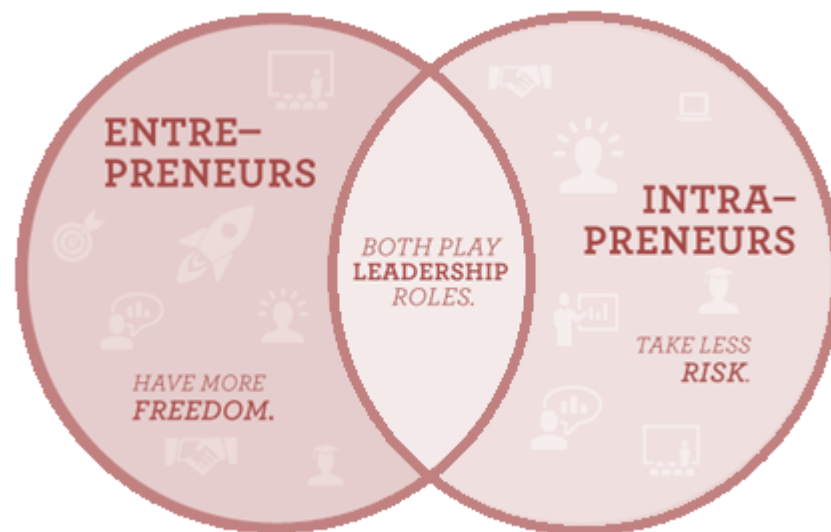# INTRAPRENEURIAL LEARNING APPROACH

By Mónica Guerra J.

Source: Hussung, 2017

Even though successful intrapreneurs are not as known as prosperous entrepreneurs, both are key actors in the economy and play a crucial role as leaders.

In the last decades, entrepreneurship education has generated significant interest because of the demonstrated positive impact of small and medium-sized enterprises on economic growth, innovation, employment generation and wealth creation (Dias, 2016). In fact, entrepreneurship is one of the fields of education with the fastest growing rate around the world (Solomon, 2007). The first entrepreneurship course was held at Harvard University in 1947 (Dias, 2016). Currently there are countless courses worldwide related to the topic.

There is plenty of discussion regarding the scope, objectives and methodologies that are the best for promoting an

entrepreneurial mindset. Yet the curricula content and the teaching methods vary depending on the objectives of each program. But what everybody agrees is that entrepreneurship education requires new and innovative forms of learning inside and outside the classroom (van der Kuip, Verheul, 2003).

The International Small Enterprise Promotion and Training Program (SEPT) at Leipzig University is convinced of the need of innovative entrepreneurs and intrapreneurs (those who act within organizations). SEPT is a research and training program that started its activities in 1992. Our training programs combine theoretical knowledge and practical experience regarding the management and promotion of Small and Medium-sized Enterprises (SMEs).

… what everybody agrees is that entrepreneurship education requires new and innovative forms of learning inside and outside the classroom.

This handbook aims to provide an overview of the International SEPT Program Learning Approach and our solution: SEPT Approach to Intrapreneurial Leadership.

The first section of this handbook will allow the reader to understand SEPT learning approach and its fundamentals. The second part will clarify the concepts of entrepreneur, intrapreneur and their relation to innovation. Then, the intrapreneurial leader will be introduced as well as SEPT Approach to Intrapreneurship Leadership. The following section will explain the main components of SEPT methodology and the final part presents a conclusion.

INTERNATIONAL SEPT PROGRAM AND ITS FOCUS ON SMEs

Small and Medium-sized Enterprises (SMEs) are considered to be crucial for the economy and in the changing environment where we currently live, they are gaining even more importance. One of the reasons is, that SMEs can adapt and respond faster than large corporations to the demands of a changing market and a very demanding customer.

SMEs CAN ADAPT AND RESPOND FASTER THAN LARGE CORPORATIONS TO THE DEMANDS OF A CHANGING AND DEMANDING MARKET

Because of their size, they are closer to their clients and can communicate more effectively with them. Hence, SMEs are described as the "strengthening small actors of the growing world economy" (Gündoğdu, 2012). SEPT is convinced of the relevance of SMEs and consequently, focuses its efforts on their promotion and training.

SEPT not only has a two-year MBA Program where students are trained on economic issues and learn how to support small businesses and promote innovative, dynamic organizations, but also other initiatives developed for the benefit of SMEs.

For more information about SEPT, please visit our website: www.sept.uni-leipzig.de

SEPT LEARNING APPROACH

One of the factors that contribute to the success of our training programs is our learning approach. It is important to mention that all SEPT staff continuously work to provide our students the best learning experience in order to achieve the best results.

To understand the base of SEPT learning approach, the concepts of constructivism and social constructivism will be briefly explained.

CONSTRUCTIVIST LEARNING APPROACH: LEARNING AS A DYNAMIC PROCESS

Constructivism describes learning as an active process where the learner actively creates or constructs his knowledge instead of acquiring it. In this way, the learner is seen as an information constructor.

The constructivist approach states that knowledge is created based on personal experiences and hypotheses of the environment (David, 2015). As every human being has different experiences, the interpretation and construction of knowledge also differs. Every learner brings past experiences and cultural factors that contribute to the construction of his own knowledge.

In a constructivist classroom students are viewed as thinkers who interact with teachers. According to Deveci (as cited in Gündoğdu, 2012) students have to comprehend new knowledge by themselves and use this knowledge in diverse contexts to reach significant learning.

SEPT offers a "constructivist" course-work, allowing students to create new knowledge, not alone but with the guidance and support of experts. Our learning approach is related to what is known as social constructivism.

SOCIAL CONSTRUCTIVISM

Social constructivism emphasizes how other people (i.e. teachers, coaches, more knowledgeable peers) with expertise can help the learner to construct new knowledge. The American psychologist Jerome Bruner (1996) stated that an individual can learn more as expected, if he or she receives proper guidance and resources; Bruner named this "instructional scaffolding". Just like scaffolding is used in a construction to provide support and allow to build a stronger structure, "instructional scaffolding" provides students the support they need to learn better and more. Bruner was convinced of the importance of providing guidance during the process of learning.

As well as guidance, for Bauersfeld (as cited in Jaworski, 1995), classroom interaction and dialogue are of remarkable importance in the process of learning. Students can learn from the teacher, but meaningful learning is a result of discussions. Jaworski (1995) agreed and stated that students can learn better from dialogue within the learning atmosphere, than from their teacher presentation.

