



Entrepreneurship Education at European Universities and Business Schools

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(EFER)

EFER Mission



The European Foundation for Entrepreneurship Research (EFER) fosters and promotes research and teaching in the field of entrepreneurship at institutions of higher education across Western and Eastern Europe.

EFER Background

- Entrepreneurship case studies
 - Generated support for 50 European case studies
- “Teach-The-Teachers” entrepreneurship training programs
 - Western Europe
 - Central & Eastern Europe in the early 1990’s
 - Cambridge/HBS/IESE program 2001
 - HBS EECPL Program, 2005-2007
- Networks and experience sharing between academia, students and practitioners in Eastern and Western Europe
 - Training programs, workshops, conferences, lectures, meetings
- Surveys and research studies
 - Studies on entrepreneurship education in Europe
 - Comparisons between the U.S. and Europe
 - Identification of entrepreneurs: creation of Europe’s 500
- Dialogue with policymakers on initiatives to promote entrepreneurship education

Harvard Business School EECPCCL

- European Entrepreneurship Colloquium for Participant-Centered Learning (EECPCL)
 - “Teach-the-Teachers” program
 - Focused on European professors of entrepreneurship
 - Mix of process (teaching methods) and content (curriculum, course development, research and cases)
 - Network building
 - Forum for faculty to learn from each other/share best practice
 - Build relationships which can lead to continued exchange, joint projects and research
 - First program in July 2005: 50 professors from 20 European countries
 - Second program in July 2006: 60 professors from 25 European countries
 - Next program: July 2007
- Why HBS?
 - History of training teachers (ITP, CPCL)
 - 50+ years of experience in teaching and researching entrepreneurship
 - Global Initiative/European Research Center

EFER/EECPCL Meetings in Europe

- EFER organizes roundtable meetings, in Europe, of the EECPCL alumni to encourage continued experience sharing and joint projects
 - March 2006 in Frankfurt
 - October 2006 in Oslo (in conjunction with EC conference)
 - May 2007 in Barcelona
 - Fall 2007 in Cambridge
- Workshops will be run in conjunction with future meetings

Sample of EFER Papers

- Entrepreneurship Education in Higher Education: Comparing Europe and the U.S.
- Response to European Commission communication on entrepreneurship education
- Breeding Gazelles: The Role of European Universities
- European Entrepreneurship Education Pilot Survey 2004
- Red Paper on Entrepreneurship
- Developing Entrepreneurships Programs in MBA Schools
- European Entrepreneurship and Funding 2000

EFER Plans for Coming Years

- Continue to support entrepreneurship training programs for European faculty
 - The HBS EECPL program
 - Other programs, in Europe, including workshops
- Continue to build and strengthen faculty networks and collaboration
 - Roundtable discussions on entrepreneurship teaching and research
 - Linkages with other relevant organizations to expand depth and network
 - Support exchange of faculty between countries
- Support the development of cases and courses materials
- Conduct further research/surveys
 - Survey scientific and technical universities in Europe
 - Assess European entrepreneurship curriculum and best practice in building entrepreneurship programs

2004 European Entrepreneurship Education Survey* (Higher Education)

Objectives:

- To gain a perspective on the level and growth of entrepreneurship education in Europe.
- To identify trends in entrepreneurship education in Europe (i.e. topics, approaches, etc.).
- To understand the training and development needs of faculty teaching entrepreneurship.
- Collect information about European entrepreneurship Chairs and Centers.

*Sponsored by the European Foundation for Entrepreneurship Research (EFER) and conducted jointly with the European Foundation for Management Development (efmd).

Summary of Survey Findings

- Entrepreneurship education in Europe has been growing dramatically over the past five years and is expected to continue growing.
 - However, entrepreneurship remains primarily elective.
 - Entrepreneurship still tends to be offered in stand alone courses, rather than being integrated across the curriculum.
 - There is too much focus on the start-up phase, little on growing companies.
 - A greater critical mass of entrepreneurship faculty, research and course material is needed.
- Networks between faculty teaching entrepreneurs across Europe are limited.
 - Most survey respondents work at academic institutions in their home country.
 - Less than 20% spend time teaching outside of the country.
 - While innovative teaching approaches are being tested throughout Europe, there has been little sharing of these practices across borders.
- There is a strong interest and need for further training in the teaching of entrepreneurship.

