

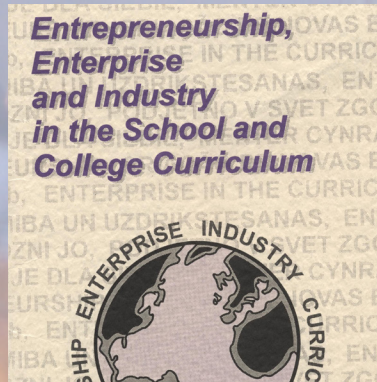
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Societal
Innovation
and Enterprise
Forum

Reimagining Our Futures: Webinar No.4 in the Series Inspired by the Ideas of Professor Allan Gibb

12th February 2021, 12.00pm UK time



SME Policy, Academic Research and the Growth of Ignorance, Mythical Concepts, Myths, Assumptions, Rituals and Confusions

by Allan A. Gibb

SINCE THE 1980s AND PARTICULARLY into the 1990s there has been an explosion of research into entrepreneurship and the small and medium enterprise. This is reflected in a substantial growth in both the academic literature and in the grey literature of the press, journals and consultant reports. Combined with ease of access to information through the new international information technologies the growth in 'knowledge' has been exponential. The article focuses upon the value, in a policy context, of this

might fairly be expected to be overcome" (Chambers, 1995). A major manifestation of this growth of ignorance is the emergence of a number of outstanding 'mythical concepts' and 'myths which are considerably influencing the establishment of policy priorities. The author defines a 'mythical concept' as "a group of words or expression to which is given a set of different meanings and understandings by different groupings of society which may be wholly or partly without foundation". A 'myth' is defined as a "commonly held belief that is untrue



Towards the Entrepreneurial University

ENTREPRENEURSHIP EDUCATION AS A LEVER FOR CHANGE

A National Council for Graduate Entrepreneurship (NCGE) report presenting and shaping the environment for graduate entrepreneurship in higher education

By Emeritus Professor Allan Gibb OBE
Academic Adviser, NCGE

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St Aidan's College
Durham University



Celebrating the Ideas of Allan Gibb

“Allan built a centre in Durham University which became a mecca for those in academia or business seeking best practice.”

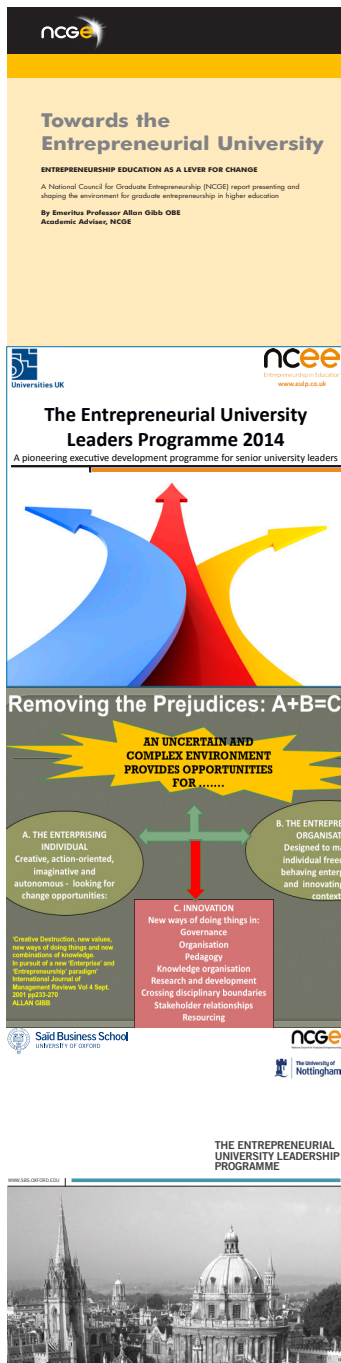
Ken O'Neill
Professor Emeritus
Belfast University

Introduction

Allan Gibb (1939-2019) was an inspirational pioneer in the field of Entrepreneurship and Small and Medium Enterprise (SME) Development for 50 years. His concept of Entrepreneurship was broad, stretching beyond conventional models. It was not solely focused on new business ventures and business growth but upon the development of the skills, attributes and behaviours of enterprising people to be used in any context (business, government, educational institutions, social enterprise, healthcare, NGOs, charities etc.). It was about building links between concept (ideas/intention) and practice (know how/application/action). Importantly, it was based upon social concern and a belief in the value of entrepreneurial behaviour as a means of making the world a better place.

