HEIs, Minority Communities and Enterprising Behaviour

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Introduction

In seeking to identify potential stakeholders supporting the development of entrepreneurial or enterprising behaviour within minority communities, it is arguable that Higher Education Institutions (HEIs) could play a more proactive role in facilitating initiatives within these communities. Throughout history, societal development and society's changing need for knowledge has resulted in the adaption of HEIs to meet societal demands and engage with external communities. Traditionally such engagement has focused on interaction with industry, but HEI engagement with wider society has gained increasingly in significance in recent years. Indeed, there now exists a growing expectation that HEIs will make progressively greater contributions to the major challenges facing general society (Goddard et al. 2018). A commonly referenced demonstration of community engagement is the role that HEIs play in local and regional development, with HEIs often being referred to as 'anchor institutions'. According to Axelroth and Dubb (2010) , HEIs act as anchor institutions when they:

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> *consciously apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they reside.*

The 'triple helix' model of engagement (in which higher education, government and business collaborate) is considered critical to economic development. However, it has been recognised that this model may not be the most effective approach (Goddard et al. 2018). This is because the focus on HEI-business cooperation may shift the focus of research and knowledge production away from societal interests towards industry or individual interests (Ssebuwufu et al. 2012). It is widely recognised that a 'quadruple helix' model is needed with government, industry, academia and civil society collaborating (Carayannis and Campbell 2009) to address societal challenges such as environmental sustainability and social exclusion which have both a global and local dimension (Goldsmith 2018).

In recent times, HEIs are increasingly performing quadruple helix interactions through entrepreneurship and community engagement. These approaches are different from the traditional third mission or outreach activities that focus on contributing to the knowledge economy through business engagement, entrepreneurship and innovation (Benneworth et al. 2018). According to Morris et al. (2013), entrepreneurship and community engagement may include: outreach programmes incorporating new models of education (tailored community boot camps, speaker fora, networking, business plan competitions, community incubators and accelerators); engagement through the curriculum (service learning); and student engagement (student clubs and societies). The provision may vary depending on the mission, stakeholders and resources of an HEI. Kingma (2011) argued that entrepreneurship and community engagement is a powerful value generator, creating value for students, institutions and local communities.

A small but growing body of academic literature addresses the development by HEIs of tailored and customised entrepreneurial education and training initiatives that support the learning of entrepreneurial behaviour in minority, disadvantaged and marginalised communities. These initiatives reflect what Goddard et al. (2018, p. 5) refer to as: "*HEIs moving beyond their walls and connecting with communities in ways that are novel, challenging and impactful*", although they remain infrequent. According to Haynie and Shaheen (2011), the pedagogical requirements of tailored programmes integrate an understanding of the challenges that minority communities experience in engaging in entrepreneurial behaviour with entrepreneurial education and training. The cross-disciplinary expertise that resides on an HEI campus is a critical component in the development of tailored provision and a

differentiating factor from traditional provision within an entrepreneurial ecosystem (Haynie and Shaheen 2011). To date, the predominant focus of tailored HEI community provision is on supporting the development of entrepreneurial behaviour which has a narrow interpretation focusing on business development or start-ups for potential and nascent entrepreneurs.

A review of the literature will readily identify several inclusive entrepreneurial education provisions developed by HEIs for a range of minority communities including: ethnic minorities (Cooney 2009); seniors (Kenny and Rossiter 2018); disabled community (Haynie and Shaheen 2011; Shaheen 2011, 2016); and prisoners (Cooney 2012). The award-winning Entrepreneurship Bootcamp for Veterans (EBV) initiative developed at Syracuse University is a wonderful example of enhancing economic and social value for minority communities through the community engagement mission of an HEI (Haynie and Shaheen 2011). EBV is now supported by a consortium of HEIs advancing a similar social mission of higher education by reaching out to wider audiences and communities. Shaheen (2011, 2016) outlined the following core elements for inclusive entrepreneurial education:

