



GOOD PRACTICES IN ENTREPRENEURSHIP

D1.2 Good Practice Catalogue

WP1 Status-quo analysis of the status of entrepreneurship efforts in Bhutan, Nepal and Laos, including a good practice catalogue EU

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Introduction

To benefit from a sustainable and professional business development on a national, regional and local level, ENCORE promotes entrepreneurship education in HEIs in Bhutan, Nepal and Laos by integrating advanced learning tools. Thus, the ability to identify and to create disruptive business ideas is enhanced, while the university-business collaboration through participatory schemes is strengthened. ENCORE additionally fosters existing entrepreneurship practices and supports innovative ideas.

This collection of Good Practices from EU universities is part of the activities developed under WP1 “Status-quo analysis of the status of entrepreneurship efforts in Bhutan, Nepal and Laos including an EU good practice catalogue”. The work package will serve as a reference point for the entire development and implementation of the ENCORE project.

In particular, the aim of the Good Practice Catalogue is to collect good practices in entrepreneurship education and support in European HEIs, that can be of interest and of use for Asian universities who wish to develop similar measures in their own institutions.

WHAT IS A “GOOD PRACTICE”?

A “good” or “best” practice can be considered “working method or set of working methods that is officially accepted as being the best to use in a particular business or industry, usually described formally and in detail” (Cambridge Dictionary of English). So, it is a measure that has been proven to work well and produce results, and could therefore be recommended as a model. It should be shared so that other institutions can adopt it.

Some criteria to determine a good practice could be:

- Effective and successful to reach its objective, has had positive impact on the intended target
- Sustainable (economically, socially, environmentally etc.)
- Technically feasible, easy to learn and implement
- Participatory, supporting a joint sense of ownership of decisions and actions
- Replicable and adaptable to similar objectives in varying situations

GOOD PRACTICE COLLECTION

18 good practices are presented in the present report, shared by 10 institutions in Austria, Finland, Portugal and Spain. The thematic fields covered include:

- Entrepreneurship in the curriculum
- Entrepreneurship training (workshops, seminars etc.)
- Individual entrepreneurship support (e.g. coaching, mentoring, tutoring etc.)
- Entrepreneurship events (e.g. Hackathon, Ideas Competition, Bootcamps, Startup Weekend etc.)
- Physical space for entrepreneurship activities (e.g. co-working space, business incubator etc.)
- University-enterprise cooperation (e.g. collaborative initiatives between students or university start-ups and businesses etc.)

TITLE	THEMATIC FIELD	INSTITUTION	COUNTRY
CORSHIP	Entrepreneurship Training University-Enterprise Cooperation	FH Joanneum	Austria
Gründungsgarage	Entrepreneurship in the Curriculum Entrepreneurship Training Individual Entrepreneurship Support University-Enterprise cooperation	Non-Profit Organisation	Austria
Entrepreneurship Basics Course	Entrepreneurship in the Curriculum Entrepreneurship Training	University of Graz	Austria
Founders Advice	Individual Entrepreneurship Support Physical Space for Entrepreneurship Activities	Vienna University of Economics and Business	Austria
“Small Business Management & Entrepreneurship” specialisation	Entrepreneurship in the Curriculum Individual Entrepreneurship Support	Vienna University of Economics and Business	Austria
Business Idea Competition	Entrepreneurship Events	University Haaga-Helia	Finland
Entrepreneurship Courses	Entrepreneurship in the Curriculum	University Haaga-Helia	Finland
Startup School	Individual Entrepreneurship Support	University Haaga-Helia	Finland
Proakatemia	Entrepreneurship in the Curriculum	Tampere University of Applied Sciences	Finland
Tiimiakatemia by JAMK / Team Academy	Entrepreneurship in the Curriculum	Jyväskylä University of Applied Sciences	Finland
“3 Minutes of Doctoral Thesis” Competition	Entrepreneurship Training	University of Coimbra	Portugal
Innovation Days	Entrepreneurship Events	University of Coimbra	Portugal
Arrisca C	Entrepreneurship Events	University of Coimbra	Portugal
Pedagogical Innovation Projects Competition	Entrepreneurship in the Curriculum	University of Coimbra	Portugal
Instituto Pedro Nunes – Enterprise Incubator	Physical Space for Entrepreneurship Activities University-Enterprise cooperation	University of Coimbra	Portugal
Tabarca Emprende	Entrepreneurship Training	University of Alicante	Spain
Social Entrepreneurship Triathlon	Entrepreneurship Events	University of Alicante	Spain
UJI EMPREN ONSOCIAL	Entrepreneurship Training Individual entrepreneurship support University-enterprise cooperation	Universitat Jaume I	Spain

University	FH JOANNEUM
Website	www.corship.eu
Contact person	Christian Friedl, Senior Lecturer and Project Coordinator CORSHIP, Christian.friedl@fh-joanneum.at Sandra Meier, Lecturer, Sandra.meier@fh-joanneum.at

Thematic Field

- Entrepreneurship training (workshops, seminars etc.)
- University-enterprise cooperation (e.g. collaborative initiatives between students or university start-ups and businesses etc.)

Target group(s)

- Undergraduate students
- Postgraduate students
- Business sector
- Others (please specify) Startups

Objectives

In times of a more disruptive, complex, and dynamic world than ever experienced before, innovation is no longer a luxury, but a precondition of business survival. Forward-thinking, established companies are turning innovation challenges into opportunities and are teaming up with fast, creative startups to jointly disrupt whole industries. The competition to survive gets replaced by the collaboration to thrive – to thrive in this new, exciting ecosystem of opportunities.

Corporates and startups have begun to embrace the concept of co-innovation. And universities – traditionally exhaustive sources of innovation – benefit all sides with their academic grounding. On top, universities urgently need new partners to find answers to digital educational trends (“Edupreneurship”) and changing needs (skills gap).

Details

CORSHIP is an Erasmus+ funded project lead by FH JOANNEUM that gathers 7 carefully selected partners from 6 countries representing universities, corporates, startups and innovation networks. 4 Associate partners add additional business and edupreneurship experience. On top, 20 letters of support from end-users underline huge demand.

All 3 core results are permanent offers to trigger a long-term benefit for startups, universities and corporates to jointly become fit for the digital age.

CORSHIP sets out to establish a joint language between corporates, startups and universities to successfully exploit the full potential of Corporate Entrepreneurship across sectors and industries. This is done by connecting them through 3 core results:

- the first micro-credential (a modular, flexible format stemming from MOOC)
- the first MOOC on corporate entrepreneurship
- and a unique corporate entrepreneurship Toolbox (guidelines, tools)

Fast facts

- MOOC (fast track) is fully available and interested learners can do the course for free and earn a confirmation of participation
- Self-paced MicroCredential is easy to be replicated in other universities with access to already existing materials free of charge
- 6 ECTS for participating students

Methodology

1. MOOC (*Massive Open Online Course*):

The learning journey includes a mix of lightning talks, informative articles, quizzes, discussions, and engaging activities to bring different actors together. Two-course tracks – a fast track (4 weeks) and a full track (6 weeks) – are there to cater to individual learning needs.

Along the course, we will introduce a dedicated toolbox to support you in your journey, with the “Co-Innovation Builder” in its center. On top, this MOOC carries the opportunity to qualify for the Co-Innovation Masterclass – a MicroCredential.

- Week 1 of the course outlines the theoretical concept, its relevance, and potential for both corporates and startups.
- Week 2 is about different approaches to finding your innovation partner and various formats of co-innovation will be covered.
- Week 3 embraces the corporate perspective, it prepares your company to successfully co-innovate with startups.
- Week 4 is the startup week and will flip the perspective to equip your startup with the necessary insights for co-innovating with a strong, large partner.

After week 4, the fast track ends. Here, the real experience starts and you are invited to continue with two extra weeks in cross-sectoral teams to work on real-life challenges with dedicated tools.

2. **MicroCredential Co-Innovation MasterClass:**

Our Co-Innovation MasterClass is a 6-ECTS MicroCredential course connecting startups, corporates and universities to become Co-Innovation Facilitators. The CORSHIP Master-Class is an 8 weeks course with around 10–15 hours workload/week for the participants. Teams are formed that consist of corporate representatives, startups and students (6 persons/team).

Along the course you will engage in teamwork and creating innovative solutions designed to be implemented through intense collaboration between startups and corporations around the idea of making European cities more livable. The course employs the Co-Innovation Builder (introduced in the Co-Innovation MOOC) as a principal tool and a range of teaching materials and methods (such as Design Thinking) to develop knowledge and a range of skills relevant for co-innovating, creating and delivering innovation together.

While most teaching material and methods are available, the universities implementing the course shall involve local experts and coaches to guide the teams through all collaborative hands-on assignments and give first-hand practical inputs and feedback from industry-experienced managers and entrepreneurs.

