



**Examining the perceived value of extracurricular enterprise activities in relation to entrepreneurial learning processes**

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## Examining the **perceived** value of extracurricular enterprise activities in relation to entrepreneurial learning processes

### Abstract

#### Purpose

This study contributes towards increased understanding of the **perceived** value of extracurricular enterprise activities from an entrepreneurial learning perspective. Past decades have witnessed a global increase in the provision of enterprise and entrepreneurship education alongside a growing suite of extracurricular enterprise activities. However, there is a paucity of research examining how entrepreneurial learning might be understood in the context of these activities.

#### Methodology

The study draws on an empirical study of student and educator participants across 24 United Kingdom (UK) universities using semi-structured surveys and in-depth interviews. Three main learning theories drawn from the entrepreneurial learning literature; experiential, social and self-directed learning provided a conceptual framework to frame the research phenomenon.

#### Findings

Findings **posit** that extracurricular enterprise activities provide **perceived** value in the experiential and social learning opportunities afforded for students. **However, these activities are restricted in enabling the experiential learning cycle to be completed due to limited reflection opportunities.** Positioning these extracurricular activities outside the main curriculum also empowers participants to self-direct aspects of their learning and develop their autonomous learning capabilities.

#### Originality/value

The existing literature focuses upon the entrepreneurial learning processes of established entrepreneurs rather than latent and nascent entrepreneurs within a Higher Education (HE) setting. The limited literature examining HE entrepreneurial learning does so by concentrating upon entrepreneurial learning resulting from in-curricular activities. This study offers novel insights into students entrepreneurial learning processes, highlighting the importance of experiential, social and self-directed learning opportunities to the entrepreneurial learning process and the **perceived** value of extracurricular activities as a platform for these types of learning.

**Keywords:** enterprise education; entrepreneurship education; entrepreneurial learning; extracurricular activities

## Introduction

Recent decades have witnessed a significant increase in the provision of enterprise and entrepreneurship education across universities (Bae *et al.*, 2014; Nabi *et al.*, 2017; Barnard *et al.*, 2018) with over 3,000 such courses globally (Kuratko, 2017). There remains contention regarding how to define enterprise and entrepreneurship education and the difference between the two (Kuratko and Morris, 2017; Neck and Corbett, 2018). Although this issue is not explored here, the widely accepted QAA (2018) definitions are used to frame this UK based study. Therefore, enterprise education is defined as:

*“the process of developing students in a manner that provides them with an enhanced capacity to generate ideas, and the behaviours, attributes and competencies to make them happen”* (QAA 2018, p. 9).

*Entrepreneurship education defined as “the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation.”* (QAA, 2018, p. 7).

While there are distinctions as outlined above between enterprise and entrepreneurship education there is also significant overlap in the manner in which they are designed and delivered. For the purposes of brevity, this study will refer to enterprise and entrepreneurship education as ‘entrepreneurial education’ or EE. Entrepreneurial education as a term acknowledges both the similarities and the differences between enterprise and entrepreneurship education without substituting one term for the other.

Alongside the growth in EE programmes, there has been increased provision of extracurricular enterprise activities (Lilischkis *et al.*, 2015). Extracurricular activities occur outside of scheduled teaching time and are distinct from in curricular activities due to their voluntary

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3 nature. Such activities, initiated by staff or students are often associated with a student's subject  
4  
5 of study, and are employability focused, cultural or sport-based (Milner *et al.*, 2016).  
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7 Participation in extracurricular activities offers several student-learning benefits including  
8  
9 enhancing confidence, building stronger social ties and interpersonal skills development  
10  
11 (Bartkus *et al.*, 2012; Milner *et al.*, 2016). In the UK, with the introduction of the Higher  
12  
13 Education Achievement Record (HEAR), a record of university students' extracurricular  
14  
15 achievements, participation in such activities is now certificated. Although HEAR inclusion is  
16  
17 voluntary, it signifies a drive towards quantifying participation in extracurricular activities and  
18  
19 recognising their value to students' development and learning (Milner *et al.*, 2016).  
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24  
25 Extracurricular activities are perceived to complement in-curricular provision and studies note  
26  
27 an increase in the provision of EE extracurricular activities (Lilischkis *et al.*, 2015;  
28  
29 Vanevenhoven and Drago, 2015). This includes activities such as business competitions,  
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31 networking events, guest talks and student-led clubs (Rae *et al.*, 2012; Vanevenhoven and  
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33 Drago, 2015; Pittaway *et al.*, 2015) and are distinctive from other extracurricular activities in  
34  
35 aiming to develop students' entrepreneurial knowledge, skills and capabilities (Rae *et al.*, 2012;  
36  
37 Lilischkis *et al.*, 2015). Prior studies have examined the benefits to participants of engaging in  
38  
39 these activities including opportunities to experiment with entrepreneurial practice (Pittaway  
40  
41 *et al.*, 2011) and connect with peers (Cordea, 2014; Pittaway *et al.*, 2015). However, the value  
42  
43 extracurricular enterprise activities offer for enhancing entrepreneurial learning processes has  
44  
45 not been explored within the literature (Watson *et al.*, 2018).  
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50  
51 Considering the importance of entrepreneurial learning to the entrepreneurial process, from  
52  
53 nascent to established entrepreneur (Harrison and Leitch, 2005), it is critical to review the value  
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55 of differing entrepreneurial learning platforms. Research into student's entrepreneurial learning  
56  
57 enables us to identify earlier in the entrepreneurial process what enhances, and could  
58  
59 subsequently accelerate, entrepreneurial learning. Further understanding of these processes is  
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3 required, for example, **understanding of** the role platforms like extracurricular enterprise  
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5 activities **have upon** students' entrepreneurial learning processes.  
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9 The rationale for conducting this study derives from the observation that although  
10  
11 extracurricular enterprise activities have increased (Rae *et al.*, 2012), as has the domain of  
12  
13 entrepreneurial learning (Wang and Chugh, 2014), limited research examines links between  
14  
15 the two phenomena. The existing EE literature largely explores what types of in-curricular  
16  
17 activities are most effective in enhancing students' entrepreneurial awareness, capabilities and  
18  
19 intentions (Rideout and Gray, 2013; Nabi *et al.*, 2017). Literature evaluating extracurricular  
20  
21 enterprise activities in enhancing students' learning capabilities remains nascent (Padilla-  
22  
23 Angulo, 2017), as is examining entrepreneurial learning from a student perspective (Pittaway  
24  
25 and Cope, 2007a; Politis *et al.*, 2010; Mueller and Anderson, 2014).  
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29  
30 Hägg and Kurczewska (2018) noted students' entrepreneurial learning processes are often  
31  
32 different from entrepreneurs. Therefore, it is important to understand how learning processes  
33  
34 differ and the mechanisms that enhance them (Thrane *et al.*, 2016). The existing literature on  
35  
36 entrepreneurial learning for HE students concentrates on educator and stakeholder perspectives  
37  
38 of how students learn (Hunter and Lean, 2018) or assumes entrepreneurial learning results from  
39  
40 developing specific competencies (Morris *et al.*, 2013) by imposing metrics of entrepreneurial  
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42 learning that are designed to capture pre and post data. Indeed, few studies identify how  
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44 entrepreneurial learning differs when enacted through other 'types' of learning platform such  
45  
46 as extracurricular enterprise activities.  
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51 This study makes two key contributions for academic and practitioner communities. Firstly, it  
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53 provides novel insights regarding how extracurricular enterprise activities enhance  
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55 entrepreneurial learning through examining what activities students engage in and the  
56  
57 **perceived** value they attain, thereby contributing understanding regarding the value of EE, the  
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3 role of extracurricular enterprise activities and ‘what works’ (Lilischkis *et al.*, 2015; Bonesso  
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5 *et al.*, 2018). Secondly, it challenges the dominance of in-curricular EE provision in promoting  
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7 students entrepreneurial learning processes offering insights into the **perceived** value of  
8  
9 engagement in extracurricular enterprise activities.  
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12  
13 The results offer insights for enterprise educators in their design and delivery of extracurricular  
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15 enterprise activities and wider EE activities. The study **explores** the following research  
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17 questions:  
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- 20  
21 1. **What are student perceptions of entrepreneurial learning within their HE contexts?**
- 22  
23 2. **What is the perceived value of extracurricular enterprise activities to participants?**
- 24  
25 3. **How does engagement in extracurricular enterprise activities enhance entrepreneurial**  
26  
27 **learning processes, particularly experiential, social and self-directed learning?**  
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31 The following section provides an overview of the EE and entrepreneurial learning literature.  
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33 The methodology is discussed and thereafter the data analysis and results outlined. The  
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35 ‘Discussion’ and ‘Conclusions’ sections outline **the** contribution of the research, its limitations  
36  
37 and future research opportunities.  
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## 40 41 42 **Literature Review**

