

Enterprise Education (at BUE)

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Challenge

- Countries want
 - More enterprising/entrepreneurial graduates
 - Universities to produce them.
- Concept
 - Long established in USA
 - 1950 +
 - More recent in Western Europe
 - 1980 +
 - Even more recent in
 - Transition Economies (Russia and Eastern Europe)
 - 1990 +
 - Far East (China, Singapore, etc)
 - 2000 +
 - Extremely recent in Egypt
 - 2007 +

Reason

- Pace of change
 - Need graduates who can
 - Innovate
 - See opportunities
 - Make them happen
 - Bring about change
 - Job creation
 - Need graduates who can
 - Start new ventures
 - Create jobs
 - Create wealth
 - Knowledge economy
 - Need graduates who can
 - Commercialise their intellectual property
 - Create new, innovative knowledge-based businesses.
- Pace of change
 - Don't need graduates who
 - Are resistant to change
 - Need to be told what to do
 - Job creation
 - Don't need graduates who are
 - Unemployed
 - Not using their education positively
 - Knowledge economy
 - Don't need graduates who
 - are not using their education
 - Have the wrong skill sets/attitudes

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What is Enterprise?

- Difficult to define
 - Traditionally
 - New venture creation
 - Management of a small business
 - More recently a way of thinking/behaving.
- Derived from “Entreprendre”
 - French
 - To undertake
 - Someone who does things
- Enterprising person is “a doer”

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Definition

– Enterprise is

“the ability to **create** and **build** something from practically nothing. It is **initiating, doing, achieving, and building**...rather than **watching, analysing or describing**...It is the knack of **sensing an opportunity** where others see chaos, contradiction and confusion (Timmons, 1989;1).

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Traditional v Enterprise Education

- Traditional
 - Observing
 - Analysing
 - Describing
- Enterprise
 - Creating
 - Sensing (an opportunity)
 - Doing
 - Initiating
 - Achieving
 - Building

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Challenge

- Need to change
 - Purpose of learning
 - Focus of learning
 - Process of learning
 - Content of learning

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Purpose of Learning

- **Traditional**
 - Learning about
 - Developing left-brain skills
 - Structure
 - Facts/certainty
 - Objectivity/detachment
 - Rationality
 - Logic /Reasoning
 - Language
 - Symbols
 - Convergent
 - One answer
- **Enterprise**
 - Educating for
 - Developing right-brain skills
 - Chaos/Ambiguity
 - Elusive knowledge
 - Emotional intelligence
 - Intuition
 - Creativity/lateral thinking
 - Divergent
 - Several answers

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Focus of Learning (after Gibb, 1987)

- **Traditional**
 - The past
 - Critical analysis
 - Knowledge
 - Passive understanding
 - Absolute detachment
 - Manipulation of symbols
 - Written communication & neutrality
 - Concepts
- **Enterprise**
 - The future
 - Creativity
 - Insight
 - Active understanding
 - Emotional involvement
 - Manipulation of events
 - Personal communication & influence
 - Problems/opportunities

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Process of Learning

- **Students**
 - Have ownership of own learning
 - Are involved in real-world problem-solving
 - In teams
 - Work with personally-generated (? dubious) data
 - Are exposed to role models
- **Intention**
 - Reduce dependency
 - Develop intuitive & rational thinking
 - Encourage communication & co-operation
 - Learn to cope with uncertainty
 - Increase motivation/commitment

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Content of Learning

- **Traditional**
 - Accounting & Finance
 - Corporate Strategy
 - Human resource Management
 - Marketing
 - Operations Management
 - Business Planning
 - Etc
- **Entrepreneurial**
 - Creativity
 - Problem-solving
 - Motivation
 - Leadership
 - Team-working
 - Negotiation
 - Persuasion
 - Networking
 - Etc

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Conclusion

- BUE/British model
 - Students develop enterprise skills
 - Can learn how to start their own businesses
- BUE students
 - In demand by employers
 - Egypt and elsewhere
 - Private and public sectors
 - Will be able to drive the modern economy
 - Know how to think not what to think
 - Be able to
 - create and build
 - initiate and do
 - achieve

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