

Submission ID

101

Title (required)

A Critical Review of EE Programmes and Intrapreneurialism in business: *cases and cross-sector collaborations within a Scottish University*.

Abstract (required)

Topic

This working paper is part of a wider PhD project into the social and commercial impact of entrepreneurial education within new and growing organisations post Covid-19. Conjecture supporting a direct linkage between the delivery and impact of entrepreneurship education in higher education and new venture creation (McMullan et al, 2001; Storey, 2000; Henry et al, 2004) and other economic growth measures is frequently proffered and not new. Evidence to support this supposition is, in fact, more limited (Smith, 2015; Bozward et al, 2022) with little research in evidence (Smith, 2020). What is of particular interest is the language used in these studies with the apparent absence of the phrase's corporate entrepreneurship, intrapreneurship or intrapreneur being notable omissions. Indeed, recent studies tend to focus on student intentions rather than impact (Wardana et al, 2020; Jena, 2020; Ndofirepi, 2020). Burns in his book *Corporate Entrepreneurship and Innovation* quotes Drucker as saying "Today's business, especially the large ones, will not survive in this period of rapid change and innovation unless they acquire entrepreneurial competence" (Burns, 2020: 13). With these considerations in mind, this paper investigates the intrapreneurial impact of intervening entrepreneurial education from universities and the UK context.

Applicability to the conference theme – Sustainable Growth in Unexpected Places

The available literature focuses on the entrepreneurial impacts post-graduation and student intentions after exposure to the workplace. However, this paper critically evaluates how undergraduate students are also making an impact. However, it is the authors intention to show that undergraduate students and new business owners are also creating impact. This is viewed and aligned with the United Nations goals of "responsible consumption and production" (12) and "industry, innovation and production" (9) (United Nations, 2023). Given the apparent lack of research into these areas, and the intrapreneurial outcomes from enterprising education for small business, this intrapreneurial factor through individuals and idea generation is an under investigated topic concerning sustainable growth involving regional and nationally-responsive business.

Aim

This paper aims to show a correlation between at least two of the United Nations Sustainable Development Goals, namely "industry, innovation and infrastructure" and "responsible consumption and production" (United Nations, 2023) and the impact entrepreneurial higher education plays in an intrapreneurial context involving UK businesses.

Methodology

Employing a deductive and exploratory approach, this paper evaluates recent initiatives and institutional offerings which encourage intrapreneurial activity within small businesses.

Following on from this conceptual appreciation of entrepreneurial universities, business development, and intrapreneurialism case studies examples within a Scottish university are analysed, namely an undergraduate programme comprising of a graduate apprenticeship cohort and collaborative CPD offerings including 'Help to Grow' and IOEE's 'Small Firms Enterprise Development Initiative'.

The case study involves a sample drawn from three distinct cohorts of learners, totalling over 150, that engaged with EE during the 2022-2023 academic session. These case studies are drawn from a number of different programmes of different entrepreneurial scope and do not seek to assess the qualitative impact of these programmes at this point.

Through the lenses of Freeman's Stakeholder theory (Freeman et al, 2019) and the concept of the triple bottom line and sustainability (Alhaddi, 2015), findings are appreciated through and institutional and network perspective which acknowledge the overarching SDGs.

Contribution

This paper highlights the intersection of entrepreneurial higher education, the contemporary needs of growing businesses, and the increasing motivations towards achieving the STGs.

In addition, amidst the current economic and technological landscapes, this research sheds light on the current small business context within the UK and the onus on leaders and managers to be creative, innovative, and encourage intrapreneurialism amongst colleagues.

Subsequently, novel principles and practices, which span across the enterprising network are presented in guiding the facilitation of intrapreneurial development.

Implication for Policy:

Longer term aspirations of this area of research should stimulate debate in the way Government interacts with the overall entrepreneurial process and widens its perception of impact to include the efforts of those who are found in traditional employment. This research further emphasises the need for continuous delivery of cross sector and triple helix collaboration, seen with recent initiatives and strategies during and post Covid-19.

Implication for practice:

Depending on the finding of the study the implications to practice must involve a review of how entrepreneurial impact that is defined, considered and measured. From the current literature the scope is too focused upon the impacts of the minority of students undertaking entrepreneurial studies who move on to new venture creation. This is at the expense of the majority of graduates who undertake arguably subliminal forms of entrepreneurial activity within larger organisations.

