

Diversity of Entrepreneurship Education within Facilities Management Philosophy: An Agent of Transformation

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Abstract

This paper presents the inter-diversity of entrepreneurship education (EE) within the speciality of facilities management (FM) philosophy. The diversity is to achieve increased understanding of EE and its strong relationship to the core value of FM for an organisation repositioning in the competitive economy. Likewise, the aim is to build on the process nature and various benefits of the two domains of knowledge for a sustainable future. The paper employed critical reviews of related literature and content analysis of the process nature of EE in conjunction with the FM. FM assessment model (FMAM) proposed for recognising the complexity of EE and FM as both are agent of transform. The process built-up of the proposed FMAM and theoretical relationship of all important elements discussed. The model contributes new body of knowledge by bridging in the gaps that exist in the previous EE assessment models. The values inherent on the need to provide diverse training for the students of higher learning institutions proffered. Hence, the valid reasons for the choice of the FM strategic approach to assess the impact of entrepreneurship education on the student's entrepreneurial intents provided. In sum, the interconnectivity of FM and EE is an intellectual scholarly thinking for the advancement of FM in the field of EE assessment approach. The novelty here is lack of sophistication which implies a new evaluation research approach for the entrepreneurship educator's reassessment of their programme.

Keywords: Facilities management, Entrepreneurship education, Change agent

Paper type: Conceptual paper

Introduction

Entrepreneurship is one of the most evolving spheres of knowledge worldwide. The focus of this article aimed to express a wide variety of ideological understanding that metamorphosis in the delivery process of entrepreneurship education (EE) in the various higher education institutions. The economic downturn of many nations (Anderson, 2011) has started questioning the assertion of the positive association between the provision of EE and the future economic growth (Draper, 2009; Sowmya, et al., 2010; Manyika, et al., 2011). There is the need to provide a robust empirical evidence to support any such ideology. The evidence required comprehensive assessment of the quantities and quality of the entrepreneurship education delivery across the diverse institutions of learning ((Matlay, 2008; Fayolle, 2007a; Rae, 2010; Jones, 2012). However, a growing recognition of the increasing need for EE reaffirmed by many scholars. Despite the propagation of the same education, demand is on the need to assess

and standard best practice for the EE in the HLIs (Pittaway & Edwards, (2012); Kothar & Handscombe, 2007; Anderson & Jack, 2008). According to Fayolle, et al., (2006) asserted that consciousness for amalgamate framework for best practices might be an illusion. They further stressed that developing a general assessment approach may be practically unrealistic because of the ever changing character of EE in different geographical regions.

However, the complexity and diversity of the EE contained within the ever evolving principles of facilities management. The argument and conceptualisation on the parallelism of the EE and FM idea developed out of the appropriate references to the various works of past scholars on the intricacy and multiplicity of the enterprise education in HLIs (Jones, 2011; Matlay, 2008; Fayolle et al., 2006; Gartner, 1985; Van der Veen & Wakkee (2004). In addition, challenges now lie on the intricacy and chaos nature of researching entrepreneurship and more is on the teaching methodological approaches. In the nutshell, the purpose of the integration of both fields of knowledge is not to add to the pandemonium but instead to demonstrate the dynamic nature of FM core value for the intelligibility of the entrepreneurship goal.

The paper aimed to propose FM assessment model (FMAM) for the purpose of performance assessment of the impact of EE program on the graduating student's intention toward self-employment. . Critical analysis of the related literature and content analysis adopted appropriate theoretical framework over conceptual approach with preference for deductive research reasoning for the EE program assessment. Outlined are all key variables within the precincts of the assessment inquiry, and they were all connected to the tangible and intangible principles of FM. The contributions of reputable past researcher entrepreneurial intention model presented sequentially in relation to the past entrepreneurship assessment model. Consequently, drawbacks in the previous assessment model outlined and possible suggestions and recommendations for improvement of future research provided. Therefore, the proposed FM conceptual framework was a fraction within FM philosophy.

