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Development of an International Entrepreneurial Education Network

BeyondScale project

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1 International Entrepreneurial Education Network

In this report, we discuss the development of an International Entrepreneurial Education Network. This report is partly based on a workshop that was organized by the Center for Entrepreneurship of NHL Stenden University of Applied Sciences, together with the partners of the Erasmus+ BeyondScale project. The set-up of this event has been described in the report "Seminar Teaching the Entrepreneurs of the Future" (18 Nov 2021). In this report we focus on the design and requirements of a possible network.

In the following chapters, we discuss the customer profile and value proposition for such a network, seen from three different perspectives. First, we discuss the customer profile and value proposition from the teacher perspective. Second, we discuss the customer profile and value proposition from the student perspective. Third we discuss the customer profile and value proposition from perspective of the the external stakeholders.

The customer profile consists of three different elements, the Jobs/Tasks that the customer wants to perform, the Gains that the customer wants to achieve by performing these jobs and tasks, and the pains that the customer may run into when (trying to) perform these jobs and tasks. The value proposition also consists of three elements, the Elements that the value proposition consists of, the possible Gain Creators, and the possible Pain Relievers.

Based on this inventory, the next step would be to determine if the partners of the BeyondScale network, and possible other partners, are interested in developing such an International Entrepreneurial Education Network, and what the steps would be to actually get such a network started.

2 Teacher perspective

2.1 Customer Profile (Teacher Perspective)

Jobs / Tasks (Teacher Perspective)

Teachers are inspired by colleagues from abroad. They get to know the best practices of colleagues from abroad. The exchange experiences with their colleagues from abroad. They become part of a local and international network of universities and companies. Via foreign colleagues, lecturers can establish a relationship with foreign partners. They may also be able to have students in one country carry out assignments for clients in another country. Students learn to carry out projects with and for companies within an international context. Here, lecturers make the link between both countries.

(Being able to challenge students, Developing and nurturing entrepreneurial mindset, Lead students through uncertainty, Develop (relevant) start-up coaching frameworks, Build resilient people that foster societal relevant issues, Keeping the course aligned, Becoming less of a teacher and more of a coach)

Gains (Teacher Perspective)

"Teachers want to better assist/ facilitate/ stimulate/ train students in their entrepreneurial ambitions"

(Students accepting failures as learning opportunities, Creative and motivated graduates, Change mindsets, Improved critical thinking skills in students, Recognition of contribution towards development of entrepreneurial students, Give students meaning and motivation, Entrepreneurial behavior of students, Increase agility, flexibility, creativity and problem-solving, Student learning that reflects 21st century skills (creativity; collaboration, critical thinking: ecological awareness)

Pains (Teacher Perspective)

"The teacher is willing to go along with innovative working methods, but they have problems with the administrative and bureaucratic environment in which they have to operate. That clashes with the flexible way of working that is necessary for entrepreneurship. The system works against them."

(Grading students' achievements as wrong or right, Overworked and stressed students, Fear of failing, Legal limitations by the government, Academia resistance, Feeling of lack of support in project implementation, Bureaucracy of the school organization, Not getting recognition for the creative work undertaken)

2.2 Value Proposition (Teacher Perspective)

Elements (Teacher Perspective)

The network ensures mutual exchange of knowledge and experience and mutual coaching (between students, and between teachers themselves, and with external companies/organizations).

(Interdisciplinary exchange on entrepreneurship, Consultation on virtual joint projects, Peer coaching and review sessions for entrepreneurship courses, Teach about consumer behavior change)

Gain creators (Teacher Perspective)

Entrepreneurship needs to achieve a more positive image among educators. (With students, the picture is already quite different. For the students, it is already self-evident that you do different jobs. That you gain different experiences. Generation gap.) The network can offer exchange of teachers, visiting each other at frequent joint meetings and study trips. Ways to exchange knowledge with each other. Physical (and online) activities where teachers can easily/barely get to know colleagues abroad. It is important that there are people who continue to drive activities within the network.

(Time saving in searching for relevant strategies/information, Positive emotions)

Pain relievers (Teacher Perspective)

Teachers get recognition and confirmation through the network. They get ideas from others, they see how other teachers approach things. They discover that they are not the only ones with problems, but that there are others who have experienced the same and have come up with solutions. Teachers are given 'tools' to supervise students better. Teachers can go to the network for advice and training. Teachers get advice on how to deal with bureaucratic puzzles, and the network can advise them on this.