- *Articulate the Mission*: Stakeholders including community partners, minority communities, HEI staff, students and senior management should have a clear understanding and be able to disseminate the mission, vison and value of the initiative
- *Obtain University buy-in*: Obtaining buy-in across the HEI, particularly from senior management and administration to support the time and commitment faculty require to develop sustainable community partnership and develop tailored programmes.
- *Identify and Convene Key Stakeholders*: HEIs that have broad-based knowledge of their communities and are actively involved with community agencies as a partner may be able to identify the key players, both on and off-campus to assist in programme development and delivery.
- *Elect a Skilled Convener*: A skilled convener that is trusted and recognised by diverse stakeholders can help drive consensus and action.
- *Map resources, barriers and facilitators*: Working in partnership, HEIs and communities should undertake a mapping process to determine barriers, facilitators, needs and gaps that must be considered in increasing self-employment outcomes for minority communities within their own unique cultural, social and economic environment.
- *Develop a consensus-driven plan*: Detailed planning and programme development including all stakeholders is required in advance of training and education provision.

- *Market the Mission*: Market the self-employment mission both internally and externally. This enables programmes to grow through resource acquisition.
- *Evaluate Outcomes*: independent evaluation of both programme goals and outcomes may assist in long-term sustainability.
- *Sustain the Effort*: Long-term sustainability should be a key consideration for all stakeholders. Embedding the initiative within the university, community and entrepreneurial ecosystem will assist in this element.

Recognising the additional and distinctive challenges experienced by minority communities in engaging in entrepreneurial behaviour, HEIs have developed their outreach agenda partnering with several stakeholders in the development of tailored and customised entrepreneurial education training initiatives which are predominantly focused on the learning of entrepreneurial behaviour. Engaging students, faculty, community partners and minority communities, these inclusive entrepreneurial education initiatives have had significant societal and economic impact, increasing entrepreneurial self-efficacy, improving the rate of small business development in minority communities and fostering social inclusion (Shaheen 2016; Cooney 2009, 2012; Kenny and Rossiter 2018). The development of inclusive entrepreneurial education initiatives by HEIs demonstrates an expanded role for HEIs in the entrepreneurial ecosystem. However, initiatives tailored towards learning entrepreneurial behaviour in terms of start-up or new venture creation, may not be suitable for all minority communities. As recent practice suggests, some minority communities may not have the capacity to engage in entrepreneurial behaviour and may benefit from support in developing enterprising behaviour. Despite HEIs knowledge and expertise in supporting the learning of enterprising behaviour, the academic literature provides little evidence of how HEIs might support minority communities in the learning of enterprising behaviour.

Towards a New Conceptual Framework

In moving towards a new conceptual framework, findings from a review of the literature relating to HEI community engagement, enterprising behaviour and minority communities were drawn together, analysed and synthesised in an integrated fashion (Torraco 2005). Locke and Golden-Biddle (1997) refer to theoretical contributions from this type of study as 'synthesised coherence'. Through synthesised coherence researchers draw connections between

literature, investigative streams and domains not currently drawn together in the literature to gain insight in under-developed research areas. Drawing the three fields of study together requires the integration of several theoretical perspectives across each of the three fields of study. According to Liehr and Smith (1999), this synthesis may be called a conceptual model or framework, which essentially represents an 'integrated' way of looking at a research problem. A conceptual framework may be defined as an end result of bringing together a number of related constructs to explain or predict a given event or give a broader understanding of the phenomenon of interest. The process of arriving at a conceptual framework is akin to an inductive process whereby small individual pieces (in this case, constructs) are joined together to reveal a bigger map of possible relationships. Thus, a conceptual framework is derived from constructs, in-so-far as a theoretical framework is derived from a theory. Davidsson (2016) referred to this approach as the development of an 'eclectic framework' integrating relevant constructs from several theories.

