Leading and Building the Entrepreneurial University

A workshop held on 11th March 2016 at Lab 14, Carlton Connect Initiative

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Typical Academic

Lecturer, Head of School and Dean
Executive Dean and PVC
Professor, presented at conferences and published in journals
Continue to be research active

Introduction Paul Coyle

Focus on action
Think it’s good to talk about money, incl sustainability of HE and value for money
Interested in economic, social and cultural impacts of HE
Value the role of professional staff e.g. in University Business Co-operation
Disseminate findings and make connections via social media
Run my own business
Questioning entrepreneurship rhetoric

UnTypical Academic

The Entrepreneurial University

1. has strong networks with industry, business and local communities
2. is influential, creating economic and social impacts
3. entrepreneurship embedded in curriculum and teaching
4. undertakes (pure and) applied research
5. encourages and supports start-ups
6. provides the necessary infrastructure
7. leadership enables innovation and risk taking
8. hires and promotes staff with right knowledge & mindset

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Organisation

Role held by Paul Coyle

Director of Executive Education
Associate (Change Management)
HEInnovate Facilitator
Special Advisor
(Entrepreneurial Leadership)

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Reference

“What Works” Conference, Entrepreneurship and Higher Education, Aalto University
The Entrepreneurial HE Institution

Self-assessment tool developed by EU & OECD
Launched online 2013

Leadership and Governance
Organisational Capacity: people and incentives
Entrepreneurship development in teaching and learning

Pathways for entrepreneurs
HE-Industry-External Relationships for KE
The Entrepreneurial HE Institution as an internationalised institution

Measuring impact

The Entrepreneurial HE Institution

Inhibitors to HE becoming more entrepreneurial
Features identified by participants in a workshop led by Paul Coyle

1. not joined up - pockets of good practice
2. multiple internal and competing perspectives
3. not clear how to scale successful small initiatives
4. mismatch between policy and practice e.g. in promotion criteria
5. challenging to achieve

WORKSHOP PARTICIPANTS
Aberystwyth University
Bangor University
Cardiff Metropolitan University
Cardiff University
Glyndwr University
University of South Wales
Swansea University
Trinity St David’s
Welsh Government

21 people
10 organisations
November 2015

The Entrepreneurial Ecosystem
Model devised by Paul Coyle presented at Saïd Business School

HE Institution
Teaching and research informed by University Business Collaboration

HE funding
Regional economic development

Government
Support for innovation and global competition

Bridge between education and employment, or new venture creation through self-employment or entrepreneurship

HE Institution
Private & Public 3rd Sector
Innovation

The Australian Context
Key issues from Report by Tim Mazzarol

Mazzarol, T., 2014. How do Australia’s universities engage with entrepreneurship and small business?
Perth. Centre for Entrepreneurial Management and Innovation.

Strategy: recognising that 99% of businesses are SMEs, lifting the innovation performance of SMEs, technology transfer, management skills development

Research: multidisciplinary, centres, limited engagement with industry

Economic impact: supporting existing firms, universities viewed as having small role by industry

Context/network: potential role of the university in the national innovation system, disconnection between SMEs and HE

Academics: need the right attitude and experience of business, need incentives for working with industry and teaching entrepreneurship

Curriculum & teaching: evidence of impact on student intentions but not their performance, needs of SMEs e.g. improved mindsets & networks
The Entrepreneurial Ecosystem
Model devised by Paul Coyle presented at Said Business School

Impact of the Entrepreneurial Leader
Quotes from ‘What do we know about leadership in higher education’
Published by the UK’s Leadership Foundation for Higher Education

“Despite the widespread assertion that leadership is vital, in the absence of convincing evidence of the impact of leadership on higher education’s core activities there is only evidence of the degree to which people believe leadership to be discernible and important or otherwise.”

“Evidence of the impact of leadership on the extent and quality of research, learning and enterprise is rather slim.”

Entrepreneurial Leadership in Context

Leadership Models 1-3
1 Formal
- Goals: Set by leaders and shared by institution
- Decisions: Based on goals; rational; rules & regulations;
- Structure: Hierarchical; official; authority by position
- Leadership: Managerial; command and control

2 Collegial
- Goals: Shared vision reached by agreement
- Decisions: Consensual; time consuming
- Structure: Lateral; blurred accountability
- Leadership: Transformational; distributed; idealistic

3 Political
- Goals: Different units have different goals; contested
- Decisions: Conflict; competition; bargaining; negotiation
- Structure: Subunits; fragmentation
- Leadership: Transactional; influencing; alliances making; power struggles; competing
**Flexing Leadership & Management**

Model devised by Paul Coyle

presented at The University of Adelaide, February 2016

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<th>Their High Performance</th>
<th>Enable</th>
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<td>Your Management</td>
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<th>Their Under-Performance</th>
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**Managing risk**

**Reasons for not taking risks**

Reasons identified by participants in a workshop led by Paul Coyle

- Never taken a risk before
- Easier to stay where you are
- Afraid of the consequences if something goes wrong
- No consequences if you don’t take risks
- Taking risk is not rewarded
- Prior bad experience

**Managing risk**

**Potential losses and threats**

As identified by participants in a workshop led by Paul Coyle

- Embarrassment
- Loss of reputation and credibility
- Difficult relationships with others
- Exclusion from opportunities in future
- Demotion; loss of status
- No tenure; dismissal
Connecting

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