



ENTRANCE: Enhancing the ENTRepreneurial mindset of non- business academics in Europe

Guiding Principles Report

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Project Partners



Introduction

The acquisition of entrepreneurial competences is essential for EU citizens for their personal and professional development. European Commission recognises the opportunity to be entrepreneurial in any situation: from school curriculum to innovating in the workplace, from community initiatives to applied learning at university.

There is a growing societal demand for universities to take up the role of translating and communicating knowledge to wider audiences. Higher education institutions are exposed to a "tectonic shift" in the relationship between science and the economy", bringing with it many challenges, but also new opportunities to create and diffuse new technologies (Etzkowitz et al., 2012).

Educators in HEIs may come from a wide variety of contexts and backgrounds and from any discipline but having the same goal of producing graduates with an awareness, mindset and capability to generate original ideas in response to identified needs, opportunities and shortfalls, and the ability to act on them, even if circumstances are changing and ambiguous. Those characteristics are fundamentals in Entrepreneurship Education which aims to build upon the enterprising competencies of students and academics in order to help them to start their companies; to spin out their companies from universities or corporations; to restructure their companies in need of refocusing; to innovate within larger organisations.

Turning research results into products and services requires higher education institutions to be open and receptive to real world problems, to enable researchers and students to develop innovative solutions, and to be able to diffuse these widely. Thus, promoting Entrepreneurial Education in HEIs will lead to more innovative, science-based companies, driving economic growth, creating jobs and increasing productivity in Europe.

Structure of the document

This document begins with a description of ENTRANCE programme clarifying the idea behind it providing specific definitions and approaches. Furthermore, the learning approach of the programme is described and a summary of the results is followed coming from the secondary and primary research that took place in the 4 participating countries (Cyprus, Greece, Portugal, Lithuania) of ENTRANCE project (INSERT LINK HERE). These findings were the fundamentals of the creation of the ENTRANCE training as they facilitated us to identify and consider specific elements of entrepreneurial education. The ENTRANCE areas in conjunction with entrepreneurial education will be followed describing the core modules that have been designed for the needs of ENTRANCE programme.

ENTRANCE programme

ENTRANCE programme adopts the definition of entrepreneurship by European Commission's Entrepreneurship Competence Framework (EntreComp, 2016) which defines entrepreneurship as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life:

*"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others.
The value that is created can be financial, cultural, or social."*

In the EntreComp model the learning has been divided into three areas, those of 'Ideas and Opportunities', 'Resources' and 'Into Action'. EntreComp is a competence-based model, within which areas such as 'planning and management' or 'financial and economic literacy', would be applicable to Entrepreneurship Education as their main focus is how to make a business idea a reality, whereas other components such as 'spotting opportunities', 'creativity' and 'vision', would be applicable to all academics and students that desire to reinforce their entrepreneurial mindset despite whether they want to put into action their business or research idea.

ENTRANCE is addressed to academics and students who do not have a background in entrepreneurship or any business-related sector. The goal of ENTRANCE program is twofold. First, it aims to develop an entrepreneurial training programme by equipping academics with the pedagogical approaches needed to foster the entrepreneurial mindset of students. Academics will become familiar with the process of developing students in a manner that provides them with an enhanced capacity to generate ideas, and the behaviours, attributes, and competencies to make them happen. Secondly, the programme aims to reinforce the enterprising competencies of non-business academics (such as academics from the areas of Humanities, Arts, Education etc.) and eventually of students in order to become capable of identifying opportunities and developing ventures, through becoming self-employed, setting up new businesses (start-ups) or developing and growing part of an existing venture (e.g., spin-off).

Thus, two aspects of entrepreneurship are covered by ENTRANCE. First, it comprises activities that foster Enterprise Education which considers how academics can integrate and build their students' entrepreneurship skills during their teaching regardless their academic discipline. This aspect will be focused exclusively to academics and aims to enhance students' entrepreneurial mindset.