(Appropriate, creative infrastructure e.g. rooms for project groups, Coaching in project implementation, Consuming less should be a topic in year 1 of our programs.)

3 Student perspective

3.1 Customer Profile (Student Perspective)

Jobs / Tasks (Student Perspective)

Students want to complete their studies successfully, preferably with high marks. What benefits does the teacher network bring to the student? The benefits for students are of a more indirect manner, via the involved teachers. The network offers international cases/ companies/ internships/ relationships, which are easily accessible to students. Students can take relevant courses abroad, if there are themes that are of interest to specific students. Relevant courses can be communicated by means of newsletter. Can students be connected to the network? Can they become a member? They want to learn how to take on a leadership and management role, to gain entrepreneurial freedom. Students want to find meaning and their role in society. They want to gain knowledge about entrepreneurship.

Gains (Student Perspective)

Students want to build self-confidence, be independent, develop a strong network, and earn their own money. They want to develop self-confidence, learn how to cope with the risks and unknowns that are part of entrepreneurship, preferably by gaining practical experience.

Pains (Student Perspective)

Students are uncertain about their future. This may lead to them not being willing to take the necessary risks, which are needed to become an entrepreneur. Students feel the risk of of having no income for living. They have no funding or money to start their business. Students have difficulties in combining their regular study program with starting up one's own company. In education, they don't know exactly what to expect particular courses/modules that are focused on entrepreneurship. Often, students are confronted with too much theory and too little practical examples. There is a generational gap between students and teachers, where students are positive about entrepreneurship, but their teachers often are not interested in this issue. It may be difficult for students to reach relevant organizations, as often don't respond to their requests.

3.2 Value Proposition (Student Perspective)

Elements (Student Perspective)

The network provides training, examples and inspiration for new entrepreneurs. Elements that the network may consist of, are a website or other platform that contains examples, for instance through interviews that can be seen on video, with students who have become successful entrepreneurs. These examples can function as role models for the new students. The network can also offer (online) self tests, so students can find out what what entrepreneurship is and what it can offer for them as a student. The network could offer an app which enables students to receive coaching. Through the network, students may receive coaching from international experts. And the network may serve as a linking pin to offer relevant classes in other universities and other countries.

Gain creators (Student Perspective)

The network is an environment where students can make new contacts. There is a website where internships can be found. This may provide a good environment where vacancies for internships can be found. Project-dating site. A kind of marketplace, where students can find internships, and where companies can find students. Student finds investor. Investor finds good plan/project/entrepreneur. Students can learn from other students and other projects, in other regions of the world. They get access to relevant networks. Students may receive credits (ECTS) for their activities in the network. Also, through the network, student may get access to certain facilities on campus, like digital platforms, using rooms or specific equipment which otherwise not would haven been accessible to them.

Pain relievers (Student Perspective)

Through the network, students can get access to funding, thus relieving financial problems. They can receive coaching, thus relieving problems related to uncertainty and fear. Through the coaching, their entrepreneurial activities may get sufficient attention, thus reducing the risk of either study or new business may suffer from both studying and being an entrepreneur at the same time. The network will show students not just the investment (time; effort) they have to make but also the return (benefits; learning) they may receive from starting a business. The network may solve the problem that students lack information and experience in the area of entrepreneurship.

4 External Stakeholder Perspective

4.1 Customer Profile (External Stakeholder Perspective)

Jobs / Tasks (External Stakeholder Perspective)

They want to build a team of employees that inspire each other and can work together on the company's goals. They want employees that are equipped with 21st Century Skills. Companies want to connect with students, recruit talent, recruit future good professionals. To scout good students/ future employees. And they also want to benefit from the cooperation projects that are already being carried out by students. Not just focused on internships by students, but that real added value is delivered by students. Students are a source of innovation for them. They can enhance the innovative power of an organization, a region, a country.

Gains (External Stakeholder Perspective)

The network can bring the stakeholders into contact with the students, and function as a linking pin between the organizations and the students. Through the network, external stakeholders can come into contact with a broader range of students, not only from their own region, but also from abroad. Through the network, stakeholders can find well equipped new employees that can stimulate innovation and growth within their organization.

