



Entrepreneurship Education at European Universities and Business Schools

- Results of a Joint Pilot Survey -
September 2004
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Survey Background

- This survey was sponsored by the European Foundation for Entrepreneurship Research (EFER) and conducted jointly with the European Foundation for Management Development (**efmd**).
 - Bert Twaalhoven: Founder, EFER
 - Eric Cornuel: Director General, **efmd**
 - Philippe Albert: President, **efmd**'s EISB network
- The survey was developed and conducted by Karen Wilson, on behalf of EFER, Thierry Volery, on behalf of **efmd**'s EISB network and Liliana Petrella & Florence Gregoire on behalf of **efmd**.

Survey 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.

Note: The results of this pilot survey are not meant to provide a fully comprehensive view of entrepreneurship education in Europe but to provide indicative and directional data.

Longer Term Objectives

- Continue to build on these survey results to:
 - Develop a shared source of data on entrepreneurship education
 - Provide a reference for finding experts on entrepreneurship
 - Facilitate networks between entrepreneurship faculty
- Annual surveys and research will focus on collecting comprehensive data on:
 - Entrepreneurship centres within Europe
 - Entrepreneurship Chairs/Professorships
 - List of institutions with entrepreneurship programmes
 - List of faculty who teach entrepreneurship
 - Research topics/papers
- Future surveys will include the technical and scientific universities

Entrepreneurship Education - Achieving the Lisbon Agenda

- In 2000, the Lisbon European Council set the objective of transforming the EU into “the most competitive and dynamic knowledge-based economy in the world” by 2010.
- To achieve these goals, entrepreneurship and innovation are essential – they are the engines.
- Education plays a critical role in shaping attitudes, skills and culture – from the primary level up.
- The earlier and more widespread the exposure to entrepreneurship, the more likely it is that students will consider becoming entrepreneurs in the future.

In Europe, Entrepreneurship is often Linked to SMEs

- There is not a clear distinction in Europe between high growth companies and small and medium enterprises (SMEs), which are not always growth oriented.
 - The legacy and number of family owned businesses and SMEs in Europe make these a visible sector of the economy.
- However, clearer definitions of entrepreneurship are needed in Europe to ensure that the proper programmes and incentives are put in place for various types of organizations, particularly:
 - High growth oriented firms
 - Other small and medium sized companies

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, programmes, 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%

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.
 - A greater critical mass of entrepreneurship faculty, research and course material is needed.
 - Entrepreneurship needs to be more clearly defined - it is too commonly used synonymously with SMEs.
- 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 for further training in the teaching of entrepreneurship.

The Growth of Entrepreneurship Education in Europe is Strong

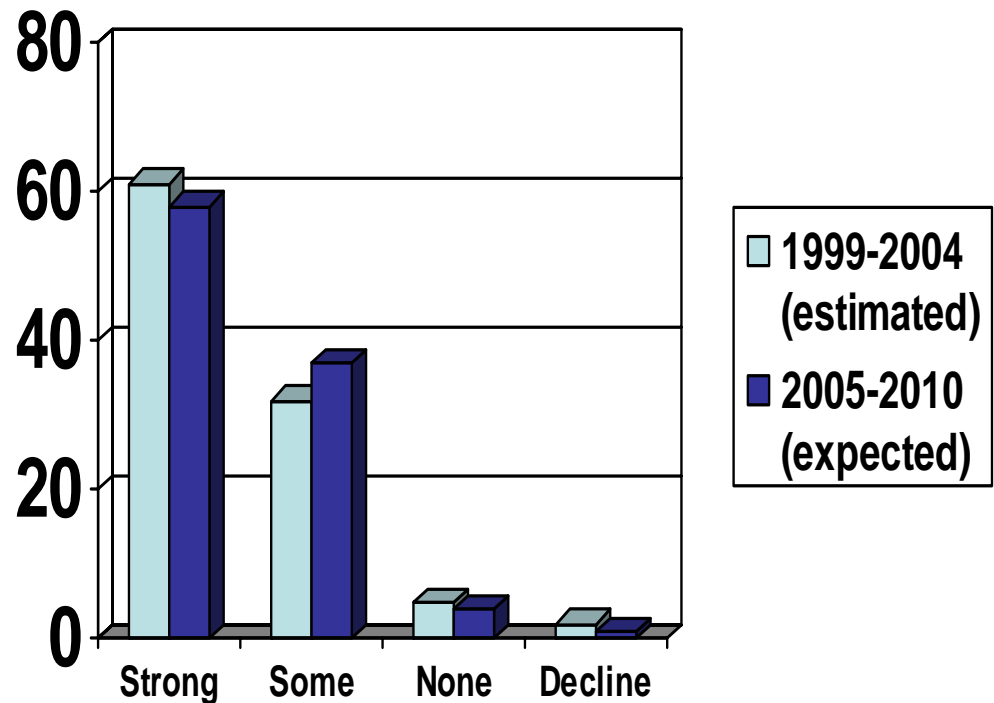
- According to survey respondents:

- 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

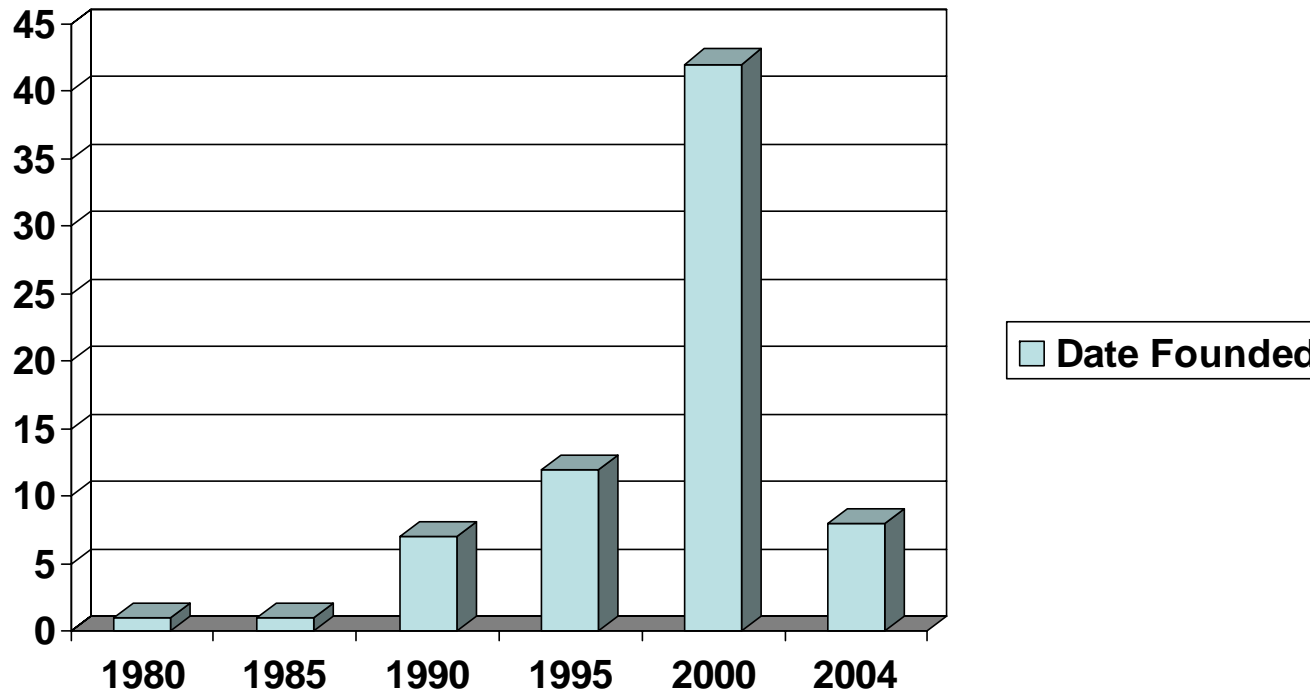
- However, most entrepreneurship courses are still elective:
 - Undergraduate: 73%, Postgraduate: 69%
- Entrepreneurship is usually taught as a stand alone subject in Europe.
 - It is not well integrated throughout the curriculum, with the exception of the institutions that have been teaching for longer 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 programmes, 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

