

RESEARCH PROPOSAL

DEVELOPING INTRAPRENEURIAL SKILLS IN UNIVERSITIES: CURRICULUM DEVELOPMENT THROUGH ENTREPRENEURSHIP

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Abstract

Modern universities face tough competition in the business environment especially in the case of attracting business students. When technologies emerge it is very important to innovate continuously to remain relevant in the market. Aggressive marketing strategies with development in curriculum and course delivery structure have made universities to attract admissions on the national and international level. This happens when universities focus only on daily activities, optimization of day-to-day processes, and revenue streams that have found success previously. The process of accepting change is important even when there is no competition. In large organizations, it is continuously monitored through corporate entrepreneurship and innovation. Universities are large organization nurturing the future and the qualities of entrepreneurship in most cases have come through the universities which they have attended. Intrapreneurship can be defined as innovative approaches that are addressed in an organization through effective strategic planning which addresses the organization of complex processes. The global demand for intrapreneurs have increased and it has become one of the most desired skills by large organizations. It can help in creating a competitive advantage by understanding that students are the original stakeholders of creating a reputation for the universities rather than the traditional approach of considering the external environment of operations and marketing department which has very few connections with the actual student environment. There is an internal environment of operations and marketing which are the students and lecturers whose potential is unseen. This research will address the importance of entrepreneurship studies in universities by developing intrapreneurial skills in students by working on curriculum development through a knowledge diffusion process in Entrepreneurship classes. The effectiveness of the study will be addressed in detail by looking at the case of the Doctorate of Business Administration program at the University of Wales Trinity Saint David, United Kingdom. This is one of the trending course which can benefit the academic and business world as practitioners with knowledge specialization. It also helps to understand how incorporating intrapreneurship skills in students through the DBA program can benefit the quality of students and thereby increasing the quality of universities providing business programs through changes in curriculum development.

Keywords— Entrepreneurship, Intrapreneurship, Innovation, Intrapreneurship skills

1.INTRODUCTION

The concept of understanding Entrepreneurship is very important to universities providing business courses as they address the DNA of their education services which gets back to the business world. Analyzing the potential of incorporating entrepreneurial studies in business courses is done by the majority of the universities. But entrepreneurial knowledge in students remains dormant due to the lack of awareness of its practical application in real life. The outcome of the insights in entrepreneurial education is by making it a part of the teaching and learning culture through curriculum development. Intrapreneurship can be defined as innovative approaches that are addressed in an organization through effective strategic planning which addresses the organization of complex processes. The global demand for intrapreneurs have increased and it has become one of the most desired skills by large organizations. Pinchot(1985) coined the term Intrapreneurship and defined it as entrepreneurial activities inside the organization where individuals champion 'new ideas' from their development to complete a profitable reality. Other academics tried to expand this definition as the need to identify entrepreneurial activities to analyze the crucial actors around the formal and informal activities for gaining innovative results (Burgelman, 1984; Kanter, 1985; Alterowitz,1988). The smart innovators within the organizations are otherwise called intrapreneurs. Pinchot suggested that they are 'dreamers who do' and they contribute mostly to creating and developing the products or services which can extend up to optimizing profits. Universities offering business courses forget the fact that there are significant benefits in offering business courses by recruiting business minds from all over the world as teachers and students. The chances of harnessing and optimizing innovation through intrapreneurial skills in students are of high importance when it comes to sustainable growth and profitability. This is a simple but powerful approach to leverage the existing intrapreneurial skills within the university. This research aims at understanding the importance of developing intrapreneurial skills in students and its integration into the DNA of the universities offering business courses. This will create a roadmap for structuring entrepreneurship education as an idea for enhancing innovative culture which helps universities to have sustainability in attracting the best business minds and to retain the best within the organization. We are heading towards a society where the knowledge workers are gaining more and more acceptance and the diffusion of knowledge is very high with the evolution of technology.