Pains (External Stakeholder Perspective)

Pains that the external stakeholders experience, when performing their jobs, are related to the fact that they have to re-educate new employees, and it is hard for them to find well qualified new employees. Students from the involved universities are not (yet) relevant enough to external stakeholders engaged in entrepreneurship. They may encounter students that are not motivated, and that don't want to work fulltime. The stakeholders may not always understand what sort of skills the recently graduated students actually possess. Several start-up centers are mainly focused on students, not on existing organizations.

4.2 Value Proposition (External Stakeholder Perspective)

Elements (External Stakeholder Perspective)

The network may consist of various elements, like a website or platform containing useful resources such as good practices and interesting webinars. It consists of an inter/multidisciplinary network of teachers (not just educational scientists). A placement board with good students, which only partners who are members of the network can access. The network takes care of contacts with teachers and students so that external parties do not have to search for a long time for where to go. It forms a one-stop shop function so that external stakeholders do not get lost in the organization. There is one clear point of contact in the organization (and not many separate academies each doing something).

Gain creators (External Stakeholder Perspective)

Through the different elements of the network, external stakeholders can come into contact with promising international students. They can easily get in touch with a large international network of universities.
The network helps to find suitable students, so that there is a good match between organization and student. Companies may promote their activities to students. For example, internal HRM/training managers within organizations, who are in need of talented new employees. Companies can get good new ideas from the use of students and increase their innovative power. They employ students who are prepared to take initiative and have an international attitude.

Pain Relievers (External Stakeholder Perspective)

If companies participate in the student's development at an early stage, the organization knows better what to expect. The companies know the students better, and the students know the companies better. They know each other and start working together. The regional institutions (e.g. incubators, funding agencies) and students are also better linked. Through the network, stakeholders can avoid wasting valuable time and energy searching for students, or having problems with students that may not be very motivated or suitable for their company. If a diploma of a student shows that a graduate has entrepreneurial skills, this may help find recruiters find the employees that they are looking for.
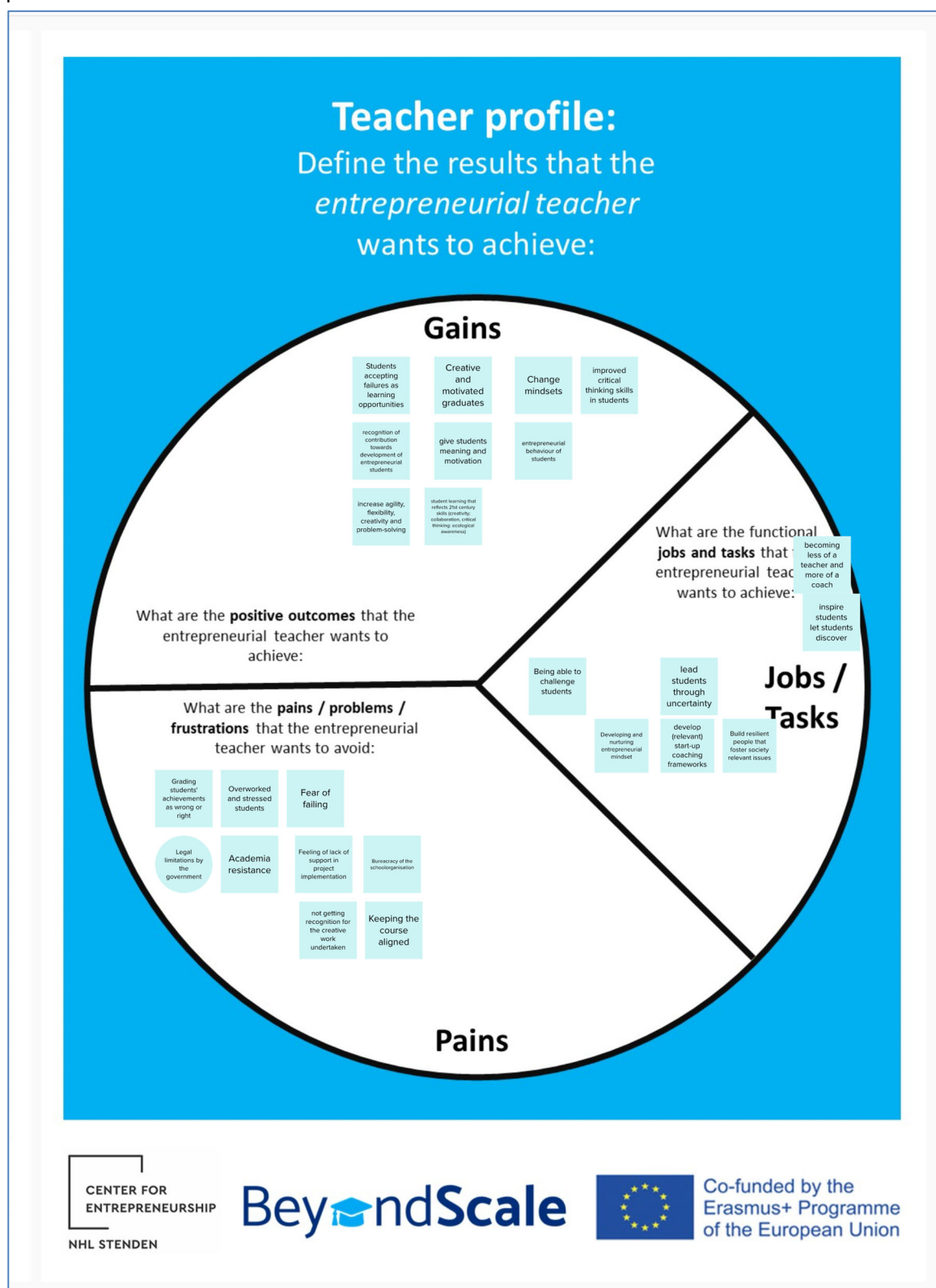
5 Appendix

