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of enterprise

The University of Sheffield, 11th - 13th September, 2013

**IEEC** | International  
Entrepreneurship  
Educators  
Conference



# How am I doing? Providing a means to gauge student start-up performance

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## **This session will:**

- Outline the purpose of the research in terms of developing the scale.
- Provide a snapshot of the research on performance measurement.
- Present findings based on recent graduate entrepreneurs.
- Provide an opportunity for the audience to complete and evaluate the scale.
- Provide an exchange of ideas in terms of how colleagues measure students' performance in their own organisations.

## Outline the purpose of the research in terms of developing the scale

- The research area developed from a previous HEA Research & Pedagogic Grant
- Key focus of the research is around emotional intelligence (EI) and to design interventions to enhance EI and lead to improved performance
- This led to exploring the literature on performance measurement
- Participants - graduates embarked on a six-month extra-curricular enterprise education start-up programme called *Speed Plus*.

Provide a snapshot of the research on performance measurement in relation to the construction of the role based performance scale.

- In the literature, there appears to be few measurements to assess performance in self-employment or business start-up.
- 'Dimensions of job performance measurement: task performance, citizenship and counterproductive performance'.

## Dimension: Task Performance

- Murphy (1989) defined 'task performance' as the accomplishment of duties and responsibilities associated with a given job.
- Borman and Motowidlo (1993) defined 'task performance' as activities that are formally recognised as part of the job and that contribute to the organisation's technical core, (i.e." *the process by which raw materials are converted into the products in which the organisation specialises,*" p.92)

## Dimension: Citizenship Performance

- Research shifted from a focus on jobs and their fixed tasks to a broader understanding of work roles in dynamic organizational contexts
- According to Rotundo and Sackett (2002), citizenship behaviour is about behaviour that contributes to the goals of the organisation by contributing to the social and psychological environment.

## Dimension: Counterproductive Performance

- Robson and Bennett (1995) focused on counterproductive performance.
- Whilst Rotundo and Sackett (2002) building on this work identify counterproductive performance as “*voluntary behaviour that harms the well-being of the organisation,*” p. 69).

Several measures of job performance have been used over the years as criterion measures (Campbell et al, 1990).

The two that have influenced the development of the performance measurement are:

- Welbourne Johnson and Erez (1998) role based performance scale.
- Chandler and Jansen (1992) the founder's self-assessed competence and venture performance measure.

## Welbourne Johnson and Erez (1998) RBPS:

- The measurement was supported from a study based on six companies.
- It consisted of a measure of performance that included five different roles:
  - Job role behaviour
  - Career role behaviour
  - Innovator role behaviour
  - Team role behaviour
  - Organization role behaviour

- Chandler and Jansen (1992) founder's self-assessed competence and venture performance measure enabled self-evaluations of the founders competencies.
- This study was based on research that identified three roles that founders must competently enact in order to be successful:
  - 1. Entrepreneurial
  - 2. Managerial
  - 3. Technical-functional

## Construction of the role based performance scale

- Welbourne et al (1998) role based performance scale (RBPS) was the basis of the performance measurement for the following reasons:
- It provided a generalisable measure of performance and could therefore be adapted for business start-ups.
- It was considered by many researchers to be a very good way of capturing real performance (Gomez-Mejia, Balkin, & Cardy, 1998).
- It was multidimensional rather than one-dimensional and accounted for multiple roles employees may take in the workplace, which is particularly pertinent for entrepreneurs.
- It had been tested in companies and the studies conducted for this instrument provided data to support the reliability and validity of the scale but also suggested that it had face validity.

- The other measurement that I drew from was Chandler and Jansen's (1992) founder's self-assessed competence and venture performance measure for the following reasons:
- The measurement once again provided strong evidence for the reliability of measurement and the validity of the constructs.
- It was developed as a specific measure for business founders and hence context specific.
- The Managerial role function was particularly useful.

## Adaptations to the scale (RBPS)

- The career role was deleted from Welbourne et al's (1998) RBPS.
- The job role behaviour was extended to reflect not only the quality, but also quantity and accuracy of the job.

## Adaptations to the Scale (Chandler & Jansen (1992))

- The entrepreneurial functions role was discarded.
- The technical-functional role, which referred to the ability to use tools procedures, and techniques of a specialised field (Pavett and Lau 1983), was discarded.
- The ‘managerial role,’ in relation to ‘political competence’ was included in an additional section entitled ‘networking’.
- The ‘managerial role’ function, in terms of the ‘human competence’, was included in an additional section entitled Leadership.

- The one component that was omitted from the performance measurement scale was counterproductive performance. The researcher took the view that, as the focus was on graduate entrepreneurs setting up their own business, this was not applicable since they would not generally wish to '*harm the well-being of the organisation.*'

The key dimensions of the final performance measurement was:

- Job Performance
- Networking
- Innovative Thinking
- Team working
- Organisation
- Leadership

## Present some initial findings based on a recent group of graduate entrepreneurs.

Performance Dimensions/ Graduate	Job Perform (quantity)		Job Perform (quality)		Job Perform (efficiency)		Networking		Innovative Thinking		Team working		Organisation		Leadership	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	17	21	17	21	18	21	15	15	20	24	25	30	15	18	32	48
2	12	13	12	16	12	14	9	9	14	13	10	11	7	7	20	18
3	9	16	11	15	13	15	8	13	21	32	25	24	15	15	29	35
4	11	17	12	22	11	17	9	13	16	14	5	9	8	11	24	25
5	7	25	6	25	5	25	6	12	17	16	18	20	9	12	19	32
6	20	21	21	19	20	30	18	18	24	24	29	30	18	18	30	48
7	18	25	24	28	23	15	17	16	18	21	24	28	17	18	27	37
8	15	26	15	26	16	21	12	18	19	23	27	30	16	18	32	44
9	14	14	9	16	10	15	13	16	10	18	15	5	9	12	21	23
10	22	26	22	26	19	26	12	15	19	22	25	27	15	15	34	38

Provide an opportunity for the audience to complete and evaluate the scale.

- Please listen to the following video which was made for the graduate entrepreneurs in order to assist in the completion of the scale.
- <http://www.youtube.com/watch?v=hiKIqp77Y0g>
- Your Evaluation

## Evaluation of the role based performance scale

- List Two things you like about the scale

1. \_\_\_\_\_

2. \_\_\_\_\_

- List One thing that you would like to change in the scale and why?

1. \_\_\_\_\_

- To what extent do you think it is fit for purpose for **all** graduates?

\_\_\_\_\_

- Are there any other performance tools that you would have considered in the construction of this tool?

\_\_\_\_\_

Provide an exchange of ideas in terms of how colleagues measure students' performance in their own organisations

- Do you offer business start-up programmes for your graduates in your organisation?
- If so, do you measure their business performance?
- If so, what measures do you use?
- How effective do you think your measures are at measuring their performance?

Thank you for your support