BeyondScale

Workshop User Story

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- Type of Activity - **Inbound Workshop**

How to read the document

This document represents the series of workshop user stories within the BeyondScale project. These stories are based on the combination of the HEInnovate dimensions and the Value Proposition Canvas, and they depict the experiences of the partner higher education institutions. To understand the concept of the workshop, we provide a **glossary** below:

- **The Aim:** BeyondScale is one of the Forward-looking projects to create a pan-European community of practice, that will share, and document emerging good practices based on the outcomes of the individual and collaborative activities of the participants. Within the BeyondScale project, the HEInnovate tool is deployed beyond its self-assessment capacity.

- **Inbound & Outbound activities:** The HEInnovate dimensions are used to drive entrepreneurial and innovative change across a range of inbound and outbound education and engagement activities in higher education institutions (HEIs) with relevant stakeholders. From the BeyondScale perspective, the inbound activity serves to support HEI's institutional development process and organizational capacity; therefore, it targets internal stakeholders (administrative staff, academics, researchers, students). As for the outbound activity, it aims at strengthening HEI's wider regional and societal engagement, thus it targets external stakeholders (students, employers, social enterprises, business, NGOs).

- **The Value Proposition Workshop:** In order to have a structured workshop format, the Value Proposition Design approach was adopted and the BeyondScale team came up with the new format which incorporates the specific HEInnovate dimensions and the Value Proposition canvas. The Value proposition canvas is a tool that helps to understand the inbound and outbound stakeholders, and to target their needs better, which leads to optimized value creation.

- **Buddy System:** One of the main assets of the BeyondScale project is the Buddy System, in which partners engage in a peer-learning, exchanging experiences, and discussing plans. Our partner higher education institutions have been organized as a buddy team throughout the project based on similar challenges, interests, and the HEInnovate dimensions.

Inbound Workshop @ UIBK, our story.

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The Challenge

It is a great challenge to get students and academics in social sciences, humanities and arts (SSHA) interested and excited about entrepreneurship and the benefits of having an entrepreneurial mindset. This challenge is addressed by many universities around the world – also by the University of Innsbruck (UIBK). As part of the BeyondScale project, UIBK decided to design a special workshop to initiate its work on this challenge. Students and staff in SSHA and other stakeholders were invited to discuss the building up entrepreneurial skills in SSHA and incorporating it in the design-of the workshop. The workshop was inspired by the HEInnovate tool and was prepared using some of the HEInnovate statements and questions around "Entrepreneurial Teaching and Learning". In the workshop we made use of the value proposition canvas model and asked for the UIBK's gains and pains with respect to enhancing an entrepreneurial mindset.

The Activity

The University of Innsbruck (UIBK) offers its students and researchers a wide range of opportunities in learning and getting familiar with entrepreneurship. One example is an interdisciplinary course on entrepreneurship for bachelor/master and PhD students, workshops for post-docs, etc. UIBK has a well-developed eco-system for entrepreneurship offering wide range of opportunities to enhance the entrepreneurial mindset and to acquire the necessary skills. However, there is a lack of awareness in the fields of social sciences, humanities and arts (SSHA).

With the "BeyondScale project" UIBK seeks to focus on the SSHA field to enhance the staff, the researchers' and the students' entrepreneurial mindset.

So far only a few academics from SSHA participated in workshops, programs and courses dedicated to entrepreneurship. Given its mission and strategy, UIBK wants to encourage entrepreneurship and increase awareness for entrepreneurship among SSHA students and staff. Entrepreneurial skills and mindsets will be very important for their future careers no matter what career path they will follow (stay in academia, work as an employee in a company or start their own venture).

To achieve these goals, the UIBK team mapped its existing curricula on entrepreneurship lectures for SSHA and other research fields. Based on these results an entrepreneurship program/workshop for students from SSHA will be designed. In order to be sure to use the right wording for SSHA students (not the startup wording) and the right topics all relevant stakeholders (professors, alumni, lecturers, researchers and students from SSHA) were invited to be part of the design process. The UIBK BeyondScale team co-creates and design the entrepreneurship workshop together with future participants (bachelor and master students or master and PhD-students). The HEInnovate questionnaire and the value proposition canvas were used for interviews within the dimension entrepreneurial teaching and learning.

With the workshop questionnaire (interviews) and the value proposition canvas we collected more insights in the mindset of SSHA-stakeholders, their needs regarding entrepreneurship and also insights in the current status of Entrepreneurial Teaching and Learning in UIBK. We also wanted to find out where we should put our focus for our planned activities regarding entrepreneurial teaching and learning. We also hoped to get some insight about to communicate with students and ways of reaching out to the topic entrepreneurship for SSHA stakeholders.

