



The European University Enterprise Network

----- Case Studies -----

List and Overview of Case Studies

Case Study No.	Overview and Aim	Page No.
1	As part of the process of building its relationship with HP, Coventry held three workshops to explore: 1: what does it mean to be an entrepreneurial university and what does business want from cooperation; 2: building on workshop 1 a group of students were taken to HP Laboratories to 'experience' research and innovation in action; 3: students we invited to reflect on their experience and share their insights on their own projects and approaches. This case study details the workshop and provides some reflections from HP and the students.	4
2	Community Payback is a smart phone APP developed as a social enterprise. The project came out of cooperation between Coventry University and Coventry City Council (CCC). Using the APP, which is free to download, the public can photograph and geo-locate areas in the community that could be targeted for 'clean-up' by local offenders under the supervision of the Probation Office. This case study explores the development of the APP and the engagement with CCC.	8
3	At the initiative of a Coventry based construction company called Actemium, engineering students taking an Enterprise and Innovation module were invited to meet with the company to propose ideas for differentiation, without the business incurring significant re-tooling or staff development costs.	11
4	Munster University of Applied Science (MUAS) has a reputation for its 'third mission' strategic focus. Its engagement with the EUEN resulted in a re-evaluation of that approach and three case studies emerged from this process. Although it has 'entrepreneurship at its heart' MUAS does not have any entrepreneurship teaching. This case study reviews the rationale for that approach and reflects upon the need to change.	16
5	If enterprise education is to form part of the offer at MUAS, they wanted to be sure that it was clear what this meant. The case study outlines the processes undertaken to conduct a 360° review of MUAS in order to create a sustainable entrepreneurial university, conceived on a basis of knowledge and understanding.	21
6	Following the 360° entrepreneurship review at MUAS, a number of activities were identified to support the embedding of entrepreneurship within the University. This case study describes the range of activities undertaken so far and outlines a strategy for the future.	26
7	The University of Turku (Turku) decided to focus on enterprise education in biosciences for the EUEN project. Working with the Faculty of Medicine and in true cooperation with their business partner, Orion Pharmaceutical, enterprise modules were embedded in an undergraduate BSc programme and a postgraduate MSc programme. This case study details the approach taken and the rationale behind it.	32

8	The Centre for Entrepreneurship was formed in 2008 as a stand-alone organisation as part of the University College Ghent (UCG). Its main task was to support students in the Faculty of Business Administration and help them to connect better with the business community. The activities that it undertook and the level of engagement it had with students resulted in this brief being extended in 2010 to a full inter-faculty role, supporting students and staff. This case study explores the creation of an <i>Entrepreneurial University</i> at University College Ghent.	40
9	UCG's business partner, Acerta, is Belgium's leading provider in HR-Services to small, medium and large business clients. This case study explored the nature of cooperation between UCG and Acerta. The University aimed to better understand how new strategic cooperation could be formed and sustained; Acerta wanted to become more entrepreneurial in its business practices.	42
10	Poznan University of Technology joined the project as an associate partner after work had commenced. Although its primary business partner for the project was Microsoft, Poznan worked with a range of business to explore how effective university-business cooperation could be formed, based on mutual expectations. This case study explores how stronger relations might be formed.	46
11	This case study explores the importance of Intellectual Property training for students and staff working in the IT sector. A workshop was run by ECO INVEST Europoint Group at Poznan to raise awareness of the issues in patenting procedures and IP management.	49
12	This case study provides details of a conference held at Poznan University of Technology at which Jean Kovacs, the President of Harvard Business Angels, gave a presentation to IT students and staff. The title of the event was 'Silicon Valley inspires future Polish entrepreneurs' and aimed to promote business start-up. This case study is linked with case study 11 as they collectively aim to support student's start-up aspirations by providing information of IP and VC funding.	51
13	This case study provides details of a conference organised by Erasmus University to explore how business is creating value through advanced technology. The conference was attended by 600 delegates from the business and academic community. The event was also used to launch the Affinity Group – an alumni organisation for the development of strategic management and entrepreneurship.	55
14	This case study provides an overview of the UCEIF Foundation, which was formed through the cooperation of the University of Cantabria and Santander Bank. It provides details on the Santander International Centre for Entrepreneurship (CISE) and the Santander Financial Institute (SANFI) which forms part of UCEIF.	59

Coventry University

Case study 1: Building Successful Relationships with Business

Case study title	Developing entrepreneurial skills through knowledge and experience exchange		
HEI / Organisation Name	Coventry University and Hewlett Packard		
Country	UK	Date	July 2012
Nature of interaction with business	Knowledge Transfer and Industry Experience		
TOPICAL AREA OF THE CASE?			
This university-enterprise case is focused on the development of entrepreneurial skills through knowledge and experience transfer in Coventry University. This case explains how the Institute of Applied Entrepreneurship collaborates with HP to support knowledge and experience transfer to students of Coventry University.			
AIM			
Unemployment among the youth (e.g. age group 18-24) is becoming a problem world-wide. In the Midlands area of the UK the current rate is 21%. Although attention is focusing more on employability within companies one needs to assume that not all young people can be accommodated within the formal sector and needs to contemplate a career as an entrepreneur. The question is therefore how young people can best be assisted to become entrepreneurs through a system of business-academia cooperation. Through this cooperation procedures are investigated to assist students from idea generation or research into an idea through to commercialisation of their opportunities. Key outcomes of this process to expose students to key HP and partner practices are to provide the young entrepreneurs with a basis to start their own venture and entrepreneurial career, to receive feedback from fellow students and experienced business partners, and how then to replicate this process in future.			
RATIONALE			
<u>Rationale from HP</u> HP believes that employability is one of the key issues in the current economic environment - both from the students' and employers perspectives. Where students leave HE with skills that equip them for work and so allow them to contribute in their new role (employment) as soon as possible is regarded as a Win: Win situation by HP which provides them and other businesses with a much needed pipeline feed of good Graduate recruits. HP is currently working in cooperation with a number of Higher Education institutions where students not only leave with an academic qualification but also professional certifications as well – making them extremely attractive to future employers. Added to this the student can also attend a one year student placement with HP or one of it's partners and have a year's industry			

experience to offer. These students begin to have a very attractive CV when they enter the market place. Current initiatives from HP include Business Leaders and Senior Management training, complementing lectures by attending HE as visiting speakers to share with the students real life experiences of working in business, supporting and encouraging staff and students in volunteering activities that address needs in communities, both locally and further afield.

Rationale from Coventry University's perspective

Coventry University is an evolving and innovative University with a growing reputation for excellence in education. The entrepreneurial nature of Coventry University is also clearly spelled out in its vision: 'We aspire to be a dynamic, global, enterprising university.' Within its values three words are highlighted namely employability, enterprise and entrepreneurship. These themes lie at the heart of everything Coventry University do. By seeking to enhance a strong vocational emphasis of courses and bolstering links with the business partners, Coventry University firmly focused on preparing students for the future.

With a rapid expansion in the range of entrepreneurial activities within Coventry University, it became apparent that a formal conceptual model was needed as a focus for the ongoing development of the primary and additional ancillary activities that continued to emerge to support the enterprise education agenda. This conceptual model aims to encapsulate an approach to the development of a lifestyle of entrepreneurship. This is achieved through focusing on three dimensions: personal development (working with the person, supporting the aims and aspirations); entrepreneurial skills (helping them to develop skills, mindset and attributes), and business skills (improving their knowledge and its application). This model also acknowledges the fact that no two businesses are the same and therefore support should be tailored to the specific needs of a person and business. Although various specialist units exist within the Coventry University and are integrated into this system to form a unified service for existing and potential entrepreneurs it cannot replace the valuable knowledge and experiences business partners such as HP is providing to staff and students. Coventry University believes that through such a strong business-academia linkage students can be supported in an accelerated and more successful manner in terms of employability, enterprise and entrepreneurship focus areas.

PARTNERSHIP

Within this specific case, the main partners involved were HP and the Institute of Applied Entrepreneurship at Coventry University. HP is Coventry University's main business partner in the EUEN project.

ACTIVITY

During 2012, HP and the IAE had various meetings discussing how best to explore way of building a successful relationship that can assist student in terms of the employability, enterprise and entrepreneurship agenda. It was decided to unpack the process into three workshops. In Workshop 1 the focus was on reaching out to staff members discussing the principles of an entrepreneurial university and the importance of strong business-academia relationships within such a structure. From this basis, various projects were identified where HP and Coventry University could explore processes that would assist students eventually.

From the basis of Workshop 1, staff identified students who were invited to Workshop 2 which focused on sharing of commercial insight from HP's experiences. Specific areas that were addressed were managing of research, development of proto-types, and going to market. Researchers at HP and

entrepreneurs who created businesses with the support of HP were sharing their knowledge and experience with the group of students and staff members. The fact that this workshop was organized at HP's laboratory in Bristol added significant value to the experience of the students and staff members.

During Workshop 3, students and staff members were invited to reflect on their experience with HP and to determine how this process can be improved. Students were also invited to share insight on how their projects are progressing.

LEARNING OUTCOME

Various lessons have been learned from this project namely:

- Staff members need to understand the principles behind enterprise and entrepreneurship to facilitate the development of young entrepreneurs. However, staff does not need to be entrepreneurial because these real life knowledge and experiences can be provided by business partners.
- Entrepreneurs sharing their lessons learned are valuable for young entrepreneurs gaining experience on how to go about implementing their own ideas. During the workshop at HP's laboratory two students immediately networked with one of the presenting entrepreneurs and are now exploring ways of combining their ideas with that of the entrepreneur.
- The learning impact can be optimized by taking students and staff members to actual businesses. It just creates a different impact on the adopting of entrepreneurial behaviour.

In the beginning of Workshop 2, students could not relate to the examples of research and how HP is conducting research. They thought that it was not relevant to their own skills and knowledge development. However, when the practical presentations of entrepreneurs followed they could see the relevance and necessity of gaining knowledge and experience of a broader environment before investigating and developing their own business ideas.

RECOMMENDATIONS

Following from the lessons learned, the following recommendations can be made:

- When students are visiting business partners, they should ideally consist out of various disciplines.
- Although it might be more costs effective to invite business partners as guest speakers, students and staff should also be involved in field visits to specific business partners.

BENEFITS

Benefits of this type of cooperation between Coventry University and HP are as follows:

- Staff members are better equipped to facilitate young entrepreneurship development.
- Improved projects are created by student entrepreneurs – a higher order of business ideas are outcomes of this process.

MATERIALS

Support materials are:

- Slides shows used during the presentations.

STAKEHOLDERS

Funding from external organizations (e.g. UNLtd) helps to provide further support for the actual implementation of the student ideas.

CONTACT DETAILS

Coventry University

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HP

- Robert Watt, Watt, robert.watt@hp.com

Coventry University

Case study 2: Community Payback Mobile Application

Case study title	Collaborative project between Coventry University, Coventry City Council and a Social Enterprise		
HEI / Organisation Name	Coventry University, Coventry City Council and Social Enterprise (Community Payback)		
Country	UK	Date	July 2013
Nature of case	Social enterprise start-up through collaboration and support		
TOPICAL AREA OF THE CASE?			
The project undertaken was a community interest idea called Community Payback which is a free to download mobile app for members of the public to use so they can easily nominate potential projects for Community Payback to visit. The APP will allow the user to submit a photo, location and information to a map-based website so the case can be reviewed.			
AIM			
The cooperation was formed after a Coventry University and Coventry City Council social enterprise event, in which members of the public could develop and share problems and solutions within the Coventry area. Five winners were selected to be supported implementing their ideas. Community Payback was selected as one such a project and cooperation was formed to help them steer the development of the APP. This was completed through mentoring from a Coventry University staff members and assisted by 25 students who were involved in the testing of the APP.			
RATIONALE			
The objectives of this project were as follows: Staffordshire and West Midlands Probation Trust: To develop their idea so it could be brought to market within 12 months. Coventry University staff: To provide assistance to social enterprise projects to help improve the local communities within the West Midlands. Students at Coventry University: To gain insight into how a new APP can be bought to the market, including the operational and financial issues which arise. The students also gain an understanding of beta testing the APP. The students were enrolled for the module “Running your own business”.			
PARTNERSHIP			
Staffordshire and West Midlands (SWM) Probation Trust (Community Pay Back project) vision is to “change and control the behaviour of offenders in order to make local communities safer”. This project was lead by Jason Davis.			

Coventry University/Institute of Applied Entrepreneurship (IAE): The aim is to support local social projects which will improve local communities within the region.

Coventry University Students: David Wick (staff member) utilized a specific module to create a basis for students to see the development of an APP from idea to the market place.

ACTIVITY

The initial social enterprise event was launch in September 2012 through a Coventry University and Coventry Council City camp, which was a two day event in which residents were asked to highlight social problems within their community which can be solved by digital means. With the issues stated, solutions were investigated and ideas were generated before being pitched for further development. From this event, 5 winners were selected for assistance from Coventry University through the IAE.

The IAE worked with the winners to develop an action plan for their development. With some of the ideas already in the development stages, all of the projects required different levels of support and guidance which included mentoring, market research, and user testing. Meetings were arranged at suitable occasions to further help them with their development and this was done in person or over the phone. The prototype APP development took 2/3 month longer than expected due to issues in the software developments and bugs in the system. The team had to be realistic in their development time, and had to make sure the APP was correct before launching to the public.

A prototype version of the app was tested by Coventry University students so the Community Pay Back team could understand the end user thoughts and concerns regarding it. This opportunity also allowed the students to ask any questions regarding the development of the APP, and the issues they had to date in developing a new product.

LEARNING OUTCOME

The Community Pay Back team was grateful for the engagement of Coventry University and the students as it gave them an opportunity to gain users feedback first hand. Feedback has been used in the development, and modification to the APP has been made through this process.

Coventry University gained insight into social concerns of developing an app for a mass market.

RECOMMENDATIONS

Based on the experience of this project, the project has to be driven by the company or individual person, with the students and the University providing guidance and support without taking day to day control of the idea. The University needs to support the cooperation without taking direct ownership of the idea, as this is very time consuming.

BENEFITS

It benefited the development of the APP in that more support was provided during the initial phases. That created a stronger project.

Staff and students could experience a real life case study about the development and implementation of

an APP.

MATERIALS

Below is a link to the Community Payback APP You tube video which was created by the Staffordshire and West Midlands Probation Trust.

<http://www.youtube.com/watch?client=mv-google&gl=GB&hl=en-GB&v=kbwGukbfk20&nomobile=1>

More information of the app will be available once it is fully developed.

