerful exercise when done as a group (Buzan and Buzan, 2009), as it highlights the importance of managing ‘know-who’ as an entrepreneurial capability.

Practice 6: Managing “knowns” and “unknowns”

Another key entrepreneurial capability is managing ambiguity and uncertainty. When applied to the business model canvas, this involves learners working through the “knowns” and “unknowns” in a specific business model.

A key part of the business model relates to customer channels, customer relationships, key activities and key resources. The “knowns” around these aspects of the business model can be ascertained through students researching the market and identifying data on the number of customer segments and the size of these segments, the key channels used to sell to these customers and the key networks. However, Atherton and Sear (1997) and Nienhais (2010) comment that market research is unable to provide a full picture of the key areas of ‘need to know’ around the needs of customers and the key resources required to support the key activities.

This can be illustrated through the decision-making model operated by Innocent Drinks. They operate to a 70% 'house rule' in that staff can act on a decision when they feel they have about 70% of the information required to make a decision around an activity in the business. This is because, as founder Richard Reed says in a [2010 BBC interview](#), “we are saying that if you are 100% confident in business you’ve got the right answer, then you will never make a decision, you will never get anywhere”. Such an approach provides scope for autonomy and calculated risk-taking in decision-making.

This approach can be worked through in the classroom by providing learners with a simulated or real case study around the development of a new product or service which has social value for some group in society, where there are a number of “knowns” and “unknowns” around key aspects of the development process. The task focuses on what the learner would do in terms of next steps in the development process given that they have incomplete information.

Practice 7: An enterprising director

This activity highlights the importance of the type of language used to describe entrepreneurial capabilities and the emphasis placed on different entrepreneurial capabilities in different contexts.

This involves learners developing a job specification/description for an enterprising director – this can be related to a small business, social enterprise, a charity or a large business. While there will be similar elements to both specifications/descriptions, there will be a number of differences, not only in terms of the content but also the style and format/presentation of the job specification/description.

A key aspect of the exercise is to assist the learner in reflecting on what elements of the job description are evident in their day-to-day activities, tasks and responsibilities. This reflection can be used as the basis for a useful group discussion around the scope for individuals with entrepreneurial capabilities in different contexts, the conditions which facilitate and inhibit entrepreneurial behaviours and the associated development needs and requirements. This can form the basis for an assignment around their own experiences and the implications for personal and professional development in the near to mid-term.

Practice 8: Dispersed and focused entrepreneurship

This task demonstrates the ways in which enterprising and entrepreneurial attributes and behaviours are embedded in different contexts. To this end, there is a useful framework by Birkinshaw (1997) which can be used with learners to reflect on how different types of organisations develop enterprising and entrepreneurial capabilities.

Birkinshaw (1997) identifies a difference between focused and dispersed entrepreneurship. Focused entrepreneurship involves incubating enterprise and entrepreneurship in a semi-autonomous unit, often involving the creation of a new venture creation unit. Dispersed entrepreneurship involves embedding entrepreneurial capabilities across the organisation by developing an entrepreneurial culture or posture. This framework, therefore, assists in reflecting upon how an entrepreneurial posture is embedded by different types of organisations (eg dispersed in small businesses, focused in large corporate organisations and public sector organisations).

This framework can be used to assist the learner in comparing experiences in their own organisation to the experiences of a case study, such as the organisations profiled in series of videos on YouTube (eg related to being enterprising and entrepreneurial in large organisations, community and voluntary organisations or public sector bodies). The learners can be asked to compare their experiences with the experiences of the case study and then apply the framework to unpack how entrepreneurial capabilities are developed in different contexts.

Appendix 3 – Practices to support the development of entrepreneurial effectiveness

Practice 9: The development of an entrepreneurial proposition

This practice can be used to embed external stakeholders within a major project, or other similar modules, and assist in the development of enterprising skills among learners related to negotiation and persuasion and communication of value to others.

It involves creating a panel of businesses who outline the challenges and opportunities they are currently facing (these could be internal to the business or within their external task environment) as a 'problem'. In response, students have to develop a proposition which outlines a response to the problem and the difference that they will bring to addressing the problem in comparison to other students within the group. This is then followed by a period of negotiation and persuasion between the business and the student as to the project to be undertaken. The outcomes from this discussion are then summarised within a project learning contract.

The role of the educator here is one of a facilitator – eg coaching the student in how to present a proposition, providing advice to the business about the questions to ask the student, mediating any issues in the relationship between the student and the business. In so doing, the educator adds value to the co-creation of the learning experience between the student and the business.



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