

ASHPIT Newsletter

Focus on Entrepreneurship



ARTS, SOCIAL SCIENCES & HUMANITIES POLICY IMPLEMENTATION THINK TANK

Volume 2

June 2011

Welcome!



Welcome to the second newsletter for ASHPIT, the Arts, Social Sciences and Humanities Policy Implementation Think Tank.

The ASHPIT newsletters are an important part of the process of reporting the project's progress back to VITAE, but equally importantly they are also intended to bring the headlines of our Think Tank days to all the members of our mailing list. In them you can expect to find summaries of key points of policy relating to the theme of the Think Tank day, details of the presentations given, and the key points raised during group discussions at those events. We'll bring you news of upcoming Think Tank days and of opportunities for potential new projects arising from ASHPIT. If you wish to

find out some more general information about ASHPIT, please feel free to contact us at: ashpit@nottingham.ac.uk. **A huge thank you to Dr. Jessica March and colleagues at Oxford University for hosting the last event. Their warm hospitality and super-effective organisation was greatly appreciated by all.**

The Policy Review

The policy review will form an important part of each Think Tank day. Its purpose is to: help respond to the strategic aims of our organisations; prove the relevance of the work we do; help us write successful funding bids for extended/

enhanced activity; and ensure that the support we provide for postgraduates and research staff in skills development is relevant to both their needs and the needs of employers.

Entrepreneurship in Policy

The Coalition has an economic turnaround job to do, and it has pinned a lot of its hope for this turnaround on the force of innovation within the economy, manifest in its backing for enterprise and business start-ups: Make a job don't take a job! Start-up Britain! There is a definite feeling of 'Your Country Needs You' in the air. This focus on small to medium-sized businesses, innovation, knowledge economies and entrepreneurship is not new, as evidenced by how deeply embedded it already is in HE-facing policy (Dearing, Roberts, Warry, Leitch etc. were all commissioned and reported in previous administrations), but there is a definite feeling of pace-change. The recent Hodge review in particular makes a plea for HEIs to improve their interaction with

business and to make curricula more responsive to the (changing) needs of the market. All this means that as researcher-developers, we need to aim to design skills development curricula that are business-facing, and to embed entrepreneurship training for all students. But what is entrepreneurship and how do we teach it? This policy review begins with some definitions. It then goes on to look at some key policy documents, at the role of entrepreneurship training in HE, at what is going on already, how we can sell the idea to sometimes reluctant supervisors and what other challenges there are in embedding entrepreneurship training.



The next think tank day will take place on **Tuesday 12th July** at the **University of Manchester** and will focus on the theme of **Employer Engagement**. If you would like to attend, please send an email registering your interest to: ashpit@nottingham.ac.uk by Tuesday 28th June. It would be useful to know in advance what ASHPIT members are doing in the field of Employer Engagement. Please do **e-mail and let us know**.

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“Entrepreneurship is a way of thinking and behaving relevant to all parts of society and the economy.”

What is entrepreneurship?

What is an entrepreneur and what does it mean to be entrepreneurial?

We looked at a few definitions (of many hundreds available in print and on the web): An **entrepreneur** is someone who solves problems for a profit. A **social entrepreneur** recognizes a social problem and uses entrepreneurial principles to organise, create and manage a venture to achieve social change with a focus on creating social capital. An **intrapreneur** uses entrepreneurial energy within an existing organisation to create change. We settled on this from the NCGE’s 2008 Developing Entrepreneurial Graduates: **Entrepreneurship** is not solely about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy. It is a combination

of innovation, creativity, collaboration and risk-taking skills.

An entrepreneur is like a researcher!

We looked at some very unscientific word clouds (see page opposite) made using the learning outcomes from the NGCE’s framework, and they re-affirmed just how closely the identity of an entrepreneur maps on to that of a successful researcher: The aptitudes of being innovative, being able to grasp opportunity, being adaptable, being able to manage projects and to communicate effectively, being confident, characterize good researchers and entrepreneurs alike.

Entrepreneurship in Policy

We looked at a pathway through recent policy which shows how we get from Dearing in 1997 to Hodge in 2011, and what reports along the way have to say about business skills more generally and entrepreneurship in particular.

The **Dearing Report** recommended that HEIs consider the scope for encouraging entrepreneurship through innovative approaches to programme design and through specialist postgraduate programmes. The report also talked about easy and coordinated access for SMEs to find out about services, and talks about the importance of transferable skills and work experience.

The **Roberts Review** then establishes the need to offer at least two weeks’ training per year for researchers and for them to learn transferrable as well as discipline specific skills. The **JSS** comes into being.