SMEs vs Growth Companies

- There is not a clear distinction in Europe between high growth companies and other small and medium enterprises (SMEs), which are not always growth oriented.
- Clearer definitions of entrepreneurship are needed in Europe to ensure that the proper programs and incentives are put in place for various types of organizations.

Survey Process

- Online survey conducted during a ten day period: May 13 - 22, 2004
- Total of 450 people invited to participate:
 - 350 efmd/EISB members in Europe
 - Additional 100 targeted faculty of entrepreneurship
- Over 50% response rate: 240 responses
 - Representing 164 schools, including the majority of the EQUIS schools in Europe (40 out of 50).
- Responses from 25 countries, with good distribution across Europe.

Methodology

- Survey focused on entrepreneurship education at universities and business schools across Europe.
 - The goal was to reach those engaged in entrepreneurship activities
 - Therefore, the results are not an average of all institutions in Europe but skewed towards those offering entrepreneurship.
- The survey was targeted to individuals, but captured both the faculty and institutional view:
 - The first half of the survey was focused on the activities of the faculty member responding.
 - The second half of the survey focused more broadly on the entrepreneurship activities of the institution.

Profiles of Respondents

- About 40% of respondents are full or associate professors:
 - 31 of the faculty responding hold Entrepreneurship Professorships/Chairs
 - Another 25 indicated that they hold roles, such as chairing departments, programs, etc.
- The respondents have been teaching entrepreneurship for an average of 9.5 years.
- The respondents spend the majority of their entrepreneurship teaching time at the MBA/Masters and undergraduate levels:
 - Undergraduate: 24%
 - Post-graduate (MBA/Masters): 35%
 - Executive education: approx 17%
 - Doctoral: approx 7 %
 - Other: 17%

The Growth of Entrepreneurship Education in Europe is Strong

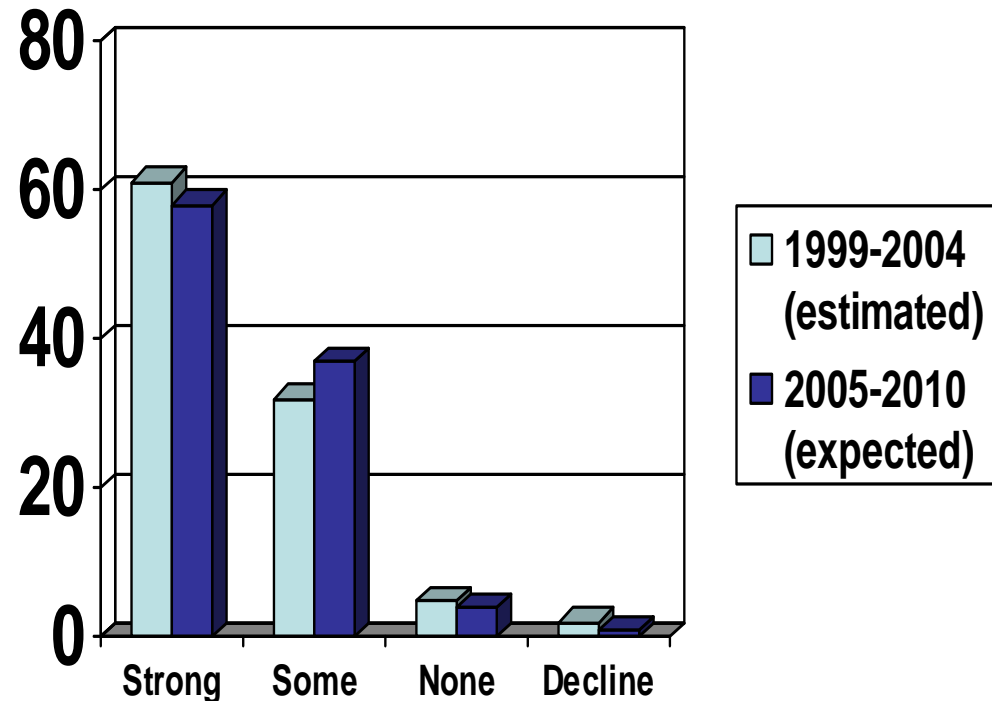
- According to survey respondents:

- Growth last 5 years:

- Substantially: 61%
- Some: 32%
- Not at all: 5%
- Decline: 2%

- Growth next 5 years:

- Substantially: 58%
- Some: 37%
- Not at all: 4%
- Decline: less than 1%

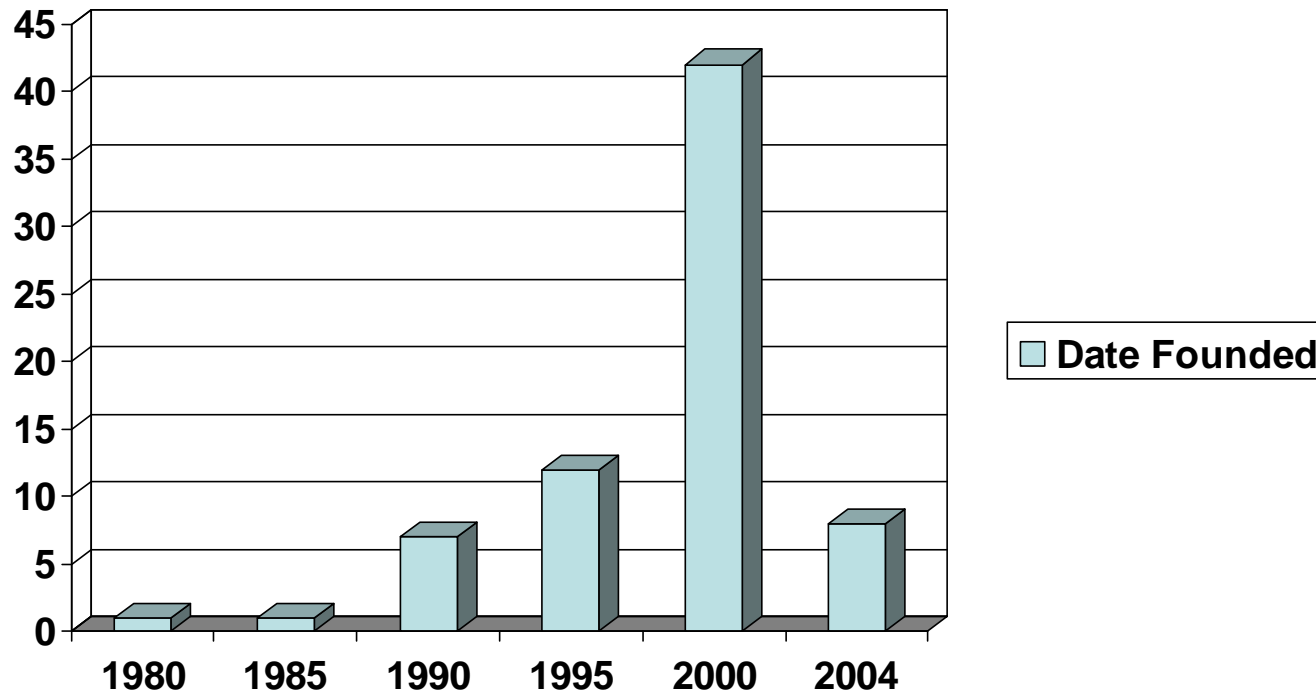


The Position of Entrepreneurship within the Curriculum is Evolving

- However, most entrepreneurship courses are still elective:
 - Undergraduate: 73%, Postgraduate: 69%
- Entrepreneurship is usually taught as a stand alone subject in Europe.
 - It is not well integrated throughout the curriculum, with the exception of the institutions that have been teaching for longer periods of time.
 - Until there is enough focus and critical mass of entrepreneurship knowledge and material within an institution, it is difficult to leverage into other courses.
 - A common path of evolution appears to be: one or more faculty teaching entrepreneurship, growing into a small group, creation of a department and, in some cases, a centre.
- There is an increasing critical mass of entrepreneurship faculty at institutions across Europe, however, still not enough to meet the demand:
 - According to the survey, there is an average of approximately five faculty at each institution with entrepreneurship programs, up from the reported average of 2.5 in an EFER survey⁽¹⁾ conducted in 2000, however, not all of those faculty are full-time or fully dedicated only to entrepreneurship.