This series of webinars stem from Allan's teaching and writing. They will be followed by a day in Durham in September 2021 when we will celebrate Allan's work and thinking.

The webinars are hosted by the Societal Innovation and Enterprise Forum (SIEF) which has its roots in the Durham Symposium held in 2015 to celebrate the 50 year anniversary of the Small Business Centre created by Allan. It's aims, in Allan's words, are to *“act as a catalyst for social and economic innovation, stimulate debate and innovative thinking, develop new models and programmes, thereby contributing to inclusive and sustainable regional development, and harnessing the contribution of the independently owner managed business and other stakeholders.”* SIEF stands as a lasting testimony to this bold vision. Hosted by Dr Susan Frenk at St Aidan's College, Durham University, the SIEF will also provide the home for the celebration event for Allan in 2021.



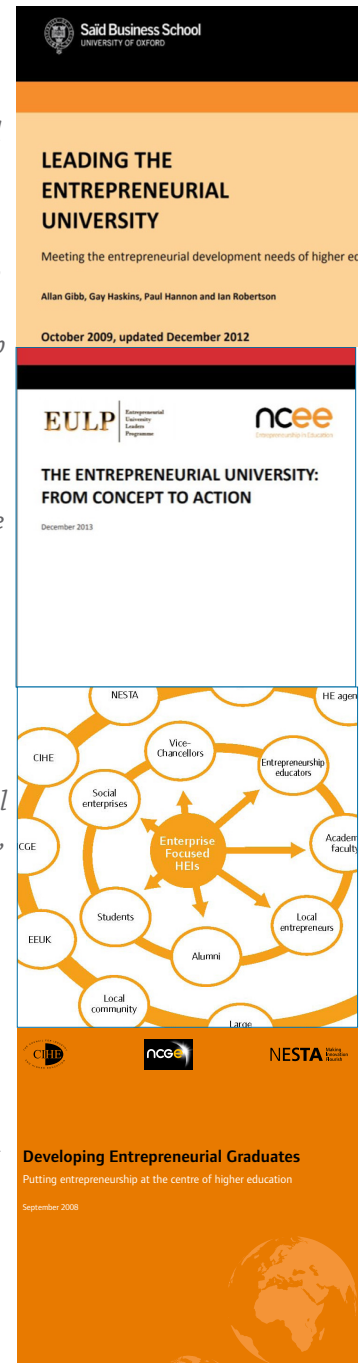
Professor Allan Gibb's vision for entrepreneurship education has inspired national policies, and international initiatives, promoting entrepreneurship education and entrepreneurial mindsets, in higher education. Professor Gibb's work has provided a cultural and scientific background that has helped mainstream entrepreneurship education in all universities and campuses, going beyond business/engineering schools and MBAs. Entrepreneurship has become as a "driver" – the spark igniting innovation and sustainable development.

Inspired by this approach, standing at the core of education, economic and regional development policies, the OECD's "Geography of Higher Education" (GoHE) assess the way in which higher education institutions contribute to the development of their ecosystems and networks empowering students, individuals and communities vis-à-vis the future of work and society.

The COVID-19 pandemic has shed light on the need for higher education institutions to become "catalysts for social and economic innovation" and inter-disciplinary platforms, as stated by Professor Gibb, generating new linkages with their stakeholders and contributing to the resilience of their own ecosystems.

Celebrating Prof Gibb's legacy, the SIEF webinar series "Reimagining Our Futures" leverages his work placing HEIs at the core of the social and economic fabric, in order to: "[...] empower staff and students to demonstrate enterprise, innovation and creativity in research, teaching and pursuit and use of knowledge across boundaries".

*Raffaele Trapasso
Economist, OECD*



"... to learn from stakeholders, to educate stakeholders, to build trust and interdependency with stakeholders, to use them to scan the environment and to define, meet & bring forward their future needs."