In 2006, the **Warry Report** looks at the need for knowledge exchange between HEIs and business and for all doctoral researchers to receive enterprise training.

In the same year, the **Leitch Review** asserts that skills development must provide real returns for individuals. It goes on to say that their development must be demand-led

rather than centrally planned and there must be an improvement in the engagement between employers and universities.

In 2007 **Vitae** published a report looking at how employers view postgraduates (following on from a similar study by the University of Sheffield in 2006), and in 2009, the **Smith Review** says that HEIs and business could do more to work together to ensure postgraduates have the business-facing skills that employers need – particularly leadership skills and work experience.

Recommendations include making postgraduate provision more responsive to the needs of employers and to prepare postgraduates for a range of careers.

The **RDF** is published – a reworking of the **JSS**. In January 2011 the **Hodge Review**, looking at how well Roberts’ Money has been invested and what progress has been made against the initial agenda, concludes that there is little evidence of routine interaction between research organisations and employers or other stakeholders when setting strategies and building skills development programmes. It concludes also that Vitae should continue its activities, particularly in enabling the sharing of best practice, but increasingly expand their roles as intermediary between higher education

“The identity of an entrepreneur maps on to that of a successful researcher.”

“Entrepreneurial skills are useful in key academically strategically-important areas”

“Pitching the idea to Supervisors”

Getting supervisors on boards is an on-going issue. If supervisors are not invested in the language of public engagement, they are certainly not going to be invested in the arguably even more ‘un-academic’ language of entrepreneurship. How can we make it more accessible?

One option might be look at enterprise skills as they relate to the ambitions described in the delivery plans of both the AHRC and ESRC. Both plans talk about the need for effective knowledge exchange and impact, leadership development, cross-disciplinarity, ‘purposeful’ interdisciplinarity, international partnership-working, cross-sectoral mobility. All of these activities require researchers (within academia) and professionals (outside academia) to have a range of hard and soft skills, *including* those associated with an entrepreneurial mind-set: innovation, creativity, collaboration and risk-taking skills.

So finding a language to meet our audiences (researchers and supervisors) is key.

We are a critical bunch (and I mean prone to asking questions rather than really important, although we might like to stake a claim at that too!). We are prone to questioning the ‘businessification’ of academia. So talking about start-ups isn’t going to do it. But talking about the skills necessary for multi-disciplinary collaboration might be our way in: Entrepreneurial skills are useful in key *academically* strategically-important areas such as KT; meaningful public engagement; inter- and multi-disciplinary collaboration.

We can use policy as a way of giving us a mandate for increasing the business content of our training more generally. Alison Mitchell’s keynote on intrapreneurship is interesting on this point.

“Is the start-up focus of much of the existing training right for the non-start-up outcomes of most of our researchers?”

“What is going on already?”

What is the national picture like in terms of take-up of entrepreneurship training? We had a look at a resource prepared by ASH project manager Rachel, which collated incidents of entrepreneurship training from the Vitae Database of practice.

Provision was relatively similar across the board. If it was residential, it was teaching and an opportunity to pitch an idea in some form of Dragon’s Den style scenario. If it was shorter, it was around the key aptitudes associated with being innovative, or practical skills such as business planning.

At the moment, only 10% of researchers currently follow an enterprise career. Is this likely to change in the current entrepreneur-friendly climate? And of those that go on to work for an employer, how do we capture and understand the value of their intrapreneurial energy to their employers? Is the start-up focus of much of the existing training right for the non-start-up outcomes of most of our researchers? And, particularly in ASH, where commercialisation of ideas is less usual, what kind of entrepreneurship training should we be providing, and how?



A new resource will shortly be available on the ASHPIT blog with a list of policy documents, a summary of their relevance to the key ASHPIT themes, and links to the documents online.

“Key Challenges to embedding entrepreneurial training”

- Researchers don't have a curriculum in the same way that undergraduates do, so how can we embed and normalise an engagement with entrepreneurship? What does 'embedding' mean at research level?
- Pedagogies most suited to effective entrepreneurial skills development (such as those in the vocational arts and design sectors) are not common currency in the non-vocational arts, humanities and social sciences. How can we create 'live' projects for our students? How can we scale these up without them losing their impact?
- Employer expectations evolve rapidly. In acknowledgement of this, Hodge wants the university-business relationship to be one characterised by *routine* interaction. How can we normalise demand-led training?
- Some of the ASH disciplines are not natural bedfellows of the language of entrepreneurship. Given the acceptance that it's not all about business ventures and start-ups, how can we convince our audience (academics and researchers) to engage? Is intrapreneurship the answer?