In addition to this, cooperative learning, which also implies interaction and dialogue with others, is one of the most popular constructivist learning strategies. An example of cooperative learning is, for instance, group problem solving or debates. This kind of activities in a classroom allow the interaction between students, as well as with the teacher. The exchange of knowledge that is possible in these activities is of great importance as it supports meaningful learning, develops higher level thinking, increases students' retention, contributes to the development of social relationships, allows students to learn from their peers, fosters team building and team approach to problem solving. Moreover, cooperative learning let "students enjoy the learning activities and the overall learning process" (Mant, 2013, p. 2).

As the image below shows, constructivist knowledge sharing implies the interaction between the student, his or her teacher

AN INDIVIDUAL CAN LEARN MORE AS EXPECTED, IF HE OR SHE RECEIVES PROPER GUIDANCE AND RESOURCES

CLASSROOM INTERACTION AND DIALOGUE ARE OF REMARKABLE IMPORTANCE IN THE PROCESS OF LEARNING

and his or her peers. The knowledge sharing experience is key in order to achieve meaningful learning.

Graphic 1: Constructivist knowledge sharing
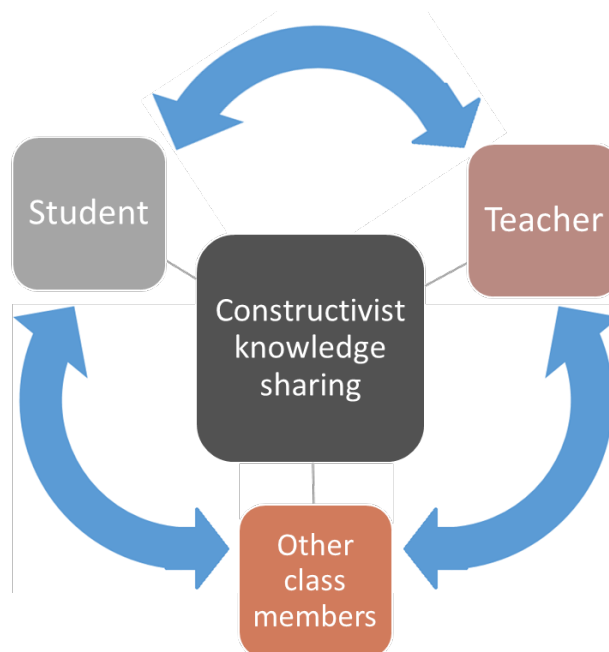
Source: Own elaboration based on Jaworski (1995)

In addition, Lev Vygotsky (1978), whose work is focused on how novice thinking is affected by the relationships with other people, who have more expertise, competences or knowledge as the person who is learning, explained that a child who is learning or trying to solve a problem will perform better if he is under adult guidance or in collaboration with a more capable peer. For instance, if a child is learning how to play a game like chess, she or he will probably perform better against her or his opponent if the child has the support and guidance from an expert player.

According to this perspective, during learning, knowledge is found in more capable people, for instance: the expert. If the expert has the motivation to help, then he or she will organize experiences to facilitate the process of gaining knowledge.

SEPT approach is based on a social constructivism. Our staff is continuously arranging experiences for students, so that they can "use" them to learn. SEPT professors and professionals are

the experts who guide and support students during the different experiences they go through during our training programs.

CONSTRUCTIVIST LEARNING APPROACH IN ENTREPRENEURSHIP EDUCATION

To explain better how social constructivism is applied in a classroom it is useful to introduce the research done by Prof. Dr. Helge Löbler, Dr. Daniel Markgraf and Markus Maier at Leipzig University, all of them are team members of SMILE (Selbstmanagement Initiative Leipzig), which belongs to the International SEPT Program. SMILE supports entrepreneurs mainly by providing training and coaching.

In 2001 our three experts in the fields of Marketing and Entrepreneurship, started developing a program which aim was not to "create" entrepreneurs, but to develop the students' independent thinking and doing (for instance, their ability to make decisions) in collaboration with others, which means to foster their entrepreneurial spirit without starting a business (Löbler, Markgraf & Maier, 2005). With this purpose they make students support real entrepreneurs in the start-up phase of their businesses.

When they began developing the program, our experts realized that all students had already knowledge in diverse business fields like marketing, finance, strategic planning, beside others. The issue was that this knowledge was fragmented, and they did not know what to do with it. Therefore, Löbler, Markgraf & Maier wanted to provide students the opportunity to use their knowledge in a real context.

In cooperation with a public institution in Leipzig which supports entrepreneurs, our experts meet entrepreneurs and select the ones that were considered to be the best learning environment. The second step is a presentation done by the selected entrepreneurs in front of the students, where they

explain their business idea and the questions they want to work or further develop with the students. The entrepreneurs must convince students through these presentations, to work with them.

The students select the start-ups they want to work with as well as the questions they want to work on together. This allows students to select their learning content and goals. After the first meeting between students and entrepreneurs, the specific goals of their joined work must be discussed and defined.

An online learning platform allows students, entrepreneurs and teachers to exchange information. Each group can restrict access to the data depending on its level of confidentiality. During face to face meetings, the most important part are discussions. Students must present and defend their ideas continuously and in different levels. First, all students of a team discuss their ideas and end with a team idea. Second, the team present the idea to the entrepreneur and discuss it. The third discussion is between the team and a local institution that supports entrepreneurs. The most relevant discussions are the ones between students and teachers (coaches), which are organized under demand but take place normally once a week. During these discussions it is fundamental that students reflect about the other discussions and understand them as "learning experiences" (Löbler et al., 2005). In this way it is possible to assure an interaction between doing and thinking or reflecting. The constructivist pedagogic declares that this interaction is necessary to guarantee the most effective learning process.

Team presentations in front of other students are also part of the program. At the end, all groups present their results and recommend starting the business or not, or in some cases, to make substantial changes.

RESULTS OF CONSTRUCTIVIST LEARNING APPROACH IN ENTREPRENEURSHIP EDUCATION

While Löbler, Markgraf and Maier collected data from the students who took part in the program over the course of two years. Their interest was to evaluate its impact, results and

COLLABORATING WITH KNOWLEDGEABLE PEERS, DISCUSSIONS AND EFFORTS TO BUILD CONSENSUS ARE A CRUCIAL PART OF THE LEARNING PROCESS

compare it with other leaning approaches. Their first objective was to find out if the "constructivist learning environment" (Löbler et al., 2005) does support students' independent thinking and doing. The second objective was to analyze if students learned more and were motivated after their experiences with real entrepreneurs.