- Allan Gibb
Professor Emeritus
Durham University

Panellists for Webinar No.4, 12th February 2021:

Moderator: Professor Andrew Atherton, Global Director of Transnational Education (TNE), Navitas

- Dr Dana Brown, Dean of Carleton University's Sprott School of Business, Ottawa, Canada
- Professor Paul Gough, Vice Chancellor and Principal, Arts University Bournemouth and Former Vice President, RMIT, Melbourne, Australia
- Dr Pegram Harrison, Senior Fellow in Entrepreneurship, Saïd Business School, University of Oxford, UK
- Ms Emma Cats, near-graduate, University of Leiden, the Netherlands. She holds two bachelor's degrees in Political Science and Law
- Mr Keith Herrmann, Former Director of Employability and Careers, and Strategic Lead for Degree Apprenticeships, University of Surrey, UK
- Dr Paul Robbins, Dean of the Nelson Institute for Environmental Studies, University of Wisconsin-Madison, USA

Note: The webinar series will culminate in a celebration day conference in September 2021 at St Aidan's College, Durham University.

This webinar series covers four key themes informed by Allan's work but set in the context of shaping our responses to Covid-19: what this means for entrepreneurship, the small business lifeworld and the leadership required from our universities.

Webinar No. 1: University leadership post Covid-19: the entrepreneurial challenge

4th September 2020. How can universities become institutions for and drivers of change in a world where Covid-19 has affected the most disadvantaged and vulnerable in society? This is in a context where international student mobility will be constrained, household incomes suppressed, and young people at the greatest risk of employment, housing and financial insecurity. Does the university have a role to play in addressing these issues, not least because the majority of people

studying in Higher Education are young people aged 18-24, who in the current labour market are one of the groups most negatively affected by Covid-19?

More broadly, should universities be taking positions and considering effecting change around wider socioeconomic inequalities and structural disadvantages, such as racial discrimination (Black Lives Matter), environmental degradation, erosion of free speech and 'fake news', 'decolonising' and opening up the curriculum to diverse and hierarchically challenging views and experiences? Can universities be 'secular' and agents of social and economic change? Should they be? And if they should, to what extent (where are the boundaries) and how?

Webinar No. 2: Re-designing entrepreneurial learning around problems and issues

23rd October 2020. Rather than focus on entrepreneurial learning and education as a means of amplifying or building on particular disciplines, there is an opportunity and case for its focusing within universities on specific issues or problems. This would make entrepreneurial learning and education multi- and cross-disciplinary by nature and exercise. For example, entrepreneurial responses to changing behaviours to reduce global warming could be a major university project for students from all subject areas.

Developing responses outside of their subjects of study will enable them to work across discipline silos to identify what they can do as students and what they can engage universities and their stakeholders to do to either contain or reduce global warming.

Webinar No. 3: Creating entrepreneurial universities: the new frontier

4th December 2020. Successive global shocks and ongoing systemic change to Higher Education in most countries have created an environment of uncertainty and volatility for most universities. This has been significantly amplified by the Covid-19 pandemic and the major shock this has created for universities, almost all of which are facing significant falls in income, cost saving and contraction as a result.

This raises two questions: (1) how can universities become more able to respond to and indeed anticipate future change, including becoming

more agile and adaptable to unexpected changes and shocks; (2) has the current model of university finances amplified or exacerbated system and institutional shocks, and if so does this pose a challenge to these models and whether they should be maintained? Becoming more entrepreneurial enables universities to respond to, cope with and potentially benefit from major change, volatility and uncertainty.

Indeed, the core concept that entrepreneurship is understanding, embracing and coping with uncertainty could underpin a re-evaluation and re-positioning of universities around very different ways of operating. *A more detailed briefing note on this theme is found on pages 6-9 of this brochure.*

Webinar No.4: Universities as partnership models for driving positive change

12th February 2021. Universities as partnership models. One of the underpinning concepts of Allan Gibb, which shaped the design of the Small Business Centre at Durham University and the development of enterprise and business development agencies and systems, was the Stakeholder Assessment Model (SAM). The SAM model proposed that an organisation is both defined and determined by the needs of its stakeholders, and how it can respond to these contingent demands and requirements.