“Pedagogies most suited to effective entrepreneurial skills development are not common currency in non-vocational ASH disciplines”.

“The importance of not reinventing the wheel”

The NCGE's excellent 2008 publication *Developing Entrepreneurial Graduates* is a useful resource for those of us just starting to think about designing training or other non-classroom-based interventions to support the development of entrepreneurship skills (as is the list of resources contained within the Vitae publication on entrepreneurial researchers.) It reaffirms what we might already feel in our Faculties: Many students and academics, especially those in non-business disciplines, do not see its narrow focus on business start-up as relevant: 'HEIs need to enhance the perception and relevance of entrepreneurship education, so that both students and staff recognise the value of its combination of innovation, creativity, collaboration and risk-taking skills to a wide range of disciplines.' It also flags up the tension between 'traditional 'instruction'

and the experiential learning, action-oriented, mentoring and group project approach needed for effective entrepreneurship education.' The report urges universities to 'institute a systematic overhaul of academic disciplines so that entrepreneurship education is embedded in every subject'. It does so 'in recognition of the fact that graduates need more than academic attainment. To add value, they need to have the entrepreneurial skills that enable them to seize and exploit opportunities, solve issues and problems, generate and communicate ideas, and make a difference in their communities.'

“graduates need more than academic attainment. To add value, they need to have the entrepreneurial skills that enable them to seize and exploit opportunities...”



**Andy Penaluna,
Professor of
Creative
Entrepreneurship
at Swansea
Metropolitan
University**

“Entrepreneurship Education at Researcher Level”

Professor Andy Penaluna, focussed on how - and indeed *if* - the skills which make individuals entrepreneurial can be taught to researchers. He opened with some observations about the resistance he has witnessed among researchers, particularly those from creative backgrounds, to notions of entrepreneurship. The very vocabulary associated with that notion, Andy argued, can present a

barrier to researcher engagement. Many ASH researchers are uncomfortable with the term ‘entrepreneur’; they associate it with a corporate world from which they have elected to exempt themselves and with a profit-driven mindset which does not represent with their own motivations. The first task of researcher developers working in entrepreneurship education is therefore to convince ASH students that

enterprise need not be understood in exclusively economic terms, and that the skills associated with entrepreneurship are relevant in contexts beyond the purely corporate. Andy agreed with Alison that, in fact, many researchers already possess entrepreneurial skills, but are unwilling or unable to recognise and articulate these.

“Many ASH researchers are uncomfortable with the term ‘entrepreneur’; they associate it with a corporate world from which they have elected to exempt themselves.”

“Educating the Educators....”

Reference to “enterprise”, “innovation” and “creativity”, rather than to “entrepreneurship” and “profit”, can be helpful in convincing ASH researchers that the acquisition and articulation of entrepreneurial skills is of value to them.

The idea that care should be taken about the sort of vocabulary used to engage ASH researchers with entrepreneurial or enterprise education related to a key theme of Andy’s presentation, namely that of **educating the educators**. The provision of enterprise skills training is in some ways, he said, a complex task. It is, for instance, essential that those delivering that training understand the difference between learning *about* entrepreneurship and learning *for* it; that is, between knowing about the theory of enterprise and feeling equipped to be enterprising oneself.

Flexibility is also important in providing skills development training to researchers from diverse academic backgrounds whose existing competencies and areas of knowledge are likely to be very different. ASH researchers, for example, may have existing strengths in areas such as creativity and imaginative problem solving, but would benefit from training in practical skills such as

financial management or business planning. Conversely, business studies student might benefit more from training which focuses on creative aspects of enterprise.

At the same time, Andy emphasised the usefulness of embedding multi-disciplinary entrepreneurship training to encourage researchers across institutions to learn and work together. Embedding this sort of cross-faculty provision, whilst still being able to accommodate the various training needs of researchers from different academic backgrounds, requires innovative methods of both teaching and teacher training. One of several resources which may be useful to those devising enterprise training is the “entrepreneurial ecosystem”, a policy toolkit prepared in consultation with the United Nations which draws together issues such as accessing funding streams and incorporating outreach and partnership projects. Although the concept of the “entrepreneurship ecosystem” was designed with much broader purposes in mind than that of skills development in universities, it is nevertheless a model which can be applied to Higher Education institutions and which may encourage increased innovation therein.

