



Higher Education in Regional and City Development: Fostering Entrepreneurship

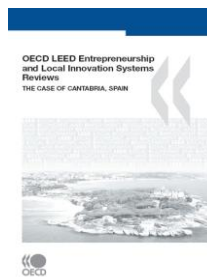
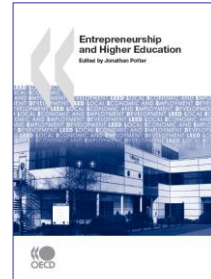
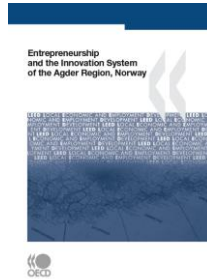
Dr Jonathan Potter
Centre for Entrepreneurship, SMEs and Local
Development
OECD

Presentation structure

- OECD/LEED work
- The HEI role
- Approaches internationally
- Key findings
- Dimensions of good practice
- Recommendations

Relevant OECD/LEED work

- Analytical essays
- Surveys of entrepreneurship education and knowledge transfer activities
- University good practice exchange
- Assessments of university entrepreneurship support
- Local reviews of entrepreneurship and innovation
- 'Skills for entrepreneurship' cross-national comparative project



Two major HEI roles

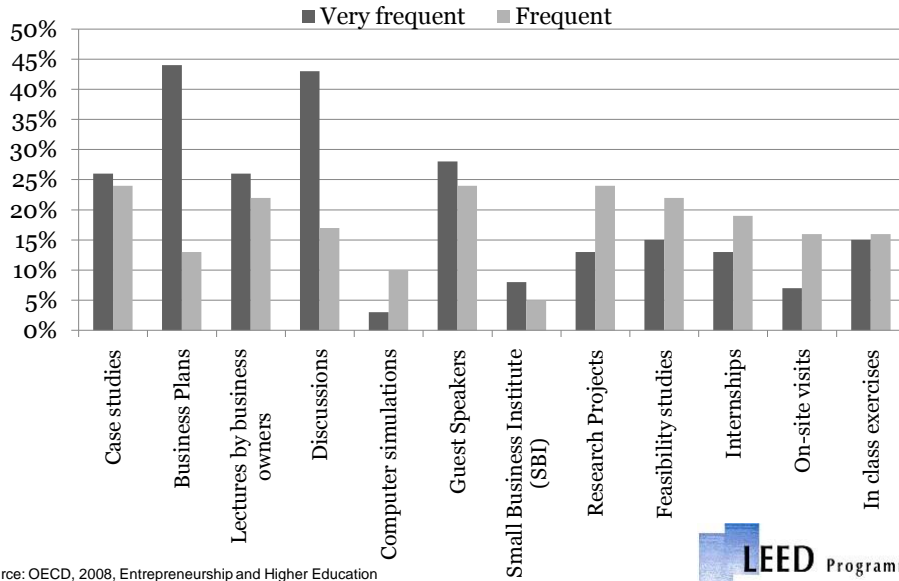
Entrepreneurial skills and mindsets (teaching)

Entrepreneurs as guest speakers
 Student business start-ups
 Business games
 Student entrepreneur clubs and networks
 Consulting SMEs . . .

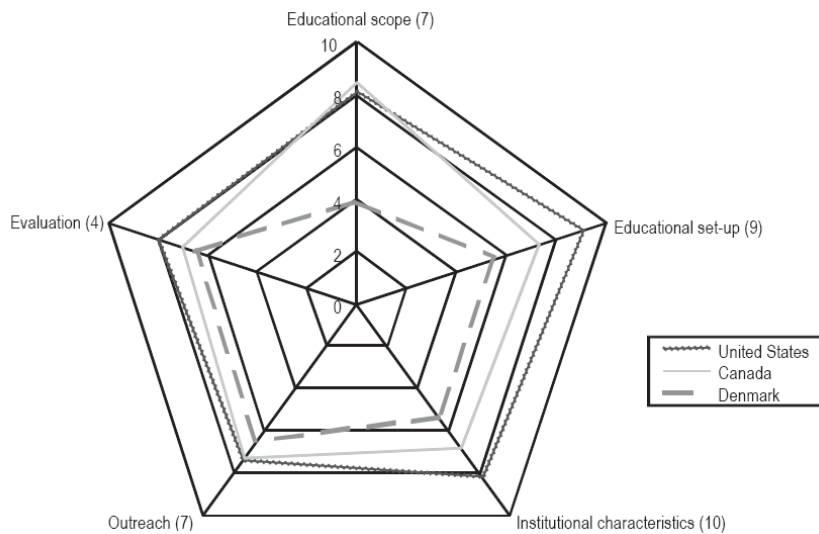
Start-ups and knowledge transfers

Incubators
 Business plan competitions
 Spin-off finance and equity
 Technology brokers
 Cluster initiatives . . .

Most common teaching methods, USA



International comparison: teaching



Findings: teaching

- Lack of clear and shared vision in universities
- Few credits for taking courses
- Limited qualified teachers
- Over-emphasis on start-up and business plan
- Insufficient networking with alumni
- Growing emphasis on entrepreneurship challenges compared with SME management

Most common start/transfer approaches

- Business plan support
- Start-up grants
- Entrepreneurship centres
- Licensing
- Technology transfer offices
- Science and technology parks
- Research contracts

Findings: starts/transfers

- Bureaucratic barriers to accessing start-up support
- Fragmented start-up support across the university
- Scope for more networking and specialisation across universities
- Preference for licensing– but does not create the most value and cannot always be used
- Spin-offs – vary greatly in performance
- Still large reliance on public funding in Europe
- Over-investment in incubators

University strategy

Principles

- Entrepreneurship is a strategic objective of the university, with top-down support
- Objectives include generating entrepreneurial attitudes, behaviour and skills and creating growth enterprises
- Recruitment and career development is entrepreneurship-sensitive

Findings

- Entrepreneurship support generally mentioned in university strategies and annual reports, but rarely strongly
- Narrow understanding of entrepreneurship (ventures) and focus on start-up support
- Obstacles to recruitment of entrepreneurs

Financial and human resources

Principles

- A minimum long-term financing of staff costs and overheads for entrepreneurship is an agreed part of the university's budget
- Self-sufficiency of university entrepreneurship support is a goal
- Human resource development for entrepreneurship staff is in place

Findings

- Still large reliance on public funding and one-off programmes
- Training of educators and staff mainly limited to international exchange

Support infrastructure

Principles

- An entrepreneurship-dedicated structure within the university (chairs, centres) that collaborates and co-ordinates
- University incubation facilities or access to external facilities
- Close co-operation between internal and external support providers

Findings

- Incubation facilities are common
- Networking is usually well-developed
- Not always easy for students to find the shortest way into the support system

Main recommendations

- Scale up
- Introduce interactive and experiential teaching methods
- Provide more training for educators and staff
- Give clear incentives and rewards
- Focus on growth-oriented entrepreneurship
- Adjust the mix of knowledge transfer approaches
- Evaluate impacts