



Intrapreneurial Culture through Think Tanks in Higher Education Institutions

Arabella Bhutto

Professor, Institute of Science, Technology, and Development, Mehran University of Engineering and Technology, Jamshoro, Pakistan. E-mail: arabella.bhutto@faculty.muet.edu.pk

Shabina Shaikh 

*Corresponding author, Assistant Professor, Department of Management Sciences, Isra University, Hyderabad, Pakistan. E-mail: shabina.shaikh@isra.edu.pk

Abstract

To bridge the gap between invention and innovation, prenovation has to be focused. One of the elements of prenovation is emphasizing and creating policies for institutions. This research paper highlights the importance of having an intrapreneurial culture in higher education institutions. The purpose of this paper is to review literature related to intrapreneurial culture and find out the positive aspects of having intrapreneurial culture through think tanks in higher education institutes.

Keywords: Intrapreneurial Culture, Think Tanks, Higher Education.

Introduction

Technological innovation begins as an invention that results from systematic research and development or a trial and error tinkering (Rahman, 2013). Innovation denotes the diffusion of products, processes, or services among users either for commercial or non-commercial purposes. Results from research and technology development under the Science, Technology, and Innovation (STI) for a policy that is ready for commercialized, and especially after undergoing market validation, do go through prenovations phase (Figure 1). The innovation eco-system is the summation of the sub-systems of creativity, creativity in research and development, entrepreneurship, and commercialization. The prenovation phase of STI has six components which are Finance, Human Capital, Institutions, Laws and Regulations, Business and Innovation Enablers, and Management Systems.

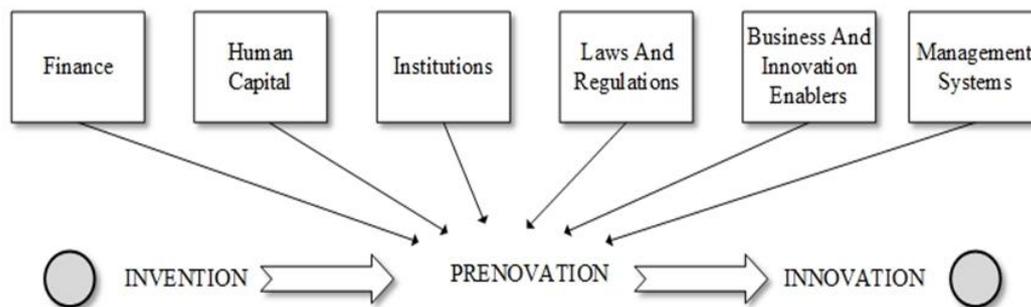


Figure 1. Invention to Innovation (Source: Rahman, 2013)

This research paper focuses on the element institutions of prenovation phase. From institutions, higher education institutions are emphasized.

Research has provided evidence that universities have strong influence related to creating entrepreneurial attitudes through activities of academics and students (Walter et al., 2013), having ORIC (Office of Research, Innovation, and Commercialization) at university level is a great example. Universities are implementing measures to create entrepreneurial climate for the purpose of nurturing the entrepreneurial tendency of students and researchers (Eickelpasch and Fritsch, 2005; Rasmussen and Borch, 2010), one such great example is organizing business plan competitions yearly. The purpose is to create entrepreneurial spirit which seems incomplete without having intrapreneurial culture.

The structure of the article (Figure 2) focuses on the literature related to intrapreneurial culture, enhancing the traits of intrapreneurs through think tanks and the benefits of having intrapreneurial think tanks in higher education.