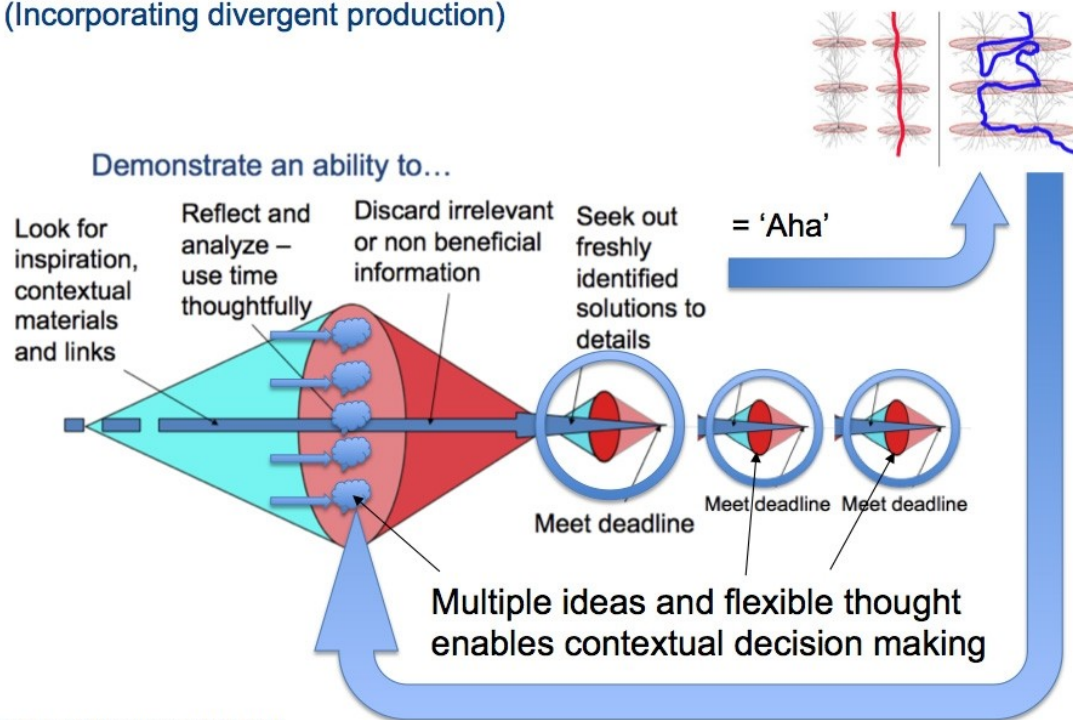
“Neural processes governing creative thinking”

In the second part of his presentation, Andy talked more generally about **some of the skills and competencies which researchers should be encouraged to develop to improve their capacity to be innovative and entrepreneurial.** He provided a fascinating overview of the neural processes governing creative thinking, with particular reference to the difference between right and left-brain activity. Truly enterprising

individuals, he suggested, use both their sequential, analytical left-brain and their more random, innovative right-brain. Given the necessity of a combination of right- and left-brain thinking to creative processes, Andy emphasised the importance of designing researcher development programmes which build in time for and exercises to encourage *both* types of brain activity. He proposed that the current emphasis on time-constrained written assessment

produces an asymmetrical set of researcher competencies which favour left-brain activity alone; more creative right-brain processes, on the other hand, are usually overlooked. A more holistic curriculum model, in which time and space is specifically allocated to both convergent and divergent thinking, might help to redress this imbalance and increase innovation among research students.

Evolved model for QAA / UN
(Incorporating divergent production)



Penaluna & Penaluna 2009 / 2010



**Alison Mitchell,
Deputy Director
of Vitae**

“Intrapreneurial practices are commonplace within universities”

“Vitae’s interest in intrapreneurship fits in with one of its key aims—evidencing the impact of researchers themselves, as opposed to the impact of their research”

“Intrapreneurship: The Cinderella Of Enterprise”

Alison Mitchell opened her presentation by acknowledging and discussing the fact that the skills and employability development of postgraduate researchers is very different from that of undergraduate students. Although she noted that postgraduates do not necessarily find it difficult to find employment of some type, she suggested that many struggle to gain entry to the type of employment

that they really *want*. An important part of mitigating the fact that not all PGRs are able (or, indeed, wish) to pursue careers within academia is equipping them with the skills and the experience to be successful in careers beyond HE too. The great challenge, she said, is still to ensure that the skills and competencies developed within universities match up with those required of graduates and post-graduates by

employers in the world beyond. In this context, Alison discussed the usefulness to ASH researchers of ‘intrapreneurship’ - the application of a combination of managerial and entrepreneurial skills to effect innovative improvements within organizations. The concept of intrapreneurship was originally developed with relation to the business sector, but Alison pointed