The learning journey ends with an (public) pitching event of the innovative ideas.

Specific infrastructure or resources needed (e.g. equipment, space, specific activities, approximate budget needed etc.)

Online access is needed to complete MOOC and Co-Innovation MasterClass. For access to the materials, please contact the person in charge mentioned above. In addition, teams need to work collaboratively in a face-to-face setting or online. Therefore, rooms and/or communication software are required.

Involvement of university staff and external stakeholders (please indicate how involved they have been, for example approximately how much time have they dedicated to this)

Academic coaches (1 per team) meet with their team once a week for about 1 hour. In addition, a kick-off event, a mid-term seminar and a final pitch event should be planned in. Coaches should dedicate a total of 20 hours to the course.

One external expert per week can be invited for a presentation on a specific topic to strengthen the learning experience.

3. **Digital Toolbox to Co-Innovation**

Digital Toolbox to Co-Innovation with free material to facilitate collaboration between corporates, startups and universities is available online (<https://www.corship.eu/digital-toolbox/>).

Learning challenges for beneficiaries of the measure

- Approximately 15 hours workload per week for a 8 weeks course
- Teamwork with people of different professional backgrounds can be challenging

University non-profit organisation
Website www.gruendungsgarage.at
Contact person Romana Höberl; Head of Operations
romana.hoeberl@gruendungsgarage.at

Success since 2013

- 150 start-up projects further developed
- 285+ participants supported
- 48 successfully founded companies
- 150+ jobs created
- 3 winning positions in the final pitching competition per volume

Thematic Field

- Entrepreneurship training (workshops, seminars etc.)
- Individual entrepreneurship support (e.g. coaching, mentoring, tutoring etc.)
- University-enterprise cooperation (e.g. collaborative initiatives between students or university start-ups and businesses etc.)
- Other: Academic Startup Accelerator

Target group(s)

- Undergraduate students
- Postgraduate students
- Researchers

Objectives

The Gründungsgarage is an Academic Start-up Accelerator and the leading supporter for start-ups of students and researchers in the pre-founding phase who are interested in founding their own business. We support them in developing their business ideas and thereby shape the future of our regional economy.

In this early stage, university experts and external mentors provide valuable input through a balanced mixture of strategic knowhow and practical experience. Throughout the program, the teams receive a wide range of start-up support, e.g. Business Modelling, Design Thinking, Finance, Online Marketing and Legal & Tax. At the end of each semester the teams get the opportunity to pitch their business ideas to an exclusive audience of university representatives, investors, business angels and people from the local start-up scene.

Facts & Figures

- since 2013
- 2 volumes per year
- 10 business ideas each volume
- 29 + mentors with respected expertise in practice
- 300+ hours of coaching and workshops
- 50.000 EUR economic value
- 3 awards to win in the final pitching competition
- 2 ECTS for students

Focus

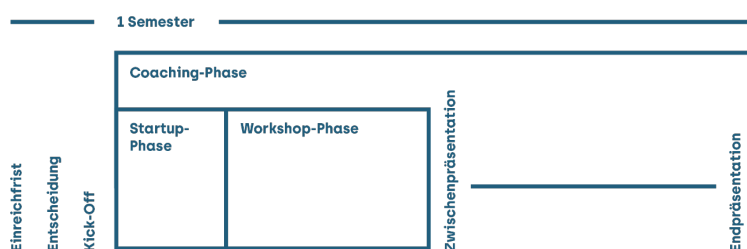
- Development of new (business) ideas
- Kickstart for your business in the Gründungsgarage Accelerator Program
- Further development of your business idea through mentoring and coaching with experts from the field
- Access to our large network of entrepreneurial minds, Gründungsgarage alumni, potential investors and supporters
- Interactive collaboration and regular exchange in the Gründungsgarage Volume
- Workshops and expertise on important topics for your startup
 - › business model development
 - › design thinking
 - › Intellectual Property Rights
 - › online marketing
 - › Tax & Law
 - › Pitch Training
 - › Finance & Funding
 - › Digital Product Creation
- Mentoring Days
- Co-Founder Matchings
- Gründungsgarage Alumni Network

Methodology

A team with its own concrete business idea can apply to participate in the program. Ideally, a team consists of 2–4 people, but there are also individuals who want to work on their idea alone.

To ensure optimal support, the number of participating start-up projects is limited: 10 ideas are accepted into the start-up garage each semester.

Timeline:





Specific infrastructure or resources needed (e.g. equipment, space, specific activities, approximate budget needed etc.)

Seminar rooms; workshop materials; catering (drinks and food) at workshops and final presentation; for online sessions: Webinar link (Zoom); communication channel (Slack).

Involvement of university staff and external stakeholders (please indicate how involved they have been, for example approximately how much time have they dedicated to this)

2 key accounts – 1 contact person per university; resources used mainly for promotion of the next volume and distribution of information material.

Results and impact of the measure

The Gründungsgarage sees itself as a professionalization booster for entrepreneurial projects from the academic environment in a very early idea phase to dare the next step towards concrete implementation.

Learning challenges for beneficiaries of the measure

Active and permanent participation of the teams at all our workshops; Actively seeking one-on-one coaching;

Recommendations for replication

The idea that is brought developed further by the teams is certainly important. But even more in focus is the team behind it - people who are motivated, curious to dare new things, open to new things and are burning for the topic of entrepreneurship, are given the chance to develop further themselves and their business idea with our program.

Quotes

"The region, the country, the world needs something like the 'Gründungsgarage' with a lot of yes sayers. even if a lot of projects end up failing, there are a few that succeed, create jobs and inspire others."

"In the 'Gründungsgarage' we acquired the tools to develop a sustainable business model from a project idea."

"The time spent at the Gründungsgarage was an incredibly valuable experience that enabled us to take our FEMINDS project to the next level. Just networking with like-minded people who are in the same boat, so to speak, and with mentors who gave us more clarity on many issues with a wide variety of expertise is worth its weight in gold. Thank you for an inspiring time!"

Course: Entrepreneurship Basics

Austria

University	University of Graz
Website	www.uni-graz.at
Contact person	Remo Taferner, research assistant, remo.taferner@uni-graz.at

Thematic Field

- Entrepreneurship in the curriculum
- Entrepreneurship training (workshops, seminars etc.)

Target group(s)

- Undergraduate students
- Postgraduate students
- Researchers

Objectives

The students (participants) should get a practical-oriented insight into the field of entrepreneurship. Therefore, they will learn different methods and practical approaches.

Fast facts

- Professors and founder as lecturer
- Theory meets experience
- Just helpful topics, based on individual need
- 1 ECTS for students (2 might be possible in the future)

Focus

Mix of theory and experience in every lesson held by one professor and one founder.

Methodology

Co-Creation of the topics with the founders and the students, based on their needs and challenges. Prior to the first lecture the professor sends out a set of questions to the students to identify their learning needs and interest. Topics such as „funding, grants, finding co-founders, finding customers, marketing“ are frequently requested by students.

Students, professor and one founder per lecture meet a total of 7 times a semester for about 2 hours. Each lecture is dedicated to a different focus topic (e.g. financing) and the participating founder is selected accordingly.

Depending on the topic, a short theory input is given at the beginning of every lecture (15-20 min). After that, the founder responds to the theory and tells how they put it into practice.

The lecture combines theory input, best practices, experiences and case studies, that the founders bring in and are then discussed and solved together.

Specific infrastructure or resources needed (e.g., equipment, space, specific activities, approximate budget needed etc.)

No

Involvement of university staff and external stakeholders (please indicate how involved they have been, for example approximately how much time have they dedicated to this)

Every founder must invest about 2 hours per semester. The professor must invest about 20 hours per semester.

Results and impact of the measure

Awareness building course to “produce” more academic startups.

Challenges for the university

University must have a well-established startup and founder network to get the “voluntary” lecturers and the insights into the different startups to create case studies.

Particular relevance for any specific subgroup (e.g. students with disabilities, minorities, immigrants, gender etc.)

No restrictions

Recommendations for replication

First you have to find some founders who are willing to spend their time to teach. In addition to that you have to be really flexible and adapt the theory based on the experience of the founders.

Around 7 founders regularly support this course and a total of 20 is on the shortlist for flexibility.

Founders Advice by WU Entrepreneurship Center

Austria

University Vienna University Economics and Business
Website www.wu.ac.at/en/starting-up
Contact person Riheb Hassan, Program Manager, riheb.hassan@wu.ac.at

Thematic Field

- Individual entrepreneurship support (e.g. coaching, mentoring, tutoring etc.)
- Physical space for entrepreneurship activities (e.g. co-working space, business incubator etc.)

Target group(s)

- Undergraduate students
- Postgraduate students
- Graduates/Alumni
- Others (anyone who wants to use this free service, the above groups are just the majority users)

Objectives

The objective is to provide barrier-free help and support to anyone who is interested in founding or is already in the process via consulting and coaching.