Figure 1: Client Profile from a Teacher Perspective. Notes taken during workshop of 18 November 2021.
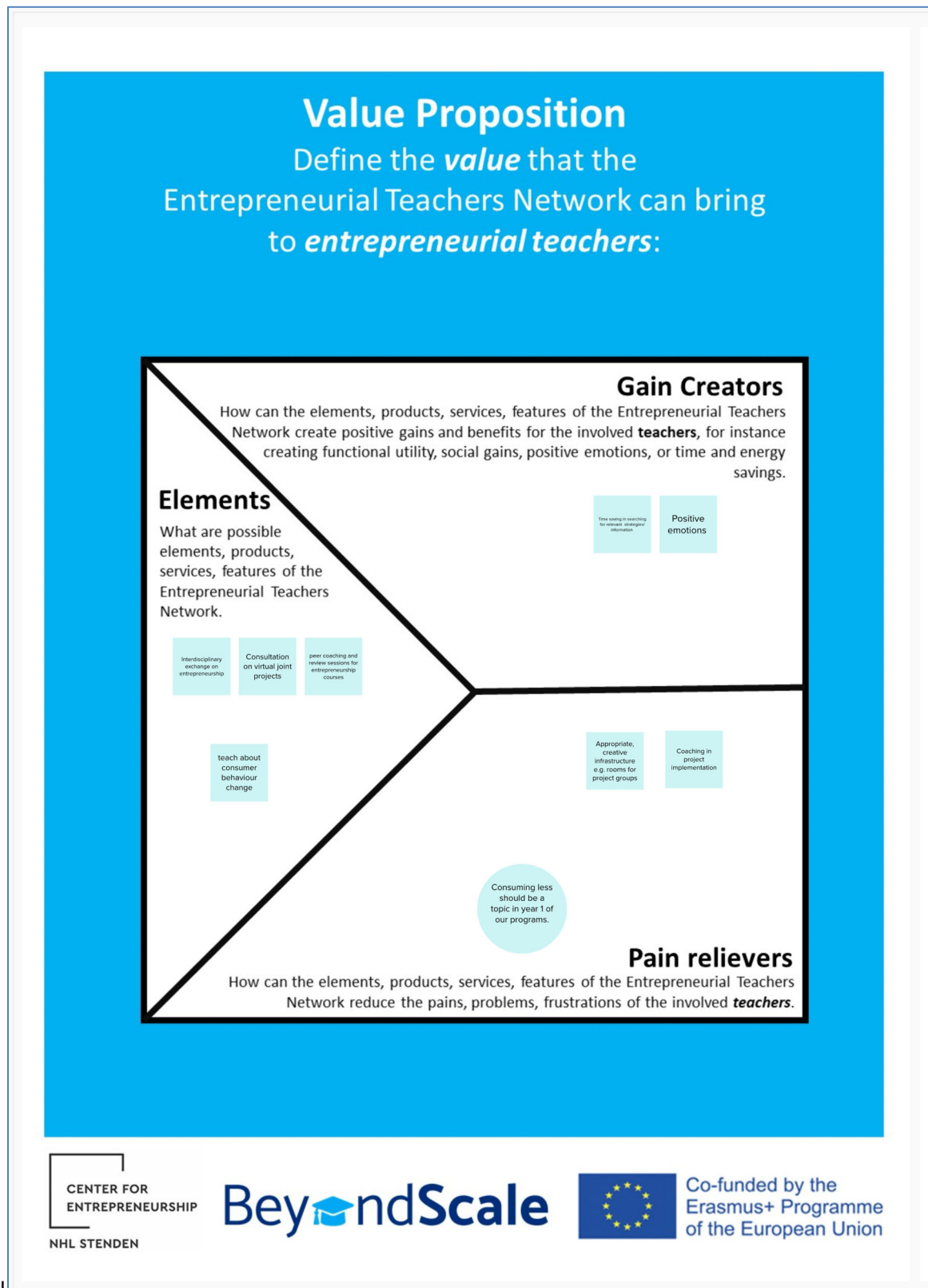
