

# HM



# E'ship Summit 2021

International Entrepreneurship-Symposium  
as part of the UAS7 conference series

**“The Role of Entrepreneurial Universities  
in Innovation-Ecosystems”**

Hochschule  
München  
University of  
Applied Sciences

Nov  
17<sup>th</sup>/18<sup>th</sup>  
Online

Dear Participants,

HM & SCE proudly present the HM E'ship Summit "The Role of Entrepreneurial Universities in Innovation Ecosystems" from November 17th to 18th, 2021.

The summit is part of the UAS7 conference series. The UAS7 represents a group of seven leading German Universities of Applied Sciences (UAS7) including their international partner universities and incubators. The summit's theme is entrepreneurship at universities and the role of the universities in ecosystems.

Expect an open, practice orientated exchange of ideas on the role of universities in innovation ecosystems, regional and international. The conference calls together the network of HM Hochschule München University of Applied Sciences, the Strascheg Center for Entrepreneurship (SCE) and the UAS7 Universities.

Conference participants from the partner networks have contributed inspiring presentations and impulses covering:

- Entrepreneurship Education – formats und approaches
- Start-up Support – start-up support at universities
- Co-Creation – cooperation between corporations, start-ups, and universities
- Network & Internationalisation – role of universities in innovation ecosystems
- Entrepreneurship Research – practice-oriented entrepreneurship research

We wish you a lot of interesting conversations, exciting encounters and practice oriented exchange at the HM E'ship Summit 2021.

Prof. Dr. Thomas Stumpff  
Vice-President for  
Corporate Relations and  
Knowledge Transfer  
HM Hochschule München  
University of  
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Prof. Dr. Klaus Sailer  
CEO Strascheg Center for  
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# Table of contents

<b>A1</b>	<b>The Implementation of Entrepreneurship Education and the Impact on Ecosystems</b>	<b>6</b>
	400 startups per year – how the entrepreneurship education at Hanze-hogeschool makes an impact in Groningen, the Netherlands <i>Dr. Diederich Bakker</i>	8
	Entrepreneur’s trail in Health area: A case study from Feevale University <i>Marcelo Curth de Oliveira, PhD</i>	12
<b>A2</b>	<b>Best Practise of Start-up Support Structures in the America’s</b>	<b>16</b>
	Integrating Startup Support across One of the World’s Largest Entrepreneurship Programs <i>Dr. Steven Gedeon</i>	18
	Support for the creation and support structure for the consolidation of startups at the State University of Maringá, Brazil <i>Prof. Dr. Marcelo Farid, Prof. Dr. Mauricio Reinert do Nascimento, Edwin Cardoza</i>	22
<b>A3</b>	<b>Joining Forces – The Development of Regional and International Entrepreneurship Clusters</b>	<b>26</b>
	“Fit for Invest” of the Cologne universities – Development of an Entrepreneurship Cluster in the Cologne area <i>Prof. Dr. Kai Thürbach</i>	28

	A holistic Approach for International and Regional Ecosystem Activities at Hochschule München and SCE <i>Prof. Dr. Klaus Sailer, Pavlina Vujovic</i>	32
<b>B1</b>	<b>Success Factors of Start-up Support at Universities</b>	<b>36</b>
	Gateway Gründungs-services der Kölner Hochschulen: Start-up consulting under a united brand <i>Dr. Stephanie Grubenbecher</i>	38
	Success Factors of University Start-up Support – The case of the Strascheg Center for Entrepreneurship at the Hochschule München <i>Prof. Dr. Herbert Gillig</i>	42
	Start-up Graduation Thesis <i>Associate Prof. Vladimir Shchegolev</i>	46
	Strategic Anchoring of Startup Support in University Structures and the Development of an internal Ecosystem <i>Carsten Schröder</i>	50
<b>B2</b>	<b>Best Practices Formats and Approaches in Entrepreneurship Education</b>	<b>52</b>
	Accelerating Entre-preneurship at TH Köln – Approaches and Key factors for Success <i>Prof. Dr. Jörg Luderich, Prof. Dr. Annette Blöcher</i>	54

## Table of contents

	High-impact format “Lean Startup Sprint” <i>Christian Klang</i>	58
<b>B3</b>	<b>Internationalization of Entrepreneurial Universities: Holistic Program for Education, Start-up Creation and Co-Creation</b> <i>Prof. Dr. Klaus Sailer, Barbara Coelho Gabriel, Pavlina Vujovic, Andreas Wauters, Alessio Cavicchi, Stratos Baloutsos, Milena Stoycheva, Nick Fannin</i>	<b>62</b>
<b>C1</b>	<b>Entrepreneurship Education – Mindset and Skills</b>	<b>72</b>
	The development of entrepreneurial skills in the context of the MBA in International Business – Feevale University <i>Moema Pereira Nunes, Ph.D</i>	74
	Sensitization at HSB for students and the public <i>Dr. Katrin Oellerich</i>	78
	Real Projects – An interdisciplinary and holistic entrepreneur-ship education approach to drive responsible entrepreneurship <i>Prof. Dr. Bettina Maisch</i>	82
	Startup Teens in Feevale University <i>Professor Marco Antonio Mabilia Martins</i>	86

<b>C2</b>	<b>Co-Creation &amp; Transfer</b>	<b>90</b>
	Labs as containers for co-creation and thematic innovation systems – The sustainable mobility lab of M:UniverCity <i>Dr. Michael Droß, Dr. Nicola Sennewald, Nadja Planötscher</i>	92
	Tormenta: The story of a Brazilian University creating videogames <i>Professor Eduardo Fernando Müller</i>	96
	5G Co:Creation Lab and other examples of Co-Creation and transfer of the Cologne universities <i>Prof. Dr. Marc Prokop, Kristina Feinhals</i>	100
	Students4Startups – a win-win-win situation <i>Johanna Heisgen, Marvin Göldner</i>	102
<b>C3</b>	<b>Best Practice of Entrepreneurship Research on Mindset, Training and Institutions</b>	<b>106</b>
	Research on Entrepreneurial Mindset in Startups and Family Firms <i>Robin M. Gubela</i>	108
	It's entreTime! Time to become more entrepreneurial universities <i>Dr. Audrey Stolze</i>	112
	Entrepreneurship Education for Managers: a training proposal <i>Profa. Dra. Gisele Spricigo</i>	116

**A1**



# The Implementation of Entrepreneurship Education and the Impact on Ecosystems

# 400 startups per year – how the entrepreneurship education at Hanze- hogeschool makes an impact in Groningen, the Netherlands

Hanze University Groningen UAS | International Business School | Netherlands

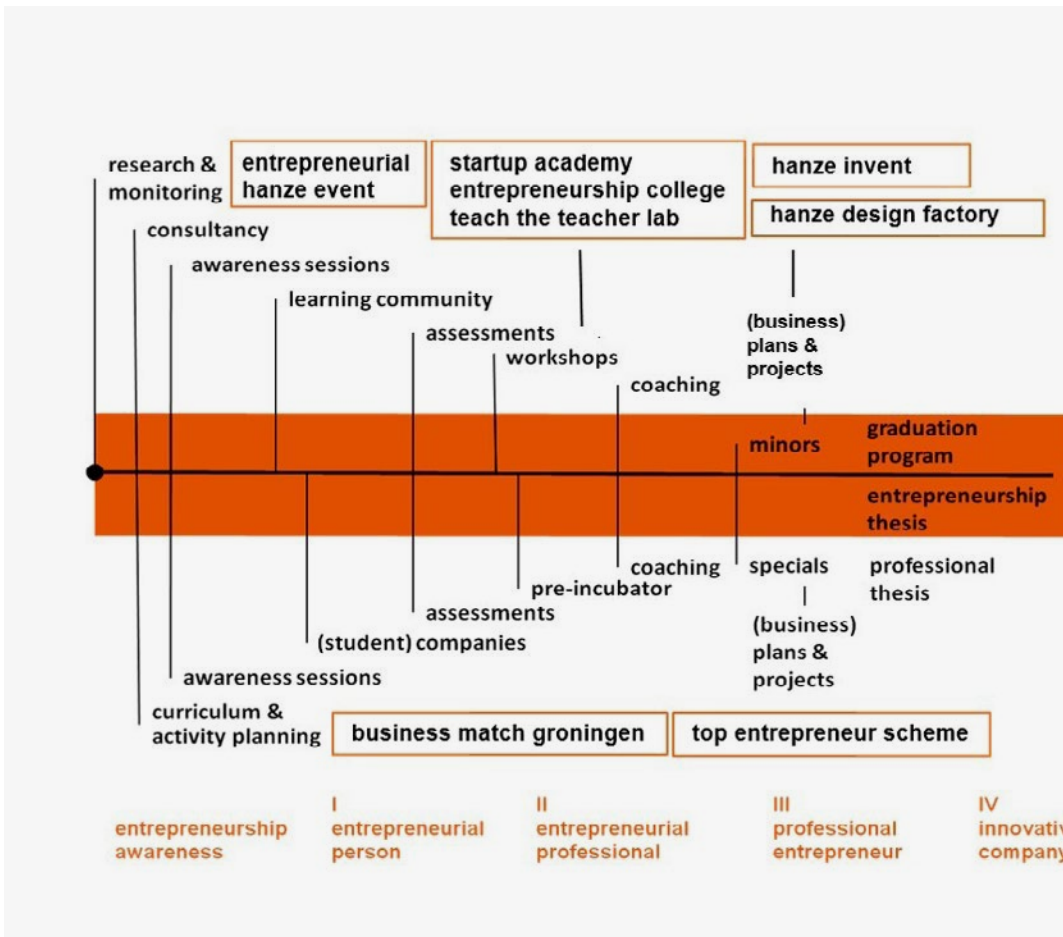
The presentation will describe how the Hanzehogeschool in Groningen, the Netherlands has implemented its entrepreneurship education throughout the entire institution resulting in entrepreneurial awareness among many students and great impact in the regional innovation ecosystem

When it comes to studying and starting your own company at the same time, students in Groningen are just in the right place. The student city, situated in the North of the Netherlands, has an innovation and startup ecosystem in the top 3 of the Netherlands. It can offer many entrepreneurship opportunities to its young population. First of all, over 2000 startups in and around Groningen make entrepreneurship an omnipresent factor in the region's economy. And the local institutions of higher education are an important factor in this regional entrepreneurial ecosystem.