It is important to mention that the students who were evaluated and took part of the program, were not only from Business Administration. 26% of the sample were studying Mathematics, Economics and Social Sciences (Löbler et al., 2005).

The results show how collaborating with knowledgeable peers, discussions and efforts to build consensus are a crucial part of the learning process and can change both entrepreneur's and stakeholders' perception of the original idea. It was demonstrated that this kind of constructivist course-work is not only superior than other type of learning approaches, but also preferred by the students. In addition, students declared they were motivated to work and enjoyed the learning process.

ENTREPRENEURSHIP, INTRAPRENEURSHIP AND INNOVATION

In the above sections, the terms entrepreneur, intrapreneur, entrepreneurship have been mentioned, yet not defined. What exactly is entrepreneurship and what is the difference with intrapreneurship?

In the following section both concepts will be explained as well as their relation with innovation.

ENTREPRENEURSHIP

Uncertainty is not for every individual, therefore risk-taking is considered one of the most important attributes of an entrepreneur

The According to Tüsiad (as cited in Gündoğdu, 2012) Entrepreneur etymologically originates from the French word entreprende that means to begin something, undertake. It is believed that the term was first used by Irish-French economist Richard Cantillon in 1734, who described an entrepreneur as an individual undertaking self-employment with an uncertain return (McMullan & Long, 1990 as cited in Sharma & Chrisman, 1999).

Uncertainty is not for every individual, therefore risk-taking is considered one of the most important attributes of an entrepreneur, beside others, such as, confidence, strong determination, trust in his idea as well as the capacity to challenge her/himself.

There are plenty of definitions of entrepreneur, the following is clear and complete; it was inspired by Kuratko (2009):

An entrepreneur is an undertaker who notices and seizes opportunities; converts those opportunities into commercial ideas; adds value via processes, effort, capital, or capabilities; and confronts the risks of the competitive market to apply those ideas; and what an entrepreneur accomplishes, is therefore called entrepreneurship.

(Gündoğdu, 2012, p. 299)

It is important to mention that an entrepreneur not only has the skills, financial resources and passion to start his own venture, this person needs to have the readiness or desire to take full responsibility for the success or failure of his business idea. An entrepreneur develops her/his new venture by her/himself, outside an existing organization.

INTRAPRENEURSHIP

Be Intrapreneurship is also known as corporate entrepreneurship, as it implies to conduct entrepreneurial activities within an existing organization, to seize a new opportunity and create value (Gündoğdu, 2012).

An intrapreneur is a person who has an "entrepreneurial streak in his or her DNA" (Buekens, 2014, p. 581), but decides or prefers to develop his or her brilliant idea inside a company, instead of creating his or her own venture.

Many people do not know the term and when they talk about intrapreneurship they normally use the word entrepreneurship. Steve Jobs was the entrepreneur behind Apple and he is well-recognized, but Apple's intrapreneur Jonathan Ive, who led the design and was the conceptual mind behind most important Apple products, might be not so known.

Intrapreneurship and intrapreneur was first used in 1978 by Gifford and Elizabeth Pinchot. The term got more attention after Gifford Pinchot's book named 'Intrapreneuring: Why You Don't Have to Leave the Corporation to Become an Entrepreneur' was published. In his book he wrote about employees of large organizations whose job was to think and act as entrepreneurs and he called them "intrapreneurs". He defined them as:

"… dreamers who do. Those who take a hands-on responsibility for creating innovation of any kind, within a business."

(Pinchot, 1985, p.8)

Most research in the field of intrapreneurship has focused on the analysis of how managers and employees could be motivated to conduct entrepreneurial activities within the firm (Gündoğdu, 2012). Knowing how to inspire company collaborators to develop innovations can certainty be a powerful advantage for an enterprise. Actually, research has confirmed that intrapreneurship helps managers to "restore the vitality of a business, feed their innovation engine" (Buekens, 2014, p. 580) and improve the firm performance (Kuratko, 2009).

Yet intrapreneurs work in an environment that is completely different from the one of an entrepreneur. This brings some advantages as well as some specific challenges for these creative employees. Pinchot (1985) included in his book the 10 commandments for succeeding as an intrapreneur:

Commandments for a successful intrapreneur:

1. Come to work each day willing to be fired
2. Circumvent any orders aimed at stopping your dream
3. Do any job needed to make your project work, regardless of your job description
4. Find people to help you
5. Follow your intuition about the people you choose, and work only with the best
6. Work underground as long as you can – publicity triggers corporate immune mechanism
7. Never bet on a race unless you are running it
8. Remember it is easier to ask for forgiveness than for permission
9. Be true to your goals, but be realistic about the ways to achieve them
10. Honor your sponsors

These commandments make it clear that intrapreneurs usually have difficulties and they could even be fired. Nevertheless, there are plenty of successful intrapreneurs that spite all problems and resistance, achieve their goal.

A great and inspiring example of an intrapreneur is Ken Kutaragi, a junior employee of Sony. Kutaragi used to spend hours playing with his daughters Nintendo as he had the idea of creating something more powerful and user-friendly. Of course, his Sony bosses were outraged at his work, thinking that gaming is a complete waste of time. Nevertheless, one person in a senior position saw the value in the product and support him. The result of Kutaragi work is the worldwide well-known Sony Playstation (Vocoli, 2014).

This intrapreneur not only contributed to develop a legendary product for the company, but also helped Sony to become one of the world leaders in the prosperous gaming industry. This example demonstrates that company leaders should always be open to innovation, regardless of how crazy and pointless an idea may seem. Supporting intrapreneurs can certainly have great consequences for a firm.

ENTREPRENEURS, INTRAPRENEURS AND INNOVATION

As Pinchot stated, "entrepeneurs are needed not only to start new business ventures on a small scale, but also to put life in existing companies, especially the large ones" (Pinchot, 1985, p. 6).

In the changing environment where we currently live, being a "traditional" entrepreneur is almost impossible. Nowadays entrepreneurs need to be innovation hunters "to proactively be able to set up new smart businesses" (Gündoğdu, 2012, p. 297). Moreover, entrepreneurs must not innovate at the beginning and then forget about innovation, they need to keep "hunting" in order to innovate permanently in their existing business. This is fundamental to survive in our changing economy.

Entrepreneurs and intrapreneurs are of key economic and social relevance (Parker, 2009). In fact, both are considered

agents of innovation, who challenge the status quo of something that already exists and probably works, in order to develop a new and better alternative.