Figure 2: Value proposition from a Teacher Perspective. Notes taken during workshop of 18 November 2021.
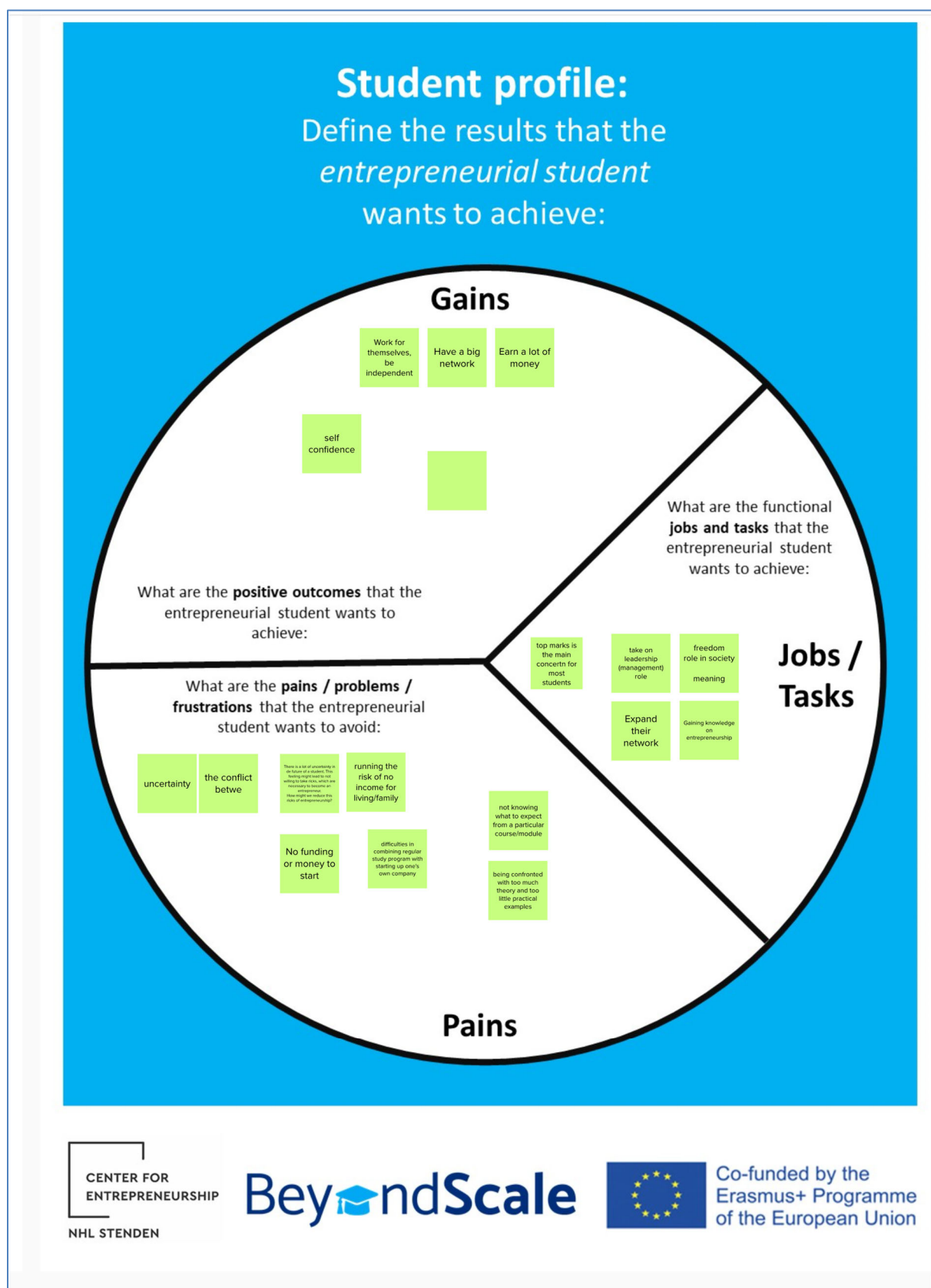