The second aspect focuses on Entrepreneurship Education by addressing to academics and students coming from different disciplines who are interested in developing a business idea, becoming self-employed/freelance or creating a business.

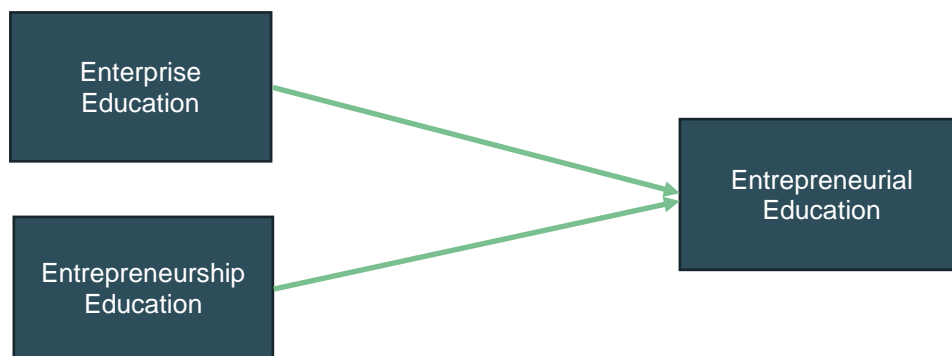


Figure 1: Enterprise and Entrepreneurship Education

Entrepreneurial Education is used here as a 'catch all' term that encompasses the two aforementioned aspects, both Enterprise and Entrepreneurship (figure 1), and may be used when discussing the combination of both (QAA Enterprise and Entrepreneurship Review, 2018).

Enterprise Education

Educators may come from a wide variety of contexts and backgrounds and from any discipline; they are those who seek to embed innovation in their teaching and they may work within the curriculum or alongside it; on some occasions, outside of it (QAA Enterprise and Entrepreneurship Review, 2018).

Therefore, non-business academics and students will go through a process of developing and enhancing their capacities to generate ideas, and behaviours, attributes, and competencies to make them happen.

ENTRANCE approach

In order to cultivate students' entrepreneurial mindset, academics will have the opportunity to go through a set of recommended activities that they could adopt and adjust based on their scientific discipline (see the following example).

Furthermore, considering the results from the survey (IO1) some specific examples are provided addressed to disciplines such as Life Sciences, Clinical & Health, Art & Humanities.

Area: Acknowledging value proposition to build a strategy

Objective:

To generate multiple ideas, concepts, proposals, solutions, or arguments for identified problems and opportunities (independently and/or collaboratively).

To explore and evaluate ideas in order to decide on the best solution that will provide also profit.

Overview:

The main focus of the activity is to promote the innovative and creative thinking of the participants in any curriculum topic. This activity can be adopted and adjusted by different academic disciplines.

Activity:

Time: 2 hours

The academic tutor will need to identify and present a problem linked to curriculum topic or industry. This topic could be selected considering recent news in the sector or the latest research update in the area. This problem needs to be explored by the teams or individually using different approaches such as brainstorming, graphs etc. This process will give time to the participants to think and identify possible solutions.

Suggested time of the task: 1 hour

Next, teams are encouraged to present the problem and solutions and the audience in the end can also discuss and share its thoughts. After the presentation and audience's feedback, the team should discuss and decide on the final solution.