1) "Entrepreneurship Education and its Funding", Dr. Bert W.M. Twaalfhoven, EFER, June 2000

Most Entrepreneurship Centers Started in the Past 5 Years



Many centers were preceded by units or departments focused on entrepreneurship, some that had existed for 20-30 or more years

Note: These are approximate start dates based on survey responses and clustered by 5 year segments.

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Range of Selected Research and Teaching Topic Areas

- Entrepreneurship
 - Start-ups
 - Business Plan Writing
- SMEs
- Family Business
- Business Strategy
 - Finance/VC
 - HR
 - Marketing
 - International
- Innovation
 - Technology
 - Healthcare
- Policy/legislation/entrepreneurial environment
- Gender/minority issues
- Socially responsible entrepreneurship

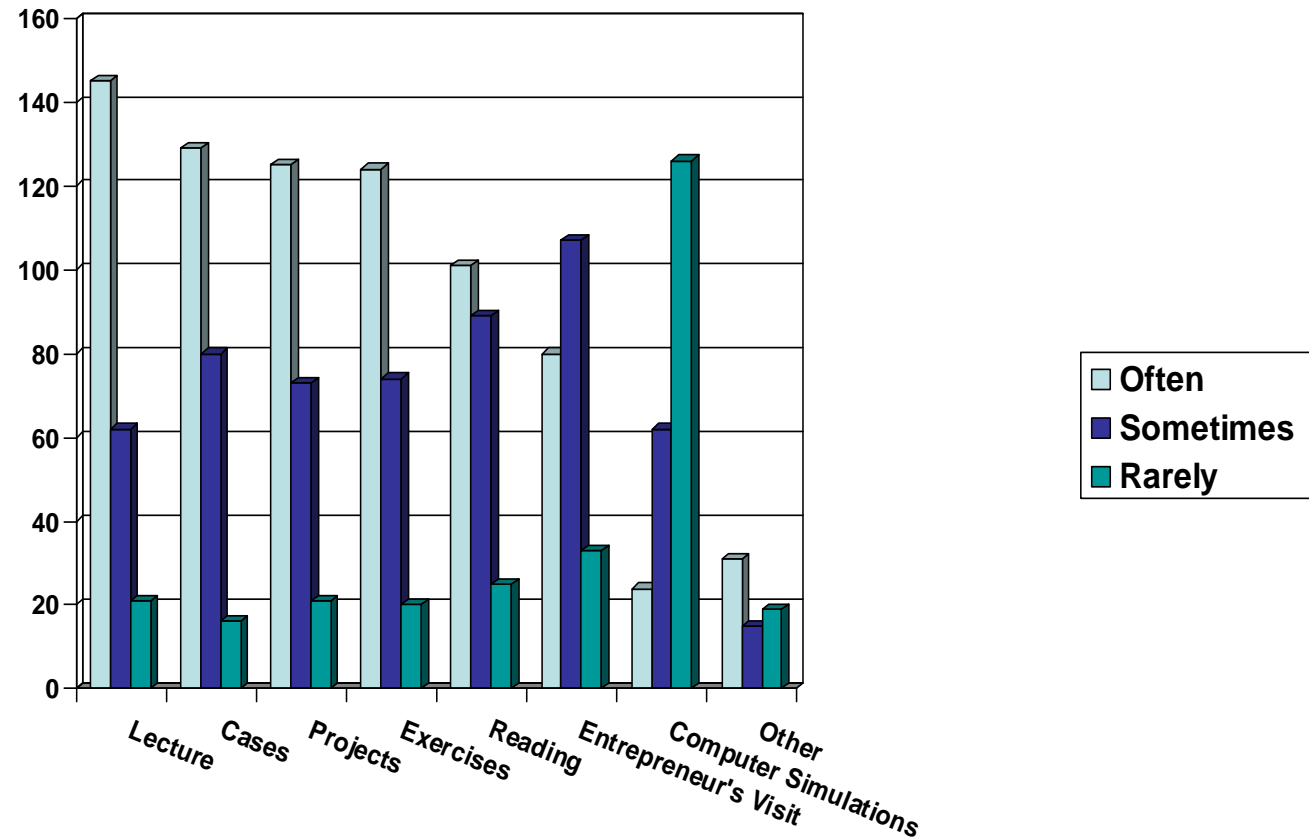
Most Survey Respondents Teach Locally