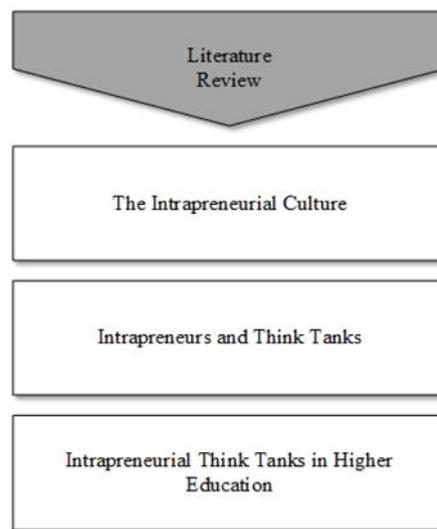


Figure 2. Structure of Article

The Intrapreneurial Culture

To understand the intrapreneurial culture, it is a must to understand and explore the concept of intrapreneurship. The word intrapreneurship was first introduced in 1985 by Pinchot (1985) which demonstrated entrepreneurial traits in employees. Intrapreneurship is more important than entrepreneurship because entrepreneurship builds organizations whereas intrapreneurship drives them to glory. Thus, intrapreneurship should be adopted by organizations to enrich organizational culture by practicing it and connecting it towards organizational goals.

A culture that is enriched and favors intrapreneurship is built on policies and practices which support communicating openly, sharing ideas, sharing information, listening actively, learning other employees, and developing a supportive culture (Teltumbde, 2006).

Having a culture that supports intrapreneurship is called intrapreneurial culture. A culture that empowers employees who work as a change agent brings new ideas, promotes their work, and take the risk as well as creates intrapreneurial culture. For creating and sustaining a successful and effective intrapreneurial culture, research suggests culture should consider balance risk with rewards, opportunities with challenges, and finding new opportunities (Bhatia and Khan, 2013).

Organizations that carry intrapreneurial culture perform better than their competitors and it becomes a competitive advantage for them. To have the competitive advantage organizations prefer to avail the opportunity to create intrapreneurial cultures which are gaining interest within academia and corporations (Goosen, de Conig and Smit, 2005).

Research has given factors related to personality, values, and socio-culture that impacts on intrapreneurial culture (Sinha and Srivastava, 2013). These factors (Figure 3) can foster facilitating intrapreneurial culture.

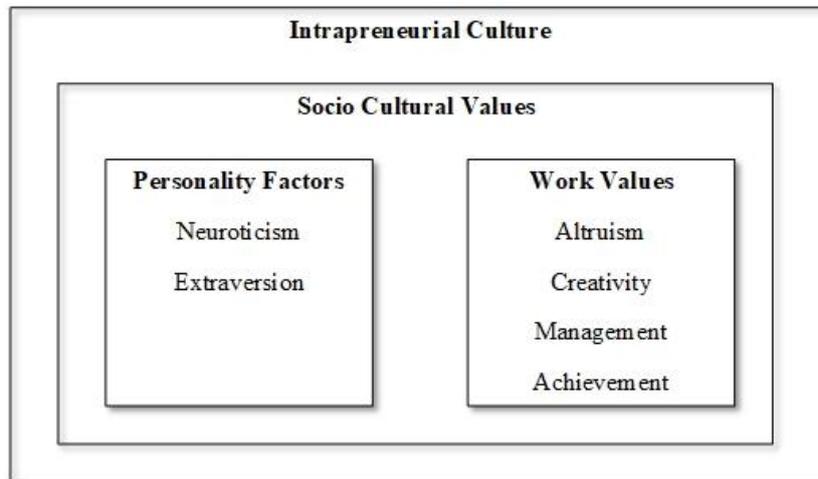


Figure 3. Factors Facilitating Intrapreneurial Culture

According to Sinha and Srivastava (2013), neuroticism and extraversion are the important personality factors that help culture to facilitate creating intrapreneurial orientation. Research suggests the emotional stability is the desired personality trait of entrepreneurs and intrapreneurs (García-Cabrera and García-Soto, 2009). Extraversion, another personality factor, is also positively associated with intrapreneurial orientation. Extraverts are assertive, sociable, and group dependent (Barrick and Mount, 1991; Envick and Langford, 2000), therefore extraversion quality is considered a facilitating trait for creating an intrapreneurial oriented climate.

The values related to work that facilitate intrapreneurial oriented culture are altruism, creativity, management, and achievement (Sinha and Srivastava, 2013). The connection between work values and employees' attitudes towards intrapreneurial oriented environment creates a strong bond between attitudes and values (Roe and Ester, 1999; Weiner and Vardi, 1980).