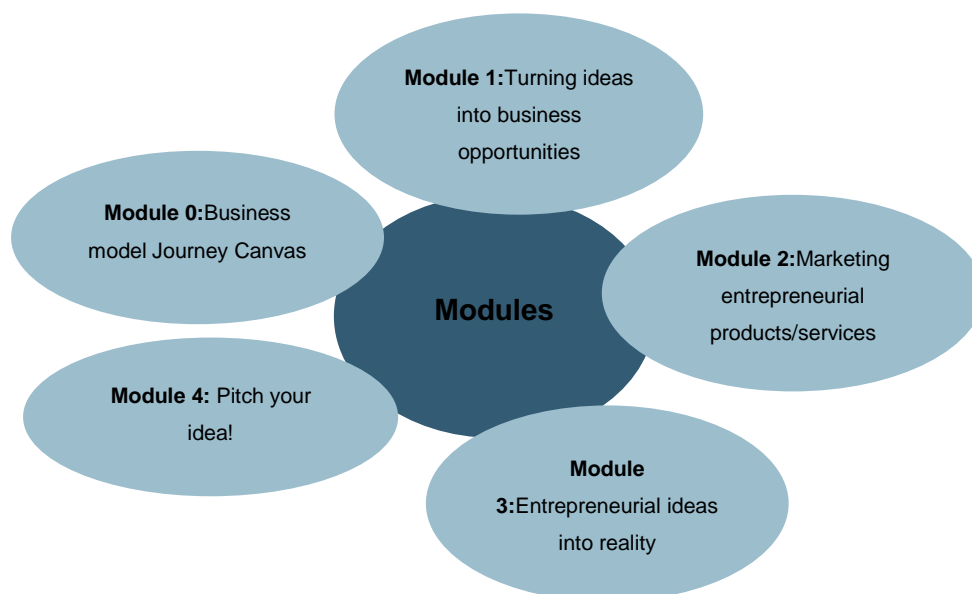
Entrepreneurship Education

Entrepreneurship Education aims to build upon the enterprising competencies of academics/students who are capable of identifying opportunities and developing ventures, through becoming self-employed, setting up new businesses or developing and growing part of an existing venture(QAA Enterprise and Entrepreneurship Review, 2018).

ENTRANCE approach

Four modules have been developed for this particular goal. The topic of the modules was chosen based on:

- the results of our primary and secondary research;
- the recommendations by partners who have participated in other projects related to entrepreneurship identifying the difficulties that people face in their attempt to launch their own business and
- the EntreComp framework.



Learning approach of ENTRANCE

The programme supports the ongoing digital transformation which brings profound changes to teaching and learning in higher education by enhancing its training programme with the use of Massive Open Online Courses (MOOC). This approach combines different sources of information and knowledge transforming them into a dynamic and open learning environment – where academics and students interact, reflect and

create knowledge – supporting also interdisciplinary and flexible study programmes. Specifically, the pilot training will follow the blended learning approach which combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

Summary of research findings

Secondary and primary data were gathered by each participating country which reflect the current situation of entrepreneurial education in HEIs, the relationship between research and business industry, and the non-business academics' competences regarding the transformation of a new venture into a business start-up or spin-off. Some highlights from our research are followed which helped us to design the ENTRANCE training programme. For more information about the research results, you can read the Consolidated report and the National reports developed by the partners of ENTRANCE ([INSERT LINK HERE](#)).

Academics' experience in relationship with entrepreneurship

Considering the results coming from the primary research, we concluded that the majority of the participating academics have considered to exploit a business idea in the past. Specifically, this part tried to highlight possible challenges that academics have faced in their attempt to commercialise their idea or have held them back of initiating a business idea. Data showed that most of the universities provide a relevant office/department that support academics in developing entrepreneurial activities. Although it is encouraging that there are available these spaces for academics and students, the majority of the respondents declared that these offices/departments do not provide incentives in order a relationship to be established with business sector. Furthermore, most of the respondents declared that there is not a specific policy by their universities that describe and promote the relationship between academia and business. Thus, the lack of incentives and of a specific and clear policy could be characterised as possible constraints that hold researchers and students back from establishing business enterprises and/or spin-offs. Other challenges that academics face are:

- The possible legal complications that may arise in their attempt to start a spinoff and the problems that could occur with their superiors;
- The lack of time to embark in such exploitation/entrepreneurial activities;
- The awareness of the rights of intellectual property;
- The knowledge of how to start in exploiting their research findings or embarking on entrepreneurial activities;
- The fear that the company will have no commercial success.

