



# Communities of Practice

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5 KIE Communities: knowledge-Education Creativity Innovation Entrepreneurship Big Data Analytics & Digital Business

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## 2021 KIE Creativity Book Project

Title: "Celebrating Giants and Trailblazers: A-Z of Who's Who in Creativity Research and Related Fields"

Call for Chapters  
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Details:

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## Save the dates!

### Creativity—27 July 2021

E. Paul Torrance International Roundtable on Creative Thinking  
Reisman Diagnostic Creativity Assessment Special Interest Group

### Research—July 28

Kaufman Family Research Symposium  
Research Student Workshop

### Education—July 29

Global Comparative and International Education Roundtable  
World Education Fellowship Centenary Lecture

### Big Data Analytics—July 29

Big Data Analytics, Digital Business & E-entrepreneurship Symposium

## Academic Women and the Challenge they Face: their Stories then and Now

The British Federation of Women

Research Report  
Gillian Hilton, PhD

Graduates (BFWG, formerly Federation of University Women) was founded in 1907 to support women who had gained degrees from British Universities. The organisation is one of the largest providers of financial provision to PhD students in the England. Funds are used to support the last year of study and also emergency financial grants in cases of hardship suffered by doctoral students.

As a Vice President of BFWG, the author encouraged the country wide membership to undertake research on behalf of the organisation. Together with a group of members—overseen by our Ethics Committee—undertook sixty in depth interviews with academic women employed in all types of British Universities. Ages ranged from late twenties to those who had retired.

The major findings were that now, the challenges have changed. Yes, there is still discrimination in pay rates, promotion and a patronising attitude from men in meetings, ignoring women's contributions, until a man offers the same point which is immediately applauded. Now, it appears, many of the challenges affect university men at the start of their careers, as well as women. These include the difficulties of finding full time employment and the

division between research and teaching, which is to be regretted. Science subject areas are more challenging for women to work in than humanities or the arts and the pressure by men to use quantitative methods not qualitative research is irritating many academic women.

However, the finding that surprised most, was something the majority of older women thought had been solved in our time in universities. That is, career plus marriage and children. Many women who started an academic career in the 1970s onwards, did not marry but those who did spoke of the lack of maternity leave (the author had six weeks off in the summer holidays), and were ignored and downplayed on their return, as they were mothers. Many thought that now women could have an academic career and a family. Not so, we were told by our younger respondents, some reduced to tears by the present system. This involves acquiring all your qualifications, before you can look for any permanent job. Then, undertaking Post Doc. Appointments in at least two universities, before anyone will take you seriously as an academic. The results: you are mid-thirties before you obtain a permanent job, the biological clock is ticking and you do not earn enough money to afford to exist on maternity pay for a year. In fast moving subjects such as engineering, a



Dr Gillian Hilton

year out is an impossibility we were told. So, the choice remains career or children which is something many believed was a challenge of the past not the present.

Maybe we have not moved as far forward in academic women's emancipation as we thought.

•Dr Gillian Hilton is the Vice President of the British Federation of Women Graduates (founded 1907). She serves as a Thematic Chair for the Bulgarian Comparative Education Society annual conference and is joint editor of the conference book. Previously, she was the Head of Education at the Middlesex University, London, UK.

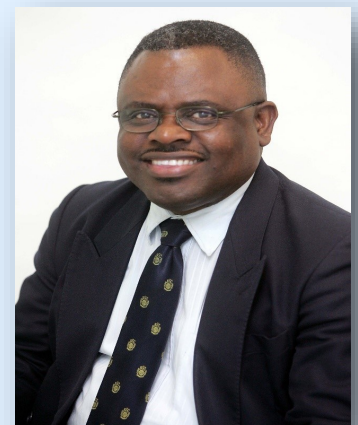
## The 'Traditional' Vs. The 'Effectuation' View of Entrepreneurship

This short article is aimed at examining the traditional and effectuation understanding of entrepreneurship. The traditional view is about prediction (of what will be a successful business) and planning, whereas the effectuation view emphasises adaptation. The traditional view is a linear process based on causal reasoning.

Essentially under effectuation, the entrepreneur starts out by assessing the 'means' available to him/her ('who am I?' 'what do I know?' and 'whom do I know?'), makes

Entrepreneurship  
Ignatius Ekanem, PhD

contact and networks with relevant stakeholders who might assist with a particular business idea—and through discussion—refines and adapts the idea, so that over time the entrepreneur converges on a viable business that can be brought into existence by working alongside these stakeholders, who make commitments to the venture because it is also beneficial for them in some way.