An overview of the related literature

Entrepreneurship has been distinguished as driving force of business reality, value creation, change management, competitiveness and sustainability, and facilitator of socioeconomic and political development. Hence, notable researchers have offered different theoretical and empirical findings on the entrepreneurship and it is education as an enabler for national economic transformation. As this paper is concerned with how EE has transformed students' business awareness, value creation capacity, change management aptitude, and self-employment as a competitive and sustainable career option. The next section of this paper discussed the complexity and diversity of EE in

conjunction to other disciplines in the built environment. Lastly, discussed the key purpose of EE program as it dwell in the FM principles.

Theoretical foundation framework

In the Robert Venturi's book "The complexity and contradiction in Architecture" cited in (Delbeke, 2010), portray Architecture as a pragmatic reflection of the present day entrepreneurship. In the same perspective, we scrounged the parallelism of complexity and contradiction in Architecture not to depict the unpredictability of incompetent architecture or the expensive trivia of expressionism. Instead, we connect the ideology of a complex and contradictory in Architecture based on the richness and indistinctness of knowledge, which inbuilt in art and science of entrepreneurship. In fact, notable scholars in different branch of learning acknowledged "complexity and contradiction" in their profession. For instance, Perez, (2010) explained the critical inconsistency in the mathematical analysis for the real life solution. Sankar, (2012) also quoted Eliot's analysis on poetry and stressed the difficulties and complexities in term of creative skills involved to structure the rhythms. Subsequently, Chang, (2010) mentioned Alber's description of painting and revealed the paradoxical of painting quality and how to assess it.

However, the story is not different in the entrepreneurship landscape. In fact, complexity and contradiction are liable more in the entrepreneurship training as supported by notable scholars (Lichtenstein, 2011; Swanson & Zhang, 2011; Fuller, et al., 2008; Goldstein, et al., 2009). Gartner's (1985) conceptual framework provided first hand ideology to position the process of organizing entrepreneurs along with their business enterprise in the direction of the ubiquitous diversity. The complexity and encompassing phenomenon of entrepreneurship extensively demonstrated. Though, postulation on developing a single framework for EE disputed. In the same perspective, Jones and Matlay (2011) stressed that EE is multi directional, expanding, and diverse across philosophical reasoning, culture and geographical regions. They stressed that entrepreneurship is all accomplishing agents of change which is beyond the ideology of attaining a common framework for the standardisation of the EE in learning institutions.

Likewise, the current controversy on the embellishments of enterprise education in the higher learning institutions and its effective performance is of solemn deliberation in the academic community (Balan & Metacalfe, 2011; Carey & Matlay, 2012; Cheng et al., 2009). The scholarly call for assessment of the enterprise education is inevitable. Perhaps, the measurement of the performance of EE programs been given diverse research enquiry (Henry et al., 2003; Alberti, Sciascia and Poli, 2004; Fayolle and Gailly, 2007).

In addition to the multi-directional assessment model developed by few past researchers, there is a critical demand to development across-the-board conceptual framework for determining EE performance. On this account, the paramount determinant benchmark of the EE effectiveness is now established under the FM thinking. The success of the same program could be rearranged within the diverse and multi-directional core value of FM as relate to the entrepreneurial participant expected output:

- i. Business knowledge (business reality),
- ii. Positive/negative attitudinal shift toward entrepreneurial intention (facilitator)
- iii. Creativity and innovation in business creation (value creation)
- iv. Management skills and technical skills (change management)
- v. Willingness to creative and take business risk (competitiveness and sustainability).

Concurrently, purpose of EE program is a depiction of the intangible core value of facilities management doctrine while the tangible component reflects the physical educational facilities that support the operation of the program. Subsequently, Tay & Ooi (2001) explained the multi-faceted nature of FM and they concluded seeing the evolving and encompassing of the field as “jack of all trade”.

In addition, aforementioned multidimensional phenomenon natures of facilities management unfasten and attracted awareness to the complexity and their unique amalgamation that contribute to the dynamic processes of new venture creation. Entrepreneurship education as an allegory of definition of FM, at the same time, as a development for developing business intellect graduates in higher institutions of education. The next sections of this article present all-embracing philosophical emerge of the parallelism of FM and enterprise education.