STAKEHOLDERS

Coventry City Council; Community Groups; The Probation Service; The Police; citizens.

CONTACT DETAILS

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Coventry University

Case study 3: Coventry University and Actemium

Case study title	Collaborative project between Coventry University and a construction SME looking for business diversification support		
HEI / Organisation Name	Coventry University and Actemium		
Country	UK	Date	July 2013
Nature of case	Business development and diversification		
TOPICAL AREA OF THE CASE?			
The theme for this project was Innovation in the sense that the company wanted ideas of what different areas it could progress to without significant retooling or retraining of staff. The company, Actemium, is a subsidiary of Vinci (construction).			
AIM			
A staff member of Coventry University who is responsible for the module Innovation & Entrepreneurship for Engineers was approached to assist the company. The idea was for a group of students to visit the company and work with the director and a few other key staff in order to generate possible future business ideas. This would then be followed up by a Masters Dissertation student working through those ideas and finally preparing a report on the possible solution.			
RATIONALE			
From a company point of view: To have fresh, creative minds to find innovative ideas for new business with no pre-conceived starting point. To then have those ideas taken and screened for feasibility over the following 10-12 weeks by a Masters student as his dissertation project ending with the results being presented to the board for consideration to help optimize and improve the business performance. From a university point of view: This would give a group of students experience in working through a problem with a real live company who required real and not theoretical solutions. It would give them valuable experience which could go on their CVs and help with their future employability. It would give one student an invaluable placement in industry in which they could produce an industry based research project for their Masters Dissertation. This again would be a very good thing to have on their CV and could only help improve the employability of the student. As the module leader – it gave the chance of showing a real life example of how the university could work with a business and prove the entrepreneurial and innovation theories could be used in practice.			
PARTNERSHIP			

Coventry University: We aspire to be a dynamic, global, enterprising university. We will work in partnership with external organisations through our research and engage with students as partners in our community of learning.

Actemium: Aim to support our customers in optimising their production plants with added value solutions.

Mr James Boynton – Masters student at Coventry University

Mr. Duncan Honeysett, Actemium Ltd, Elmdon Trading Est, Birmingham.

Mr. Nigel Denton, Senior Lecturer, Coventry University

Mr. Ray Jarvis, Senior Lecturer, Coventry University (helped with Innovation day)

Actemium's Mission: To support our customers in optimizing their production plants with added value solutions. (VINCI Energies Marketing Strategy Manual, July 2007)

Actemium's three year ambition (2011) – To become one of the top three plant integrators in Europe with a profit exceeding 5% in each Business Unit.

Actemium's clients include: Jaguar (Tata), Coca-Cola, Dunlop, Rolls Royce, Ford, Boots, Tesco, Cadbury, Land-Rover, Goodyear, Peugeot, CEMEX, Tarmac, Kraft, Hanson, Morgan Est.

ACTIVITY

Initially one of the university Business Development Officers contacted the academic staff member to ask whether it would be possible to assist the company. The academic staff member put it to his students that he was looking to do an "Innovation Day" with a company for idea generation to test levels of interest. He also asked colleagues if they could recommend a Masters Student who might be suitable for such an Industry Based Dissertation Project. A meeting was arranged between the university and the company to clarify what both parties wanted from the arrangement – and negotiated accordingly.

Challenges: Would the company give employees time off to interact with students and participate fully with the "Innovation Day". Would the company agree to a student working with them (and possibly even pay the student) for the work placement?

LEARNING OUTCOME

How best to work with industry to find the best possible solution for both parties.

Any problem (challenge) has a solution, the only question is, is the solution acceptable to all parties?

RECOMMENDATIONS

From a company point of view: Be willing to ask the university what they might be able to do to help. Be willing to assess the answer with open minds.

From a university point of view: Seek out and ask companies if they can be of any help. The university has a huge amount of resource (student projects etc) which if directed properly could be extremely valuable to both the student/university and the company.

BENEFITS

Company Benefits: Access to creative solutions, often for little cost.

University Benefits: Real case studies proving how theory can work in practice, evidence to prospective students that the course adds real value and increases future employability.

Student Benefits: Real life experience (how often do they look at a job application which requires “experience”?), understanding of how theory can fit with practice and something to make their CV stand out and a real talking point in a future interview.

MATERIALS

NASA Group Activity – to get into the mind set of thinking and an important tool to aid in the understanding of the importance of group work.

Idea Generation Techniques used: Absence Thinking, Brainstorming, Challenge, and Assumption-busting.

STAKEHOLDERS

Stakeholders were as already mentioned: Actemium, Coventry University and Coventry University Students.

CONTACT DETAILS

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Coventry University

Lessons learned

Various lessons were learned by Coventry University during the EUEN project include the following:

- Senior management support and guidance: Senior Managers need to support entrepreneurship fully or nothing will work. However, support without guidance is also futile. Therefore, Coventry University created an Enterprise Committee that consists of senior managers from across the University (e.g. Deputy Vice-Chancellor, Deans) and selected representatives from the private sector. This committee is chaired by Coventry University’s Chancellor, Sir John Egan, and the Deputy Vice-Chancellor for Business Development, John Latham. This committee decides on the strategic direction of Coventry University in terms of entrepreneurship development. This committee will act as a catalyst for the development of a range of enterprise activities and initiatives to support staff and students. It has already started to actively engage in the creation of a social enterprise hub; in the provision of funding for business and social enterprise endeavours and is influence the learning, teaching and assessment strategy for the university.
- To enhance their knowledge and awareness of how enterprise and entrepreneurship is impacting on other HEIs, some of Coventry University’s senior managers are attending the Entrepreneurial University Leadership Programme, run by NCEE, whilst other staff members have enrolled on the International Enterprise and Entrepreneurship Educator Diploma also run by the National Centre for Entrepreneurship Education. These programmes help managers and staff to think and behave more entrepreneurially. They provide them with the underpinning rationale for the changes proposed, or at a senior level, support strategy development. Undertaking external training and/or development, helps people to see the wider picture and to appreciate the context in which change is proposed and why.

- Wider cross Faculty engagement is necessary both in terms of programme development and also when it come to sharing ideas and good practice. Currently there are insufficient enterprise champions in the University overall. Greater effort needs to be made to support cross Faculty programme development and delivery.
- Create more multi-disciplinary teams: Student's experience can be optimised if they are part of multi-disciplinary team working side by side with a business. More effort should be made to identify new opportunities that are multi-disciplinary in their approach. Teaching staff also need to be encourage to work more closely with colleagues from other Schools and Faculties.

Actions Planned 2013-14

Action 1

Title	<i>Staff Development and Enrichment</i>
Challenge / Opportunity	<i>More staff members should be trained to engage with enterprising and entrepreneurship activities. From 2013 onwards, the University asked all course teams to report on how they are addressing enterprise, entrepreneurship and employability issues. This should create the impetus needed to encourage staff to take opportunities for additional training and development. It may also result in more collaborative projects and external engagement.</i>
Description	<i>The workshops provided by NCEE for staff development have now been contextualised for Coventry University. These programmes could form the basis for wider staff training. Discussions with the Staff Development team in HR may result in the programmes being offered to all staff in the coming year. The lessons from this exercise will be shared with other partners and also will be enriched by their experiences.</i>
Stakeholders	<i>This project will be managed by the IAE and the HR department as a joint venture.</i>
Impact and Benefits	<i>Supporting staff development will help to ensure that students get the opportunity to develop discipline specific insights into enterprise and entrepreneurship activities. This should help to ensure that they are better equipped to compete in the labour market having gained some real insights into the problems and needs of their potential employers.</i>
Success Criteria	<i>Number of staff members trained Number of new business engaged with across the university</i>
Timescale	<i>July 2014</i>

Action 2

Challenge / Opportunity	<i>To develop new curricula with non-enterprise specific disciplines.</i>
Description	<i>We have already started to work more closely with other Schools and Faculties to co-create new programmes that are discipline specific. Working with the School of Health and Life Science, we are working on an MSc in Social Enterprise Development for Health and Social Care professionals. The intention is to use this development opportunity to create a template for other collaborative projects.</i>

Stakeholders	<i>IAE and the School of Health and Life Sciences, plus professional bodies</i>
Impact and Benefits	<i>This project will benefit staff members in that they will be better equipped to support enterprise and entrepreneurship activities. The aim is to support social care students looking to start their own business on graduation and to help existing professionals in the sector to return to education and also consider starting their own enterprise on graduation.</i>
Success Criteria	<i>Having the programme developed for delivery in 2014 with a cohort of students waiting to take it.</i>
Timescale	<i>May 2014</i>

Action 3

Challenge / Opportunity	<i>To reconsider the role and position of the IAE within the University. The IAE could be more effective in supporting enterprise and entrepreneurship education development within Coventry University if its approach was more focused.</i>
Description	<i>There is a danger that in supporting the whole range of enterprise and entrepreneurship activities that are undertaken at Coventry University, the IAE will gain a breadth of understanding but not depth. The aim is to focus on capturing our learning more effectively and translating it into published research outputs.</i>
Stakeholders	<i>The IAE team, the University and students.</i>
Impact and Benefits	<i>Greater internal and external profile. Sharing knowledge with the enterprise education community and being better informed in our approach to teaching and staff development.</i>
Success Criteria	<i>Greater profile for the IAE internally and externally.</i>
Timescale	<i>2014 and ongoing</i>

Münster university of applied sciences

Case study 4: Entrepreneurial University as its Heart

Case study title	Entrepreneurial university as its heart (but no entrepreneurship teaching) - the partnering example of Münster University of Applied Sciences		
HEI / Organisation Name	Münster University of Applied Sciences		
Country	Germany	Date	July 2013
Nature of case	Entrepreneurial university historic development		
TOPICAL AREA OF THE CASE?			
The example of the Münster University of Applied Sciences (MUAS) Germany depicts a university that despite not having any entrepreneurship teaching, is entrepreneurial at its heart. Faced with reduced state funding in the late 1990's, the university embraced the concept of long-term, 'early-stage' partnerships and collaboration at the highest level and, as a consequence has been recognised as best-practice nationally for their efforts. With an marketing approach to working with research customers, a university-wide strategic partnering approach to cooperation with business and an innovative approach to encouraging academics to work with business as well as a commitment to student projects with business, the university has become the leading German university of applied science with regard to third-party money.			
AIM			
The university nowadays is an institute for applied education and research. However, it has been especially over the last ten years that it has acquired an outstanding reputation for its development of the university's 'third mission' through a strategic approach to knowledge transfer through university-business partnerships. This process commenced in 1998 when a university professor with a background in technology marketing was appointed to the position of Vice-Rector for Research Affairs and Technology Transfer. It was the first time in Europe that such a vice-rector had been appointed and it was the start of the university's focus on increasing third-party money through marketing. A tenet of the newly appointed vice-rector was that if the university is to co-operate more with research partners from industry, and if it requests more money for its research performance, it finds itself in a market. The principle follows that if one wants to be successful in a market, one will necessarily need to undergo and conduct marketing and apply marketing models and instruments.			
The university implemented a number of pillars upon which the university was able to create a sustainable and long-term commitment to cooperation with business. These initiatives are described below in 'How?' Despite being very entrepreneurial in their approach, it is interesting to note that MUAS has no entrepreneurial programme as part of the curriculum at the time of the EUEN project commencement. For this reason, the case study describes the development of entrepreneurial thinking at MUAS prior to the commencement of the EUEN project. Subsequent cases will highlight the development of entrepreneurial thinking at MUAS specifically as a result of the EUEN project.			

RATIONALE

The creation of the previously mentioned vice-rector position laid a firm basis for the increase of third-party funds. The aim of this appointment was to differentiate the university from other universities and institutions in the eyes of industry, and to promote partnerships purposefully.

As a basis for long-term success, MUAS defined the following guidelines for research and transfer and anchored these in the university's strategic planning for 2006-2010:

- R&D is crucial for MUAS and serves to establish and cultivate long-time partnerships with (former) students, research institutions and businesses
- Research and teaching are equal pillars of the university. R&D activities provide important impulses for teaching
- The university seeks to establish long-term and strategic partnerships, which align with the university's strengths or complement deficiencies in the field of resources and offers.

Private as well as publicly-funded projects have the same value and appreciation in career planning. It is primarily third-party budget from industry, which is to be further enlarged. Furthermore, R&D is beneficial for researchers through research reputation, better structures and personal advantages. Researchers developing their career by undertaking good research activities will directly benefit from this.

It is with this background that MUAS is exploring the concept of the entrepreneurial university and what this means for a university that has shown a history of acting entrepreneurially.

PARTNERSHIP

Crucially the change in philosophy towards a more 'market-focused' partnership with business was embraced at the highest level of the university with board-level recognition. A strategic triangular approach was embedded and anchored with (i) the University's Board providing strategic direction, (ii) analytically and research-focused perspectives in the field of research being provided by the Science-to-Business Marketing Research Centre, and (iii) operative traction being provided through a service provider for technology and knowledge transfer under private law (Transferagentur Fachhochschule Münster GMBH). The corners of this strategic triangle 'cross-fertilize' and thus, influence our methods jointly: processes and projects of research and transfer promotion at our University.

This is explained as follows.

1. From 1998, under the direction of Rector Klaus Niederdrenk a substantial fortification of the Research and Transfer activities occurred with a specific Vice Rector position created for knowledge transfer. In 2004, based on this successful experience, the vice-rector position was re-named Rector for Partnerships and Strategic Alliances.
2. In their search for information about working more closely with business, a general lack of knowledge around the topic within a European context was observed. As a result, a research centre dedicated to science marketing, The S2BMRC, was established in 2002. The centre is geared to developing international know-how, models, instruments and methods in science-to-business marketing and today numbers approximately 20 staff.
3. Additionally, a private transfer agency, Transferagentur Fachhochschule Münster GMBH, was created to manage these partnerships. The transfer agency is a privately owned company (49% by the university) which serves as a firm basis for strategic alliances and partnerships with many businesses.

It has a total network of approximately 1800 companies, with a total number of 800 projects a year. This total can be divided into different levels of commitment and coordination.

ACTIVITY

A strategy and action which MUAS undertakes is an analysis of the awareness, market potential, customer satisfaction and image of the university (compared to other HEIs) which is undertaken every few years. These analyses are there to improve the quality and performance level of MUAS. It also stimulates the university to segment markets based upon market needs and strategically approach targeted clients. The reasoning is that (potential) customers and (potential) partners in the market are not equal to each other. As an example, it was found that companies having their own R&D department perceive a university-industry relationship differently to those not having their own R&D activities.