### 43 44 *Enterprise and Entrepreneurship Education*

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47 Although the UK QAA (2018) guidelines provide clarity, on the aims and objectives of EE,  
48  
49 there remains contention on how ‘best’ to teach entrepreneurial concepts (Johannisson, 2016)  
50  
51 with a diversity of pedagogical approaches employed by enterprise educators (Neck and  
52  
53 Greene, 2011; Fayolle *et al.*, 2016). Enterprise and entrepreneurship are difficult concepts to  
54  
55 teach as the rigidity of an academic environment is perceived to conflict with the complexity  
56  
57 and variability of the entrepreneurial process (Johannisson, 2016). Educators are constrained  
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3 by institutional requirements yet need to employ innovative teaching methods (Pittaway and  
4  
5 Edwards, 2012; Lackéus, 2014). EE provision is further criticised for lacking a  
6  
7 multidisciplinary approach with Business Schools often dominating its development and  
8  
9 delivery (Klapper and Refai, 2015; Preedy and Jones, 2015). Recently, there have been calls  
10  
11 for a shared understanding among educators regarding how to teach EE (Fayolle, 2013; Jones,  
12  
13 2019).  
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16  
17 Another challenge for EE is measurement of programme impact (Nabi *et al.*, 2017; Jones *et*  
18  
19 *al.*, 2017). Martin *et al.*, (2012), Rideout and Gray, (2013) and Nabi *et al.*, (2017) reviews  
20  
21 summarise the focus of existing EE outcomes as; EE's acceleration of business start-up,  
22  
23 enhanced intentions to engage in entrepreneurship, development of entrepreneurial  
24  
25 competencies/skills and impacts on entrepreneurial attitudes. However, measuring  
26  
27 knowledge/skills improvements is challenging to attribute to specific interventions (Morris *et*  
28  
29 *al.*, 2013). Studies measuring entrepreneurial intentions are challenged by seeking to account  
30  
31 for exogenous factors influencing an individual's intentions (Krueger *et al.*, 2000). Although  
32  
33 the literature suggests a positive relationship between EE and enhanced entrepreneurial  
34  
35 intention (Lorz *et al.*, 2013; Vanevenhoven and Liguori, 2013) several studies suggest the  
36  
37 opposite, that EE can reduce entrepreneurial intention among students (Oosterbeek *et al.*, 2010;  
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39 Joensuu *et al.*, 2013).  
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49 EE programmes often fall into two types; theoretically oriented, whereby students learn about  
50  
51 enterprise and practically oriented, whereby students learn for and through enterprise activity  
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53 with a focus on experiential practice (Gibb, 2002; Pittaway and Edwards, 2012). It is accepted  
54  
55 that enterprise educators need to base their teaching approaches on practice based and  
56  
57 experiential learning models, with the educator as facilitator (Neck and Corbett, 2018). This  
58  
59 latter 'type' of teaching approach emphasises andragogical and heutagogical approaches to  
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3 teaching which enhances students' self-efficacy beliefs and entrepreneurial intention (Hägg  
4 and Kurczewska, 2016; Jones, 2016). Heutagogical approaches are becoming increasingly  
5 and Kurczewska, 2016; Jones, 2016). Heutagogical approaches are becoming increasingly  
6 popular among enterprise educators (Neck and Corbett, 2018) with a focus on developing  
7 students' capability to learn effectively (Hase and Kenyon, 2000; Blaschke, 2012). This  
8 emphasis upon learner responsibility aligns with a guiding principle of EE, to develop students'  
9 autonomous and leadership behaviours (Bacigalupo *et al.*, 2016). Those students who acquire  
10 the capability to learn effectively will potentially thrive in entrepreneurial environments, which  
11 are characterised by uncertainty and ambiguity (Neck and Corbett, 2018).  
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22 The EE curriculum is continually evolving and seeking the optimum methods to prepare  
23 students for graduate entrepreneurship (Neck *et al.*, 2014). The need for experiential learning  
24 is a common theme within EE literature (Thrane *et al.*, 2016), however what platforms enable  
25 experiential learning to occur remains under researched. It is proposed that the practical nature  
26 of extracurricular activities promotes the development of necessary competencies for  
27 engagement in entrepreneurial activities (Bonesso *et al.*, 2018). However, extracurricular  
28 enterprise activities remain unresearched for the potential they offer for entrepreneurial  
29 learning.  
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#### 41 *Extracurricular Enterprise Activity*

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44 Extracurricular activities occur outside the scheduled timetable and are distinct from in-  
45 curricular activities due to their voluntary nature. Such activities are initiated by either staff or  
46 students and may be associated with a student's study subject, employability focused or cultural  
47 or sport-based (Clegg *et al.*, 2010; Milner *et al.*, 2016). Extracurricular activities are perceived  
48 to enhance student's interpersonal and 'soft' skills (Milner *et al.*, 2016). The more active an  
49 individual is with these activities, the greater the likelihood that they will develop their skills  
50 (Rubin *et al.*, 2002).  
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3 Extracurricular enterprise activities are distinctive in their focus upon developing students'  
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5 entrepreneurial knowledge, skills and capabilities (Rae *et al.*, 2012; Lilischkis *et al.*, 2015).  
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7 Activities include business competitions, networking events, business incubation services and  
8  
9 raising awareness of entrepreneurship as a career option (Lilischkis *et al.*, 2015; Vanevenhoven  
10  
11 and Drago, 2015). Prior studies have focused upon mapping extracurricular enterprise activities  
12  
13 at universities and gathering educator perspectives of benefits attained (Rae *et al.*, 2012;  
14  
15 Lilischkis *et al.*, 2015; Vanevenhoven and Drago, 2015). Despite the growing popularity of  
16  
17 these activities, limited research has been undertaken on the learning experiences of students  
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19 engaging in business planning competitions (Watson *et al.*, 2018). This study aims to move  
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21 beyond mapping these activities to understand the perceived value of participation in  
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23 extracurricular enterprise activities, and the perceived value to students' entrepreneurial  
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25 learning processes. Due to the diversity of extracurricular activities which are available at HE  
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27 institutions it is important to also recognise the contextual nature of the learning that results  
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29 from participation.  
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### 36 *Entrepreneurial Learning*

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39 Learning is considered an integral aspect of the entrepreneurship process from nascent to  
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41 established entrepreneurs (Harrison and Leitch, 2005; Honig and Hopp, 2018) and research  
42  
43 examining entrepreneurial learning has proliferated (Blenker *et al.*, 2014). Existing literature  
44  
45 attempts to homogenise entrepreneurs' learning but understanding different learning  
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47 orientations and styles of individual entrepreneurs is important in appreciating how start-ups  
48  
49 emerge (Honig and Hopp, 2018). For example, students' learning processes are considered  
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51 different from practicing entrepreneurs (Mueller and Anderson, 2014; Hägg and Kurczewska,  
52  
53 2016) as a start-up within a university environment exposes individuals to differing pressures  
54  
55 and resources (Shirokova *et al.*, 2017). Thus, literature on practicing entrepreneurs cannot be  
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57 easily translated within the HE context and a range of theoretical frameworks underpin EE  
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design that draw from both educational and entrepreneurial disciplines (Rideout and Gray, 2013; Thrane *et al.*, 2016). The EE discipline has grown more rapidly than our understanding of how to effectively teach it and the learning philosophies that underpin it (Fayolle, 2013; Neck and Corbett, 2018).