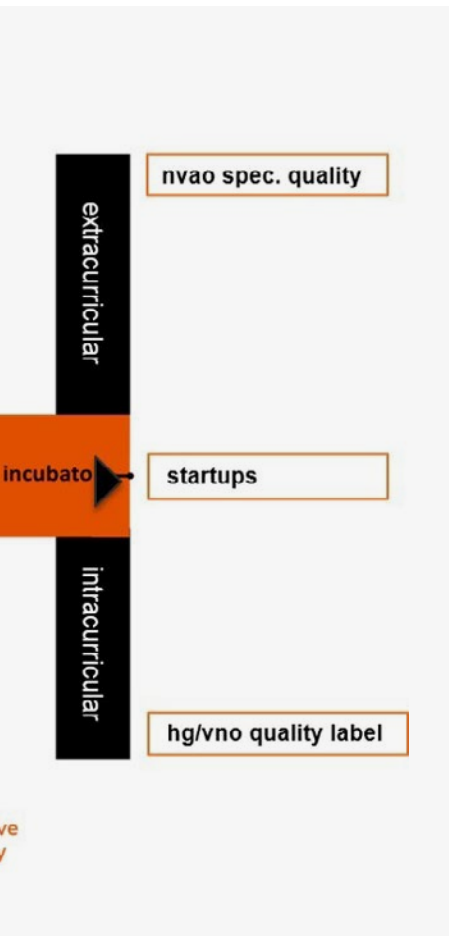
At the Hanzehogeschool, entrepreneurship is one of the three focus areas of applied research. All of its 30.000 students can participate in the numerous intra- and extra-curricular activities that form the university's entrepreneurship education program. First of all, with the "Monitor050" program all students gain awareness about entrepreneurship at the start of their studies and are monitored throughout their studies on their entrepreneurial development.

All of the 19 schools at "Hanze" have an entrepreneurship expert where students can find guidance on their new business ventures. These experts stem from the university's "train the trainer" program in entrepreneurship. Any of the over 80 study programs at the university has its own vision on entrepreneurship development. The honors minors "DaVinci" and "The Northerners", each worth 30 ECTS, are interdisciplinary and open to all students. Annually, over 250 students participate in these minors. Startup City is the university's own incubator. At startup city, young entrepreneurs can also rent space in its workspace facilities. Every year, over 500 students are in student companies and more than 400 initiate a startup. The impact is strong. More than 3000 people are now employed by startups that came out of the Hanzehogeschool and in the 2019 U-Multirank ([www.umultirank.org](http://www.umultirank.org)) it holds fifth place worldwide in the "graduate companies" subcategory: companies that are found by its alumni.

Hanze's Centre of Expertise Entrepreneurship (CoEO) actively cooperates with organisations, government, educational and other knowledge institutions in the field of entrepreneurship. One important objective of the CoEO is to supply the region in the North of the Netherlands with more and better equipped entrepreneurs. Cooperation in the region is strong. In the 2019 U-Multirank "regional joint publications" subcategory, Hanze researchers became ninth worldwide and third in the Netherlands.



Overall, the results show that it pays to dedicate a great deal of attention and resources into the development of entrepreneurship programs at Hanze. One of the key success factors is the penetration into all study programs – not just business education. Furthermore, the Hanze and its entrepreneurial education achievements are favorably embedded in a unique regional innovation ecosystem in the North of the Netherlands.



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# Entrepreneur's trail in Health area: A case study from Feevale University

Feevale University | Brazil

The presentation will address the proposal called “Entrepreneur's Trail” that is being implemented at Feevale University (Novo Hamburgo – South of Brazil). The trail enables the realization of theoretical and practical activities for the development of entrepreneurial thinking in the routine of the students, in addition to the dialogue with the technological park of the university. In this scenario, the choice of the health area is justified by the impact in the region.

A maior necessidade reside em **formar empreendedores** e não empresas.



**COMO SER UM  
EMPREENDEDOR  
DENTRO DO  
TRABALHO?**



The Entrepreneur's trail aims to encourage entrepreneurship within specific subjects, projects and events at Feevale University. The choice of the subjects involves the regional impact provided, as well as market studies related to their entrepreneurial potential.

Because of this, potential entrepreneurs have the chance to develop projects created at the University. In practice, the trail has six steps:

- ▶ *Inspire*: provoke the entrepreneurial spirit in the community of Feevale University. At this stage, actions are developed to instigate the curiosity of participants about entrepreneurship, through events and proposals for research and university actions in the community.
- ▶ *Discover*: moments for participants to organize ideas and have entrepreneurial experiences. The stage allows participants to be involved in the development of projects at different levels and participate in competitions.
- ▶ *Validate*: step that allows the confirmation of the entrepreneurial idea regarding a business proposal. At this stage, participants advance in the business idea by validating the proposal.
- ▶ *Launch*: steps to launch in the market. The stage allows participants to incubate the proposal and participate in business programs and multi-disciplinary integrative projects.
- ▶ *Growing*: The University assists the participants to develop the business after launching. In this stage, participants receive specialized mentoring in different areas related to the business.
- ▶ *Climb*: Steps to maximum business potential. The last stage makes it possible to participate in events and develop proposals with partners investors and investment funds.



Based on the steps mentioned above, it is believed that the University has an important role in the development of the region, understanding that its leading role in the qualification of human resources is a key factor in the sustainability of people and organizations. In this sense, the entrepreneurial culture of the University is spread by the various actions it takes in its courses and projects, resulting in a more prepared and prosperous society.



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A2

# Best Practise of Start-up Support Structures in the America's

# Integrating Startup Support across One of the World's Largest Entrepreneurship Programs

Ryerson University | Canada



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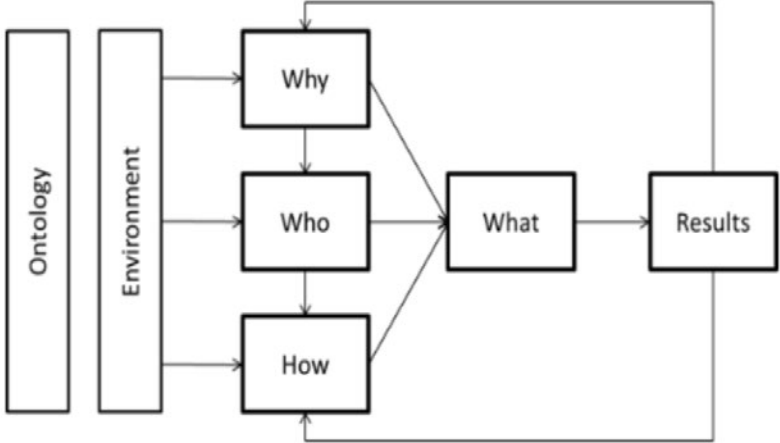
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This presentation will apply a best practices framework and discuss lessons learned integrating startup support programs at Ryerson University in Toronto which has 10 incubators and starts over 300 companies per year. One of the most important integrating mechanism was enabling students to receive course credit for receiving startup support services from these incubators. The design and implementation of the micro-certification system and new courses is described.

Ryerson University in Toronto Canada is one of the largest entrepreneurship programs in the world with ten on-campus incubators including the DMZ which was ranked the top university-based tech incubator in the world by UBI Global in 2018. Ryerson's DMZ incubator alone has helped more than 500 startups raise \$1.07 billion in capital and create 4,000+ jobs since 2010. This university start-up ecosystem is supported by 75 different entrepreneurship courses, extensive funding support (e.g. grants, competitions, awards, VC fund ...) and several masters degrees, undergraduate degrees, majors, and minors in entrepreneurship scattered across the university. Over 6,500 students per year receive an entrepreneurship course credit and over 2,000 of these accumulate micro-credentials in order to achieve this course credit.

The ten on-campus incubators have been "owned" by different academic departments, president's office,

# Comprehensive Framework for Entrepreneurship Education (CFEE)



provost's office, technology transfer office, student clubs, and independent non-profit entrepreneurship centres over the years. Degree programs in entrepreneurship or innovation are granted by different faculties (e.g. engineering, creative industries, business, or community service) as well as undergraduate and graduate schools. Award programs, funding opportunities, mentorship, events and entrepreneurial enthusiasm are widely distributed across the university.

One of the most important integrating mechanism in the Ryerson University eco-system was creating a way for students to earn course credit by transforming their extra-curricular incubator startup activities into co-curricular course credit. This has become not only an important draw to attract students into the incubators, but also provides the incubators with a vital funding source.

A number of incubator startup support programs were aligned to allow course credit either through academic departments (such as entrepreneurship and engineering) or through newly-created university-wide courses (called "Zone Education") issued through the Office of the Provost. As part of this process, we created a micro-certification support series called "Startup School" to provide educational content to support the new courses.

This presentation will apply a best practices framework to this case study and discuss lessons learned from navigating this complex network of potentially competing stakeholder interests to design and implement a micro-certification system and a number of new courses. The Comprehensive Framework for Entrepreneurship Education (CFEE) will be applied to the analysis, design, development, implementation and evaluation of these courses. Additional university-wide integration mechanisms will be discussed such as becoming an Ashoka Changemaker Campus and applying to different award programs.

# Support for the creation and support structure for the consolidation of startups at the State University of Maringá, Brazil.

State University of Maringá | Brazil





The State University of Maringá has been structuring itself since the end of the 90's to support the creation and consolidation of technology-based companies. The results are expressive, given our reality, with more than one hundred companies going through the process. This structure has entrepreneurship programs for structuring companies and an incubator for consolidation. In this process, there are partnerships with the actors of the Triple Helix and involvement of the entire society.