For example, for research on enterprise to matter it should be driven by the worlds and issues of small business owner-managers and entrepreneurs.



Small Firms' Training and Competitiveness. Building Upon the Small business as a Learning Organisation

by Allan A. Gibb

EXPLORING THE RELATIONSHIP (IF ANY) between the training of small business, its performance and competitiveness is currently high on the policy agenda in the UK and indeed in most of Europe. The UK's Second Competitiveness White Paper (DTI, 1993) places great emphasis upon the relationship of education and training to competitive performance and suggests a number of 'innovations' to stimulate training in the smaller firm (*Employment Gazette*, 1995). The 'European Union' attention has focused upon a number of key issues. Among these are the degree to which it can be shown that the investment in the training of small business owner-managers and their staff has a return. Despite the substantial attention given to small firms' research in the UK over the past four or five years there has been very little focus on this issue. A 'finding' of the recent ESRC Small Firms Initiative (ESRC, 1994) was that 'there is no evidence that training pays'; however, there is no attempt in the

Similarly, SME development and support services should be driven by the business development and emergence challenges and problems of entrepreneurial businesses, not the policy prescriptions or desires of government policy or a view of the desired 'political economy' of a nation state, or indeed the large corporate world.

The term stakeholder is often associated with the concept of partners and partnerships. In this case, the university is defined, designed and determined by its partners: students, businesses, research funders, communities, and government. Perhaps viewing staff as partners is an interesting and potentially challenging notion - to make staff partners separates them from the institution of which they are a part. It is perhaps better to conceive of staff as the [non-financial] shareholders or owner-managers of their universities?. A university in other words is designed by and for partners, not for its own desires or exigencies. This flips the design of HEIs around, and frames it by the external transactions and dependencies within which a university operates.

Webinar 4: Universities as partnership models for driving change

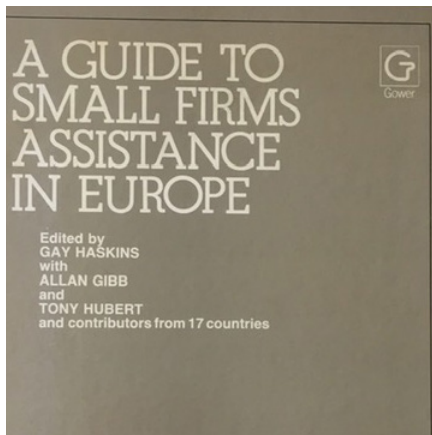
A Briefing Note for webinar participants

In his research on small businesses Allan Gibb noticed how important relationships and inter-dependencies were to their success. It informed Allan's conceptualisation of his Stakeholder Assessment Model (SAM) which proposed that an organisation is shaped by the needs of its stakeholders. For the small business, dependency on key customers, suppliers and stakeholders is a day-to-day reality, and how to respond to these contingent demands and requirements determines business success. SAM reframed organisations as a complex and often dense set of interactions and transactions with other organisations that affected organisational design.

A successful organisation is able to respond to and benefit from these inter-dependent relationships, and as a result logically would design itself around stakeholder needs and relationship management. Allan extended the concept of SAM into other organisations and contexts, particularly the university. Applying SAM to higher education highlighted strategic stakeholder engagement as a means of developing universities as entrepreneurial learning organisations, able to learn from interactions with external partners.

A key concept related to SAM is the 'task environment' of organisations. This relates to the tasks that need to be undertaken with partners and so define the activities and transactions that flow through relationships. An organisation's task environment represents the fulfilment requirements to ensure viability and success, as well as opportunities to learn from key stakeholders. The implication and indeed challenge to many universities is to re-frame themselves around relationships with students, collaborators, funders and community partners rather than focusing on internal processes and maintaining the internal logic of their own institutions.