2. THEORETICAL BACKGROUND & RESEARCH CONTEXT

2.1. THEORETICAL BACKGROUND

Universities have already started to build up accelerator and start-up initiatives for helping students in organizing their entrepreneurial capabilities. Adoption and practice of entrepreneurial activities inside universities help students to develop their intrapreneurship skills where they are given ownership under the expert guidance. This can enhance the competitive edge for attracting more students as a part of their organizational strategy. Pinchot suggests that there are no identified formulas for finding intrapreneurs. This is a major advantage as Lessem states that intrapreneurial qualities can be developed. Even though intrapreneurship has become the most desirable skill in the present workplace according to the famous recruiter Michaelpage. There is less evidence on its importance inside the universities in incorporating the intrapreneurial skills through students for curriculum development thereby achieving innovative capabilities of knowledge diffusion. Knowledge nurturing environments of business schools can develop wonders for attaining competitive advantage. In the last 20 years, theories state the role of universities in innovating systems from an innovation system approach is highly significant in managing the economy as a result of educational and research activities carried out by Universities (Etzkowitz, H., 2002a,b). This is happening from the time of the industrial revolution. The modern era took a sharp deviation from the path of innovative approach in education when there was a boom in the education industry for business courses. Universities started to focus on marketing to sell the same wine without even changing the bottle or design. With an outdated curriculum, many universities in the UK started to come down on its global ranking list. This led to the adoption of various entrepreneurship courses and associated training. The global demand for intrapreneurs has drastically changed with more demand for employees with intrapreneurial skills(Parker,2011). Universities should understand the effectiveness of feedback mechanism have drastically changed which denotes the importance of incorporating intrapreneurship culture through students and teachers. This research will address the importance of entrepreneurship studies in universities by developing intrapreneurial skills in students by working on curriculum development through a knowledge diffusion process in Entrepreneurship through taught classes of the DBA program.

2.2.RESEARCH CONTEXT

The research will be conducted during the aftermath of COVID-19 global pandemic following an economic recession which will start affecting the UK universities. During this economic pressure, Universities will have to find new rationales of innovation or existing as a university in the strong competition. The idea of attracting international students through a post-study work visa has come to a halt with this global epidemic in 2020. the study involves an ethnographic approach in which the researcher will have access to stakeholders' cultural setting, uses their experiences, and knowledge with access to the empirical data for research (Alvesson,2003). while the research focuses on the university in general, a prime focus is given to the doctorate of business administration department which has close links with practitioners and scholars who are in the industry with the DBA degree .the knowledge economy has started finding roots in the creative industries sector (Hartley,2005). This means that intrapreneurial skills addressed through entrepreneurship have started to get its importance in the business world and have started to outperform the technology sector with the rich knowledge workers. Universities are finding it difficult to match it with the growing pace of the creative industries which works always on the change. This happens only because universities and business courses are not involving students for entrepreneurial activity for improving through their courses. They are slow at accepting changes when change is mandatory to the industry and education which makes them outdated. Many universities promote themselves as entrepreneurial universities and have achieved good results when it comes to their business courses. But what happens, in the long run, is that there is no updating of the resources and actions according to the changing workplace which made campus placements outdated in the United Kingdom. This reduced the industry relationships with educational institutions with reduced or no placements for students and lowered the need for updating the curriculum on time. The effectiveness of the study will be addressed in detail by looking at the case of the Doctorate of Business Administration program at The University of Wales Trinity Saint David, United Kingdom. This is the right time to choose this particular university as the faculty of the DBA department are very highly qualified practitioners and lecturers working closely with a wide range of industry sectors. The university has the right set of people to develop the university into an entrepreneurial university by working on the intrapreneurial skills of the students through the taught courses and corporate relations.

3. AIMS & OBJECTIVES OF THE STUDY

3.1. RESEARCH AIMS

Universities can strategically nurture intrapreneurship skills which can result in high synergy through innovation in curriculum development. Intrapreneurship education will develop and there will a significant rise in the number of students attending the business program directly funded by the companies to improve their organizational culture regarding innovation.

Research question:

- 1. Can Intrapreneurial skills be developed through entrepreneurship education in universities as lectures and coursework?*
- 2. How can intrapreneurship thrive towards innovative capabilities of the universities for sustainable competitive advantage?*

Curriculum building is best possible when the stakeholders of the education are involved. This involves the students and teachers as potential entrepreneurs and intrapreneurs. This will enhance their skills from a business perspective too. The ultimate aim of a student choosing a business course to have a competitive edge in the area of specialization. A bottom centric approach through students can enhance their intrapreneurship skills as well as developing radical innovations for curriculum development in-house. Fostering disruption in the existing curriculum is challenging at the same time but the impact on future admissions will be fruitful if the radical innovation through intrapreneurial skills is met. The traditional approach of building curriculum by the book has become out of fashion as the most successful ones are focusing on delivering innovative offerings, entrepreneurial skills, motivation boosting measures, and accelerated business courses and business support services. Offering such programs in universities will attract recruiting organizations towards the talents progressing out from such universities. With advanced intrapreneurial skills, they will find it easy to adapt themselves to the technical and non-technical functions of organizations depending on the area of expertise. There are no methods used in universities to identify such talents. This is the extra mile for university management to identify such students in the interdisciplinary business courses and create a network of those potential students for training and workshops for curriculum development.