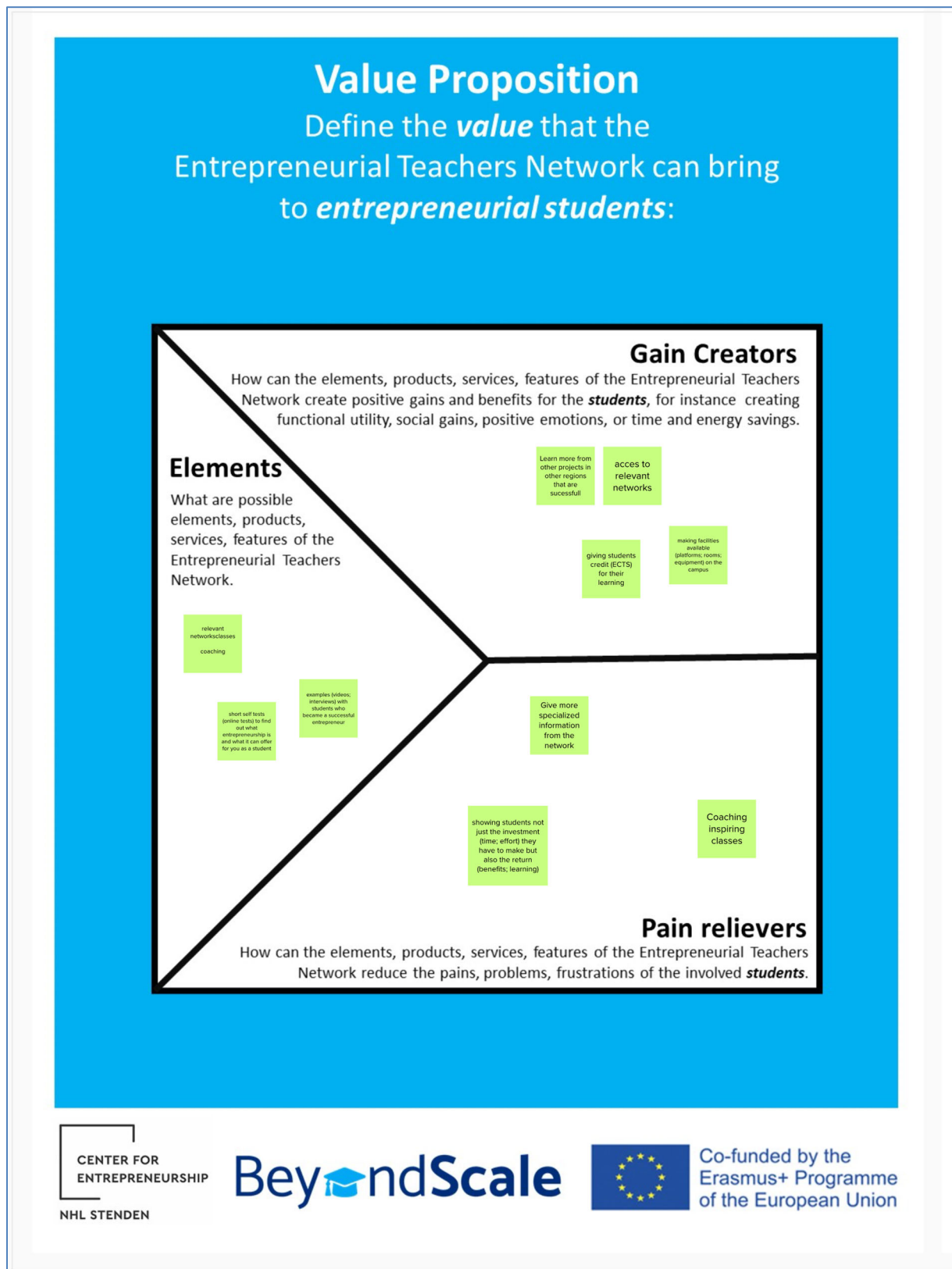*Figure 3: Client Profile from a Student Perspective. Notes taken during workshop of 18 November 2021.*