The support for the creation of technology-based companies and the support structure for their consolidation will increasingly be a differentiating factor for universities in their important role in bringing innovation to society. In this sense, the State University of Maringá has been structuring itself since the end of the 90's to support the creation and consolidation of technology-based companies.

The results are expressive, given our reality, with more than one hundred companies going through the process. This structure has entrepreneurship programs for structuring companies and a business incubator and technology park for consolidation and growth. It is important to highlight that, in this process, there are partnerships with the actors of the Triple Helix and the involvement of the whole society. The consolidated research base of the State University of Maringá and the diversity of existing areas of activity, such as engineering, health, chemistry, physics, law,

economics, administration, education, among others, ranging from undergraduate to master's and doctoral courses, provides a solid foundation for the formation of technology-based companies.

To support this process, training is offered to the university community for the transformation of knowledge in technology-based companies. These trainings range from lectures with success stories, which encourage entrepreneurship in the community, through business structuring courses of one to three weeks, to more robust events with an average duration of four months. In this case, the proposals of companies are already being evaluated by investors. Subsequently, these enterprises have the possibility of applying for a position in the technological incubator, when accepted, they have a physical structure that is adequate to their needs, as well as support in financial management, business and intellectual property. There is also the formalization of agreements to use the laboratory structure of the university and joint development agreements for new products or services, by companies and the university.



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All these procedures are supported by the University's technological innovation agency, with support from the professional workshops of the Masters in Technology Transfer (PROFNIT). Throughout this process, we have partnerships with municipal, state and federal government, and entities representing companies such as federation of industries. It is also important to highlight the support received from FINEP, CNPq, SEBRAE, Fundação Araucária, among other agencies.

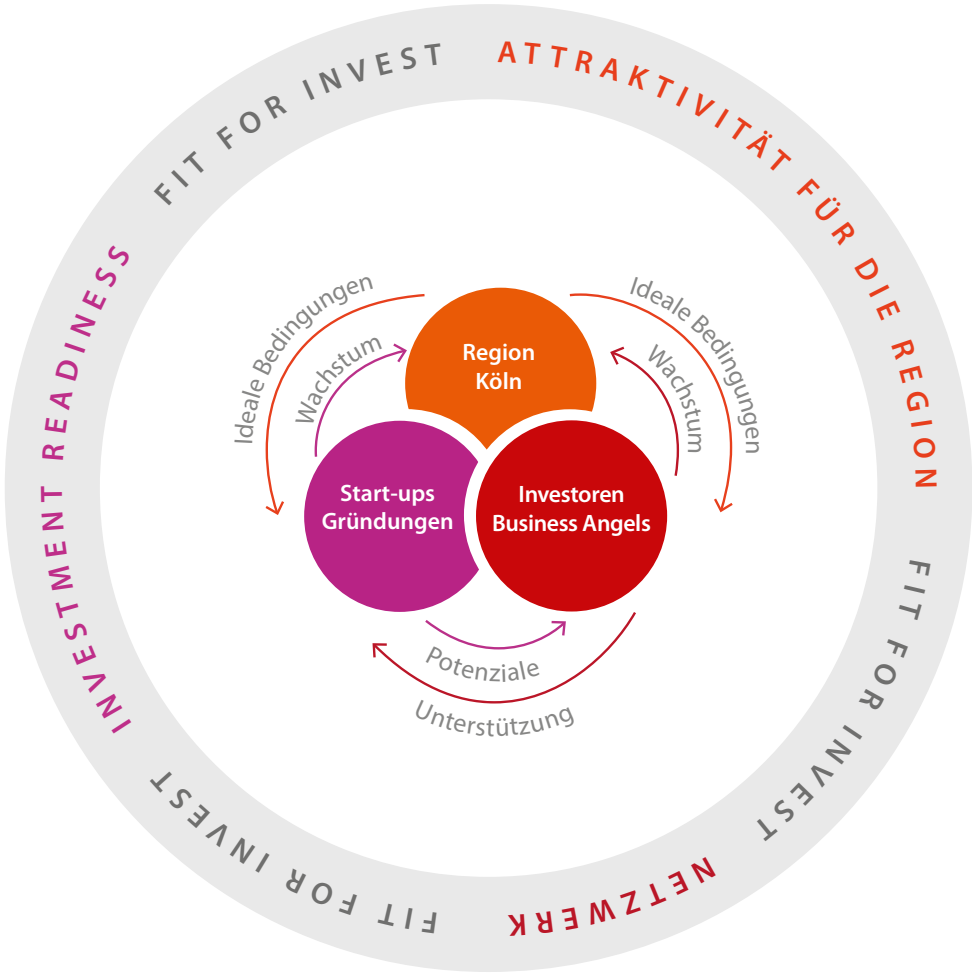
A3

# Joining Forces – The Development of Regional and International Entrepreneurship Clusters

# “Fit for Invest” of the Cologne universities – Development of an Entrepreneurship Cluster in the Cologne area

TH Köln | Germany

With Exist “Fit for Invest” the universities in Cologne have joined forces to work on the ambitious goal of turning the region into an entrepreneurship cluster with supra-regional appeal for start-ups and successful investments.



“Fit for Invest” is a joint initiative of TH Köln, Universität zu Köln, Deutsche Sporthochschule and Rheinische Fachhochschule together with hochschulgründernetz cologne and Gateway. We represent a total of almost 100,000 students and people from the science system in Cologne. With “Fit for Invest” we have joined forces to work on the ambitious goal of turning Cologne and the Rhineland into an entrepreneurship cluster with supra-regional appeal for start-ups and successful investments.



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# »Fit for Invest«

Technology  
Arts Sciences  
TH Köln

# A holistic Approach for International and Regional Ecosystem Activities at Hochschule München and SCE

HM Hochschule München University of Applied Sciences and  
Strascheg Center for Entrepreneurship | Germany



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The presentation gives insights in the efforts of the holistic approach of internationalization of entrepreneurial universities and establishing a holistic program for education, startup creation and co-creation and the evolution of this program. It also address roles and benefits for regional and international ecosystem.

Internationalization of Entrepreneurial Universities: Holistic program for Education, Startup Creation and Co-Creation will show the evolution of the program that was initiated with an objective to internationalize the Munich ecosystem and open it to external influences from international Knowledge Triangle Actors towards exchange, collaboration and co-creation. The presentation will provide insights in the development of the program with international universities and incubators across the globe.



## International Open University und Incubator Program



## eBridge Alliance & MGI Konzept und Vision

### Munich Global Impact (MGI)



Partner der



Exzellenzstrategie

und der

Exzellenzinitiative

an der

Technischen Universität München

**EXIST**

Exzellenzstrategie

an der

Technischen Universität München



### Internationalisierung & Co-Creation



Positioning Europe on a global innovation canvas, honoring its core principles and values, the huge environmental and social challenges, whilst remaining competitive in the global economy, calls upon a New Deal of Innovation, with active participation of all society stakeholders and transformation of universities – from regionally embedded pillars to international drivers of change.

The transformation of universities towards becoming a more entrepreneurial and truly substantial actor in driving the impact innovation in their ecosystems requires a series of experiments. These experiments should follow iterative and non-linear paths open to influences, input, and exchange within institutions themselves, likewise with outside actors. The complexity of internal and external challenges which universities must address on their roadmap towards transformation requires more than ever new capabilities, immediate change, and urges for a redefinition of HEIs responsibility in the society. Moving away from the sole purpose of educating students and conducting research, the HEI's responsibility is to develop a university transformation model that will ensure sustainable but dynamic innovative programs nurturing and enabling future leaders and change-makers

In defense of this mission, international entrepreneurial universities, research and development centers, incubators and industry partners, together with European Innovation and Technology Communities of Urban Mobility and Manufacturing have joined forces in a new open entrepreneurship and innovation program – START FOR FUTURE.

If you like to deep dive in the topic and identify how your university can internationalise whilst supporting the regional ecosystem through Start for Future, feel free to join our Session B3 “Internationalization of Entrepreneurial Universities: Holistic Program for Education, Start up Creation and Co-Creation” on Nov 18, 10 AM–12 PM.

**B1**

# Success Factors of Start-up Support at Universities

# Gateway Gründungs- services der Kölner Hochschulen: Start-up consulting under a united brand

TH Köln | Germany







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Based on many years of cooperation, the Cologne universities have decided to consolidate their start-up support activities under a united brand. The communication and activities of the start-up support therefore operate under the joint label “Gateway”, with the intention to establish “Gateway” as a brand for entrepreneurship and start-up activities of the Cologne universities.

Back in 1998, the Universität zu Köln, TH Köln and Deutsche Sporthochschule Köln founded the hochschulgründernetz cologne (hgnc). In the hgnc, 20 partners from Cologne and the region have joined to provide founders from universities with good starting conditions.

The start-up services of Cologne's universities have now consolidated their services and structures under a united brand, agreeing on common quality standards. The renaming of the hgnc to "Gateway" is planned by the end of the year. The "Gateway" brand will then stand for entrepreneurship and start-up activities from Cologne's universities.

The use of a common brand is only the visualization and consolidation of the already existing cooperation in the field of start-up support. Through the hgnc, an extensive seminar program is offered, which is open to all students, employees and alumni of the hgnc universities.

In addition to the jointly organized seminar program, the universities offer various programs open to all students and employees of the Cologne universities as part of the joint "Gateway" brand, the cooperation between the universities and the hgnc network. These also include the activities from the collaborative EXIST "Fit for Invest" project, such as the "Fit for Invest" Booster (TH Köln), Gateway International with the Gateway Accelerator (Universität zu Köln), StarS Kader (Deutsche Sporthochschule Köln) and project cologne (Rheinische Fachhochschule Köln).

“By renaming the startup services and the network into a joint brand, ‘Gateway’ will stand for entrepreneurship and startup activities from Cologne’s universities.”