The importance of long-term partnerships with key stakeholders is exemplified well in responses to Coronavirus over the last few months as well as responses to the world's trickiest and most wicked problems. We can see the benefit to our society and economy of such partnerships. One example is the partnership between the University of Oxford and Astra Zeneca who partnered together to develop a vaccine for Covid-19. Another is the role of universities and their partnerships with government, businesses and the third sector in shaping the agenda with regard to the key decisions to be made by governments from all countries at the COP26¹ conference in November 2021.

The pandemic has offered opportunities for universities but also disrupted some of the relationships they have with key stakeholders. There have been major issues with meeting students' expectations about their university experience. Questions are already being asked about the role of universities in responding to the climate emergency and the broader imperatives of the Black Lives Matter social movement and the needs of the wider developing world. These strains highlight the inter-dependencies between universities and their key stakeholders are requiring many to re-examine the power and influence they have on university reputations. In doing so, they are asking universities to redefine themselves from the needs and priorities of students and external communities, challenging a business-as-usual approach.

Managing a complex task environment

This series of webinars has unpacked and explored various elements of the complexity, uncertainty and ambiguity of the university task environment. We have considered how universities have responded entrepreneurially to the many challenges they face. The chapter by Gibb and Haskins² on the university as a stakeholder learning organisation maps out the elements of what is a vast, complex and uncertain task environment. Table 1 below summarises some of the many pressures and issues outlined in this chapter.

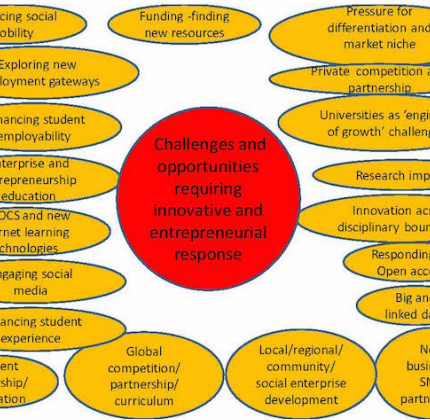
Table 1: List of issues affecting university decision-making

• Pressure for differentiation and market niche	• Funding - finding new resources
• Enhancing social mobility	• Universities as 'engines of growth' challenge
• Innovation across disciplinary boundaries	• Enterprise and entrepreneurship education
• Global competition / partnership / curriculum	• Student ownership / engagement / evaluation
• Enhancing student employability	• MOOCs and online learning technologies
• Research impact in economy and society, nationally and globally	• Enhancing the student experience

¹ The COP26 event is a global United Nations summit about climate change and how countries are planning to tackle it. It will take place in Glasgow from 1 to 12 November 2021 with more than 200 world leaders due to attend.

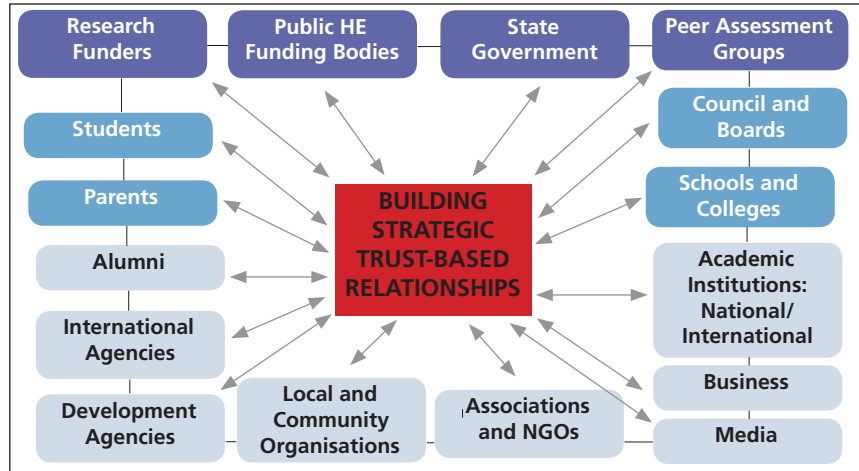
² Gibb, A.A. and Haskins, G. (2013) The University of the Future: an entrepreneurial stakeholder learning organisation, in Fayolle A., and Redford D. Eds. (2013). 'Handbook on the Entrepreneurial University', Edward Elgar Publishing. An early draft accessed at: www.ncee.org.uk





Universities have a complex web of stakeholders, each with their own expectations and requirements. The delicate task of stakeholder engagement, relationship management and responsiveness can push institutions to their limits, especially during times of change and disruption, encouraging or forcing universities to re-think how they interact and strategically respond to an increasingly complex and often uncertain and volatile task environment. Allan's research with colleagues³ highlighted the types of stakeholders that universities engage with and how these relationships are dynamic and changing.

