



Supporting the entrepreneurial potential of higher education

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Case Study No. 20:

University of Valencia, Spain: The Business Culture Chair and entrepreneurship training for university lecturers

May 2015

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About the sepHE Study

The study "Supporting the entrepreneurial potential of higher education" was based on a contract between the European Commission, Directorate General Education and Culture (DG EAC), and empirica Gesellschaft für Kommunikations- und Technologieforschung mbH (co-ordinator – Bonn, Germany) as well as the University of Wuppertal, UNESCO Chair of Entrepreneurship and Intercultural Management (Wuppertal, Germany).

The study's main purpose was collecting 20 case studies about insightful practice in entrepreneurship education at European universities. This is one of them. The findings from a cross-case analysis are included in the Final Report which is available at the study's homepage and at DG EAC's website.





20 University of Valencia, Spain: The Business Culture Chair and entrepreneurship training for university lecturers

Overview of contents

20.1 The university's entrepreneurial profile	4
20.1.1 The university's overall approach to entrepreneurship education	4
20.1.2 Leadership and governance	5
20.1.3 Resources: people and financial capacity	8
20.2 Entrepreneurship in curricula and teaching	8
20.2.1 Overview about curricular offers	8
20.2.2 Target groups	10
20.3 Extra-curricular activities related to entrepreneurship education.....	10
20.3.1 Overview about extra-curricular entrepreneurship activities	10
20.3.2 Target groups of extra-curricular activities.....	11
20.3.3 Designing extra-curricular activities	12
20.3.4 Setting of extra-curricular activities	14
20.3.5 Persons involved in extra-curricular activities	14
20.3.6 Management of extra-curricular activities	14
20.4 Institutional aspects of entrepreneurship education.....	16
20.4.1 Organisational set-up and change.....	16
20.4.2 Laws, statutes and codes	17
20.4.3 Mindsets and attitudes.....	18
20.5 External relationships related to entrepreneurship education	19
20.5.1 Types of relationships with external stakeholders.....	19
20.5.2 External stakeholders involved in entrepreneurship education.....	19
20.6 Impact and lessons learned.....	20
20.6.1 Evaluating impacts of the entrepreneurship education approach	20
20.6.2 Lessons learned.....	21



Abstract



The main hub for entrepreneurship education (EE) at the University of Valencia (UV) is the externally settled Business Culture Chair (BCC) which is part of the University-Business Foundation ADEIT. Although ADEIT and the BCC do not currently provide curricular offers in EE, it has a remarkable influence on the teaching style across the whole university. The main activity is an annual one-week Valencian Professors Summer School (VPSS) based on the train-the-trainer principle. The concept aims at sensitising and teaching entrepreneurship to the universities' lecturers. The focus is on how to discover and promote the entrepreneurial spirit and mindset among their students. Thanks to the interdisciplinary participants the concept can be spread out and implemented in the whole university. The main lesson learned is to inspire the participants as to how to establish a teaching style that promotes entrepreneurship in the classroom instead of teaching actual business knowledge. Evaluation is provided through the business idea competition MOTIVEM where student teams, which are mentored by former VPSS participants, develop their own business ideas. To reinforce the impact of the VPSS, lecturers from different Spanish and international universities are encouraged to participate in order to implement the VPSS idea in their own university environment.

