Women and Spinouts:
An Overview to the Development Framework for Gender-Inclusive Academic Entrepreneurship

This is an overview of all the resources available as part of the Women and Spinouts Framework.

This competency-based Framework aims to support and encourage women researchers to become spinout founders. It is situated in an approach which recognises that many of the barriers researchers face on their route to academic entrepreneurship are structural. Similarly, this Framework also recognises that spinouts are typically founded by teams rather than individuals and so many of the resources encourage researchers to consider who else they bring in or lean on for support.

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Appendix: Becoming, Building, Bridging: the 3Bs Framework

The Women and Spinouts Collection 1-3 Resources were written and developed by Alison Mitchell, Consultant and Executive Coach. Collection 4 was written and developed by Dr Charoula Tzanakou and Professor Simonetta Manfredi. To find out more about the authors please see **www.brookes.ac.uk/research/units/obbs/projects/women-and-spinouts/project-team.** The images found within the resources have been sourced from **Unsplash**. The graphic design of the resources is by **Carline Creative**.

WAYS TO USE THIS RESOURCE:

This is the introduction to all the resources and will:

Give you an overview of all the resources available for women and spinouts

Where to find the resources

SUPPORTING RESOURCES:

✓ **Becoming, Building, Bridging: The 3Bs Framework**

✓ **Development Discussion Cards**

Click here to access the full set of resources

OVERVIEW OF ALL THE RESOURCES

Here is an overview of all the resources available as part of the Women and Spinouts Framework.

COLLECTION 1: Coaching and Development

An Overview to the Development Framework for Gender-Inclusive Academic Entrepreneurship *(this document)*

The Development Framework for Gender-Inclusive Academic Entrepreneurship

Coaching Conversations and Self-Efficacy

Continuous Development: Career Development Planning

COLLECTION 2: Narratives, Conversations and Development Activities

Women and Spinouts Focus on…The Spinout Journey

Women and Spinouts Focus on…People and Support

Women and Spinouts Focus on…Motivation

Women and Spinouts Focus on…Managing Risk

Women and Spinouts Focus on…Teams

Women and Spinouts Focus on…Time and Work-Life Balance

COLLECTION 3: Development Discussion Resources

Becoming, Building and Bridging: The 3Bs Framework

Development Discussion Cards

COLLECTION 4: For Higher Education Institutions

A Framework for Higher Education Institutions to Gender-Inclusive Academic Entrepreneurship

Click here to access the full set of resources

THE FOUR PHASES OF SPINOUT

A 'mindshift' to entrepreneurship can take place at any career stage when researchers perceive opportunities as new value creation rather than as academic research output. This is an important transition point.

Thereafter competencies for spinout diverge from those for research as the context changes. Where a researcher continues with research and starts the spinout journey, parallel tracks emerge leading to potential career and personal conflicts. To support women in preparing for transitions, we have included spinout career planning in the Framework.

The Framework recognises that the spinout journey consists of several phases and is designed so that founders can more easily anticipate, develop and transition from one phase to the next. Complexity and performance requirements increase with each phase.

There are 4 broad phases of spinout: **Opportunity Recognition, Entrepreneurial Commitment, Venture Credibility,** and **Venture Sustainability.**

THE FOUR PHASES OF SPINOUT

DEVELOPMENT PHASES, SPINOUT STAGES AND CRITICAL TRANSITION POINTS

PHASE ONE
Opportunity Recognition
1
Use imagination to consider opportunities for creating value for others.

MINDSHIFT 1
Research to spinout

PHASE FOUR
Venture Sustainability
4
Commit to others to enable them to seize and shape opportunities to create value for others, for venture sustainability and growth.

PHASE TWO
Entrepreneurial Commitment
2
Recognise unique opportunities to address needs of others that have not been met.

PHASE THREE
Venture Credibility
3
Seize and shape different opportunities to respond to challenges and create value for others.

