

**Intrapreneurship : Leveraging Competencies For Improving Quality In Higher Technical Education**

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**Abstract :**

Change in higher technical education is the buzzword for all academics .Only cosmetic changes are effected so far to achieve the aims. At higher technical education our credo is to make our employees i.e. faculties generate and implement innovative educational processes which includes teaching, learning and evaluations . They need to incubate new ideas, and advance a new model of education that moves beyond traditional boundaries. They should act as “internal change agents, who embrace the characteristics of entrepreneurs like thinking out of the box. This enhances the value of education benefitting all the stakeholders. In this intrapreneurship will be greatly beneficial. This paper aims to examine the effects of individual competencies and characteristics linked to educational programmes that contribute to the development of competencies conducive to innovation which ensures ultimate sustainability.

*Keywords : Intrapreneurship, higher education, competencies, sustainability*

**Introduction:**

The concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since. In the 20th century, economist Joseph Schumpeter (1883-1950) focused on how the entrepreneur’s drive for innovation and improvement creates upheaval and change. Schumpeter viewed entrepreneurship as a force of “creative destruction.” The entrepreneur carries out “new combinations,” thereby helping render old industries obsolete. Established ways of doing business are destroyed by the creation of new and better ways to do them. Business expert Peter Drucker took this idea further, describing the entrepreneur as someone who actually searches for change, responds to it, and exploits change as an opportunity. Creativity, dedication, determination, flexibility, leadership, passion, self-confidence, and “smarts” are some of the

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important qualities of an entrepreneur which enables him to lead to very engaging and profitable endeavor.

The change in higher technical education being the buzzword for all academics. New challenges are being faced by these technical institutes such as mushrooming up of a huge number of institutes, stakeholders' expectations and the like. The increase in competition is pressurizing the academics to understand that having the will to compete is not going to suffice; they need to generate and implement an innovative educational process which includes teaching, learning and evaluations. In other words, we need to create entrepreneurs within the organization as every organization needs to be constantly innovating if they want to perform in the long run. At higher technical education our credo is to make our employees i.e. faculties generate and implement an innovative educational process which includes teaching, learning and evaluations. They need to incubate new ideas, and advance a new model of education that moves beyond traditional boundaries. They should act as "internal change agents, who embrace the characteristics of entrepreneurs like thinking out of the box. This enhances the value of education benefitting all the stakeholders. Intrapreneurship will be of great help in achieving the said aims. Intrapreneurs are "usually highly self-motivated, proactive and action-oriented people who are comfortable with taking the initiative, even within the boundaries of an organization, in pursuit of an innovative product or service." They are typically given creative freedom and financial support to create new products or processes within a corporation. Intrapreneurs are naturally entrepreneurial, have a high level of self-autonomy, are highly motivated and viewed by others as a leader.

An "intrapreneur," as Gifford Pinchot III defines the term in his book, *Intrapreneuring: Why You Don't Have to Leave the Corporation to Become an Entrepreneur*, is an "intracorporate entrepreneur" p. xii - the person who takes risks to make new ideas happen - the entrepreneur who works inside rather than outside the corporation introducing and producing new products, processes and services that enable a company as a whole to grow and profit.

**Intrapreneurship: a mind set, a process or a culture?**

Here's to the crazy ones. The misfits. The rebels. The trouble makers. The round pegs in the square holes. The ones who see things differently. You can praise them, disagree with them,

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quote them, disbelieve them, glorify or vilify them. About the only thing you can't do is ignoring them. Because they change things. They invent. They imagine. They heal. They explore. They create. They inspire. They push the human race forward. While some see them as the crazy ones, we see genius. Because, the people, who are crazy enough to think they can change the world, are the ones who do.

—“Here's to the Crazy Ones,”

The Apple Creed, [www.apple.com](http://www.apple.com)

It certainly begins with a mindset to go beyond the comfort zone and doing out of box. Good processes will help successful implementation and scale. Good implementations will start impacting the culture. Jan Kennedy, CEO & Founder of The Academy for Corporate Entrepreneurship says Silicon Valley is a place, but it should mostly be seen as mindset. It has its own culture, its way of behavior and shared integral values like “pay it forward” or “fail fast”. It is this culture, this attitude and visionary way of life that has allowed startups like Intel, HP, Dell, Microsoft and all those others to grow incredibly quick and become big corporates. Hence, it is important to realize that big corporate can and do embody “silicon valley” – they created it and many top innovators have copied or adapted it for themselves. The same needs to be replicated in higher technical institutes so as to ensure the development of competencies conducive to innovation which ensures ultimate sustainability.

**Intrapreneurship- A driver of innovative educational processes**

Innovative teaching involves creativity on the part of the teacher. Innovative teachers sometimes reorganize the educational process. The challenge of closing the ever-widening gap between the haves and have-nots may rest with the willingness of the education community to view education from a new perspective —and to innovate. This may include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service strategies that do not rely on technology. It may require a shift in focus, to target educational and training programs to align more closely with what people identify as their most urgent needs. Providing education in new and unconventional ways is only one of a number of solutions, but it is through innovation that we can meet the challenges of improved efficiencies, lower costs, increasing accessibility, and greater success in achieving development

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goals through education. It is very clear that intrapreneurship could be of immense help in driving the desired innovation. Antoncic and Hisrich (2003) describe six intrapreneurship dimensions:

1. New ventures and new businesses
2. Product/service innovativeness and innovation
3. Self renewal
4. Proactiveness
5. Risk taking
6. Competitive aggressiveness.

A closer look on these dimensions will reveal that if we need to improve quality of higher technical education, then an academic intrapreneur will need to work on the similar dimensions. With more and more technical colleges going for an autonomous status is an added advantage. The autonomous colleges have a greater level of academic flexibility to experiment new ways of teaching and learning.

The support of management is immense in this regard, as management agrees that more freedom should be given to produce more innovation, but at the same time they also fear that the price of freedom could be loss of control and chaos. Giving greater freedom and getting innovation and cooperation may look like an utopian dream , but we need to give it a try, if we seriously intend to generate intrapreneurship spirit. Virtually all institutions have "in-house" risk takers in higher technical education, the impresarios whose talents when put to collective use can and do save shaky institutions - those who place students above everything else. Grifford Pinchot had given ten commandments

**Conclusion :**

Sullen acquiescence of Pharaoh's slaves can be good enough to build pyramids, but this literal mindedness will definitely help achieve the desired quality in technical education. Higher level of cooperation, engaging mind, heart and soul are possible only among those who are free. In other words an organization should work like an umbrella under which various intrapreneurial groups interact voluntarily and synergistically. Interestingly, intrapreneurial competencies are learnable.

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Organisations that aim at stimulating employee-driven innovation are only going to sustain in future. They need to emphasise the development of intrapreneurial, and especially, brokering competencies.

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