

PREPARING SUSTAINABILITY-DRIVEN INTRAPRENEURS FOR INSTITUTIONAL COMPLEXITY: AN AI-AUGMENTED COMPETENCY FRAMEWORK FOR ENTREPRENEURSHIP EDUCATION

Sustainability-driven intrapreneurs operate within complex organizational environments shaped by institutional pluralism, where economic, environmental, and social demands frequently conflict. These competing pressures require future entrepreneurs and intrapreneurs to balance profitability with sustainability while maintaining legitimacy among diverse stakeholders. Although prior entrepreneurship education research emphasizes adaptive strategies for responding to these competing logics such as bricolage and effectuation, the pedagogical question of how to prepare students to leverage artificial intelligence (AI) as a capability amplifier in navigating institutional complexity remains largely unexplored. This gap is particularly acute in entrepreneurship education in Asia, where rapid digital transformation intersects with urgent sustainability transitions across diverse institutional contexts.

This study draws upon entrepreneurship competency theory, experiential learning theory, sustainability entrepreneurship education, and AI-augmented human capability perspectives to examine how future sustainability-driven intrapreneurs can be prepared to navigate institutional complexity. We develop a pedagogically oriented conceptual framework positioning AI literacy not merely as a technical skill, but as a core entrepreneurial competency that enables students to engage in sense-making, multi-stakeholder interpretation, and opportunity recognition within pluralistic organizational environments.