“An intrapreneurial mindset”

out that it quickly became apparent that intrapreneurial practices were also commonplace within universities. An intrapreneurial mindset was especially apparent among researchers seeking to maximise research funding, many of whom employed (and employ) a very similar set of skills to those attached to

entrepreneurship. In fact, Alison explained that she had often found a good match between researchers’ existing skills and competencies and those associated with intrapreneurship, particularly in the areas of personal effectiveness and motivation; creating ideas and opportunities; working with other people;

influencing change; and relating information to context. Rather than a lack of intra- or entrepreneurial skills among researchers, Alison suggested that the bigger problem is researchers’ tendency not to realise that the competencies they have developed *are* intra- or entrepreneurial, and their subsequent inability to

“Intrapreneurship and the RDF”

articulate their skills in these terms. Alison explained that Vitae has a long-standing interest in intrapreneurship, which fits well with many of its aims for researcher development. This is particularly so in terms of Vitae’s emphasis on building human capital (by influencing the development

and implementation of policy relating to researcher development); enhancing H.E. provision; empowering researchers; and evidencing the impact of researchers themselves, as opposed to the impact of their research. The development of and ability to articulate intra- and entrepreneurial skills also relate to important

aspects of the UK Researcher Development Framework, and particularly to the knowledge, skills and attributes pertaining to Domain D: “Engagement, influence and impact”.

Engaging Researchers with Enterprise: Use of Social Enterprise as a model

Dr Paul Spencer, Researcher Skills Development Officer

This case study outlined why a new set of learning and development resources for researchers focussing on social enterprise was developed to engage researchers in enterprise skills.

A key challenge facing skills development professionals is that some researchers are reluctant to engage in development activities relating to enterprise and entrepreneurship, yet the acquisition of enterprise skills is considered central to the employability of researchers by a wide range of employers and policy makers.

The case study highlighted that a significant proportion of researchers are not enthused by attempts to improve their skills in enterprise, not because they don't understand business and the commercial environment but because they are not driven or inspired by profit maximising business culture.

Social enterprise is a different way of doing business that trades for a social purpose; the social or environmental aims of the business are of equal importance to its commercial activities. Like any business, a social enterprise focuses on generating income through the sale of goods and services to a market.

The added value comes from the way social enterprises use profits to maximise social, community or environmental benefits.

The resources developed in this collaborative project with Vitae include case studies and video interviews with a range of people, including university researchers who have started up social enterprises, to highlight the skills and behaviours required to run a successful business of this type. They aim to inspire researchers to consider social enterprise as an outlet for their skills and attributes.

Paul Spencer reported that during the course of putting together the materials he found that without exception, the people behind social enterprises are passionate about solving problems and making a difference to society. It is this that drives them to succeed rather than being motivated by generating personal wealth. Researchers tend to share this same motivation.

The social enterprise resources are available to all universities via the Vitae website.

CASE STUDIES: Entrepreneurship Projects in Practice

The highlights of the case studies presented on the day have been summarised here by the speakers, along with the details of a fourth project which, though we weren't able to include in the programme, offers another example of how universities can offer entrepreneurship development opportunities to their research students.

Researcher Development in Enterprise and Entrepreneurship: targeting the full discipline base.

John Baxter, Researcher Development Coordinator, University of Surrey, & Nigel Biggs, Entrepreneur in Residence & CEO Passionate Innovation Ltd.

John and Nigel presented a talk entitled "Researcher Development in Enterprise and Entrepreneurship: targeting the full discipline base". John explained the strategy and underlying thinking. Broadly speaking, the "branding" of cross-disciplinary enterprise training was very important - there was a serious risk of alienating researchers (especially those from ASH disciplines) were such training to have too

overt a "business" focus. Rather, the approach is to introduce the underpinning enterprise thinking in the context of other topics.

Nigel described three workshops they run called
Understanding the potential of your research
How to improve your reputation as a researcher

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“Students often have no concept of potentially valuable collaborations with other departments and faculties within their own universities”

Building your personal marketing plan

All three use an interactive session with the attendees to build what is called “the map of their PGR world”. New researchers can only generate a generic map and most trainer work goes into making them realise what their world could become – and what value could be obtained by communicating with people in it. When asked to generate this map, ALL students miss out links (or potential links) with other departments and faculties in their own University. They have no concept of potentially valuable collaborations across such boundaries. The workshops at least get them thinking – and wherever possible we get them chatting with those attendees from different areas.

The improving reputation workshop develops

the map further and asks each attendee to write simple descriptions of their research for a) professional people but not researchers (like Government departments) and b) for the general public.

The personal marketing plan workshop is the first one to use enterprise words in its title and is aimed at more experienced PhD students who already have (or are building) a network of contacts around the world. They each develop their own world map and a communications plan for interacting with their contacts – and why!