Case study fact sheet

■ Full name of the university and location:	University of Valencia, Valencia, Spain
■ Legal status (e.g. public or private)	Public
■ Location (if applicable: branches):	3 university campuses (Blasco Ibáñez, Burjassot-Paterna and Tarongers)
■ Year of foundation:	University: 1499, Business Culture Chair: 1999
■ Number of students:	Approx. 46,000 undergraduates and 12,500 postgraduates
■ Number of employees (broken down by teaching, research and administrative staff):	Approx. 3,300 professors, lectures and researchers, over 1,700 administration and service staff.
■ Budget in most recent financial year:	2014: 319.6 million euro
■ Academic profile:	UV hosts 18 distinct faculties/schools: Engineering; Biological Sciences; Chemistry; Economics; Geography and History; Law; Mathematics; Medicine and Odontology; Nursing and Chiropody; Language Studies, Translation and Communication; Pharmacy; Philosophy and Educational Sciences; Physical Activity and Sport Sciences; Psychology; Physics; Physiotherapy; Social Sciences; Teacher Training
■ Entrepreneurial profile:	Besides the curricular offers by the Faculty of Economics (extra-curricular) entrepreneurial education is mainly provided by the Business Culture Chair as a centralised organisation providing all faculties with several "not-for-credit" offers
■ Activities focused in this case study:	Activities of the Business Culture Chair, an institutional chair administered by the University- Business Foundation of the University of Valencia (ADEIT). The focus of this case is on the offered annual one-week Professor Summer School.
■ Case contact person(s):	Antonio Aracil (ADEIT; University of Valencia)



Information included in this case study is from April 2015 unless stated differently.

20.1 The university's entrepreneurial profile

20.1.1 The university's overall approach to entrepreneurship education

UV is the largest among the universities of the Region of Valencia and follows a concentrated approach towards EE. To narrow the gap between university (activities) and the companies (world), the University-Business Foundation ADEIT of the University of Valencia (founded in 1989) has built the "Cátedra de Cultura Empresarial" (BCC, Business Culture Chair; <http://www.adeituv.es/en/emprendedores/>). The BCC grew out of the Board of Trustees of ADEIT in 1999 as a result of the need expressed by recognised entrepreneurs in the Valencian community to promote entrepreneurship and spread entrepreneurial spirit amongst university students. This aim, in recent years, has gone from being just an optional strategic line for universities, to now being obligatory. It is the responsibility of public universities to awaken the entrepreneurial spirit in young university students, thus encouraging the creation of new businesses. The BCC is a comprehensive and innovative programme that promotes entrepreneurship and the creation of new businesses that originate from within the university environment. Moreover, the concept has opened an important communication channel between the business world and society through university knowledge. On one hand, the Chair has allowed the region's main successful businessmen, who until recently had nothing to do with the UV, to enter the university fold. On the other hand, students of the UV are trained in business values, such as assessing risk, being awake to opportunities and evaluating success and failure – and it has been the case since 1999 when this knowledge and skill set were not part of the official curriculum (not since the Bologna process). The key to the Chair's success is based on the close cooperation between the stakeholders: the university, businesses, and government.

The outstanding aspect of this case is the yearly one-week VPSS which is addressed to university professors from any area of knowledge who want to promote entrepreneurship between university students, particularly those who are not related to the area of business management.

The programme's aim is to provide participants with knowledge and unorthodox techniques using games, creativity and cognition exercises. The goal is to create ambassadors for entrepreneurship spirit so the participants can foster their own students in the classroom by individually establishing and implementing an entrepreneurial teaching style. As a result, the professors may judge whether a student is more likely to become an entrepreneur and can further encourage him or her e.g., in participating in further programmes of the BCC. The essential success point is that there is no specific orientation required. No matter which field of studies, an implementation is always realisable since it does not ask for business knowledge or experience.

Proposed by BCC, the programme was promoted by the regional and the state government. Due to its success, it expanded to other parts of Spain so that professors from different universities could also participate and build something similar at their universities.



20.1.2 Leadership and governance

Importance of government strategies

On a regional level, Law 2 /2012 of 14 June of the Valencian government on *Urgent Measures to Support Businesses and Entrepreneurs, Micro, Small and Medium Enterprises in the Valencian community*, develops a series of initiatives designed specifically to revitalise and support the manufacturing sector and to encourage the generation of new economic activity that will create employment in the Valencian community. One of its main pillars is the fostering of support, information, coordination and funding measures aimed at entrepreneurs.

One of the main objectives of Law 14/2013 of 27 September, on *Support for Entrepreneurs and Internationalisation* is to encourage entrepreneurship in the educational environment, incorporating specific objectives to promote this initiative as well as entrepreneurial skills. Consequently through this law, more activities to bring the university closer to entrepreneurial culture will be organised, and it will ensure that lecturers possess the necessary training in entrepreneurship.