Yet innovation requires inspiration, implies doing, planning and establishing goals, making mistakes is also part of the game. Even though it was years ago, Pinchot's (1985) description of how innovation actually works is very close to reality. The following graphic presents an interesting overview of the different steps an innovator can go through until she/he succeeds.

Graphic 2: How Innovation Actually Works

Source: Own elaboration based on Pinchot (1985)

In times of crisis, innovation becomes crucial as it can help companies to escape from it. Declines in sales, more and stronger worldwide competitors, high-demanding customers as well as the need to adapt fast and respond to the market as quick as possible, require that companies manage and promote innovation.

There are companies that can and do innovate, but in many cases the pace of innovation is not enough, because everything is changing extremely fast. Customer needs and demands are changing, technology is changing. Number of competitors are increasing and they can copy faster and better than before. For

these reasons, organizations need to innovate faster and faster if they want to stay ahead and be competitive.

Successful companies are the ones who understand the importance of innovation and have incorporated a culture of innovation within the firms. They have their own innovation engine and know how to find, develop and retain their intrapreneurs. They provide these employees a perfect environment to nurture their ideas and develop innovations.

Therefore, intrapreneurs are so important and this is why intrapreneurship needs to be fostered.

HOW TO FLOURISH INTRAPRENEURSHIP?

Flourishing intrapreneurship in established and rigid organizations is not an easy task. Entrepreneurs and large companies do not seem to get on well together, even though they actually need each other. An entrepreneur needs resources to try his ideas on, a large company has resources. On the other hand, a large company needs the creativity, innovative force and initiative of an entrepreneur. The issue is that an entrepreneur wants to be his own boss and a big organization usually do not give much independence (Pinchot, 1985).

A LARGE COMPANY NEEDS THE CREATIVITY, INNOVATIVE FORCE AND INITIATIVE OF AN ENTREPRENEUR

In addition, many firms do not believe in intrapreneurship as a fundamental tool for their growth and improvement. Hence, companies do not provide an appropriate environment to let their brilliant employees and leaders work on their ideas.

According to Chamorro-Premuzic (2012) 70% of successful entrepreneurs incubated their business idea while working for their previous employer. They decided to leave the company they work for in order to start their own venture, as there was not an internal process to present and work on new ideas, or because they were unhappy and unmotivated at work. Being the number one reason for their discontent, the boss.

Actually, bad leaders are the ones who unintentionally motivate entrepreneurship. If a talented employee with an entrepreneurial spirit is satisfied at work, or felt that his ideas

are being valued and that he has the support to work on them, he or she would probably develop his or her idea within the company and contribute to the firm growth and innovation.

Besides what is already mention, it is important to notice that entrepreneurship opens the door to women. Female entrepreneurs are flourishing in the United States and their companies are very successful (Chamorro-Premuzic, 2012). After years of working in a company and without being consider for top positions or without the chance to present new ideas, some women decide to take the risk and start their own company.

Of course, some entrepreneurs are successful and others fail, but the role that a manager plays to harness the creative potential of the employees is key for a firm and its development. Managers must learn how to identify, attract, nurture and retain entrepreneurial talent. Leaders need to understand that these employees with an entrepreneurial mindset are totally valuable as they would promote growth and innovation within their organizations.

FINDING A WAY TO MOTIVATE AND KEEP INTRAPRENEURS IS THE MOST IMPORTANT STRATEGIC ISSUE OF OUR TIMES

As Pinchot (1985) already stated years ago, finding a way to motivate and keep intrapreneurs is the most important strategic issue of our times.

GOOD LEADERS CONTRIBUTE TO CREATE AN INTRAPRENEURIAL CULTURE

The role of a leader in an organization is key in many aspects, particularly good managers are crucial to create an encouraging environment that fosters entrepreneurial talent within an organization. If talented employees know that they have the freedom, support, resources and the space to discuss and further develop their ideas, they would definitely innovate.

An open organization is one that provides its creative people an environment where they can properly present their ideas. If the idea is good and the benefits and risks are clear, the idea should be approved, supported and recognized. Nevertheless, there must be an internal process, that a good leader should assure is

16

clear and efficient, and especially transparent, so that at the end people can understand why their idea is accepted or not.

Freedom is also a fundamental factor. Allowing creative minds to work is a powerful motivator. As Peter Drucker (2010, as cited in Buekens, 2014) stated: "The intrapreneurial process includes giving enterprising individuals certain rights within the organization that are normally available to those same individuals outside the organization".

Besides, companies and leaders should promote an environment where people are free to think, but also to fail. Although it must be clear that failing because of bad planning and execution is not accepted, there should be no penalty for those intrapreneurs who took the risk, planned well and had a good execution, but still failed. Otherwise, people will be afraid of failing and trying out their ideas.
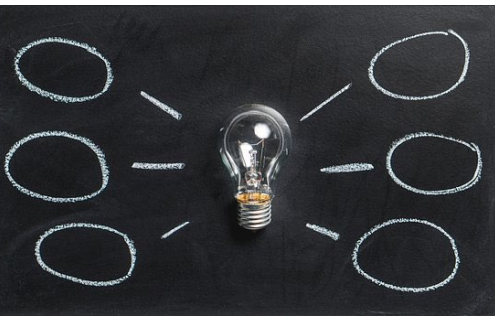
Finally, good leaders are able to recognize brilliant employees and their efforts. Recognition of an employee can become a great motivation, not just for that employee, but for others. Not to look for other places where their ideas and work is fully recognized.
Sometimes great ideas need to be fought for for some period of time and intrapreneurs need a leader that believes and trusts in them and their team. Colleagues can discourage a creative mind and even kill a great project. Hence, the importance of having a good leader that trust and support intrapreneurs.

If a company wants to have intrapreneurs, its leaders are one of the most utmost factors. Recruiting creative people is not enough. It is important to create awareness and train employees on innovation and entrepreneurship. It is necessary to provide time and space for innovation, to discuss ideas, follow up innovation projects, encourage new ideas. Besides, a reward program for those innovative collaborators should be developed and failures do not have to be punished. Mistakes

must be considered great lessons. Only where innovation is encouraged, supported and recognized, success will follow.

TEACHING INTRAPRENEURIAL LEADERSHIP

Yet teaching entrepreneurial skills is not sufficient, because as mentioned before companies of all type, small, medium and large organizations, also need good leaders who can motivate and foster intrapreneurs.