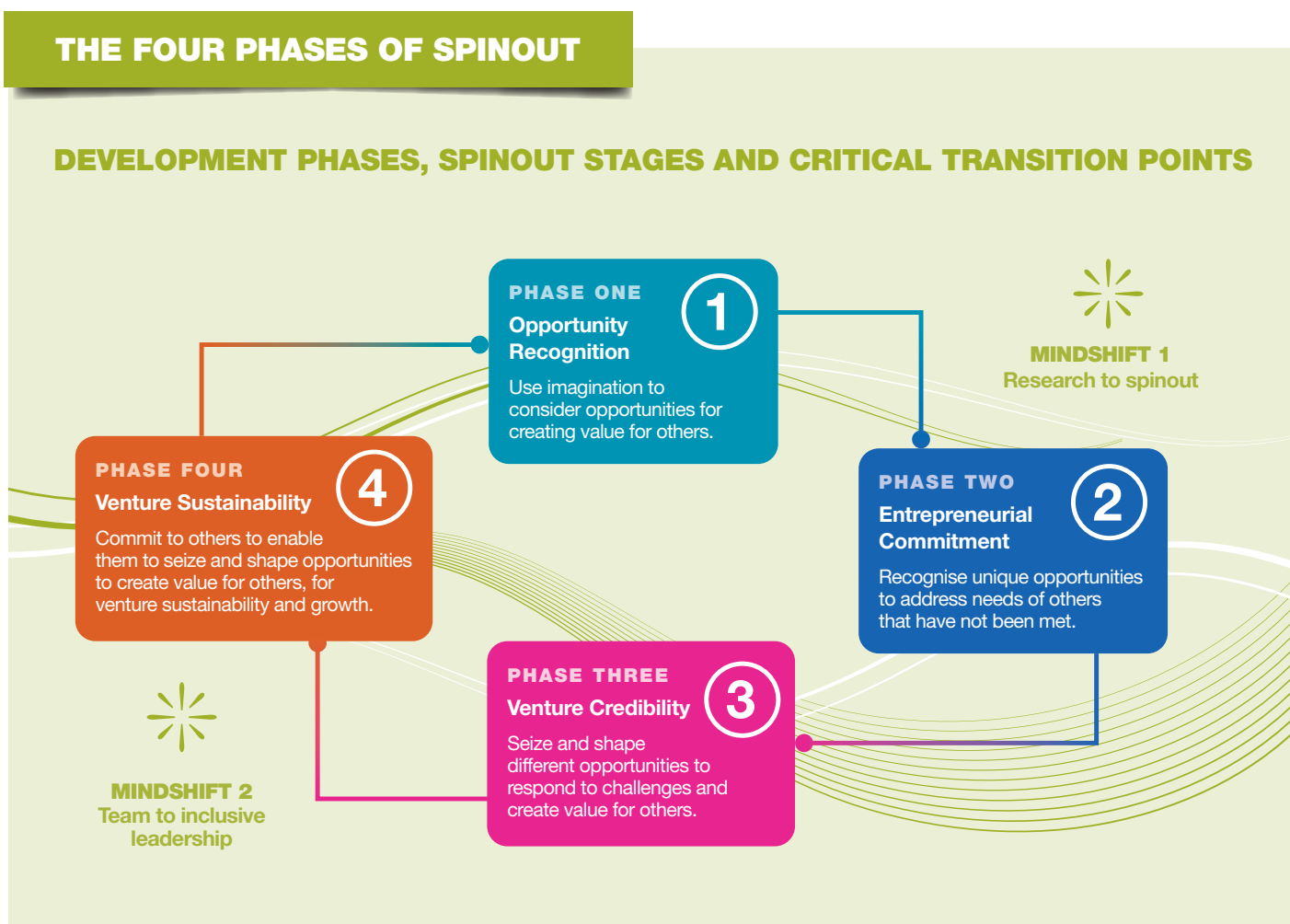**MINDSHIFT 2**
Team to inclusive leadership

Figure 1: 'Critical Junctures in the development of University High-Tech spinout companies', Ajay Vohora, Andy Lockett, Nottingham Business School, Academy of Management Best Conference paper 2003

The Development Framework for Gender-Inclusive Academic Entrepreneurship is a strengths-based model derived from critical behaviours for high performance as identified in our interviews with successful women founders. Researchers can choose to spinout at any career stage, although senior academics will have competences that can be transferred to the spinout process which are likely to differ from those exhibited by ECRs. The Framework encourages founders to recognise, affirm and adapt their existing competences.

There are three key development areas in the Framework, derived from our interviews with women founders and consultation with our Advisory Group:

B1 Becoming entrepreneurial: Developing awareness and understanding about oneself through personal growth and experiential learning

B2 Building relationships: Developing connections, links and managing relationships with others

B3 Bridging research to business: Developing skills and knowledge in the practicalities of the spinout processes

The Framework can be used by anyone contemplating a spinout and by organisations intent on nurturing all individuals in spinout. The approach we have used could extend the Framework for other underrepresented groups.

