International Research and Exchange Board

University Administration Support Program (UASP)

NURTURING INTRAPRENEURSHIP TO ENHANCE JOB PERFORMANCE IN THE UNIVERSITIES: LESSONS FROM THE UNIVERSITY OF ARKANSAS

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# ABBREVIATION AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>CoET</td>
<td>University of Dar es Salaam College of Engineering and Technology</td>
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<td>IREX</td>
<td>International Research and Exchange Board</td>
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<td>UDSM</td>
<td>University of Dar-es-Salaam</td>
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<td>WWW</td>
<td>World Wide Web</td>
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<td>EDU</td>
<td>Education</td>
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<td>ORG</td>
<td>Organization</td>
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<td>SADC</td>
<td>Southern Africa Development Corporation</td>
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<td>CEO</td>
<td>Chief Executive Officer</td>
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<td>UARK</td>
<td>University of Arkansas</td>
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<td>US</td>
<td>United States</td>
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<td>AGM</td>
<td>Annual General Meeting</td>
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<td>VAT</td>
<td>Value Added Tax</td>
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<td>UASP</td>
<td>University Administration Support Program</td>
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CHAPTER ONE: INTRODUCTION

1.0 Introduction
This chapter introduces the study by giving out the background of the study, statement of the problem, objectives and research questions. It also presents the significance of the study and limitations of this study.

1.1 Background of the Study
International Research and Exchange Board (IREX) is continuously working in close collaboration with development partners to assist civil societies, communities and institutions in and outside the United States (U.S) in building their capacity. Tanzania is among the countries that has been chosen to benefit from IREX projects and the researcher of this study is a Tanzanian who has been nominated both by IREX and his institution namely University of Dar es Salaam to participate in one of the IREX fellowship program known as UASP which is tenable in U.S for the period of eight weeks from January 31 - March 22, 2013.

UASP is developed by IREX with generous support from the Carnegie Corporation of New York and its main goal is to empowers participants to directly analyze U.S. models and management culture, and to consider possible solutions to management challenges they face in their home countries. This study in line with this goals.
1.2 Statement of the Problem

Creation of intrapreneurial behavior among employees of any university may not only result into increased job performance of the employees but also increase transparency, reduce corruption, improve staff empowerment, necessitate accountability situations and hence create good working environment for production of quality research, teaching and consultancies. Many efforts have been done by African Universities in increasing job performance of their employees but to date no single African University is listed as one of the top universities in the world. Something must be wrong somewhere. Is it the level of education of employees? No, majority of the University of Dar es Salaam employees have university education but still staff don’t use most of their skills and talents for the benefits of the university. What should be done to make these employees deploy all of their skills for the university? Is it patriotism, no studies shows that Tanzanians are very patriotic. Where is the problem? The problem is on the university administrators who are reluctant to change their traditional management practices, such as protecting all powers, and top-bottom approach and hoarding resources without using them sufficiently. For Higher Learning Institutions to embrace changes such administrators must provide the right organizational vision and environment to foster an
intrapreneurial climate. The best administration style is the one that cherish creation of intrapreneurial behavior within the organization.

1.3 Objectives of the Study

1.3.1 Overall Objectives of the Study

The main objective of this study was to explore lessons which can be drawn from the University of Arkansas by Tanzanian Higher Education Institutions in nurturing intrapreneurship for the purpose of increasing job performance of their human resources.

1.3.2 Specific Objective of the Study

The study was guided by the following specific objectives:

1. To explore how does UARK create intrapreneurial behavior among its employees
2. To explore the outcomes of the creation of intrapreneurial behavior
3. To identify lessons that can be drawn by other universities in creating intrapreneurial behavior among employees.

1.4 Research Questions

The study was guided by the following research questions:

i. How does UARK create intrapreneurial behavior among its employees

ii. What are the outcome of creating intrapreneurial behavior in
the organisation?

iii. What are lessons that can be drawn by other organisation in nurturing intrapreneurial behavior among employees

1.5 Significance of the Study

The results of the study are of importance as guidance not only to the stakeholders involved in intrapreneurship, entrepreneurship and higher education management, but it will also act as a knowledge frontier contemplating the earlier studies in this area. Also the results provide a key basis for university administration in reviewing their management styles.

The study has also provided an insight on how the link between entrepreneurship and HRM can be utilised for the benefits of organisations. Further the study helps the stakeholders in Higher Education industry as to get an insight of what is happening in other universities in terms of increasing job performance of employees.

1.6 Limitations of the Study

Two main problems were encountered in the course of conducting this study. These included:

- Inadequate time allocated for the study made the study to be conducted very rapidly as some respondents were demanding a lot of explanations about the implications of the study before they
start responding to the research questions.

