

Chapter 2: Conceptual and Theoretical Grids in Enterprise and Entrepreneurship

The chapter maps out the conceptual and theoretical grids on which the study is premised. The term entrepreneurial university is a vague concept arrived at by engineering the concepts of enterprise and entrepreneurship, to apply to a university context (Williams and Kitaev 2005). Among other things, the EnU concept has been described as having no universal definition (Sam and Van Der Sijde 2014; Clauss *et al.*, 2018; Wynn and Jones 2017. Wynn and Jones (2017) connect the challenge of developing a common definition of entrepreneurial university to a lack of common understanding of the word entrepreneurship.

Hjorth and Holt (2016) have posited that entrepreneurship is one of the unscripted types of social creativity that confronts conventions in a revolutionary way, resulting in creative solutions and the possibility of value creation (Jones & Patton, 2018). Chang (2015) is of the view that, "the focus area is exploring the management process of entrepreneurship such as creativity and autonomy, capacity for adaptability, and create artistic and economic and social value." Art entrepreneurship is a relatively new topic of research Boroto (2015) and Hessels (2019) bring to the fore of scholarship the fact that, the goal of entrepreneurship is to create employment possibilities and promote economic development. Barot (2015), referenced in Diana & Azmy (2020) observes that there are two kinds of entrepreneurship. Opportunity-based entrepreneurship comes first.

An entrepreneur identifies an opportunity in business and makes it his career. However, as noted by (Jinjian *et al.*, 2019) in (Baptista *et al.*, 2013), opportunities-based entrepreneurship is driving venture activity due to novel concepts and individual enhancements. Second, entrepreneurship driven by need. Barot (2015) reckoned that the novice business owner has no choice except to work for a living. In this instance, becoming an entrepreneur is required rather than a choice. Because there are no other options available in the labour market, persons in this stage do not value entrepreneurship (Gries *et al.*, 2011). But the focus of our instance is entrepreneurship universities that we will define in the section that follows rather than entrepreneurship per se.

When talking about the expanded responsibilities that colleges play in literature, the idea of the "entrepreneurial" university has gained much traction. Since its initial identification by Etzkowitz (1983), the term "entrepreneurial university" has grown to refer to a broad range of activities, some specifically aimed at generating more funding and income and others that, considering environmental challenges, are meant to promote flexibility and adaptation. According to Deshpande and Guthrie (2020), this entails universities going beyond their customary responsibilities of teaching, research, and staff and student administration. An entrepreneurial university's staff, faculty, and students interact with local businesses and the non-academic community to generate innovation (Clarke 2001; Klofsten and Jones-Evans 2000). Jacob, Lundqvist, and Hellsmark (2003), defines it as a university founded on commoditisation (patents or startups) and the commercialisation of individualised education courses, consulting services, and extension activities. Jones & Patton (2018) emphasise that, in addition to teaching and research, the "third mission" of an entrepreneurial university was to foster wealth generation. Overwien *et al.* (2024) argues that entrepreneurial education is increasingly enriched by extracurricular activities, voluntary participation and informal initiatives.

The structure and subject matter of educational programmes at entrepreneurial universities are designed with the idea that their alumni will not only be future employees but also future employers (Guerrero-Cano *et al.*, 2014). The term used to describe institutions where the focus on social and economic development has grown and caused them to become more proactive in looking out applications for their research (Cunha & Maculan, 2015). Etzkowitz (2017) postulates that, the Entrepreneurial University incorporates teaching, research, and economic development into its academic mission. The Entrepreneurial University has undergone a transformation from an internal action-focused institution to one that serves as a link between externally interested parties, as it becomes globalised, technologically advanced, innovative, and competitive, much like the market (Fernández-Nogueira *et al.*, 2018). Di Paola *et al.* (2023) have underscored the significance of entrepreneurship laboratories as important university environments for supporting entrepreneurial education.

In the context of entrepreneurship, empowerment is a term that is very important, especially in the Global South. It is described as the process of taking charge of one's life and developing the capacity and capabilities aimed at making decisions and carry them out (Kabeer, 1999). Particularly important is this empowerment for marginalised groups, like women, who frequently encounter structural obstacles to engaging in the economy. According to Al-Dajani and Marlow (2013), entrepreneurship can be a means of empowering people to overcome social constraints and become financially independent. Ibrahim and Alkire (2007) asserts that, the relationship between entrepreneurship and empowerment is not just individualistic but also shaped by social and political settings that provide opportunities and limitations. As a result, comprehending empowerment in entrepreneurship necessitates a sophisticated strategy that considers both institutional and individual elements. This approach is essential for creating entrepreneurial universities in the Global South, where academic establishments may support entrepreneurship as a means of empowering people.