Figure 1: A shifting balance in key stakeholders



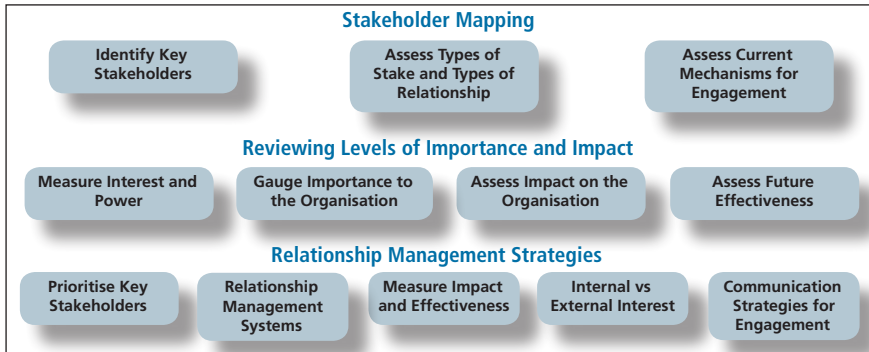
This shows how the balance of influence has shifted from traditional stakeholders to a much broader group of types of influencers. Given the shift in university funding away from block grants to individual student choice, students and their parents are much more influential in what has become a more marketised sector. Changes to core metrics such as research excellence, the student experience and the employment outcomes expected from degree programmes mean that universities have had to respond to new Key Performance Indicators (KPIs) as externally imposed measures of excellence. This in turn has not just changed their behaviour, but also changed their orientation towards key stakeholders.

A stakeholder assessment model

Observing the behaviour of small businesses, Allan argued that a firm's success was determined by the extent to which it was able to successfully negotiate and sustain its relationships with its key stakeholders, in particular its interdependencies with customers, suppliers, employees, financial institutions and partners. Allan proposed that management of these relationships directly influenced the products and services small businesses delivered to the market.

3 Coyle P, Gibb, A.A. and Haskins, G. (2013) The Entrepreneurial University: from concept to action, The Entrepreneurial University Leaders Programme (EULP) report, National Centre for Entrepreneurship in Education; Coventry.



Figure 2: Gibb Stakeholder Assessment Model

Allan argued for an adaptive and responsive approach to firm/organisational strategy⁴. This can be equated with 'adaptive walking' or being a 4-wheel, all-terrain vehicle with the ability to manoeuvre quickly⁵, or indeed to the art of orienteering through a complex and not fully predictable landscape or transactional environment⁶. These metaphors epitomise the stakeholder approach to strategy – being vigilant about the needs of one's key stakeholders and external environment, and being flexible in meeting stakeholder needs⁷.

Applying the Gibb model for stakeholder engagement in a university setting is about more than establishing formal, centralised systems for stakeholder management that are top-down. It is also about:

1. Building strategic awareness at all levels of the university to be attuned to learning continuously from all stakeholders.
2. Building both formal and informal mechanisms for continuous feedback as to how the university is perceived in the external environment.
3. Building trust-based relationships that are focused on being responsiveness to stakeholder needs and helping them to achieve their goals.
4. Building the mutual respect between the university and its stakeholders in a two-way relationship of inter-dependency and value co-creation.

The panellists for Webinar 4 will consider and explore the importance of trust to true partnership working in universities, how universities can be more effective in responding to the post Covid-19 complexity and uncertainty that faces them. They will examine some practical examples of stakeholder engagement, and consider in both a local and global context the role of universities as drivers for positive change.