Traditionally, entrepreneurial learning has been viewed as an individual phenomenon concerned with “acquisition and development of the propensity, skills and abilities to found, to join or to grow a venture” (Hamilton, 2011, p. 9). Entrepreneurial learning is regarded as important for successful venture creation as it assists individuals with coping with uncertainty and ambiguity (Politis, 2005). However, entrepreneurial learning is also important for personal and social development of the entrepreneur (Rae, 2004) and entrepreneurial learning can also be regarded as a social phenomena dependent upon its context (Taylor and Thorpe, 2004; Mueller and Anderson, 2014).

### *Experiential learning*

Experiential learning is a dominant perspective within the entrepreneurial learning literature due to the practical nature of entrepreneurship (Politis, 2005; Honig and Hopp, 2018) with growing importance of including experiential learning opportunities as a component of EE (Neck *et al.*, 2014; Kuratko and Morris, 2017). Practical ‘hands on’ learning activities are regarded as effective in enhancing entrepreneurial knowledge, skills and capabilities (Neck and Greene, 2011; Rideout and Gray, 2013; Kassean *et al.*, 2015). Typically, such activities include work based learning opportunities, consultancy projects, reflective portfolios and running a start-up as part of a module or programme (Pittaway and Cope, 2007a; Arranz *et al.*, 2017). However, it is important to note that the extent to which experiential activities are transformed into knowledge will depend on an individuals’ learning preferences (Honig and Hopp, 2018)

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3 and their readiness to learn. It is also important for experiential knowledge to be connected to  
4  
5 students' prior knowledge, experience and beliefs (Thrane *et al.*, 2016). As each student is  
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7 different, the educator's role enables learners to pursue a personalized entrepreneurial learning  
8  
9 process (Thrane *et al.*, 2016). This is challenging, both Neergard *et al.*, (2012) and Nabi *et al.*,  
10  
11 (2016) argue that entrepreneurial learning may be difficult to achieve through in-curricular  
12  
13 activities alone. This raises the question of whether extracurricular activities are the most  
14  
15 effective platform for personalized learning considering the autonomy students enjoy in their  
16  
17 selection and pursuit of such activities.  
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### 24 *Social learning*

25  
26 Social learning models are influential, grounded in social constructionist perspectives  
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28 emphasising how relationships influence entrepreneurial activities whereby entrepreneurs learn  
29  
30 from peers and role models (Taylor and Thorpe, 2004; Hamilton, 2011). Entrepreneurial  
31  
32 learning is not always active and can be achieved through observation (Cope, 2005) therefore  
33  
34 entrepreneurial guest speakers are a common pedagogical approach in assisting students to  
35  
36 envisage entrepreneurial life. Studies found the more exposure students have to entrepreneurial  
37  
38 guest speakers the increased impact on self-efficacy and motivations towards entrepreneurship  
39  
40 (Zozimo *et al.*, 2017). Toutain *et al.*, (2017) call for further research into entrepreneurial  
41  
42 learning within groups and through cooperation, in particular how individual learning evolves  
43  
44 due to the social environment. This study was cognisant of this literature gap and addresses it  
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46 through the examination of entrepreneurial learning in group based extracurricular activities  
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48 such as clubs/societies.  
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55 As entrepreneurs collaborate to form learning networks and communities (Greve and Salaff,  
56  
57 2003; Cope *et al.*, 2007), they are an important facet of an individual's social capital. The  
58  
59 development of networks is important in supporting nascent entrepreneurs with start-up  
60

(Davidsson and Honig, 2003). Social networks provide an opportunity for entrepreneurs to make sense of their ideas (Shirokova *et al.*, 2017) and the influence social networks have upon an entrepreneur's learning journey will differ according to learning style (Honig and Hopp, 2018). The recognition of the role social networks can have in enhancing entrepreneurial outcomes, through social and personal emergence (Rae, 2004), has led to a rise in 'team entrepreneurship' delivery models of EE whereby students work in groups through the stages of running a business (Butler and Williams-Middleton, 2014).

### *Self-Directed Learning*

Self-directed learning is about creating an educational environment whereby students can discover their own strategies for learning with educators acting as facilitators (Hase and Kenyon, 2000; Bhoyrub *et al.*, 2010). As the emphasis is upon creating autonomous learners, educators provide guidance through suggesting resources, setting assessment criteria, and encouraging students to self-determine their learning often through independent reading and online materials (Brockett and Hiemstra, 1991). However, self-directed learning is not an isolated pursuit of knowledge as learning often occurs within a social context, in peer groups and with mentors who enhance learning outcomes (Garrison, 1997).

Active learning is an important component of self-directed learning approaches and links with experiential learning models where action and reflection on action is emphasised (Kolb, 1984). Grow's (1991) model of self-directed learning argues there are four key stages whereby the tutor moves from 'authority' and the student 'dependent' in Stage One to tutor as 'consultant' and student as 'self-directed' by Stage Four. Neck and Corbett (2018) apply this model to EE, offering examples of students undertaking start-up or engaging in consulting activity as a typical Stage Four activity.

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3 The part self-directed learning has to play in enhancing HE student's entrepreneurial learning  
4  
5 experiences has not been researched. Prior studies that begin to link the two learning concepts  
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7 such as Tseng's (2013) exploration of the conceptual relationship between self-directed  
8  
9 learning and entrepreneurial performance, and Van Gelderen's (2010) study recommending the  
10  
11 capacity for autonomous action be developed through self-directed learning, lay the  
12  
13 foundations for this research which specifically examines how engagement in self-directed  
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15 learning opportunities such as extracurricular activities may enhance entrepreneurial learning  
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17 processes.  
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### 21 22 *Summary*

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25 Although, these learning models provide a framework for examining entrepreneurial learning,  
26  
27 it is noteworthy that there are numerous factors in the learning process. Individuals' prior  
28  
29 entrepreneurial experiences, influence of role models and professional work experience  
30  
31 potentially act as facilitators to the entrepreneurial process (Krueger, 1993; Shirokova *et al.*,  
32  
33 2017; Zapkau *et al.*, 2017). As such, each individuals' learning experience is unique. The key  
34  
35 models within the entrepreneurial learning literature are those of experiential, social and self-  
36  
37 directed learning. This study explores whether engagement in extracurricular activities by  
38  
39 students enables learning of these key types and thereby enhances entrepreneurial learning. The  
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41 following conceptual framework indicates the key areas of exploration and the theoretical  
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43 framing.  
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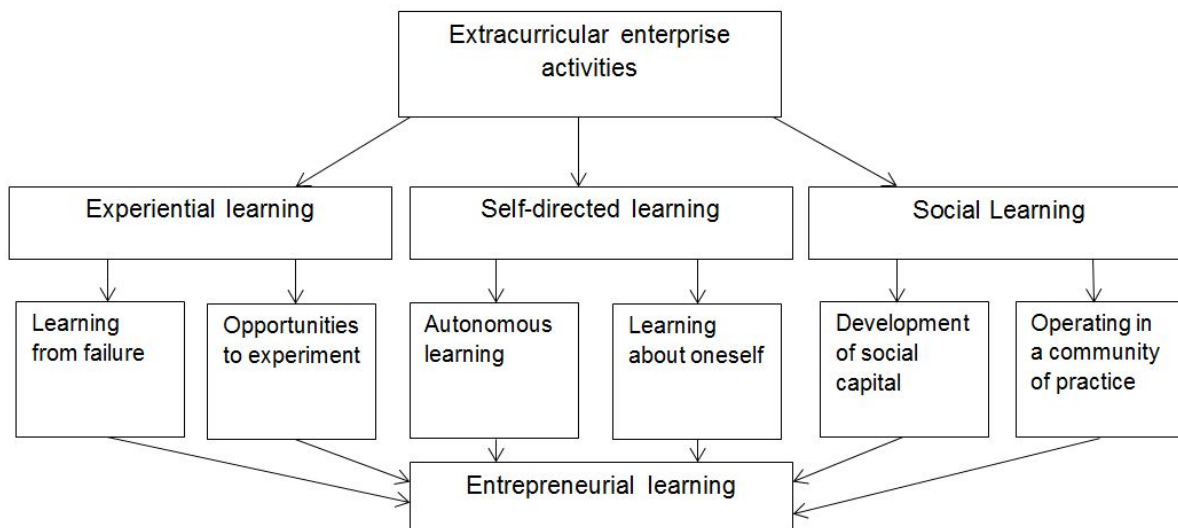