Socio-cultural values are ingrained with the interaction between work values and personality traits. Socio-cultural values get influenced by work values and behavior of employees, as employees behave as per the demands of work (Sinha and Srivastava, 2013).

Intrapreneurs and Think Tanks

An intrapreneurial oriented culture gives birth to intrapreneurs. An intrapreneurial organization provides an environment for people to turn into intrapreneurs who are in pursuit of innovation and creativity. The intrapreneurs are defined as intra-organizational revolutionaries, directed by the need for achievement, thrive for the achieving mission, and committed towards organizational and personal goals (Toftoy and Chatterjee, 2004; Bhatia and Khan, 2013). Thus, intrapreneurs are the intellectual assets of the organization who are self-motivated, bring change, and achieve the mission by achieving goals. These are the traits which think tank search in their policymaking researchers.

Think tanks are non-interest based organizations that provide a platform on the intellectual debate to see the bigger picture and rely on intelligence and ideas to influence the policy-making process through theoretically oriented work (Sherrington, 2000; Rich, 2004; Fraussen and Halpin, 2017).

Think tanks require structure and abilities to provide success policies to the government. The number of think tanks has increased in America, open system structures and scholars are provided to think tank by the government (Sherrington, 2000). Therefore, our research suggests using the built-in structure and available resources.

Intrapreneurial Think Tanks in Higher Education

Higher education institutions work as an as an ocean of knowledge and are no longer just providing lectures to students but creating intellectual assets as well. These institutions manage, blend, and share knowledge among the faculty member, staff, and society (Sohail and Daud, 2009).

Successful policies do come from think tank specifically from academia (Fraussen et al. 2016). Strategies that are used in higher educational institutes all over the world are education, lecturing, research, outreach and partnership, and sustainability Velazquez et al. (2004). Higher educational institutes do implement measures to advance and progress their entrepreneurial culture with the purpose of nurturing the entrepreneurial tendency of students and researchers. For instance, research has provided evidence that universities in Germany spend more than 75 million euros per year on entrepreneurship support measures (Frank et al., 2017). The measures that universities are providing are consultation on entrepreneurship, organizing business plan competitions and providing related facilities (Kauffman Foundation, 2008).

Another measure which we recommend for higher educational institutes to have is a policy advisory system. Policy advisory system is defined as an interconnection between researchers, with a unique structure and providing information, knowledge, and action plans

to policymakers (Craft and Howlett, 2012). This advisory system can provide action plans which can be of short term or long term reactive, anticipatory, substantive, and procedural.