The proposed FM conceptual framework for entrepreneurship education

The theoretical build-up of the proposed assessment framework depends on the interrelated theories of past researchers and philosophers. Hence, responding to the fundamental purpose of this article is by making the implicit (past conceptual frameworks) more explicit. In respect of this, the proposed framework metamorphosis from the recent studies of the following scholars: Jones (2010, 2011), Jones & Matlay, (2011), Fayolle, et al., (2006), Gartner, (1985) and Van der Veen & Wakkee (2004) respectively. The focus and passionate contribution of their respective studies, centred on the EE as a process geared towards graduates’ entrepreneurial outcome. The heterogeneity of entrepreneurship vindicated (Gartner, 1985). The advancement of intellectual assessment model of EE conceptualised and empirically validated (Fayolle,

et al., 2006). The development of five key elements and its interconnectivity focused on the “student-centred philosophy” entrepreneurship education (Jones, 2010; Jones & Matlay, 2011).

Regardless of the extensive bodies of literature, few or none have connected entrepreneurship in the light of FM thinking. In short, none of the past research we studied measured the illustrious attributes and benefits of the EE programs in the FM principles: facilitator, business reality, value creation, change management, and competitiveness and sustainability.

Therefore, we postulated the confluence of two evolving and all-encompassing bodies of knowledge FM and EE (see fig. 1). The endeavour is to propose a conceptual framework within the plurality of the process nature of the field of the two domains. We make a case that both are indeed agent of transform and for the attainment of better and sustainable society.

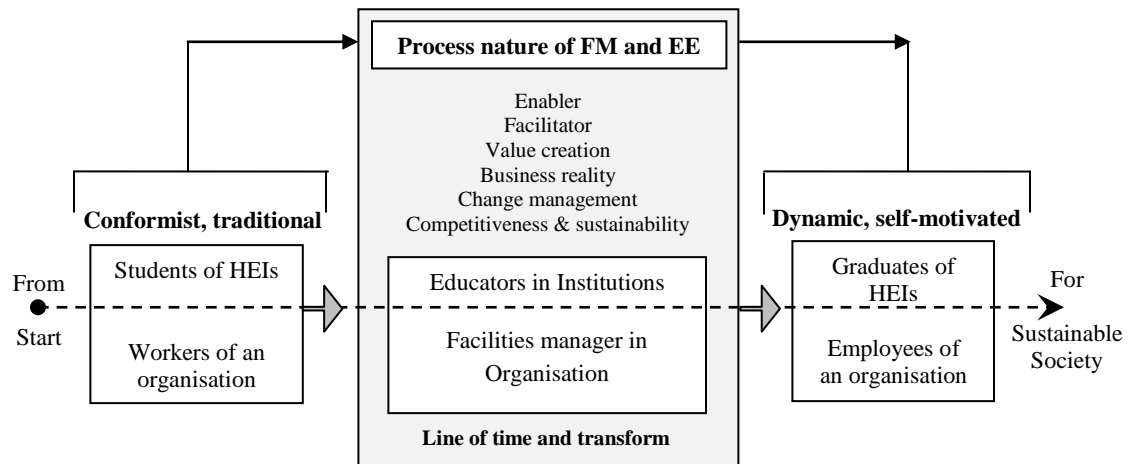


Figure 1: Confluence of two evolving bodies of knowledge (FM and EE) as agent of transform

On proposed FM conceptual framework for EE, demand scholarly rationalization of the FM principles in light of EE and enrichment to the overall diversity of EE within the segmental core value of FM paradigm. The disagreement on the centrality of students in the past model of Jones and Matlay (2011) clearly outlined and discussed in the subsequent part of this paper. Also, the dynamism and correlation of the two domains of knowledge presented. Possibility of future research thinking outlined for intellectual debate. Hence, perception on how the purpose of entrepreneurship field of education answered the purpose of FM principles for creating sustainable entrepreneurial benefit in the higher learning institutions discussed.