The Region of Valencia and the country have considerable interest in promoting entrepreneurship at the university level. With respect to the UV, the BCC came up with the idea of a VPSS and it was therefore proposed to the university. The university then approached the regional government. In 2009 VPSS started for the first time. The Valencian state supported the programme with 60,000€ from 2013 to 2014. After each VPSS edition, an evaluation takes place to decide whether to continue the financial support or not. In 2012, the *Spanish Network for the Promotion of Entrepreneurship amongst University Students (RE4)* network started in collaboration with the universities of Cordoba, La Laguna and Valladolid. Because of its success it was extended to the universities of Basque Country (2013), Las Palmas, A Coruña and Zaragoza (2014). The BCC offers knowledge and method transfer to other universities in Spain so that they can also implement and run a Summer School themselves. The national government paid a total amount of 25,200€ to the 3 universities so that they can participate in the programme. In 2014 the Valencian government extended the VPSS system to build up the REcv5 network with the other 4 Valencian universities.

The connected business idea competition MOTIVEM (see section 1.3.3 Informal assessment of learning outcomes and feedback for students), which is unique nationally, is also supported by the Valencian government.

Importance of entrepreneurship in the university's strategy

The strategic plan 2012-2015 contains several strategies with specific aims. One of the strategic objectives of the Plan 2012-2015 of the University of Valencia is to foster critical thinking, creativity, innovation and entrepreneurship:

- Programme for raising awareness of the university community on the function of entrepreneurship.
- Plan for supporting former graduates and PhDs to transfer their research knowledge and results into entrepreneurial business ideas.
- Plan for the promotion of the entrepreneurship in the classroom through a train-the-trainer concept within the professorship of the university (VPSS)



Extent of high level commitment to implementing entrepreneurship

It is difficult to implement an entrepreneurial strategy at UV. The European Union (EU) may stimulate EE at university level. Until now the focus is only on research excellence and not on entrepreneurship. The first set-up should be initialised by the EU. UV has different activities on different levels and phases. One of the vice rectors will be responsible for entrepreneurship within the university context. The plan is to first get an overview about all activities and then to systematically foster entrepreneurship on these levels, leading them under an umbrella brand.

The university lecturer and businessman Manuel Perez Alonso is an example in this area: he has created the National Association of Enterprising Scientists. Manuel Perez Alonso also takes part in the counselors' program and his company (IMEGEN) forms a part of the Board of Trustees of the BCC.

Level of faculties' and units' autonomy to act

Generally it is quite difficult to act autonomously, but every professor is free to choose the way he is teaching and the devices he is using. Therefore, understanding the impact of VPSS where professors can participate is essential for transferring entrepreneurship into the classrooms using the knowledge of their subjects and the instrument MOTIVEM (see section 20.3.3 on informal assessment of learning outcomes and feedback for students).

Organisational implementation

Broadly speaking, one has to distinguish between curricular and extra-curricular activities. Inside the university there is no specific entrepreneurship department or centre. Business administration students can choose among different undergraduate and graduate courses of the Faculty of Economics. Extra-curricular activities are offered by institutional chairs. They are proper units, which are indirectly connected to the university and cannot offer curricular courses (at least since the Bologna process). Those institutional chairs are initialised by companies or organisations. The companies fund these activities so that they follow a specific objective, for example to teach entrepreneurship, narrowing the gap between theory and practice. The EE activities are mainly run within the context of ADEIT and respectively the BCC. Besides this, there are also other institutional chairs which offer courses but which are not relevant to this case.

In addition, the UV applied for the creation of the BCC as an instrument of promotion and revitalisation of the enterprising culture and the executive spirit. The Chair was founded from Valencia University Board of Trustees of the Fundación Universidad-Empresa de la Universitat de València (ADEIT) in 1999. Its formation was a result of the need expressed by the entrepreneurs themselves to promote the initiative and spread the spirit of enterprise in the University. To this end, the UV and ADEIT, through a partnership agreement signed between the two institutions on December 13, 1999, created the BCC. Since then and through its various activities, the BCC has been working toward the purpose for which it was designed; encourage and promote the teaching and dissemination of the culture of entrepreneurship among university students, heartening their entrepreneurship by transmitting the skills that allow them to access the world of business as one of the most representative sectors of society. Its major goal is to promote entrepreneurial spirit. The concrete objectives of the BCC are:

- Spreading entrepreneurial initiative and spirit.
- Encourage the teaching of entrepreneurial culture among the university community.