All three workshops are used to relate to the usual enterprise 4 P’s of the standard marketing mix, Product, Place, Price and Promotion except they refer to the researcher’s brand – i.e. their reputation.

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Dr Kevin Byron, Enterprise Education Coordinator, The Learning Institute, Queen Mary, University of London.

This presentation described the workshops that have been devised to help research students at Queen Mary, University of London explore entrepreneurship opportunities with their research. Workshops based on these resources have also been presented at the Universities of Leicester, Loughborough, Warwick, Heriot-Watt and the University of The Highlands and Islands. One resource described in the presentation as ‘The Journey of an Idea’ is a team-based enterprise skills workshop developed with funding from the HEA Physical Sciences Centre in 2006. Whilst it is a product based resource it can easily be adapted for services and social enterprises and copies of the original resource (workshop with notes, handouts etc) are available from

k.c.byron@qmul.ac.uk for anyone who wishes to adapt or use it. Experiences in facilitating the workshop with students from the arts, humanities and life-sciences suggest that being product based isn’t an obstacle in terms of the experiential learning gained from the range of skills required for setting up a business. Indeed, there is an artificial divide between the different disciplines and STEM subjects in terms of the businesses - products, services or social enterprise that students may wish to pursue.

The general framework that has been applied for designing resources for nurturing research student entrepreneurship is shown as ‘The Enterprise Cycle’ in Fig 1. This is an adaptation by the author of ‘The Enquiry Wheel’

also shown in the figure, which was a consensus view by sixty STEM researchers on how they do research (1). Again this framework can also be applied to other disciplines. The cycle concept with different stages at the periphery, questions at the centre and with no specific path apart from a tendency to complete the cycle in a nominally clock-wise direction (albeit with the occasional return to an earlier stage via the centre), captures the non-linearity of research progress unlike the earlier linear models of for example ‘The scientific method’. The process of setting up a business is also non-linear and in many ways ‘The Enterprise Cycle’ closely resembles ‘The Enquiry Wheel’ and this enables parallels to easily be drawn with research students in nurturing entrepreneurial skills. This

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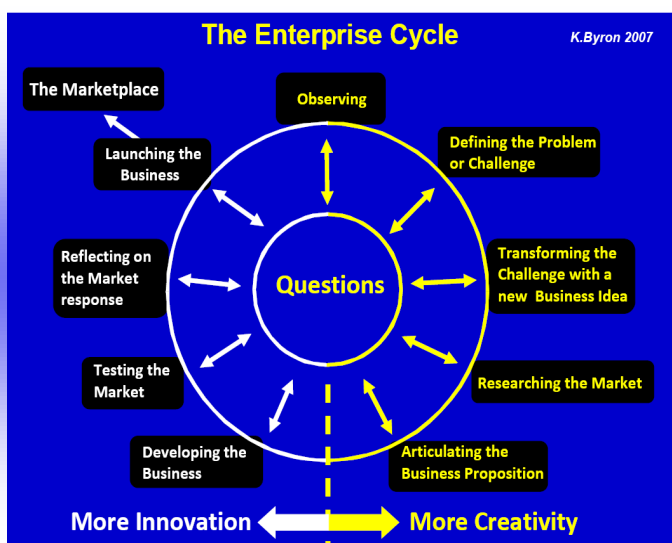
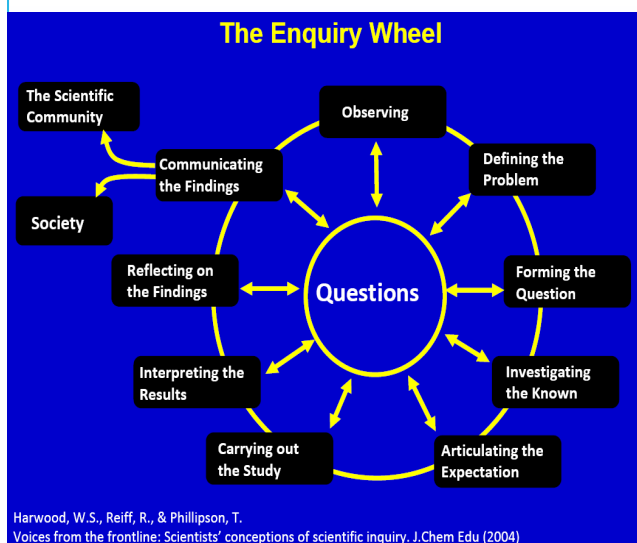
design also provides a useful tool for coaching by identifying where a student is on the cycle and what resources and questions need to be asked to move to the next stage. In both cycles the steps on the right hand half of the cycle tend to require more creative thinking and those on the left require more technical skills and action. The tools for creativity (eg Abstraction, root cause analysis, association, transformation, combination and re-representation) are common to both cycles whereas the

technical skills are quite different and require specialist knowledge.

