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A Link between Education, Research and Entrepreneurship

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Workshop Summary

One major challenge in entrepreneurship education in a non-business school university context is the lack of relation to the teacher's own research field. Teaching is typically conducted by teachers whose research activities are connected to another subject area than entrepreneurship.

Consequently, researchers may experience teaching entrepreneurship as a 'timewaster' despite the fact that they like to teach in the field; teaching and research don't match.

It is difficult to get teachers involved wholeheartedly, if it is not appreciated by the University. Although the universities have articulated entrepreneurship as both relevant and useful; the transformation towards a more entrepreneurial education is not supported by incentives, neither at the institutional or individual level – in contrast to research and publication (see e.g. West III, Gatewood & Shaver, 2009).

On this basis we will explore the following questions:

- How do we achieve a constructive and creative interaction between education, research and entrepreneurship?
- In what contexts it is possible to integrate the three areas?
- What specific organizational and didactic modalities can be used to support integration?
- What benefits can be achieved through this realization?

Workshop Style

The session is organized in four parts:

- "Inspirational talks" challenge illustration
- "Idea generation" round where participants reflect on the inspirational talks
- "Idea sharing" in a rotating segment, where participants move around a series of tables
- "Summing up" the discussion – towards the next steps

Expected Outcomes

The goal is to produce a narrative that collects the activities and discussions which can serve as a base for developing a research agenda. Preparing this short statement collectively will be a unifying base for community building and giving a shape to a joint identity around this topic.

Related Research

At the University of Copenhagen, we have launched various experiments to meet the abovementioned challenge: How to create a link between education, research and entrepreneurship in relation to entrepreneurship education for non-business school students?

We have conducted a number of courses in entrepreneurship and organized follow-up research to document the experiences. Inspired by the international literature on entrepreneurship education among other Sarasvathy (2001), Read et al. (2011), Gibb, 2002 and Fayolle (2007), we formulated a teaching concept that has been tested and proven, following European Skills/Competences, Qualifications and Occupations (ESCO) framework. We have discussed our experiences on several occasions and implemented the outcomes of the discussion in the further development from one course to the other – a kind of iterative and heuristic process.

Thus, we have over a period experimented with creating a sustainable balance between entrepreneurship, teaching and research. But the concept may usefully be enhanced further. This educational concept was presented on an international seminar on education and research within information science in the spring of 2015. It resulted in an article Kristiansson & Jochumsen (2015).

As our point of departure we have chosen the method of effectuation because the method is generally applicable and not directly linked up on a business mindset. Thus, effectuation is also applicable in relation to e.g. humanities.

The term effectuation is best understood in the context of its opposite term causation. Causation is the traditional way to create entrepreneurship namely through planning. Causation is based on project objectives. In other word: the aim of the project which is typically based on predictions about the future. In contrast, effectuation is based on the means that the entrepreneur, and in our case the students (novice entrepreneurs), have or can relatively easily activate.

Five principles in effectuation

- The Bird in Hand Principle
- The Affordable Loss Principle
- The Crazy Quilt Principle
- The Lemonade Principle
- The Pilot-in-the-plane

Bird in Hand Principle: Start with what you have and know and who you know: This technical note explores a framework by which potential entrepreneurs can initiate an entrepreneurial project based on who they are, what they know, and whom they know.

Affordable Loss Principle: Decide on what you are willing to lose. Evaluate opportunities based on whether the downside is acceptable, rather than on the attractiveness of the predicted upside.

Lemonade Principle: Leverage challenges into opportunities. Embrace surprises that arise from uncertain situations, remaining flexible rather than tethered to existing goals.

Crazy-Quilt Principle: Devise strategic partnerships. Legitimize an entrepreneurial project by building partnerships with self-selecting stakeholders. Obtain commitments from key partners early on in the venture and co-create new market with interested participants. Form partnerships with

people and organizations willing to make a real commitment to jointly creating the future product, firm or market together with you. Don't worry so much about competitive analyses and strategic planning.

Pilot in the Plane Principle: Focus on what you yourself can control by focusing on activities within your control. An effectual worldview is rooted in the belief that the future is neither found nor predicted, but rather made.

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