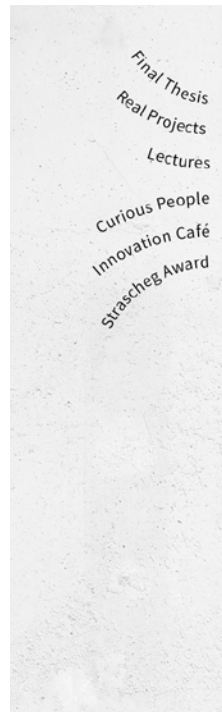
# Success Factors of University Start-up Support – The case of the Strascheg Center for Entrepreneurship at the Hochschule München

HM Hochschule München University of Applied Sciences and Strascheg Center for Entrepreneurship | Germany

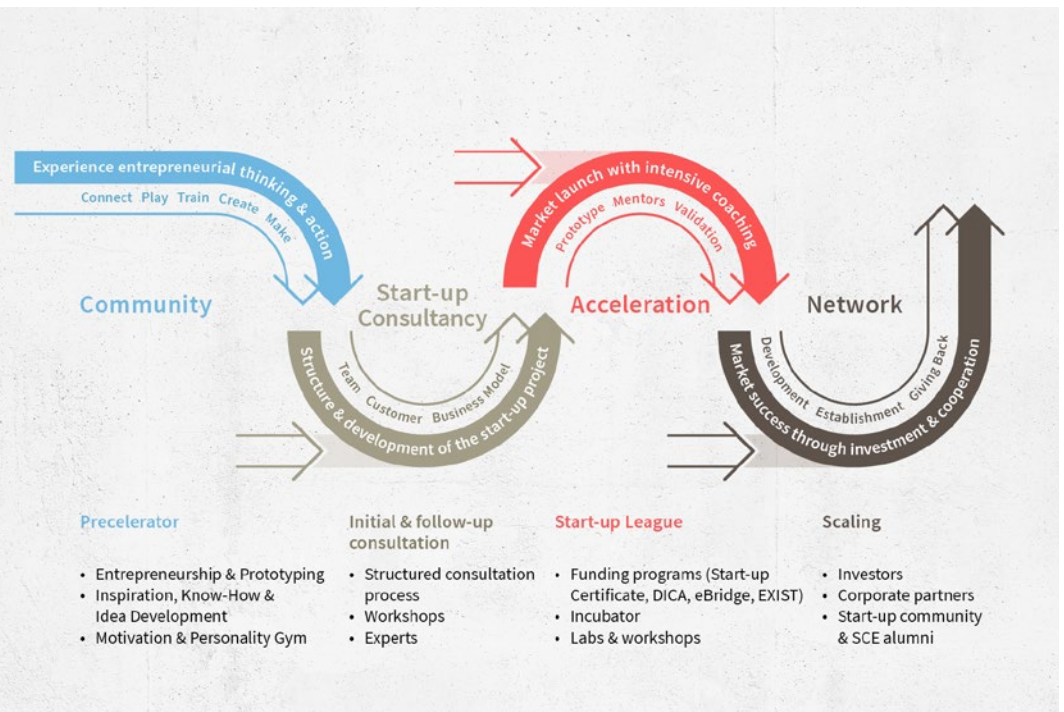


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The Strascheg Center for Entrepreneurship and Hochschule München have developed and established a comprehensive and structured process that includes many aspects of modern startup support at a university. In the following, the most important factors for the success of startup support are elaborated.



The start-up support at the Strascheg Center for Entrepreneurship (SCE) at the Munich University of Applied Sciences (HM) has been built up and continuously developed over the last 15 years. While in the beginning only consulting appointments were offered for people interested in founding a company, today there is a comprehensive and structured process that includes many aspects of modern start-up support at a university.

This process consists of four phases as shown in the figure: Community, Start-up Consultancy, Acceleration and Network. The ideal process consists of logically consecutive phases, but also offers direct access for suitable candidates to the later phases, such as the acceleration phase, without having to go through the preceding steps.

*Which factors play a major role for the success of start-up support? These are primarily the following 12 factors:*

1. Close integration of the community phase with the qualification programs and other scouting activities (e.g. Strascheg Award)
2. Low-threshold approach of students via offers in the community phase, in order to also reach talents who are not primarily interested in founding a company
3. Numerous low-threshold events to enable new encounters, provide professional impulses and support the exchange of experiences in the SCE/HM Community
4. Promptly available, competent, and motivating initial consulting for students, employees and selected external people interested in founding a company within the framework of the Start-up Consultancy
5. Attractive spaces with office workstations, rooms for meetings / workshops / socializing as well as workshops and machines for the production of prototypes

6. Structured programs within the acceleration phase, such as the 24-week Start-up Certificate, which are accessible to students as well as alumni and university externals
7. Competent advice as well as coaching and support of the entrepreneurs by permanently assigned start-up consultants during the entire process
8. The possibility to receive financial support within the acceleration phase, starting from 2,000 euros in the start-up certificate up to approx. 500,000 euros in an Exist-Forschungstransfer.
9. Involvement of alumni entrepreneurs in event formats, selection committees, etc. to benefit from their experience and to inspire the prospective founders
10. A strong network of experts and companies to support the contact to technical specialists, development partners, potential pilot customers, and co-creation partners
11. Close relations with international incubators, both to give own teams the opportunity to explore foreign markets and to get important impulses by hosting teams from other countries
12. Good relations with investors and regular events where start-ups can get in touch with investors. Since 2021, there is also the possibility to invest in early-stage teams through SCE Freiraum Ventures.

In addition to these 12 content-related factors, the strategic support of higher-level decision-makers, for example regarding the sustainable financing of activities, is crucial. Since this has been continuously given at SCE and HM over the past years, the current process could be established as shown and will be continuously developed in the future.

# Start-up Graduation Thesis

Peter the Great St.Petersburg Polytechnic University | Russian Federation

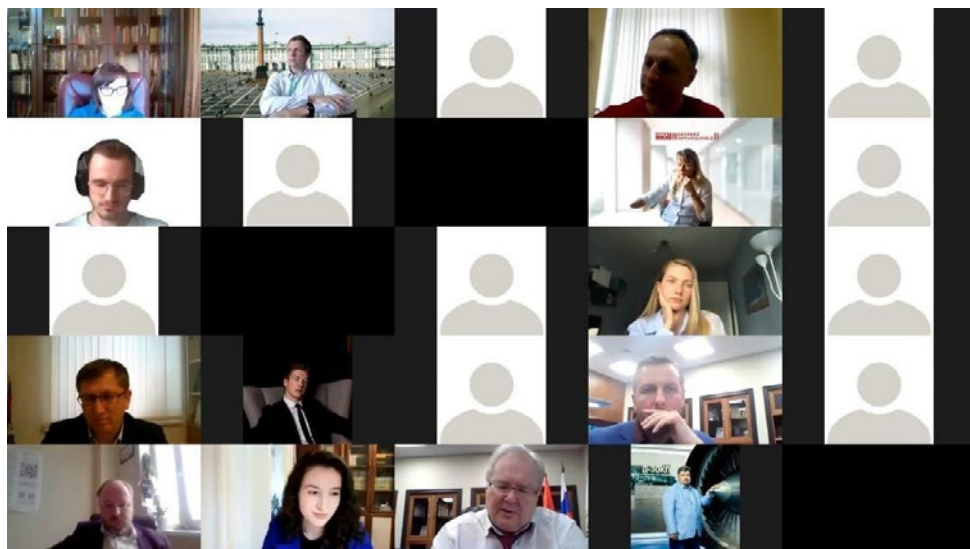
Peter the Great St. Petersburg Polytechnic University is actively developing a system of support for global entrepreneurship among students of the university. Students of Polytech have had the opportunity to defend their theses in the form of their own entrepreneurial projects. For this purpose, the Expert Council for the intermediate examination of student startups was launched. The main goals are the following: development of student startups, interdisciplinary and international approach.





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**Продукт**

СД  
Генеративный материал

СД  
Материалы, созданные с помощью ИИ, могут использоваться для создания контента, который не соответствует требованиям законодательства.

СД  
Материалы, созданные с помощью ИИ, могут использоваться для создания контента, который не соответствует требованиям законодательства.



**Финик**

**ОБРАЗОВАТЕЛЬНОЕ МОБИЛЬНОЕ ПРИЛОЖЕНИЕ ДЛЯ ДЕТЕЙ С ЭЛЕМЕНТАМИ ГЕЙМИФИКАЦИИ, ПОЗВОЛЯЮЩЕЕ ПРОКАЧИВАТЬ СЕБЯ В МИРЕ ФИНАНСОВ**




**Retabula**

Easy-to-use enterprise & fleet management service for cargo carriers



**Technology**

Software based on CV or ML, that determines the psychological portrait of person according to the Myers-Brigs typology.



Received a \$43,000 grant in the field of AI

Received a \$10,000 grant and use Lambda, Sagemaker, Honeycode, Amplify

**Резюме проекта**

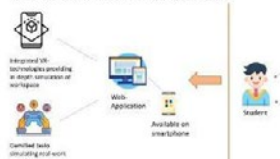
**Малая группа**  
Проектная группа из 10 человек, состоящая из студентов и преподавателей, работающих в сфере IT.

**Материалы аудиторной**  
Содержит материалы, необходимые для проведения аудиторной работы.

**Стадия проекта**  
Проект находится на стадии завершения, все основные задачи выполнены.

**Основной партнер**  
ИИТ-компания, предоставляющая ресурсы и поддержку для реализации проекта.

**Technology and infrastructure**



Integrated VR technology providing an immersive learning experience

Web Application

Available on smartphone

Students

Content-based learning materials

**12. РЕЗЮМЕ ПРОЕКТА**

- Создана команда для разработки персонализированных образовательных систем (ИИ) для подготовки профессионалов в различных профессиональных сферах.
- Запрос на инвестиции - 3,5 млн. руб.
- Исследования позволяют для пользователей персонализированный эффект от тренировок, без какой-либо физической нагрузки и обработки необходимого материала, сокращая время получения знаний при тренировке.
- Постоянное совершенствование для повышения скорости и качества результатов обучения, сокращая время при обучении сотрудников.