The Global South's entrepreneurial university model needs to be recalibrated to local conditions, considering the special opportunities and challenges that these settings offer. Conventional perspectives on entrepreneurship frequently emphasise maximising profits while ignoring the social aspects that are crucial in developing nations (Goddard *et al.*, 2016). Bramwell and Wolfe (2008) aver that, colleges have the potential to bring about significant changes in the community by encouraging social innovation and entrepreneurship that caters to local needs. Universities may develop a new generation of socially conscious and economically motivated entrepreneurs by incorporating empowerment into their outreach initiatives and curricula. This strategy is in line with the engaged university paradigm that places equal weight on social responsibility and community involvement as it does on economic objectives (Perkins & Neumayer, 2014).

Empowering students to become change-makers can lead to sustainable development outcomes and foster resilience in local economies. Moreover, the empowerment of entrepreneurs in the Global South is often enmeshed to access to resources, networks, and support systems that facilitate business development. Research indicates that women entrepreneurs, in particular,

benefit from mentorship and collaborative networks that enhance their capabilities (Amine & Staub, 2009). These support structures are essential for overcoming gender-specific barriers that hinder women's participation in entrepreneurship. By fostering environments that promote collaboration and knowledge sharing, universities can enhance the entrepreneurial ecosystem, making it more inclusive and supportive (Jack & Anderson, 2002). Furthermore, the role of microfinance and other financial instruments cannot be overlooked, as they provide critical resources that empower entrepreneurs to launch and sustain their ventures (Weber & Ahmad, 2014). Thus, the intersection of empowerment and entrepreneurship within the university context can lead to significant socio-economic transformations.

The theoretical framework undergirding empowerment and entrepreneurship highlights the importance of context-specific strategies in the Global South. By redefining the entrepreneurial university model to include empowerment as a core principle, educational institutions can play a pivotal role in fostering economic and social development. This approach requires a commitment to understanding local dynamics, addressing barriers to entry, and promoting inclusive practices that empower all individuals, particularly marginalised groups. As universities embrace their role as catalysts for change, they can contribute to building resilient communities that thrive on innovation and social responsibility (Cornwall & Rivas, 2015). Ultimately, this framework not only enhances the entrepreneurial landscape but also aligns with broader goals of sustainable development and social equity.

The chapter has provided a comprehensive exploration of the conceptual and theoretical foundations that underpin the study of entrepreneurial universities. The chapter began by dissecting the term "entrepreneurial university," highlighting its lack of a universal definition and the complexities associated with defining entrepreneurship within an academic context. It discussed how entrepreneurship is framed as a form of social creativity that challenges conventional norms, with a focus on creating economic, social, and artistic value. The chapter also examined the different types of entrepreneurship, distinguishing between opportunity-based and necessity-driven entrepreneurship, and emphasises the importance of entrepreneurship in fostering economic development, particularly in the Global South. Further,

the chapter introduced the concept of the entrepreneurial university, tracing its evolution from a traditional educational institution to a dynamic entity that integrates teaching, research, and economic development.

The entrepreneurial university is depicted as an institution that not only imparts knowledge but also engages with the local community, fostering innovation and socio-economic development. The role of empowerment in entrepreneurship is underscored, particularly in the Global South, where entrepreneurial activities can serve as a means of overcoming structural barriers and promoting social equity. The chapter concludes by asserting the need for a recalibrated entrepreneurial university model tailored to the specific conditions of the Global South. This model should incorporate empowerment as a core principle, aligning with broader goals of sustainable development and social responsibility. The next chapter will build on these foundations by examining the theories underpinning a model entrepreneurial university in the Global South, with a particular focus on Black Consciousness Theory, Colonial Theory, and the Triple Helix Model. These theories will be explored in the context of the Zimbabwe Ezekiel Guti University, offering a critical analysis of how they can inform and shape the development of entrepreneurial universities in post-colonial environments.