CHANGING MINDSETS; CHANGING WORLDS


Professor Paul D. Hannon
Director, Institute for Entrepreneurial Leadership
Swansea University, Wales, UK
What is ‘mindset’?

- A set of beliefs;
- A way of thinking;
- Drives emotions, behaviours, attitudes
Change our thoughts;
Change our world
Why the entrepreneurial (higher) education institution is important
Why entrepreneurship?

1. Personal capacity to behave entrepreneurially in...
2. A globalised life world of greater complexity and uncertainty...
3. Coping with, enjoying and creating entrepreneurial events and structures in the context of:
   - Setting up your own business or organisation eventually
   - Coping with a flexible labour market
   - Enjoying a personal, family and social lifestyle
   - Working in large organisations with personal capacity to redesign the organisation and to respond entrepreneurially
   - Working flexibly in small organisations with capacity to grow
   - Starting and developing your own organisation or self-employment lifestyle on graduation

Source: Gibb/NCEE
Why Now?

HEI changing agendas / changing pressures

- Demands and Expectations – responsive to learners, employers and the local community
- Changes in public funding
- Competition for talent
- Economic growth / Innovation / Social transformation
- Solutions to global ‘wicked’ problems
- Employability / Youth Unemployment
- Curriculum/education Reforms

Not if, not when, but how!
THE LAZY TEACHER'S HANDBOOK

How Your Students Learn More When You Teach Less

"Oozes professionalism and rigour and it does so with a confidence that will encourage teachers to think again about their classroom practice."

Mick Waters, Professor of Education, President of the Curriculum Foundation

Jim Smith    Edited by Ian Gilbert
Releasing Entrepreneurial Potential?

Desirability (I want ...)

Feasibility (I can ....)

Propensity to act (I will ....)

Adapted from Bandura
I want to

- Role models, peers
- Inspiration and motivation
- Institutional and societal values
- Awareness and opportunity

I can

- Know who
- Know how
- Know where
- Know what

I will

- Opportunity and resources
- Personal support
- Self-Confidence
- Self-Efficacy
QAA Guidance, UK (2012)

Learning in the curriculum - examples

- Formal education 'about' enterprise and employability or guided assignments that raise awareness
- Education 'of' enterprise. Opportunity centred learning and creative problem solving that integrates business and e-learning
- Group and individual projects / venture planning / innovation and design-based tasks, work placements and experiential & reflective contextualized learning
- Self directed negotiated learning such as dissertations, projects and consultancy – ideally with external input and influence

Enterprise Awareness
Understanding what enterprisemeans to me

Developing an Entrepreneurial Mindset
Participating in enterprising learning & activities

Developing Entrepreneurial Capability
Developing Capability & confidence through guided experience and practice

Entrepreneurial Effectiveness
Independent self-direction / Progressing individual goals & approaches

Learning outside the curriculum - examples

- Specialist Start Up Units, Careers support, Student Union support and enterprise society interactions. Social media and distributed media.
- Business ideas generation, competitions, careers guidance and development of social and career networks. Enterprise Society events and engaging with business
- Taking responsibility for social enterprise and community-based projects, organising activities and events. Student representation roles and engaging with business
- Pre-incubation and venture planning, venture creation, coaching and being coached, internships and pro-active networking
The organisational frameworks we call universities have not been designed to accommodate change on the scale we are witnessing or the attendant increases in complexity.

Organisational constraints prevent them from realising their entrepreneurial potential.

In our effort to produce abstract knowledge without regard for its impact, many universities have lost sight of the fact that they are also institutions with the capacity to create entrepreneurial potential.

The only way to move forward is to replace what you have with something better—to innovate.
Excerpts from a presentation by Aalto University President Tuula Teeri to the Entrepreneurial University Leaders Programme at Oxford University in January 2013

“Developing a New, Future Oriented University”

Tuula Teeri
Aalto University
For Students starting a 4 year technical degree

this means that ...

Half of what they learn in their first year of study ...

... will be outdated by their third year of study.
Aalto Factories

Multidisciplinary opportunities
Expertise workshops and the first new platforms for collaboration within Aalto University

- Design factory
- Media Factory
- Service Factory

The factories are environments for learning, teaching, research and co-creation between universities, companies and society.
Unexpected learning environments

Aalto on Tracks
Organized by Aalto students
Almost all new jobs come in firms that are less than five years old.
A student-driven entrepreneurship accelerator

1.5 years, 3 batches and 38 start-ups - 80% of which are still in operation. 7.9M€ of funding raised to date, about half of which public.

Total of 136 people employed today.
We need **role models** to inspire & encourage beginners.

There’s a reason every other Finnish 10-year-old boy wants to become an ice hockey player.
2012 Vice-Chancellor Address (Dr. Zaini Ujang): ‘New Academia’

“....a critical success factor to enable UTM to fill a niche towards realizing the idea of the entrepreneurial-based research university, or a research university based on an entrepreneurial culture -

- the **working environment and ecosystem of learning** drives and promotes the entrepreneurial spirit and mindset;

- the entrepreneurial spirit needs to be understood in the context of work and study as an academic community.”
“Change in mindset is the most difficult and challenging compared to other aspects of change.

Proactive minds are always seeking opportunities, means, approaches......... (they are) result- and high impact outcome-oriented despite having to face obstacles and challenges.”