3.2. OBJECTIVE OF THE STUDY

Universities try their best to match student expectations when problems and concerns are raised by the student community. The measures taken should not be such that the concerns are addressed but to make sure that how those concerns can be made into opportunities for students. It should be well organized to boost organizational culture and motivating the bottom line which can help in breeding talents. Curriculum development for entrepreneurship and innovation will enhance intrapreneurial skills if the ownership of decision is shared with the student community. The result will be a motivational mindset and a fresh spirit of intrapreneurship among students (Wilson,2008). The paradigm of education in universities should be through intrapreneurship which can be developed through critical analysis and reflection to actions involving its stakeholders (Menzel et al;2007).

Research Objective:

- 1. To address the effectiveness of intrapreneurial skills through entrepreneurship education.*
- 2. To improve the strategic capabilities of nurturing intrapreneurial skills by developing an effective and up-to-date business curriculum development model.*
- 3. To boost organizational culture for breeding talents in universities through intrapreneurship.*

These objectives will address the gap in the literature and establish the relatedness of intrapreneurship skills and entrepreneurship education in building strategic advantage. This helps in developing an entrepreneurial attitude and behavior of students as well as building an effective business curriculum development model by involving practitioners and scholars with students. The diversity of stakeholder will bring an effective model which can be used widely with the increased use of technology in a globalized world. The potential of such curriculum development models can bring those business students and universities into the limelight of reputed organizations and prospective students when more and more universities start to follow the model. Exploiting those talents to identify the blind spots in indicative contents of the programs can bring in unseen benefits that attract students and employers across the world. The world is heading towards a fast-paced environment where continuous changes are welcomed by contemporary organizations. It is better to be in the race rather than to be a spectator by creating and adopting innovative strategic models in curriculum development.

4. PROPOSED RESEARCH METHODOLOGY

As per the data in 2020 given by the reputed 'postgraduateresearch' website, there are about 77 universities in the UK offering 149 postgraduate entrepreneurship degrees. This study is based on the example of the University of Wales Trinity Saint David, United Kingdom which is offering a trending doctoral program called Doctorate of Business Administration(DBA). An in-depth study will be conducted based on the taught doctoral program specifically aiming the prospective scholars of the level 8 program aspiring to be the knowledge workers of business and academics in high-level management positions. A case study research based on the framework suggested by Eisenhardt in 1989 will form the guidelines of the study. To identify the crucial factors within the program that can motivate on building intrapreneurial skills, telephonic interviews are planned with the Dean of the school, DBA alumni, lecturers of the program, and IT department who supported the DBA students. Special focus is given to categorizing alumni students who have chosen their careers as practitioners in business and academics respectively.

4.1. RESEARCH DESIGN & ANALYSIS

Structured and Unstructured interviews are proposed to gain quality data that can satisfy as high-quality information in creating a business model that can be generalized to develop intrapreneurial skills through the curriculum of the entrepreneurship course. For the construction of the case, high-quality information is sourced directly from university internal department, university website, student coursebook, annual reports, news, social networking sites, and articles. This will include the key components of the taught modules in the program with its aims and indicative content. Data regarding the participants' beliefs and attitudes will be generated and analyzed using qualitative methods. The use of qualitative methods will enhance the quality of findings(Fielding & Moran-Ellis, 2008) and the potential to highlight the different aspects of the social phenomenon(Caracelli & Graham, 1989) in entrepreneurship. The importance of ethnography in this qualitative research is of prime importance as it involves participants from different parts of the world with plans to be either practitioner or academic. Fieldwork for the study will be completed through the progression of three terms which can commence will commence in October 2020 and terminate in September 2021. The research questions will be primarily addressed in the first phase. There will be three terms so the research

questions will gravitate towards five batches of students who will go through level 7 phase which is the first year of the DBA program. The first phase in the first year is the primary phase which plans in studying and understanding the development of the intrapreneurial skills in students through research question 1. The second phase in the first year will address emerging questions related to research question 1 on intrapreneurship while developing intrapreneurial skills in students and research question 2 will be addressed together on emergent themes based on intrapreneurship capabilities benefiting curriculum development. The final phase will be the third term of the 1st year which will validate the findings of the study into the conceptual framework of Eisendhart thereby strengthening the objective of the study. Finally working on the thesis is expected for another 11 months expecting the thesis submission to be confirmed by the last quarter of 2022. For attaining the effectiveness of entrepreneurial and intrapreneurial studies, each phase will go through reflection, collaboration, and action analysis. This is done by evaluating the taught module student activities such as experiential learning, action learning, and active learning. This will help the research in finding the effectiveness of intrapreneurial skills and entrepreneurship capabilities through which the research objectives can be satisfactorily agreed upon.