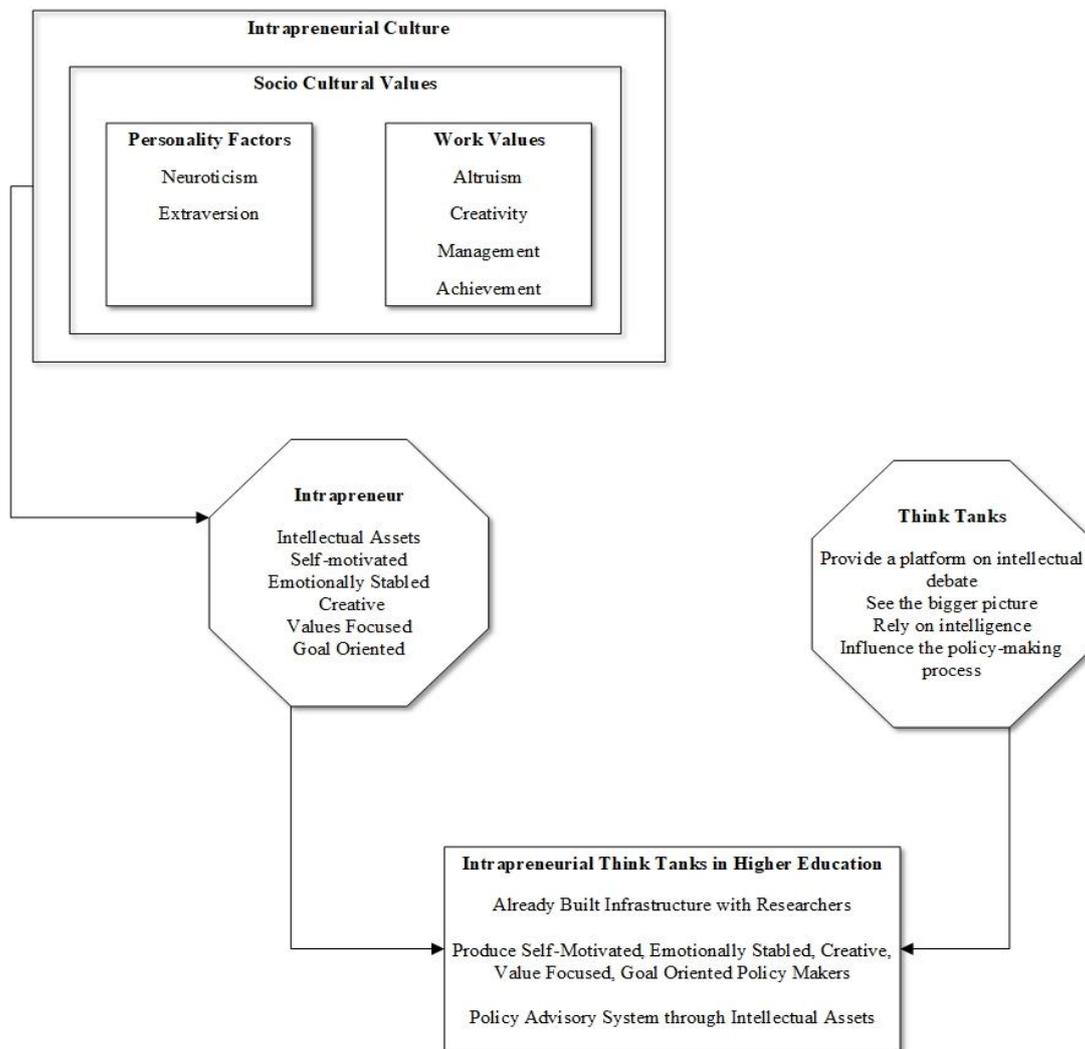


Figure 4. Intrapreneurial Think Tanks in Higher Education

Having intrapreneurial culture and micro-level think tanks in higher educational institutions create intrapreneurial think tanks in higher education (Figure 4). The intrapreneurial think tanks in higher education can utilize already built infrastructure, they produce self-motivated, emotionally stabled, creative, value-focused, and goal-oriented policymakers. The policy advisory system would help policymakers to turn into intellectual intrapreneurs.

Conclusion

This research concludes with the relevant and selected review of literature that having intrapreneurial culture creates intrapreneurs. Intrapreneurs are intellectual assets, self-motivated, emotionally stable, creative, value-focused, and goal-oriented individuals. If intrapreneurial culture is provided to think tanks that provide a platform on the intellectual debate, see the bigger picture, rely on intelligence, and influence the policymaking process would produce intrapreneurial think tanks. Creating intrapreneurial think tanks in higher educational institutes would help to provide the policy-making system at the micro-level with already built infrastructure and utilizing intrapreneurial intellectual researchers.