**TEAM**

**Анастасия**  
ИИТ-специалист, работающая в сфере IT.

**Иван**  
Студент ИИТ-факультета, работающий в сфере IT.

**Виктор**  
Студент ИИТ-факультета, работающий в сфере IT.




The presentation talks about a fresh approach in education, where students can submit their graduation theses in the form of entrepreneurial projects. The Academic Council of Peter the Great St. Petersburg Polytechnic University (Polytech) approved the submission of the graduate thesis in the startup format. This format was developed by the Polytech's Directorate of Educational Programs and Graduate School of Technology Entrepreneurship. Moreover other universities in Russia are currently developing similar programs which are supported by Ministry of Education.

Polytech has an advanced support system for entrepreneurial initiatives among students. The Center for the National Technology Initiative of the SPbPU supports innovative and entrepreneurial projects by students. This is realized through an infrastructure of innovative and entrepreneurial projects, such as "Technopolis Polytech" and "Boiling Point", designated areas for interdisciplinary work. Furthermore, the students receive support from specialists in the World Class Research Center "Advanced Digital Technologies", the Russian-German Center for Innovation and Entrepreneurship "Polytech Strascheg" and its network of various international entrepreneurial universities. They get a platform to present their projects in competitions, such as in Polytech Blue Ocean Competition and Polytech Strascheg Award. The entrepreneurial skills are solidified through Technology Entrepreneurship master programs, taught both in Russian and English, which give students access to many resources: accelerator programs, like the TechNet Project, FASIE programs regular startup days on startup with entrepreneurs.

# Strategic Anchoring of Startup Support in University Structures and the Development of an internal Ecosystem

FH Münster | Germany



Carsten Schröder  
Vice-President for Cooperation,  
Innovation and Marketing  
FH Münster University of Applied  
Sciences

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[schroeder@fh-muenster.de](mailto:schroeder@fh-muenster.de)

# How can the topic of start-up support be strategically anchored in our university and how can we create a start-up ecosystem?

The “Entrepreneurial University” FH Münster wants to inspire, empower and accompany potential entrepreneurs – innovation-oriented, individualized and person-focused, interdisciplinary, cross-organizational as well as quality-based – and cooperatively develop our ecosystem accordingly on an ongoing basis.

**B2**

# Best Practices Formats and Approaches in Entrepreneurship Education

# Accelerating Entrepreneurship at TH Köln – Approaches and Key factors for Success

TH Köln | Germany



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Project Leader StartUpLab@TH Köln

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Prof. Dr. Annette Blöcher  
Project Leader StartUpLab@TH Köln

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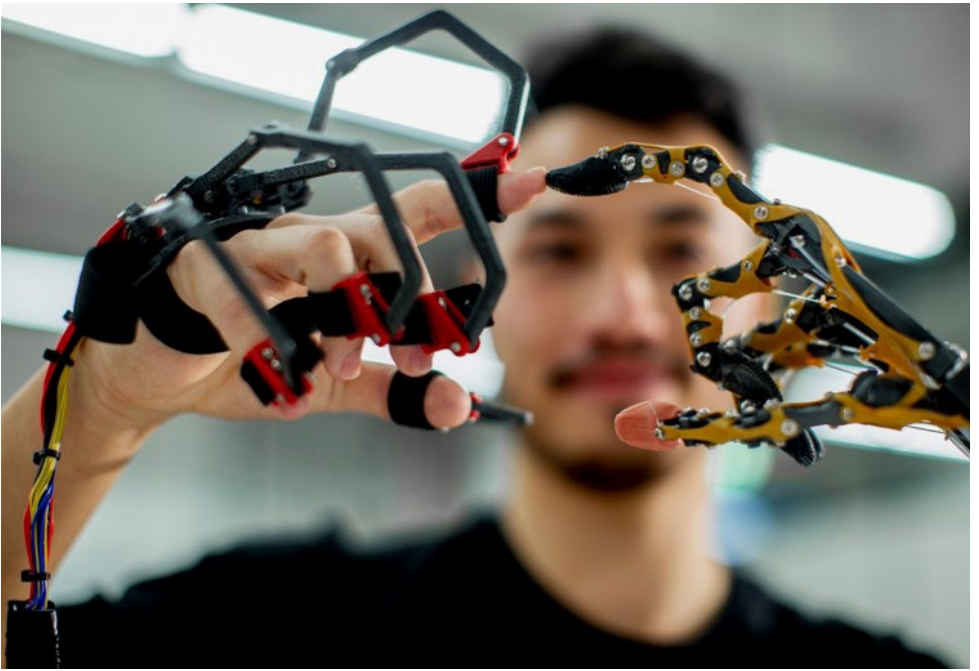


Germany is one of the most innovative countries worldwide. The situation is different with start-ups and various measures are being taken to improve the low start-up rate. To improve entrepreneurial thinking of students TH Köln has taken a number of measures for teaching students entrepreneurial thinking and to implement a practice-oriented start-up culture. This report gives an overview of entrepreneurship education at the TH Köln and success-oriented approaches.

Germany is one of the highest-income and most innovative countries worldwide. Many indicators regarding innovative strength (e.g. number of patent applications or production of high technologies) show Germany in the top group. The situation is different with start-ups. The start-up rate is comparatively low and various measures are being taken to improve this situation. Universities can play a major role in increasing the number of start-ups.

To improve entrepreneurial thinking of students TH Köln has taken a number of measures for teaching students entrepreneurial thinking and to implement a practice-oriented start-up culture. This report gives an overview of entrepreneurship education at the TH Köln and success-oriented approaches along the phases of sensitization, mobilization, qualification and research to support future entrepreneurs.





“Universities can play a major role in increasing the number of start-ups.”

# High-impact format “Lean Startup Sprint”

HWR Berlin | Germany

We give detailed insights of the low-effort and high-impact format “Lean Startup Sprint”. It is meant for young entrepreneurs to prototype and test their new startup idea in a duration of 2 weeks (sprint). In the meantime they receive support from startup coaches and educators to actually build a prototype and conduct meaningful testing scenarios. This concept is suitable for non-business students as well as experienced founders because of its flexibility.

## Lean Startup Methodology

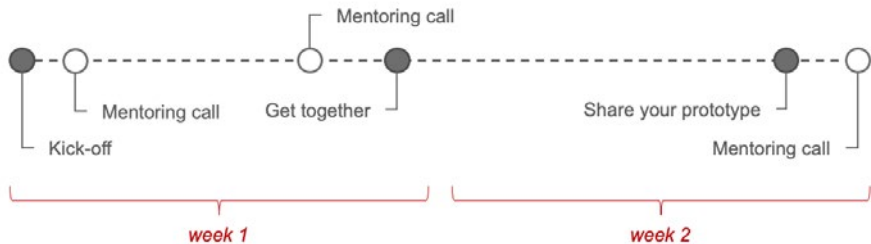


Teams receive a link to their digital whiteboard which can be used to clarify idea, value proposition and priorities to prepare and follow-up their mentoring calls.

The whiteboard helps to visualize key concepts through frameworks. It also shows inspiration (testing methods etc.) and hints in form of images and videos.

Team are encouraged to make priorities and focus on their individual next steps. Lean Canvas, Value Proposition Canvas, Test Cards, Persona, Key Metrics, Problem Interview and Value Curve may help to clarify their assumptions about the startup idea in their team.

## 2-week mentoring program



At HWR Berlin we aim to spark an entrepreneurial spirit among participants and students. Even though starting a business may not be for everybody, we believe seeking opportunities, agile working and thinking outside the box should be in every person's skill- and mindset. At HWR Berlin, education, research and incubation go hand in hand.

In this session we want to highlight the "Lean Startup Sprint" and give you an overview of our education programs at Berlin School of Economics and Law and Startup Incubator Berlin.

*Curricular:*

- ▶ Bachelor program "Entrepreneurship and Family Business Succession"
- ▶ Entrepreneurship courses for Bachelor, Master and MBA programs
- ▶ Studium Generale

*Extracurricular:*

- ▶ Entrepreneurship summer school (Startup Class)
- ▶ Coaching program (Lean Startup Sprint)
- ▶ Network events, workshops, seminars and fireside chats

We give detailed insights of the low-effort and high-impact format "Lean Startup Sprint". It is meant for young entrepreneurs to prototype and test their new startup idea in a duration of 2 weeks (sprint). In the meantime they receive support from startup coaches and educators to actually build a prototype and conduct meaningful testing scenarios.

This concept is suitable for non-business students as well as experienced founders because of its flexibility. Coaching calls and a digital whiteboard help to structure conversations and streamline the learning process. During 2 weeks, all teams have individual learning outcomes and focus on the challenges at hand.



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“We give detailed  
insights of the low-effort  
and high-impact format  
Lean Startup Sprint.”

B3



# Internationalization of Entrepreneurial Universities: Holistic Program for Education, Start-up Creation and Co-Creation

*Internationalization of Entrepreneurial Universities: Holistic program for Education, Start-up Creation and Co-Creation* will show the evolution of the program that was initiated with an objective to internationalize the Munich ecosystem and open it to external influences from international Knowledge Triangle Actors towards exchange, collaboration and co-creation.

The session will provide insights in the further development of the program with international universities and incubators across the globe and EIT Knowledge and Innovation Communities which recognized it as an opportunity to address the challenges within their organizations, ecosystems and communities and as an opportunity for a novel mode of co-creation on an international level, impact led.