Entrepreneurship Centres

- The survey results identified 70 Centres of Entrepreneurship in Europe, although the actual total is estimated to be larger.
 - The definition of “Centres” varied by respondent. For the purpose of this presentation, we tried to only include those Centres offering dedicated entrepreneurship research, teaching programmes or other activities (i.e. not student or alumni groups, etc.).
 - Future surveys & research will aim to identify the other Centres not captured through this first survey to create a more comprehensive list.
- Funding sources of the Centres vary:
 - Governments figure prominently as do companies, foundations and the universities themselves.
 - In Europe, however, rarely do individuals (i.e. successful entrepreneurs) “give back” by funding centres or chairs.

Most Entrepreneurship Centres Started in the Past 5 Years



Many centres 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.

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

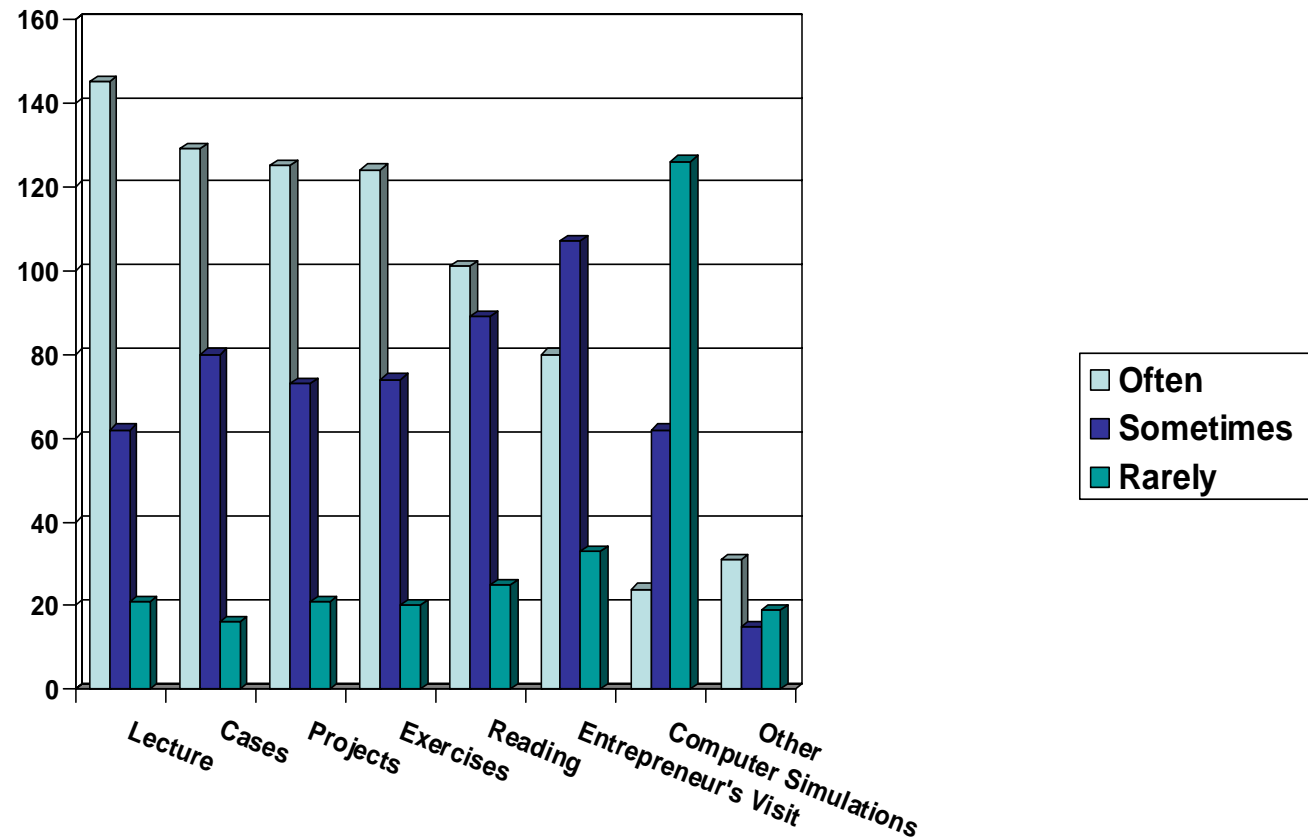
Most Survey Respondents Teach Locally

- 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%
- Clearly there is an opportunity 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.

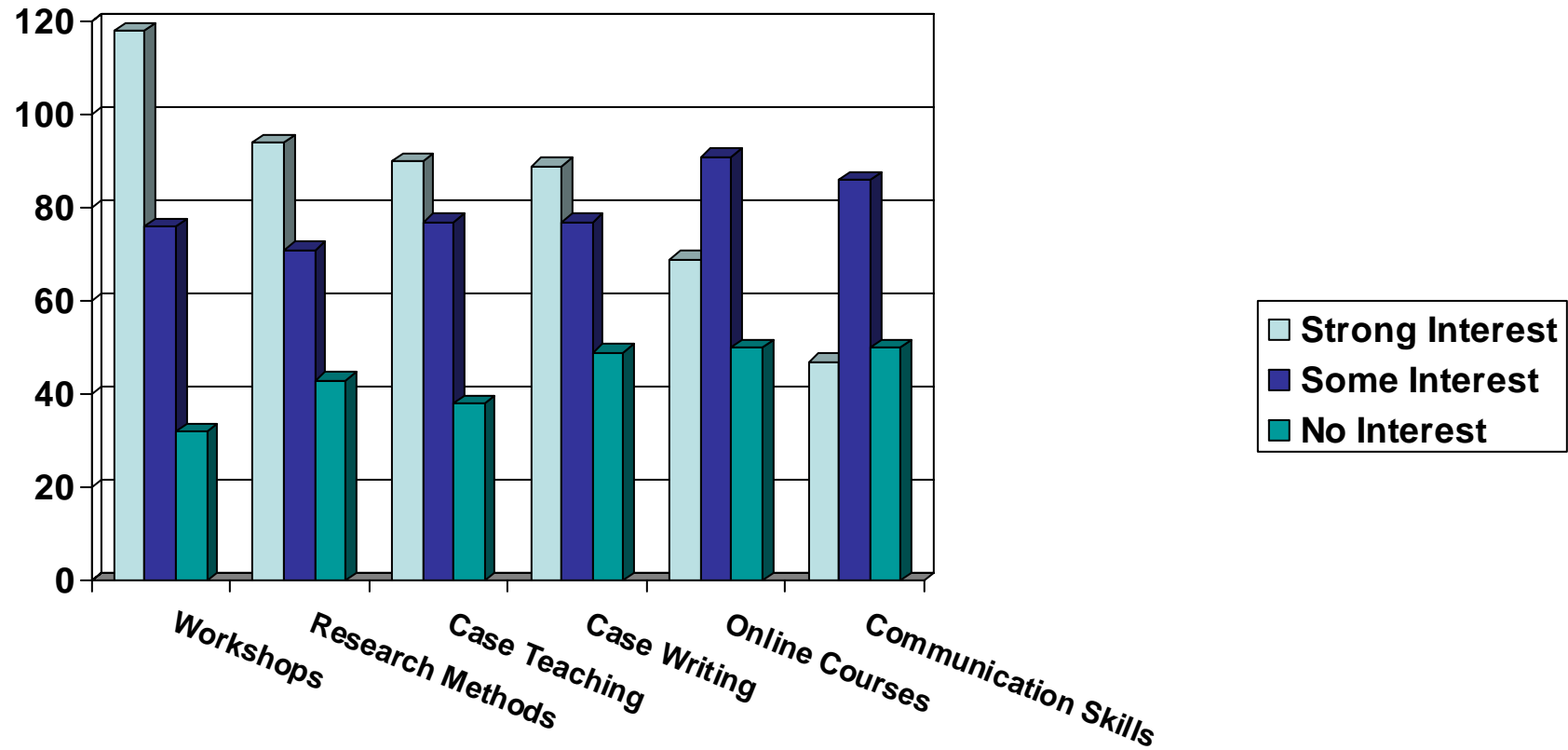
A Variety of Teaching Methods Are Being Utilized