- The survey indicated that only 17% of the respondents teach entrepreneurship beyond national borders.
- According to the survey results, faculties are composed primarily of nationals and are half as international as the students:
 - International teachers: 10%
 - International students: 21%
- There is both an opportunity and interest in Europe for more sharing of international research, teaching and best practice between faculty to ensure students are being exposed to relevant issues.

Language

- At the undergraduate level, most entrepreneurship courses are conducted in the local language.
- At the post-graduate (MBA/Masters) level, most of these courses are conducted both in the local language and English.
- At the executive education and doctoral levels, English is predominant.

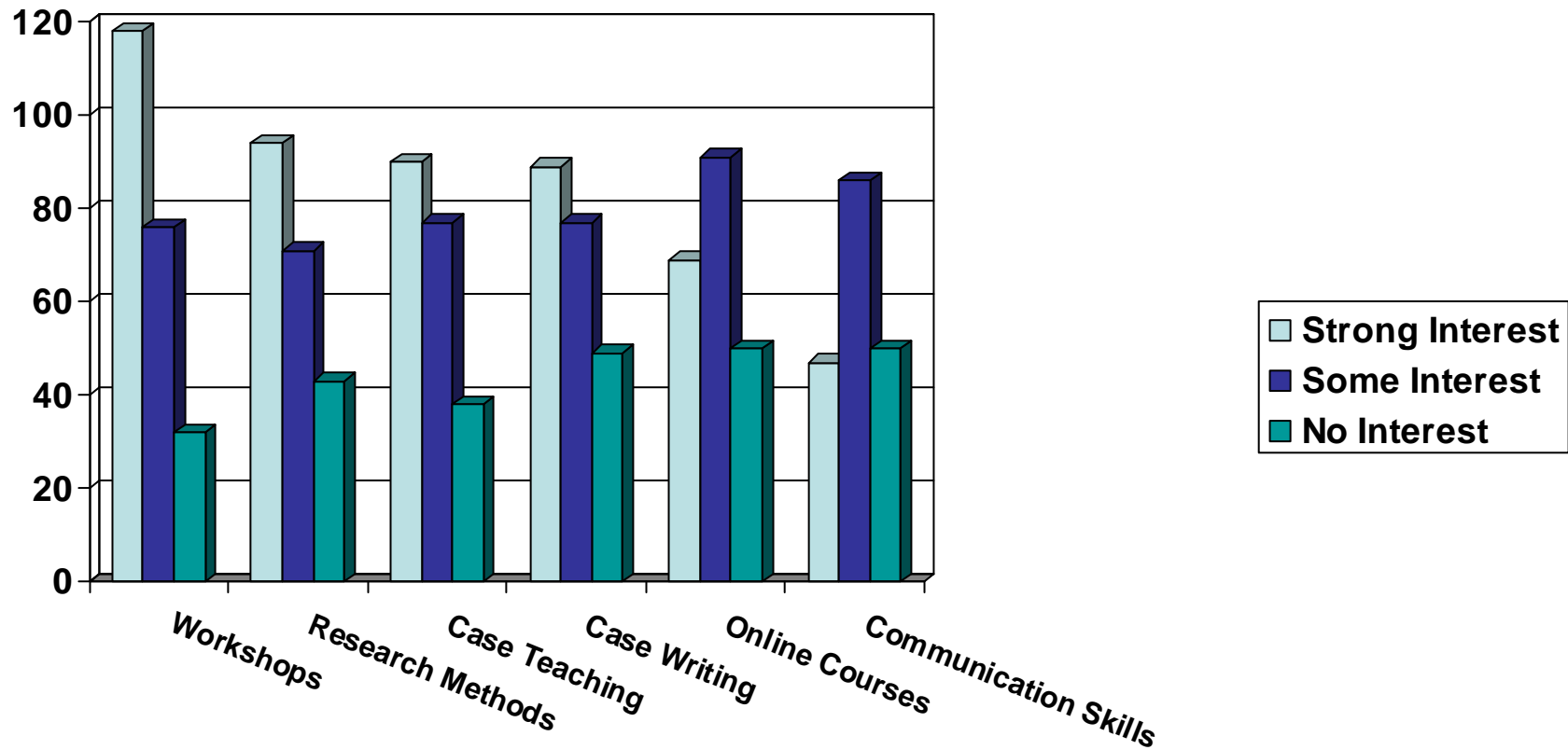
A Variety of Teaching Methods Are Being Utilized