- ▶ *New Vision for Europe & Start for Future*  
Prof. Dr. Klaus Sailer
  
- ▶ *Contribution to the holistic program with focus on Education*  
Barbara Coelho Gabriel
  
- ▶ *Contribution to the Holistic Program with Focus on Start-up Creation And Co-Creation*  
Pavlina Vujovic and Andreas Wauters
  
- ▶ *Impulses from other European ecosystem\_ Start for Future in Italy, Greece and Bulgaria: perspectives and opportunities*  
Alessio Cavicchi, Ecosystem in Pisa  
Stratos Baloutsos, Ecosystem in Athens  
Milena Stoycheva, Ecosystem in Sofia  
Nicholas Fannin, Ecosystem in Edinburgh



Prof. Dr. Klaus Sailer  
Hochschule München  
CEO Strascheg Center for  
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Positioning Europe on a global innovation canvas, honoring its core principles and values, the huge environmental and social challenges, whilst remaining competitive in the global economy, calls upon a New Deal of Innovation, with active participation of all society stakeholders and transformation of universities – from regionally embedded pillars to international drivers of change.

The transformation of universities towards becoming a more entrepreneurial and truly substantial actor in driving the impact innovation in their ecosystems requires a series of experiments. These experiments should follow iterative and non-linear paths open to influences, input, and exchange within institutions themselves, likewise with outside actors. The complexity of internal and external challenges which universities must address on their roadmap towards transformation requires more than ever new capabilities, immediate change, and urges for a redefinition of HEIs responsibility in the society. Moving away from the sole purpose of educating students and conducting research, the HEI's responsibility is to develop a university transformation model that will ensure sustainable but dynamic innovative programs nurturing and enabling future leaders and change-makers.

In defense of this mission, international entrepreneurial universities, research and development centers, incubators and industry partners, together with European Innovation and Technology Communities of Urban Mobility and Manufacturing have joined forces in a new open entrepreneurship and innovation program – START FOR FUTURE.



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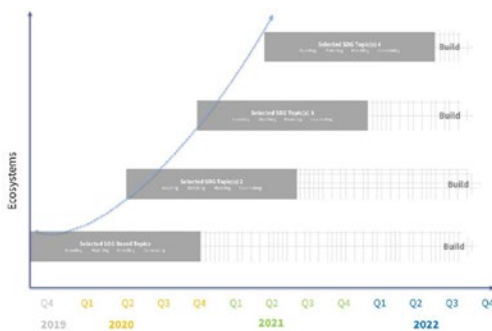
The program relies on the already existing potential, both on bottom and at the top by utilizing forces of entrepreneurial universities to connect young talents and start-ups with the assets of EIT KICs and its Industry partners, however with a novel aim – to address the SDG's and combine it with highly impactful, profitable and scalable business models. A holistic, customized Acceleration Sprint framework, of the Start for Future Alliance, is a new paradigm, which leverages talents and startups, existing formats and infrastructure of steadily growing number of universities whilst EIT KICs add their vertical knowledge, partner networks, & systemic thinking that guides participants to push entrepreneurial activities and initiate co-creation to build and scale startup & innovation activities.

A joint network platform will lead the stakeholders with the integrated sprint framework through the phases (Education and Scouting, Matching, Open Incubator and Co-Creation) and ecosystems, as to connect them with the right partners at the right time and at the same time provides new perspectives and innovation approaches to all stakeholders involved, both regionally and internationally.

“A joint network platform will lead the stakeholders with the integrated sprint framework through the phases and ecosystems [...]”

In 2021, the program is driven by three project consortia supported by EIT and BMWi (Germany) – eBridge, TANDEM + and EUAcceL which run their projects under the umbrella of Start for Future – as a unifying program for HEIs worldwide. Currently the program gathers 22 universities and 18 incubators worldwide with a tendency of reaching 50 universities by 2025, hence becoming the biggest European program for entrepreneurship and innovation – University led.

## THE PATH TO SCALE AND CREATE IMPACT



**Every 2 quarters** several sprints will be launched, each covering a topic of the EIT KICs and the 17SDGs. The first sprints, starting 03/21 are conducted with defined partners and the KIC UM.

**Each sprint will last 4 Quarters** and will leads into an ongoing „build“ and developing phase

For each new sprint, **new partners (universities, KICs, industry, research institutes, ...)** can apply.

All partners **have full access to the Online Platform** and all community and process management functionality as well as the Academy programmes

In a 5 years frame, it is expected that about **200 universities, 10.000 students, 1.000 startups and 500 industry partners** will participate annually.

### IMPACT in the next 5 YEARS

- 10.000 Talents
- 1.000 Impact Startups
- 500 Cooperations
- 50 Impact-Unicorns
- New Perspective on Societal Innovation
- New model for Cross-University
- NEW DEAL of Innovation in Europe





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Nick Fannin  
Head of Bright Red Triangle at  
Edinburgh Napier University

C1

# Entrepreneurship Education – Mindset and Skills

# The development of entrepreneurial skills in the context of the MBA in International Business – Feevale University

Feevale University | Brazil



Moema Pereira Nunes, Ph.D  
Professor  
Feevale University

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The case of the MBA in International Business at Feevale University will be presented. It will be presented how the course was structured seeking the development of entrepreneurial skills in international business students. Even without offering a specific course of entrepreneurship, entrepreneurial skills were conceived within the context of promoting the internationalization of companies.

In 2018, Feevale University launched the MBA course in International Business aimed at specializing professionals to work in the management of companies that are inserted in the international context of business, whether industrial, commercial, or service providers, private or public. The MBA offers a strategic approach to visualization and analysis of international operations, through tools that allow the student to look beyond the operational activity, with an understanding within the strategic business context. In this sense, the need to develop entrepreneurial skills in MBA students in International Business emerged.

Theoretically, a professional's international entrepreneurial orientation comprises three dimensions: (1) knowledge of foreign languages, (2) international experience, and (3) professional experience. Although the University cannot directly promote the third aspect, the first two guided the formulation of the MBA course.

The knowledge of foreign languages is stimulated using bibliographies in different languages, the offer of courses in English and the participation of foreign guests and



professors. The international experience is promoted through the study trip to Germany. This trip includes a period of studies at Otto-von-Guericke Universität Magdeburg, a partner of the course, as well as technical visits to companies and different institutions, expanding the international exposure of the students.

The MBA also includes the development of an international business plan based on the identification of an opportunity. This opportunity can be both for the expansion of the business of a company in which students work, as they can plan a new venture based on a new business opportunity.

Through integrated actions, the MBA course in International Business at Feevale University can promote the development of entrepreneurial skills in students seeking qualification in the international area without the need to offer specific disciplines. Entrepreneurial skills are developed in a transversal way, contributing to the training of professionals in line with the demands of the contemporary global market.

“The international experience is promoted through the study trip to Germany.”

# Sensitization at HSB for students and the public

Hochschule Bremen | Germany



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Fotocredits, Thomas Ferstl



# The Startup Ringvorlesung – online: A “snacky”, interactive and easily accessible format

Sensitization of students for the topic and field of entrepreneurship appears to be one important thing for having more founded companies from universities of applied sciences – just like sowing seeds. One of these sensitization activities at Hochschule Bremen (HSB) is going to be the topic of this text: The Startup Ringvorlesung – online.

We found it important to have an easily accessible format with basic and practical information on entrepreneurship for interested people in an interactive and brief format. Every session took 90 minutes. It always started with a 15 minutes interactive warm up, followed by 60 minutes of topic related input and work. And in the end there was time for news from the startup world, upcoming events and further questions. Due to corona the lecture series was put in an online setting. The students did not get credit points but a certificate and it was open to the public and free of cost.

“The Startup Ringvorlesung – online” took place during the last winter semester and consisted of seven lectures with different topics and various external professionals working with the participants in an interactive way. The first lecture was a confrontation concerning myths about entrepreneurship and innovation, like “never talk about your idea with others – they might steal it!”, the next time two startups talked about their founders stories. After that we had some input and try-out time on ideation and the business model canvas. The first lecture in the new year gave information on financial support and credit opportunities and we tried to paint a picture of the bremen startup community and had quite a few parties from there as our guests. “How can I present an idea short and simple?”, was the central

question of the next lecture. And last but absolutely not least – thus very important – we had a workshop on how to network and keep in touch.

On average, there were approximately 85 participants, 50% internal and 50% external people with very different reasons for their attendance. Some were just curious, some had vague ideas, some had precise questions, some wanted to meet other founders and much more ... And getting this in a “snacky” format that gave an impression of the topics and first steps of working on them made going on easier for the participants, because they generated an Idea of what to look for or how to go on. Now approximately one year later we do it again! So please feel invited and free to join! We would be happy to have you as our guests!

Also we are very happy that the “entrepreneurial plant” at HSB will grow with the project “FreiRAUM@HSB” which started in October 2021. It consists of a four-year financial funding from BMBF “StartUpLab@FH: Freiräume schaffen, Gründergeist wecken” and gives us room in three ways: a makers space, more employees for supporting founders and more events and seminars for entrepreneurial skills – so that we can sow even more seeds.

“On average, there were approximately 85 participants, 50% internal and 50% external people with very different reasons for their attendance.”

# Real Projects – An interdisciplinary and holistic entrepreneur- ship education approach to drive responsible entrepreneurship

HM Hochschule München University of Applied Sciences and  
Strascheg Center for Entrepreneurship | Germany

The presentation will introduce the curricular core entrepreneurship education format of the Strascheg Center for Entrepreneurship: Real Projects. Real Projects is a cross-faculty seminar of the Munich University of Applied Sciences and the Strascheg Center that teaches entrepreneurial thinking and action through interdisciplinary practical projects on topics relevant to society and technology. This gives HM students from all disciplines access to excellent entrepreneurship education in theory



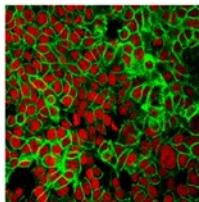
What is it about?

