

Workshop on CURRICULA and PROGRAMS

| University | Curricula | Program |
|-------------------------|--|---|
| University of Munich | The course includes INNOVATION COURSES and EVALUATION OF IDEAS | <ol style="list-style-type: none"> 1. Students start working with entrepreneurs 2. Secondly the students work with entrepreneurs who are writing their BP 3. Students work in a 3rd step with VC trying to get money 4. Finally, students work in cooperation with existing companies |
| University of Navarra | | <ul style="list-style-type: none"> -Breakfast with entrepreneurs -Analyzing successfull experiences -Participating in international congress presenting their BP to VC |
| University of Sofia | They have a WHOLE PROGRAM in Entrepreneurship | The programs are not only address to the students but also to professional, researchers... |
| University of Lancaster | | The technology venture entrepreneur is invited to the classroom and he explain his experiences |



Europe



Stanford Technology Ventures Program's
ROUNDTABLE on ENTREPRENEURSHIP EDUCATION

Technical University of Catalonia, Barcelona, Spain, September 19-21, 2007

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|--|---|---|
| University of Extremadura | | <ul style="list-style-type: none"> - Entrepreneurship courses even before the university - Involves external advisors and experts from the companies. |
| Regional Government in Basque Country | Entrepreneurship as an attitude to promote changes and improvements. Not only starting a business | Importance of Learning by Doing Allow professors to spend 50% of their time in projects |
| Institut National Polytechnique de Grenoble (Inpg) | Coached business plan | Based on coach rather than in courses Close to the reality |
| Escuela Superior de Márketing Comercial (ESIC) | | Entrepreneurs share experiences to capture students |
| Universidad Politécnica Madrid | Team building activities | Business Awards Multidisciplinnary working groups |



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| University of Oslo | | 3 month of internship for courses in international universities (University of Boston, University of Shanghai...) |
| Universitat de Vic | Motivation | |
| Ecole Polytechnique Fédérale de Lausanne | Focus on financing | Writing a business plan with the support of a venture capitalist |
| University of Deusto | <p>Starting with a personal analysis- make the students manage themselves (EVERYONE CAN BE AN ENTREP)</p> <p><u>3 kind of contents:</u></p> <p>a) Theoretical: innovation, creativity, business plan contents...</p> <p>b) Innovation in companies</p> <p>c) Business Plan writing</p> | <p>3 stage programs:</p> <p>a) Courses</p> <p>b) Internships around the world in innovative companies</p> <p>c) Writing a business plan</p> |



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| <h2>What's missing?</h2> | <h2>Successful factors</h2> |
|---|--|
| <p>The courses should be focus on encouraging the CREATIVITY</p> <p>I have technical Knowledge, how can I FIND AN APPLICATION? A PRODUCT?</p> | <p>Develop marketing, finance... transversally and focus on the CREATIVITY</p> |
| <p>Problems to identify the OPPORTUNITY and to find FUNDS.</p> | |
| <p>Engineering students e.g. have good IDEAS but they don't have a BUSINESS APPROACH to develop them</p> | <p>COMBINATION OF TECHNICAL AND BUSINESS SUBJETS</p> |
| <p>Possibility to use local case studies</p> | <p>The students have the possibility to better understand the environmental influences</p> |
| <p>Possibility to work in multidisiplinary groups</p> | <p>MBA e.g.</p> |



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GOAL:

Enable “students” to manage the processes of **creating wealth from new knowledge**, usually particularly in technology

Counterbalance:

excessive institutionalisation of professional researchers

Programme addresses four **OPPORTUNITIES**:

1. **Post-graduate** from all disciplines (mainly ICT/Bio)
2. **MBA** working with technically based researchers
3. **Individuals** with projects they want to move forward
4. **Disciplines** where need is identified (Nutrigenomics, MBA)



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Programme has **four elements**:

1. **Experiences** related by entrepreneurs:
local national and international for Inspiration
2. **Formal discussion** of process, Ideation, IP, Teams, Funding
3. **Workshop** analyses of problems: team settings, communications...
4. **Cultural institutional change**, Awards, support for projects, participation in competitions etc, Networking events

Management and Implementation

1. **Identity** for the Entrepreneurship Programme:
(many local competitors)
2. **International Networks** (Cluster* (example of fleursdepains, REE, PAXIS, ProInno, Proton, NuGO, I2P,...



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Workshop on CURRICULA

What do we have to teach in an Entrepreneurship Course?

Marketing?

Management?

Communication habilities?

Innovation?

Leadership?

Entrepreneurship concept?

Creativity?

Are entrepreneurs born or are they taught?



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Literature

- Analytical: Scot Shane
- Inspirational: Schwartz, Kingston
- Business School: Birley/Muyzka
- Counterculture: Sutton
- Anecdotal: Jobs, Wozniak
- Big Business management: A D Little
- Applied findings: Roberts and Timmons/Spinelli
- Progressive How to: Byers, ...to ... Kawasaki
- Sociological: Swedburg on readings from the great
- Fiscal Investment:: VC works: Gompers and Lerner
- Economic Historian: Technology and environment
- RD Tech Transfer Methodologists: EU Manuals (Madrid)
- Localisation, cases and niches: Henry, Cooney
- The Institutional Basis: Ektowitz