Throughout the literature review several theoretical frameworks were identified as useful in understanding the phenomenon under study. When exploring HEI Community engagement, the Holland (2001) framework was adapted to identify foundational components for successful HEI community engagement in minority communities. While the Holland framework can be utilised to understand the levels of HEI community engagement within an HEI, it is also helpful in recognising the components necessary for successful community engagement (Furco and Miller 2009). The Holland framework has been influential in the development of HEI engagement frameworks internationally and is inclusive of the university (staff, students, mission and infrastructure) and community. In the context of this chapter, the theoretical constructs Mission and Infrastructure, Academic Staff, HEI Students and Community Partnerships are included to investigate HEI community engagement with minority communities. The entrepreneurial education framework of Fayolle and Gailly (2008) was utilised to conceptualise the design of entrepreneurial education provision supporting the learning of enterprising behaviour. While predominantly utilised in the context of higher education, this framework identified a number of dimensions including Ontology (entrepreneurship theory) and Didactics (education theory, pedagogy, educator role, anticipated outcomes) in supporting the design of entrepreneurial education. The introduction by Maritz and Brown (2013) of the additional dimension of Context (audience, environment) expanded the utility of the framework beyond the formal education setting. In the context of this chapter, the theoretical constructs Ontology, Didactics and Context

are included to explore the development of tailored provision in enterprising behaviour for minority communities. Literature on emerging practice in the area of minority communities and learning enterprising behaviour identified that Capacity Building and Tailoring were key elements of provision (Downs and Lambros 2014) and these constructs were also added to the framework as the chapter was specifically focused on minority communities.

Drawing upon the academic literature, the nine theoretical constructs identified are now utilised as core constructs to gain a broader understanding of how HEIs may support the learning of enterprising behaviour in minority communities.

- **HEI Mission and Infrastructure**

HEI community engagement is always context-specific and arising from individual institutional histories and locations, as well as those institutions' view about their strategic position (Laing and Maddison 2007). Community engagement can fulfil different social purposes and HEIs may approach community engagement from different stances or perspectives according to their mission and ethos (Hazelkorn 2016). Different types of engagement activities are more relevant and suitable to HEIs depending on the perspective, agenda, ethos and mission of each institution. Authentic community engagement with minority communities is premised on producing mutual benefits for university (mission) and community goals (Benneworth et al. 2018). Institutional commitment is a major factor in developing successful community engagement with minority communities (Robinson et al. 2012; Shaheen 2011, 2016) and supportive university leadership and management is critical to the long-term success of community engagement initiatives (Powell and Dayson 2013; Kingma 2014). Institutional commitment is realised in institutional infrastructure that supports engagement practice (Sandmann and Kliewer 2012; Holland 2001). HEIs that have developed successful inclusive entrepreneurial education programmes for minority communities have embedded the initiative within their societal outreach mission and demonstrated the mutual benefit to both the university and the community (Shaheen 2011, 2016). An HEI philosophy and mission that emphasises engagement (may specifically identify disadvantaged, underserved or socially excluded communities) and corresponding institutional strategy, supportive leadership and infrastructure is deemed a key factor in the development of HEI community outreach initiatives.

- **Academic Staff (Faculty)**

Genuine faculty involvement and support for engaged research and teaching is a foundational element of HEI community engagement (Holland 2001). This may be facilitated through a supportive university infrastructure with respect to workload allocation models, promotion criteria and professional development (Bates et al. 2020). HEI community outreach initiatives need appropriate academic staff with connections to the community and an engagement approach that allows for collaborative and shared learning (Quillinan et al. 2018). In supporting entrepreneurial education outside the HEI setting, the task of an entrepreneurial educator (academic staff) is to create an education environment that can encourage enterprising behaviour (QAA 2012), but also to have the disposition, orientation and perspective to be externally focused to engage with minority communities in a reciprocal way (Rubens et al. 2017). A faculty champion is a key ingredient in successful inclusive community entrepreneurial programmes with a background support infrastructure (Kingma 2011). Some HEIs have a centralised resource to assist faculty in developing and growing outreach programmes, and this provision may be linked to the overarching commitment of an HEI to the community engagement agenda (Bernard and Bates 2016).