## REAL PROJECTS

**Real Projects is a cross-faculty seminar of the Munich University of Applied Sciences and the Strasczeg Center for Entrepreneurship that teaches entrepreneurial thinking and action through interdisciplinary practical projects on topics relevant to society and technology. This gives HM students from all disciplines access to excellent entrepreneurship education in theory and practice. Real Projects trains the entrepreneurs of tomorrow - equipped with the skills to help shape the future responsibly.**

[www.sce.de/real-projects](http://www.sce.de/real-projects)

Page 3



### Real Project: Innovation in Health, MedTech and Wellbeing

Even though reports about Covid-19 still dominate the news, there are still many other challenges in the context of health. According to the German Society for Psychiatry and Psychotherapy, almost 18 million people in Germany alone suffer from anxiety disorders, depression and disorders caused by alcohol or medication use. In many cases, the care of patients and relatives suffers from Corona's protective measures. On the other hand, there are many new possibilities through modern technologies to carry out treatment virtually and to support therapy with data and device support. According to a study by the consulting firm Roland Berger, spending on digital health in Germany will be around EUR 57 billion as early as 2025, while it could reach EUR 232 billion in the European Union and as much as EUR 879 billion worldwide. In the Real Project Seminar, students will work in interdisciplinary teams on innovative and value-added solutions in the field of "Health, MedTech and Well-being".

#### Dozent\*innen

**Prof. Dr. Bettina Maisch**  
Professor for Entrepreneurship  
Faculty 6, for Applied Natural Sciences and  
Mechatronics

**Prof. Dr. Christian Hanshans**  
Professor for Mechatronics  
Faculty 06, for Applied Natural Sciences and  
Mechatronics

**Jann Vellmer**  
Research Associate  
Faculty 07 - Computer Science and Mathematics

**Prof. Markus Frenzl**  
Professor for Design and Media Theory  
Faculty 12 - Design



#### FACTS

Ab 16.03.2021 –  
15.06.2021

Tuesdays 10:00 – 13:00 o'clock  
ZOOM

Page 6

Our planned presentation will introduce the curricular Entrepreneurship Education format “Real Projects” by the Strascheg Center for Entrepreneurship (SCE), the center for entrepreneurship at the Munich University of Applied Sciences (HM). The format provides a validated approach to integrated Entrepreneurship Education in the curricular of Higher Education Institutes. In the book chapter we will introduce the overall approach, the variation of the format, its rationales, and examples as well impact measurement results of the execution of the format.

Real Projects is a cross-faculty seminar of the Munich University of Applied Sciences (HM) and the Strascheg Center for Entrepreneurship (SCE) that teaches entrepreneurial thinking and doing through interdisciplinary practical projects on topics relevant to society and technology. It gives students from all disciplines and faculties at the HM access to excellent entrepreneurship education in theory and practice. Real Projects has the aim to train the entrepreneurs of tomorrow – equipped with the skills to help shape the future responsibly. The overall goal is to continue sustainable projects – whether in cooperation with a company or in the form of a start-up.

The Real Project format entails 1) an entrepreneurship education philosophy 2) adaptable collaborative approach, and 3) a holistic framework.

► *Entrepreneurship Education Philosophy*

It is our believe and experience that teaching entrepreneurial core competencies requires an “action-based learning” approach. Through learning by doing and the execution of a “real” project the students will foster their innovation competencies, foster their ability to work in a team, train their project management and foster their leadership qualities. In the execution of the projects the students will be inspired and motivated to generate ideas that drives positive impact for the environment and society.

- ▶ *Adaptable Collaborative Approach*  
Minimum two educators from different faculties (e.g. Faculty 06 Mechatronics and Faculty 07 Computer Science) are working together and bringing their expertise as well as their students in the course. Based on the requirements regarding seminar goal, assessment criteria, time constraints and ETCS of their initial course offerings (e.g. 06 “Entrepreneurial Thinking and Doing” and 07 “Digitalization in Medical Technology”) the collaborating educators adjust the Real Project course outline, content and detail grade of the deliverables.
- ▶ *Holistic Framework (Real Time Innovation)*  
The Real Time Innovation (RTI) is a holistic and systemic framework to Innovation. RTI combines the two crucial dimensions time (process, method and tools) as well as space (5 relevant aspects that need to be addressed along the project execution). The framework complements and expand existing innovation tools and theories (Design Thinking, Theory U, Lean Start-up, etc.). It is applied as a planning as well as a monitoring tool for the execution of entrepreneurship projects.



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# Startup Teens in Feevale University

Feevale University | Brazil





The topic of the lecture is to present the Startup Teens event. The main goal is to inspire teenagers, providing them with the experience of being entrepreneurs. Throughout the event, participants are encouraged to come up with creative ideas, validate them, build the business model, develop a prototype and make a presentation to an evaluation panel. The role of school and university teachers and mentors is to assist students and provide feedback after their presentations.

Every year, students at the Feevale Application School participate in a new edition of Startup Teens. The event is organized by the Innovation Board of the Feevale University, and brings together around 60 high school students, in addition to having the help of mentors and professors from the school and the university. The event used to always be conducted in person, however, with the advent of the Covid-19 pandemic, it started to be broadcast online, through the Blackboard platform.

The purpose of Startup Teens is to inspire teenagers, providing them with the experience of being entrepreneurs. Throughout the event, participants are encouraged to come up with creative ideas, validate them, build the business model, develop a prototype and make a presentation to an evaluation panel. The teachers and mentors (who provide advice at the planning stage) are also the ones who evaluate the final project.

This initiative is proposed with the aim of awakening entrepreneurial attitudes, so that teenagers can start in the business world, with more chances of being successful. The event provides a space for the teenager to experiment reality, through the real simulation of running a company. Meetings take place every week in the morning. The final pitch is held on a Saturday, also online, allowing the community to access the presentations. Students take many courses, like Design Thinking, Validation and mentoring, Minimum Viable Product and pitch rehearsal.

According to one of the professors, the event is a great opportunity for students, because they leave this classroom environment and come to a technology park that opens their 'little box', where they find other possibilities for innovation and entrepreneurship. One of the students said the challenge is a new thing for him and it has been fantastic. It is possible to learn a lot of new things. Instructors share a little of their life experience and that adds up. "We'll take it for a lifetime", tells him.

The Director of Innovation at Feevale University, Daiana de Leonço Monzon, highlights that the program focused on the teenagers' view of the community around them, where each of the projects had the objective of solving a problem that they, a family member or friend has already had it. "This is empathy, it's looking at the other and understanding the other's pain and bringing a solution to your pain," she says. She also points out that all participants show a lot of entrepreneurship spirit. "They started one way and finished another, much stronger to overcome the challenges that arise in their daily lives, because we don't prepare them to undertake their business, but to undertake in their own life", she concludes



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C2

# Co-Creation & Transfer

# Labs as containers for co-creation and thematic innovation systems – The sustainable mobility lab of M:UniverCity

HM Hochschule München University of Applied Sciences | Germany

The presentation explains, how the innovation network of Munich University of Applied Sciences “M:UniverCity” manages its main tasks: bringing together stakeholders to co-create solutions for wicked problems. Therefore, we present a real case, the sustainable mobility lab of M:UniverCity.

M:UniverCity is the innovation network of the Munich University of Applied Sciences. It aims for knowledge transfer via innovative formats by co-creation of sustainable solutions with stakeholders from economy, science, politics and civil society. This stakeholder setting is also known as quadruple helix. Civil society is seen as an equal partner. Thus, its role in the innovation processes is far more than being a user of new technologies.

In our presentation we want to explain our approach to bring stakeholders together and to co-create solutions for a concrete use case. One of the focus areas of M:UniverCity is climate neutral cities. In spring 2020/30 stakeholders from economy, science, politics and civil society decided to work on sustainable mobility in the City of Munich.

Subsequently, they focused on car-free city quarters and asked themselves, what “car-free city quarter” exactly means. Representatives of local administration discussed with representatives from environment initiatives and local citizen movements, start-ups and scientists. M:UniverCity supported this work with a variety of different methods, such as design thinking and moderated the workshop sessions.

This innovation process led to the first car-free project in a city quarter in Munich. Another outcome was the development of a thematic innovation system: stakeholders from all parts of the quadruple helix met in workshops, learnt how the others discuss, about their opinions, their goals. Confidence grew.

In autumn 2020 a participation process in the car-free city quarter (“Westend-Kiez”) begun. M:UniverCity offered different platforms for a systematic knowledge exchange and the further network building.

The different activities helped to enlarge the innovation system with more and more stakeholders and deepened the tacit knowledge about sustainable mobility. In the beginning, in spring 2020, the sustainable mobility network of M:UniverCity consisted of about 5 stakeholders. Now, in autumn 2021 the network is enlarged to about 25 stakeholders and M:UniverCity gets several requests to take part in solving new challenges and to collaborate in new projects.

We will show you how we built up a sustainable MicroLab, a thematic innovation system, by guiding you through our innovation process and the concrete use case of the sustainable mobility lab. You will learn about the key success factors for a sustainable MicroLab.



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“You will learn about  
the key success  
factors for a sustainable  
MicroLab.”



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# Tormenta: The story of a Brazilian University creating videogames

Feevale University | Brazil

This presentation aims to describe the process of developing a video game, carried out by Universidade Feevale, in partnership with an adventure book publisher, Jambô Editora, both based in Brazil. We will discuss the company-university relationship, the collaborative work between students and professors, and the results of the project's launch.



In 1999, a fantasy universe of RPG games, novels and comics, called “Tormenta” was created in Brazil, which in the following years became the most popular among Brazilian teenagers. As one of the dreams of the creators of the universe, was one day to be able to develop a video game with the characters and scenarios of the stories that captivated fans. Although Tormenta enjoyed great popularity, the video game production market in Brazil in the early 2000s was still insipid, with very few developers and the necessary know-how for such an initiative, as well as the lack of professional education in this area by universities.

In 2008, Feevale University created the Digital Games Course, which, over the years, has consolidated itself as one of the references in this area in the country, due to the number of graduates employed in the market, as well as the awards and recognition received. In 2012, the University and the publisher responsible for the publication of Tormenta, Jambô, were brought together.