Figure 1. Conceptual Framework of entrepreneurial learning and extracurricular enterprise activities

## Methodology

This study draws on semi-structured survey and interview data from 81 participants across 24 UK universities. All participants were engaged in extracurricular enterprise education activities (students) or designed/delivered these activities (educators). This was not a historical review or a predicted forecast but a gathering of data as learning was evolving and emerging. **The aim was to explore, rather than to quantify and predict**, thereby an inductive methodological approach was adopted to explore emergent themes using qualitative methods to gather rich descriptive data (Saldana, 2013).

A UK sample was selected as prior studies highlight how different cultural contexts hinder comparability of findings within EE research (Bae *et al.*, 2014). The sample drew from 24 universities from across the UK of varying size and date of establishment. As the population of the UK is heavily weighted towards English counties (ONS, 2017), the sample was weighted towards English universities. Despite the narrowing of the sample's geography to the UK, it

1  
2  
3 is recognised that the sample is not culturally homogenous as each university has their own  
4  
5 cultural norms, identity and operational context (Lilschkis *et al.*, 2015).  
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8 A semi-structured survey of 55 HE students and in-depth interviews with 23 HE students and  
9  
10 three enterprise educators was undertaken. Purposive sampling was employed for the surveys  
11  
12 and interviews with students to identify information rich cases based on the following criteria  
13  
14 (Patton, 1990); a) a student or educator engaged in extracurricular enterprise activities b) for at  
15  
16 least six months c) at a UK university. The survey (n=55) and student interviews (n=23) both  
17  
18 contained questions regarding participants' perceptions of the **perceived** value of participating  
19  
20 in extracurricular enterprise activities. Each interview began by inviting participants to share  
21  
22 their entrepreneurial experiences with EE. This open element of the interview was designed to  
23  
24 enable participants the opportunity to raise topics of interest to them and identify further areas  
25  
26 of enquiry (Booth *et al.*, 2009). The interviews were designed to unpick topics raised from the  
27  
28 survey findings **thereby** giving participants the opportunity to discuss their experiences in detail  
29  
30 and provide rich contextual data. All participants were also asked core questions for  
31  
32 comparability purposes (Strauss and Corbin, 1998), which were related to the research  
33  
34 questions. A further three enterprise educators were interviewed and this aided the researcher  
35  
36 in understanding aspects of extracurricular enterprise activities that student participants were  
37  
38 not privy to, such as design of activities and/or the funding and organisational challenges  
39  
40 continuation of activities faced.  
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48 Data collection and analysis were considered an on-going and iterative process whereby data  
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50 analysis begun as soon as data collection commenced with emergent themes noted alongside  
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52 field notes (Booth *et al.*, 2009). Codes noted during interviews were transferred into an initial  
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54 coding list which was added to and refined during transcription. Discourse was an important  
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56 aspect given its ability to inform researchers and participants' perspectives of the phenomena  
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3 under investigation, as such interview data was approached from a Foucauldian perspective  
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5 (Foucault, 1970).  
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8 Manual coding consisted of formulation of a coding table to plot trends such as areas of learning  
9  
10 development and the **perceived** value of engagement. The coded table was added to and refined  
11  
12 after each transcription providing a visual representation of emergent themes and enabling  
13  
14 repeat occurrences to become apparent (Strauss and Corbin, 1998). The same data was inputted  
15  
16 and coded using NVIVO with each transcript coded line by line. This technique forces the  
17  
18 researcher to focus upon the words spoken without considering context and can mitigate against  
19  
20 preconceptions (Ritchie *et al.*, 2013). The NVIVO codes were compared with the manual  
21  
22 coding table to evaluate if further nuances were identifiable. Any modifications made to the  
23  
24 manual coding list, as a result of coding through NVIVO, were recorded in an analytic memo  
25  
26 to track its evolution. This enabled constant review of the analytic process, developed and  
27  
28 linked concepts into groups, and assisted in the development of core codes (Strauss and Corbin,  
29  
30 1998). The findings of the analysis are presented in the following section.  
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### 39 **Analysis and Results**

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41 This section outlines the types of extracurricular enterprise activities participants engaged in,  
42  
43 the benefits of engagement and the **perceived** value these activities had for enhancing elements  
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45 of entrepreneurial learning such as experiential, social and self-directed learning processes.  
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#### 48 *Types of extracurricular enterprise activities*

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51 Contextual information was collected from student participants to establish **the** types of  
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53 extracurricular enterprise activities participants engaged in. Participants were involved in  
54  
55 multiple activities; the average being 2.6 (see Table 1). Networking events were the most  
56  
57 popular activity, followed by socialising and guest speaker events. Mentoring and coaching  
58  
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activities and business competitions were less popular but emergent themes. 'Other' classifies those activities participants were unsure had a clear label, this included participation in student led enterprise groups.

[Table 1 here]

### *Perceived value of engaging in extracurricular enterprise activities*

Student participants were questioned regarding the value derived from participation, emergent themes were; skills development, knowledge acquisition, personal growth, social capital development, venture creation/growth and enhanced employability. Figure 2 outlines the themes and percentages of the sample citing such **perceived** value.

Skills Development	Knowledge Acquisition	Personal Growth	Development of Social Capital	Enhanced Venture Creation Opportunities	Enhanced Employability Prospects
<ul style="list-style-type: none"> <li>• 95% of survey participants</li> <li>• 87% of interview participants</li> </ul>	<ul style="list-style-type: none"> <li>• 77% of survey participants</li> <li>• 65% of interview participants</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of survey participants</li> <li>• 43% of interview participants</li> </ul>	<ul style="list-style-type: none"> <li>• 74% of survey participants</li> <li>• 70% of interview participants</li> </ul>	<ul style="list-style-type: none"> <li>• 15% of survey participants</li> <li>• 9% of interview participants</li> </ul>	<ul style="list-style-type: none"> <li>• 10% of survey participants</li> <li>• 9% of interview participants</li> </ul>

Figure 2. **Perceived** value to individuals engaged in extracurricular enterprise activities

Figure 2 illustrates that skills development was the most valuable benefit of participating in extracurricular enterprise activities, 87% of interview participants and 95% of survey participants valued the skills developed for their applicability to both entrepreneurial activity and employment preparedness. Participants tended to be 'outcome' rather than 'process' focused discussing the value of activities in relation to their future plans. Participants associated their acquisition of knowledge, skills and capabilities with their preparedness for a life beyond university whether as an entrepreneur or employee. They acknowledged that the knowledge, skills and experiences afforded by participating in extracurricular enterprise activities enhanced their abilities to pursue future entrepreneurial endeavours. Engagement in

extracurricular enterprise activities was considered to prepare them for business ownership or furthering existing endeavours:

*'The activities I have participated in have provided me with key information and further experience that will be instrumental in my future business endeavours'* (Respondent S)

Engagement in extracurricular enterprise activities was regarded as valuable for enhancing employability prospects. Participation was a positive addition for Resumes and perceived to increase graduate employment opportunities with a perception that employers favoured graduates who participated in extracurricular enterprise activities:

*'It shows employers that you have taken a keen interest in furthering your enterprise skills'* (Survey participant).