Fast facts

- A personal consultation for 30 minutes with experts
- Once a week (during the academic year)
- 4 timeslots each week, so in total 2 hours with 4 consultations possible
- Signup is mandatory and is done easily over Eventbrite
- Advice is offered by both members from our team and external experts regarding specific topics like law, taxes, finances, marketing, etc.

Focus

Having the right mix of general and specialised (law, taxes, ...) consultation offers and guiding the participants in the founding process, also by referring them to other programs/services by us or other Entrepreneurship focused organizations within the Austrian startup ecosystem.

Methodology

Every Monday we or an external expert are available for feedback. Whether it's about the first idea for a project or an important decision for your start-up, we offer an external view and advice.

Specific infrastructure or resources needed (e.g. equipment, space, specific activities, approximate budget needed etc.)

A room to have in person consultations or a zoom meeting (easily transferred into an online setting).

Involvement of university staff and external stakeholders

External stakeholders: experts; The regular expert dedicates around 20-25 hours a semester to this, while other experts who host one Founders Advice in a semester only need to be involved (beside deciding on a date during the planning phase) for two hours in a semester.

Results and impact of the measure

Helping startups and projects in different stages with first feedback on their idea or more specific feedback on problem statements if needed. Referral to other support organisations, activities, programs in the startup ecosystem.

Recommendations for replication

Send reminder emails to the participants and get the contact information (email, Number) as well as consultation topic or specific questions they might have and some general info about their idea in the online signup form. This will be very helpful for the consulting experts.

Acknowledgments

<https://www.wu.ac.at/en/starting-up/our-services/consulting-feedback/founders-advice>

Specialization “Small Business Management and Entrepreneurship”

Austria

University	Vienna University of Economics and Business
Website	www.wu.ac.at/kmu
Contact person	Dietmar Roessler, head of the institute “SME-Management and Entrepreneurship”, dietmar.roessler@wu.ac.at

Thematic Field

- Entrepreneurship in the curriculum
- Occasionally individual entrepreneurship support (e.g. coaching, mentoring, etc.)

Target group(s)

- Undergraduate students

Objectives

We want to enable our students

- to run companies on their own,
- to manage change processes and
- to set up their own companies.

Details

SMEs are manifestations of development processes that start with the firm’s foundation and whose management requires entrepreneurial competences. Creating something new, or further developing something that already exists, on the one hand, and stabilizing whatever new element has been created on the other, requires the interplay of entrepreneurial and managerial acting. Businesses being confronted with decisions and processes which have not been routinized yet and are thus within the focus of our specialization “Small Business Management and Entrepreneurship”.

We focus on three interlocking analytical dimensions which make up the ability of the firm to handle these challenges of change (Teece 2012):

- organizational entrepreneurial mindset
- organizational learning competences
- organizational implementation competences

In our study program, we try to show how these dimensions interact. While a given course may focus on one dimension, throughout the program we try to address all of these three dimensions appropriately:

The course “**Entrepreneurial Process**” of the specialization program Small Business Management and Entrepreneur-

ship aims at building awareness of the major opportunities and challenges, which dynamic SMEs typically face during their company lifecycle. In particular, the course points out how an entrepreneurial attitude of the entrepreneurs and the employees, bundled in an entrepreneurial orientation of the company can help to meet these challenges and to continuously identify and seize opportunities. The course begins with the characterization of the most important phases in the company life cycle as well as the process view of entrepreneurship. The course then offers a broad spectrum of theoretical perspectives (including resource and market-based perspectives as well as systemic / configurational approaches) in order to be able to holistically analyze the development of dynamic SMEs over their life cycle.

In order to develop a generalist view, three different perspectives are taken into account in the “**Entrepreneurial Finance – Theory & Practice**” course: the basic theoretical textbook perspective, the more advanced scientific perspective and the perspective of daily entrepreneurial practice. The course is designed on the premise, that it is important to understand all three of these perspectives to be fully able to understand the concepts and workings of Entrepreneurial Finance. To achieve this goal, a broad range of different tools and didactical designs are applied (textbooks, scientific papers, lectures given by experts in the field, assessments of real-world case studies). These tools aim to facilitate the entrepreneurial attitude of students. The interplay of knowledge from the three aforementioned perspectives should create synergies that will help students to get a holistic view on Entrepreneurial Finance.

The course “**Entrepreneurial Marketing – Theory and Practice**” focuses on the one hand on “Marketing in Entrepreneurship” with the aim of managing “liabilities of newness” with respect to start-ups and/or innovative business models and/or innovative products. On the other hand, the course focuses on the topic of “Entrepreneurship in Marketing”. Against the background of extreme examples (e.g. products and / or business models whose legitimacy is denied), communication strategies are developed with the students. Particular attention is paid to overcoming the reactance behavior of consumers

The course “**Strategy – Theory and Practice**” deals with challenges and opportunities of organizational change and development, and methods of change management. It analyzes current societal trends and derives implications for organizational change and development to meet changing needs and demands. It covers continuous and radical changes as well as strategic and structural changes, as well as related challenges for organization members, such as changing knowledge requirements, or routine breakdowns. Furthermore, based on casework, typical reactions to change (e.g., resistance) are discussed and reasons for

these reactions elaborated. Finally, success factors and stages of organizational change management are introduced and applied to own change cases. After passing this course successfully students are able to distinguish different types of change, anticipate internal and external barriers to successful change, identify success factors for successful change, plan change management processes, define the most important steps and measures for a successful change project, understand reasons for resistance to change, and learn from failed change efforts.

In the final course, „**Selected Management Topics**“, we bring together the topics dealt with in the previous courses by either dealing with a broad management topic or analysing an industry or the founding conditions in an industry.

Fast facts

- This specialization „Small Business Management and Entrepreneurship“ is part of the Bachelor program of the Vienna University of Economics and Business
- Every semester 90 students out of 150 applicants are accepted.
- There is a maximum of 30 students in each course, therefore each course is offered three times.
- The program consists of five progressive courses. Each course comprises of two hours per week and four ECTS.

Focus

The Institute for Small Business Management and Entrepreneurship is the leading Austrian university educational centre for the SME sector with a focus on dynamic SMEs. Therefore, in the specialisation program (SBWL) SME-Management, we aim to train generalists, in the management of SMEs – whether as entrepreneurs, as successors, as general managers or as actors in advisory professions – who are able to shape these dynamic development processes.

Methodology

As regards didactics, all courses combine in-class presentations, preparation and discussion of literature (textbooks and scientific papers as well) with case study work.

Involvement of university staff and external stakeholders

We calculate 120 working hours per course (30 hours classroom or distance-teaching / 60 hours for preparatory work / 30 hours follow-up tasks)

Therefore, the team of lecturers spends around 1.800 hours per semester on the specialization “SME-Management and Entrepreneurship”.

Results and impact of the measure

Our program attracts students who are primarily interested in running SMEs and / or starting new businesses.

Around 35% of our students have an entrepreneurial background within their family, around 40% want to start their own business and around 15% already know that they will take over a family business. These numbers show that our program actually attracts the target audience through a self-selection process.

Learning challenges for beneficiaries of the measure

It is often difficult for students to switch between theoretical content and practical examples.

Although they are aware of the generalist claim of the specialization „SME-Management“, cross-connections to other content cause difficulties.

Challenges for the university

The particular challenge is to refer to other business management topics in each course in order to guarantee a generalist education. Every lecturer must therefore be able to create cross-connections from his specialty to other topics.

Recommendations for replication

Our students have an entrepreneurial mindset from the start. Our teaching program builds on this. If you wanted to adapt our program, you would have to make sure that the students have this basic attitude.

Quotes

“I learned how to start a business, what to look out for. Today I am very happy that I have chosen this specialization.”
(a former student)

“My company is growing. Back then as a student, I could not always understand why we went into so much detail. Today it helps me to analyze complex developments more systematically and holistically”
(a former student)

University Haaga-Helia UAS
Website Porvoo campus | Haaga-Helia
Contact person Katri Heikkinen, senior lecturer,
katri.heikkinen@haaga-helia.fi

Thematic Field

- Entrepreneurship events (e.g. Hackathon, Ideas Competition, Bootcamps, Startup Weekend etc.)

Target group(s)

- Undergraduate students

Objectives

At Haaga-Helia Porvoo Campus all first semester students participate in a Business Idea Competition (BIC) with the aim of awakening their interest in entrepreneurship. At this campus we have only business and tourism students and number of students enrolled each semester is between 100-200.

Fast facts

- The BIC activities run for 16 weeks
- Groups of 3-5 students develop one major business idea, but start with 3 preliminary ideas
- Three main phases (business idea fair, semifinals and finals)

Focus

The focus is on developing an entrepreneurial mindset and learn basic competences need for entrepreneurship.