- **HEI Students**

Kingma (2014) suggested that community-based programmes that involved students had a dynamism and vibrancy that was a key success factor in the initiative. Kingma argued that 'well-intentioned programs that help community entrepreneurship and economic development but do not involve students should be avoided'. The growth of research and academic literature on the concept of service learning (community-based learning) represents the importance that contemporary HEIs place on engaged teaching and learning. Depending on HEI structures, community outreach initiatives may engage students through experiential learning, volunteering and student clubs or societies (Pittaway et al. 2015). Some HEIs have developed inclusive experiential entrepreneurship courses that are delivered in tandem with community engagement initiatives (Shaheen 2016). Co-learning approaches involving students and community partners learning together have been identified as a novel approach to community outreach providing mutual benefit to HEI students, in addition to building community capacity (Suiter et al. 2016).

● **Community Partnerships**

The creation of mutual benefit between HEIs and socially excluded communities is a critical consideration in community engagement (Benneworth 2013). Described as 'meaningful interactions' between an HEI and a minority community, mutual benefits may be achieved through reciprocity which is understood as 'an ongoing process of exchange with the aim to establish and maintain equality between the community and a HEI' (Maiter et al. 2008). Building reciprocal HEI community partnerships may be challenging (Dempsey 2010). Establishing trust among all partners and maintaining reciprocity in defining objectives is critical to sustaining HEI community partnerships (Allahwala et al. 2013). Often described as 'authentic partnerships' (Fitzgerald et al. 2016), these are enabled when initiatives are designed 'with' rather than 'for' community (Kingma 2014; Escrigas et al. 2014). The active involvement of minority communities in the design of community engagement initiatives is considered critical (Preece 2017; Benneworth 2013). The design and development of inclusive entrepreneurial programmes may involve a number of stakeholders including government services and support, community groups, civil society organisations, local businesses and universities (Shaheen 2016). HEIs that have broad-based knowledge of their communities and are actively involved with community agencies as a partner may be able to identify key players both on and off-campus to be involved in the development of community partnerships (Bringle et al. 2012; Kilpatrick and Loechel 2004).

● **Ontology**

Specifying the objectives and goals of an entrepreneurial education programme may be deemed the first step in entrepreneurial education design (Maritz and Brown 2013). Guided by programme goals, entrepreneurship education programmes should be based on a clear conception and understanding of entrepreneurship, leading to a non-ambiguous definition of entrepreneurial education (Fayolle and Gailly 2008; Neck and Corbett 2018). The purpose of entrepreneurial education spans from promoting new venture creation to stimulating enterprising behaviour in general (Blenker et al. 2008; Maritz and Brown 2013). Supporting the learning of enterprising behaviour is a broader concept of entrepreneurship which includes the development of entrepreneurial attitudes and skills, as well as personal qualities, and is not directly focused on the creation of new ventures (Gibb 2002; Blenker et al. 2011, 2012). In this broader context, enterprising behaviour has relevance to

any member of society and is inclusive in nature (Kakouris 2018). Considerations at the ontological level also include the role of the educator and the role of the audience (Hannon 2005, 2006).

- **Didactics (Teaching & Learning)**

There is no best way in entrepreneurial education (Neck and Corbett 2018), rather programme design depends on the programme goals, audience, resources, educators and outcomes. Supporting the learning of enterprising behaviour requires different didactical considerations to supporting the learning of entrepreneurial behaviour. Stimulating enterprising behaviour builds upon the cognitive, affective and conative (knowledge, skills and attitudes) domains of learning (Bloom 1956). This is considered a 'whole person' approach to learning (Tassone and Eppink 2016) which encourages personal growth and development. Learning to be enterprising is typically experiential (Kolb 1984) and resides within social constructionist theories of knowledge and education (Fayolle and Gailly 2008; Gibb 2012). Enterprising behaviour may be fostered through supporting individuals to identify opportunities in their own life building upon the a priori knowledge, skills and experiences within individuals (Blenker et al. 2012). This situated learning philosophy (Lave and Wenger 1991) has congruence with community education, where participants may not have engaged with formal education in a long time and/or have negative prior education experience. In a community context, the lived experience of participants and the subjective experience of the learner is considered vital and transformative (Connolly 2010). Furthermore, didactics in a community setting may involve andragogical (Knowles 1984) and critical pedagogic approaches (Freire 1972).