Overview of FM role in organizational transformation

Based on the content analysis of the related literature, the primary purpose of FM established to sustain the organisations need of the tangible assets and provide intangible services in short and long term (Chotipanich & Lertariyanun 2011; Jones, 2000). Atkin and Brooks (2005) maintained that the role of FM is far and beyond. Tay and Ooi, (2001) stressed that diversity and complexity of the FM reflected in the rapid advancement of scope and particularly, all-embracing and across-the-board nature of her definition. In figure 2, the life cycle role of a FM manager in an organisation illustrated. In fact, Alexander (2003) and Kamaruzzaman and Zawawi (2010) supported this assertion (Nutt, 1999; Varcoe, 2000).

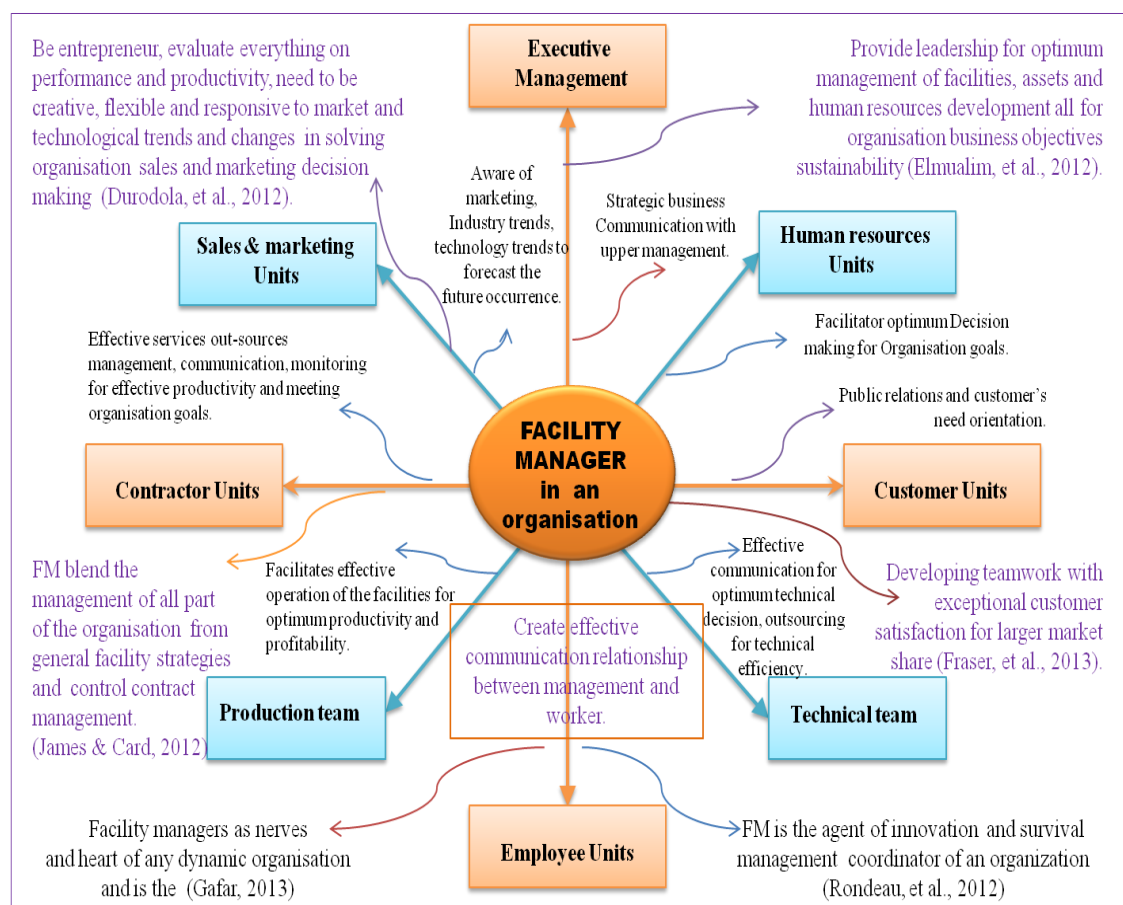


Figure 2: Life cycle role of a facility manager in an organisation

Furthermore, Payne (2000) stressed that organisational facilities management initiatives is “a strategy for success”. Similarly, Elmualim et al., (2010) emphasised the growth and complexity of the FM as a crucial issue and commitment on the side of the FM manager’s ever-increasing responsibilities. Instead they foresaw the strength and