4.2. RESEARCH ASSURANCE

The study will be done by context-sensitive application with respective relevant guidelines that involve the issues of participation, impact, and confidentiality. The aims and procedures of the study will be addressed well to the university and the participants involved and the consent will be recorded in writing as it involves an open ethical curriculum development. However, the search for ethical consideration in curriculum development using the concept of entrepreneurship and intrapreneurship yielded very fewer results which underpin the idea that the topic addresses a gap in the literature. There are references to differences in ethical theories in entrepreneurship and business ethics which have got increase attention(zhang,2013). Also, Ulrich in 2008 proposed a framework of social and economic ethics. Later in 2013, he proposed an integrated framework as a socioeconomic viewpoint of economic ethics. Considering individual values it is very important to under that ethics has a plurality and considers moral judgment. There will a proper synthesis on the extent of literature review about the ethics of curriculum development based on entrepreneurship and development of intrapreneurial skills considering the curriculum, the rights, and obligations of stakeholders respectively. In this

study, it can be observed that there is a huge number of stakeholders who will benefit from the outcome of this study of developing intrapreneurial skills as a part of curriculum development through entrepreneurship these include the facilitators, researchers, administrative staff, managers, students, the government, alumni, employers of business, professional bodies and the broader community. In this study number of ethical stances which will be considered through institutional, organizational, regulatory, and participatory basis. This will be addressed through two dimensions, the first being the entity stakeholders and the second acknowledges the social demands. This will be identified from the hierarchy of expectations and obligations of government, University management, University administrators, teaching staff, the research community, general community, students, entrepreneurs, alumni, professional bodies, and parents.

5. CONCLUSION

Modern universities are under tremendous pressure with innovative changes in subjects of innovative courses with the evolution of the entrepreneurial university concept. However, most of the modern universities have changed their focus from generating new ideas in curriculum and developing student segments to traditional fields of activity and revenue streams which found success in the early years. Emerging trends such as Artificial intelligence and IoT in globalization has impacted in highly innovative practices in the business world. Universities are therefore forced to deliver courses which can improve skills which are desirable for their work environment. This can be made possible by engaging entrepreneurial concepts in taught programs. This study includes the idea of developing courses through enhancing entrepreneurial skills in existing students and lectures which is addressed Intrapreneurial skills in this study. It also expects to generate an optimized curriculum development model that can enhance the curriculum by involving the intrapreneur students and lecturers through the learning process in the taught modules. There are chances that the developed model can be used for integrating its functions with future business incubation units which the University of Wales Trinity Saint David, UK is planning. Intrapreneurship can help universities in developing curriculum from the fast-paced complexities of the globalized world. The study focuses on identifying training and development programs that organizations consider as the most desirable skills. This is achieved by gaining insights from some industry experts and involving students and lecturers through the concept of developing intrapreneurs. As DBA

itself is entrepreneurial in nature through its modules, it is more convenient to integrate and enhance the idea of intrapreneurship into the study through its participants. This can influence in improving intrapreneurial skill sets in students and lecturers thereby an auto-generated culture of curriculum development can be done through entrepreneurship. The idea is to find an innovative approach to attract organizations and students from across the world by creating innovative module structures and ready-to-industry students who can be future entrepreneurs and intrapreneurs. Companies will be attracted to such business programs which reduce their cost of training and development. The aftermath of the Covid-19 lockdown emergency will create an economic recession where companies will be forced to cut down on many of their costs in training and development and unskilled employees. This research is done at the right time to convert the threat of the economic recession as an opportunity by improving their corporate relations and developing placement assisted courses in the long run thereby attracting the best talents across the world. This study can be a game-changer for universities and organizations after the upcoming economic recession. The university students and lecturers of the DBA program in UWTSD will be the first to experience this combination of active and experiential learning. It aims to enhance the intrapreneurial skills from adopting entrepreneurship concepts into the whole curriculum development of the program. The effectiveness will be strategically assessed through the reflective and transferable skills of students and lecturers respectively. The contribution of the study to the academic and business world will be the usage of the concept of entrepreneurship in curriculum development for achieving a high-quality intrapreneurial skill set in students who can be future entrepreneurs and intrapreneurs in their field of expertise. The study will also claim the clarity of a business program in terms of purpose and goals so that the effectiveness of incorporating entrepreneurship in curriculum development will be addressed successfully.

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