In fact, one of the most important characteristics that successful intrapreneurs and entrepreneurs share is strong leadership skills. A crucial part of their success is their ability to motivate others and get them onboard to achieve together the same goal. Their leadership is very important, as they have to guide their team during difficulties or problems, motivate them and above everything, inspire them.

Beautiful minds inspire and motivate others

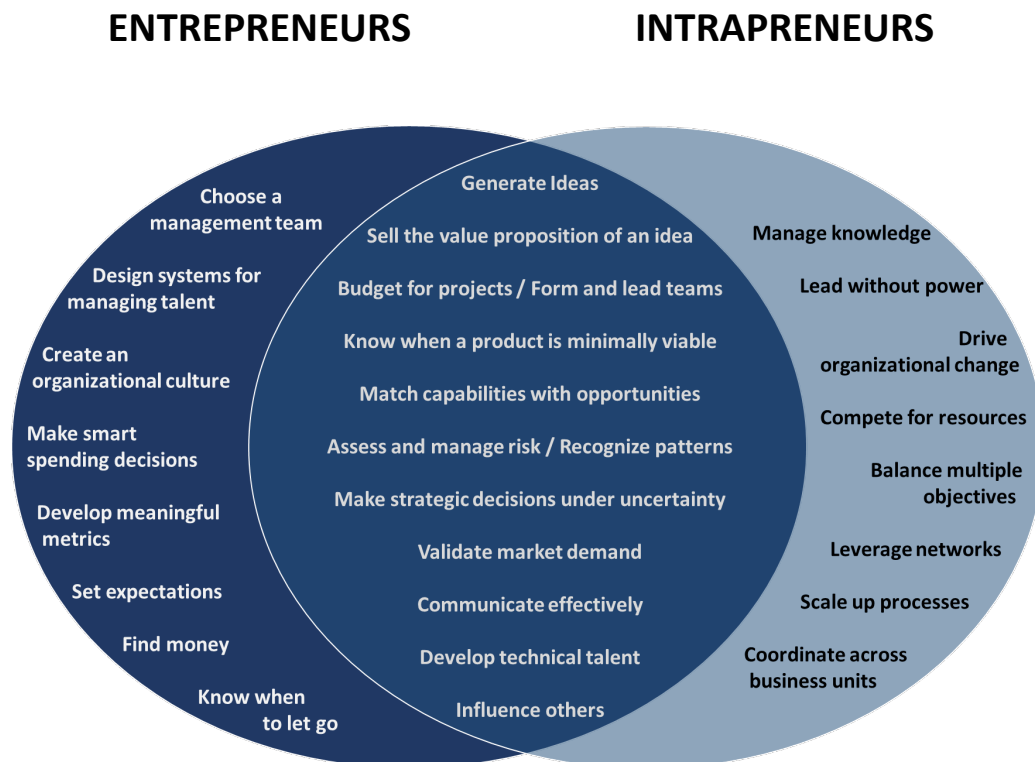Another shared trait of entrepreneurs and intrapreneurs is vision. Both are dreamers with the ability of recognizing trends and "capitalizing on emergent opportunities" (Hussing, 2017).

Both have another characteristic in common which is adaptability. They are able to change direction fast if necessary. They can easily adapt, which means they can respond effectively to any situation or problem.

There are many skills that are needed to be successful intrapreneurs or entrepreneurs. Some are presented in the graphic below.

Graphic 3: Skills needed by successful Entrepreneurs and Intrapreneurs

ENTREPRENEURS   INTRAPRENEURS

Choose a management team

Design systems for managing talent

Create an organizational culture

Make smart spending decisions

Develop meaningful metrics

Set expectations

Find money

Know when to let go

Generate Ideas

Sell the value proposition of an idea

Budget for projects / Form and lead teams

Know when a product is minimally viable

Match capabilities with opportunities

Assess and manage risk / Recognize patterns

Make strategic decisions under uncertainty

Validate market demand

Communicate effectively

Develop technical talent

Influence others

Manage knowledge

Lead without power

Drive organizational change

Compete for resources

Balance multiple objectives

Leverage networks

Scale up processes

Coordinate across business units

Source: Own elaboration based on Tellen-Lawton (2016)

As it can be noticed, entrepreneurs and intrapreneurs also share some skills that contribute to make both of them successful.

For all these reasons, our training programs combine theoretical and practical knowledge, as a way of providing participants not just the information, but also opportunities and experiences to develop their knowledge, as well as the skills they need to succeed. Our students learn and apply practical tools that support them through the difficult path of being an entrepreneur or intrapreneur.

SEPT APPROACH TO INTRAPRENEURIAL LEADERSHIP (SAIL)

As already mentioned, entrepreneurial activity is crucial for every business. Intrapreneurs help to restore the vitality of an organization, their ideas help to spread life in a company and they are actors of innovation (Buekens, 2014; Kuratko 2009).

As these scholars, SEPT is convinced of the important role that intrapreneurs play in an organization, particularly as leaders. Our leadership development training is based on the credo of SEPT Approach to Intrapreneurial Leadership:

"Managers maintain value, leaders add value and intrapreneurial leaders multiply value"

(Dornberger, XXXX).

Intrapreneurial leaders are able to multiply value as they promote and help to create an appropriate start-up environment for their talented people. In this way, employees with an entrepreneurial spirit have freedom to share their ideas, work on them, exploit them and be recognized for their efforts. An organization with intrapreneurial leaders and employees succeeds, because it uses its people potential to develop an innovation engine.

As intrapreneurship and leadership are fundamental, the SEPT Approach to Intrapreneurial Leadership has been developed to combine them. Therefore, our approach has two main components: we train managers to become good leaders and we transform good leaders into intrapreneurial leaders. The different methodologies that we apply and that are based on our experience, allow us to accomplish this.

Participants of our trainings understand and learn how to become intrapreneurial leaders within their organizations. They shift from a passive attitude at work into an active, intrapreneurial behaviour. In this way, they contribute to revitalize the firm they work for, they gain motivation for themselves and at the same time inspire others, and they are able to encourage an intrapreneurial culture inside their firms.

SEPT METHODOLOGY

DEVELOPING CREATIVITY

As it was mentioned in the above sections, intrapreneurs need to have a space for creativity, a space to play with their ideas and be able to try them out. For this reason, developing and managing an internal process of idea generation, idea selection as well as idea development is crucial for enterprises if they aim to prepare the field for innovation.