Methodology

The following are the main things to know about the Business Idea Competition (BIC):

1. **COMPETENCES IN FOCUS**

The Business Idea Competition aims to give the students a solid basis along the following competences:

- Awareness of basic processes and operations in organisations
- Profitability in business
- Ability to define and understand the operational environment
- Entrepreneurial and business approach
- Understanding customers, markets and sales potential
- Pitching skills
- Savvy use of digital tools

2. **LEARNING OBJECTIVES**

The student

- Understands basic processes and operations in organisations (Business Basics)
- Understands profitability (Business Basics)
- Is able to analyse the operational environment (Tourism Environment Analysis)
- Is able to understand the entrepreneurial mindset (Business Basics)
- Is able to improve her/his presentation skills (Customer Insight)
- Is able to generate business ideas in cooperation with main stakeholders (Business Basics)
- Is able to reflect ideas from the business perspective (Business Basics)

3. **CONTENT**

- Business model planning (Business Basics)
- Business operations and processes (Business Basics)
- Business calculations and estimations of profitability and financing (Business Basics)
- Business ownership models and liabilities (Business Basics)
- Professional ICT tools (Business Basics)
- Core actors, organisations and networks operating in local, domestic and international markets (Tourism Environment Analysis)
- Profit in focus (Business Basics)
- Entrepreneurial mindset (Business Basics)
- Ideation and selling ideas (Self and Team Leadership, Customer Insight)

4. **ASSESSMENT**

Grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business ideas at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. S/he understands the concept of sales on some level and shows basic presentation and communication skills. The student utilises reliable sources to some degree. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

Grade 3

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business ideas and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning

and estimating business operations. S/he understands and applies sales concepts and shows good presentation and communication skills. The student utilises versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. S/he is able to operate when the task and instructions are given.

Grade 5

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. S/he understands and applies successful sales concepts and demonstrates excellent presentation and communication skills. The student utilises versatile and reliable international sources. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

DELIVERABLE 1: The Business Idea Fair report + active participation at the fair (20 %)

- Each team presents three ideas of their own (each idea on a separate Value Proposition Canvas) during the fair and collects feedback for the ideas. The report should include an explanation why the team selected these three ideas, what was the development process up to this point, what kind of feedback did they receive and what are they going to do with the feedback.
- Each team should explore, evaluate and give feedback to the ideas of other teams at the fair. Each team should choose top three and bottom three ideas among the other teams, and motivate why they found these the best/worst ideas at the fair.
- Each team contributes to setting up and cleaning up the fair site. This is a group assignment. Each team will receive feedback for their report.

DELIVERABLE 2 (20%):

Exam related to analysis of basic tourism business environment

DELIVERABLE 3: Cost and Financial planning assignment

The idea with this assignment is to focus your thinking on the profitability of your business idea. You will learn to consider the relationship of sales, costs and profits. If your business is to survive, you need to make sure that you do not operate at loss, but aim to calculate and justify your costs, price your products and sell so much that you can start making a profit. The assignment will deal with fixed and variable costs, pricing and sales, and the all-important break-even point. You will find out how much you need to sell to cover all your costs – and only then can you start to make a profit. By doing the assignment you will learn to consider all the fixed and

variable costs of your business idea as well as how much sales revenue you need to get to reach the break-even point for your business idea. In this assignment you will be using Excel modelling techniques and formula. This assignment includes both a group assignment (financial planning for your business idea - will be assessed as part of your BIC report).

DELIVERABLE 4 The BIC Pitch at semi finals (15 %)

- Length: min. 3 minutes, max. 5 minutes
- Content and assessment criteria: same as at the finals
- One winner (selected by students) + Wild Card (selected by supervisors)
- Assessment criteria:
 - business idea (new, innovative, creative, well-motivated value proposition)
 - feasibility (realistic, backed up by statistics, well-defined target group)
 - visual impression (presentation, materials, outfits)
 - presentation and communication (logical, selling, interactive, fluent, stage presence)
 - profitability (financial calculations, understanding the importance of profitability)

DELIVERABLE 5: The Business Model Canvas and report (30 %)

The Business Model Canvas report includes explanations to the different parts of the canvas. The report has to follow HH report format and include the following: a cover page, table of contents, an introduction, chapters and sources for each part of the canvas, a conclusion, a bibliography of the sources in an alphabetical order, the actual canvas and your financial plans as appendix.

Please use the report template (for longer reports): <https://mynet.haaga-helia.fi/english/studies/guidelines-for-writing-reports/Pages/default.aspx>

The report should include reflection in all sections of the canvas. First define the concept, then explain how you applied it to your business idea and motivate your choices. Use relevant, reliable sources to give credibility and a professional touch to your business model canvas. Use several sources, for example statistics about customers and markets relevant to your business idea.

Your business idea needs to have a solid and realistic foundation: resources, customers, markets, distribution channels, financial planning etc. All this needs to be communicated in the report.

This is a group assignment and you will receive written feedback for the report.

Self & peer assessment

- Twice (after business idea fair, after semi finals)
- Teamwork and cooperation, time management (deadlines, meetings), searching and finding information, overall contribution, quality of work will be assessed
- Peer assessment will affect your personal grade 60%–120% (as compared to the group grade)

MILESTONES & DEADLINES

Business Idea Fair:	9 October 2020
Business environment exam:	14 October 2020
Business Idea Fair report:	16 October 2020

BIC Pitch at Semi finals:	28 November 2020
BIC finals:	4 December 2020
The Canvas + report:	5 December 2020

(attendance in all milestones activities–Business idea fair, semifinals and finals–is compulsory for everyone–for non-attendance BPC grade will be affected)

Specific infrastructure or resources needed (e.g. equipment, space, specific activities, approximate budget needed etc.)

BIC activity runs as an ordinary module and gets its resources through the degree programs. Some of the teachers teaching the students during the first semester are responsible for coaching the students in activity. The best business idea develop will get a small reward (like movie tickets). The degree programs pay for these rewards.

Involvement of university staff and external stakeholders (please indicate how involved they have been, for example approximately how much time have they dedicated to this)

Teachers work as coaches but sometimes also entrepreneurs come in and mentor the students. In the finals, there will always be industry representatives deciding which idea is the best.

Results and impact of the measure

Most semesters some students get so inspired by their business idea that they decide to continue to Haaga-Helia Startup school to further develop their ideas. The BIC module is at Haaga-Helia Porvoo campus is assessed through different courses, but the students get approximately 8 credits for it. This is possible due to the competence-based curricula we have.

Learning challenges for beneficiaries of the measure

The main challenge for the students is that they tend to dream too big i.e. the ideas they have are not realistic to implement from a financial perspective. Moreover, it is difficult for the students to grab all the costs linked to establishing a company and running it.

Challenges for the university

The biggest challenge is to find teachers who are motivated to work with the activity. You need to have some basic understanding of all functions of the business idea canvas (marketing, financial analysis, networking).

Motivating student who have no interest to become entrepreneurs can also be a challenge.

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

All students at Haaga-Helia Porvoo campus have to participate in this activity. It is sometimes of more interest for students with immigrant background as they might have difficulties in finding employment in Finland. Thus, many students plan to set up their own company after graduation.

Recommendations for replication

It is fun to have students from different study programs to compete against each other. At Porvoo campus students have the semi-finals in their own group and the 2 best get the possibility to present (pitch) their ideas in the finals in front of a huge audience. In the finals there will thus be teams from different programs.

This process requires though a lot of collaboration between the teachers in the different programs. The learning journey of the students should also be the same, thus the key content of the module is agreed upon among all the teachers teaching first year students. The number of programs involved is 3-5 each semester and some 10 teachers plan and implement the activity together.

Acknowledgments

Students start the process with the value proposition canvas (<https://www.b2binternational.com/research/methods/faq/what-is-the-value-proposition-canvas/>) and when they have a better picture of the idea they will develop they move on to the business idea canvas (<https://thesuccessbug.com/startup-ideas-to-business-model/>)

Quotes

Teacher perspective: *“One stress moment for the students is definitely learning how to pitch your ideas in front of a big audience”*

Student perspective: *“A fun and active way to learn more about entrepreneurship”*

Photos

Business Plan Competition - TEMPO 17 (weebly.com)

University Haaga-Helia UAS
Website Etusivu | Haaga-Helia
Contact person Eva Holmberg,
 eva.holmberg@haaga-helia.fi

Thematic Field

- Entrepreneurship in the curriculum

Target group(s)

- Undergraduate students

Objectives

Please indicate the general and any specific objectives of this measure to undergrad.

Courses at Haaga-Helia offered to students interested in entrepreneurship. At Haaga-Helia UAS you can't major in entrepreneurship, these course will be a minor or free elective courses.