- Complement academic research and university through practical training that promotes company values.
- Facilitate the integration of academics in the private sector of the company at the end of their training, either becoming part of a private business or developing their own business.
- Encourage college students to develop their own business and contribute thus to the creation of companies.
- To provide students with essential training to answer any concerns surfacing regarding their business.

The Vice Rectorate of Investigation and Scientific Politics centralises and coordinates everything related to entrepreneurship at the UV. It allows the different centres of the UV to accomplish enterprising activities, in particular the VSPP.

University's importance for driving entrepreneurship in its environment

The current knowledge society gives a new third mission to universities by virtue of which, in addition to their traditional functions (teaching and research), they have to assume a new role in the field of entrepreneurial activities, innovation and knowledge transfer. Through this third mission, the BCC plays a key role in this process within the University as a benchmark in the field of entrepreneurship and the fostering of entrepreneurial culture among students, graduates and lecturers. Employability is a priority for universities and educational administrators and is vital for the manufacturing community to be able to take full advantage of the full potential and talent of young graduates. Hence the BCC at UV is crucial in this process.

The key to success is the triple helix approach of "university-government-companies". Since Valencia is a very important region in Spain, it is essential to raise the levels of (self-) employment. Therefore a strong communication, particularly between the university and the regional companies, is welcome and promoted. This is why ADEIT's offers are directly linked to their demands. Furthermore, several companies are associated and engaged in various courses of BCC's extra-curricular offer. Over 200 companies created by graduates of the UV and close to 600 students from the UV have gained exposure to business culture through the course, "*Who Can be an Entrepreneur?*". Over 300 graduates were trained in entrepreneurship and 17 businesses were created through the BCC. 146 lecturers from 22 Spanish universities have been trained over 5 years at the VPSS.

In order to create synergies and share experiences, in 2012 the BCC of the University of Valencia Alumni was set up. This is a space where alumni who have taken part in the Chair's various formative programmes can share their entrepreneurial experiences. So far, several gatherings have been held to discuss topics of business interest such as the importance of internationalisation, speeding up growth in business projects and customer loyalty using social networks, as well as various alumni meetings, in which some of the more than 1,000 alumni of BCC have had the opportunity to present their companies.

Since 2012, once a year the Alumni organisation celebrates a meeting with its members to encourage them to support the contact between the persons who have taken part in the different activities of BCC. The last alumni meeting was held in December 2014.



20.1.3 Resources: people and financial capacity

Human resources for entrepreneurship education

Within the scope of curricular activities, the courses are held by selected university professors. With regards to the extra-curricular activities there is a mix of university professors and external entrepreneurs and businessmen. The associated companies of ADEIT and the BCC are strongly involved in the teaching. The BCC, through its various activities, has opened an important communication channel between the business world and society through university knowledge. The Chair has allowed the region's main successful businessmen, who until recently had nothing to do with the University, to enter the University fold.

Financial resources for entrepreneurship education

The UV as a public university receives public funds covering a great part of its budget. Fees, research funds in competitive calls and research contracts complete the financial funds of the Institution. Generally speaking all courses offered by ADEIT and BCC are self-financed, but there is no profit orientation. The BCC's principal source of revenue is the membership contributions of the companies that form a part of the Board of Trustees and, on occasion, sponsorships. The BCC tries to cover at least the running costs of the programmes (teachers and management costs). However the associated companies of ADEIT and BCC pay an annual grant (ADEIT: 4,000€; BCC: 2,000€) for their activities.