- The researcher came from areas with tropical climate and he had to conduct his research at the State of Arkansas during Winter Season. It took a lot of time for him to adopt with the cold weather.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter covers reviews the relevant literatures to the study. It covers the Definition and Conceptual Issues (2.1); Profile of the studied Higher Learning Institutions (2.2); and Theoretical Framework (2.3).

2.1 Conceptual Framework

2.1.1 Intrapreneurship

2.1.1.1 What is Intrapreneurship

The term intrapreneurship was first coined by Pinchot in 1985 who defined it as entrepreneurship within the corporation (Kurato et al, 1990). Lack of clarity of his definition led other scholars to come with other terms such as corporate entrepreneurship, corporate venturing and innovation (Macmillan et al, 1986; Guth & Ginsberg et al, 1990; Sharma & Chrisma et al, 1999, Fredrick et al, 2007). These terms
are normally used interchangeably with intrapreneurship (Frederick et al, 2007).

This study adopt Louis Geneste (2009) definiton whereby intrapreneurship is defined as the creation of new ventures withing organisations and renewal of key organisational ideas and strategies. This study adopt definition of intrapreneurship as defined by Louis Geneste.

2.2 Higher Learning Institutions

2.1 University of Arkansas

The University of Arkansas often known as U of A is a public university situated in Fayetteville home of the Razorbacks. It is a research university with many activities. It was founded in 1871 as Arkansas industrial university. This name changed to its current name in 1899. The first classes were held on January 22, 1872. The university is noted for its programs such as architecture, agriculture, poultry science, animal science, business school, creative writing, communication disorders, history, law, and Middle Eastern studies.

The university has over 130 buildings on approximately 345 acres, including Old Main the first permanent academic building whose construction started in 1873 and was completed in 1875. Academic programs exceed 200 and the ratio of students to faculty is 17:1. Beginning with the class of 1876, the names of students at University of Arkansas are inscribed in “Senior Walk” and wind around campus for
more than five miles starting at Old Main. This tradition is unique to American universities.

The U of A offers about 214 areas of study leading to bachelors, masters, doctoral, and law degrees. Academic programs are organized into numerous departments based out of the ten primary colleges on the main campus. The university and several of its programs have been recognized on the national level. In recent years, the university has been recognized as one of the top ranking colleges. The Sam M. Walton College of business has especially received special distinction being the 24th top public business school in the nation. Other schools and colleges of the university include Dale Bumpers College of Agricultural, Food and Life Sciences which was founded in 1905; Fay Jones School of Architecture (1974); J. William Fulbright College of Arts and Sciences (1912); College of Education and Health Professions (1912); College of Engineering (1912); University of Arkansas Graduate School (1927); School of Law (1924) and Honors College (2002).

The Honors College and Global Campus founded in 1969 does not award degrees but provides degree programs with honors coursework and distance learning opportunities, respectively, for the Fayetteville campus. Altogether there are eleven branches and four other units in the University of Arkansas System, including the University of Arkansas for Medical Sciences in Little Rock and a branch campus in Pine Bluff. Other branch campuses include University of Arkansas at Monticello, University of Arkansas at Little Rock, and Fort Smith. Additionally,
the UA System includes two year or community college campuses in Hope, Batesville, De Queen, Morrilton, and the Phillips Community College in Helena-West Helena. Units also under the UA System include the Clinton School of Public Service, the Criminal Justice Institute, the Arkansas Archaeological Survey, the Division of Agriculture, and the Winthrop Rockefeller Institute. The university maintains the most advanced secondary educational institution in Arkansas, the Arkansas School for Mathematics, Sciences, and the Arts in Hot Springs, Arkansas.

There are over 350 registered student organizations on campus including special interest, religious, international and cultural organizations, honorary and professional service groups, and more. The most recognized student organization on campus is the Associated Student Government, sometimes simply called "ASG." Perhaps the most significant program on campus, ASG, along with University Parking & Razorback Transit, and with the support of the DRJ-III Memorial Foundation, manage the Safe Ride program which gives students a safe ride home from any unsafe or uncomfortable situation.

Amongst distinguished Alumni of U of A are Ricardo Martinelli, president of the republic of Panama, current governor of Arkansas Mike Beebe, current US senators Mark Pryor, and John Boozman, former president Bill Clinton served as a professor at the U of A.