added advantages to the ever evolving profession of FM. In the same perspective, we agreed and also foresee immense opportunities in every difficulty. Indeed, there exist embedded entrepreneurial benefits for the upcoming dynamic graduates. Having agreed on an epigrammatic definition as regards to the emphatic nature of FM. Therefore, we explained the basic interconnectivity fitness of EE as contained in FM principles.

Connectivity strength of EE objectives in HEIs and FM philosophy

The ideology is simple, but the connectivity is innovative. Specifically no noticeable conceptual model connected FM and EE in the academic sphere observed in the related available literature. The interrelation between their cores principles as outlined in some renowned scholar works without practically unanimously connects the diversity of the two philosophies. For the benefit of robust academic and professional advancement, FM needs to be connected into the theoretical conceptualisation for the new era of sustainability.

The original argument is that FM, as a process that facilitates efficiency and productivity of an organization. Hence, coordination of the operation and strategic management between employees and employers towards organization corporate objectives via the physical workplace is the key. The contribution of the EE, as a process that facilitate the entrepreneurial development for graduate employability for professional sustainability, through using modern creative and innovative teaching process to impact both science and business components of entrepreneurial initiative could be seen in the context of FM thinking.

The concept of FM provides a framework of the complexity of collective interactions between place, people and process. Grimshaw (2003) noted that flexibility and innovation determine the survival of an organization. The achievement of creative initiative directly depends on the change process if allowed in the design and management of the working environment. From the above, we can postulate a number of propositions on establishing a link between FM and EE as an agent of transformation in term of:

- i. The institution and organisation platform for change management for students and later, primarily an interaction ground for social development.
- ii. The institutional and organizational physical infrastructure exists as a studious setting for value creation on graduates, workers and impact society.
- iii. The motivation for productivity of graduates and workers is the purpose of EE and FM. In the same respect, EE and focused on enhancement of graduates' employability and FM enhance workers' productivity for onward contribution to the national economy.

iv. The plurality of FM and EE are positivist, in light of human fulfilment and self-esteem promoter. Both are stimulants for creativity and innovation toward self-realization and self-fulfilment as individual or organisation.

v. In the nutshell, the process natures of both depict humanistic paradigm position as: facilitator, enabler, value creation, change management, business reality and, competitiveness and sustainability, for continuity and prosperity of nations.

By extrapolation, we argued FM and EE are both mediators of transform and mechanism for production of high-breed self-motivated graduates and employees of the new age, whose can strive and survive the volcanic economic eruption of the current competitive world.

Deductive epitome of FM principles on entrepreneurship education

The disagreement on the centrality of students in their model (Jones & Matlay, 2011) is practical and intellectually conversed. First, we positioning EE educator and FM managers in the heart of the conceived framework, we argue that both are instrument of change in which the students or worker in question must past through their mechanical processor/converter mechanism. Second, institution/organisation exists to provide mechanical infrastructure that support the process of transformation. In light of the above, we question that, who operates, organise, coordinate and control the perfunctory gadgets for the said students/workers transformation? Of course, the response is EE educators in the institutions of learning and FM manager in the organisational structure. Therefore, we are of the opinion that, they are the catalysts and determinant of the change management. They enable, facilitate and provide the needed intellectual service for embedment of competitiveness and sustainability skills in both educatees (students/workers) for economic transformation of nations.

In the same perspective, we also see the light in the direction of Palmer (2007) and, Jones and Matlay (2011) argument that the student is the first issue of consideration in the process of entrepreneurship education, not the educators. As postulated, same students/workers are the determinant of the diversity of the strategic approach in the enterprise education/organisational management worldwide. On this note, we position the conventional/conformist/traditional students/workers first on the new FM conceptual framework as relates to other vital rudiments in the transformation agenda of entrepreneurship and organisation innovation in relations to FM principles. Briefly, we expatiated on the core value of FM in light of connectivity purpose to entrepreneurship education agenda in higher learning institutions.