With regard to the VPSS, the state of Valencia is supporting the programme with 30,000€ per year. After each VPSS an evaluation takes place to decide whether to continue the financial support or not. In 2012 the RE4 network started. ADEIT offers knowledge and method transfer to other universities in Spain, so that they can also implement and run a Summer School. The national government paid a total amount of 60,000€ to the 3 universities (Cordoba, La Laguna and Valladolid) so that they can participate in the programme. In 2014 the Valencian government extended the VPSS system, paying a total amount of 30,000€ to build up the REcv5 network with the other 4 Valencian universities.

20.2 Entrepreneurship in curricula and teaching

20.2.1 Overview about curricular offers

Since the Bologna process the former elective courses offered by the BCC, which were part of the curriculum, disappeared and now the offers are restricted to extra-curricular activities. These activities are now exclusively run by the Faculty of Economics.

The Faculty of Economics of UV offers different business Master's degree programmes (e.g. in accounting, auditing and management control, in business strategy or in corporate finance) taught in Spanish. The "Creating and Managing Innovative Companies" Master's degree is the only one focussing on entrepreneurship. Besides a profound basis in management skills and tools, this one-year programme provides students with different kinds of entrepreneurial courses, which are listed in exhibit 1. For undergraduate students there is one optional course in the international Bachelor's degree programme in "Business Administration and Management". This elective course is the only one taught in English.

**Exhibit 1: Overview about curricular EE offers at the University of Valencia**

No.	Name	Objectives	Target group
1	Creation of Innovative Companies	The aim of the course is to develop entrepreneurial skills for technology-based entrepreneurs. The understanding of the importance of personal characteristics for entrepreneurship is the main subject. The students learn to prepare business plans and to transform a basic idea into a real project. They learn how to reduce risks while, for example, identifying opportunities or allocating resources in a competitive environment.	Master students (of the Faculty of Economics)
2	Management of Technology-based Companies	This course is designed to analyse and discuss innovative, small-sized technology-based companies at its early stage. It is an introduction to different kinds of business strategies and models for start-up companies. Students gain an overview of the forces in the market and will be capable of identifying determinants of success and failure in innovative companies. Furthermore they learn basics for the development and launch of innovative products.	Master students (of the Faculty of Economics)
3	Management of I-D+i projects	The conceptual framework of project management and its application to management of research, technological development and innovation activities are the central themes of the course. Students learn how to apply different processes, the latest tools and techniques to manage and plan innovative projects/ case studies.	Master students (of the Faculty of Economics)
4	Seminars on Business Opportunities	Each seminar is dedicated to a subject of an innovative company. Students learn to identify business opportunities in emerging markets and how to face difficulties concerning the market entry. In all seminars, the insight in innovative companies is enhanced through guest lectures by 3-4 entrepreneurs and managers of such companies.	Master students (of the Faculty of Economics)
5	Technology, Innovation and Strategy	Students learn and understand the essentials that drive business innovation in a highly dynamic economic and business environment. The purpose of the course is to conceptualise and understand the three components which mainly influence the competitiveness of a company: technology, R&D and innovation. Besides presenting, analysing and discussing the content and implications of technology, R&D and innovation, there is a special focus on developing strategies that companies can adopt to implement innovation. To provide an applied vision of innovation management and knowledge, the course offers seminars and guest lectures from experts and practitioners.	Master students (of the Faculty of Economics)
6	Company Establishment and Entrepreneurship	This course intends to qualify students to create and manage new ventures and get in touch with entrepreneurial spirit and activity. The learning approach is basically practical. Applied exercises and assignments show the students how to turn ideas into real projects. Basic features such as generating new business ideas or writing a business plan are also integrated in the course.	Bachelor students (of the Faculty of Economics)



20.2.2 Target groups

The main target group of the curricular activities are the Master's students applying for the Master's Degree in "Creation and Management of New Technology-Based Companies". Because of the Bologna process – as mentioned before – elective courses integrated in the undergraduate and graduate programmes are no longer available. Therefore most of the students who are interested in entrepreneurship have to engage in extra-curricular activities. These extra-curricular activities will be presented in the section representing the focus of the case.