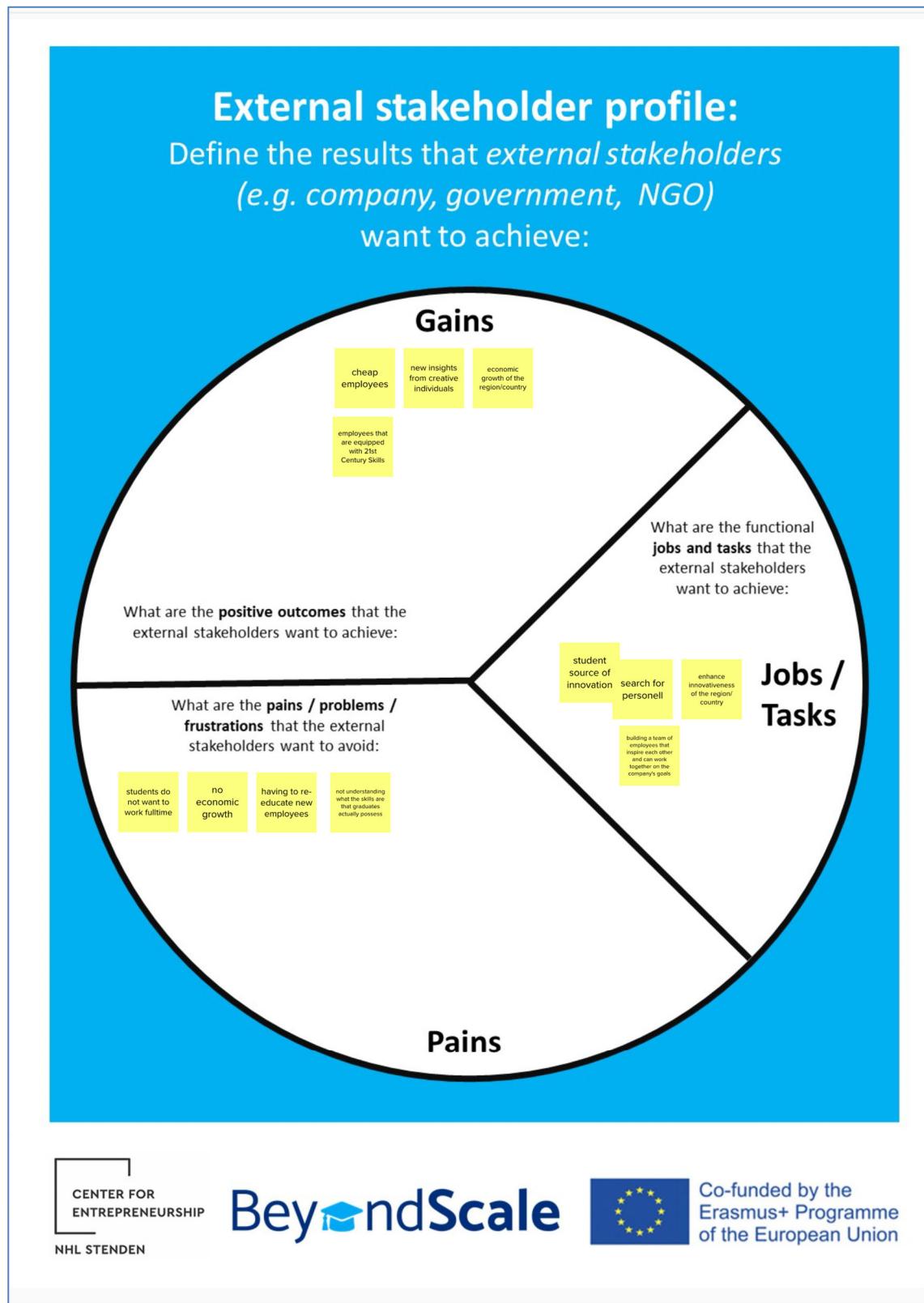*Figure 4: Value proposition from a Student Perspective. Notes taken during workshop of 18 November 2021.*