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## The 'Traditional' Vs. The 'Effectuation' View of Entrepreneurship

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Under effectuation approach, the entrepreneur only makes investments that they can afford to lose, thereby recognising that new ventures often fail. Under the traditional view of entrepreneurship, the entrepreneur might make big upfront investments based on their predicted success (i.e. their business idea). They are risking everything on being correct. Whereas under effectuation, the entrepreneur makes small experimental investments and see what happens. A good example to illustrate this concept is Richard Branson who explains that when he established Virgin Atlantic he negotiated a deal with Boeing so that he could use one of their planes and give it back to them if the venture failed. This is the principle of 'affordable loss'.

With the traditional view of entrepreneurship, the entrepreneur has one fixed goal or outcome in mind—the business 'idea'—from the start, and then they select between the dif-

ferent means available to them to achieve that fixed goal. By contrast, the effectuation view is that the entrepreneur first starts by considering what means they have available to them and then identify multiple possible 'goals' or outcomes—i.e. multiple possible business ideas—that could be pursued using those means. Then

**Richard Branson provides a good example of 'effectuation' concept of entrepreneurship. Branson said that when he established Virgin Atlantic airline, he negotiated have had a deal with Boeing so that he could use one of their planes and return it if the venture failed.**

they engage their network and with stakeholders to refine their ideas and decide which 'goal'—i.e. business idea—is really achievable.

Under effectuation view, the entrepreneur is controlling the outcome through

adaptation; whereas under the traditional view, they try to control the outcome through prediction.

The effectuation view of entrepreneurship can be explained using the five 'effectuation principles' ('bird-in-hand', 'affordable loss', 'crazy quilt', 'lemonade' and 'pilot-in-the-plane'). Bird-in-hand refers to the means available to the entrepreneur, affordable loss refers to not making investments beyond what you can afford to lose, crazy quilt refers to networking with stakeholders, lemonade is about taking advantage of and welcoming surprises because they represent opportunities (whereas under the traditional approach to entrepreneurship the entrepreneur seeks to avoid surprise and stick rigidly to their business plan) and pilot in the plane is about the entrepreneurs being in charge of their own destiny and steering their way into the future through adaptation.

•Dr Ignatius Ekanem, is a Senior Lecturer in Business Management at Middlesex University Business School, London, UK.

### Members Lounge

**Dr Chijioke Agomo**  
London School of Science & Tech



Dr Chijioke Agomo is a pharmacy professional with many years of expertise in pharmaceutical marketing, community pharmacy practice/public health research, and pharmacy training and education. He is currently a lecturer at the London School of Science and Technology, where he leads modules in research methods and dissertation. Until recently, Chijioke was a senior lecturer at the Department of Clinical Pharmacy and Pharmaceutical Sciences, University of Hertfordshire, UK, where he led and taught modules in public health and pharmaceutical sciences. Prior to this, he was a teacher-practitioner at the Department of Practice and Policy, University College London (UCL) School of Pharmacy, London, United Kingdom.

Earlier in his career, Chijioke had worked for a number of multiple and independent community pharmacies, where he provided pharmaceutical services to patients/clients. Chijioke possess excellent critical knowledge of modern research methodologies and excellent understanding of the research process. Since his registration in the UK as a pharmacist,

Chijioke has also been active in pharmacy practice/public health research, with this leading to a number publications, in both the UK pharmacy and international journals. His main research interests have been on identifying strategies that can enhance the role of community pharmacists in public health; work-life balance of pharmacists; professionalism in pharmacy practice; the role of the professional body for pharmacists; the use of new technologies in pharmacy practice; as well as investigating the UK pharmacy curriculum and the need for the PharmD programme in the UK.

Chijioke received his B.Pharm degree from the University of Benin, Benin City, Nigeria. Later, he completed two master's degrees in health sciences and professional healthcare research from St. Georges' Hospitals and Medical School, London, and King's College, London, respectively. In 2017, Chijioke obtained his doctoral degree in professional studies from the Institute of Work Based learning, Middlesex University (Hendon Campus), London.

## WORLD EDUCATION FELLOWSHIP CENTENARY ANNIVERSARY & KIE CONFERENCE

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### Thematic Sections/Tracks:

#### WEF/ Education-Knowledge

Including teaching & (e-)learning in primary, secondary and higher education, knowledge-education, knowledge management, comparative knowledge, indigenous knowledge, Knowledge transfer partnerships, etc

#### Innovation & Big Data Analytics

Including business innovation, ICT/technology innovation including big data, analytics and deep learning, and management/organization innovation and open innovation

#### Creativity

Including traditional themes/concepts of creativity—process, product, personality and environment; business/organisational creativity, arts, media & digital creativity, creative industries & enterprise, digital design & architectures, creativity in science and technology

#### Enterprise

Including entrepreneurship, marketing & strategy, HR, talent & development, servant/leadership in enterprise, SME business finance & accounting, business analytics, supply chain management, international business & management & family business/ethnic minority entrepreneurship

**SAVE THE DATES!**