The development and implementation of an idea/activity

The results from the primary research showed that the respondents acquire important entrepreneurial competencies that support them in the development of an idea/activity, however their lack of how to commercialise their idea/activity using social media, identify in advance potential risks and develop a business plan was observed. This conclusion may be attributed to the fact that academics have a strong

knowledge and experience of how to organise and run research projects, however they do not hold those competencies that are important to launch a business.

Entrepreneurial environment and practices

Most of the respondents declared that their universities do not stimulate and support the development of entrepreneurial mindsets and skills. Almost all the participants declared that all academic staff in their universities do not follow a common entrepreneurial teaching approach. Thus, whether a professor or a lecturer follows practices that support an entrepreneurial teaching approach depends on his/her willingness to adopt them in the teaching process.

ENTRANCE areas of entrepreneurial education

Through the online survey which has been administered to a number of non-business academics (n=68) in the four participating countries, we managed to identify a number of specific areas for which academics face difficulties. The following table presents those areas, what kind of competences academics should acquire in their effort to overcome these difficulties and which is the ENTRANCE approach that will assist the training participants.

Areas identified	Desired competences	ENTRANCE approach
Non-business academics		
Intellectual Property Rights	Analytical, willingness to get to grips with things someone does not understand	Module 1/Turning ideas into business opportunities Awareness of the Intellectual Property Rights Challenges of IP Rights on the analogue and the digital world.
Looking for external help	Communication, argumentation, presentation	Module 3/ Entrepreneurial ideas into reality In this module we will examine financing plans, strategies for accelerating sustainable growth, and communication techniques for entrepreneurs to learn how to present their idea to investors and partners in a Business Plan. Thus, we will address this module through improvisation exercises, debate, and simulated oral

		<p>presentations supporting effective argumentation and creativity in stressful situations.</p> <p>Module 4/ Pitch your idea!</p> <p>Participants will develop a solid Business Plan to request external help.</p>
Use of social media	Communication, writing, creativity, making connections	<p>Module 2/Marketing</p> <p>Participants will develop a Marketing strategy step-by-step that includes the basic features of SM and activities that can be applied (Social Blogs, Wikis, Videos, Microblogging, Internet forums etc)</p>
Recognition of possible risks in advance	Be proactive, analytical	<p>Module 0/Business model Canvas</p> <p>Guiding risk related questions (checklist) for each of the nine blocks of the BMC</p>
Development of a business plan	Communication, negotiation, financial, marketing, leadership, project management, time management, problem solving, networking	<p>Business plan toolkit (platform)</p> <p>Dropdown of the BMC on the toolkit</p>
Following an entrepreneurial teaching approach	Creativity, communication, problem-solving, decision making	<p>Specific examples of how to integrate pedagogical practices that reinforce entrepreneurial education.</p> <p>Presentation of Interactive teaching-learning methods</p> <p>(Process-oriented learning/ Learning from mistakes/ Bilateral learning/ Group discussion/ Networking/ Discussion/ Problem-oriented learning/</p>

		Discussion)
Financial issues	Financial literacy, Growing planning	<p>Module3/ Entrepreneurial ideas into reality</p> <p>Examples of possibilities of financing entrepreneurial ventures. Analysing the expansion scenarios.</p> <p>Extensive analysis of the financial planning that is included in a business plan</p>
Marketing entrepreneurial products/services	Creativity; hands-on experience with digital, neuromarketing (i.e., eye-tracking) and AI/ML tools;	<p>Module 2/ Marketing entrepreneurial products/services</p> <p>The most recent knowledge about marketing communication trends and practical value of diverse digital marketing tools.</p> <p>Present the marketing perspective of a BMC</p>