Upon cross-referencing **the types of** extracurricular enterprise activities participants **engaged in** and the benefits cited from engagement, patterns emerged. Participation in networking and guest speaker events were activities perceived to be most likely to achieve benefits, in particular skills development, personal growth and knowledge acquisition alongside enhancement of social capital. Socialising activities were perceived as beneficial in developing skills and knowledge, assisting in personal growth and developing social capital. Mentoring activities, competitions and trading practice were perceived to enhance participants' skills, knowledge and personal growth but to a lesser extent than other activities.

#### *Perceived value of engagement for enhancing experiential learning processes*

Participants identified having **more** varied learning experiences from engaging in extracurricular enterprise activities than they would have experienced **during** in curricular activities due to their diverse and practical nature. Experiential learning opportunities, such as

1  
2  
3 competitions, enabled participants to develop technical skills such as pitch practice, networking  
4  
5 and selling of goods/services.  
6  
7

8 *'You get to learn skills that you wouldn't anywhere else in the university, especially*  
9 *networking skills'* (Respondent D).  
10  
11

12  
13  
14 These findings echo Watson *et al.*, (2018) and Bell and Bell (2016) who examined business-  
15  
16 planning competitions and found development of networking skills and self-confidence were  
17  
18 particularly valuable aspects of student participation. The experiential nature of the activity  
19  
20 allowed development of specific competencies although Watson *et al.*, (2018) critique  
21  
22 application of these competencies for future entrepreneurial endeavours, suggesting  
23  
24 competencies developed during competitions are useful for preparing for future competitions,  
25  
26 'competition competency', rather than start-up. Instead business competitions should focus on  
27  
28 learning through action rather than static business planning for future endeavours (Watson and  
29  
30 McGowan, 2019).  
31  
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36 Participants emphasised the experiential nature of extracurricular enterprise activities, 'doing'  
37  
38 and 'putting into practice', as crucial for enhancing entrepreneurial learning. They described  
39  
40 entrepreneurial learning as "*hands on*" and "*practical*" making it distinct from generally  
41  
42 learning about business. The limitations of in-curricular activities, which were perceived to be  
43  
44 "*too theoretical*", led them to try extracurricular opportunities as a means to "*experiment*",  
45  
46 "*practice dealing with uncertainty*" and learn "*different approaches*".  
47  
48  
49

50  
51 *"University is about talking about stuff and writing about what you will do ... but this*  
52 *[participation in extracurricular activities] is a practical way of doing things"* (Respondent  
53 F)

54  
55 *"There's a lot of practicality whereas on your course it's pretty much about theory. There's*  
56 *only a certain amount you can learn from theory, whereas the stuff in the workshops you can*  
57 *apply"* (Respondent E)  
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2  
3 The ability to cope with risk of failure is considered an important component of entrepreneurial  
4 learning yet failure can be difficult to simulate in an educational environment as curricula is  
5 focused upon awarding achievement (Pittaway and Cope, 2007b). Participants discussed **this**  
6 difficulty describing their engagement in extracurricular enterprise activities as an alternative  
7 process to learn and experiment with failure:  
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14  
15 *“It’s all very well a lecturer telling us all this, you know the textbook says, but it’s another*  
16 *thing to say look this is what really happened with this person in real life and they lost this*  
17 *amount of money, you know they lost 50 grand, or they made 50 grand, whatever the case*  
18 *may be” (Respondent P)*  
19  
20  
21  
22

23 The ability to cope with risk of failure is considered an important component of entrepreneurial  
24 learning (Politis, 2005) and participants noted a limitation to in-curricular activities were  
25 **in**adequate opportunities to practice coping with uncertainty and failure. Instead,  
26 extracurricular enterprise activities were perceived to be represent ‘real life’ and a realistic  
27 platform for practicing entrepreneurial activity.  
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37 Table 2 lists the stages of the experiential learning process (Kolb, 1984) and categorizes which  
38 were emergent in the analysis.  
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43 **[Table 2 here]**  
44  
45

46 Although extracurricular activities provided an opportunity to acquire practical experience and  
47 were a platform to actively experiment, what appeared to be missing were structured  
48 opportunities for reflection and subsequent abstract conceptualisation processes. Reflection  
49 upon learning, appeared challenging for participants. There were instances of hesitation with  
50 several participants stating they were unsure how to discuss reflection. This was surprising  
51 considering reflection upon learning is a major component of in-curricular assessments on EE  
52 programmes (Neck and Greene, 2011). It seemed EE experiences had not offered adequate  
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opportunities for participants to reflect upon their learning and thereby complete all stages of the experiential learning cycle.

However, there was evidence of reflection by participants on their understanding of 'enterprise' which resulted from engagement in extracurricular enterprise activities. Individuals discussed widening their understanding of the concept of enterprise through participation:

*'Entrepreneurship is greater than business knowledge, it's everything involved in that mentality, that thinking from the ideology, to your ethos, to your objectives. It's about how business runs, your ethos, how you treat people'* (Respondent H)

This participant's understanding of enterprise evolved beyond 'business knowledge' to recognition of one's personal philosophy and how interaction with others affected entrepreneurial endeavours. Their enhanced appreciation of enterprise and its contextual application occurred as a result of participation in extracurricular enterprise activities.

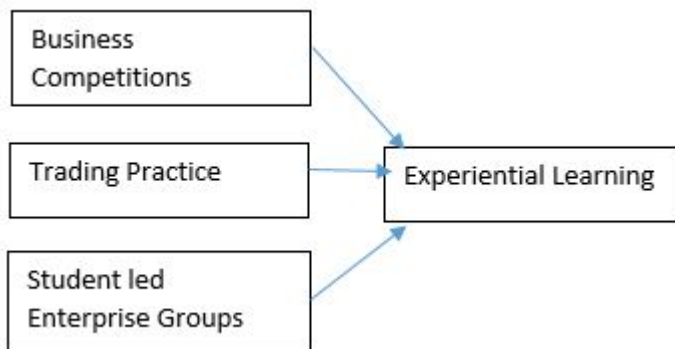


Figure 3 – Types of Extracurricular Enterprise Activity that enhance experiential learning processes

*Perceived value of engagement for enhancing social learning processes*

Although extracurricular activities varied in content and delivery there was a common perception from students, regardless of circumstances, that they were part of a learning community. Prior studies highlighted how individuals within community settings, such as

1  
2  
3 sports teams find their learning enhanced by interacting with others with a shared purpose  
4  
5 (Lave and Wenger, 1991).  
6  
7

8 Participants described opportunities for social learning afforded by engagement in  
9  
10 extracurricular enterprise activities; 70% of interviewees and 74% of survey participants  
11  
12 perceived learning to be in conjunction with others and enhanced by interactions within a  
13  
14 likeminded community. Extracurricular enterprise activities were perceived to unite like-  
15  
16 minded students with common goals to support and nurture collective entrepreneurial  
17  
18 development. This is important for learning processes as individuals may socially share  
19  
20 knowledge before reflecting and processing it themselves (Vygotsky, 1978).  
21  
22  
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24