Another important step besides offering established internal processes in a firm is fostering creativity. Yet doing this might not be as easy as it seems to. Creativity can be simply defined "as the ability to create, that is to produce something out of nothing" (Palacios, Alexander, Dornberger, 2015, p. 16). But, could employees do this?

Developing and managing an internal process of idea generation, idea selection as well as idea development is crucial for enterprises if they aim to prepare the field for innovation

For many people it is difficult to be creative and think out the box, meaning this to break down their pre-established patterns (i.e. the way they have learned things are done or worked, in other words the knowledge that has been accumulated through the years). That is why children are more creative than adults, because they still do not have patterns that tend to limit their way of thinking and ideas. They are continuously discovering new things and trying new ways. That is why they can easily create games, see what an adult will normally omit, all because their thoughts have mostly no limitations.

Quite the opposite happens to adults. If a person is looking for a solution of a problem, she or he will probably limit her/himself to search for potential solutions in the field that is related to the problem. Nevertheless, useful and practical solutions can be found many times in totally different fields. The issue is that people tend to associate everything with what they believe are logic associations. Hence, many times crazy but great ideas are not considered to be possible as they seem to be too foolish.

A great example of finding a solution in a totally different field can be found in a Sushi restaurant with a carousel sushi bar.

Source: Vullings, R. & Helevan, M., 2015

This solution that allows customers to sit around the carousel bar and try the food that passes in front of them, uses the baggage carousel system from airports (Vullings and Helevan, 2015).

Another great example: BMW's iDrive System was inspired by the video game industry. In this way BMW was able to create a simple way to operate the relatively complex navigation system of the car. Besides, it makes it easier for drivers to keep their eyes on the road (Vullings and Helevan, 2015).

Source: Vullings, R. & Helevan, M., 2015

Both are examples of how totally uncommon associations in different fields can be done in order to find creative solutions.

For these reasons, our trainings aim to foster what De Bono named "lateral thinking" (as cited in Palacios et al., 2015). This kind of thinking allows a person to explore different thinking directions; unlike vertical thinking, that encourages thinking in one defined direction. Most people tend to use just vertical thinking, as the mind is used to search for solutions based on our knowledge and previous experiences. In this way thinking is limited and many times the best solution cannot be found in these pre-defined patterns (i.e. knowledge) or prior experiences.

Therefore, SEPT continuously includes in its trainings a space for thinking beyond our limits and be creative, opportunities to apply what has been learned and try to find new solutions while using lateral thinking.

CREATIVITY AND ITS PHASES

In order to be creative it is not possible to follow an established process. Nevertheless, there are five stages that a person might go through to generate an idea (Palacios et al., 2015):

1. Problem identification phase
2. Research phase
3. Incubation phase
4. Enlightenment phase
5. Development phase

SEPT uses diverse tools for the different phases, so that it is possible to create an environment that boosts creativity.

During our training programs, students learn different methods and tools for idea development and creative thinking. In the classroom and in groups methods and techniques are put into practice, so that students can learn how to apply them and later replicate them in their organizations or even just for them, in order to gather some new ideas while working on a project.

CRITICAL THINKING AND REFLECTION

As explained in the first section of this handbook, our learning approach is based on constructivism. Thus, critical thinking and reflection are fundamental steps of the learning process. Our students talk with entrepreneurs, participate in seminars, group works, presentations and other activities where discussions are always an essential part of the activity. In this way, students can apply their critical thinking and exchange with others their ideas and points of view.
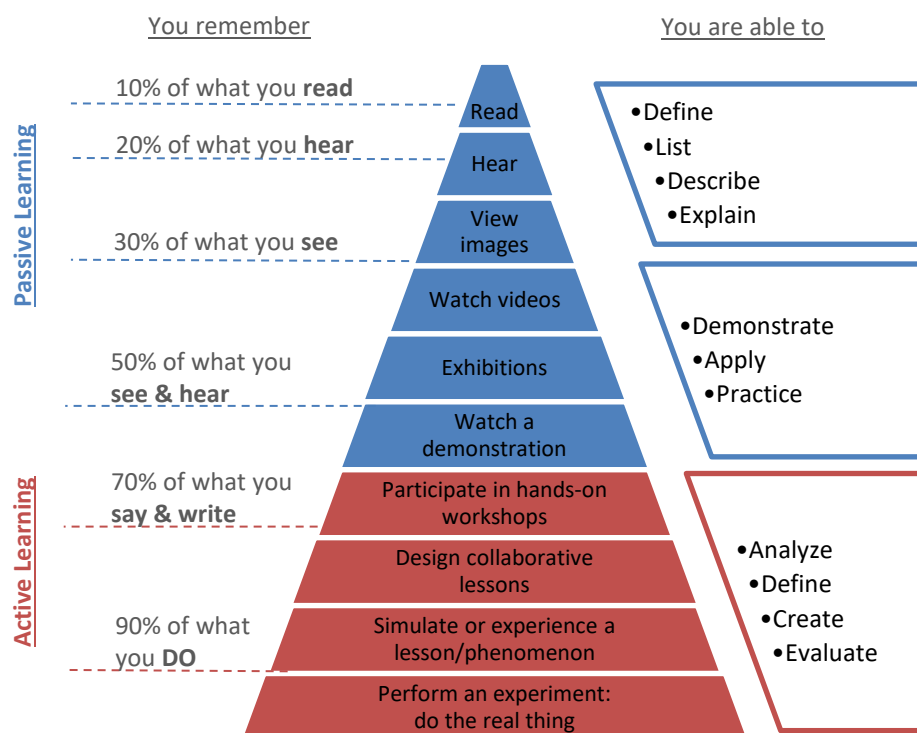
Discussions during a lesson are encouraged, but also outside the classroom; for example, discussions are fostered in a team, in order to accomplish a group work. Peterson & Swing (1985) stated that the level of discussion and debate is better within small groups than when the whole class participates in a teacher led discussion. This is because students receive immediate feedback or questions about their ideas and they can quick respond to her/his peer. Therefore, the level of discussion is more sophisticated, what contributes to stimulate more critical thinking in students. After discussions, reflection about the discussions as learning experiences takes place and contributes to a meaningful learning experience.

LEARNING BY DOING: PRACTICAL TOOLS AND WORKING ON REAL PROJECTS

SEPT learning approach combines theoretical knowledge with practical experiences. Thus, our students learn by doing. SEPT believes that education needs to be based on practical actions done by learners, where they work alone or in teams. The graphic below provides a brief overview of what a person remembers according to his or her level of involvement during the learning process. Passive levels of involvement, such as, reading or hearing words contribute to the learning experience, yet in lower levels than activities that imply an active participation of the student, like simulating or performing an experiment. This means that practical, hands-on experiences in real-life contexts contribute to a higher level of retention. Hence the importance of learning by doing.