The industry focus already starts in the job application, where potential employees who support UBC are favoured. The active implementation of strategies in structures such as the transfer agency and the research offensive operationalises an industry focus. The university has developed a partner relationship management (PRM) system and Stairway Model which places every partner on the stepladder. The model allows for the strategic management of university partnerships as a set of norm strategies have been created for each level of UB relationship (each step in the ladder) to either maintain, increase or decrease the relationship.

At the academic level, the creation of incentives for academics to engage with business has been a further element of the initiative's success. In recognising that educating and incentivising academics was essential in increasing cooperation with industry, a research offensive was launched within the university. The initiative had 12 building blocks designed to provide sufficient incentive for academics to get more involved in market-oriented research and transfer. Some of the building block include the following:

- Whoever manages to procure funds from industry receives a financial bonus of 8% (technical) or 12% (non-technical faculty), provided by the university and the state government.
- A 'space negotiating model' prescribes that a faculty receives 23 sq m of additional area if it raises €35,000 in third-party funds. As not all faculties have the same possibilities to raise large amounts of third-party funds, the threshold for the additional area also differs depending on the faculty.
- Other measures of research performance, besides third-party funds, such as publications, public presentations and attendance of conferences and symposia are assessed according to a defined point system. In these cases, those who undertake active research are able to reduce their teaching load and receive a salary increase.

A final example is when the university created six academic committees to manage different objectives within the university they included in each committee two persons from industry. The main aim of this, was to stimulate innovation, to professionalise the decision making process and to get a new vision from outside the university. However, having been involved in the university's decision making process, those from industry then felt some ownership of the university and became advocates for the university within their external networks. In that sense, the university has acquired 12 ambassadors for the university.

LEARNING OUTCOME

Various lessons have been learned from this project namely:

- The importance of high level recognition of the importance of knowledge transfer and relations with business
- The value of a university-wide Partnership Relations Management (PRM) system to manage the process of collaboration with business
- The significance of creating incentives for academics to embed the concept of working with business and entrepreneurial thinking into the faculties
- The value of gentle but 'forced' involvement of academics and business through work on faculty committees at a level where collaboration is assured and relations can be built
- The long-term commitment to relationship-building between academics and business is crucial.

RECOMMENDATIONS?

Following from the lessons learned, the following recommendations can be made:

- Despite the success of the initiatives, the strategic approach taken by MUAS still needs further development as it is estimated that only 20% of academics are engaged in the process
- Furthermore, the involvement of students in collaboration with business is not on a systematic level across the university. This provides an area of improvement
- Lastly, entrepreneurship is not taught to either academics or students within the university and provides a further area of improvement.

BENEFITS?

Setting priorities on research and technology already in the early stage and besides premium teachings, was worth it. MUAS is the leading German university of applied science with regard to third-party money for industrial projects and collaboration and additional federal state funds for R&D. In fact, third-party money generates one-third of all university income. In 2010, MUAS created a total of more than €12m in third-party funds. This was the 12th year in succession that the university had an increase in its third-party funds since introducing the marketing approach.

Moreover, MUAS achievements in this area were recognised in 2007 when MUAS was named one of the Top Universities in Germany applying the best strategies of UB knowledge exchange and tech transfer by the German Federal Ministry of Education and Research and the Initiative of German foundations for the German Sciences (Stifterverband für die Deutsche Wissenschaft). Now MUAS generates the highest amount of 'third party' money (industry contribution) of all universities of applied sciences in Germany.

Lastly, the annual allocation of resources within the university towards UBC accounts for a systematic strengthening of research and transfer. When calculating the faculties' budgets, the research-related component contributed 7% on average in 2000, whereas in 2010 it already amounted to 33%. Around 45% of third party money made at the university is attributed to be money direct from companies.

MATERIALS?

Support materials are:

- Baaken, Thomas; Schröder, Carsten (2008): The Triangle for Innovation in Technology Transfer at University of Applied Sciences. In: Laine, Kari; van der Sijde, Peter; Lähdeniemi, Matti; Tarkkanen,

Jaakko (Hrsg.): Higher Education Institutions and Innovation in the Knowledge Society, Helsinki, Finnland, S. 103-116.

- <http://ub-cooperation.eu/pdf/27.pdf>

STAKEHOLDERS?

The stakeholder involved included:

1. University Management
2. Academics
3. Students
4. Business

CONTACT DETAILS?

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Case study 5: A 360° entrepreneurship review at Münster University of Applied Sciences (MUAS)

Case study title	A 360° entrepreneurship review at Münster University of Applied Sciences (MUAS)		
HEI / Organisation Name	Münster University of Applied Sciences		
Country	Germany	Date	July 2013
Nature of case	Operational review		
TOPICAL AREA OF THE CASE?			
In order to properly inform stakeholders and leaders at MUAS about the entrepreneurial university concept, about its relevance, the current situation, the barriers and drivers for entrepreneurship as well as general interest level for the topic of entrepreneurship education, five different research studies were undertaken bringing in different stakeholder perspectives. The thinking behind the research undertaken at MUAS as part of the EUEN Pilot Project was that if the topic of the entrepreneurial university and entrepreneurship education more generally was to be driven forward, then the concept needs to be properly and consistently understood, adapted and communicated. To do this, and following a marketing process, an analysis of the environment first needed to occur. Significant feedback from EUEN partners were incorporated in the review.			
AIM			
What	A series of studies involving stakeholders to obtain multiple perspectives about entrepreneurship education		
Who	Regional stakeholders including academics, entrepreneurs, students and business		
When	2012-13		
The 360° review entrepreneurship at MUAS involved the following studies:			
1. A forum and survey with MUAS <u>academics</u> to understand the strengths and weaknesses of MUAS (and its region) as well as the barriers for and drivers of entrepreneurship education			
2. A survey of the motivations of MUAS <u>students</u> for entrepreneurship			
3. Discussions and survey with <u>entrepreneurs and entrepreneurial leaders</u> in business from Australia and Germany about : building entrepreneurial behaviour and what is needed in a future curriculum			
4. A review of the entrepreneurial mindset and its relevance to regional business was also undertaken, however the survey was still to be implemented with local business and the time of case study writing			
5. A study (in the form of a thesis) of the <u>supportive ecosystem in place</u> for student entrepreneurs in Münster			
RATIONALE			
Within the EUEN pilot project, in order to properly inform the process of framing a sustainable entrepreneurial university and approaching entrepreneurial education, it was seen as important to lay a foundation of understanding about entrepreneurship through a “360° entrepreneurship review” at MUAS. The concept was to look at the concept of entrepreneurship, and its meaning for a university,			

from a number of different stakeholder perspectives incorporating the: (i) academic, (ii) student, (iii) entrepreneur /entrepreneurial leaders' perspective, and (iv) (local) business. Additionally a further study was enacted to bring together all elements in an audit of the Entrepreneurial Ecosystem for the Münster region. In this way, through a proper analysis of the entrepreneurial environment in Münster, supporting mechanisms and activities could be better tailored to the entrepreneurial needs and interests of the environment whilst also achieving desired pedagogical outcomes.

PARTNERSHIP

As defined, it was deemed to be necessary for the research to view entrepreneurship through the eyes of a number of different regional stakeholders. This meant that firstly the opinions of MUAS academics were vital to understanding the existing entrepreneurial environment of MUAS (and its region), the opinions of students were crucial to understanding the level of understanding and interest there was for the topic of entrepreneurship, the perspectives of entrepreneurship and entrepreneurial leaders were important to mapping out appropriate curriculums and pedagogies, (local) business opinions were critical to determining the needs and interest of local business for entrepreneurship (education), and finally regional stakeholders and mechanisms supporting entrepreneurship in Münster needed to be audited and mapped.

ACTIVITY

1. **SWBD study (strengths and weaknesses - barriers and drivers) of MUAS for entrepreneurship education**

What Forum and survey

When 2013

Who MUAS academics and external entrepreneurship stakeholders

An *Entrepreneurial Leaders Forum* and survey with MUAS academics to understand the strengths and weaknesses of MUAS (and its region) as well as the barriers and drivers for entrepreneurship education was undertaken. The reasoning for the study is that for entrepreneurship to prosper, an adequate entrepreneurship ecosystem and supporting mechanisms need to be in place. Furthermore, the entrepreneurship activity needs to fit the needs, strengths and weaknesses of the local system. The study objective was to determine the hindrances and facilitators of entrepreneurship at MUAS as well as the advantages and disadvantages of the local system to support student entrepreneurship. The study also sought to understanding how the concepts of the entrepreneurial university and entrepreneurship education was understood within the university.

Sample The workshop took place in Münster on the 18th of July, 2012 with participants as follows: 11 internal, 7 external

Results (i) An agreed understanding of the term ,entrepreneurial university ,was achieved: the entrepreneurial university promotes entrepreneurial capabilities and action in all parts of the institution; (ii) Drivers – Consistent understanding, acceptance, and integration of entrepreneurship with an acceptance of the concept at the faculty and board level was seen as a crucial driver for entrepreneurship at MUAS, (iii) Barriers - A lack of a study path for entrepreneurship and poor course communication are the biggest barriers to entrepreneurship for students, whilst a lack of high-level, strategic acceptance of entrepreneurship and a lack of a varied and safe finance structure are the biggest barriers to entrepreneurship within the university, (iv) Strengths - Large amount of interested students, flexibility of management which is able to act, Stimulating academic environment and an environment integrated with business were seen as MUAS' main strengths for entrepreneurship, (v) Weaknesses - Existence

of courses / consulting for interested students, Existence of adequate resources (space and time) and High competence of lecturers in entrepreneurship are the biggest weaknesses of MUAS for entrepreneurship, and (vi) Informing and motivating lecturers, creating a core entrepreneurship team (teaching, research, transfer), sensitising university actors for the topic and creating an endowed professorship for Entrepreneurship were considered to be the best ways of facilitating the entrepreneurial university concept within MUAS

2. **EMS - Study of the Entrepreneurial Motivation of Students**

What Survey

When 2007 – ongoing

Who Students were researched through a global network of entrepreneurship researchers

The project is an international study on the entrepreneurial motivations of first-year business students. The purpose of the survey was to determine and compare the level of interest of business students for entrepreneurship study and activity in different countries and continents. This on-going survey is now one of the largest surveys completed worldwide looking at entrepreneurial motivations of students having had over 10,000 responses from 17 different countries. During the EUN project the study was undertaken for the first time with students in all faculties and at all levels of study.

Sample A total of 304 students at MUAS responded to the survey

Results (i) Students demonstrate interest in the topic of entrepreneurship across almost all faculties with over 50% saying that they could imagine starting a business someday or having already commenced a business, (ii) risk and job security remain the main reason for preferring to be an employee (iii) Providing students with ideas to start a new business, creating a network for linking entrepreneurial students and entrepreneurship education are the best mechanisms for promoting entrepreneurship within the university (iv) a focus on German success stories, especially companies founded by students could increase interest in the topic implement “being self- employed” as unique chance for self- fulfillment, personal development and success, in the minds of students

3. **Building entrepreneurial behaviour – what is needed in a future curriculum?**

What Literature review and survey

When Nov 2012 – Dec 2012

Who Entrepreneurs and entrepreneurial leaders in business from Australia and Germany

With the EUN project as a stimulus, a review of the entrepreneurship *Unternehmensgründung II* course curriculum offered to students was undertaken with entrepreneurs and entrepreneurial business leaders in Australia and Germany. To develop the course, the opinion of these stakeholders was sought to help in the development of the curriculum specifically in regard to entrepreneurial (i) thinking and (ii) acting as well as the elements of a good concept.

Sample A total of 13 entrepreneur practitioner / expert responses from Germany and Australia were received

Results According to the entrepreneur practitioners and experts, developing entrepreneurial behaviour in students involves developing entrepreneurial (i) thinking and (ii) acting. *Entrepreneurial thinking* includes: thinking creatively, beyond current resources and boundaries, with a vision focused on a market problem, having a specific knowledge set thinking locally and acting globally. *Entrepreneurial acting* includes: identifying opportunities, being unafraid to fail, having specific skills and knowledge, acting without permission, being unconstrained by current resources and doing it. Students also need to be shown elements of a good concept including: an idea with certain characteristics, getting the right people, defining a profitable business model and approach whilst targeting an attractive enough market.

4. **Entresystem Münster - Defining the ecosystem for student start-ups in Münster**

What Research project

When Nov 2012 - Apr 2013

Who Münster entrepreneurship stakeholders

The *Entresystem Münster* research project was designed to identify the supporting mechanisms that are ideally present for a student entrepreneur. Subsequently, a further part of the study was to then make a gap-analysis to determine how supportive was the Münster environment for student start-ups through the entire process from interest awakening to market entry. The research successfully assembled a model for the support of student entrepreneurship.

Results This gap-analysis firstly identified and further developed a model for of entrepreneurship ecosystem which was divided into three phases of entrepreneurial interest. The analysis then focuses on the resources, stakeholders and offers available to the student entrepreneur through the 3 stages: (i) interest, (ii) idea discovery and (iii) idea development and business commencement. The results suggest that Münster has support for entrepreneurs as the get closer to business commencement however there is very few recourses, programmes, offers or supporting agencies responsible for the stimulation of entrepreneurial thinking and instilling motivation for the topic of entrepreneurship.

5. **entrepreneurshipINbusiness - Defining the needs and interests of business in the Münsterland region for entrepreneurship**

What Literature review, qualitative inereviews and survey

When Jan 2012 - ongoing

Who Münster businesses

In the *entrepreneurshipINbusiness* research project, entrepreneurial competencies were compared with the skills for successful managers/administrators (as recognised in literature) and these entrepreneurial SABs were then divided into those elements that are distinctly entrepreneurial, those elements that are distinctly managerial / administrative and those that are SABs for both. Furthermore, A number of scenarios were defined whereupon an entrepreneur could be differentiated from a manager / administrator based upon their responses.

Sample A total of 5 qualitative interviews and 30 survey responses are sought

Results Entrepreneurial competencies were found to be divided into three areas: (i) skills, (ii) attributes and (iii) behaviours (SABs). There were SABs recognised as being (a) entrepreneurial, (b) managerial / administrative as well as (c) SABs that related to both. At the stage of case study writing, the research results were being made into a survey for the qualitative interviews.