25 Participants noted acquiring entrepreneurial knowledge when interacting with peers and guest  
26  
27 speakers. The social nature of extracurricular enterprise activities enabled signposting to  
28  
29 resources and knowledge gain from listening to and interacting with entrepreneurial others.  
30  
31 Participants described how engagement in extracurricular enterprise activities meant they were  
32  
33 effectively informed regarding available entrepreneurial resources and support. They described  
34  
35 extracurricular enterprise activities as an entry point into wider university support and  
36  
37 providing information for enterprise schemes they could participate in to benefit their business  
38  
39 ideas.  
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44 Alongside the establishment of professional contacts, extracurricular enterprise activities gave  
45  
46 participants opportunities to socialise and build friendships. Participants described becoming  
47  
48 part of a like-minded community which entrepreneurially inspired and motivated **them**. This  
49  
50 echoes Mueller and Anderson (2014) who note students feel a sense of responsibility for the  
51  
52 learning processes of their peers. Enterprise and Entrepreneurship Educators noted the benefits  
53  
54 witnessed in extracurricular enterprise activities in bringing students with similar **mind sets**  
55  
56 together, highlighting the emergence of entrepreneurial communities. Participants believed and  
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3 were considered by others, as operating in a community of practice. Communities of practice  
4 are places where individuals share and develop knowledge and understanding (Lave and  
5 Wenger, 1991). Hamilton (2011) noted this as a conducive setting for entrepreneurial learning  
6 processes.  
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12  
13 Extracurricular enterprise activities where students engaged with entrepreneurs during  
14 networking and guest speaker events, were activities **perceived to derive the** most value for  
15 participants. Networking benefited participants through peer-to-peer learning, gaining a range  
16 of perspectives and stimulating thought processes. Survey participants (36%) described  
17 enhancement of their networking skills as a benefit of participation.  
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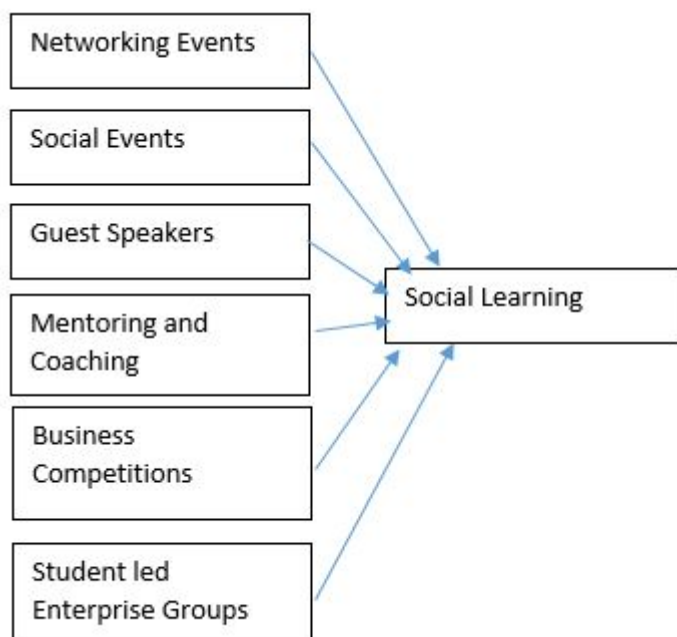
24  
25 Survey participants (74%) and interviewees (70%), discussed growth in the quantity and  
26 quality of their networks due to engaging in extracurricular enterprise activities. Participants  
27 described homogeneity of peers on their degrees as restricting their networks and saw  
28 extracurricular enterprise activities as a mechanism to engage with a wider group with a shared  
29 interest in enterprise and entrepreneurship:  
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38 *'You get the chance to meet other students of similar mind-set across different disciplines,*  
39 *especially as a business student, you may have an idea that ranges across different*  
40 *disciplines and it can be quite hard to meet such people' (Respondent E)*  
41  
42  
43

44  
45 The positioning of extracurricular activities outside of a specific faculty meant participants  
46 were likely to network and socialise with students **from** alternate disciplines. Some  
47 extracurricular enterprise activities involved **the** creation of inter-disciplinary networks bound  
48 by a shared interest in entrepreneurship **and** utilised to find information, seek advice/mentors  
49 and collaborate on ideas. Participants stated entrepreneurial thought processes were stimulated  
50 during such events, in a manner not possible in the curriculum, as they could interact with  
51 diverse individuals:  
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3 *'It's almost learning how different minds think to benefit your own thought process. Everyone*  
4 *thinks differently, it makes you reflect and learn. We make each other better'* (Respondent I)  
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8

9 However, not all participants provided descriptions of enhanced social capital and it is  
10 important to recognise how demographic factors may enhance or limit an individual's  
11 propensity and ability to grow social capital (Greve and Salaff 2003). The study noted a male  
12 dominance throughout the coded theme of social capital. Discussion of peers, mentors and role  
13 models either known to the participant through EE initiatives, or admired from afar, were more  
14 likely to be male. Over half of participants discussed the influence of role models who were  
15 male family members, business mentors, friends and celebrity entrepreneurs. Only two women  
16 were mentioned as role models and this derived from two female respondents discussing their  
17 mothers. No female role models were mentioned in relation to engagement in extracurricular  
18 enterprise activities. This concurs with Jones (2014) and Shinnar *et al.*, (2018) who posit  
19 historical masculinisation of entrepreneurship has informed UK HE approaches to EE and  
20 dissuaded female participation in EE initiatives.  
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59 **Figure 4 - Types of Extracurricular Enterprise Activity that enhance social learning processes**  
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*Perceived value of engagement for enhancing self-directed learning processes*

Participants were self-motivated to learn about entrepreneurship seeking out activities both within and outside of the university to enhance their learning. This took the form of self-directed learning activities, both individual, such as engaging in online forums, and collective such as student led enterprise groups. Recent developments in technology and global access to online resources appear to have assisted students' ability to self-direct aspects of their entrepreneurial learning. Participants used multiple online sources including Twitter, LinkedIn and Forbes to acquire information regarding entrepreneurship and shared information to an external audience through social media platforms. Participants valued the self-directed nature of engaging in activities as it provided autonomy to tailor their learning experience, engaging in targeted activities at a time convenient to them:

*"I watch a lot of online videos on entrepreneurship. They allow an insight from people who have experience in areas that can't be conveyed in a classroom"* (Respondent P)

*"I read books on entrepreneurial leadership. Online videos are a great source of information. Many speakers are almost impossible to hear live, and listening to talks such as TED online allows you to see what a particular person of interest is doing and find the distinguishing characteristics that make them world class in their craft"* (Respondent C)

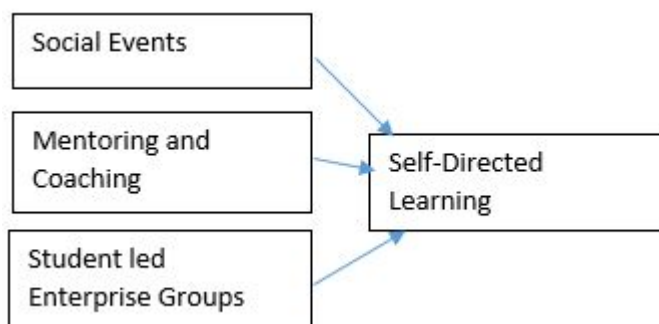
The excerpts exemplify the routes students took to develop entrepreneurial learning as a result of independent searches and additional to staff-initiated activity. Participants were pursuing 'real life materials' in order to identify entrepreneurs they related to and then applying their learning from these sources to assess what they can personally improve upon. The informal nature of extracurricular activities was considered appealing when contrasted with the formal curriculum. Participants described positives to developing entrepreneurial knowledge, skills and experience within a non-assessed environment. The removal of academic pressure allowed

1  
2  
3 participants to experiment with ideas in ways they did not feel possible on their degree  
4  
5 programmes.

