



Entrepreneurship Education

The Case of the JKU

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Johannes Kepler University Linz (JKU)

- ❖ Situated in Linz, capital of Upper Austria, 90 min to Vienna
- ❖ About 13.000 students (business administration, law, engineering)
- ❖ Entrepreneurship institute is part of the faculty of business administration
- ❖ Major “Entrepreneurship and Organizational Development” on master level (16 hours, approx. 30 ECTS)
- ❖ Also entrepreneurship and business planning courses for engineering students, academic staff, University of Fine Arts Linz
- ❖ Responsible for promoting entrepreneurship and (further) education related to entrepreneurship at the university
- ❖ Approx. 17 external lecturers (consultants, entrepreneurs) p.a.
- ❖ Approx. 30 workshops and discussions with entrepreneurs and consultants p.a.



Some results of Entrepreneurship Education at JKU

- ❖ 6 % of all students have entrepreneurial experience
- ❖ More than 50 entrepreneurship graduates and students already run their own business
- ❖ International student surveys (ISCE 2006, GUESSS 2009) (Online-questionnaire) shows the highest figure of entrepreneurially active students at JKU
- ❖ More than 100 graduates (50 % of all graduates in business administration) major in entrepreneurship
- ❖ Approx. 1.400 exams per year



Some Guiding Principles

Graduates of the entrepreneurship programmes...

- ❖ should personally know relevant experts from the regional support infrastructure (chamber of commerce, banks, incubators, consultants) and entrepreneurs and therefore obtain a relevant business and social network
- ❖ should have developed entrepreneurial competencies and should have practiced them, f.i. in business planning



Target Groups

- ❖ Students with interest and potential for **start-ups** and **business successions**
- ❖ Students as potential **start-up consultants**, f.i. in banks, incubators, chambers of commerce or other organisations supporting start-ups
- ❖ Concentration also on **alumni**: networking, further training and involvement of alumni entrepreneurs in master courses (role models, networking)



Co-Operation with Entrepreneurs

- ❖ The important role of “testimonials” as role models
- ❖ Entrepreneurs from the whole life cycles (young start-up, student-entrepreneur, experienced entrepreneur, business successor, start-up-teams): presentations, “founders dialogue” series, “founders café”
- ❖ Field studies (students interview entrepreneurs)
- ❖ Own alumni as entrepreneurs
- ❖ Examples from all businesses relevant for academics



Co-Operation with all relevant Regional Support Organizations

- ❖ Chamber of commerce: WIFI training center, start-up center
- ❖ Young entrepreneurs network
- ❖ Local academic incubator (tech2b) and founder centers
- ❖ Regional and national business-plan-competitions ("i2b")
- ❖ Members in juries in competitions



Broad Range of Support Programmes

- ❖ Courses (up to 200 participants) involving entrepreneurs, experts and field interviews
- ❖ Seminars focussing on special entrepreneurial competences for young entrepreneurs (f.i. sales strategy, creativity, law issues for business succession, reputation management, self management, business planning)
- ❖ Interdisciplinary seminars (entrepreneurship and engineering students)



„Innovation Lab(oratory)“

- ❖ Seminar with business and engineering students
- ❖ Topic: Is this technical business idea worth a start up?
- ❖ Writing opportunity/business plans for own or external ideas
- ❖ Dealing with real-life tasks
- ❖ Win-Win situation for students and (future) entrepreneur
- ❖ Developing team skills



„Bizkick“

- ❖ Going one step further: Writing a business plan and implementing the idea
- ❖ €10 capital and five weeks to make money with own business idea
- ❖ Competition between student groups from two universities for best performance
- ❖ Students highly motivated



Lessons Learned from Practice and Surveys

- ❖ Students prefer a start-up in teams (but this is not really easy)
- ❖ Most students want to start their own business after 3 to 5 years practical experience in enterprises
- ❖ Anticipated hindrances are mainly: financial risk, lack of capital, lack of business idea
- ❖ When graduation and/or the start-up is close, the demand for support related to the **individual entrepreneurial need** is rising f.i. mentoring, business plan coaching, personal coaching/life planning
- ❖ In the long run: Up to 30 % of all JKU graduates become entrepreneurs (age 40+)



Some Lessons Learned from Practice and Surveys

- ❖ With hindsight, ex-students highlight the importance of role models, testimonials, practice oriented problem solving and involvement of practitioners
- ❖ Entrepreneurship programmes should be on a voluntary basis
- ❖ Courses and seminars should be accompanied by outreach activities (founders fair, founders dialoge) as well as PR activities
- ❖ credit-points for all measures are very important for students
- ❖ Also dealing with business ideas with limited market potential/without implementation also teaches important know-how for a second try
- ❖ Limitation of efforts through restricted resources



More Information

- ❖ Global University Entrepreneurial Spirit Students' Survey: www.guesssurvey.org
- ❖ EU-Survey on HEI in Europe Dec. 2008 (including case of good practice)
http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/index.htm#survey
- ❖ Entrepreneurship in higher education, especially within non-business studies, Brussels 2008 (EU Best Procedure Project, Expert Group Report)
- ❖ www.efer.eu
- ❖ www.ncge.uk
- ❖ www.g-forum.de