



(Student) Enterprise and Entrepreneurship Entrepreneurial Skills

**Prof Stephan Reiff-Marganiec
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**(including some insights and materials
from Rob Moon@UoD)**

Putting the views presented in workshop into context

- A bit about me
 - Apprenticeship as DV Kaufmann in Germany
 - Worked in IT Business in Luxembourg and Germany
 - Computer Science BSc and PhD
 - Research in Telecomms Software, Webservices, Cloud, IoT, Fog and Edge
- Industry – Academia – and combining the best of both
 - KTP and Innovation Partnerships
 - Leicester Innovation Hub Director
 - Head of School for Computing and Engineering @UoD

Overview



Definitions

- The Concise Oxford Dictionary (1999) defines:
 - Entrepreneur (n.) – “a person who sets up a business or businesses, taking on greater than normal financial risks in order to do so”
 - from French verb ‘entreprendre’ – to undertake
 - Enterprise (n.) – “a project or undertaking, especially a bold one”
 - Enterprise (n.) – “a business or company”
 - Enterprising (adj.) – “showing initiative and resourcefulness”

Let's look at some Entrepreneurs



Steve Jobs.
Apple



Mark Zuckerberg.
Facebook



Bill Gates.
Microsoft



Larry Page.
Google

What about these?



Greta Thunberg
Environmental Campaigner



Yvon Chouinard
Patagonia

Entrepreneurship

- The QAA Guidelines for Graduate Enterprise and Entrepreneurship Education (2018) also suggest:
 - Entrepreneurship is “the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value” (QAA, 2018, p.7)
 - Possibly, but not exclusively, can lead to venture creation
- Social entrepreneurship – social or cultural issues
- Green entrepreneurship – environmental problems
- Digital entrepreneurship – online products & services
- Intrapreneurship – within existing organisations

Over to you

- What attributes, skills and behaviours does an entrepreneur need?

Why should a University worry about this?

- Our students (will) contribute to regional, national and maybe even international economic development
- Relevance of degrees to future employers
- Opportunity for students to experience the ‘world of work’
- Putting academic study into context
- Enterprise skills are not just for business students
- Jobs of the future

Three Objectives of Entrepreneurship Education

What role does entrepreneurs play in society?
Why are entrepreneurs needed?
What are the ethical questions facing enterprises?
What is social entrepreneurship?
Etc.



Learn about entrepreneurship

Knowledge

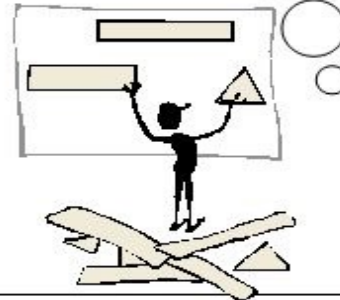
I need to take responsibility of my own learning, career and life – how do I manage that?



Develop entrepreneurial mindset

Attitudes

Can I become an entrepreneur?
How to become an entrepreneur?
I have an idea – how do I turn it into action?



Learn the skills to be an entrepreneur

Skills



Adapted from Gibb (1999)

Slide contents courtesy of Rob Moon

The right mindset

- Recognising opportunities and having a vision
- Creative and innovative solutions
- Implementation of ideas
 - Leadership, negotiations
 - Decision making/ taking
- Communication and networking



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Enterprising Behaviour

- Opportunity seeking and grasping
- Taking initiatives to make things happen
- Solving problems creatively
- Networking effectively to manage interdependence
- Putting things together creatively
- Using judgement to take a calculated risk

Attributes

- Achievement orientation and ambition
- Self-confidence and self-belief
- Perseverance
- Action orientation
- Preference for learning by doing
- Determination
- Creativity

Skills

- Creative problem solving
- Persuading
- Negotiating
- Selling
- Proposing
- Strategic thinking
- Intuitive decision making under uncertainty
- Networking

Gibb & Cotton (1998), in Bridge & O'Neill (2018, p43):

Slide contents courtesy
of Rob Moon

Developing the mindset, skills and behaviours

- Take from small opportunities to big implementation
- Show link between what is taught and what industry/ society needs
- Create ability to recognise trends and future needs

- Packaging this up inside a degree programme
 - Projects
 - Team projects
 - Industry opportunities
 - Industry talks
 - Challenges and competitions

Over to you

- How important are progression and employment metrics for your university, students, governments?
- How does your entrepreneurship teaching positively influence these?

Looking at Entrepreneurship: Excellence Frameworks

Exploring the outcomes of enterprise and entrepreneurship education in UK HEIs: An Excellence Framework perspective; Bozward, Rodgers-Draycott et al; 2022.

DOI: 10.1177/09504222221121298

REF 2014

Table 1. Research outputs and impact case study searches (REF, 2014).

Term	Research outputs	Impact case studies
Enterprise education	9	2
Entrepreneurship education	5	1
Entrepreneurial education	1	1
Business start-up	4	1
Entrepreneurship support	0	0

TEF 2017-20

Table 4. Number of mentions per award.

	Enterprise	Entrepreneurship	Entrepreneur(s)	Entrepreneurial
Gold	198	56	28	46
Silver	270	92	49	48
Bronze	44	16	16	18
Provisional	0	0	0	0
<i>Grand total</i>	<i>512</i>	<i>193</i>	<i>93</i>	<i>112</i>

Looking at Entrepreneurship: Excellence Frameworks ctd

KEF

Table 7. HE-BCI graduate spin-out returns and student FTE from 2014/2015 to 2017/2018.

	2014/2015	2015/2016	2016/2017	2017/2018	Total
New starts (N)	4124	3905	4149	4,024	16,202
3-year survival (N)	4474	5421	5810	6,181	21,886
Active (N)	10,978	11,397	12,367	13,314	48,056
Employment (EFTE)	20,886	22,892	22,983	24,466	91,227
Turnover (£000)	574,082	616,732	629,790	750,752	2,571,282
Investment (£000)	302,791	146,252	182,288	164,027	795,358
Student FTE	1,854,610	1,886,855	1,933,875	1,974,575	7,649,915

Table 8. Data for 2017/2018 based on university groupings, normalized using per one thousand students.

	New starts (N)	3-year survival (N)	Active (N)	Employment (FTE)	Turnover (£000)	Investment (£000)
Sector average	2.11	2.86	6.28	11.93	336.34	104.03
Russell Group	4.01	6.14	13.10	38.70	1423.54	1165.77
University Alliance	9.23	14.80	32.58	75.45	1557.33	184.84
Million Plus	12.99	21.37	45.34	70.55	1376.98	70.68
Guild HE	19.72	10.07	34.67	31.56	548.12	16.76

Note: Some universities are aligned with more than one mission group and for the purpose of analysis they are included in each group in which they are listed.

End of Part 1

...tea? ... coffee?



Prof Stephan Reiff-Marganec
University of Derby
Derby, UK



s.reiff-marganec@derby.ac.uk
sreiffmarganec@ieee.org



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