Description of the modules

Template

Module 0	
Title	Introduction to Business Model (BM) Journey Canvas
Authors	KTU, GX, iED
Summary module description	The aim of this module is to offer the Knowledge of the traditional Model Canvas, it's role on a Business Plan and its importance on the viability, growth, and sustainability of a business. Specific analysis of every segment and the role of Innovation applied in a BMC. Academics and students will get to know the numerous innervations Innovation can provoke

	<p>on a traditional BMC. In the end of this module, we will describe the role of the Business Model Journey Canvas that was developed exclusively for the needs of this course and how we will use it through all the modules.</p>
Aims	<p>To get familiar with the definition and importance of entrepreneurship and Innovation Business Model.</p> <p>To be introduced to the Business Model Journey Canvas that has been developed for the needs of this course.</p> <p>To make academics and students able to design a strategy that can be vital to the contemporary market.</p>
Learning outcomes	<p>1.Design a BMC</p> <p>2 Identify innovative ideas to upgrade a traditional BMC into a state-of -the art Plan</p>
Submodules (title & short description for each submodule)	<p>Introduction to BM canvas. What is it? Why is this important?</p> <p>The next iteration of BM Canvas</p> <p>Business Model Innovation. - What is it? Why is this important (real world examples)</p>
Module 1	
Title	Turning ideas into business opportunities
Authors	GrantXpert
Summary module description	<p>The aim of the module is to introduce academics to entrepreneurship and strengthen specific competences (e.g., entrepreneurial alertness) for the identification of an opportunity that could be transformed in a new venture. Furthermore, academics will be introduced to the technique of the Lean Start Up Approach through which they will become familiar with the design of their products and test the underlying assumptions of their</p>

	business models. Participants will also get familiar with the importance of Intellectual Property.
Aims	To highlight and strengthen specific entrepreneurial competences of the participants focusing in particular on the identification of a business opportunity. To get familiar with the significance of Intellectual Property.
Learning outcomes	<ol style="list-style-type: none"> 1. Understand the definition of entrepreneurship and its process (4 steps). 2. Understand the difference between opportunity and idea. 3. Use techniques to generate ideas. 4. Understand the purpose and the methodology of the Lean Start Up Approach. 5. Use the method of the Lean Start Up Approach. 6. Understand key characteristics of Intellectual Property (patent, trademark, trade secret).
Submodules (title & short description for each submodule)	<ol style="list-style-type: none"> 1. Introduction to entrepreneurship: What is it? Why is it important? 2. Recognizing opportunities and generating ideas. 3. Methodology of Lean Start Up Approach 4. The significance of Intellectual Property.
Module 2	
Title	Marketing entrepreneurial products/services
Authors	KTU& International partners/ experts
Summary module description	The module “ Marketing Entrepreneurial products/ services ” provides the current and future capabilities of digital communication and neuromarketing technologies (e.g., eye-tracking) which allow course’ participants to redesign, communicate their value proposition to potential customers, build and develop relationships with

	customers.
Aims	To provide knowledge of current and future digital communication marketing trends and existing tools that enable course participants to test their value proposition and enhance their digital communication strategies.
Learning outcomes	The learning outcomes include (1) knowledge set captures digital communication platforms and marketing trends: Social media platforms, Artificial Intelligence (AI), and Machine Learning (ML) tools; (2) uncover the power of digital and AI/ ML tools for marketing activities; (3) make better data-driven decisions for digital marketing activities.
Submodules (title & short description for each submodule)	<p>1. The knowledge about Social media platforms, Artificial Intelligence (AI), and Machine Learning (ML) tools for marketing activities;</p> <p>[The informative content covers current and future trends about (digital) marketing and AI/ML tools for digital marketing activities]</p> <p>2. Experimentation with Products/Services using Neuromarketing Techniques (ML eye-tracking tool)</p> <p>[The activity enables participants to test and resign research-based ideas for potential customers; *Note. <i>The neuromarketing ML (eye-tracking) tool will be supported by partners and a special discount</i>]</p> <p>3. The best (digital) communication practices (e.g., NeuroMap, Value Model)</p> <p>[The activity enables participants to test and resign research-based ideas for potential customers]</p> <p>4. (Digital) Marketing Channels Matrix and communication plan and key Performance Indicators (KPIs)</p> <p>[The activity covers an interactive workshop on how to prepare select the right channels, communication plan and set the KPIs; the activity includes special</p>