LEARNING OUTCOME

Various lessons have been learned from this exercise namely:

- That researching the local environment crucial to understanding how the principles of the entrepreneurship university and entrepreneurial teaching can best be developed
- That it is important to have a common understanding of the entrepreneurial university concept and what is meant be entrepreneurship education within the university as well as with its regional stakeholders as the topic can be misunderstood
- That there is quite a deal of focus on supporting the creation of start-ups in the region (and generally) however there are few stakeholders or recourses focussed on an earlier stage of development of the entrepreneur: motivating and sensitising of entrepreneurship as well as the

stimulation and development of entrepreneurial thinking and acting

RECOMMENDATIONS

Following from the lessons learned, the following recommendations can be made:

- A better understanding of the entrepreneurial university concept and entrepreneurship education and its benefits needs to be developed within the university, particularly with members of the university's upper-management
- Further development of motivating and sensitising of entrepreneurship as well as the stimulation and development of entrepreneurial thinking and acting is needed within the university
- Better coordination of entrepreneurship on a regional nature is required

BENEFITS

The benefits coming from the study include the creation of a basis of understanding for the development of the entrepreneurial university concept and entrepreneurship education at MUAS which is in keeping with the strengths and weaknesses of the university and region, the existing capabilities including barriers and drivers to entrepreneurship within and outside the university and finally also the needs and interests of stakeholders in respect to entrepreneurship.

MATERIALS

Support materials can be acquired through the contact below.

STAKEHOLDERS

The stakeholder involved included:

1. University Management
2. Academics
3. Students
4. Business
5. Entrepreneurs

CONTACT DETAILS

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Case study 6: Creating a university entrepreneurship revolution from the bottom

Case study title	Creating a university entrepreneurship revolution from the bottom up, activities that support the development of entrepreneurial thinking		
HEI / Organisation Name	Münster University of Applied Sciences		
Country	Germany	Date	July 2013
Nature of case	<ul style="list-style-type: none">• Entrepreneurship spirit promotion• Student projects with business• Curriculum and pedagogies• Business engagement• Dissemination activity		
TOPICAL AREA OF THE CASE?			
This case study describes the activities undertaken by Münster University of Applied Sciences (MUAS) academics within the frame of the EUEN Knowledge Alliance Pilot Project including the description of student-business projects, new curriculum development as well as promotional activities designed to support the development of entrepreneurship in cooperation with business. EUEN partners provided crucial feedback and focus for many of the activities described.			
AIM			
A number of activities were undertaken within the EUEN Pilot Project that were focussed on increasing entrepreneurial capabilities through interaction business. <ol style="list-style-type: none">1. Student projects with business - Various projects involving student involvement with business2. Business Idea Idol - The idea development competition – A revised entrepreneurship curriculum as a result of feedback from entrepreneurs and entrepreneurial leaders3. “Discovery Panel - Students discovering new markets” – A new curriculum4. “Make someone’s day” – A new pedagogy was created5. Open Space-Veranstaltung „Wir denken Zukunft“- A strategic instrument for placing the topic of entrepreneurship on the agenda of university management.6. 2012 Conference on Entrepreneurial Universities - A conference as a means for raising the profile of the entrepreneurial university and entrepreneurship generally on a European level as well as building their profile within the university.			
RATIONALE			
Following a 360° entrepreneurship review at MUAS to establish the actual situation of entrepreneurship in the region, the strengths and weaknesses of the university and region for entrepreneurship as well as the barriers and drivers to entrepreneurship within the HEI, a number of activities were defined for the implementation of the EUEN project objectives pertaining to embedding entrepreneurship within the university.			
PARTNERSHIP			

MUAS academics, MUAS students, MUAS management and regional business worked collaboratively to deliver a number of activities and mechanisms for the development of the entrepreneurial university concept and entrepreneurship education at MUAS.

ACTIVITY

The activities undertaken within the EUEN Pilot Project that were focussed on increasing entrepreneurial capabilities will now be explained.

Student projects with business

What Various projects involving student involvement with business

When January 2012-June 2013

Who Students of the Münster University of Applied Sciences
Strategic marketing (2nd year Economics) students

MUAS has a proud history of cooperating with business especially regional business primarily in cooperative research and development. A growing area of cooperation is the interaction of students with business in the form of student projects designed to provide practical application of marketing theory through the strategic marketing course. With an average of four student projects conducted with business per semester, the project offer students the ability to learn research, analysis, reasoning and project management skills with the project aims generally focused on researching new markets and products. A total of 18 projects involving 12 businesses / inventors and over 230 students and therefore formed a major part of MUAS' commitment to the EUEN pilot project deliverable. 18 student-business projects were conducted as part of the curriculum at Münster University of Applied Sciences during the EUEN pilot project (Jan 2012-July 2013). These 18 projects are summarized as follows:

- Students acting in the role of consultants, market researchers, concept/idea/product/service developers and project managers
- The projects took place within the Faculty of Business Administration at both bachelor and master levels
- The nature of the projects included brand assessments, market analyses, development of concept concepts, development of new product ideas, development of innovative business models, commercial potential analyses for new discoveries, market growth assessments
- Project partners included a total of 18 different companies including 12 German SMEs (primarily from the region), 1 regional agency, 1 university, 1 British SME, 1 Australian NGO, and 2 German start-ups
- Project deliverables included presentations and reports
- A total of 259 students were involved with approximately 20 different nationalities
- Official project languages included German, English and Spanish

Business Idea Idol - The idea development competition

What Revised curriculum

When April-June 2013

Who Students of the Münster University of Applied Sciences
Strategic marketing (2nd year Economics) students

A review of the entrepreneurship *Unternehmensgründung II* course curriculum offered to students was undertaken with entrepreneurs and entrepreneurial business leaders in Australia and Germany. To develop the course, the opinion of these stakeholders was sought to help in the development of the curriculum specifically in regard to entrepreneurial (i) thinking and (ii) acting as well as the elements of a good concept. Resulting from the study, the existing course curriculum was altered to offer greater opportunities for students to develop entrepreneurially skills and behaviours using practical tasks and

activities. The result was a significantly improved quality of student entrepreneurial knowledge and development however a similar level of student course assessment indicating further work needs to be done. For more information, please go to www.businessideaidol.com

“Discovery Panel - Students discovering new markets”

What New curriculum

When April-Jun 2013

Who Students of the Münster University of Applied Sciences, Strategic marketing (2nd year Economics) students

Within our international innovation marketing course, as part of the *Discovery Panel - Students discovering new markets* program our 3rd year students have to develop a plan for an actual new discovery (a new idea, technology or venture) coming from an actual inventor, researcher or entrepreneur to provide a market perspective for the concept. We piloted this innovative program with a researcher last semester had some really positive results and a great outcome for the researcher who received a comprehensive market analysis for his research discovery. This new pedagogy was first trialed with a research technology in the winter-semester 2012-13 and then successfully undertaken with 4 business and NGO partners in the summer semester 2013.

“Make someone’s day”

What New pedagogy

When 2012-13

Who Students taking part in the *Business Idea Idol* competition at MUAS

As part of their own development, students are encouraged to discover their own ability to positively affect the world in a small way at any time. To achieve this, during coursework, students are asked to see if they can "make someone's day" by positively effecting the lives of another. They are then asked to report their story back to the class in order to share their ability to make a difference. The famous quote from Anita Roddick (Founder of Bodyshop) provides the reasoning for the concept: *"If you think you're too small to have an impact, try going to bed with a mosquito"*.

Project Open Space-Veranstaltung „Wir denken Zukunft“

What Strategic instrument

When 18 February 2013

Who Management of the FH-Munster

An 'Open Space' workshop titled 'wir denken Zukunft' ("We think the future") was held at the University of Applied Sciences Münster on 18 February 2013. The aim was the broad participation of all stakeholders of the university, to identify emerging issues that are likely to develop in the coming years and decades for MUAS high scientific and societal relevance. For this purpose, the participants discussed what skills are available in the various departments of the university, and lend themselves to process such interdisciplinary topics.

With the objective of building a profile for entrepreneurship within the university, it was decided by our team to recommend 'entrepreneurship' as a topic for discussion at the forum. In doing so, we have achieved a number of objectives:

1. Promoted the topic with key decision makers within the university
2. Places the topic on the agenda of the University board and faculties for discussion
3. Found others who were also interested and working in the topic

2012 Conference on Entrepreneurial Universities

What Conference

When April 25-27, 2012

Where: Münster, Germany

Who Global network of entrepreneurship researchers and practitioners

The idea behind the Entrepreneurial Universities conference was to shine a spotlight on the emerging topic of Entrepreneurial Universities as well as to put the topic itself on the table of HEIs and academics in Europe. A total of 220 attendees engaged in 2.5 days of fruitful discussions and networking which served to move the concept forward from a practical and theoretical perspective.

LEARNING OUTCOMES

Various lessons have been learned from this project namely:

- Student-business projects cause a greater amount of work for both the students and the academic however deliver a higher-level and deeper understanding of educational content
- Academic competencies, tools and methodologies for the management of student-business project are needed to support the achieving of a good project results for the business
- Strategic instruments and promotional activities are vital in placing entrepreneurship on the agenda and building the understanding of entrepreneurship within the institution

RECOMMENDATIONS

Following from the lessons learned, the following recommendations can be made:

- The appropriate curriculum and pedagogies are required to ensure that students projects with business deliver desired benefits to both students and businesses
- Student projects need an appropriate level of theory to support the practical learning
- Further efforts need to be made to increase the benefits to academics from student-business projects whilst support for the development of the more complex curriculums and pedagogies involving student-business interaction is needed

BENEFITS

Benefits of these activities for various stakeholders include:

- Student benefits include being able to develop a deeper understanding of content through a combination of theoretical and practical interventions. Furthermore, the enjoyment of learning can be increased whilst opportunities for continuing their work with the business through thesis topics or internships is increased
- Business benefits include the discovery of new markets and products/services as well as commercial insights useful within the running of the business. In an indirect sense, business will also benefit from having students that are more equipped and ready to enter the business world
- Academic benefits are somewhat lower than the previously mentioned stakeholders. Academics may benefit from better student course assessments or increased cooperation with the business however these benefits are often overshadowed by the often vastly increased workload coming from curriculums facilitating interaction between students and business

MATERIALS

For further information about business idea idol, please go to www.businessideaidol.com

STAKEHOLDERS
<p>The stakeholders involved included:</p> <ol style="list-style-type: none"> 1. University Management 2. Academics 3. Students 4. Business
CONTACT DETAILS
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MUAS Lessons Learned

During the activities undertaken with the EUEEN Knowledge Alliance Pilot Project, a number of lessons learned can be documented:

- It is importance to be clear of what you are trying to achieve on an individual basis, faculty, university and regional basis
- The perspectives of stakeholders needs to be considered in developing the entrepreneurial university concept within the university in addition to entrepreneurship teaching
- Ideally building entrepreneurial thinking and acting would be both a top-down as well as bottom up objective. The combination of the two allows a more coordinated and accepted approach to truly embed itself within the university and align with the regional objectives
- It is import also to understand how important terms are understood be key people. As an example, the understanding of entrepreneurship by the Vice President for Knowledge Transfer and Partnerships at MUAS was that of student start-ups (which he didn't see as the university's focus) rather than entrepreneurial thinking and acting (which the university already demonstrates and encourages)
- Don't be tied to the word 'entrepreneurship' or indeed to creating student start-ups. Rather, be clear on what is entrepreneurial thinking and acting and how it can be best embedded in your institution without being specifically tied to start-up outcome. Along the way it is important to consider the strengths, weaknesses, barriers and drivers for entrepreneurship affecting the university within a regional context. Any development of entrepreneurially activity ideally then occurs within the broader objectives of the university and the region.

MUAS Action Plan

Will the activities undertaken during the life of the EUEN Knowledge Alliance Pilot Project as a background, future activities include:

- Further understanding – there is still a need for further understanding of the entrepreneurial university and entrepreneurship more generally as it relates to MUAS. This will involve further research building the understanding of what makes entrepreneurial thinking and acting, the value this creates for all stakeholders and the role of the university in developing these capabilities and with whom. Furthermore, a greater understanding of the interests of different stakeholders involved in entrepreneurship as well as the challenges they face in developing the topic of entrepreneurship will be crucial. With an already well developed understanding and existing collaboration with regional business, the existence of existing relationships presents opportunities for the development of entrepreneurship at MUAS
- Further lobbying and promotion – Embedding the entrepreneurial spirit within a university already recognised for its entrepreneurial approach would seem at first glance somewhat straightforward. However the understanding of entrepreneurship, its importance, that it is a competence that all university stakeholders could benefit from and then the need for dedicating resources to it, still has some way to go to achieve a state of momentum around the topic within MUAS. Likewise, with students also having a medium recognition of it as a career path and not having appropriate opportunity to improve their entrepreneurial capabilities within the curriculum, there are significant limitations to embedding entrepreneurship within the university. A significant shift in thinking towards entrepreneurship is required
- Further development – for this reason, a great deal of development needs to occur within the university in order to create entrepreneurial momentum. The creation of academic and student entrepreneurial societies is a first step. Disseminating the results of the EUEN project is an important step in creating constructive discussions about entrepreneurship at the university rector level and a ‘re-education’ about entrepreneurship. Building momentum with local business and their need for entrepreneurial graduates will be facilitated through interacting with local business networks whilst the result of the study into the needs / interests of business in having more entrepreneurial graduates will also be required. All of these activities are then working to establishing a position within the university structure responsible for entrepreneurship.
- Further activities – Embedding entrepreneurship through student-business projects will continue as will the development of tools and methodologies for the support of these activities. Further teaching of entrepreneurship will continue with the results of the study into entrepreneurial thinking and acting being brought into the entrepreneurship curriculum. Further promotional events are currently in planning as are further research possibilities.