In conclusion being entrepreneurial, irrespective of the discipline is not dissimilar - especially in the earlier creative stages - to conducting research and these processes can be mapped out on cyclic diagrams. The creativity tools to find new research questions and new ideas to solve them are identical to those used to find a business idea and subsequently shape it. The cyclic framework

provides a flexible approach to help research students navigate their way through research or business development. In terms of coaching with these frameworks all that is need is an inventory of generic questions or prompts to ask at each stage that the student can place in their own contexts.

(1) Harwood, W.S., Reiff, R., & Phillipson, T. Voices from the frontline: Scientists' conceptions of scientific inquiry. J.Chem Edu (2004)



The Performing and Visual Arts are a major vehicle for engaging research students with Entrepreneurship at the University of Hull

Dr Nigel Shaw

As part of our Postgraduate Training Scheme, the Graduate School runs a ten credit, Masters level module, entitled 'Entrepreneurship and Business Plan Development', in which research students across all disciplines, from the Physical Sciences, Medicine, Business School, Health, Education as well as the Arts, Humanities and

Social Sciences participate.

The module is based on a major contemporary musical production, 'Cargo' (professionals: 3 musicians, 3 singers and 3 dancers and local choir (90) local dancers (10) and narrators,(5) that was commissioned to celebrate the 200th

“It’s about creativity as well as business planning and finance and all three aspects are engaging to students of all disciplines when the Visual and Performing Arts are harnessed to do the teaching”

WORKSHOPS

New ideas in Entrepreneurship training

anniversary of the abolition of the slave trade in 2007 and performed first in Hull. The musical production has toured to about 100 venues in the UK, France and the USA (montage of the production attached).

Students work in teams to project manage their production from scratch, in Scarborough, based on information provided about the production in Hull. The students are entrepreneurial about advertising and marketing to engage with the local population to generate the audience and ticket sales. They develop strategies for fund raising through activities such as selling advertising space in the programme booklet and financing the project through writing funding applications to charities and the local City Council and

Arts organisations. They develop plans for additional activities beyond the performance of ‘Cargo’ itself, such as school workshops on Black History and mock parliamentary debates on international aid and development. Other ideas have been street theatre depicting the more colourful aspects of the historical and modern slave trade and organising a ‘Freedom and Fair Trade Festival’, with local sellers of Fair Trade goods and campaigners for Trade Justice and Human Rights.

Entrepreneurship is about creativity, as well as business planning and finance and all three aspects are engaging to students of all disciplines when the Visual and Performing Arts are harnessed to do the teaching.

Workshop 1: Cross-Faculty Entrepreneurship Programme

The first group talked about a year-long cross-faculty entrepreneurship programme. Places would be allocated on a quota system to ensure that there was a good balance between STEM and ASSH backgrounds. It would offer a series of training interventions including Starting a business – Is it for me?, Self Employment and Careers in Consultancy, Ideas Generation, Managing Money & Making a Profit, Marketing, and Networking. Participants would be split into mixed-discipline teams and would receive

business mentoring to develop a service-based business idea; writing the business plan and investigating the potential for start-up funding. The teams would pitch their idea to a *Dragons’ Den* panel, made up of local business entrepreneurs and staff at the end of the first year. There would be a small start-up funding pot allocated to the most successful pitch.

Workshop 2—Social Enterprise

All of the ideas discussed by this group had the common theme of going beyond a “workshop” format and looking for different ways to engage. Two ideas in particular caught the group’s imagination.

The first of these was to assist researchers in organising their own version of the “ignite talks”, whose format has the tag line “enlighten us, but make it quick”. Speakers at the ignite events are given 20 Powerpoint slides that are set to automatically advance every 15 seconds, limiting presenters to a

maximum five-minute long presentation of their ideas. Speakers must therefore use their skill and judgment to select only those points/pictures/graphics which enable them to communicate an idea about which they are passionate in a very short space of time. The events are run much like an “open mic” night; presenters volunteer to speak, a host ‘chairs’ their presentations, and the events usually take place in an informal setting such as a bar or small theatre.