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.

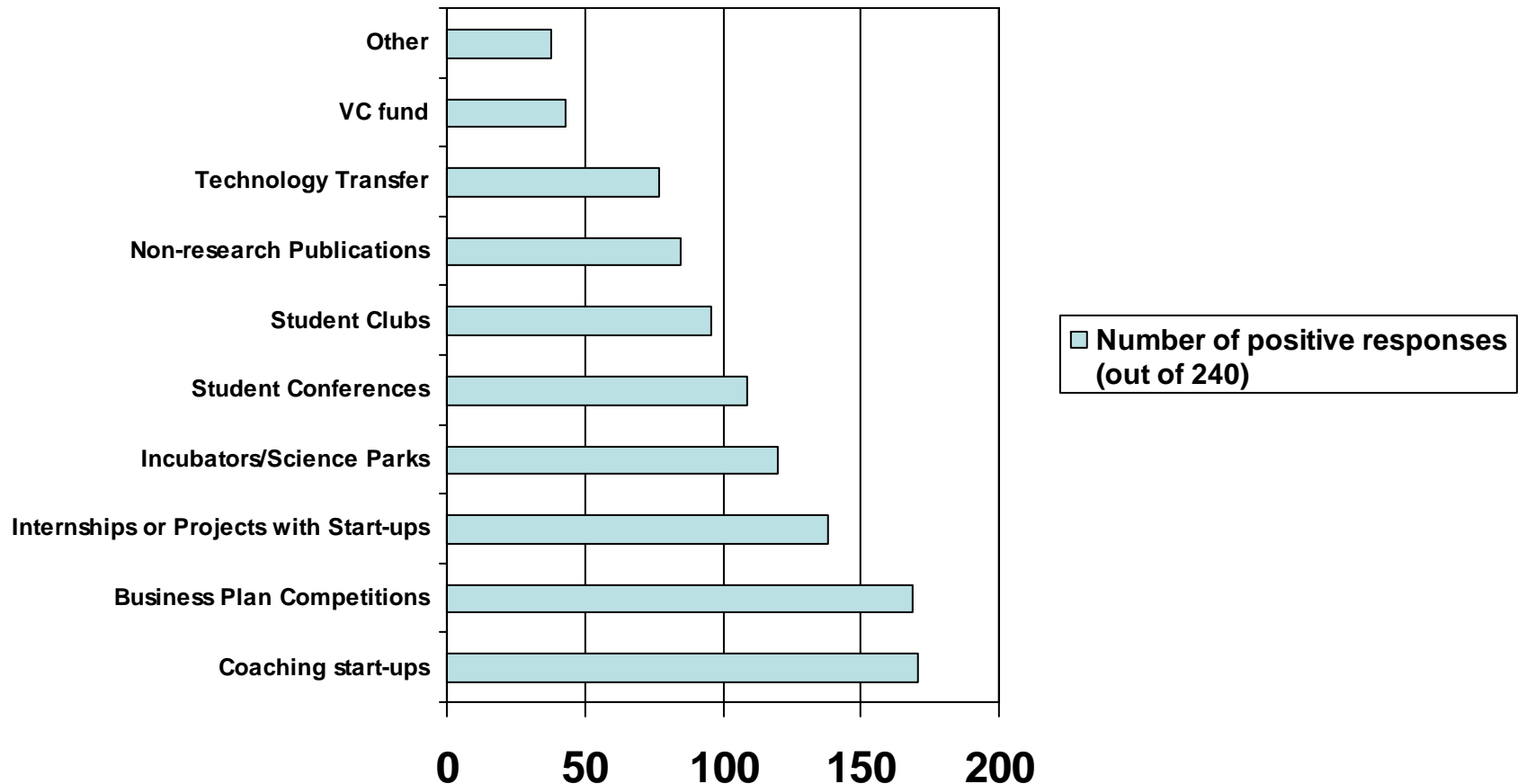
Training and Development Needs Identified in Survey