Course Materials

- Almost half of all materials used in the entrepreneurship courses in Europe are generated locally:
 - Faculty teach with a mix of lectures as well as formats that don't use conventional course materials.
- Case studies could be leveraged more:
 - Many faculty indicated an interest for training in the case method of teaching.
 - Training in case writing is also need.
 - When cases are used, most are sourced externally.
 - One third of the respondents use the European Case Clearing house to source case materials.

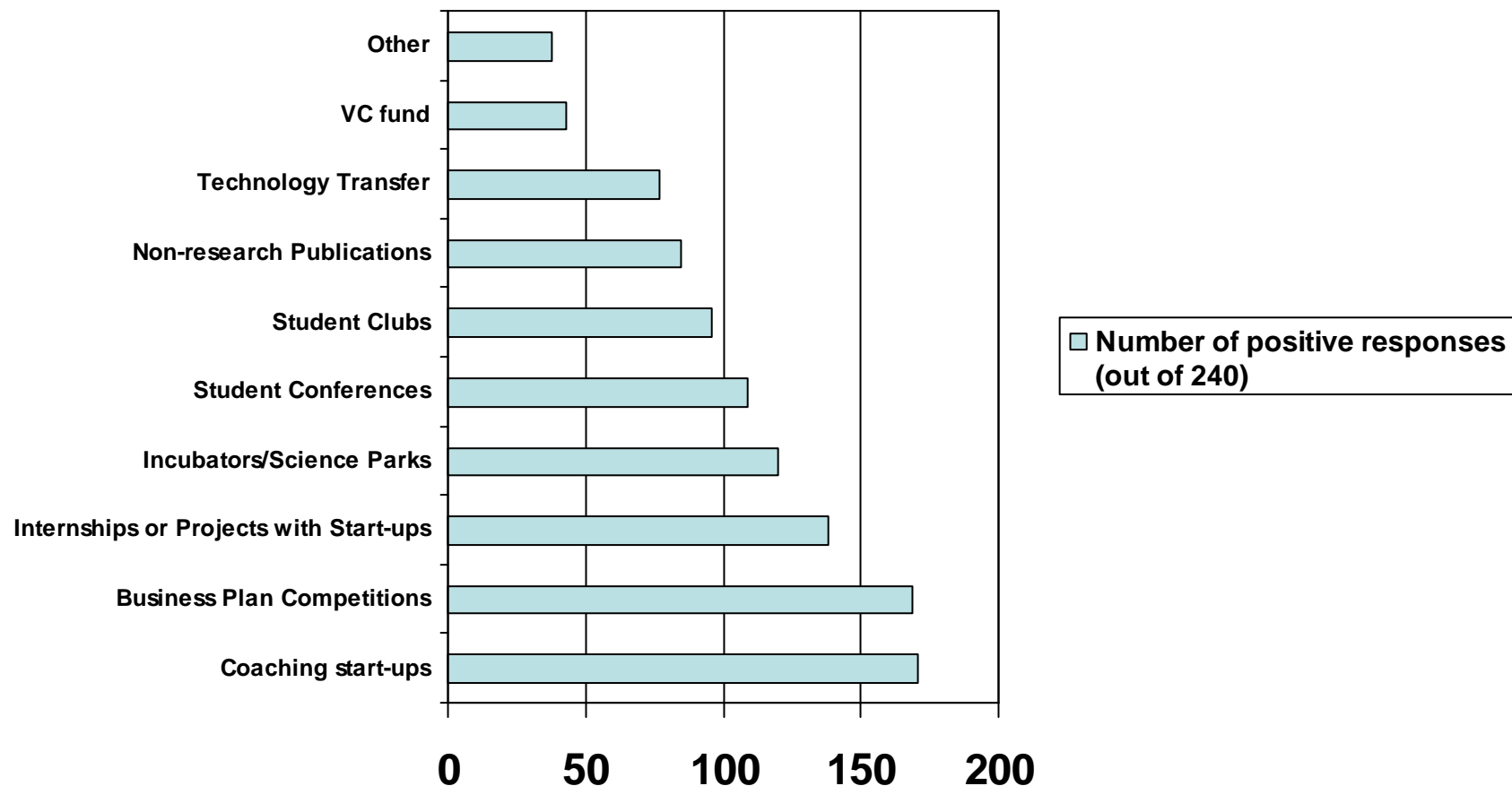
Training and Development Needs Identified in Survey