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8 The self-directed nature of engaging in extracurricular enterprise activities enhanced  
9  
10 participant's understanding of their own strengths and weaknesses with 90% of survey  
11  
12 participants identifying personal growth as a benefit of participation and 43% of interviewees.  
13  
14 Participants described feeling more able to self-reflect regarding their strengths and weaknesses  
15  
16 and developing their 'person-ness' in ways the curriculum could not:  
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21 *'[on a degree programme] you learn business acumen but do you learn about yourself? At*  
22 *uni people forget about that, they think you go to uni and you get a job. I think that's what*  
23 *universities have lost .... you should be finding yourself'* (Respondent P)  
24  
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26  
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28 Moreover, respondents described how participation in extracurricular enterprise activities had  
29  
30 furthered personal growth in terms of diversifying life experiences, enhancing self-awareness  
31  
32 and instilling confidence. Whether this benefited entrepreneurial endeavours was a  
33  
34 consideration for participants, but personal growth opportunities were also valued individually  
35  
36 on merit. Participants described an increase in self-confidence and self-efficacy bolstered by  
37  
38 the experiences afforded by engagement in extracurricular enterprise activities and knowledge  
39  
40 that they were able to identify and shape their involvement in such activities. This offered  
41  
42 belief that they were effectively prepared for future entrepreneurial activities.  
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**Figure 5 - Types of Extracurricular Enterprise Activity that enhance self-directed learning processes**

## Discussion

This study highlights the benefits of participation in extracurricular enterprise activities and particularly, the **perceived** value that engagement offers for enhancing entrepreneurial learning processes. Some benefits were generalised in a wider context of learning while others were specific to the key components of entrepreneurial learning; experiential, social and self-directed learning. Due to the practical nature of entrepreneurship, experiential learning opportunities are regarded as particularly valuable for enabling entrepreneurial learning processes (Neck *et al.*, 2014; Honig and Hopp, 2018). The need for experiential learning is a common theme within EE literature (Thrane *et al.*, 2016) although what platforms enable experiential learning remains under researched. Participants identified extracurricular enterprise activities as **a possible** alternative platform. The physical ‘doing’ and applying extracurricular enterprise activities allowed participants to learn entrepreneurially and supplemented in-curricular activities that were considered as overly theoretical.

Undertaking extracurricular enterprise activities enabled participants to be part of a community of entrepreneurial practice. Learning was regarded in conjunction with, and enhanced by, entrepreneurial others and participants used activities to establish personal and professional contacts. This supports Hunter and Lean (2018) **whom emphasised the** importance of support from peers for creating an appropriate entrepreneurial learning environment.

It was important for participants to establish contacts outside their degree programmes that they felt shared a similar entrepreneurial mind set. Networks are a facet of an individual’s social capital (Greve and Salaff, 2003) and development of networks has been found to support nascent entrepreneurs with start-up (Davidsson and Honig 2003; Shirokova *et al.*, 2017). However, male role models appeared to dominate, which does not reflect the spectrum of entrepreneurship. While this was not highlighted as an issue by participants this has

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2  
3 implications for enterprise educators and student organisers of EE activity when designing and  
4  
5 delivering EE initiatives.  
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11 The development of students' autonomous and self-leadership behaviours is a principle of EE  
12 (Bacigalupo *et al.*, 2016; QAA 2018) and self-direction is an important facet of effective  
13 entrepreneurial learning (Van Gelderen, 2010; Jones, 2019). Both physical (student led  
14 enterprise groups) and virtual (online forums) avenues were utilised by participants to self-  
15 direct aspects of their learning. Participants sought materials they felt were relevant to their  
16 specific circumstances and aspirations. Leading their learning and tailoring to their needs was  
17 empowering and enabled personal growth and self-reported enhanced self-efficacy.  
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31 An emergent theme was the motivations for engaging in extracurricular enterprise activities  
32 and the dominant reason was perceived limitations of in-curricular activities for genuine  
33 entrepreneurial learning. Participants described the following perceived limitations of in-  
34 curricular enterprise education; limited opportunities for experimentation and practicality,  
35 ineffective simulation of real life risk and failure, and a formality that does not reflect the  
36 informal nature of entrepreneurial action. Although participants recognised practical learning  
37 opportunities were often made available during in-curricular sessions, it was the nature of  
38 extracurricular enterprise activities where you are "*pushed in at the deep end*", and were able  
39 to tailor what activities you engage in and with whom you engaged with, which was considered  
40 valuable in enhancing entrepreneurial learning processes.  
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54 Engagement in extracurricular enterprise activities was therefore not just an add-on to in class  
55 learning but considered an essential means to experience a diverse range of activities and assist  
56 participants in developing their entrepreneurial capabilities. In-curricular content was  
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3 perceived to be overly theoretical and structured whereas extracurricular activities were  
4  
5 practical and allowed for experimentation. One participant stated - “*you need to do*  
6  
7 *entrepreneurship to be good at it*” (Respondent F).  
8  
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10  
11 However, extracurricular enterprise activities have their own limitations particularly in their  
12  
13 restricted ability to encourage reflective activity. Jones (2019) states the aim of EE should be  
14  
15 the development of increased capacity for self-negotiated action and that self-directed learning  
16  
17 approaches needs to be embedded into EE and underpinned by repeated reflection (Jones,  
18  
19 2019). *It is the repeated reflection element that appears to be missing from extracurricular*  
21  
22 *enterprise activities as it depends on participant motivation to engage in, and understanding of,*  
23  
24 *reflection processes and whether these activities actively encourage and support reflective*  
25  
26 *processes. In particular, extracurricular activities would benefit from additional built in*  
27  
28 *reflection activities to assist participants in completing the experiential learning cycle. A*  
29  
30 *suggested area for future research is to explore how extra-curricular activities can be developed*  
31  
32 *to encourage participants to successfully accomplish each stage of the experiential learning*  
33  
34 *cycle.*  
35  
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39 The number of participants who directly linked participated in extracurricular enterprise  
40  
41 activities to then starting up a business was unexpectedly low. This may be due to **the** fact many  
42  
43 participants did not see themselves starting a business immediately upon graduation as they  
44  
45 wished to gain industry experience first and entrepreneurial learning was also seen as much  
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47 broader than just leading to business start-up.  
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### 53 **Conclusions**

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56 This study illustrates extracurricular enterprise activities have value for the benefits they bring  
57  
58 to HE students’ entrepreneurial learning processes and offer an alternative learning platform to  
59  
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in-curricular activities. However, extracurricular activities are not without their limitations as a learning platform as they lack opportunities for deep reflection and do not necessarily mirror the diversity of the entrepreneurial world.

This research is important in providing empirical evidence of the **perceived** value engagement in extracurricular enterprise activities has for entrepreneurial learning processes. However, findings are not generalised to the HE population and instead explore extracurricular enterprise activities within a UK context. Further examination of these activities through comparative analysis across multiple countries is necessary for a deeper understanding of the value and potential of extracurricular activities.

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<b>Extracurricular Enterprise Activity</b>	<b>No. of respondents</b>
Networking event	52
Socialising	43
Guest Speaker event	38
Mentoring/coaching session	25
Business Competition	12
Trading Practice	11
Other	7

**Table 1. Types of extracurricular enterprise activities respondents participated in (n=78)**

<b>Elements of experiential learning (Kolb, 1984)</b>	<b>Outcome of engaging in extracurricular enterprise activities</b>
Having experiences	✓
Reflection on experience	✗
Abstract conceptualisation	✗
Active experimentation	✓

**Table 2. Alignment of experiential learning theory and learning outcomes of engaging in extracurricular enterprise activities**

**Response document: “Examining the perceived value of extracurricular enterprise activities in relation to entrepreneurial learning processes”. Journal of Small Business and Enterprise Development**

**Overall Comment**

We thank the Journal Editor and Reviewers for providing such detailed comments. We have responded to the identified issues in detail and these changes are recorded in this document with coding to allow identification in the manuscript. In addition, we have used coloured revised text in the colour red to enable easy identification.