Earlier, FM managers defined as an instrument of transformation within the sphere of an organisational operation for efficiency and productivity. Hence, change management is one of the central philosophies of FM. According to Alexander (1996) identified future FM manager as “Hybrid managers” whose will require every bit of competitiveness and sustainability skills to facilitate workers productivity in the direction of the organisational objectives. The ways those skills benefit the organization's mission, its business and its assets and how organizations cope with the complexity and future changes determine the worth of the facility manager as agents of change management.

The context of FM is broader as relate to the social, economic and political changes, this impact on the diverse initiatives needed for business sustenance. We are of the opinion that, the core of FM relates to co-ordinating and managing the changes that originate within organizations with the consideration of the influence of external forces. In the same respect as EE influence the original personality traits of graduating students within the sphere of the academic environment for the consideration of reality of life after school.

FM revolved around enabling organizational success as EE is to enable entrepreneurial success. In this regard, it determined to provide support to business efficiency and ability to effect change according to societal demand. Practically, diverse understanding of EE centred on enabling a process which responds to the evolving needs of graduating students in relation to collective economic transformation demand across the globe. The critical issue in most institutions of learning is instituting appropriate program and competent educators as enabler to move the conformist, traditional students of tertiary institutions to a new level of business creativity and innovativeness.

The aforementioned outlined support the fact that FM is all-enrich intangible service provider beyond basic organizational maintenance operations of tangible assets. All aspects of assorted strategic setting up for successful stipulation of services are responsibilities of FM manager. Therefore, FM bestows opportunities to boost employer profitability, workers fulfilment for the company progression and promote societal advancement. Arge and Hjelmbrække (2010) stressed that the essence of FM value creation is for the totality of the organization/institution productivity. In the nutshell, educational/organisational infrastructure and driver of transformation, both provide capacity building for efficiency as value created for the benefactors (Students, worker and society in general). Finally, we position epitome of FM principles on EE as the engines room through which the conversion process of conformist to dynamism takes place. Thus, objectives of FM and EE are for productivity and economic development of

a nation. Therefore, both FM and EE drive value creation on students/workers against future challenges.

For the purpose of this paper, the FM conceptual framework for entrepreneurship education is intellectually humanistic in nature. The view of EE within the FM conceptual framework ideology epitomized a pathway in which graduating students profit an opportunity to start-up business, grow to be dynamic workers, entrepreneurs and employment provider within the sphere of life. The philosophical perspective of the principles represents all the stakeholders involve in the practical realization of the vision 2020 for most countries.

Conclusion

In this conceptual paper, the authors start-out and presented the complexity and interconnectivity of EE and FM succession in the entrepreneurial development of graduating students in the highly competitive economy. The conceptual model provided the complex, multi-staged process nature of two intertwining philosophies and related them to the economic benefits and the process involves in developing self-motivated graduates/worker and impact society.

The FM conceptual framework for EE provides an interconnectivity of the complexity of social interactions between all the stakeholder of entrepreneurship and facilities management (institution/organisation, students/workers, educators/FM managers, and process nature of both EE within FM). We deduced that both are catalytic mechanism for production of high-breed, dynamic and committed graduating students or workers for the current uncertainty in the volcanic economic eruption of many nations

Therefore, the value of EE is a hypothetical parallel meaning of FM philosophical underlining principles. Consequently, we emphasized that entrepreneurship educators are the fulcrum and gateway in corollary of the reality that they determine the entrepreneurial worthiness of the graduating students in the HEIs. In nutshell, there is need not to put the cart before the horse. In addition, we will call attention to flexibility and innovation command the survival of an organization/nations and success of creative initiative directly depends on the change process if allowed in the design, organization and implementation of entrepreneurship education in the various institutions of learning. Lastly, the linkage of facilities management and entrepreneurship education is a distinctive original academic insight, which can invent boulevards of research potential in the future. The future empirical research is practically in the process to demonstrate and evaluate the proposed FM conceptual model in the real world academic environment.

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