The Workshop

The main goal of our activity was to develop offerings for Entrepreneurial Learning, which are tailored for the specific demands of the disciplines of social sciences, humanities, and arts.
For this purpose, we collected the necessary information in the forefront by interviewing people from these disciplines SSHA: students, alumni, lecturers, and other stakeholders.
A second goal – which relates to all BeyondScale partners and activities – is to gain experience and feedback concerning the HEInnovate tool/questionnaire/survey.

Preparations before the workshop

Before we started preparing the workshop, we visited other workshops from our BeyondScale partners and integrated these experiences into our approach. We decided to do instead of a classic workshop, to do a number of interviews to get a deeper insight into the stakeholders' opinions and, for that, we developed a questionnaire. We did not send out a "pre-workshop online questionnaire" like most of our BeyondScale partners did prior to their workshops.

Interview Partners

All interview partners of our inbound workshop are part of our UIBK established network. The selection criterion was students, researchers, alumni and staff from the SSHA field or with a close link to the SSHA field. Another selection criterion was that we have addressed persons whom we regarded as critical and/or creative brains, and of whom we knew that the development of our university in general and the goals of our inbound activity in BeyondScale in particular lie close to their heart. With most of our interview partners we already had worked together on other topics or talked on other events.

Questionnaire

For the workshop interviews we used the HEInnovate questionnaire in the dimension "Entrepreneurial Teaching & Learning" and enriched it by means of supplemental questions to get more insight into what is needed for SSHA students regarding entrepreneurship skills. The questionnaire was filled out during the interviews together with our interview partners via screen sharing and not with the HEInnovate online tool. This allowed us to ask more detailed questions and to collect useful feedback and more detailed information. The questions from HEInnovate were used in their original German version, the supplemental questions were developed prior to the workshop in collaboration with our BeyondScale buddies.

Using value proposition canvas (VPC)

Additional to the questionnaire we used the value proposition canvas (VPC) to visualize the criteria in the workshop for the SSHA stakeholders. We already worked a lot with the value proposition canvas in our incubator-teams. Moreover, we also joined some of our BeyondScale partners' workshops and saw how they used the VPC for their purposes. We did not to use it during the interviews in order not to confuse our interview partners, but we did, however, implement the VPC-aspects ("gains", "pains", "barriers" etc.) in our interview questionnaire. After the accomplishment of the 10 interviews, we clustered and sorted the results according to the VPC-scheme.

Online event

The conduction of the workshop was held in the form of 10 bilateral online-interviews with students, researchers, alumni, lecturers and connoisseurs of the sector SSHA, each of these interviews lasting between 60 and 95 min. We shared the screen and introduced the BeyondScale team (if it was necessary) and presented the BeyondScale project. After that, we collected some information from the interview partners about their background and their institution. Then we started the questions using the HEInnovate statements for the dimension "Entrepreneurial Teaching & Learning". To gain a better understanding, we added some additional questions for example on how SSHA-stakeholders could benefit from offering learning opportunities to enhance an entrepreneurial mindset.

During the workshop many of our dialogue partners found the HEInnovate questions difficult to answer, mainly because they refer to the institution in its entirety. Therefore, people outside of the HEI´s leadership ranks normally will not have the inside information that would be necessary to give reasonable ratings to the statements. Furthermore, some of the terms in the German version of on the HEInnovate website were not translated in a technically correct way, which led to some misunderstandings, while some other terms are "expert lingo" that is difficult to understand for non-insiders.

Using the Entrepreneurship Competence Framework

After the HEInnovate questionnaire we introduced to our interview partners the definition of „entrepreneurship" along the broad lines suggested by the „EntreComp: The Entrepreneurship Competence Framework", published by the European Commission in 2016. EntreComp defines 15 competences, which are relevant for the development of entrepreneurial thinking in all phases and aspects of life. We asked our interview partners according to their perspective which ones are the most important competences (the interview partners could choose more options):

The 15 entrepreneurial competences according to *EntreComp:*		
Numbers & bars = count of entries "especially appealing for SSHA-workshop"		
IDEAS & OPPORTUNITIES	**RESOURCES**	**INTO ACTION**
Spotting opportunities 7	Self-awareness & self-efficacy 9	Taking the initiative 3
Creativity 5	Motivation & perseverance 2	Planning & management 5
Vision 4	Mobilizing resources 2	Coping with ambiguity, uncertainty & risk 6
Valuing ideas 4	Financial & economic literacy 7	Working with others 3
Ethical & sustainable thinking 6	Mobilizing others 2	Learning through experience 4

At the end of the questionnaire we added some additional questions to help us develop better entrepreneurial learning opportunities for the SSHA target group. Our questions were addressing visibility (where should we advertise?), language (what terms to use for addressing SSHA?), incentives, barriers, etc.