Respondents Indicate Need for Training and Sharing of Practices

- Teachers of entrepreneurship are proactively seeking more innovative, practical and hands-on methods for teaching entrepreneurship:
 - Methods & exercises
 - Innovative approaches
 - Action learning
- Many teachers have experimented with a range of approaches to make the teaching of entrepreneurship as close to reality as possible.
- Sharing the lessons learned and best practices from these approaches would be valuable.

Activities outside the Classroom Focus on Start-ups



- About 68% of the respondents claim to have been associated with the launch of a business venture since 1990.
- The lower number responses for technology transfer is a likely due to the fact that technology and scientific universities were not reached as thoroughly by the survey as business schools.

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Is There Too Much Focus on The Start-up Phase?

- Many respondents commented that the heavy focus on the start-up phase may be overshadowing the more important trends in entrepreneurship in Europe:
 - Culture, attitudes, skills
 - Growth phases of entrepreneurial firms
 - Difference between SMEs vs high growth companies
 - Intrapreneurship within companies
- The percentage of alumni from European schools starting companies is also still relatively small, only 10% according to survey respondents:
 - However, only 50% of the schools currently track alumni starting companies
 - Also, most graduates start companies later in their career and, with many of the European programs being relatively new, it is hard to measure the impact of these programs.

Survey Conclusions

- Europe needs more educational programs and faculty focused on entrepreneurship:
 - Universities should formalize entrepreneurship as an important part of the curriculum
 - Require students to take entrepreneurship courses
 - Integrate entrepreneurship topics into other courses
 - Focus on all of the entrepreneurial growth phases, not just the start-up phase
 - Establish better links with business and entrepreneurs
 - Support workshops and training programs for faculty teaching entrepreneurship
 - Encourage the sharing of good practices, across their own institution as well as with other institutions
 - Policy makers should support efforts to increase entrepreneurship education in Europe
 - Provide support for training of teachers in entrepreneurship
 - Facilitate the sharing of good practices in entrepreneurship education
 - Support the creation of networks and faculty exchanges across national borders.

Summary

- More needs to be done in Europe in the following areas:
 - Curriculum development
 - Critical mass of well qualified entrepreneurship teachers
 - Funding for entrepreneurship training, course development and research
 - Cross border faculty and research collaborations
 - Spin-outs from technical & scientific institutions

Areas For Further Development

- Definition of entrepreneurship
 - Growth companies vs SMEs
- Multidisciplinary learning environment
- Academic-business links/close to practice
- Entrepreneurship with the university
- Quality of entrepreneurship curricula
- Measurement of impact

- For further information and to stay up-to-date on EFER, please visit:

www.efer.nl

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