Turku University

Case study 7: Skills and competence development in biosciences

Case study title	Enterprise skills and competence development in biosciences		
HEI / Organisation Name	Turku University and Orion Pharmaceuticals		
Country	Finland	Date	July 2013
Nature of case	Collaborative enterprise programme development in the Faculty of Health		
TOPICAL AREA OF THE CASE?			
<p>This university-enterprise case is focused on the skills and competence development in the biosciences. The case explains how Faculty of Medicine at the University of Turku collaborates with Orion Corporation, the biggest bio-industry company in Finland, to enable the business partner to input on the professional skills relevance of the existing educational programmes and development of curricula at the Health Biosciences programmes.</p>			
AIM			
<p>Bio-industry is one of the most important industries in Finland. There is a dedicated competence cluster (HealthBIO) for health-related biotechnology within the Centre of Expertise Programme in Finland, which has been created in order to build the international competitiveness of the Finnish biotechnology. There are currently approximately 150 bio companies in the country. Majority of them are, however, small and in product development phase. Bio-industry is particularly important in the South-West Finland region (where Turku is located); approximately one fifth of all industrial jobs and revenue in the region comes from life-sciences.</p> <p>Bio-industry employs highly educated professionals in companies, universities and other research institutions. Although the level of bioscience education in Finnish universities is high, there has been a growing concern of the employment and the skills-base of the bio-scientists. This technology-intensive industry is rapidly changing, and development of existing and new knowledge-intensive companies requires not only strong research competence, but also business competence and skills to transfer the scientific results into viable business. According to a recent study by European Chemical Industry Council (Cefic) intellectual property law skills will remain the most important business skills for future scientists. Also, since innovative ideas must be protected by patents or other intellectual property rights in order to provide a competitive advantage, innovation management and strategic and visionary management skills will also be critical in creating new innovations and defining long term focus areas in biosciences.</p> <p>There is an acknowledged need in Finland to enhance skills development for purpose of matching qualified labor with potential needs of employers. Therefore, it has become essential for universities to build stronger links with employers to ensure that education is able to meet the fast changing needs of employers and society, contributing to the long term competitiveness of the economy and both sectors. Successful university-enterprise cooperation will enable identifying gaps between existing skills and</p>			

knowledge and those that are required and identifying shortcomings of the educational programmes and actual demand for the long-run prospective.

RATIONALE

Rationale from the business partner's perspective

Business partner Orion Corporation (www.orion.fi) is an innovative European R&D-based pharmaceuticals and diagnostics company (founded in 1917) with a special emphasis on developing medicinal treatments and diagnostic tests for global markets. Orion develops, manufactures and markets human and veterinary pharmaceuticals, active pharmaceutical ingredients and diagnostic tests. Orion's customers are mainly health care service providers and professionals such as specialist and general doctors, vets, pharmacies, hospitals, health care centers, clinics and laboratories. Consumers with pets are another important customer group. The company headquarters are located in Espoo, and they also have a large R&D unit in the city of Turku. Orion is a medium-sized company in Europe, and about the 70th largest pharmaceutical company in the world. Company employs approximately 800 researchers being the biggest employer in health biosciences in Finland.

The general global economic situation has forced governments to seek ways to make savings, and this has created its own challenges to growth of pharmaceutical companies such as Orion. There has been a desire to cap the costs of drug treatments through, for example, more stringent reimbursement requirements and market-specific price cuts. Pricing pressure seems to be especially strong in Europe, but also in other established markets. Also, the tougher financial situation has made the payers of drug treatments an increasingly important customer group for pharmaceutical companies, as their role in decision making has grown. The payers can be a government authority, insurance company, hospital district or individual hospital, depending on the country. Doctors and other health care professionals are of course still an important and crucial target group.

As the economic development is accelerating change in the pharmaceutical sector, Orion has emphasized the need to favour in the recruitment process professionals, who possess skills and competences that are adaptable in the changing environment. Currently, recruitment processes reveal that majority of the Finnish professionals pursuing career in Orion are lacking particularly transferrable skills – talents that have been developed and able to be used in adaptable way in different contexts including entrepreneurship, problem solving, and creative thinking. Also, even in such highly regulated industry, there is place for advocacy of risk and initiative taking. Through the university cooperation Orion is able to communicate effectively the current and future skills most needed from scientists and researchers in the bio-industry.

Rationale from the University's perspective

Faculty of Medicine at the University of Turku offers at the moment two health biosciences programmes, TerBio (Terveyden biotieteiden ohjelma, in Finnish: <http://www.med.utu.fi/terbio/maisteriohjelm/index.html>), in bachelor and master levels, which have been innovative both in their content and learning processes. In addition to academic thinking, in the development of the education, the new requirements that working life and societal change set to the academic professionalism are taken into the consideration. Both programmes include as standard components between one to six ECTS per term (one semester includes two terms) through-out the whole study process on personal development and professionalism – in BSc programme this accumulates totally to 26 ECTS and MSc Programme totally to four ECTS. Study modules include a variety of courses

focused on one side on acquiring skills and knowledge on building one's career (such as career advice and as new element courses on bioentrepreneurship), and on the other side opportunities for enhancing competences related to academic work (such as scientific writing, bioethics, language skills and standards in quality systems).

TerBio is working together with bio companies to support skills development from the perspective of the future employers of the students. This is an ongoing process that takes account of a changing landscape in the industry. The main strategic partner – Orion – brings is the needed “big pharma” perspective that majority of the students can utilize in their future careers while working in existing bio companies for example as researchers or R&D specialists; understanding of business processes and logics enable the science experts to better contribute to the overall objective of their background organisations. Co-operation brings in also opportunities for learning new science skills that cannot be trained as part of the regular curricula. It is also important for higher education institutions to maintain regular and active communication with the key companies in the industry; Orion is the “Nokia” of Finnish bio-industry and its trickledown effect on the whole industry is undeniable.

Incorporation of business studies has been for some time a challenge in biosciences even though there is a need for further development in the context of enterprise skills and business experience. Initially, TerBio programme included business competence components, but those modules were removed from the programme because of their incompatibility with the main body of the programme. Currently, programme committee is in the process of producing new training standards that include modules on enhancing entrepreneurial skills and fostering entrepreneurial outcomes, instead of function-based regular business administration. New contents will provide exposure to entrepreneurship and biobusiness, and encourage the students to consider entrepreneurship as a viable career option.

TerBio programme will also engage in close co-operation with small bio companies to illustrate the principles and practices in SMEs when compared to bigger companies, such as Orion. Including owner-manager run companies as part of educational programmes is particularly important in fostering entrepreneurship as role models are increasingly being acknowledged as an influential factor in explaining the reasons for the choice of occupation and career. University has an important role in helping students understand the opportunities that are available in the SME sector or in self-employment.

PARTNERSHIP

Co-operation between Orion and Faculty of Medicine was initiated at first stage between the Human Resources department at Orion and the doctoral programme of drug development at the Faculty of Medicine in 2009. Main contact person from Orion has been from the start Senior Human Resources Specialist Matti Laaksonen.

ACTIVITY

Co-operation between universities and bio companies has become increasingly important in bioscience research. The history of scientific cooperation between University of Turku and Orion dates back to several decades, and during the years there have been several scientific collaborative projects. Co-operation focused on skills and curricula development, on the other hand, is more recent. It was initiated in early 2011 by University of Turku with the aim to develop educational programmes that are supportive towards professional development and are relevant to current and future industry needs. Contact was made via professor Ullamari Pesonen, who shares a position in both at the faculty of Medicine (20%) and

in Orion (80%). The main contact person in Orion has remained the same since then; Senior Human Resources Specialist Matti Laaksonen, responsible for the recruitment of all science experts to Orion, has been involved in both planning and execution of the new study modules included to the curriculum.

From the start Orion showed interest towards the curricula offered at the University of Turku, and the programme information has since then been shared through the contact person to the board of the Orion. Cooperation between University of Turku and Orion can at the moment be characterized as active discussion partnership. The following list contains domains, where the cooperation has taken place, presented in chronological order.

- *Joint research projects*
- *Supervision of projects and thesis work*
- *Degree programme design and delivery:* Matti Laaksonen from Orion is an active member of a board developing the professionalism study module in the curriculum. There are between five to 10 guest lecturers (having different academic backgrounds and specific skills) from Orion annually in the TerBio programme.
- *Careers development:* Students in the bio-industry should be informed of the career prospects and potential employers in the industry. TerBio organizes regularly careers development seminars, where students are exposed to bio-businesses and receive lectures from business partners. These can include tips and hints regarding job interview techniques and application process, or in general transferrable skills that are required by employers in the industry now and in the future.
- *Industry rotation:* In order to enhance graduate skills levels and ensure an effective transition from university to business environments, there is a need to increase opportunities for students to acquire relevant and practical work experience during their studies. Orion Pharma organizes (since 2012) a three month summer rotation (apprenticeship) for students. Prior to rotation students are interviewed and each reviewed through a personality test. This cooperation has been proven extremely useful for both students and Orion; students are able to gain realistic, hands-on experience on the working life, and Orion can use the industrial placements as a route to 'work ready' graduates.

LEARNING OUTCOME

A fine balance between encouragement of initiative and risk-taking and security seeking is needed in industries that are heavily regulated. Both industry and education sector representatives should find a common ground on agreeing on the needed skills development that is related to transferrable and entrepreneurial skills to see, how it benefits ultimately both sectors. It is also to be noted that large companies represent only a fraction of the opportunities available for graduate employment in biosciences, yet are disproportionately popular in terms of graduate application. University should reflect on how students' perceptions of employment with SMEs could be improved.

RECOMMENDATIONS

There should be a genuine mutual interest and will to develop university programmes. At the university site there should be clear understanding that drug companies have highly competent researchers and

other personnel, who can support university education in many different ways. This is a unique opportunity for cooperation that should not be wasted.

BENEFITS

The quality of higher education will improve and employability of the students will be enhanced, on the other hand, industry will eventually get well-rounded employees equipped with the needed skills and knowledge-base of today's bio-industry.

MATERIALS

TerBio study module and examples of how actual teaching is carried out in the programme.

STAKEHOLDERS

In the courses co-operation has been done with Finnish Agency of Medicines (FIMEA).

CONTACT DETAILS

- Health Biosciences Programme, Faculty of Medicine, University of Turku: Professor Markku Koulu, markku.koulu@utu.fi, and Professor Sari Mäkelä, sari.makela@utu.fi
- Orion Corporation: Senior HR-Specialist Matti Laaksonen, matti.laaksonen@orion.fi
- Business and Innovation Development BID, University of Turku: Senior project manager Kirsi Peura (producer of the case), Kirsi.peura@utu.fi

Lessons Learned

Leadership Forum – organised in May 8, 2012 with 11 participants, incl. Orion corporation (strategic company partner)

- Several discussions events among the University head and faculty senior staff are needed to create a consensus on the priority objectives for company cooperation and agree on the concept for the Entrepreneurial University.
- Concepts created by academics in specific field (this case in entrepreneurship) are not necessarily familiar to all staff at the University.
- Entrepreneurial University Scorecard is a useful tool for University to map the current state of entrepreneurial activity at the University. When used in surveys (as opposed to as a check list when discussing with University leaders), it must, however, be adapted to the cultural context of the University and many key concepts need to be explained.

Faculty Educators Development Programme – organised in Nov-Dec 2012 with 10 participants

- According to the experience of the programme organisers, internal trainings are oftentimes at risk of losing the attention of the participants, who are distracted by their daily responsibilities at the University. The faculty programme was successfully organised as dormitory-based programme that offer the participants with an opportunity to fully

concentrate on the programme and build stronger ties with colleagues and other participants.

- Introducing “novice” educators to entrepreneurship education may require more effort than only a few days intensive training. This is particularly the case among teaching staff that have been signed to the programme by their superiors, and not from their personal desire.
- It is important to support the internal development work with regular communication with the educators both before and after the training. In order to sustain positive atmosphere and enthusiasm for the development work, several small group sessions were organised by BID for the educator groups during spring 2013. The work continues after the project as well.
- Educators appreciate official recognition of their work. At UTU educators will be given a certificate of participation including a calculation of work load (ECTS).

Collaborative projects – organised in May with totally 42 students and 9 companies (including the strategic company partner Orion corporation and 8 SMEs)

- Initiating new company-university cooperation may take time and in a fast moving pilot project (as EUEEN) is it necessary to set realistic goals. In our pilot we focused on creating cooperation in the framework of education engaging as many companies as possible for two pilot courses.
- The pilot trainings were extremely successful and will continue in improved form as part of the Health biosciences programme including company participation. The role of the supporting organisation BID will decrease as the confidence and skills of the staff at the Faculty of Medicine grow.
- It is important to understand the difference between working with big and small companies. Both types of companies should also be present in education to ensure the exposure of students to both SMEs and corporate business.

Action Plan

Title	Renewal of Health biosciences degree programmes (BSc and MSc) at the Faculty of Medicine in order to increase the entrepreneurial content and company cooperation
Challenge / Opportunity	Health biosciences degree programmes (BSc and MSc) at the Faculty of Medicine have so far been lacking any entrepreneurship related content or activity that can be perceived to contribute to enhancing entrepreneurial behaviour or outcomes. In addition, the company cooperation in teaching has been weak. With the support of the EUEEN project new courses were piloted with the support of companies. However, the sustainability and continuation of the courses as part of the degree programmes as well as management of the company relationships still need to be secured as integral part of the programmes. According to a tentative plan Health biosciences degree programme (either BSc or MSc or both) will undergo an internal auditing in 2014 before which the needed measures to integrate the new entrepreneurial elements as part of the degree programmes are taken.
Description	The internal auditing will be used as an opportunity to re-examine the programme content with the aim to integrate entrepreneurship as integral part of the programmes. In connection with the auditing each study block and course

will be reviewed and described. In addition to academic thinking, new requirements that working life and societal change set to the academic professionalism are taken into the consideration. Programmes will include in the future as standard components approximately 10 ECTS electives on “Personal development and professionalism”. Study modules will include also courses focused on supporting skills and knowledge on building one’s career (self-employment; entrepreneurship; intrapreneurship; basic business understanding). Study block teams have been formed to plan and confirm course content and delivery methods, and each group consists of representatives from different stakeholder groups including industry, alumni, and internal partners. Participation to the EUEN project has convinced the planning teams on that entrepreneurship related content must be integrated as an essential element to the programmes and its continuation has to be secured by the continuing support from both University (particularly partnering with the supporting unit BID) and with the external stakeholders (companies participating to curriculum development and teaching).

Stakeholders

Key stakeholders in the development work are teaching staff at the Health biosciences programme and the partnering companies. Different development measures will be directed to these groups:

a) Staff: Continuing and intensified capacity development support (e.g. mentoring provided by the BID unit) is provided for the educators in order to support them in the curriculum development (new strategy for entrepreneurship education) and implementation of the new courses (from the currently implemented delivery method where BID was the main deliverer to a co-delivery and independent delivery method). A stakeholder strategy is also created in order to secure the participation of pool of companies (approximately 10 company partners) in curriculum development and teaching.

b) Companies: Companies will be approached separately to discuss in more detailed way their participation to the development activities during the academic year 2013-2014. As a priority area is the education co-operation (case companies, guest lecturers, participation in to curriculum development). Co-operation may, however, also lead to other forms of co-operation, such as research projects. It has already been confirmed that the strategic company partner Orion Corporation has offered to start organising Introductions to pharmaceutical industry –study periods for teaching staff at the Faculty of Medicine.