Graphic 4: Passive vs. active learning

You remember

You are able to

10% of what you **read** — Read

20% of what you **hear** — Hear

30% of what you **see** — View images

Watch videos

50% of what you **see & hear** — Exhibitions

Watch a demonstration

70% of what you **say & write** — Participate in hands-on workshops

Design collaborative lessons

90% of what you **DO** — Simulate or experience a lesson/phenomenon

Perform an experiment: do the real thing

Passive Learning

Active Learning

- Define
- List
- Describe
- Explain

- Demonstrate
- Apply
- Practice

- Analyze
- Define
- Create
- Evaluate

Source: Own elaboration based on Dale's Cone of experience

Nevertheless, it is imperative to mention that this does not mean that reading and listening are not valuable learning

experiences, yet "doing the real thing" certainly contribute to the retention of the largest amount of information. This is in part because "doing" something mostly implies using all of our senses. It is believed that the more senses we use during a learning process, the more and better we are able to learn and remember.

Yet a learning program could and should combine different activities that imply diverse levels of involvement, depending on the needs of the learner. SEPT aims to provide a perfect mix of activities that allow students to build learning while listening to an expert talk or reading a scientific paper, but also while applying practical tools in a real project.

REAL CASES APPROACH FROM SEPT

Our students have many practical tasks to master, the objective of our learning programs is not only that they are able to accomplish tasks like define, list or explain what they have learned. SEPT provides learning experiences that allow students to be able to analyze, define, create and evaluate (see graphic 4). A couple of examples of this kind of active level of involvement that our students have are: developing a business plan, a market research or an innovation project. The idea behind these tasks is that students apply in concrete projects all the new knowledge that they were able to "construct" during the seminars, workshops, talks and diverse activities of learning during the training program.

In some cases, like the development of the business plan, the topic is selected by the students; this provide them the opportunity to work on their areas of interest and on real projects. In fact, some students use their business plan, to begin their own business. For some others, the business plan provides them a better and clear overview of what they should adapt or improve from their initial business idea.

In addition, SEPT has a network that expands continuously as a result of our different activities worldwide. This network is a great tool that is used in benefit of our students. For instance,

we work closely with entrepreneurs, firms, professors and experts in different fields; not only in Germany, but also in different parts of the world. Therefore, we are always trying to organize learning experiences between entrepreneurs, firm representatives, professors, experts and our students. In some cases, entrepreneurs or companies are invited to present their business idea to our students. After their presentation, students are able to ask questions; moreover, discussions are encouraged so that students can learn from the experience of real business men/women.
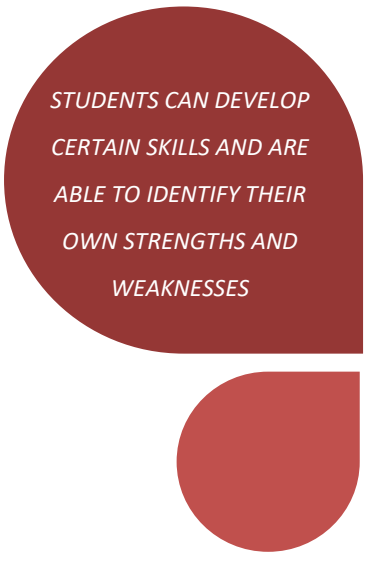
In addition, SEPT offers its students the possibility to work on projects with real companies and entrepreneurs. In some modules students receive a business case or need to perform a defined task like a market research or an innovation project for a specific firm. These are great practical experiences that allow our students to learn by doing.

Hence, SEPT fosters strong collaboration with enterprises. There are always firms or entrepreneurs that need support in some activities and their necessity represents a great learning opportunity for students. Therefore, real cases approach is also a fundamental part of our training programs.

BUSINESS SIMULATIONS

In addition to our real cases approach, students are able to participate in a business simulation that allows them to "live" situations that could happen during the management of a real business. Simulations are great for testing and they help students to try different for instance, different scenarios or ideas that they have.

During the simulation students run a business, they need to take diverse decisions, they have to produce and sell a good to their target group, they have to hire people, determine their customer segment, control their production and costs, manage and grow their business.

STUDENTS CAN DEVELOP CERTAIN SKILLS AND ARE ABLE TO IDENTIFY THEIR OWN STRENGTHS AND WEAKNESSES

SEPT uses a software to provide this simulation experience. The selected software, for instance, demands people to think in detail about almost all aspects of business startup. Additionally, the software requires students to reflect about entrepreneurial leadership, besides managing the business itself.

The objectives of this kind of business simulations are beside others, the development of management and competition skills. Moreover, as students work in groups, the simulation contributes to the development of teamwork skills as well as the ability to listen to others ideas, share and sell their own ideas and learn how to make decisions in teams. In simulations as in real life, there are simple but also crucial decisions, that have a great impact in a business. This is also part of the simulation. In addition, discussion is fostered through this kind of activity, as students need to continuously debate with their teams before taking decisions.

The whole process is useful for students as it not just helps them to develop certain skills, but also allows them to identify their own strengths and weaknesses.

COACHING APPROACH

One of the main components of our offer is that students are not alone in the development of their projects, they work closely with a qualified coach. This expert that acts as a coach guides the student, answers her/his questions, discusses with her/him, supports her/him and helps her/him during the whole process of completing her/his assignment.

There are plenty of definitions of educational coaching, thus it seems to be broad agreement that coaching in education is about helping the learner to achieve certain goals or improve his or her performance through structured one-to-one conversations, named coaching sessions. In each session the coach enables the self-directed learning of the student through listening, questioning, and challenging, always in a supportive and encouraging environment (van Nieuwerburgh, 2012).

Coaching in education focuses on enhancing learning and students' development as it encourages and requires the learner to find solutions for her/himself (van Nieuwerburgh, 2012). Every coaching session is a learning opportunity; not only for the student, as the primary learner; but also for the coach. Yet the student can certainty benefit from the expertise of the coach, both are able to learn from each other.

Our academic staff has not only experience as a teacher, most of them have experience as a coach and support our students in this way. Hence, our professors and teachers have a double role during the learning process. First of all, they teach through seminars, workshops, discussions. Then students receive a practical task to apply the new knowledge they built from the previous learning experiences. During the development of the task they receive the support and guidance of their coach.