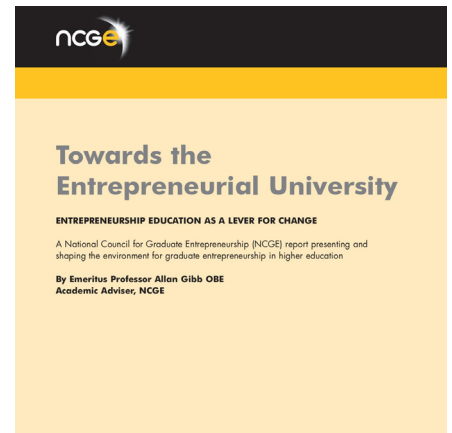
Note: This Briefing Note was written by Keith Herrmann and Andrew Atherton, with input from Gay Haskins, as part of the SIEF 'Reimagining Our Futures' Webinar series to inform the discussion at Webinar 4.

4 Gibb, A. A. , and Scott, M. (1985), 'Strategic Awareness, Personal Commitment and the Process of Planning the Small Business', *Journal of Management Studies*, UK, Volume 22, No. 6, pp 597-632.

5 Beinhocker, E.D (1999) Robust Adaptive Strategies, *MIT Sloan Management Review*, Vol. 40, No. 3.

6 Hannon, P. D. and Atherton, A. (1998) 'Small Firm Success and the Art of Orienteering', *Journal of Small Business and Enterprise Development*, 5:2, p102-119. Henry Stewart Publications, London.

7 Herrmann K. (2004) Guidance Notes on the Application of the Stakeholder Assessment Model. Unpublished



Speaker bio profiles for Webinar No. 4

Professor Andrew Atherton (*Webinar Moderator*)

Andrew is a Professor of Enterprise, Global Director of Transnational Education for Navitas, a leading global education business. He was previously Vice-Chancellor of the University of Dundee, Deputy Vice-Chancellor of Lancaster University, and Senior Deputy Vice-Chancellor of the University of Lincoln. Andrew joined the Small Business Centre (SBC) at Durham University in 1995, setting up the Policy Research Institute, and was Director of the Foundation for SME Development, the successor to the Small Business Centre, until 2002. During that time he worked closely with Allan Gibb and SBC colleagues on a range of projects focused on policy research and enterprise development. He was involved in setting up a new School of Engineering at Lincoln with Siemens, and in creating the Health Innovation campus at Lancaster University.



Dr Dana Brown

Dana is Dean of Carleton University's Sprott School of Business. She joined Carleton University from De Montfort University in Leicester, where she was the Dean of the Faculty of Business and Law and Pro Vice Chancellor for Enterprise. Prior to this, she was the Director of the MBA at Oxford University's Saïd Business School (2013-2016), Professor of Strategic Management and Academic Director of the joint DBA with Sun Yat Sen University at EMLYON Business School in Lyon, France (2010-2013) and University Lecturer in International Business and Management Fellow at Lady Margaret Hall, Oxford University (2005-2010). Dana has also worked in business and with a number of new start-ups, including Amazon.com in its early years.



Professor Paul Gough

Paul is Vice-Chancellor and Principal at Arts University Bournemouth, having moved from a role as Vice-President of RMIT University, Melbourne, Australia. He was previously Deputy Vice-Chancellor at UWE, Bristol, and is an alumnus of the Entrepreneurial Universities Leaders Programme (EULP) from 2013. A painter, broadcaster and writer he has exhibited internationally and is represented in the permanent collection of the Imperial War Museum, London, the Canadian War Museum, Ottawa, and the National War Memorial, New Zealand. During a six-year tenure at RMIT, Paul led a major expansion of the College of Design and Social Context to over 26,000 students, and established major strategic collaborations across the creative industries, media and cultural sector and with public and private sector organisations across Australia.