Final beneficiaries of the development work are (in addition to the companies) students in the Health biosciences programme.

Impact and Benefits

For the University:

- Enhanced understanding of entrepreneurship in higher education among faculty leaders and academic staff
- Entrepreneurship education integration strategy at the faculty; a general “road map” to guide future actions
- Enhanced internal co-operation at the University for supporting entrepreneurship and entrepreneurial behaviour
- Enhanced co-operation between the University and other (external) institutions on supporting bio-business (e.g. cooperation with the

University of Eastern Finland)

- Stakeholder strategy and enhanced co-operation with the world of work (i.e. companies)
- Enhanced understanding of the needs of the companies and requirements for the co-operation

For the companies:

- Enhanced understanding of working with Universities
- Enhanced connections with academics
- Enhanced understanding of the needs of the University and requirements for the co-operation
- Increased exposure and publicity among potential future employees

For University students:

- Enhanced understanding of (bio) entrepreneurship as a viable career option
- Enhanced understanding of (bio) business creation process
- Direct contacts to (bio) companies and business owners
- Enhanced understanding of potential employers, or partners

Success Criteria The number of new courses including entrepreneurial content; the number of educators implementing entrepreneurial methods; the number of companies engaged in education; the number of new development initiatives between university and the industry.

Timescale 1st milestone: spring 2013 – completion of first leg of the pilot courses and internal development programme for educators (first evaluation round is currently being implemented)
2nd milestone: end of year 2013 – completion of the second leg of pilot courses (2nd evaluation round)
3rd milestone: 2014 – completion of the internal auditing

University College Ghent

Case study 8: Creating the entrepreneurial university at Ghent

Case study title	Transformation into an Entrepreneurial University		
HEI / Organisation Name	University College Ghent		
Country	Belgium	Date	July 2013
Nature of case	Embedding enterprise across the University		
TOPICAL AREA OF THE CASE?			
During the project EUEN the University College Ghent worked hard to transform itself into an Entrepreneurial University. This case study details the background and some of the process and activities undertaken.			
AIM			
The term Entrepreneurial University contains a lot of different criteria. We have referred back to the framework that is given in the international literature (for example Gibb, 2009) to understand the philosophical idea underpinning the entrepreneurial university and with respect to the range of activities that might be expected from such an organisation, such as: support with commercialization, technology transfer and university/business cooperation (UBC). If UCG is to transform itself into an entrepreneurial university, it must embrace all of these and more besides.			
RATIONALE			
The University College Ghent stated the following objectives for itself during the EUEN-project: <ul style="list-style-type: none">- Gaining insights on the broad implementation criteria for creating an Entrepreneurial University- Stimulation of the entrepreneurial spirit throughout the whole organization (personnel, management, students)- Creation of different collaborative projects with our EUEN-partner ACERTA.- Exchange of best-practices in entrepreneurship education and UBC with all our EUEN partners			
PARTNERSHIP			
Through the range of activities we have undertaken, we have partnered with staff and students from Schools and Faculties from across the University, in addition to local businesses and support services.			

ACTIVITY

We have undertaken a broad range of activities to support enterprise development within the University, but also worked closely with our 'surrounding society'. The range of activities includes the following:

- First of all we have moved all Masters programmes from the University College to the University.
- We have had a renewed focus on valorisation and knowledge transfer.
- There is a greater focus on research and research outputs.
- There has been in reorganisation which has impacted on both staff and students.
- If that was not enough, we now are instilling an overall focus on entrepreneurial behaviour and spirit inside the organization. The work we are undertaking as part of the EUEEN project will mainly support this implementation – the focus on entrepreneurial behaviour and spirit throughout the organization.

The Centre for Entrepreneurship at UCG have also undertaken a range of different actions which collectively try to support the development of a more entrepreneurial mindset inside the whole organisation (management, staff, teachers and students). Details of the range of activities undertaken can be viewed on our [international exchange video](http://www.ebn.eu/euen) (which can be view at: www.ebn.eu/euen) which was created within the scope of this project EUEEN. The activities include:

- Bootcamps: learning entrepreneurial skills to students during an intensive weekend
- Creativity-sessions: stimulating creativity throughout the whole organization
- Student Entrepreneurial Status: giving student entrepreneurs specific rights and extra support
- Staff development programs: special sessions to stimulate an entrepreneurial spirit within' all staff
- Centre for Entrepreneurship working groups: especially aimed to install more actions for students and staff in creating and stimulating entrepreneurial spirit.
- Student Ghentrepreneur: A Gent-based initiative which stimulates and supports student entrepreneurs from all Gent Universities together.
- Combined student projects: different projects elaborated from a joint cooperation between different faculties or disciplines and entrepreneurs or businesses.
- Business-café: events where entrepreneurs who share the same educational background as the students deliver some inspirational talks to them in a 'late night show' environment.
- Information sessions on research-funding, valorization techniques and technology transfer issues: directed at teachers and researchers
- Weekly intakes of companies, entrepreneurs or others who have business-ideas and who want to cooperate with HoGent.

LEARNING OUTCOME

See Lessons Learned Section after Case Study 9

University College Ghent

Case study 9: University College Ghent and Acerta

Case study title	An exploration of different modes of collaboration		
HEI / Organisation Name	University College Ghent and Acerta (HR Services)		
Country	Belgium	Date	July 2013
Nature of case	Building a sustainable collaborative partnership		
TOPICAL AREA OF THE CASE?			
This case study is focused on the exploration of different modes of cooperation between the University College Ghent and business partner Acerta. During the EUEN-project we used 'free time' to explore with different projects and to move towards a more strategic cooperation. The University College Ghent is partner in the EUEN project for Belgium. Acerta is the business-partner in EUEN for Belgium.			
AIM			
Acerta is Belgium's leading provider of HR-services. As a large company they have a range of different organizational units that span a wide range of expertise, from assisting start-up companies through legislative and administrative formalities, to research, marketing, training and coaching, plus corporate governance consultancy. The University College Ghent also spans many different disciplines, from graphic and musical arts; social sciences and technology; business and administration and many more. Given these two broad organizations, the focus of this case is to explore possible opportunities for cooperation. Although the main approach will be to address the broad potential for cooperation, at an institutional level and within the scope of our individual strategic missions, we will also try to identify some key areas for potential collaborative projects.			
RATIONALE			
<u>Rationale from the business partner's perspective</u> Acerta delivers services to start-up companies and self-employed entrepreneurs. These services are situated mainly in the legislation and administrative environments. From experience Acerta knows there is a gap in the service portfolio. Entrepreneurship, itself is one of the main topics where Acerta is lacking expertise, knowledge of which would support the development of content for training, plus support its coaching and consultancy services. Therefore Acerta wishes to build strong knowledge alliances with external experts and content providers. Collaborating with the University College Ghent can provide the necessary methodology, expertise and even content on 'Entrepreneurship'.			
<u>Rationale from the University's perspective</u> Since its inception in 1995, UCG has been building strong relationships with the surrounding community. However, since we started to explore more the Entrepreneurial paradigm we feel more and more that the connections we make with society and business is could be more effective. In a classic university college structure, there is no real unit which focuses on the management of UBC, or on the strategic			

action towards stronger collaborative partnerships. With the recent establishment of the Centre for Entrepreneurship at UCG, we now have more opportunities to build strong UBC networks. The EUEN project is thus a great opportunity for exploration in this direction.

As part of the EUEN project we chose to work with Acerta because they are a company with whom we did not previously collaborate greatly although the mutual goals and strategic visions are obvious and full of potential.

PARTNERSHIP

University College Ghent: The key functions of the cooperation are coordinated by Steven Vanden Broucke from the Centre for Entrepreneurship. Of course, there are others involved as well, mostly teachers and students.

Acerta: The cooperation is led by Steven Van Cauteren, Product Manager, with support from different divisions (research & development, marketing, content management).

ACTIVITY

Co-operation between Acerta and University College Ghent was in the first place built on the isolated contact between Stephane Leliaert and Patrick Chalmet.

To broaden the scope of the cooperation we started meeting to discuss the EUEN project and to get to know each other. Through the meetings, which were essential the Centre for Entrepreneurship and Acerta, resulted in a lot of ideas being generated; the overall sphere was explorative. We tried not to pin each other down to one or more functions – there was no direct fixed (expected) outcome and we guess that was quite crucial to let potential opportunities bubble up.

The Centre for Entrepreneurship was and still is the main contact point. This made it easier for Acerta to work with a range of other faculties as the Centre acts as the conduit or a connector who manages the different level and types of cooperation.

The actions which are now undertaken in cooperation are the following:

- Joint research projects: information needs of start-up entrepreneurs; information needs of employing entrepreneurs; student entrepreneurship barometer.
- Content database analysis.
- Strategic partnership agreement: entrepreneurship curricula

LEARNING OUTCOME

- Better insights into the information phase before starting a company: business planning, finance, entrepreneurial competences. These resulted in the development of a new curriculum.
- Cross departmental cooperation between students is not as easy as it seems. There is still a lack of ownership of assignments which could enable students to a more elevated level of entrepreneurship.
- It takes a lot of investment to have all (personal!) contacts of all faculties to be able as a centre for entrepreneurship to operate as a direct linking service between business and all the expertise in the University College.
- Possible cooperation can go a lot further than mostly is the case, but the biggest investment to

get there is time and some FTE to meet up regularly and keep exploring each other's organizations.

RECOMMENDATIONS

- Invest in building knowledge alliances with external partners
- Invest more in internal PR
- Invest in "who is this partner" material.

BENEFITS

- Extension of service to mutual target groups: students, self-employed, entrepreneurs
- Greater coherence in the market through alignment
- Enlargement of each other's network
- 1+1=3

MATERIALS

STAKEHOLDERS

University College Ghent, (students and staff) and Acerta

CONTACT DETAILS

- Centre for Entrepreneurship: www.centrum-voor-ondernemen.be
- Centre for Entrepreneurship: steven.vandenbroucke@hogent.be
- Acerta: www.acerta.be
- Acerta: steven.van.cauteren@acerta.be

Lessons learned

During the realization of EUEEN, different aspects were learned, observed and implemented. Most of them we can summarize in the following:

- Change takes time (1): To change a university or a company towards more entrepreneurial behaviour, we must understand that things don't change simply by creating some new structures. Not in the least, people have to understand the change and be able and willing to accept the changes over time. We haven't elaborated on this because there is enough research and experience available in the change management literature. Nevertheless, it is important to have the 'time' aspect always in mind, certainly when you are entrepreneurial which in many cases means you want fast changes.
- Change takes time (2): To change a whole university towards more entrepreneurial behaviour overall, and to implement more strategic cooperations with external partners (e.g. Acerta) takes time too. It takes time, expressed in FTE, which actually means staff who are driving, steering and managing the change. During the current economic crisis, which has already been with us for some years, universities have to create more, collaborate more, educate more and do it all better than others, with less time

and money. This is why the drive for entrepreneurship and innovation is so critical. Therefore strategically, it can be interesting to lower some activities, focus on your core strategies, and invest time, money and people in the actual change towards more entrepreneurship. If not, you are in danger for exhausting your resources and making no progress.

- There are many other (smaller) lessons learned, but the above two are so crucial we don't want to lay any weight on the others. The minor lessons are more case-specific and therefore less interesting for exchange. You can find some in the Acerta-HoGent case.

Action Plan

Challenge / Opportunity	<p>Staff Development Working Group</p> <p>To stimulate all staff to behave more entrepreneurial in their job, regardless if they are teacher, researcher, administrative or else.</p> <p>Since 2013 there are regular working groups with staff from all faculties to discuss some issues:</p> <ul style="list-style-type: none"> • What is entrepreneurial behaviour? • How does it translate into YOUR job? • Are there best practices we can spread?
Description	<ul style="list-style-type: none"> • What actions do we undertake the next years to stimulate others?
Stakeholders	<p>There are discussions to combine this action Acerta, who are equally interested in helping their staff to be more entrepreneurial (or intrapreneurial as you could call it).</p> <p>All staff, firstly represented by one representative.</p> <p>Acerta</p>
Impact and Benefits	<p>To quantify the impact is very difficult and would maybe create too much administration and bureaucratic rules (which work against entrepreneurial behaviour). At University College Ghent, therefore, more entrepreneurial behaviour is seen as creating a looser environment which is open for change and input from all sides. Giving teachers more responsibilities, more openness and more freedom to operate. It also means protecting teachers or providing a safety net when actions seem to fail. For a great part, installing entrepreneurial behaviour means also accepting failures, trials and errors. The real impact, although hard to 'measure', will certainly be felt by all if it's there! In this way, there is no real need of measuring.</p>
Success Criteria	<p>How will success of the activity be measured?</p> <p>There are no actions taken so far.</p>
Timescale	<p>2013-2017 (cf strategic mission)</p>

Poznan University of Technology

Case study 10: Leaders Forum: Business Meets Higher Education

Case study title	A 'Business meets Academia' Conference		
HEI / Organisation Name	Poznan University (a range of Schools and Faculties) and a range of business IT sector		
Country	Poland	Date	July 2012
Nature of case	Building a sustainable collaborative partnership		
TOPICAL AREA OF THE CASE?			
The Forum was organized in order to bring closer academia and business, to discuss mutual expectations, and to verify whether the entities might work closer.			
AIM			
The leaders' forum entitled "Business Meets Higher Education" was held on July 4th, 2012 at the Poznan University of Technology (Poznan, Poland) and it was hosted by the Faculty of Computing. The forum was organized and chaired by Prof. Robert Wrembel. The forum was held under the honorary patronage of the Mayor of the City of Poznan. The Mayor was represented by the director and 3 managers of the Municipality Office for Investors' Management and Investment Promotion. Over 30 companies from the IT sector were invited to the forum, out of which 19 accepted the invitation. PUT was represented by 3 research units (departments/institutes) and 3 units bridging PUT with business. In total 45 persons participated in the forum.			
			
(Photo: An opening talk)			
The forum was composed of three talks followed by a discussion. The first talk was delivered by prof. Robert Wrembel. He outlined a few successful projects realized jointly by the Poznan University of			

Technology and companies. The talk also identified pitfalls and possibilities for further cooperation with business. The second talk was delivered by a project manager from Roche. It focused on the software testing project run jointly by Roche and the Faculty of Computing. Profits for both partners were clearly identified and communicated to the audience. The third talk was delivered by a manager from Microsoft. The speaker characterized all the common activities undertaken by Microsoft and the Faculty of Computing. The vivid discussion that followed both talks showed that there is an interest in cooperation with higher education institutions.