Fast facts

- Entrepreneurship courses
- Courses offered to any students in hospitality or business programs
- The courses linked here are in English, more offering in Finnish

Focus

To develop entrepreneurship related competences among the students.

Methodology

Online courses, ordinary classroom teaching, coaching

Involvement of university staff and external stakeholders (please indicate how involved they have been, for example approximately how much time have they dedicated to this)

Lecturers have the main responsibility but also guest lecturers from the industry

Challenges for the university

How to offer entrepreneurship related competences to all students is an ongoing discussion. Job market will change and in the future many graduates need to be able to work as entrepreneurs in between jobs or for years.

Acknowledgments

All courses offered related to entrepreneurship: Yrittäjyysopinnot Haaga-Heliassa - Opetussuunnitelmat

In English (all courses 5 ECTS):

Forms of Entrepreneurship - ENT3LF101 - (haaga-helia.fi)
 Entrepreneurship - ENT1LF101 - (haaga-helia.fi)
 StartUp School - Find your Strengths - WOR8HH032 - (haaga-helia.fi)
 Business Planning - BUS2LE201 - (haaga-helia.fi)
 Leading Sales and Business Development - LEA2AB221 - (haaga-helia.fi)
 Growth for Entrepreneurship - ENT3LF103 - (haaga-helia.fi)
 Entrepreneur's Networks and Arenas - ENT3LF102 - (haaga-helia.fi)
 StartUp School - From Idea to Prototype - WOR8HH037 - (haaga-helia.fi)
 StartUp School - Developing Entrepreneurial Mindset - WOR8HH022 - (haaga-helia.fi)
 From Ideation to Feasible Business - WOR2RZ001 - (haaga-helia.fi)
 StartUp School - Light Entrepreneurship - WOR8HH035 - (haaga-helia.fi)
 StartUp School Workshops for Action - WOR8HH039 - (haaga-helia.fi)
 Global Opportunities for Small and Medium Sized Companies 1 - BUS3PO311 - (haaga-helia.fi)
 StartUp School Coaching 1 - WOR8HH024 - (haaga-helia.fi)
 StartUp School Project - WOR8HH018 - (haaga-helia.fi)
 StartUp School Project 2 - WOR8HH028 - (haaga-helia.fi)

Quote

"From a curriculum perspective there is a continuous need to develop the learning related to entrepreneurship"

Photos

Porvoo campus | Haaga-Helia
<https://www.haaga-helia.fi/en/contact/pasila-campus>

University Haaga-Helia UAS
Website What is StartUp School? | Haaga-Helia
Contact person startupschool@haaga-helia.fi

Thematic Field

- Individual entrepreneurship support (e.g. coaching, mentoring, tutoring etc.)

Target group(s)

All degree students at Haaga-Helia university of applied sciences.

- Undergraduate students

Objectives

Our aim at Haaga-Helia StartUp School is to support our students in entrepreneurship. We will help you to find and develop your own business idea and turn it into real business. We also support the students who already have existing businesses.

Details

Haaga-Helia StartUp School is a part of the Haaga-Helia University of Applied Sciences. It is run by a team of 6 full-time staff, one student trainee, and around 10 part-time teacher coaches.

Coaches with extensive business experience supporting support students through their journey. Students get opportunities to network with the other students who are as well interested in entrepreneurship. Enrolling to Startup School should be seen as a life time opportunity for you to learn, network and succeed!

StartUp School offer the students a personal coach in entrepreneurship. The coach is a Haaga-Helia teacher with experience in business, innovation or entrepreneurship and has at least basic coaching skills. The coach helps the student to define an inspiring personal goal related to entrepreneurship and helps the student to work towards this goal. The student can start the course, if s/he is a Haaga-Helia / Open UAS student with a well-defined business idea, or an ongoing business.

This is how the StartUp School markets itself to the students: *“Are you hungry for success? Do you have the guts to take risks? Are you target-oriented and willing to work independently? If your answer is yes, you might be the next StartUp School member.”*

Fast facts

- Startup school offers coaching, courses and conduct research and development
- Some 600 students participate in some activity annually
- Any student can apply

Focus

- The idea with the Startup School is to inspire students to start their own business as well as offer them competences to succeed.

Methodology

Coaching is a learning process, in which the coach and the student have goal-oriented, confidential discussions on topics which are important and relevant to the student and the development of the business-idea. The coach uses active listening and well-defined questions to help the coachee clarify their thinking, define meaningful goals and find their own solutions. It is important that the coach does not provide the goals or the solutions, but rather trusts that the coachee has the potential to do it. In entrepreneurial coaching it is beneficial if the coach has an understanding about the process and challenges to become an entrepreneur, but the coach does not need to be a specialist in the field of the student's business. Sometimes the coach might need to “take off the coach's hat” and give specific advice if the student asks for it.

Specific infrastructure or resources needed

The StartUp School coaches are Haaga-Helia teachers and staff, who have learned coaching skills and have some connection to entrepreneurship and/or business experience. The coaches working hours are paid for by the StartUp School. The StartUp School staff take care of the student recruitment and onboarding. Sometimes the student might need to first take part in some course or event to define the business idea that will be taken further. The coaching can take place in any kind of space, which is calm enough for confidential discussions. Coaching sessions can also be conducted online.

Involvement of university staff and external stakeholders

University staff or external stakeholders with special skills in for example legal or financial issues are sometimes invited to have a session focused on a specific topic with the student. The StartUp School has paid for the working hours of these teachers. Students are encouraged to take part in events and workshops organised by the StartUp School or other organisations.

The StartUp School staff are involved in supporting the entrepreneurial students, but also in RDI-projects and commercial activities.

Results and impact of the measure

Around 600 students (Haaga-Helia has some 10 000 totally) participate in some of the activities offered by Startup School annually (pre-COVID information)

Learning challenges for beneficiaries of the measure

Students have been satisfied with the offering and the coaching they get. The possibility to discuss a potential business idea with experts is valuable, even if you as a student might be forced to realise that your dream might not work.

Challenges for the university

From an organisational point of view the Startup School has been a separate unit. Due to a huge reorganisation of the whole university it is somewhat unclear how Startup school will work. The basic offering (15 credits) will in the future be offered as a minor to any students without them officially being enrolled at Startup school.

Haaga-Helia UAS has 54 units, 3 in Helsinki and 2 units located between 40 and 80 minutes drive from capital area. The main Startup facilities are in the main campus in Helsinki even if students can get coaching at any of the campuses. The other campuses though lack “a Startup physical centre” where students could hang out.

Some students really start their business and get so involved in it that they don't have time to follow the official structure of the program they are enrolled into. If they do, they might be working full time with their company and study full time in their degree program. The question is, could running your own company compensate some of the official courses? At universities of Applied sciences we have the work&study possibility (In English | (workandstudy.fi)), thus it should be possible to partly learn the competences required for a degree by working in your own company.

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

At Haaga-Helia UAS we have a lot of student with foreign background. They are offered the service of Startup school at the same premises as Finnish students.

Recommendations for replication

- Staff offering coaching should have coaching experience and possibly experience from being entrepreneurs themselves
- Networks to people working as entrepreneurs important (could be invited to work as mentors)

- Funding, how do you compensate the staff working at a centre like HH's Startup school and external experts (at Haaga-Helia some staff are completely employed by the centre but a majority work as lecturers as well)
- Students enrolling for a program like this should be motivated, how do you select the students?

Acknowledgments

StartUp School | Haaga-Helia
StartUp School | For Students
StartUp School | About Us
Marika.alhonen@haaga-helia.fi

Quote

Leena Törmälä (Leena Törmälä|LinkedIn), senior lecturer, Startup school coach and entrepreneur states that she finds it really rewarding to coach the student in Startup school. The best is when some student get funding for their business idea and thereby get a possibility to implement their dreams.

Photos

Video: Haaga-Helia StartUp School - YouTube
Haaga-Helia StartUp School | Facebook

University Tampere University of Applied Sciences
Website www.proakatemia.fi/en/home/
Contact person Lotta Lehtikevari, Head of Marketing and Communications, lotta.lehtikevari@tuni.fi
 Anna Lundberg, Assistant Coach, anna.lundberg@tuni.fi

Thematic Field

- Entrepreneurship in the curriculum

Target group(s) Students, enterprises and other organisations

- Undergraduate students
- Others (please specify): enterprises and other organisations

Objectives

High employment rate, entrepreneur's career, learning in commissioned projects in teams, team learning and team coaching

Fast facts

- TAMK Proakatemia operates on principles of Team Learning and Team Coaching.
- Focus on Team Learning means that the studies in Proakatemia are centered around a team enterprise owned by the students as team entrepreneurs.
- Team enterprises, coupled with the students' leading role in all activities in Proakatemia allow the students to practice, test their skills in and reflect on managing projects and activities of a real enterprise, as well as making decisions in a complex and unpredictable work environment.
- The team entrepreneurs also learn how to manage their own and others' professional development, which is an essential skill in rapidly changing world.
- Learning through projects commissioned by businesses outside the university

Focus is on students' employment, enhancing the entrepreneur career and team work

Methodology

Project-lead pedagogy: Instead of courses and lectures, the students complete the degree of Bachelor of Business Administration by working as teams entrepreneurs in their own companies. Students work with coaches and businesses outside the academia

Specific infrastructure or resources needed

- Own space
- Team work
- Coaches
- Latest technology

Involvement of university staff and external stakeholders

The university provide the coaches, and external stakeholders commission the students with projects.