There are already several entrepreneurial frameworks that set out generic competencies for success. Rather than 'reinvent the wheel' we have based our Framework on the *EntreComp* entrepreneurial framework and applied a lens that considers the experience of women in university spinouts. The *EntreComp* entrepreneurial framework is well researched, has wide applicability, and aims to *'establish a common understanding of what entrepreneurship is and a reference for a broad spectrum of initiatives which aim to foster entrepreneurial learning. In this context, competence is understood as a set of knowledge skills and attitudes.'*[1]

There are important specifics in the context of women in spinout and so we adapted the *EntreComp* framework accordingly:

1. Recognise that creating and sustaining a success spinout is a team process

2. The spinout journey is one of transition and managing parallel careers in academia and business

3. Career planning and recognition of transferable skills are included

4. The path to spinout goes through phases and is not linear; development is a continuous process of reflection, self-development and learning by experience

5. Work-life balance, lack of organisational capacity to support and provision of mentoring according to needs, can pose barriers to women founders' development

B1

BECOMING ENTREPRENEURIAL

Developing awareness and understanding about oneself through personal growth and experiential learning.

B2

BUILDING RELATIONSHIPS

Developing connections, links and managing relationships with others.

B3

BRIDGING RESEARCH TO BUSINESS

Developing skills and knowledge in the practicalities of the spinout processes.

[1] EntreComp: the Entrepreneurship Competence Framework, JRC Science for Policy Report, European Commission, 2016 Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Publication Office of the European Union; Luxembourg, EUR 27939 **https://ec.europa.eu/social/main.jsp?catId=1317&langId=en**

USING THE MATERIALS

The development resources are structured as four different collections that can be used individually or as part of a suite of researcher development activities:

COLLECTION 1

Provides the reference documents on which the resources in all collections have relied upon. It highlights the wider frameworks, ideas and tools for reflecting, discussing and developing spinouts.

COLLECTION 3

Provides discussion cards as tools to facilitate discussion in terms of continuous development.

COLLECTION 2

Provides a series of thematic resources relying on key findings that aim to address challenges and key issues in developing spinouts.

COLLECTION 4

Provides a Framework for Higher Education Institutions to develop gender-inclusive academic entrepreneurship. It focuses on identifying and tackling structural barriers at an institutional level.

These materials are all open access and free to download. We only ask you please to acknowledge that they have been developed as part of the EPSRC Inclusion Matters programme. We also welcome any feedback.

COLLECTION 1

DEVELOPMENT FRAMEWORKS AND TOOLS

This overview is part of the Coaching and Development collection and introduces all the resources developed during this project. This collection also includes the *Development Framework for Gender-Inclusive Academic Entrepreneurship*, the core document that informs all the resources across each collection. This Framework introduces the critical transition points and development areas within different phases of spinouts.

Tightly woven with this Framework is the *Continuous Development* resource which highlights the significance of career development and planning within spinouts.

While both documents provide reflection exercises and activities, the *Coaching Conversations* resources is a useful set of tools to enable conversations and reflections in developing spinouts using coaching techniques.

This collection comprises:

An overview of all the resources (this document)

The Development Framework for Gender-Inclusive Academic Entrepreneurship

Coaching Conversations

Continuous Development

COLLECTION 2

NARRATIVES AND CONVERSATIONS

The following series of themes, each referred to as a '*Focus on…*' discussion, provides resources and development activities for researchers and their teams. Each document also includes recommendations to strengthen institutional capabilities to facilitate mainstreaming of gender-inclusive entrepreneurial leadership development, translating our research into practical actions.

These themes represent the key findings from our research and each document is designed to be used separately or as a whole development package. Each '*Focus on…*' theme can be used by researcher developers or by researchers themselves to discuss and reflect upon the Knowledge, Skills and Attitudes (KSAs) of a spinout founder. Activities are designed to encourage researchers to recognise their strengths and areas for development, and consider how they can acquire the necessary KSAs, either through self-development or by finding suitable sources of support.