20.3 Extra-curricular activities related to entrepreneurship education

20.3.1 Overview about extra-curricular entrepreneurship activities

The BCC has established a range of different extra-curricular activities for the target groups of potential and actual entrepreneurs amongst students, graduates, alumni, and staff. The offer is mainly oriented towards the entrepreneurial process – from opportunity recognition and idea generation to concrete seminars on how to start up your own business. Moreover, there is a mentorship programme for graduate entrepreneurs who have launched their business and are in the process of consolidating it with the aid of the businessmen (mainly part of ADEIT's/ BCC's associated companies) acting as mentors, who advise them on the different aspects of company management. In addition, ADEIT alumni organises networking events to promote the activity among former participants. To date, over 300 graduates have received training in entrepreneurship and 17 companies that were founded in connection with the activities of the Business Culture Chair have been mentored by 10 businessmen. An innovative concept is the **yearly one-week VPSS** which is meant to foster the entrepreneurial mindset among university professors, so that they can spread it to the students taking their courses.

Exhibit 2: Overview of extra-curricular EE activities at the University of Valencia

No.	Name	Objectives	Target group	Offered since [year]	No. of participants in [year]
1	Summer school (VPSS)	To inspire the professors on how to establish entrepreneurial spirit and mindset in their courses.	<i>Professors from Spanish (and international) universities</i>	2009	2009 (9) 2010 (17) 2011 (37) 2012 (40) 2013 (20) 2014 (23)
2	MOTIVEM Awards	These awards recognise the best entrepreneurial initiatives created by students who have been mentored by lecturers who have taken part in any of the 5 editions of the VPSS promoting the entrepreneurship spirit.	<i>Students mentored by lecturers who have taken part in the VPSS</i>	2014	2014 (57 professors and 424 students) 2015 (64 professors and 427 students)



3	Business Training for the Development of Business Ideas	The programme is aimed for graduates from the UV who have completed their degrees and plan to implement their business idea and create a company	<i>Graduates of the UV who plan to carry out their business idea and create a company</i>	2003	2003 (25) 2004 (25) 2005(25) 2006(25) 2007(25) 2008 (25) 2009 (75) 2010 (25) 2011 (50) 2012 (25) 2013 (50) 2014 (25)
4	Mentorship Programme for University Entrepreneurs	To fill the gap between theory and practice; Entrepreneurs and professionals teach and consult a selected group of people in 9 different business fields (e.g. finance, law, marketing, internationalisation)	<i>Graduates from the UV (any field) who have a concrete business idea or who have launched their business and are in the process of consolidation</i>	2013	2013 (18) 2014 (24) 2015 (28)
5	Who can be an entrepreneur?	To hear first-hand about the business experiences of famous national businessmen	Bachelor and Master students from any field	1999	1999-2014 (600)
6	You can start a business!	Seminar on business motivation. Examples of best practice are given by graduates who have launched their business ideas and share them with students studying the same courses as they did.	Students of any field	1992	1992-2014 (3,140)

20.3.2 Target groups of extra-curricular activities

Generally speaking BCC's offers address students, graduates, alumni and staff. Since the courses are meant to help people in different project stages, target groups also differ. Courses for students aim to give orientation. They are open for students (undergraduate and graduate) from all over the university. Since for some courses the number of places is restricted, those students who already have a concrete business idea are favoured. The same procedure is applied for more advanced courses and seminars. In all cases, the participants must be related to the UV. The course offer aims at transmitting business values to the students, such as assessing risk, being awake to opportunities and evaluating success and failure.

The VPSS programme is open for professors all over Spain (and international universities). It is intended for university professors from any field who want to promote entrepreneurship among their university students, particularly for those who are not related to the area of business management. A total of 146 university professors have been involved in the 6 editions of the VPSS, 112 of them from the UV and 34 coming from the following ones:

- Spanish universities: University of Alcalá de Henares, University of Alicante, Autonomous University of Barcelona, University of Cantabria, University CEU Cardenal Herrera, University of Cordoba, University of Granada, European University



of Madrid, University Francisco de Vitoria, University of Jaén, University of Málaga, University of Navarra, University of Oviedo, University of the Basque Country, Polytechnic University of Cartagena, University of Salamanca, University of Valladolid.