**Reviewer 1**

Reviewer Issue	Author Response
<p>1. The paper is much improved, although as highlighted in the main review (point 5), I think the limitations of extra-curricular activities would benefit from being made explicit in the research. Whilst, extra-curricular activities offer value in terms of engagement, they do not complete the experiential learning cycle alone (figure 2). So they are not a panacea and would benefit from additional/supplementary reflection to complete the learning cycle. This could also be added as an avenue for future research, to explore how extra-curricular activities can be developed to maximise learning through completing all of the Kolb’s stages of experiential learning.</p>	<p>Thank you for the comments. The authors agree that extracurricular activities would benefit from additional reflection to assist participants in completing the experiential learning cycle and have made this clearer with the following section in the ‘Discussion’ section of the paper:</p> <p><i>“It is the repeated reflection element that appears to be missing from extracurricular enterprise activities as it depends on participant motivation to engage in, and understanding of, reflection processes and whether these activities actively encourage and support reflective processes. In particular, extracurricular activities would benefit from additional built in reflection activities to assist participants in completing the experiential learning cycle.”</i></p> <p>The limitations of extracurricular activities are also acknowledged in both the findings and conclusion section, in particular the limited ability for students to reflect. Wording has been changed in the paper to indicate this and not present extracurricular activities as a cure-all:</p> <p><i>“The need for experiential learning is a common theme within EE literature (Thrane et al., 2016) although what platforms enable experiential learning remains under researched. Participants identified extracurricular enterprise activities as a <b>possible</b> alternative platform.”</i></p> <p>In the ‘Discussion’ section, the authors have detailed that future research is required to examine the most effective ways in which to overcome these limitations through the following sentence:</p> <p><i>“A suggested area for future research is to explore how extra-curricular activities can be developed to encourage participants to successfully accomplish each stage of the experiential learning cycle.”</i></p>
<p><b>1.1</b> Originality: The paper explores an interesting area of research. The paper has been improved by explaining how</p>	<p>We thank the reviewer for making this observation.</p>

1 2 3 4 5 6 7	the types of learning overlap and the different extra-curricular relate to the different theories of learning put forward.	
8 9 10 11	<b>1.2 Relationship to Literature:</b> The work is built on a solid grounding of sources and literature.	We thank the reviewer for making this observation.
12 13 14 15	<b>1.3 Methodology:</b> The addition of more tables/figures and additions to the methodology has helped to explain the research process more effectively.	We thank the reviewer for making this observation.
16 17 18	<b>1.4 Results:</b> More information regarding the activities has helped to contextualise the results.	We thank the reviewer for making this observation.
19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46	<b>1.5</b> The implications and limitations of extra-curricular activities are presented and explained in the conclusion. However, I think this could be presented in a more nuanced and critical manner. I still take from figure 2, whilst extra-curricular have some benefits they are not particularly effective for experiential learning, without additional 'bolt-ons', such as reflections, as they do not enable the experiential learning cycle to be completed. Thus, they offer value in terms of engagement, but they do not complete the experiential learning cycle alone. So whilst they might offer an opportunity for experience, they are not effective alone for experiential learning. This could be echoed more consistently in the abstract and through the results and conclusion. As I think this is an important finding, albeit it a critical finding. Highlighting this would help to increase the value and criticality of the paper.	The authors agree that extracurricular activities have limitations in enabling the experiential learning cycle to be completed. This has been made clearer in the 'Discussion' section of the paper as detailed in the above response to point 1.  This has also been made clearer in the abstract with the addition of the following sentence: <i>"However, these activities are restricted in enabling the experiential learning cycle to be completed due to limited reflection opportunities."</i>
47 48 49 50 51 52 53 54 55 56 57 58 59 60	<b>1.6 Quality of Communication:</b> The paper is well written and the communication is clear.	We thank the reviewer for making this observation.

## Reviewer 2

Issue	Comment
<p>1. I don't think you have properly addressed the following previous question:</p> <p>"I struggle to see how starting by writing that, entrepreneurship and enterprise education are different, should be followed by let's name them the same as EE. See if you can find a better way of doing this transition."</p> <p>Please provide a better solution to the inconsistency here identified.</p>	<p>We thank the reviewer for this observation and have included the following amendment in the 'Introduction' section:</p> <p><i>"While there are obvious distinctions as outlined above between enterprise and entrepreneurship education there is also significant overlap in the manner in which they are designed and delivered. For the purposes of brevity, from now onwards this study will refer to enterprise and entrepreneurship education as 'entrepreneurial education' or EE. Entrepreneurial education as a term acknowledges both the similarities and the differences between enterprise and entrepreneurship education without substituting one term for the other."</i></p> <p>This has precedence in the work of other enterprise education researchers such as Higgins, D., Smith, K. and Mirza, M. (2013) Entrepreneurial Education: reflexive approaches to entrepreneurial learning in practice. <i>Journal of Entrepreneurship</i>, 22 (2), 135 –160.</p>
<p>2- In my opinion, you need to rewrite your title and research questions (RQ). The RQ as questions (?) and more rigorously. Please mind the following: you do not measure value but, rather, only perceived value; students were not questioned about the value derived from participation but, rather, the reasons why they valued participating; The study does not highlight the benefits of participation, rather, it highlights what students perceive as benefits of participating in EEA.</p> <p>Try to maintain, throughout the paper, the consistency of the goals and the results of the paper. For example, the objective of the paper is to highlight, to explore, to confirm, to... etc.?</p>	<p>The authors agree that what is being measured is perceived value. This has been made clearer throughout the paper with 'perceived' now preceding value (all instances have been highlighted in red on the paper). This has also led to an amendment of the title to include 'perceived value' and to the research questions which have been re-written as questions.</p> <p>Thank you for the observation regarding inconsistency in the discussion of the goals and results of the paper. The paper has been revised to emphasise the exploratory nature of the research with the consistent use of the term 'explore' when discussing aims and results. This has led to several changes in wording throughout the study which have been coloured in red to aid visibility for the reviewers.</p>
<p>3-Finally, in my opinion, I think your text needs a final attentive reread or, better yet, professional proofreading.</p> <p>I still like your paper, though, and I have learned and reflected on my teaching by reading it, so... good job!</p>	<p>The authors have each given the paper a thorough re-read and identified grammatical errors that have been corrected and coloured in red text</p> <p>Many thanks for your comments and it is pleasing that this work has had an impact on your practice already.</p>

<p>1. Originality: Does the paper contain new and significant information adequate to justify publication?: Yes</p>	<p>We thank the reviewer for making this observation.</p>
<p>2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Yes, the paper shows an understanding of the relevant literature and cites an appropriate range of sources. To my knowledge, no significant work is ignored.</p>	<p>We thank the reviewer for making this observation.</p>
<p>3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: For the most part, yes. However, research questions should be rewritten as questions (?). Moreover, I think these "questions are not rigorous, as they are currently written. Please reflect on what you actually measured. You measured perceptions of participants and this is not equal to the value of activities nor the value os platforms. This fact should have implications even in your title! Finally, your study is exploratory so I do not agree with the use of the expression "Findings confirm" in the abstract.</p>	<p>The research questions have now been rewritten as questions and have been amended to make sure it is clear that is it perceptions being measured. In addition, the title has been amended accordingly to reflect this also.</p> <p>The abstract has been amended to the following – "<i>Findings posit</i>" to reflect the exploratory nature of the research.</p>
<p>4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Regarding the results, please make sure you always write perceptions where is due.</p>	<p>This has been made clearer throughout the entire paper with 'perceived' and 'perceptions' now used throughout.</p>
<p>5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: Yes. Implications are mainly identified at the entrepreneurship/enterprise education level. They raise and confirm some questions that</p>	<p>We thank the reviewer for making this observation.</p>



educators should consider when designing interventions.	
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Yes, although, in my opinion, this paper should be revised by a professional. Some typos and grammar issues can still be found in the text, including in that related to new additions (i.e. post first revision).	We thank the reviewer for making this observation. The authors have each given the paper a thorough re-read and identified several grammatical errors that have been corrected.

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