The set of 'Focus on…' themes comprises:

Focus on…The Spinout Journey

Focus on…People and Support

Focus on…Motivation

Focus on…Managing Risk

Focus on…Teams

Focus on…Time and Work-Life Balance

Each theme is divided into sections covering:

Key messages, learning outcomes, commentary on perceptions, findings, and reality, reflection points for discussion, and women founders talking about the themes at different phases of spinout

Action points for researchers, research leaders, TTOs and researcher developers

Development activities and group discussion

Topics covered across the collection include: starting a spinout company, understanding investment, gathering support, finding a team, managing time and work-life balance, addressing discrimination and bias, and overcoming challenges.

COLLECTION 3

DEVELOPMENT DISCUSSION RESOURCES

The *Development Discussion* collection comprises 19 development discussion cards along with the *Becoming, Building and Bridging: the 3Bs Framework* that can be used for reference. The resource can be used for individual reflection, group discussion, Action Learning Sets (ALS), mentoring, coaching and performance review. The cards also can be placed in an institutional context with additional resources, and regarded as the start of a 'living resource' that can be grown over time. In contrast to the activity-based '*Focus on…*' resources, the aim of this pack of cards is to stimulate discussion about how researchers develop the knowledge, skills and attitudes of a founder across different phases of the spinout journey.

This collection of materials includes:

Becoming, Building and Bridging: the 3Bs Framework

Development Discussion Cards

COLLECTION 4

A FRAMEWORK FOR HIGHER EDUCATION INSTITUTIONS TO GENDER-INCLUSIVE ACADEMIC ENTREPRENEURSHIP

This Framework is aimed at different stakeholders within HEIs who play a role in influencing, shaping and developing the academic entrepreneurship ecosystem. It focuses on identifying and removing structural barriers that can hinder the participation of women in spinout leadership. It highlights three key dimensions that shape the relationship between individual researchers and their institution entrepreneurial environment: becoming an institution that supports and nurture gender-inclusive academic entrepreneurship, building capacity and a deeper understanding of how to achieve gender-inclusive entrepreneurship and bridging research and business. It is intended to be a tool to facilitate reflection and provide insights and ideas. It is largely informed by this project research and the experiences of women founders.

This resource includes:

Checklists to support the development of gender-inclusive approach to academic entrepreneurship

Points for reflection and action

Illustrative case studies

WOMEN AND SPINOUTS RESOURCES
Available to download from **www.brookes.ac.uk/women-and-spinouts**

APPENDIX: BECOMING, BUILDING BRIDGING: THE 3Bs FRAMEWORK

B1 BECOMING ENTREPRENEURIAL
Developing awareness and understanding about oneself

B2 BUILDING RELATIONSHIPS
Developing networks, connections and links

B3 BRIDGING RESEARCH TO BUSINESS
Developing business knowledge, skills and attitudes

B1 BECOMING ENTREPRENEURIAL	B2 BUILDING RELATIONSHIPS	B3 BRIDGING RESEARCH TO BUSINESS
B1.1 Understand personal values and recognise opportunities for creating value	**B2.1** Prepare research with an entrepreneurial focus and identify key stakeholders	**B3.1** Acquire business knowledge, skills and attitudes, create and deliver business plans
B1.2 Develop creative and innovative thinking to respond to challenges	**B2.2** Work effectively in teams to create value, collaborate in a coalition of diverse people	**B3.2** Understand and manage ambiguity, uncertainty and risk, evaluate benefits and risks, and make business choices
B1.3 Build an inspiring vision that engages others, and guides strategic decision making	**B2.3** Prepare for spinout activity, persuade and involve other people	**B3.3** Attain commercial, financial, legal, funding and investment literacy
B1.4 Appreciate and assess the value of different ideas to create best value for the spinout	**B2.4** Communicate, engage and influence stakeholders effectively	
B1.5 Recognise and maintain ethical stance, and act to ensure ethical and sustainable goals are met	**B2.5** Develop inclusive leadership capabilities, and be able to adopt different styles, practices and behaviours	
B1.6 Undertake entrepreneurial career planning, challenge assumptions, maintain work-life balance	**B2.6** Collaborate and work effectively with others, initiate value-creating activities	
B1.7 Recognise and use transferable research skills in the spinout process		
B1.8 Maintain self-awareness, self-confidence, and self-efficacy through experiential learning and reflection, make the most of strengths		
B1.9 Sustain motivation, perseverance and resilience, follow passion to create social and economic value		