Results and impact of the measure

Motivated students, high employment rate, high number of entrepreneurs after the studies

Learning challenges for beneficiaries of the measure

Learning in a very contemporary way that may cause confusion in the beginning of the studies

Challenges for the university

Very challenging to let the traditional lecture-based pedagogy to go; trust

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

An inclusive way to study and especially learn

Recommendations for replication

It is good to have a look at this different way of learning, but it is also question of courage, perception of man, knowledge and learning

Quote

"I am graduating as a Bachelor of Business Administration whose profession is "Virtual Facilitator" – what does it mean?!"

University Jyväskylä University of Applied Sciences
Website www.tiimiakatemia.fi/en
Contact person Elias Mäkinen, Recruitment Manager, elias@tempojkl.fi
Jenni Suomalainen, International Relationships, hello@tiimiakatemia.fi

Thematic Field

- Entrepreneurship in the curriculum

Target group(s)

- Undergraduate students
- Others (please specify): enterprises and other organisations

Objectives

High employment rate, entrepreneur's career, learning in commissioned projects in teams

Fast facts

- At the Team Academy business is studied by doing business. Instead of courses and lectures, the students complete the degree of Bachelor of Business Administration by working as entrepreneurs in their own companies.
- Students work with coaches
- Students learn through commissions/projects given by
- Employment rate of the graduates is 91%, 43% start their career as entrepreneurs

Focus is on students' employment and enhancing the entrepreneur career

Methodology

Project-lead pedagogy: Instead of courses and lectures, the students complete the degree of Bachelor of Business Administration by working as entrepreneurs in their own companies. Students work with coaches.

Specific infrastructure or resources needed

- Own space
- Team work
- Coaches
- Latest technology

Involvement of university staff and external stakeholders
The university provide the very involved coaches, and external stakeholders commission the students with projects

Results and impact of the measure

Motivated students, high employment rate, high number of entrepreneurs after the studies

Learning challenges for beneficiaries of the measure

Learning in a very contemporary way that may cause confusion in the beginning of the studies

Challenges for the university

Very challenging to let the traditional lecture-based pedagogy to go; trust

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

An inclusive way to study and especially learn

Recommendations for replication

It is good to have a look at this different way of learning, but it is also question of courage, perception of man, knowledge and learning

Quote

"If you want to see the future of management education, you should go to see Tiimiakatemia."

COMPETITION „3 MINUTES OF DOCTORAL THESIS AT UC“

Portugal

University University of Coimbra
Website www.uc.pt/en/3mt
Contact person Vice-Rector Cláudia Cavadas
<https://www.uc.pt/governo/reitoria/claudiacavadas>

Thematic Field

- Entrepreneurship training (workshops, seminars etc.)

Target group(s)

- Postgraduate students

Objectives

What is the 3MT Competition? - It is an initiative to induce PhD students to present their PhD Thesis in 3 minutes

Fast facts

Why participate?

- **Development of skills** – Participating in 3MT develops academic, presentation and research communication skills, while developing research candidates' ability to effectively explain their research in a language appropriate to a non-specialist audience.
- **Building research culture at the University** – 3MT provides a valuable opportunity for PhD candidates to come together, get to know one another and talk about their research.
- **Building external relations** – 3MT winners may go on to represent their university at Coimbra Group 3MT competition which provides an excellent networking and professional development opportunity.

Methodology

A. Eligibility

All the PhD students enrolled in a Doctoral Program at the University of Coimbra are eligible for this competition. There are no restriction of age, gender or nationality.

B. Application

The candidates should apply online using the form available in the following link: <https://surveys.uc.pt/index.php/894937?lang=pt>

The applications includes:

- filling the form,
- send a 3 minutes video in Portuguese or English (follow the indications in the Application section)

- filling, signing and sending the GDPR/Image declaration (inside of the form, the consent is available here)

C. Finalists selection

- *Phase 1) Pre-selection 1 (at UC)*
The UC jury will select the best 20 videos submitted by the candidates.
- *Phase 2) Pre-selection 2 (at UC)*
The selected candidates will participate in the UC 3M Thesis Training (8 hours total). This Training includes: Media Training (2h), How to pitch an idea? (2h), Storytelling (2h) and Design Thinking in Science Communication Projects (2h).
The 20 candidates will participate in the UC 3MT Competition Final that will be held in Sala do Carvão, Casa das Caldeiras – Polo 1, University of Coimbra. The UC jury will select one UC 3MT Competition winner.
- *Phase 3) Pre-selection 3 (Coimbra Group Competition)*
The UC 3MT Competition winner will have his/her video sent to be evaluated and to participate in the Coimbra Group Competition. If chosen by the Jury of the Coimbra Group, the UC winner has to participate in the Finals at the Coimbra Group Annual Conference, on 16-18 June 2021.
- *Phase 4) The Final 3MT Competition (Coimbra Group Competition)*
Three Finalists, from 3 Universities of the Coimbra Group, will participate in the Final 3MT Competition at the Coimbra Group Annual Conference.

D. During the competition

There are some rules that the competitors should follow during the competition:

1. Presentations are limited to 3 minutes and competitors exceeding 3 minutes are disqualified.
2. A single static slide is permitted (no slide transitions, animations or 'movement' of any description). As regards the video submitted to the Coimbra Group Office, the slide must not be included/merged into the video, but must be submitted as a separate PDF file. A title slide containing the name of the university, the name of the contestant, the title of the presentation and the research area should be submitted along with the slide illustrating the talk.
3. The video must be filmed at an institutional live 3MT event, and not be a "studio" recording. It must have only one camera angle filmed from one static position. Zoom in and out from the static position is acceptable. The presentation by the doctoral researcher must stand for itself: oral introductions at the event shall not be included, nor any opening credits by the producers.

4. The 3-minute audio must be continuous – no cuts, edits, breaks, etc.
5. No additional props (e.g. laser pointer, costumes, musical instruments, laboratory equipment, animated backgrounds) are permitted.
6. Presentations are to be spoken word (e.g. no poems, raps or songs).
7. Presentations are considered to have commenced when a presenter starts the presentation through movement or speech.
8. No additional electronic media (e.g. sound and video files) are permitted within the video recording.
9. Video submissions not following the rules above will not be accepted. A group of technical experts will decide upon such cases. Eligible videos will be judged by the jury. The jury's decision is definitive.

E. Criteria for selection of finalists

The judging criteria will be:

Comprehension

- Did the presentation provide an understanding of the background and significance to the research topic being addressed, while explaining terminology and avoiding jargon?
- Did the presentation clearly describe the impact and/or results of the research, including conclusions and outcomes?
- Did the presentation follow a clear and logical sequence?
- Was the thesis topic, research significance, results/impact and outcomes communicated in a language appropriate to a non-specialist audience?
- Did the presenters spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Scientific content

- Did the presentation address a research question?
- Is the scientific content correct?
- Engagement and communication
- Did the talk make the audience want to know more?
- Was the candidate careful not to trivialise or generalise his/her research?
- Did the candidate convey enthusiasm for his/her research?
- Did the candidate capture and maintain the audience's attention?
- Did the candidate have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Did the PowerPoint slide enhance the presentation – was it clear, legible, and concise?

F. Awards

Phase 1: All the participants will receive a certificate.

Phase 2: The winner of the University of Coimbra 3MT will also receive a special prize.

Phase 3: If the UC winner is one of the three finalists selected to go to the Final 3MT Competition (University of Montpellier), all the expenses will be covered by the University of Coimbra.
Phase 4: Monetary award given by Coimbra Group (<https://www.coimbra-group.eu/coimbra-group-3-minute-thesis-competition/>).

Results and impact of the measure

To improve, by training, presentation skills which might develop abilities to better communicate academic work and results that might be of interest to others, whether society or companies.

Challenges for the university

To improve extension and transfer of technology and knowledge to society and economy, both to promote Phd students employability and to promote the goal of promoting the development of society

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

This initiative is focused on PHD Students

Acknowledgments

<https://www.uc.pt/en/3mt>

Photos

https://www.uc.pt/3mt/3MT_Galeria

University	University of Coimbra
Website	https://www.uc.pt/en/research/rdit/initiatives/ideays
Contact person	Mr. Jorge Figueira (Staff–Coordinator) jfigueira@uc.pt

Thematic Field

- Entrepreneurship events (e.g. Hackathon, Ideas Competition, Bootcamps, Startup Weekend etc.)