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.
 - Examples of approaches utilized: Role-playing, group discussions/presentations, creativity exercises, problem solving, scenarios, workshops via internet, group projects, self-directed learning, contacts with firms, consultancy/mentoring exercises, student research projects & case studies, experience exchange, group diagnostics, “live” cases, students interviewing entrepreneurs, business plan competitions, elevator pitches, advisory clinics, film & video, company visits, research papers, business games, field studies, student consulting projects with companies, distance & online learning/computer conferencing/small group work.
- 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.

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 programmes being relatively new, it is hard to measure the impact of these programmes.

Overall Conclusions

- Europe needs more educational programmes 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 programmes 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.

About EFER

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 was founded in 1987 by Harvard Business School alumni Bert Twaalfhoven, a long-time promoter of entrepreneurship in Europe and an experienced and successful entrepreneur himself. Over the years, EFER has been sponsored by more than 100 individuals and organizations including Harvard Business School, venture capital firms, banks, leading business schools and international organizations, including the EEC.

Since it was founded, EFER has conducted research studies comparing entrepreneurship in the U.S. and Europe and generated support for 50 European case studies. EFER initiated Teach-The-Teachers programs in the early 1990's, holding a series of programs in Berlin (1991), Prague (1992), Budapest (1993) and Cambridge (2002). Another series of programs is planned for 2005-2007. Through these programs, EFER has focused on building linkages between academia and students in Eastern and Western Europe. To date, EFER has held 15 conferences, over 80 lectures and 4 training programs for teachers of entrepreneurship. For further information about EFER, please visit the website: www.efer.nl. For questions about this survey, please contact karen_wilson@bluewin.ch.

About efmd and EISB

The European Foundation for Management Development (**efmd**) is a global, membership-driven organization, based in Brussels. As the largest international network association in the field of management development, the **efmd** network covers 490 institutional members and reaches over 10,000 management development professionals from academia, business, public service and consultancy in 40 countries of Europe and the world. **efmd** plays a central role in shaping an international approach to management education and is a unique forum for information, research, networking and debate on innovation and best practice in management development. **efmd** strives to provide an international platform to bring together leaders in the management education profession in order to reflect upon major issues that they have in common.

EISB Network:

Recently, **efmd** has substantially increased its activities in the area of entrepreneurship. Its Entrepreneurship, Innovation and Small Business (EISB) network is engaged in boosting entrepreneurship education across Europe; generating knowledge and sharing resources with its members. With its 120 institutional members bringing together some 350 individual experts, the EISB network is developing into an ideal Entrepreneurship, Innovation and Small Business observatory to serve as a catalyst and contribute to the development of a vibrant entrepreneurial economy in Europe. For more information on the activities of **efmd** please visit our website: www.efmd.be or contact us at: info@efmd.be.