



Universities supporting entrepreneurship:

Motivation, Ideas, Skills, Connections

*Principles of good practice
and findings from case studies*

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Two premises on the role of universities in entrepreneurship support ...

1. Universities can function as:

- Knowledge generators
- Meeting places for creative people with different risk perceptions
- Interdisciplinary spaces for new business ideas, business concepts, innovative problem solving
- Points of R&D access for firms

2. Universities can be an important component in the entrepreneurship and SME policy delivery framework, in particular with regard to:

- Enhancing new entrepreneurship
- Fostering innovation and growth in the existing local firm base

Graduate entrepreneurship support

Entrepreneurial mindset and skills

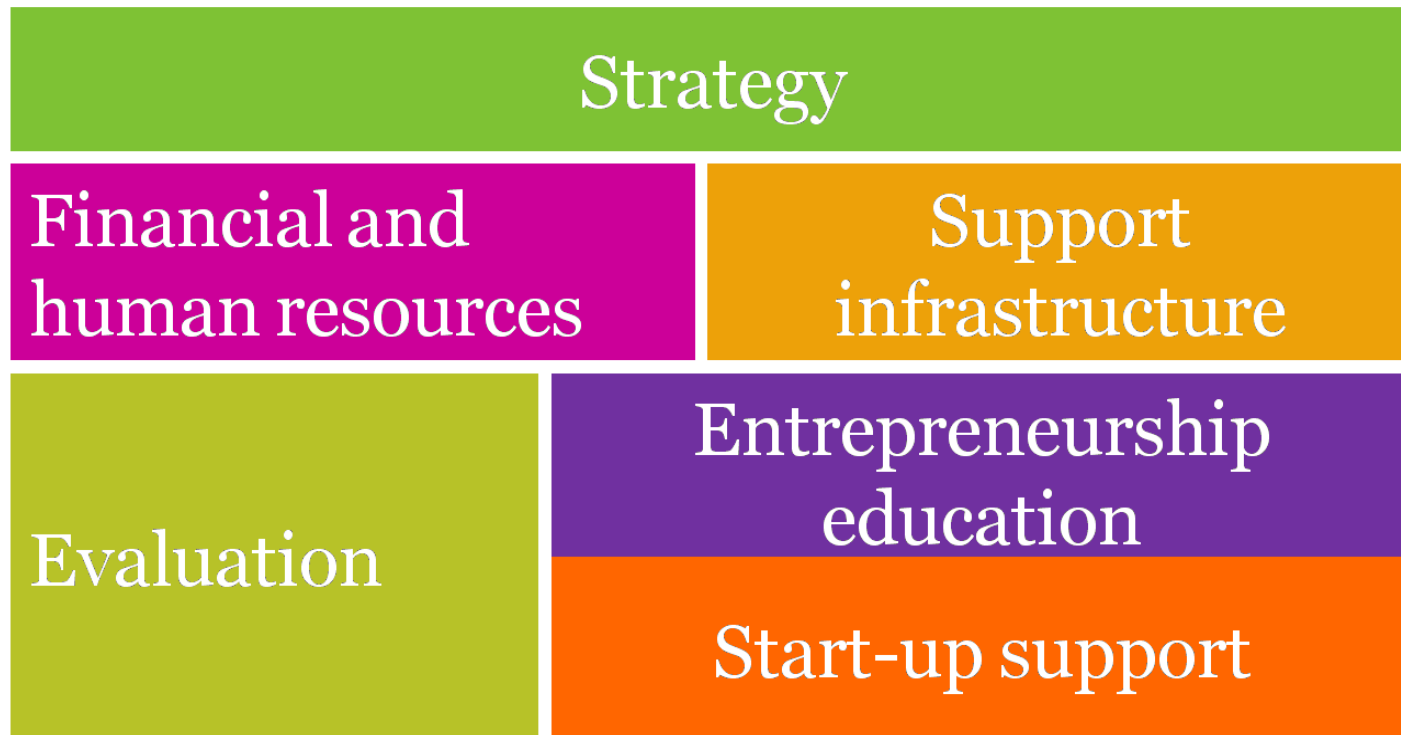
- ✓ *Entrepreneurs as guest lecturers*
- ✓ *R&D - Idea and technology scoutings*
- ✓ *Business games and competitions*
- ✓ *Student entrepreneur clubs, Alumni*

Start-up and knowledge transfer

- ✓ *Business incubation*
- ✓ *Technology transfer*
- ✓ *Start-up grants*
- ✓ *Access to finance
(BA, Investors)*

OECD LEED work

- Work with governments and universities on roles and functions of universities in entrepreneurship support
- Pilot policy development project in eastern Germany, 2007-09
- “6 dimensions” of entrepreneurship support – “Tool” for universities to self-assess and re-orient:



Principles:

1. Entrepreneurship support is part of the University's strategy, and there is top-down support for it
2. Objectives of entrepreneurship support include creating entrepreneurial mindsets as well as spinning-off growth ventures
3. Clear incentives and rewards for those actively involved (mentoring, sharing of research results, etc.)
4. Recruitment and career development are sensitive to entrepreneurial experience and entrepreneurship support engagement

Principles:

1. Minimum long-term financing of staff costs and overhead for entrepreneurship support from University budget
2. Financial self-sufficiency is a goal
3. Human resource development for educators and staff (adequate number of staff, low turnover rate)

Principles:

1. Entrepreneurship dedicated structure (chairs, Entrepreneurship Centres) in place
2. Incubation facilities either on the campus or assistance offered to gain access to external facilities
3. Close co-operation, defined roles, and referral between internal and external support providers

Key findings from a 2008 review of 20 eastern German universities (1/2)

Broaden the understanding of entrepreneurship

- Go beyond start-up support and promote entrepreneurial attitudes, behaviour and skills
- Change organisation of entrepreneurship education: curricula integration, suite of courses, more recognition and visibility

More training for educators and staff

- Meet increasing take-up rates with more and better activities
- Organise regular training events within single universities and in university networks

Key findings from the 2008 review of 20 eastern German universities (2/2)

Establish clear incentives and rewards

- Visibility and recognition for professors and students
- Make recruitment and career development sensitive to entrepreneurial experience and entrepreneurship support engagement

More systematic and phased monitoring of impact

- Evaluate *learning* (what do students learn?) and *behaviour* (does learning lead to changes in attitudes, behaviour and skills?)
- Immediate (post course), mid-term (graduation) and long-term (Alumni) monitoring of impact