After the interviews we clustered all answers according to the value proposition canvas. The outcome looks a little bit different compared to a normal use of the canvas.

VPC for the *HEInnovate* dimension "ENTREPRENEURIAL TEACHING & LEARNING"	
UNIVERSITY OF INNSBRUCK	**Stakeholders: Students & researchers from SSHA**
<u>LONGER-TERM</u> gain creators & pain relievers:	**GAINS:**
formal SSHA-specific EPial learning offerings & implementation in SSHA curricula	+ enrichment of the competence portfolio + improvement of the career chances
PRODUCTS & SERVICES: Offerings for "Entrepreneurial Learning" in the broadest sense: ➢ *formal* learning opportunities ➢ *non-formal* learning opport. ➢ *informal* learning opport. ➢ cooperation with third-party suppliers	**JOBS & REQUIREMENTS** "Entrepreneurial Learning" in the broadest sense: ➢ improvement of EPial awareness, attitudes & mindset ➢ acquisition of EPial skills & knowledge ➢ linking of theory & practice
<u>SHORT-TERM</u> gain creators & pain relievers: *non-formal* SSHA-specific learning offerings & appropriate awareness building measures	**PAINS:** – unclear job profiles & bad job perspectives – lack of conjunction theory-practice & lack of practice transfer in the present SSHA curricula
BARRIERS on the part of UIBK: "EPS" widely connotes neg.ly within SSHA faculties lack of EPial awareness amongst the SSHA teaching staff "clash of discipline cultures & lingo" lack of time besides the daily duties & core tasks sparse visibility of existing (non-formal) offerings wrong labelling and lingo for SSHA	**BARRIERS on the part of SSHA:** "EPS" widely connotes negatively for SSHA learners lack of EPial awareness amongst the SSHA learners "clash of discipline cultures & lingo" lack of time besides the regular curricula/studies sparse perception of existing (non-formal) offerings

The results of this approach were very helpful for realizing our objectives.

- Due to the bilateral dialogue setting we could build trust and establish a sustainable "axis" with each of our interview partners: All of them answered very constructively and honestly and finally also offered to be available for further steps in the process.

- We gained lots of valuable information and insights concerning the desires, wishes, "pains" and "gains" of the disciplines SSHA with respect to "Entrepreneurial Teaching & Learning".

- The same applies to "barriers", "culture" and "lingo" of the sector SSHA: With the information gained in the dialogues it will be much easier for UIBK to find the appropriate wording and contentual focus areas for the planned "Entrepreneurial Workshop for SSHA."

We also gained valuable experiences and insights about areas where the HEInnovate tool can be improved. With these results we started planning and preparing a dedicated workshop with SSHA-stakeholders. Our plan is to focus on the most relevant items from the EntreComp table above. We also planned to use the answers from the questions about wording and advertising in the workshop and use the result of the VPC.

Lessons learned and recommendations

With our interviews we collected useful information on how to design offerings for Entrepreneurial Learning tailored to the specific needs of the disciplines in the field of social sciences, humanities and arts. Before the interviews, we only had some untested ideas about how to address SSHA for entrepreneurship. Thanks to the interviews we now have a lot of ideas, suggestions and recommendations on how to address entrepreneurship-oriented topics in the SSHA domain. We got high quality input but it also was very time consuming.

We also learned how to use the HEInnovate tool in a way that suits our purposes. We feel that to get reasonable results from the HEInnovate tool one either needs a very large number of participants willing to rate the HEInnovate statements or a series of personal interviews to guide respondents through the questionnaire. The experience from using the HEInnovate statements some years ago has taught us that it is very hard to obtain a large number of participants to fill in the online HEInnovate questionnaire and get a meaningful result.

We also suggest to add some supplemental questions to the HEInnovate questionnaire to get the information you are really looking for. For example with respect to statement 5.1 ("UIBK provides diverse formal learning opportunities to develop entrepreneurial mindsets and skills.") we asked a supplemental question about what kind of these learning opportunities respondents know and ask them to provide up to three examples. With this information one can check if respondents really know about these learning opportunities at our institution and which of them.

In our opinion the HEInnovate tool is a very good way of starting discussions about entrepreneurial teaching and learning and it can be the beginning of a development process. To make the next step, you need more precise tools like the value proposition canvas or more detailed questions that can be asked in a questionnaire or interview.

As already mentioned, we work a lot with the value proposition canvas in our incubator and we think this is a great tool to get good insights in a very short time. It is also a very good tool to visualize the pain and gains and helps a lot during a design process to find out the real needs for the planned project. This, and the supplement questions to the HEInnovate questionnaire, was a great help for us to design the entrepreneurship-workshop especially for students and researchers in the field of humanities and social sciences.