References:

Alhaddi, H. (2015) Triple Bottom Line and Sustainability: A Literature Review. *Business and Management Studies*. Vol. 1 (2), pp. 6-10, [Online] Available: <https://www.academia.edu/download/38640293/BMS-V1N2-2015web.pdf#page=10> [Accessed: 19 May 2023].

Bozard, D., Rogers-Draycott, M., Smith, K., Mave, M., Curtis, V., Aluthgama-Baduge, C., Moon, R. and Adams, N. (2022) Exploring the outcomes of enterprise and entrepreneurship education in UK HEIs: An Excellence Framework perspective. *Industry and Higher Education*. Vol. 0(0) pp. 1-16. Available: Sage Publications Limited.

Burns, P. (2020) *Corporate Entrepreneurship and Innovation*. 4th ed. London: Bloomsbury Publication Plc.

Freeman, R., Parmar, B. and Martin, K. (2020). Chapter 4 TAKEHOLDERS AND SHAREHOLDERS. *The Power of And: Responsible Business Without Trade-Offs*. New York Chichester, West Sussex: Columbia University Press, pp. 65-84. <https://doi.org/10.7312/free18850-005>

Gault, J., Redington, J. and Schlager, T., 2000. Undergraduate business internships and career success: are they related? *Journal of marketing education*, 22(1), pp.45-53. [Online] Available: <https://journals.sagepub.com/doi/pdf/10.1177/0273475300221006>

Henry, C., Hill, F.M., and Leitch, C.M. (2004), 'The effectiveness of training for new business creation: a longitudinal study', *International Small Business Journal*, Vol 22 (3), pp 249–271.

Jena, R.K. (2020) Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*. Vol. 107 (1). [Online] Available: <https://www.sciencedirect.com/science/article/pii/S0747563220300315>

McMullan, E., Chrisman, J.J., and Vesper, K. (2001), 'Some problems in using subjective measures of effectiveness to evaluate assistance programmes', *Entrepreneurship Theory and Practice*, Vol 26, No 1, pp 37–54.

Ndofirepi, T.M. (2020) Relationship between entrepreneurship education and entrepreneurial goal intentions: psychological traits as mediators. *Journal of Innovation and Enterprise*. Vol. 9 (2). [Online] Available: <https://doi.org/10.1186/s13731-020-0115-x> [Accessed: 17 May 2023].

Smith, K. (2020) Measuring the impact of entrepreneurship education within higher education. *SOTA Review*. Vol. 33(1). [Online] Available: <https://core.ac.uk/download/pdf/287037912.pdf> [Accessed: 09 March 2023].

Smith, K. (2015) Measuring the impact of enterprise education and entrepreneurship support in higher education: Can routinely collected data be of use? [Online] Available: Sage Publications Limited.

Storey, D. (2000), 'Six steps to heaven: evaluating the impact of public policies to support small businesses in developed economies', in Sexton D.L., and Landstrom, H., eds, *The Blackwell Book of Entrepreneurship*, Blackwell, Oxford, pp 176–194.

United Nations (2023) *Sustainable Development Goals: The 17 Goals*. [Online] Available: <https://sdgs.un.org/goals> [Accessed: 17 May 2023].

Wardana, L. W., Narmaditya, B.S., Wibowo, A., Mahendra, A.M., Wibowo, N.A., Harwida, G. and Rohman, A. R. (2020) The impact of entrepreneurship education and students' entrepreneurial

mindset: the mediating role of attitude and self-efficacy. *Heliyon*. Vol. 6 (9) [Online] available: <https://doi.org/10.1016/j.heliyon.2020.e04922>. [Accessed: 17 May 2023].

Wilton, N. (2012) The impact of work placements on skills development and career outcomes for business and management graduates. *Studies in Higher Education*. Vol. 37 (5), pp. 603-620. [Online] Available: <https://doi.org/10.1080/03075079.2010.532548>

Conference Track (required)

Entrepreneurial Practitioner Learning

Presentation (required)

Working Paper

Authors and Affiliations (required)

Alan Martin (Presenting) alan.martin@uws.ac.uk

University of the West of Scotland, Paisley, United Kingdom

Email address: alan.martin@uws.ac.uk

Robert Crammond robert.crammond@uws.ac.uk

University of the West of Scotland, Paisley, United Kingdom

Email address: robert.crammond@uws.ac.uk

Christine Reilly christine.reilly@uws.ac.uk

University of the West of Scotland, Paisley, United Kingdom

Email address: christine.reilly@uws.ac.uk