Figure 5: Client Profile from a External Stakeholder Perspective. Notes taken during workshop of 18 November 2021.
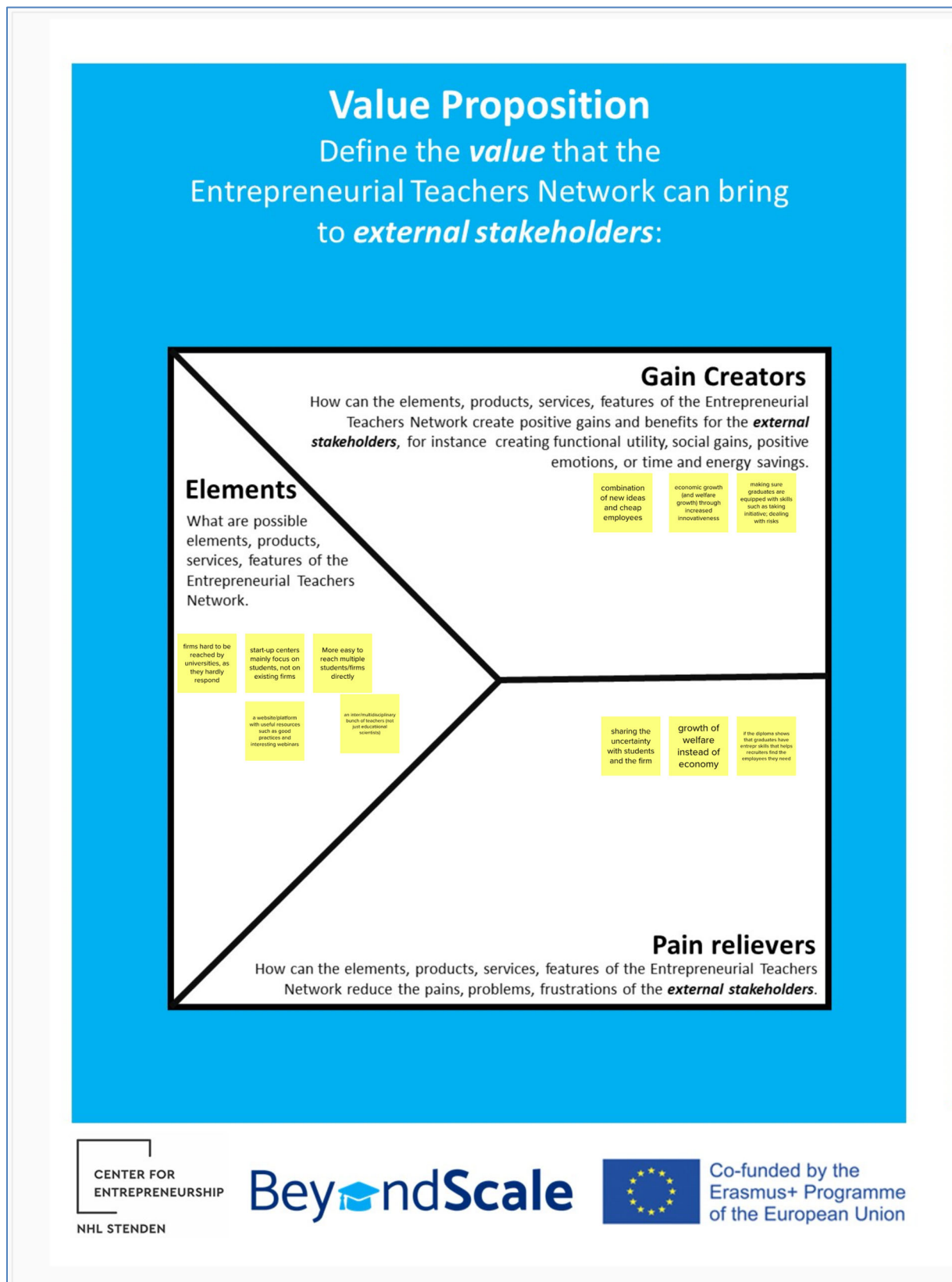
Figure 6: Value proposition from a External Stakeholder Perspective. Notes taken during workshop of 18 November 2021.

Disclaimer:
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