- **Context**

Context is considered a central theme in entrepreneurial education design and is gaining increasing significance in the literature (Maritz and Brown 2013; Thomassen et al. 2019). Context may be operated at the micro-level (programme, audience and setting), meso level (university and local region) and macro levels (National and International policy and economics). Inclusive community entrepreneurial programmes may be enabled by national and international higher education and entrepreneurship policy, and the role and mission of HEIs within their region. At the micro-level, context is operationalised in consideration of audience, educator, content, location and objectives (Béchard and Grégoire 2005; Maritz and Brown 2013). The contextual elements of an entrepreneurial education initiative inside a higher education

institution will require different consideration from that outside an HEI in a community setting (Fayolle 2013).

- **Capacity Building**

A central tenet of community education in marginalised and minority communities is to build capacity through learning (Connolly 2010). Effective HEI community engagement with minority communities is premised on the co-enquiry or co-production of knowledge (Robinson and Hudson 2013). This values knowledge production both in the academy and the community (Rawsthorne and de Pree 2019; Preece 2017; Gidley et al. 2010) and moves away from deficit-based models of engagement. The inclusive nature of enterprising behaviour recognises that entrepreneurial capacity and potential resides more broadly in society. Adopting a Freirean perspective (Critical pedagogy) in the development of inclusive entrepreneurial training and support in minority communities has supported the mobilising of entrepreneurial potential (Berglund and Johansson 2007).

- **Tailoring**

It is now widely acknowledged that due to the additional and distinctive challenges experienced by minority communities, they require tailored and customised support in developing their entrepreneurial potential (Cooney and Licciardi 2019). The cross-disciplinary expertise that resides on an HEI campus is considered a critical component of inclusive community entrepreneurial provision and a differentiating factor from traditional and mainstream provision within an entrepreneurial ecosystem (Haynie and Shaheen 2011). In addition to the expertise across disciplines, HEIs may utilise support offices (e.g. Technology Transfer Office, Community Engagement Office, Alumni Office, etc.) to generate unique offerings for communities (Quillinan et al. 2018). By engaging authentically with communities in a co-creation process, HEIs are suitably positioned to develop tailored and flexible inclusive entrepreneurial education programmes for these communities (Allahwala et al. 2013).

Based upon a meticulous review of the literature and the identification of the key constructs highlighted above, a new conceptual framework is illustrated in Fig. 1 as a visual representation and organisation of the study's major theoretical constructs (Ravitch and Riggan 2016).

The framework acknowledges that supporting the learning of enterprising behaviour takes place within the broader context of the entrepreneurial
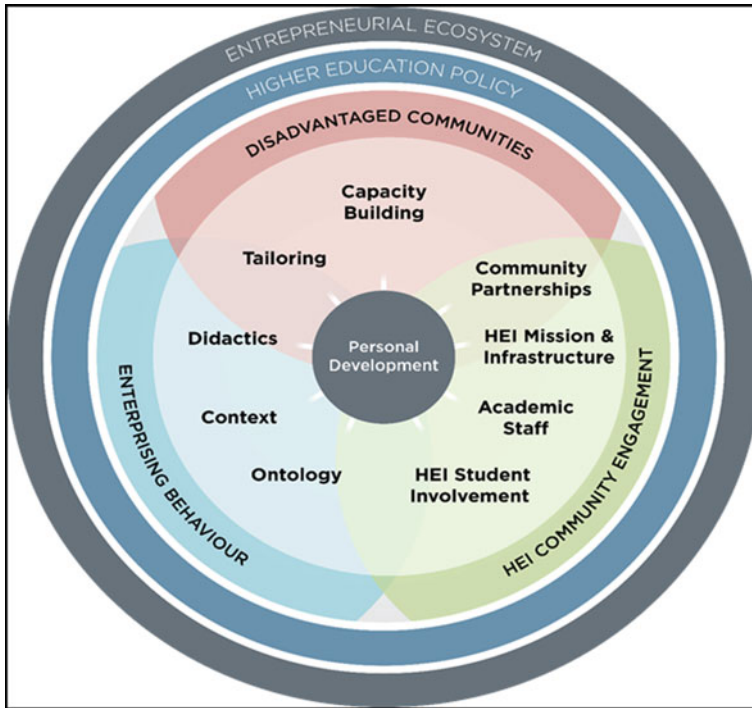
Fig. 1 Conceptual framework supporting inclusive HEI community enterprising behaviour initiatives