	tools that enables participants to try it and use digital templates; <i>*Note. Some tools will be used from American Marketing Association website]</i>
Module 3	
Title	Entrepreneurial ideas into reality
Authors	UBI
Summary module description	In this module, we will look at the final steps to turn ideas into reality. The first stage is to get to know the possibilities of financing entrepreneurial ventures. Afterward, we will cover various approaches to raising capital to get the idea off the paper and into practice. Finally, to conclude the module, we will address the strategies that will lead the ideas toward growth.
Aims	This module aims to introduce entrepreneurs to financing possibilities, growth strategies, and the business plan.
Learning outcomes	<ul style="list-style-type: none"> • Entrepreneurs will be able to ponder the best financing option for their project. • Entrepreneurs will be able to ponder the best growth strategy for their project. • Entrepreneurs will be able to develop the business plan.
Submodules (title & short description for each module)	<p>a) Financing entrepreneurial ventures</p> <p>Introduction of the financing strategies, their characteristics, benefits, and drawbacks. Thus, entrepreneurs will be able to consider the best financing strategy for their project.</p> <p>b) Mastering growth</p> <p>Discussion of the strategies for accelerating sustainable growth. Hence, allowing entrepreneur to weigh up strategies and choose the one that best suits his or her project.</p>

	<p>c) Finalisation of the Business Plans</p> <p>Drawing a Business Plan. Then, enabling entrepreneurs to develop the project framework and communicate their idea.</p>
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Module 4	
Title	Pitch your idea!
Authors	IDEA
Summary module description	In this Module and having finalised their business plan, participants will be guided on how to communicate their business idea to other people. Pitching is an important skill to develop in order to secure funding, attract customers and sales, or build partnerships.
Aims	This module aims to guide entrepreneurs on how to properly pitch their business and prepare a pitch deck.
Learning outcomes	<ul style="list-style-type: none"> • Participants will enhance their Presentation Skills • Prepare a Pitch Deck
Submodules (title & short description for each module)	<ol style="list-style-type: none"> 1. Developing Presentation Skills Participants will learn how to develop a strong narrative for their presentation and understand the importance of a first positive impression, presenting complex information, motivate others to action and inspire people to embrace change. 2. Preparation of a Pitch Deck Participants will learn how to prepare a deck of slides, the tools that can be used and which elements to include in their deck. A sample/guiding pitch deck will be included to

	guide the participants.
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Conclusions

To sum up, ENTRANCE training programme has been designed following the identified needs of non-business academics that participated in our research. This helped us to design a programme focusing on specific areas that mainly contribute to the development of a business venture and to reinforce those entrepreneurial competences that academics have already developed in some extent.

In order to provide a high-quality programme, we did not consider only the respondents' needs (survey to non-business academics) but through our desk research we had the chance to understand whether an entrepreneurial learning approach is promoted in universities. Therefore, ENTRANCE training programme aims to enhance those entrepreneurial competences that will help academics in their attempt to develop their potential businesses but also to help them adopt an entrepreneurial learning approach regardless of their academic discipline. Thus, a set of activities that focus on the development of the entrepreneurial mindset of HEIs students has been designed and it aims to act as a source for academics who want to adopt those pedagogical approaches in their teaching.

The training will be mainly offered online providing flexibility to interested non-business academics to participate. After the completion of the ENTRANCE pilot training, our goal is to promote the programme to other academics, students and universities and become a great source for those that are interested in entrepreneurship in order more participants to be reached and the ENTRANCE approach to be spread. This will be achieved by the continuing update of the programme with new material and the presentation of successful cases that will be raised from ENTRANCE training programme.

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