Target group(s)

- Undergraduate students
- Postgraduate students

Objectives

Innovation Days (I-Days) is a European competition, occurring in parallel with other 19 European partners as the Imperial College (London), a university of Oxford (London), Karolinska Institute (Sweden) and the Sant Joan de Deu Hospital (Barcelona).

During 24 hours, students and researchers are encouraged to develop and present solutions for real-life health challenges. Students will receive an introduction to practical health innovation, entrepreneurship and pitching tools, as well as to compete in multidisciplinary teams.

At the final event of I-Days, the best team will have the opportunity to pitch to a panel of judges, which will be located in one of the involved countries. Organization will pay the participants flight and accommodation.

In Coimbra, the event is organized by R&D International Networks Unit of University of Coimbra (UC) in strong collaboration with Coimbra Hospital and University Centre (CHUC). Registration is free but mandatory and with a limited number of participants.

Focus

Coimbra Innovation Days is an initiative organized by the R&D International Networks Unit of the University of Coimbra (UC), in collaboration with the other entities in the health area of Coimbra within the scope of EIT Health. During Coimbra iDays, participants are challenged to develop innovative ideas to solve real problems in the field of Health. At iDays, participants have the opportunity to expand their skills in innovation, design thinking and presentation of business opportunities (pitching).

Challenges

<https://www.uc.pt/en/research/rdit/initiatives/ideays/Challenges>

Methodology

https://www.uc.pt/en/research/rdit/initiatives/ideays/Programs/Agenda_platform

Learning challenges for beneficiaries of the measure

There are numerous advantages, such as:

- Achievement of practical skills for innovation and entrepreneurship in the area of Health,
- Working in multidisciplinary teams,
- Opportunity to present ideas to healthcare stakeholders,
- Expanding your network of contacts with health sector agents,
- Receiving a certificate for EIT Health participation,
- Possibility to be part of the EIT Health Alumni network
- The winning team wins a prize worth € 500,
- Contribution to solving a real problem in health area.

Challenges for the university

The organization of Coimbra Innovation days, in consultation with health agents in the region, compiled and selected some of the main problems facing the health system. These are real problems that lack real solutions, and will be explored by multidisciplinary teams during Coimbra Innovation Days in order to propose solutions to solve/mitigate them.

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

Coimbra iDays is an international educational initiative open to the participation of the entire academy, from undergraduate, master's or doctoral students, to postdoc researchers, from any area of knowledge.

Acknowledgments

<https://www.uc.pt/en/research/rdit/initiatives/ideays>

Photos

<https://www.uc.pt/en/research/rdit/initiatives/ideays>

University University of Coimbra
Website www.arrisca-c.pt
Contact person geral@arrisca-c.pt;
 Deolinda Estevinho

Thematic Field

- Entrepreneurship events (e.g. Hackathon, Ideas Competition, Bootcamps, Startup Weekend etc.)

Target group(s)

- Undergraduate students
- Postgraduate students
- Graduates/Alumni

Objectives

Arrisca C is a competition that aims to stimulate the development of business concepts around which the creation of new companies is envisaged.

Fast facts

- More than 150 000€ in awards (2018 edition)
- 13 sponsors (2018 edition)
- 13 partners (2018 edition)

Focus

Arrisca C is a competition that aims to stimulate the development of business concepts around which the creation of new companies is prospected.

Methodology

Applications may be individual or submitted by teams of up to 5 elements (promoters) of the concept submitted to the competition, where at least one of the promoters is a student or recent graduate of any HEI in the country for less than 5 years – condition applicable to typologies A and B. Typology A assigns the Business Idea Contest: business idea still in conception phase, without a developed business plan and without a company incorporated at the date of submission of the application. Typology B is assigned the Business Plans Competition: innovative project, with a business plan for the creation of a company that commercially exploits the project, or with a company set up less than a year before the date of submission of the application.

Specific infrastructure or resources needed (e.g. equipment, space, specific activities, approximate budget needed etc.)

Spaces, depending on availability for rental, in the UC and the City of Coimbra. Approximate budget: 14 000€ but most of the awards were sponsored.

Involvement of university staff and external stakeholders

The Division of Innovation and Knowledge Transfer (DITS) was responsible for organising the competition. The rectory would naturally support it. The juries were invited and, using Excel grids, they gave the respective score to each idea (application). The coordination of the juries (meetings, delivery of the evaluations, attendance, representatives, etc.) was done by Dr. Deolinda Estevinho with the support of DITS. The sponsors were also invited and had an indirect presence in the contest through their logos and directly through the prizes they gave to the best ideas considered by the jury. In fact, Arrisca C would take 10/11 months to be prepared and organised: a process of coordination among juries, sponsors, partners, applications, cycle of workshops, intense and laborious. All the stakeholders involved in Arrisca C would be very involved and actively present in the competition.

Results and impact of the measure

It is difficult to clarify the impact, since Arrisca C ended 3 years ago, however, it resulted in many contact points between Investors, Researchers, Participants, Entrepreneurs; as well as in the pursuit of hundreds of ideas that, every year, came to the contest through the applications. Arrisca C was undoubtedly a motor for the development of entrepreneurship and innovation at a regional level.

Learning challenges for beneficiaries of the measure

The confrontation with error and with the various and sundry problems that arise and appear when ideas are worked on. The polishing of an idea, even before it comes to the actual work, brainstorming, discussion, integrated analysis by various players. Above all, for the Arrisca C participants, throughout the 10 editions, the experience and the real contact with error, ideas, people, work, innovation and entrepreneurship. They have certainly learned that entrepreneurship stimulates thinking, this last being the engine of development.

Challenges for the university

The Arrisca C, for a Classical University like UC, was an enormous challenge, since, every year, all the organization and coordination related to the competition was done again. In itself, it was already an enormous challenge: the various contacts with the business community; with the partners of the public and private business community; with the sponsors of the public and private business community; with the jurors that make up the jury; the coordination of the reception of the applications; the coordination of the evaluation of the applications; the coordination of the ideas selected by the jury for the 2nd phase of the competition; etc. Arrisca C was, per se, a challenge overcome.

Acknowledgments

Portugal 2020, CENTRO 2020 (EU funds)

Pedagogical Innovation Projects Competition

Portugal

University University of Coimbra
Website https://www.uc.pt/academicos/premios_bolsas/Docs/REGULAMENTO_PRE_MIOS_DE_INOVAC_A_O_PEDAGOGICA_SANTANDER_-_UC.pdf

Contact person –

Thematic Field

- Entrepreneurship in the curriculum

Target group(s)

- Researchers

Objectives

The Santander-UC Pedagogical Innovation Awards aim to stimulate and reward activities of pedagogical innovation developed by the faculty of the University of Coimbra

Fast facts

The Awards translate into monetary support, with the sponsorship of Banco Santander Totta SA, of an amount to be defined annually, for teachers who implement innovative teaching methods and practices capable of stimulating critical thinking, scientific culture, the capacity for initiative and essential transversal skills for social integration and in the labor market, of students from the University of Coimbra (undergraduates; graduates and post graduates).

Methodology

The Awards are divided into two modes:

1. *“Pedagogic Innovation 4 UC” Award, which aims to stimulate, promote and support, throughout the academic year to which the Award reports, the development of selected projects, with capacity for dissemination, replication and academic and social impact;*
2. *“Pedagogic Innovation @ UC” Award, which aims to reward innovative pedagogical activities and practices developed in the academic year to which the Award relates, which prove their capacity for dissemination, replication and academic and social impact*

Results and impact of the measure

In both modalities, the Prizes awarded to the teacher(s) must be applied in the development and/or consolidation of innovative pedagogical processes.

At the end of the academic year, the winners of the 4UC Pedagogical Innovation Award must submit a report proving what is provided for. Failure to deliver the Report makes it impossible to submit a new application to the Awards.

Learning challenges for beneficiaries of the measure

To promote new methodologies, new techniques and new tools for teaching and learning at the University of Coimbra which could be replicate in several areas and different courses.

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

Both to teachers and to students, this might result in new approaches and innovative solutions that can benefit the community at the educative process. At the same time, it can respond to old problems or pointing to new solutions that might open to new realities.