2.2.2 University of Dar es Salaam
The University of Dar es Salaam often known as Mlimani or UDSM is a public university situated in Tanzania the home of Mount Kilimanjaro and Zanzibar. It is the oldest and biggest public university in Tanzania with a total area of 1,625 acres. It was established July 1963 as a affiliate college of the University of London and later in July 1, 1970 it became a full fledged university through the Parliament Act number 12 of 1970 and through all the enabling legal instruments of the constituent colleges.

The university began with only one faculty namely the faculty of Law; with 14 students but since then the university was growing up tremendously in term of size and capacity, now the university has about 20,000 students, 5 campus colleges, 2 off-campus colleges, 2,593 employees, and 242 academic programmes.

UDSM has set itself a vision to become not only a centre of academic excellence in Africa but also a world class research university with a mission to advance knowledge and understanding through excellence in teaching, research and dissemination of research findings. To achieve the above the University places value in continuously expanding its national, regional and international collaborative research networks which seek to maximize the synergies arising from such collaborative arrangements.

According to the World 2013 Web University Ranking, University of Dar es Salaam is the 6th best university in Africa after the five South African universities.
2.3 Theoretical Framework

It is believed that proper organizational structure including reward system needs to be in place so as to ensure the structure is conducive to nurture intrapreneurial behavior (Noor Hazzlina, 2012). As such three factors determine intrapreneurial behavior which ultimately affect the job performance. These factors include the management support, legal framework and reward system.

Management support refers to the willingness of the top-level administrators in promoting intrapreneurs within the higher learning institution. Their degree willingness in supporting intrapreneurs has been considered as the best way to maximum outcome of corporate entrepreneurship (Bhardwarj Sushil, at al, 2007). The study done by Rutherford Holt and Clohessy (2007) found that the way leaders promote intrapreneurship influences employees behavior within the organization.

Legal framework refers to rules and regulation that put in place in the organization. In fostering intrapreneurship must be encouraged to be aware of the university rules and regulation together with those of the country. Top administrators of the universities should avoid creating nuisance standards. Also administrators are to ensure that the working condition is good to all employees.

1 http://www.4icu.org/topAfrica/
Based on preceding discussion a framework is advanced for guiding the study (refer to figure 1).
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used for the study. It is important for any study to be objective in order to minimize circumstances that may affect the subject matter at any stage of the study. That being the case, specific research methods were deployed to ensure that all information gathered are specified accordingly and based on truths of the study.

3.2 Research Approach and Design

Given the nature of the study and the allocated time for the study, qualitative research methodologies out of which appreciative inquiry supplemented by the case study was adopted as research designs of the study. The design for a research is literally the plan for how the study is conducted. It is a matter of thinking about, imagining and visualizing how the research study is undertaken. It is an arrangement of conditions for collection and analysis of the data in a manner that aims at combining relevance to the research purpose with the economy in procedure (Claire S. as cited by Kothari, 2004). The selected research approach and the design for this study enabled the researcher to get deeper understanding of respondents’ perceptions and views regarding
various issues related to the study within a reasonable short period of time.

The researcher considered supplementing the Appreciative Inquiry with the case study approach so as to avoid bias of using single design for extracting evidence. According to Kothari (2003), a case study is the form of qualitative analysis that involves a careful and complete observation of a social unit be it a person, family, an institution, or cultural group or even an entire community. Here case study is chosen due to its ability to provide in-depth insight of the issues.

3.3 Population Sample, Sampling Procedure and Size
According to Kothari (2003), population sample is a unit that is selected by a researcher for his or her study and this unit can be a social unit, business unit, school or it may be an individual. The population sample of this study was the HR Managers of UARK particularly at COEHP. The logic of using a sample of subject is to make inferences about some larger population from a smaller one. Purposive (non-probability) sampling design was employed for the study on the basis of position of the HR Manager in relation to the study. A total of 15 respondents were interviewed.

3.4 Sources of Data and Data Collection Techniques
Two main sources of data were used in this study namely secondary and primary data. Interviews were used in collecting primary data whereas documentary review was used in collecting secondary data of which journals, books, reports and valuable information from the internet on the area were also used. Most interviews were face-to-face, while few where through phone call and correspondence was done accordingly although sometimes some respondents opted to supplement their answers by emails and/or phone calls.

### 3.5 Data Analysis

According to Kothari (2003), data analysis consists of examining, categorizing, coding, and tabulating the collected data. Data analysis and the general discussion for this study has been guided by the research problem, objectives and questions.