Thus, a project was started whose objective was to create the first video game based on the Tormenta universe, developed in the university by professors and students of the course, and which would later be distributed by the publisher throughout Brazil. In the period from August to December 2012, an MVP was produced, demonstrating the project’s potential.

After the completion of the MVP, one of the main challenges was the lack of monetary investment needed to complete the project. Thus, in addition to creating the game, both parties decided to carry out a crowdfunding campaign, unprecedented for video games in Brazil, in order to finance the project. The campaign was launched in March 2013, and raised the necessary amount in 45 days.

Thus, from July 2013 to December 2014, the team formed by professors and students carried out the production of the project, which was launched in the Brazilian market in March 2015.

As a result, this partnership between university and company brought job opportunities for students in large companies in the sector, new business possibilities for the publisher, in addition to the know-how and prestige acquired by the university, being the first Brazilian university to develop a video game for the national video game market.



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# 5G Co:Creation Lab and other examples of Co-Creation and transfer of the Cologne universities

TH Köln | Germany



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5G Co:Creation Lab and other examples of co-creation and transfer from the Cologne universities show concrete best-practice examples in which the Cologne universities are collaborating with industry partners.

At the Cologne-Mülheim and Cologne-Deutz sites of the TH Köln, 5G technology is available for use in research, teaching and transfer, thanks to support from Telekom. The spectrum of possibilities offered by the 5G Co:Creation Lab ranges from teaching projects and individual research projects to projects with practical partners or the use of the technology by start-up teams.

Other successful examples are project cologne and Chem Cologne. As part of open innovation projects with local companies from project cologne, teams of student founders solve concrete pain points in the market and develop initial startup ideas. Chemtelligence of ChemCologne enables the collaboration of different partners and is the platform where companies of the chemical industry provide their challenge and receive intelligent solutions from innovative and interdisciplinary teams.

All these activities are joint activities of the Cologne universities and are part of the joint project “Fit for Invest” ([www.fitforinvest.de](http://www.fitforinvest.de)).

# Students4Startups – a win-win-win situation

HWR Berlin | Germany



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With the increased use and acceptance of digital teaching, new opportunities for exchange among students, startups and lecturers have emerged. Students4Startups projects offer a win-win-win situation to all these three stakeholders and show how to use the new formats. We would like to present the possibilities and challenges of such projects using selected examples, talk about benefits, as well as regional and international implementation opportunities.

With the increased use and acceptance of digital teaching in higher education, new opportunities for exchange and networking among students, startups and lecturers have emerged. Even before the Corona pandemic, Students4Startups projects were already part of the entrepreneurship education at the HWR Berlin, but expanded internationally over the past 1.5 years.

As the name suggests, this project format is about students supporting startups within their courses at university. No old case studies, but real current challenges of young companies and founders, and the opportunity for students to make a real contribution. Students work in teams on challenges given by the startups, thereby gaining a deep insight into the startup ecosystem as well as into the daily tasks and challenges of a founder. This project work is accompanied by the inputs from the lecturers. They provide the theoretical and scientific framework while the implementation and practical experiences is realized directly

in the project work. Startups are a great project partner as they are (mostly) easy to reach, grateful for the support and must not infrequently face greater challenges.

Young startups themselves often need support, have restricted resources and many simultaneous tasks. They benefit from the additional insights, new perspectives as well as the feedback from an outside perspective. Students4Startups is a win-win-win situation for all three stakeholders. They can cover many different disciplines beyond business administration and entrepreneurship education and can therefore be adapted for almost every course and startup challenge from market entry and internationalisation strategies to data analytics and legal issues.

With its own incubator (access to startups) and an extensive partner network, HWR Berlin is an intermediary between all stakeholders.

The challenge on the organizational side for those projects is to connect the interested startup with the lecturer and find a match, especially in terms of content and time. Furthermore, expectations and requirements from all three sides, especially startups and lecturers, have to be combined and clarified in advance.

The new opportunities of digitalization in higher education also enable the implementation of the projects with international partners, both startups and universities. New cultural aspects, market insights, exchanges and many other opportunities are offered by these international Students4Startups projects. Thus, we can bring the entrepreneurial spirit and mind-set step by step closer to more and more students.

“Young startups themselves often need support, have restricted resources and many simultaneous tasks. They benefit from the additional insights, new perspectives as well as the feedback from an outside perspective.”

C3

# Best Practice of Entrepreneurship Research on Mindset, Training and Institutions

# Research on Entrepreneurial Mindset in Startups and Family Firms

HWR Berlin | Germany

The Institute for Entrepreneurship, German Mittelstand and Family Firms (EMF-Institute) from the Berlin School of Economics and Law (HWR Berlin) focuses on startup entrepreneurship, family organizations, and company succession. Major projects have been (and are currently) the German Startup Monitor (DSM 2013–2015), StartupClass.de, STARTS – Start to Succeed, and [nachfolge-in-deutschland.de](http://nachfolge-in-deutschland.de)

The EMF-Institute works with renowned partners such as the European Union and the Federal Ministry for Economic Affairs and Energy. Its strong ties with the bachelor program “Business Creation and Business Succession” (unique in this form in Germany) and the MBA “General Management/ Entrepreneurship” ensure that research results are directly embedded in the teaching programs.

Fifteen professors and several researchers and adjuncts work together in a productive community to advance the current state of entrepreneurship and family business theory and practice. Prof. Dr. Birgit Felden initiated the EMF-Institute. She is “Professor of Management of SMEs and Corporate Succession” at HWR Berlin since 2006 and brings her experience from around 30 years as an entrepreneur, board member, and active supervisory board member to her research, consulting, lectures and books. Prof. Dr. Sven Ripsas became HWR’s first “Professor of Entrepreneurship” in 2001. He is a pioneer in the German entrepreneurship education sector, and co-founder of the first business plan competition in 1996. Babson College awarded him the Edwin M. Appel Prize in 1996 “for bringing entrepreneurial vitality to academia”. Today he also serves as the chairman of the board of the network for teaching entrepreneurship in Germany ([nfte.de](http://nfte.de)).

For the International Entrepreneurship Symposium, our senior research associate Robin M. Gubela will share his latest insights about how to improve business valuation in SME organizations. To this end, he will draw on various sources of empirical evidence: expert interviews, workshops with executives, successors, and consultants in cooperation with several Chambers of Industry and Commerce across Germany, and an extensive survey. Besides the latest research, he will outline some of the EMF-Institute's past and current highlights.



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“Fifteen professors and several researchers and adjuncts work together in a productive community to advance the current state of entrepreneurship and family business theory and practice.”

# It's entreTime! Time to become more entrepreneurial universities

HM Hochschule München University of Applied Sciences | Germany



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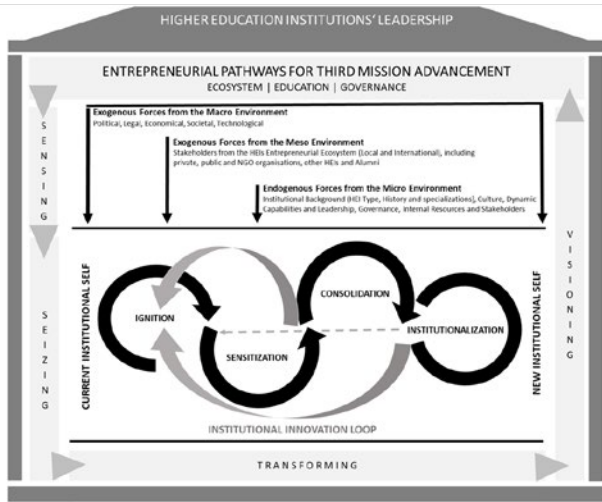
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# An evidence-backed discussion on pathways for higher education institutions becoming more entrepreneurial and the role of train-the-trainer schemes and international collaboration in this process.

Nowadays, as a response to technological, economic, and social demands of knowledge societies, higher education institutions (HEIs) have been given a third mission, in addition to teaching and research: to be catalysts for regional economic and social development. HEIs that effectively develop this third mission are considered entrepreneurial, for producing concomitantly human, knowledge, and entrepreneurship capital that drives innovations, increases regional competitiveness, and consequently positively influences economic growth. But, how can HEIs become more entrepreneurial?

This summit contribution is divided in two-parts. First, it presents a novel action-framework proposition for the advancement of third-mission initiatives in HEIs. The framework illustrates how exogenous and endogenous forces constantly influence HEIs, and its leaders must apply dynamic capabilities to sense them timely, in order to seize opportunities that lead to the HEI's transformation into more entrepreneurial institutions, by igniting projects and initiatives that sensitize stakeholders and consolidate an entrepreneurial culture that consequently institutionalize the third-mission. This is an endless iterative innovation process, in which a HEI evolves by responding to the current challenges placed on them, but also by envisioning a new institutional-self in co-creation with ecosystem stakeholders.

# Action Framework for HEIs to advance their third mission and become more entrepreneurial



Second, it presents the programme entreTIME, funded by the European Union. The results of the pilot phase of entreTime illustrates the importance of international train-the-trainers initiatives in HEIs transformation into more entrepreneurial institutions. EntreTime pilot results show this initiative increased their international network and fostered professors' own entrepreneurial mindset, while equipping them with knowledge and resources to teach their courses through entrepreneurship.

Combined these contributions aim to enable an open debate on the policies and institutional governance structures, management practices and entrepreneurial mindsets required to manage HEIs in the 21st century and advance its third mission initiatives.

“The results of the pilot phase of entreTime illustrates the importance of international train-the-trainers initiatives in HEIs transformation into more entrepreneurial institutions.”

# Entrepreneurship Education for Managers: a training proposal

Unisinos University | Brazil

This research aims to contribute to the entrepreneurial education practices that can be implemented in the training of managers. We focused on Alliance for Innovation, an initiative to develop entrepreneurial education through a “Management Program in Innovation Ecosystems”. We highlighted the generation of impact on three levels: individual level (skills development); organization level (project development); and environment level (innovation and entrepreneurship ecosystem development).

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