The group discussed the possibility of orga-

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nizing an event along the lines of the Ignite nights which would give researchers an opportunity to engage others with their ideas for or showcase examples of social enterprises with which they were involved. Since this event would be following a successful existing format, preparation for it should be straightforward. Information and advice about how to run an Ignite-style event is accessible via the Ignite website: (<http://igniteshow.com/howto>), although the group suggested running taster sessions and/or promotional events to encourage both potential participants and audience members to get involved. The second idea discussed in some detail by the social enterprise group related to the production of a bank of case study examples of social enterprise projects, which would

provide a valuable resource to ASH researchers/professionals interested in developing similar projects of their own. This bank of examples would include audio visual materials (showreels, interviews, documentary etc) featuring social enterprises running in a local area, with the primary objective being to allow researchers from the Arts, Humanities & Social Sciences to draw on the experience and expertise of others within their disciplines to produce materials that aim to raise the profile of values-led businesses and organisations and, crucially, to establish more links between researchers and these organisations.

“a bank of social enterprise case studies would be a valuable resource for ASH researchers”

Workshop 3: Cultural Creativity— the truth about the glass

The third group discussed the potential for developing skills relating to enterprise and entrepreneurship within the context of a project engaging with ‘cultural creativity’. They identified skills such as leadership, creative problem-solving, and communicating complex ideas to non-specialist audiences among those which might be inculcated by such a project. It was agreed that researchers could benefit from working in or at least with cross-disciplinary groups so both to tap into a range of academic perspectives and to gain experience in working with different ‘types’ of people. It was further agreed that a competitive element should be introduced to any potential project since many ASH researchers incline naturally towards collaborative, rather than competitive, modes of work and lack confidence in more competitive situations. The potential project outlined by the group involved **asking researchers to persuade a cross-disciplinary audience of the ‘truth’ of their own understanding of the meaning of an inanimate object.** The group used the example of a drinking glass, which could be described in myriad ways according to individuals’ different research perspectives. Reference could be made, for example, to its molecular

composition, to the historical processes informing its present-day form and function, or to the ‘truth’ of its value principally as an artistic object. Speakers would be asked to make their case under strict time limits, and a competitive edge was introduced by getting the audiences to vote on which version of the ‘truth’ they had found most compelling. The group envisaged a collaborative project which would develop links between HEIs and external partners (such as museums and art galleries) in the cultural, creative and heritage sectors. The object whose ‘truth’ was to be debated could therefore be an artefact - for example a painting or museum exhibit - housed at a partner organization, and the project could run on either a local or a national scale according to the level of interest among cultural sector partners. Technological skills development might be incorporated by asking competitors to produce and promote an online version of their speech and opening up the voting to the public via internet resources such as YouTube.

“The object could be described in myriad ways according to individuals’ different research perspectives”



ASHPIT Newsletter

Focus on Entrepreneurship



Public Engagement Masterclass: Watch this space....

One of the ideas that came out of the first ASHPIT day was around a **masterclass in public engagement** to be chaired by professionals in the heritage industry. This is a sector that many of our researchers wish to enter, and one with public engagement written into its very core. Using the notes from the workshop, we are in the early stages of planning this event and will report back on progress at the next ASHPIT day on July 12th.

Do you have a better idea of the ways in which we can embed entrepreneurship into the researcher development agenda?

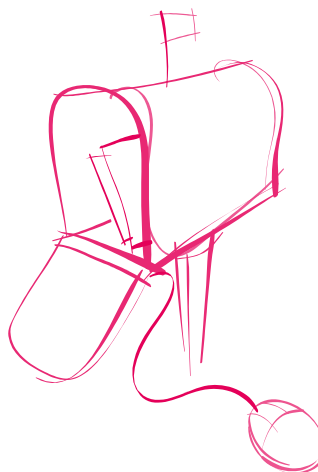
You may be interested in joining us to pursue funding for a collaborative bid. E-mail us at ashpit@nottingham.ac.uk

Join us for the next ASHPIT think tank day

The next think tank day will take place on **Tuesday 12th July** at the **University of Manchester** and will focus on the theme of **Employer Engagement**. If you would like to attend, please send an email registering your interest to:

ashpit@nottingham.ac.uk by Tuesday 28th June.

It would be useful to know in advance what ASHPIT members are doing in the field of Entrepreneurship employer engagement. Please do **e-mail and let us know**.



You can find lots more information about the project aims and objectives on our blog: ashpit.wordpress.com

If you'd like receive automatic notifications of updates to the blog, please subscribe using the "Sign me up!" button on the right side of the homepage.

About us

ASHPIT was set up and is run by Dr Rebekah Smith McGloin and Sarah Kerr. We are researcher developers, based in the Arts Graduate Centre at the University of Nottingham. We are supported by the hard work of a postgraduate intern and ASHPIT Project Manager, Rachel Middlemass.

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