References

- Barrick, M.R., & Mount, M.K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1–26.
- Bhatia, S. & Khan, P.N.U. (2013). Building an intrapreneurial culture: a Sine-Qua-non for organizations today. *Global Journal of Management and Business Studies*, 3(8), pp.849-854.
- Craft, J., and Howlett, M. (2012). Policy formulation, governance shifts and policy influence: Location and content in policy advisory systems. *Journal of Public Policy*, 32(02), 79–98.
- Eickelpasch, A., Fritsch, M. (2005). Contests for cooperation - A new approach in German innovation policy. *Res. Policy* 34, 1269–1282. doi:10.1016/j.respol.2005.02.009.
- Enwick, B.R., & Langford, M. (2000). The five-factor model of personality: Assessing entrepreneurs and managers. *Academy of Entrepreneurship Journal*, 6(1), 6–17.
- Frank, A., Krempkow, R., Mostovova, E. (2017). Gründungsradar 2016. *Essen*.
- Fraussen, B. & Halpin, D. (2017). Think tanks and strategic policy-making: the contribution of think tanks to policy advisory systems. *Policy Sciences*, 50(1), pp.105-124. DOI: 10.1007/s11077-016-9246-0
- Fraussen, B., Pattyn, V., & Laware´e, J. (2016). Thinking in splendid isolation? The organization and policy engagement of think tanks in Belgium. In M. Brans & D. Aubin (Eds.), *Policy analysis in Belgium*. Bristol: Policy Press.
- García-Cabrera, A.M., & García-Soto, M.G. (2009). A dynamic model of technology-based opportunity recognition. *Journal of Entrepreneurship*, 18(2), 167–190.
- Goosen, C. J., de Coning, T. J., & Smit, E. M. (2002). Corporate entrepreneurship and financial performance: The role of management. *South African Journal of Business Management*, 33(4), 21-27. Retrieved December 05, 2006, from Business Source Elite database
- Kauffman Foundation, (2008). *Entrepreneurship in American Higher Education*. Kansas City.
- Pinchot, G. (1985). *Intrapreneuring: Why You Don't Have to Leave the Corporation to Become an Entrepreneur*. New York: Harper and Row
- Rahman, O. A. (2013). *The Essentials of Science, Technology and Innovation Policy*. ISBN: 978-983-9445-95-4

- Rasmussen, E., Borch, O.J. (2010). University capabilities in facilitating entrepreneurship: A longitudinal study of spin-off ventures at mid-range universities. *Res. Policy* 39, 602–612. doi:10.1016/j.respol.2010.02.002
- Rich, A. (2004). *Think tanks, public policy, and the politics of expertise*. Cambridge: Cambridge University Press
- Roe, R.A., & Ester, P. (1999). Values and work: Empirical findings and theoretical perspective. *Applied Psychology: An International Review*, 48(1), 1–21
- Sherrington, P. (2000). British think tanks: advancing the intellectual debate?. *The British Journal of Politics and International Relations*, 2(2), pp.256-263. DOI: 10.1111/1467-856X.00036
- Sinha, N. & Srivastava, K.B. (2013). Association of personality, work values and socio-cultural factors with intrapreneurial orientation. *The Journal of Entrepreneurship*, 22(1), pp.97-113. DOI: 10.1177/0971355712469186
- Sohail, M.S. & Daud, S. (2009). *Knowledge sharing in higher education institutions*. Vine. DOI: 10.1108/03055720910988841
- Teltumbde, A. (2006). ‘Entrepreneurs & Intrapreneurs in Corporations’, *Vikalpa*, Vol 31, No 1.
- Toftoy, C. & Chatterjee, J. (2004). *The intrapreneurial revolution: now is the time for action*. Retrieved from <http://www.sbaer.uca.edu/research/icsb/2005/192.pdf>.
- Velazquez, L., Munguia, N.P.A. & Taddei, J. (2004). A Sustainable University: What Can the Matter be?, *Environmental Management Sustainable Universities*, Monterrey.
- Walter, S.G., Parboteeah, K.P., and Walter, A. (2013). University departments and self-employment intentions of business students: A cross-level analysis. *Entrepreneurship Theory Practice*. 37, 175–200. doi:10.1111/j.1540-6520.2011.00460.x
- Weiner, Y., & Vardi, Y. (1980). Relationships between jobs, organization, and career commitments and work outcomes - An integrative approach. *Organizational Behaviour and Human Performance*, 26(1), 81–96.

Bibliographic information of this paper for citing:

- Bhutto, A., & Shaikh, SH. (2020). Intrapreneurial Culture through Think Tanks in Higher Education Institutions. *Journal of Information Technology Management*, 12(3), 61-68.