Acknowledgments

Winning projects of the Santander-UC Pedagogical Innovation Award 2020/21:

- *AAI4All, by Luís Macedo*
Teaching Artificial Intelligence, using an innovative teaching model, strongly intertwined with scientific research, centred on the student, driven by their curiosity, and built on solid layers of freedom, flexibility and personalization of the learning paths in view of the diversity of styles of learning.
- *Uniting the Knowledge at UC, by Mário Montenegro and collaborators*
A Theater Workshop that stimulates the creative process of students by following up on research projects in neuroscience (on topics such as Machado-Joseph, Alzheimer’s or Sleep Apnea diseases).
- *Happy@UC – UC Campus Happiness Program, by Verónica Quitalo and team*
An innovative experience of putting the class in „pause“ for „5/10 min of Reboot time“ in moments of greater deconcentration and/or tiredness of students, using validated techniques of breathing, mindfulness and relaxation, to increase energy and recover the state of attention.
- *Stories by Law, by Rui Caria and team*
A new learning experience through a Youtube channel where videos of professors reading brief excerpts of literary works of relevant importance for the law are made available to students, subsequently promoting the discussion of the work’s ideas through Zoom meetings.
- *GIVE HEALTH, by Paula Alexandra Silva*
A team-based learning model that promotes reflection, critical thinking and collective work, with the aim of using Design in the transformation of healthcare services and care.

Photos

In portuguese
<https://noticias.uc.pt/universo-uc/universidade-de-coimbra-premeia-projetos-de-inovacao-pedagogica/>

Instituto Pedro Nunes – Enterprise Incubator

Portugal

University University of Coimbra
Website <https://www.ipn.pt/>
Contact person Maria Teresa Ferreira Soares Mendes
University of Coimbra – Director of the
Executive Board
<https://www.ipn.pt/contactos>

Thematic Field

- Physical space for entrepreneurship activities (e.g. co-working space, business incubator etc.)
- University-enterprise cooperation (e.g. collaborative initiatives between students or university start-ups and businesses etc.)

Target group(s)

- Researchers
- Business sector

Objectives

Created in 1991 through a University of Coimbra initiative, “Instituto Pedro Nunes” (IPN) is a private non-profit organisation which promotes innovation and the transfer of technology, establishing the connection between the scientific and technological environment and the production sector.

Mission

To leverage a strong university – enterprise relationship for the promotion of innovation, rigor, quality and entrepreneurship in private and public sector organisations by acting in three complementary areas:

- Research and technological development, consultancy and specialised services; (<https://www.ipn.pt/laboratorios>)
- Incubation and acceleration of businesses and ideas; (<https://www.ipn.pt/incubadora>) (<https://www.ipn.pt/tecBis>)
- Highly specialised training and promotion of science and technology (<https://www.ipn.pt/formacao>)

Facilities

<https://www.ipn.pt/ipn/laboratorios>

RTD Laboratories

<https://www.ipn.pt/laboratorios>

Networks

<https://www.ipn.pt/ipn/redes>

IPN INCUBADORA was honored to be recognized as a world top 10 University Business Incubator

<https://www.ipn.pt/noticias/noticia/2711?uri=%2Fnoticias%3Fnoticia%3Dtrue%26historico%3Dfalse%26tema%3D-1%26searchStr%3Daward>
– Nov. 2019

Best Science Based Incubator Award 2010

<https://www.ipn.pt/noticias/noticia/1857?uri=%2Fincubadora>
– Nov. 2011

Photos

<https://www.ipn.pt/centroimprensa?tipo=3>

Videos

<https://www.ipn.pt/centroimprensa?tipo=5>

University University of Alicante
Website www.ua.es
Contact person Pep Rubio & Israel Pastor - Career Centre Staff, insercion.laboral@ua.es

Thematic Field

- Entrepreneurship training (workshops, seminars etc.)

Target group(s)

- Undergraduate students
- Postgraduate students

Objectives

Team-work skills learning and networking

Fast facts

- Participate more than 50 students every edition since 2012

Focus

Involve students in team-work environment to solve problems using communication skills

Methodology

Training topics

- Leadership
- Teamwork
- Communication
- Creativity
- Problem resolution
- Self-knowledge

Involvement of university staff and external stakeholders

- University of Alicante (organizer)
- Alicante Local Agency for Local Development

Results and impact of the measure

- 76 Students participated in the training phases
- 15 Students participated in the development phase
- 5 projects composed of 10 students participated in the competition phase

Learning challenges for beneficiaries of the measure

Students develop team-work skills to be used in every dimension of their lives, particularly in the academy and for entrepreneur and intra-entrepreneurial facets of their professional careers.

Challenges for the university

Raise team-work skills

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

The team-work environment is totally inclusive where sub-groups views are particularly welcome to raise the challenge scope for participants.

Acknowledgments

Agencia de Desarrollo Local de Alicante
www.impulsalicante.es

SOCIAL ENTREPRENEURSHIP TRIATHLON

Spain

University University of Alicante
Website www.ua.es
Contact person Victor Climent, Teaching and Career Centre Staff, v.climent@ua.es

Thematic Field

- Entrepreneurship events (e.g. Hackathon, Ideas Competition, Bootcamps, Startup Weekend etc.)

Target group(s)

- Undergraduate students
- Postgraduate students

Objectives

Stimulate the social-oriented entrepreneurial culture through social innovation and corporate social responsibility.

Fast facts

- 4th Edition 2021
- 3000 € awards
- 3 Categories
- Social entrepreneurship
- Social innovation
- Social responsibility

Focus

Involve students in a social oriented entrepreneurial environment

Methodology

Three phases

1. Preparation – THREE MODULES TRAINING
 - › Social innovation
 - › Social entrepreneurship
 - › Social responsibility
2. Development – TWO WEEKS TUTORING
3. Competition – 15 MINUTES PRESENTATION (Jury composed of three experts, one in each specialty. A specific scale for each type of award: entrepreneurship-innovation-responsibility)

Involvement of university staff and external stakeholders

- University of Alicante (organizer)
- Bank of Santander (Awards sponsor)
- University of Alicante Chair for Social Responsibility (Provide training)

- Nova Feina – Regional Private Employment Office (Provide training)
- Fundación Mediterraneo (Provide organizing support)

Results and impact of the measure

- 76 Students participated in the training phases
- 15 Students participated in the development phase
- 5 projects composed of 10 students participated in the competition phase

Learning challenges for beneficiaries of the measure

Students learnt about how to look at entrepreneurship from a social shape, and entrepreneurs learnt about how to look social need and problems as entrepreneurship targets.

Challenges for the university

Raise awareness and commitment about the social side of entrepreneurship.

Create a social entrepreneurship environment to attract students to participate in a combined in this type of activities.

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

High impact as every activity is particularly target on people at risk of exclusion. Every project that is presented to the final phase (competition) is evaluated in terms of benefits for sub-groups.

Recommendations for replication

Involvement of local external stakeholders.

Acknowledgments

Social entrepreneurship:

ERASMUS PLUS PROJECT: <http://www.inspire-network.eu/>

Social innovation:

ASHOKA: <https://www.ashoka.org/en-gb>

SIX: <https://socialinnovationexchange.org/>

Social responsibility:

CÁTEDRA RESPONSABILIDAD SOCIAL: <https://web.ua.es/es/catedra-responsabilidad-social/>

Quote

“Taking part in the Triathlon has increase my social conscience and has taught me some different business model that are much satisfactory, both economically and personally, due to its social intention.” Juan Carlos Segura (Master’s Student)

University Universitat Jaume I
Website <https://www.uji.es/serveis/increa/base/actividadesV2/programes/ujiemprenonsocial/>
<http://ujiemprenonsocial.uji.es>
Contact person Laura Martínez Peris Technician of INCREA Chair. increa@uji.es

Thematic Field

- Entrepreneurship training (workshops, seminars etc.)
- Individual entrepreneurship support (mentoring, tutoring etc.)
- University-enterprise cooperation (e.g. collaborative initiatives between students or university start-ups and businesses etc.)

Target group(s)

- Undergraduate students
- Postgraduate students
- Graduates/Alumni
- Researchers
- Non-academic staff of the university

Objectives

The main objective is to develop sustainable business projects. The program is aimed to improve entrepreneurial competences and the entrepreneurial skills in members of the university community.

Methodology

The program will facilitate the dynamics of training, accompanying and advising new entrepreneurs during the pre-incubation process, based on the quadruple helix paradigm and the so-called FAA methodology (training + support + advice).

Specific infrastructure or resources needed

- Space
- Digital equipment

Involvement of university staff and external stakeholders

- INCREA
- ESPAITEC
- SECOT

Results and impact of the measure

4 editions: 8 startups (2 startups created each edition)

Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.)

Students with disabilities and minorities

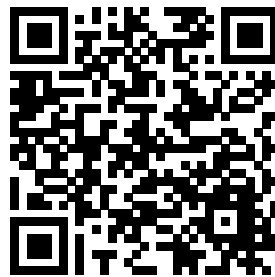
Recommendations for replication

See in: <http://ujiemprenonsocial.uji.es>

Photos

See in: <http://ujiemprenonsocial.uji.es>

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