If a student is developing an innovation project, she or he will probably use different tools that were taught during the trainings. In some cases, students need support to identify which tools are better according to the requirements of their project. Other students need guidance while applying tools or developing their project. Each idea or project is different and it is of great importance to have an expert that guides the process, clarifies doubts and discusses the results.

For these reasons, our students can learn more as expected, because they receive proper guidance from professors and specially from coaches. They receive what Bruner (1996) named "instructional scaffolding", which provides students the support they need to learn better and more. SEPT agrees with Bruner and is also convinced of the importance of providing guidance during the process of learning.

CONCLUSION

The International Small Enterprise Promotion and Training Program (SEPT) at Leipzig University is aware of the important role that innovative entrepreneurs and intrapreneurs play in the society and economy. Therefore, SEPT has developed its approach to Intrapreneurial Leadership, which is based on its experience of more than 25 years.

SEPT recognizes innovation as the motor of the economy and development of a country. Hence, our objective is to create intrapreneurial leaders that not only innovate within their firms, but are also capable of fostering innovation throughout their organizations. The purpose is to create good leaders that inspire and motivate others, leaders that are able to positively impact their environment as well as the performance of companies.

Since 1992 SEPT has been training and researching in the field of entrepreneurship. Hence, our experience is the base of our methodologies and training programs design. Our trainers know that the more practical an activity is, the more enriching the learning experience results. SEPT do not educate managers to maintain value or leaders to add value, we train people to become intrapreneurial leaders who multiply value.

REFERENCES

Antoncic, B., Hisrich, R.D., 2001. Intrapreneurship: Construct refinement and cross-cultural validation. J. Bus. Venturing 16 (5), 495–527.

Buekens, W. (2014). Fostering Intrapreneurship: The challenge for a New Game Leadership. Procedia Economics and Finance, Vol. 16, pp 580 – 586.

Bruner, J. (1996). The culture of education. Cambridge, MA: Harvard University Press.

Chamorro-Premuzic, T. (2012). How Bad Leadership Spurs Entrepreneurship, HBR Blog Network. Retrieved December 27, 2017, from https://hbr.org/2012/09/how-bad-leadership-spurs-entrepreneurship

David, L. (2015, June 20). "Constructivism," in Learning Theories. Retrieved December 28, 2017 from https://www.learning-theories.com/constructivism.html.

Dias, A. (2016). Fostering an entrepreneurial mindset by using a design thinking approach in entrepreneurship education. Industry and Higher Education Vol 30, Issue 3, pp. 215 – 223.

Gündoğdu, M. (2012): Re-Thinking Entrepreneurship, Intrapreneurship, and Innovation: A Multi-Concept Perspective. Procedia – Social and Behavioral Sciences. pp. 296 – 303.

Hussung, T. (2017, January 13). Entrepreneur vs Intrapreneur: Understanding the Difference. Retrieved December 20, 2017, from https://online.king.edu/news/entrepreneur-vs-intrapreneur-understanding-the-difference/

Jaworski, 1995. Constructivism in Education. [Review of the book Constructivism in Education, by Steffe, L. P.; Gale, J.]. University of Oxford, Department of Educational Studies.

Kuratko, D.F. (2009). Introduction to Entrepreneurship, Eight Edition, South-Western Cengage Learning, Canada.

Kuratko, D.F., Montagno, R.V., Hornsby, J.S. (1990). Developing an intrapreneurial assessment instrument for an effective corporate entrepreneurial environment. Strat. Man. J. 11, 49–58.

Löbler H., Markgraf D. & Maier M. (2005). Evaluating the constructivist approach in Entrepreneurship Education. Paper, as presented at the IntEnt-Conference 2005, Surrey/UK.

Mant, S. (2013). Using Constructivist learning strategies in figure courses. IEEE 63rd Annual Conference International Council for Education Media (ICEM).

Palacios, C. Alexander, S. Dornberger, U. (2015). Guide for Idea Development: Creative Thinking. In U. Dornberger, R. Adu-Gyamfi, & P. Sommer. (Eds.), Entrepreneurship Promotion at Higher Education Institutions (HEIs) and Research Centers (pp. 14-51). Leipzig, Germany: International Small Enterprises Promotion and Training Program (SEPT). Retrieved February 10, 2018, from http://online.fliphtml5.com/qwmj/srzz/#p=3

Parker S. C. (2009). Intrapreneurship or entrepreneurship? Journal of Business Venturing Vol. 26, pp. 19-34.

Peterson, P.& Swing, S., (1985). Students cognitions as mediators of the effectiveness of small-group learning. Journal of Educational Psychology, 77, (3), 299-312.

Pinchot, Gifford (1985) Intrapreneuring: Why You Don't Have to Leave the Corporation to Become an Entrepreneur. New York, NY: Harper & Row.

Sharma, P., & Chrisman, J. J. (1999). Toward a reconciliation of the definitional issues in the field of corporate entrepreneurship. Entrepreneurship Theory and Practice, 23(3), 11e27.

Smith L., Rees P. & Murray N. (2014). Turning entrepreneurs into intrapreneurs: Thomas Cook, a case-study. Tourism Management Vol 56, pp. 191 – 204.

Solomon, G. (2007). An examination of entrepreneurship education in the United States. Journal of Small Business and Enterprise Development, Vol. 14 Issue: 2, pp.168-182, https://doi.org/10.1108/14626000710746637

Tellen-Lawton, D. (2016, February 19). The Best-Kept Tech Career Secret: Intrapreneurship. Retrieved December 21, 2017, from: https://tmp.ucsb.edu/about/news/the-best-kept-tech-career-secret-intrapreneurship

van der Kuip, I., Verheul, I., (2003). Early development of entrepreneurial qualities: The role of initial education. International Journal of Entrepreneurship Education Vol. 2, pp. 203-226.

van Nieuwerburgh, C. (2012). Coaching in Education, Getting Better Results for Students, Educators, and Parents. London, England: Karnac Books Ltd.

Vocoli (2014, May 27). 10 Inspiring Examples of Successful Intrapreneurship. [Blog post]. Retrieved January 3, 2018, from https://www.vocoli.com/blog/may-2014/10-inspiring-examples-of-successful-intrapreneurship/

Vullings, R. & Helevan, M. (2015). 15 cool examples of cross-industry innovation in action. Retrieved February 6, 2018, from http://www.crossindustryinnovation.com/15-examples/

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.