ecosystem and HEI education policy (macro level) which is illustrated in the outer two circles. However, the theoretical contribution of this chapter resides within the next three overlapping circles. These three overlapping circles identify the gap in knowledge that exists regarding the intersectionality between HEI community engagement, learning enterprising behaviour and minority communities. The nine foundational constructs as outlined above represent key considerations for the actors in an HEI to consider in supporting minority communities in the learning of enterprising behaviour. The anticipated outcome of supporting the learning of enterprising behaviour in minority communities is identified as personal development, which may be linked to self-efficacy and growth. The anticipated outcome is placed in the centre of the framework and may be evaluated through holistic approaches (Pittaway and Cope 2007; Jensen 2014). In the longer term, building capacity through enterprising behaviour programmes may contribute positively to social and economic development. From the perspective of minority communities, having broader access to HEI entrepreneurial education may support the development of human and social capital. Simultaneously, such

engagement activities will ensure that HEIs are more inclusive, equitable and accessible to their local communities.

Conclusion

Entrepreneurial activity is widely considered to be a key element in the growth of national economies. The growth of entrepreneurship/enterprise policies and supporting entrepreneurial ecosystems in many countries across the globe stand testimony to this development. There is an underlying assumption within entrepreneurial ecosystems frameworks that all in society have equal access to resources and supports within an ecosystem, but evidence suggests that this may not always be true (Brush et al. 2019). Many social groups are disadvantaged and under-represented in terms of entrepreneurial activity. Minority communities are defined as those that experience additional and distinctive challenges in participating in entrepreneurial activity and are under-represented in entrepreneurial ecosystems. These communities include: women, youth, seniors, ethnic minorities and immigrants, unemployed and disabled people (OECD 2013, 2014, 2015, 2017, 2019). It has been suggested that through tailored training and support, minority communities could be better equipped to overcome the challenges they experience in engaging in entrepreneurial activity which differs from those experienced by mainstream society (Cooney and Licciardi 2019).

HEIs are one of the key stakeholders in entrepreneurial ecosystems and in recent times, HEIs have expanded their role within entrepreneurial ecosystems through the development of tailored entrepreneurial education programmes for minority communities that support the learning of entrepreneurial behaviour (Haynie and Shaheen 2011; Shaheen 2016). In contemporary academic literature there is a move towards conceptualising entrepreneurship as enterprising behaviour, which has a wider relevance to more people in society. The outcomes of engaging in enterprising behaviour are focused on personal development and growth prior to any potential start-up or new venture creation. Contemporary entrepreneurial education approaches now recognise that entrepreneurial education is not just about new venture creation, but developing enterprising behaviour for personal, societal and economic impact. Despite the potential benefits to minority communities in engaging in enterprising behaviour, there is an absence of academic literature available to support HEIs who may wish to progress this agenda. Identifying this gap in academic knowledge, this chapter sought to address the situation through the development of an evidence-based framework. The conceptual framework presented was drawn from a vast amount of

literature to synthesise how HEIs might support the learning of enterprising behaviour in minority communities and it offers a unique contribution to existing theoretical knowledge about the provision of tailored entrepreneurial education and training for minority communities supporting the learning of enterprising behaviour.

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