(Photo: Describing the EUEN project)

PARTNERSHIP

The companies, whose representatives participated in the Forum include:

Allegro Group,	Arvato Services Polska
BCC Consulting	Bridgestone EBS
Franklin Templeton Investments	GEOPOZ,
GSK Services	Holicon
IBM Polska	IT.integro
McKinsey EMEA Shared Services	Mentor Graphics
Microsoft Polska	Open Text
Roche	Samsung
Telcordia	Wikia
ZETO	

Additionally, the following departments of higher education institutions sent their representatives to the forum:

- Institute of Applied Linguistics (Adam Mickiewicz University, Poznan)
- Department of Electrical Engineering (PUT)
- Department of Electronics and Telecommunication (PUT)

- Center for Innovation and Technology Transfer (PUT)
- Academic Enterprise Incubator (PUT)
- Center for Internship and Career (PUT)

ACTIVITY

Presentations, discussions, case studies and one to one meetings

LEARNING OUTCOMES

The following lessons have been learned from this project:

- the companies that already have been cooperating with PUT (especially with the Faculty of Computing and the Institute of Computing Science) are totally satisfied with the cooperation;
- generally, PUT seeks cooperation with business that is research oriented, whereas most of the companies that were present at the Forum do not realize research projects;
- the most wanted cooperation envisaged by the companies it to be able to recruit the students of "Computing".

RECOMMENDATIONS

The next meeting academia-business will be hosted in autumn 2013 by the Municipality Office for Investors' Management and Investment Promotion.

BENEFITS

Most of the representatives of the companies agreed to become members of Employers Council (EC) at the Faculty of Computing. Currently EC includes 13 members whose main role is to assess the "Computing" curriculum, deliver lectures, and organize internships for students.

MATERIALS

PowerPoint slides with the presentations

STAKEHOLDERS

Deputy Deans and budget holders of the Faculty of Computing

CONTACT DETAILS

Forum organizer: Professor Robert Wrembel - Poznan University of Technology,
Robert.Wrembel@cs.put.poznan.pl

Poznan University of Technology

Case study 11: Workshop: Managing Intellectual Property

Case study title	The workshop was help to support staff development specifically around issues of patenting procedures and IP management		
HEI / Organisation Name	Poznan University (a range of Schools and Faculties) and ECO INVEST Europoint Group		
Country	Poland	Date	May 2013
Nature of case	Support staff development		
TOPICAL AREA OF THE CASE?			
The workshop was organized to educate the PUT staff on the issues of patenting procedures and IP management.			
AIM			
The workshop was held on May 15-16, 2013. It was co-organized by Robert Wrembel and ECO INVEST Europoint Group. The workshop was financed from European Social Fund grant, received by ECO INVEST Europoint Group. The programme covered the following issues: <ul style="list-style-type: none">• IP management at a higher education institution,• patent application filing and due diligence,• managing relationships between an inventor and a technology transfer officer,• case study - rehabilitation prosthesis developed at PUT,• case study - tomograph developed at PUT,• possible commercialization procedures for the prosthesis and tomograph.			
RATIONALE			
Patent management and IP issues are key areas of knowledge for staff and students, especially in areas of knowledge management and technology transfer.			
PARTNERSHIP			
The workshop was attended by 16 staff members. The lectures and hands-on were delivered by external experts from: ECO INVEST Europoint Group, an external patent attorney, and an external technology transfer officer.			
ACTIVITY			
Presentations, case study evaluation and discussion.			

LEARNING OUTCOMES
<p>The attendees became aware of:</p> <ul style="list-style-type: none"> the necessity of cooperation with a patent attorney and a university technology transfer within a process of commercialization; the staff learned the role of the Center for Innovation and Technology Transfer at PUT.
RECOMMENDATIONS
<p>The workshop shows that such initiatives should be continued, possibly on broader aspects of IP management.</p>
BENEFITS
<p>From the attendees, 3 staff members were selected to receive funds for 2-weeks internships in research or technology transfer centres worldwide.</p>
MATERIALS
<p>PowerPoint slides</p>
STAKEHOLDERS
<ul style="list-style-type: none"> European Social Fund, ECO Invest Europoint, the Faculty of Computing at Poznan University of Technology.
CONTACT DETAILS
<ul style="list-style-type: none"> Workshop co-organizer: the President of ECO Invest Europoint: Kamil Kipiel, k.kipiel@szpitaljp2.krakow.pl Workshop co-organizer: Robert Wrembel - Poznan University of Technology, Robert.Wrembel@cs.put.poznan.pl

Poznan University of Technology

Case study 12: Silicon Valley Inspires Future Polish Entrepreneurs

Case study title	The Conference introduced student and staff to Business Angels and Venture Capital Companies		
HEI / Organisation Name	Poznan University (a range of Schools and Faculties) and a range of business IT sector		
Country	Poland	Date	May 2013
Nature of case	Business success case studies to encourage business start-up		
TOPICAL AREA OF THE CASE?			
The aim of the Conference was to bring students/staff and investors together to encourage business start-up and allow students/staff to access potential investors.			
AIM			
On 27th and 28th of May 2013, in the Faculty of Computer Science at Poznan University of Technology a conference "Silicon Valley inspires future Polish entrepreneurs" took place. The key objectives of this event included: <ul style="list-style-type: none">• presenting real cases of successful start-ups in order to encourage IT students and future entrepreneurs to start their own business,• providing a meeting place for experience and future entrepreneurs,• fostering IT startup creations in Poland,• providing a meeting place for US and Polish investors.			



(Photo: Jean Kovacs - the President of Harvard Business Angels delivering a lecture)

The conference included:

- four lectures delivered by the President of Harvard Business Angels,
- two discussion panels with investors as well as representatives of governmental funding institutions as panelists,
- Brokerage Event, where young Polish researchers and entrepreneurs as well future entrepreneurs met investors and presented them business ideas .



(Photo: Jean Kovacs and young entrepreneurs)

RATIONALE

The aim was to demystify the process of finding investors and to discuss with them firsthand how they evaluated propositions. It also raised awareness of the funds available and created a broader network of influences for PUN to access.

PARTNERSHIP
<p>A special guest of the conference was Jean Kovacs - the President of Harvard Business Angels (San Francisco, CA, USA). Additionally, the following personalities led panels and informal discussions:</p> <ul style="list-style-type: none"> • Bogusława Cimoszko-Skowroński - CEO of Capital Solutions proAlfa (venture capital) and managing Director of the Nomad fund (Poland, Switzerland), • Rafał Stroiński - an expert of private equity, partner in the JS Legal office, • the representative of Poznań Science and Technology Park, InQbator Seed, • the President of LMS Invest, SpeedUp Venture Capital Group, • the Director of Academic Enterprise Incubator at PUT.
ACTIVITY
<p>Presentations, one to one meetings and discussions.</p>
LEARNING OUTCOMES
<p>The topics of the conference allowed us to:</p> <ul style="list-style-type: none"> • learn how to create a start-up, • figure out what financing mechanisms there are available and what institutions invest in start-ups.
RECOMMENDATIONS
<p>From the audience, the organizers got a clear message that initiatives such as the conference with a worldwide top investor should be organized more frequently.</p>
BENEFITS
<ul style="list-style-type: none"> • Some Polish start-ups made contact with BA and VC investors. • Young future entrepreneurs were made aware of funds available. • The organizers created a network of people involved in promoting entrepreneurs. • PUT became a recognized center of entrepreneurship in Poland. • Poland became recognized as a country where there are many good ideas and future entrepreneurs.
MATERIALS
<ul style="list-style-type: none"> • http://www.cs.put.poznan.pl/rwrembel/SiliconValley.html (in Polish)


STAKEHOLDERS
<ul style="list-style-type: none"> • Human Capital Fund - EU project run at PUT • Enterprise Europe Network - EU project run at Poznan Science and Technology Park • Poznan Science and Technology Park • MicroBioLab - company • Open Management Education Center - company • Poznan University of Technology
CONTACT DETAILS
<ul style="list-style-type: none"> • Izabela A. Kowalczyk - Gdansk Medical University • Bogusława Cimoszko-Skowroński - CEO of Capital Solutions proAlfa (venture capital) and managing Director of the Nomad fund • Jan Chełkowski - Poznan Science and Technology Park • Robert Wrembel - Poznan University of Technology, Robert.Wrembel@cs.put.poznan.pl

Action Plan

The network of people that was created while organizing the three aforementioned events, will result in future events promoting entrepreneurship and tightening the cooperation of academia with business. In the nearest future, PUT, Capital Solutions proAlfa VC fund, Poznan Science and Technology Park, and Academic Enterprise Incubator will apply for funds to continue these events. Some initial talks and agreements have already been made.

Erasmus University

Case study 13: Rotterdam School of Management, Erasmus University Leaders Summit

Case study title	Creating value through entrepreneurship		
HEI / Organisation Name	Rotterdam School of Management, Erasmus University, alumni, academics, the business community and students		
Country	The Netherlands	Date	October 2012
Nature of case	Building sustainable collaborative partnerships		
TOPICAL AREA OF THE CASE?			
More than 600 members of the business and academic communities, plus RSM alumni and students, explored how business is creating value through entrepreneurship with advanced technology at the fourth annual RSM Leadership Summit at the Beurs-World Trade Center in Rotterdam, organised by Rotterdam School of Management, Erasmus University (RSM).			
AIM			
Dean of RSM Steef van de Velde said the success of the Summit was driven by the quality and the relevance of its content. Entrepreneurship is becoming increasingly important for creating value and both business and academics should embrace this, he added.			
High profile keynote speakers			
			
The Summit’s theme was “Value Creation through entrepreneurship at the Edge of Technology”. In order to sustain their business, corporations are actively seeking innovation and entrepreneurship, driven both			

internally and externally. Four high-profile senior decision-makers from the worlds of strategy and technology, innovation, entrepreneurship and governmental affairs made impressive and remarkable keynote presentations. Working at the interface between value creation through entrepreneurship for business and for people, their influence spans the world of strategy and technology, innovation and governmental affairs.

RATIONALE

First meetings for Affinity Groups: The RSM Leadership Summit added a morning programme to its schedule when the School's newly-formed and industry-specific Alumni Affinity Groups held their first face-to-face meetings, which attracted high praise from attendees. The Affinity Group for Strategic Management and Entrepreneurship, meeting for the first time, organised five short presentations from two of its alumni and three of its 'best and brightest professors' with five strategic entrepreneurship views of the Summit's theme, value creation.

The Affinity Group for Sustainability was attended by RSM alumni now working in a range of disciplines whose roles are connected by the theme of 'sustainability'. Their inaugural meeting inspired a sense of cooperation and possibility, it was reported. RSM's new Executive Fellow of Business and Ecosystems Willem Ferwerda presented a view of the world's biodynamic systems before the group discussed the potential for future cooperation.

The Dean also announced the recent opening of an RSM office in the Zuidas region of Amsterdam, close to the financial heart of the Netherlands, which will enable RSM and its alumni to leverage new potentials and realise new benefits. The primary role of RSM's Zuidas office is to provide a point of contact for RSM's department of Executive Education and Organisational Development to better serve its Amsterdam-based clients. Further details will be released very soon, and an official opening will be held in November.

PARTNERSHIP

DSM's Managing Board Member Stephan Tanda described DSM's transformation from a Dutch coal company into an international company focussed on biotechnology, life sciences and materials science. To make such a transformation entrepreneurship and intrapreneurship are key.

IBM's Global Strategist Marc Teerlink gave a breathtakingly impressive and entertaining overview of the power of 'Big Data' – data sets so large and complex that they are difficult to process using regular database management tools.

Executive Vice-President of Innovation, Research and Development at Shell Gerald Schotman described his role as Shell's chief technology officer as 'capturing the pace of technology, in a way that really drives society forward' and gave examples of the company its product development again emphasizing on the importance of entrepreneurship in this process.

Vice-President of Governmental Affairs at BMW, Thomas Becker, described the company's two major streams of product development: evolution and revolution.

Also present were:

- Staff: top management, management, staff
- Business people
- Academics
- Alumni
- Students.

ACTIVITY

Presentations, discussions and meetings.

LEARNING OUTCOMES

- How entrepreneurship can contribute to creating value;
- Why entrepreneurship must be embraced;
- How businesses can sustain their business through innovation and entrepreneurship, driven both internally and externally;
- How big companies like DSM, IBM, SHELL, and BMW deal with innovation and new concepts to maintain sustainable growth.

RECOMMENDATIONS

- Invest in entrepreneurial activities;
- Keep bringing people from all disciplines to further enhance knowledge 'transfers' and extending participants' networks in order to further enhance valuable cooperation;
- A clear strategy is key for success.

BENEFITS

Of the Leadership Summit, Dean Steef van de Velde concluded: "From the many compliments we have received, we can say that the 2012 Summit was a very successful event, with corporate relations, alumni, students, other guests and RSM staff able to interact with each other, and with our expert speakers and academics".

All the participants of the Summit will benefit in multiple ways, they meet new people, learn about interesting topics, attained some real-life knowledge of big companies.

MATERIALS

- Promotion materials;
- Banners;
- Catering;
- Slide shows.

STAKEHOLDERS
Business, University Management and Academics; students and alumni; SME and multinational companies; Government and local policy managers
CONTACT DETAILS
<ul style="list-style-type: none"> Martin Luxemburg Luxemburg@ese.eur.nl

Lessons learned

The RSM Leadership Summit does what Rotterdam School of Management, Erasmus University promises to do: to provide a lively platform where today's top business practitioners, RSM's top academics, our valued alumni, and corporate connections come together for a day of high-level networking and the sharing of knowledge. Besides we notice that some people that had visited the Leadership Summit were asking when the next Summit will be, because "they've learned a lot during the Summit". We will strive to keep connecting leaders and entrepreneurs, educating people about entrepreneurship and the topics that come with it, and organizing high profile events.

Furthermore we have learned that:

- The event was crowded, so our promotion efforts have proven effective;
- Entrepreneurs like to be able to network with leaders on these sort of events because the setting feels less formal;
- Leaders will more actively participate in other events we organize once they have been to the leadership summit, it bonds them what we do and with entrepreneurship in general.