‘Revitalizing the Soul of Higher Learning’ (2013) Dr. Zaini Ujang
The Entrepreneurial Institution of Higher Learning in 2020+?
Framing the Entrepreneurial Institution

1. The institution as an entrepreneurial organisation

2. The institution as an environment conducive for the development of entrepreneurial thinking, behaviours, skills, action
An Holistic Concept

It IS about:

- The institutional environment
- The staff / people / relationships
- Student opportunity
- Making a difference

It is NOT ONLY about successful commercialisation of research and knowledge; raising external funding
Challenges and Opportunities

- Shared vision / direction / identity
- Organisational transformation
- ‘Not relevant in my discipline / subject’
- ‘No room in the curriculum’ / ‘what’ or ‘how’
- Risk and failure – organisational or individual?
- Leadership from within the organisation
- Recognition / rewards / incentives
- Career pathways for educators
Institutional Positioning

Business and management schools?
Fit with institutional values / culture
Top down / bottom up?
Subject / practice / way of being?

Graduate entrepreneurs or entrepreneurial graduates?
What do you need to change?

- Have you reviewed your institution from an entrepreneurial university point-of-view:
  - Your structures and policies?
  - Your shared conceptualisation of entrepreneurship in education?
  - Your curriculum? and how it is taught?
  - Your staff development and rewards programme?
  - Your collaborations with business/industry/local community?
  - Your alumni engagement?
  - Your ..................................................?

- What can you build on and strengthen? Where is good practice? What can you develop? What needs to change?
WHAT DO YOU WANT TO CHANGE?
WHAT CAN YOU CHANGE?
AND HOW?

Source: Prof Allan Gibb
REVIEWING ENTREPRENEURIAL POTENTIAL
Welcome to HEInnovate!

This website gives you access to a self-assessment tool for all higher education institutions (Universities, University Colleges, Polytechnics etc) looking for advice, ideas and inspiration on how to manage entrepreneurial institutional and cultural change.

Self-Assessment Results (sample)

News

HEInnovate launch - 18 November 2013

13-09-2013 by HEInnovate Administrator

HEInnovate is launched at the European Commission’s event on "Innovation in Higher Education" in Brussels, 19th November 2013.

Workshops and events across Europe coming soon! Check the website regularly for updates.
WHAT IS HEINNOVATE?

• A tool for HEIs who are exploring their entrepreneurial potential
• A tool to enable HEIs to identify potential areas for action
• A website for undertaking online self assessment
• A place for comparison across the institution by different groups
• Case studies and learning materials tailored to the results
• More learning materials being developed by the OECD and international experts
Seven areas of self assessment:

• Leadership and Governance
• Organisational Capacity, People and Incentives
• Entrepreneurship Development in Teaching and Learning
• Pathways for Entrepreneurs
• University–Business / External relationships for Knowledge Exchange
• The Entrepreneurial HEI as an Internationalised Institution
• Measuring the Impact
Visit www.HEInnovate.eu

Spread the word!
Visit Swansea in May 2014

EC Thematic Forum on
‘Developing the Entrepreneurial
Higher Education Institution’

21-23 May 2014
Hosted by Swansea University
Wales, UK
The Science and Innovation Campus 2015
A lasting legacy
Singleton Park Campus

Likely to be the largest Knowledge Economy project in the UK.

Swansea Bay Campus

One of the top-5 Knowledge Economy projects in Europe.

Promises to be a global exemplar for using Higher Education/Industry links to drive economic regeneration.
Overview of Campus and Accommodation Blocks
School of Management
College of Engineering
Energy Safety Research Institute
Great Hall
Model of Engagement

‘Swansea University’s model of engaging with industry is one to be replicated in Europe’

Dimitri Corparkis, DG Research and Innovation, European Commission, Brussels, June 2013
What might we need for the journey ahead?

- Visionary and transformative leaders
- Entrepreneurial staff as effective role models
- Empowered students
- Mentors and coaches / inspiring development opportunities
- Celebration of learning from failure and risk
- Education activists and critical thinkers
- Dynamic and effective entrepreneurial ecosystems
- Learning technologists – use of media / space
- Stakeholder relationship engagement in many different ways
ENTREPRENEURSHIP EDUCATION IS the SUSTAINABLE SOLUTION FOR GLOBAL PROSPERITY
Can we ‘make’ entrepreneurial graduates?

NO!!

But we can create the **conditions** that are conducive for entrepreneurial graduates to emerge and develop

And which conditions?

We need to start at the end not the beginning ............

What are we seeking to achieve?
Entrepreneurial Learning Outcomes

How does your programme develop/enable:

- Key entrepreneurial **behaviours, skills and attitudes**
- Learners to understand and ‘feel’ the life-world of the entrepreneur
- **Emotional** strength and confidence
- Key entrepreneurial **values**
- **Motivation** towards an entrepreneurial life/career
- **Key processes (stages) of creating new ventures**, the associated tasks and learning needs
- The nature of the **relationships** they need to develop with key stakeholders

*Source: Gibb / NCEE*
Broadening our Conceptualisation

Entrepreneurship as different ‘ways of ........’

Doing
Seeing
Behaving
Organising
Communicating
Learning

A STATE OF BEING / A ‘WAY OF LIFE’

(Source: Gibb/NCEE)
A final thought?

Entrepreneurship education

Entrepreneurial educators
Being a master of ……….

1. Pedagogy
2. Philosophy
3. Strategy
4. Operations
5. Networks

1. Process
2. Resource Acquisition
3. The ‘State of the Game’
4. Personal Entrepreneurship

(Source: Gibb/NCEE)
“The future of Entrepreneurship Education relates mainly to the relevancy, self-consistency, usefulness, efficacy and efficiency of entrepreneurship courses and programmes at the different levels of education and training.”

“Most of us are the future of Entrepreneurship Education.”

A. Fayolle, 2013
“My greatest challenge has been to change the mindset of people.

We see things the way our minds have instructed our eyes to see.”

Muhammad Yunus, Grameen Bank
Thank You

Prof Paul D. Hannon
p.d.hannon@swansea.ac.uk
+44 1792 606 348