### 3.6 Validity and Reliability

The study was conducted in the University with the guidance of the Prof. Fran Hagstrom one of the most respected longtime serving faculty member in the university of arkansas, and further the research activities had all the blessings of the UARK Management hence creating confidence to the respondents. Further, the the interview questions were pre-tested in the pilot study in order to validate the questions. Second, interviews were conducted following the principals of appreciative inquary research design. The researcher was very attentive listening to respondents and a number of probing questions were asked
whenever found appropriate to do so in this way, the researcher was able to check the accuracy of the information that was provided.
DISCUSSION AND RECOMMENDATIONS

3.1 Management Support at UARK

3.1.1 Dean’s Fellowship Program

The College of Education and Health Professions under the administration of Prof. Tom Smith has recently started to implement a new program called the Dean’s Leadership Fellows Program. The purpose of the program is to identify faculty who are interested in gaining experience at the dean’s level of the college. This program facilitates the development of future leaders for the college and/or other institutions of higher education. It also helps improve the improvement of intrapreneurship among employees. The faculty selected for the program is called a Dean’s fellow.

Any person nominated as a Dean’s Fellow must complete a one academic year interning in the Dean’s office and during this time his/her fellowship the fellow is required to do the following:— 1st S/he has to assume a leadership role in a project designed to enhance the college, 2nd S/he participate in selected activities engaged in by the dean and dean’s staff, 3rd S/he is expected to complete special assignments by the dean, 4th S/he represent the dean in various activities with other units on campus, 4th S/he represent the dean in various activities with other units off-campus and also do any other duty that s/he is going to be assigned by the dean from time to time.
The Dean fellow must possess the qualifications that are more less the same as those of the Dean in order to be able to give him/her a chance of being considered to be nominated as a dean by the Provost of the University in the absence of the dean by any reasons such as death, retirement or termination. This is the best way of maintaining succession in the college and the university at large. Herein below are the qualifications of dean’s fellow:-

1. Tenured associate or full professor in COEHP
2. Desire to experience on-the-job activities in the dean’s office
3. Willingness to take on special projects and assignments for the dean
4. Willingness to work with assistant and associate deans
5. Desire to move into college administrative position in the future
6. Endorsement and support of the candidate’s department head

Individuals interested in being selected as the Dean’s Leadership Fellow for a year must complete the following application procedures:

- Secure the written endorsement and support of the candidate’s department head
- Submit a letter indicating qualifications and the reason for your interest
- Submit an up-to-date curriculum vita
- Complete an interview with the dean’s executive staff

The program act as a vital point of the COEHP Staff development plans as it gives employees a chance of promoting changes and give the college a better succession plan.
3.1.2 Reward System
Availability of multiple awards encourage intrapreneurs to try different ideas for betterment of the university. Some of the awards at UARK include the rising star award, teaching award, advising awards, researching awards, and lifetime achievements awards. Deans of Colleges and Heads of Departments at UARK are encouraged to ensure that any person who deserve to get a certain type of award get it on time and reasonably.

3.1.3 Tolerance of risk and failure
Intrapreneurship involves trying new ideas of which mistakes sometimes happens and when such mistakes happens UARK do not punish the intrapreneur but instead people who made such mistakes are just encouraged to share them widely so that others can learn and more the same intrapreneur will be encouraged to come up with better ideas.

3.1.4 Discretionary Time
Sometimes new ideas require exploration before starting to invest any money on it, UARK gives their employees freedom to use some of their time at work for exploring their ideas. When the idea is ripe for investment, intrapreneurs are given team members and resources to implement the ideas.
3.2 Transparency and Legal System

Employees at UARK are more empowered by having a good networking system and management that fosters transparency and access to information. Further all employees are given a clear vision of the future, hence all knows where the university is trying go.

Moreover, due to its custom of transparency it become easier for employ to raise issue against any rule or policy that become a nuisance to them.

3.3 Work Environment

The working environment is very good, all staff have free access to Internet, library facilitates, good parking system and computers. Also the university own buses which are free to both employees and student of the university. With all these, employees do not have to spent time worrying for minor issues such as where is to park the car or where to photocopy his/her proposal.

3.3.1 Guaranteed Payment

Unlike UDSM where employees can receive their monthly salaries sometimes a week after the date which they expected to receive the salary, at UARK all payment are made on time and the salary is good. guaranteed payments discourages intrapreneurship.
3.3.2 No Succession of Intrapreneurial Project

Some management have a tendency of taking a successfully intrapreneurial project from the hand of the one who made it a success to another person whom deem fit to them. UARK has no such a tendencies. At UARK an intrapreneur becomes and continue to be the head of the project as long as the project is profitable to the university.
CONCLUSION

In short this study provides valuable insights to university administrators on the importance of encouraging intrapreneurial behavior in management of human resources and to scholars on considering to research more on the area because so far the number of literature on intrapreneurship is still very minimal.

REFERENCES


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