The way forward

Title	Connecting leaders and entrepreneurs
Challenge / Opportunity	We think it is very valuable for entrepreneurs and for leaders as well, to bring leaders and entrepreneurs together. We try to do this by organizing events like the leadership Summit, in order to 'break the ice'. This means that when the leaders participate in an event like the leadership summit, they will start to see what kind of effort we're putting into bringing people from all disciplines together. We have already asked leaders to participate in other events that we organize, therefore we are bonding them to the Erasmus University and especially to the events which focus on entrepreneurship. Bringing leaders and new entrepreneurs together can be valuable because they can learn from each other.
Description	The leadership summit will be held Annually. Plus we are busy organizing more events that focus on leadership and entrepreneurship.
Stakeholders	Leaders, entrepreneurs, academics, students, big companies, smaller companies.
Timescale	Next event: Next Leadership Summit October 2013

University of Cantabria

Case study 14: UCEIF Foundation: The University of Cantabria and Banco Santander Collaborate

Case study title	How the University of Cantabria and Banco Santander collaborate to support enterprise and entrepreneurship education		
HEI / Organisation Name	University of Cantabria; Banco Santander; SANFI and CISE		
Country	Spain	Date	July 2013
Nature of case	Building strong links with local (big) business		
TOPICAL AREA OF THE CASE?			
<p>Our University-Enterprise theme focuses on the educational activities that the University of Cantabria (UC) carries out with the Grupo Santander, one of the ten largest banks in the world, whose social headquarters are located in the city of Santander, capital of Cantabria, where it was founded in 1857.</p> <p>Specifically, we are focused on the activities carried out by the UCEIF Foundation (Fundación de la Universidad de Cantabria para el Estudio e Investigación del Sector Financiero), whose founding patrons are the UC and Santander (bank), and the two educational centres with the Foundation: SANFI (Santander Financial Institute) and CISE (Santander International Entrepreneurship Centre).</p>			
AIM			
<p>As is well known, the Banco Santander actively and globally collaborates with all universities, centralising almost all its activity with Santander Universidades.</p> <p>However, it is especially engaged with and committed to the city that saw its beginnings, Santander, and fortunately also with its university, the University of Cantabria.</p> <p>The developments in the financial sector over the last years have noticeably increased the demand for qualified professional and due to this one of the first cooperation projects in the educational field was the creation in 1996 of the Master in Banking and Financial Markets, which has the following objectives:</p> <ul style="list-style-type: none">• Prepare professionals for the world of finance.• Bring university level education closer together with the necessities of enterprises. <p>In the words of Banco Santander’s president, Mr. Emilio Botín: “This Master’s purpose is to put within reach of a select group of university graduates the most advanced knowledge in the world of banking. To do this, Banco Santander will not fall short on its efforts to achieve this objective.”</p> <p>Later on, this model was repeated in Mexico, Morocco and is currently being worked on to offer its first program in Brazil.</p>			

The UCEIF Foundation provides scholarships for students in its Master's program and offer grants for research projects whose themes are related to the financial sector.

The UCEIF Foundation provides awards prizes for excellence in order to recognise the excellence among students that graduate from the Master in Banking and Financial Markets which it organizes and it awards prizes for the best Doctoral Thesis in order to promote and recognise the knowledge that is generated through the activities in the doctoral field that are carried out and through the promotion of education and research in the financial sector.

It is worth mentioning the following projects of the UCEIF Foundation:

1. SANFI

Internationally renowned centre for the generation, spreading and transfer of knowledge concerning the financial sector, which identifies, develops, supports and promotes talent and innovation to set forth sustainable and socially responsible leadership.

The main beneficiaries of SANFI's activities are the current and future generations of young university students, professionals from the financial sector and scholars and researchers in economic fields, in general, and in banking and finance, in particular.

2. CISE

Internationally renowned centre that focuses on:

- Research on culture and entrepreneurial models
- Transference by providing education on entrepreneurial culture and innovation
- Transference by educating promoters of entrepreneurship
- Transference by educating entrepreneurs
- Transference to stimulate entrepreneurship

3. ARCHIVO HISTORICO del SANTANDER (Historical Archive of Banco Santander)

The first digital historical archive of the 21st century for the history of banking.

4. FINANZAS PARA MORTALES

This project contributes to society's needs, especially in these times of economic crisis, concerning the education and promotion the economic and financial culture.

Its purpose is to help the general public better comprehend economic and financial terms and concepts which may help them to make responsible and informed financial decisions, encourage transparency and confidence in business and finance, promote and make new tendencies and trends that appear in world of economics known to all while upholding the values, ethics and social responsibility in economics and finance. .

All of these activities are organised by the UCEIF Foundation in cooperation with the professors and departments of the UC in cooperation with universities, colleges, institutions, leaders in the financial sector, etc.

RATIONALE

Rationale from the business partner's perspective

Banco Santander is a world-renowned bank which is committed to society and to its employees. It wants

to educate not only its employees but also its current and potential customers.

Banco Santander, through its Santander Universities Global Division, has collaborated for more than 15 years with universities on initiatives that are unique in the whole world, separating them from the rest of the banks and national/international financial institutions.

Emilio Botín, president of Banco Santander, believes that the bank, aside from being competitive, must also be considered useful for the societies in which it plays a role. This commitment is founded on the belief that the best way of contributing to the growth and social and economic progress is to support strong educational and research systems.

Santander Universities Works with more than 1,020 universities.

For the bank, to contribute to equal access to knowledge and quality higher education is the best way move towards open and prosperous societies. According to Mr. Botín, “the increase in employment and development of social wellbeing is based on education, research and effort.”

Santander Universities supports the development of academia initiatives related to scholarship programmes and professional internships; educational projects; promotion the Spanish language; research programmes; the University-Enterprise bond; new technology –Tarjeta Universitaria Inteligente (TUI) (Intelligent University Card) - and global projects like RedEmprendia, Universia and the Miguel de Cervantes Virtual Library.

Rationale from the University’s perspective

For the UC, and in particular the Faculty of Economic and Business Sciences, it is an honour and a privilege to be able to participate with many bank’s professionals in their educational initiatives, while also being able to count on their support and guidance on the development of the programmes and keeping them up-to-date and completely in line with the needs of today’s job market.

Furthermore, the Masters have created a pool of professionals for the bank, which has found these programmes to be the way in which to provide their professional teams with people who have been trained and have knowledge about the bank’s policies, image and culture.

The UC is benefited by the internship contracts, the cooperation, scholarships and prizes that the bank offers through the Foundation and through other established channels.

PARTNERSHIP

José Antonio Villasante Cerro, DG of Banco Santander and Director of Santander Universities Global Division, directs more than 2,130 professionals in 15 countries that coordinate and manages the commitment that Banco Santander has with higher education.

Francisco Javier Martínez Garcia, DG of the UCEIF Foundation, directs the relations with the bank and serves as a link to the Rector (president) of the UC for all initiatives and activities that are carried out within the framework of Santander Universities.

Since November 2012, Federico Gutierrez-Solana Salcedo, Director of CISE, is encouraged of all the activities related to the entrepreneurship.

ACTIVITY

The starting point was the Master in Banking and Financial Markets in the city of Santander.

Once it was proven that the product was good for both the cooperation was increasing. The Bank explains what are their needs and the UC tries to cover them always working together in the design of the product.

After this Master, the DG of the UCEIF Foundation was leaving in Mexico for almost 2 years to organize the Master there and also a Doctoral Programme.

Then it was the Master in Morocco and now he is working to offer a new edition in Brazil.

Meanwhile many other projects have been developed, some of them were successful and others disappeared or failed.

LEARNING OUTCOMES

Mainly the success of collaboration with one of the biggest partners we could have. What it doesn't mean that is easy. Our timetables are not same and we have to learn how to adjust them for the benefit of both.

RECOMMENDATIONS

Identify the needs of the industry and how you can provide them a solution in which both win. Think about how to develop win/win collaborations.

BENEFITS

From the point of view of the bank, it is collaborating in the education and training of their potential or future employees. They have the opportunity to define the academic program and adjust it to their needs. That also keeps them up to date on current thinking and practice.

From the point of view of the university, it can offer one of the Masters more recognized and better referenced in the market. Their students are more employable and have more opportunities because they have the chance to make a practice period at the bank.

If, since 1996, we are collaborating and the projects are increasing, it means that the results are good for both. In other case, the university would not be receiving new projects to put in practice.

MATERIALS

There is a PowerPoint where you can see how the bank collaborates with universities.

STAKEHOLDERS

In the case of the Masters, almost half of the program is offered by professionals of the bank. The UC pay the classes but the bank pays for the trip and expenses of their employees who dedicates part of their work time to teach at the Master.

At the beginning the program was partly financed by the bank.

Related to the rest of activities, the UCEIF Foundation invests the money received on grants, awards, summer courses, edit reviews, books, and maintenance the CISE, SANFI and the Historical Archive.

CONTACT DETAILS

- At the bank
simon.bray@santander.co.uk
- At the University of Cantabria
ana.fernandez@unican.es

Lessons learned

From holding the Leaders Forum organised by the UC within the project, we were able to make the following conclusions:

A. What is an entrepreneurial university?

1. A university with a clearly defined strategy that supports entrepreneurship in all its facets.
2. It's an autonomous, proactive and social leader. It's the motor of economic and social development.
3. It's capable of maintaining continuous ties with students and graduates.
4. It's in direct contact with its environment, it works on the real problems of businesses and it offers them solutions through the end of the exploitation phase.
5. It's flexible, facilitates and gives potential to training programmes and provides entrepreneurial values from the moment you set foot in the university.
6. It shapes entrepreneurs, supports them and stays in contact. It helps to crease advocates and trainers in entrepreneurship.
7. It facilitates knowledge of different cultures in order to improve the possibility to take advantage of opportunities on the global stage.
8. It's creative and innovative, with the capacity to adapt to and anticipate changes.
9. A university with a structure that stimulates and favours the creation of businesses that transmit specialised knowledge and provide added value.
10. A university with a flexible structure in order to adapt to social necessities and receive inputs from the outside world.

B. How we make this happen?

1. By defining a clear, flexible, revisable and assessable strategic plan.
2. By creating structures, centres, etc. that manages the knowledge related to entrepreneurship.
3. By facilitating and fostering the cooperation of university entrepreneurial groups with businesses and industry.
4. By making the teaching investigative staff teach how to create value along with transmitting knowledge and by recognising that, for example, the researchers are also entrepreneurs.
5. By creating entrepreneurial clubs and fostering the active participation of students in activities related to entrepreneurship.

6. By favouring and encouraging that academic research resolves real problems and by giving them greater diffusion and acknowledgement of their results.
7. By insisting on the multidisciplinary education of students and on the training of educators.
8. By improving the teaching of languages to facilitate the knowledge of other cultures and, therefore, entrepreneurship in other markets.
9. By offering support devices for international entrepreneurship.
10. By creating internal and external communication channels to improve the knowledge of the potentially entrepreneurial activities.

C. What benefits would we attain if we became an entrepreneurial university?

1. Favouring sustainable development and improving employability.
2. Increasing and improving the prestige and the social perception and, therefore, it will attract more and better students.
3. Increasing the funding of the university.
4. Generating improvements in innovation for businesses that find a source of practical knowledge in the university.
5. Increasing the legitimacy of the researcher in the eyes of businesses.
6. Increasing students' hope and enriching the PDI and PAS professionally and personally. Increasing the opportunities and opening new professional fields.
7. Focusing research on social necessities.
8. Attract potential Business Angels.
9. Increasing knowledge in society.
10. Achieving that the university becomes more competitive

D. What barriers exist?

1. The lack of an entrepreneurial culture in society.
2. The legal and regulation framework is not favourable.
3. Not caring for graduates.
4. The lack of confidence in the university as a partner in the market.
5. The absence of incentives and the evaluation of this activity by professors.
6. Rigidness, bureaucracy and the lack of flexibility in the system to adapt quickly to the changes that society demands.
7. Fear of failure and risk aversion.
8. Bad social image of entrepreneurship and of the business leader figure.
9. Little culture of mobility and foreign languages. The preference for work-for-hire, fixed and especially public jobs.
10. Overprotection from families.

E. What could help us to achieve this?

1. Consciousness and commitment in the entire UC community.
2. A definition by the UC of the entrepreneurship policy with concrete objectives and indicators that are tracked. Naming a leader in entrepreneurship in each department and centre.
3. Spreading the need to be an entrepreneur to the rest of society.
4. Improving and increase the relationship between businesses and research groups.
5. Improving entrepreneur training of PDI staff, PAS staff and students. Introducing entrepreneurial culture and values in the curriculum.

6. Improving incentives for teaching staff.
7. Creating spaces, time and specific programmes for students.
8. Promoting the mobility and knowledge of other cultures and languages, for PDI/PAS staff as well as students.
9. Creating and developing support structures for entrepreneurship. Increasing the visibility of the entrepreneurial actions, projects or initiatives that are developed with, from or by university students.

Action Plan

Title	<i>Master in Entrepreneurship</i>
Challenge / Opportunity	Opportunities for educational programmes on Entrepreneurship at the UC are scarce or unconnected. This would be the first Master in the region and one of only a few offered by universities on a national level.
Description	This Masters is offered across departments to all students so that they are involved in it at the same time as they complete their degree and, therefore, complementing their education. Together with training in the skills and competencies necessary for Entrepreneurship, numerous entrepreneurs collaborate with the Master providing their experience.
Stakeholders	Business people and entrepreneurs from the region that provide their knowledge and experience. The financial support from Banco Santander as a founding partner of CISE (Centro Internacional Santander Emprendimiento).
Impact and Benefits	Increase the amount of entrepreneurial initiatives among university students from different areas and centres.
Success Criteria	The number of "spin-off". An increase in the potential and real TEA (GEM project).
Timescale	The Master would be offered in three modules. The first would begin during Year 2 of the Degree, the second in Year 3 and the last in Year 4. We will begin the first module during the 2013-2014 academic year. During the 2014-2015 academic year, the possibility to take the entire Master in one year will be offered.
Title	<i>3EP2 (Leonardo programme)</i>
Challenge / Opportunity	Improve the education of entrepreneurship educators.
Description	We are participating as partners in a European project presented by the NCEE to improve the education of entrepreneurship educators. Researchers linked to the project and the faculty that participate in educational activities.
Stakeholders	Funding will come from a European program in case of win it.
Impact and Benefits	If we improve the education of the educators, the results of their actions will be improved and the number of entrepreneurial initiatives and the entrepreneurial spirit will increase.
Success Criteria	The number of "spin-off" An increase in the potential and real TEA (GEM project)
Timescale	If we were chosen for this project, it would be carried out during 2013-2014.

Contact us

<http://www.ebn.eu/euen/>