Dr Pegram Harrison

Pegram is a member of the Oxford Centre for Entrepreneurship and Innovation, and of Brasenose College, Oxford. He teaches entrepreneurship and leadership to executives and Diploma students, as well as on the MBA and undergraduate programmes. He also conducts research at the intersection of business and social issues, and on projects relating to business education, particularly for



women entrepreneurs in Muslim communities. Pegram received a BA in Literature from Yale University, a PhD in English Literature and Indian History from the University of Cambridge and an MBA from London Business School. Before joining Saïd Business School in 2008, he taught entrepreneurship and strategy at the European Business School, London, and was Director of the Emerging Leaders Programme at London Business School. Pegram was the co-Director, with Allan Gibb, of the first Entrepreneurial University Leadership Programme in 2010.

Ms Emma Cats



Emma is a near-graduate of Leiden University in The Netherlands. She holds two bachelor's degrees in Political Science and Law and has just submitted her thesis for her Master's programme in International Relations. Emma is currently an intern at Elva, an organisation that collects, analyses and visualises ground truth data in hard to reach, conflict-affected settings. Previously, Emma held internships at a women's rights NGO and the Security and Defence department of the Dutch Ministry of Foreign Affairs. During her studies, Emma also very much enjoyed debating in Model United Nations conferences.

Mr Keith Herrmann



Keith was Director of Employability and Careers at the University of Surrey where he developed and led the university's Employability Strategy and managed its award-winning student placement programme. He also developed the University's strategy on Degree Apprenticeships. Keith was previously Deputy Chief Executive at the Council for Industry and Higher Education (CIHE) where he was involved in research on university-business collaboration. He co-authored a report on Developing Entrepreneurial Graduates for CIHE in partnership with NCEE and NESTA. He worked previously at the Small Business Centre, Durham University where he led a team specialising in entrepreneurship education and SME business growth. He led economic policy research on industrial clusters in North East England.

Dr Paul Robbins



Paul is the Dean of the Nelson Institute for Environmental Studies at the University of Wisconsin-Madison. Paul is strengthening the Nelson Institute's commitment to the Wisconsin Idea through the expansion of its innovative service-learning and internship programmes, partnerships across campus and with outside agencies and organisations, and community programmes and public events. His research experience lies in the politics of natural resource management. With writing focused on diverse interdisciplinary audiences and the broader public, Paul is author of the foundational textbook 'Political Ecology: A Critical Introduction'. His award-winning book 'Lawn People: How Grasses, Weeds, and Chemicals Make Us Who We Are' is widely recognised as one of the most accessible books on the environmental politics of daily life. Paul holds a Master's degree and Doctorate in Geography, both from Clark University.

Organising Committee:

Dinah Bennett, Director, International Consultants for Entrepreneurship and Enterprise

Dr Susan Frenk, Principal, St Aidan's College, Durham University

Professor Andrew Atherton, Global Director of Transnational Education, Navitas

Professor Ted Fuller, Lincoln International Business School, University of Lincoln

Yolanda Gibb, Director, we-r-net

Gay Haskins, Former Dean of Executive Education, Saïd Business School, University of Oxford

Keith Herrmann, Director, Higher Ed Research

Professor Andy Penaluna, Professor Emeritus, University of Wales, Trinity Saint David

Kathryn Penaluna, Enterprise Manager, University of Wales, Trinity Saint David

Jane Rindl, Director, Rindl Consulting

Professor Slavica Singer, Professor Emeritus, J.J. Strossmayer University in Osijek, Croatia

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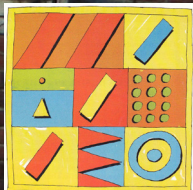
Contact: dinah@consult-ice.com



Paraphrase of a typical quote from Allan about the lifeworld of the small business entrepreneur:

small business is a way of life;
it is about personal risk;
it means managing interdependencies;
know-who & know-how are most important;
small business means standing alone;
it means the buck really stops with you;
it means learning by doing.

Reference: UNCTAD 2001: United Nations Conference on Trade and Development:
Improving the Competitiveness of SMEs In Developing Countries – The Role of Finance to Enhance Enterprise Development



The logos of the Small Business Centre and the Foundation for SME Development are included here as a testimony to the legacy of Allan Gibb, the people who worked there and the many small business entrepreneurs, students, researchers, corporate partners, national and international governments, funders, international donor agencies and policy-makers involved in the work undertaken by the SBC and FSMED.