- Universities of other countries: Autonomous University of Tamaulipas (Mexico), State University of Paraíba (Brasil) and Metropolitan University (Venezuela).

20.3.3 Designing extra-curricular activities

The following explanations refer to the VPSS, since this is the main aspect of the case.

Intentions

The main objectives of the VPSS programme are as follows:

- To stimulate the business spirit and to cultivate an entrepreneurial attitude between the young people.
- To organise a summer school for training within entrepreneurship of university professors.
- To facilitate the exchange of experiences between the professors involved in business motivation of young university students.
- To involve the professionals and entrepreneurs in the transmission of their knowledge in order to facilitate the learning of university teachers.
- To equip the university teachers with the right tools, thus enabling them to transfer their knowledge.
- To generate a network of professors and business experts in order to support the future implementation of entrepreneurship teaching practice.

The advantage is the top down principle so that all relevant members of UV are involved and can possibly get inspired. Even though there are only a few extra-curricular activities, through the VPSS the entrepreneurial spirit can, however, be established in the curriculum in any of the university's disciplines.

A major incentive which supports the general objective of VPSS arises because of the economic situation in Spain. The participating professors fear that their students will not be able to find a job after finishing their degrees. That is why they want the objectives to be as applicable as possible to the companies' environment. In order to do so, the teaching style has to adapt to better meet the demands of the future employers.

Contents

Within the one-week programme, teachers work in mixed teams to face the challenge of dealing with people with different personalities and backgrounds. The 20-35 participating professors learn how to implement and foster the entrepreneurial spirit in their specific classroom environment. The objective is to build an individual guideline. The learned techniques shall help them figure out the characteristics of their students. Since everybody is different but has their qualities, mixing them can result in a strong team. An important aspect is how to motivate students to think outside the box, to be curious, proactive and risk-taking; to promote creativity and to break traditional rules, e.g. the



professors participate in outdoor role plays. Moreover, they get material to design and construct prototypes.

Another aspect is working in teams, therefore the VPSS also organises a group event to build mutual trust and confidence (e.g. renting a boat for a joyride close to Valencia).

For professors of the UV there are no fees; for external professors the costs are 400€ for the week including meals. There is, however, no specific incentive (prize, recognition) for participating professors except the MOTIVEM Award (see below “Informal assessment of learning outcomes and feedback for students”).

Methods

There is a 50:50 mix of theory and practical training in groups. The professors apply presentation-oriented teaching, elevator pitches, role plays, simulations, creativity games and case studies. There are also entrepreneurs involved for course assistance and in order to be as practice-oriented as possible.

Media

In the scope of the theoretical part, MS Powerpoint is used. For practical exercises, specific tools are applied individually.

To guarantee a sustainable result and to maintain the direct contact among the participants of the VPSS, there is a virtual platform to exchange ideas between the community members.

Informal assessment of learning outcomes and feedback for students

Within the VPSS programme the university lecturers are the participants to be trained. Their profile is heterogeneous in age, academic status, and professional profile. The best method to measure the impact on students after the lecturers' participation in the VPSS programme is the yearly business idea competition – “MOTIVEM Award”. In order to participate, student teams need a mentor. These mentors must be teachers of the UV who have already participated in one of the editions of the VPSS programme. Hence the number of teams/ professors who participate in the competition directly represents the quality and the impact of the VPSS programme. So far 57 of the 112 UV professors have participated as mentors. During one semester, the teams attend a course on how to write a business plan every two weeks. At the end of the semester they are supposed to hand in an idea paper of around 10 pages. The 10 best student teams also receive two sessions on how to appropriately present a business plan. Of the more than 424 student participants (102 teams) from 12 degrees (biology, nursing, computer science, geography and environment, modern languages, human nutrition and dietetics, journalism, psychology, industrial relations, sociology and social work), 48% of the students indicated that when they finish their studies they would contemplate the possibility of self-employment. To further incentivise both students and professors, the best teams can win a prize up to 4,000€ (1st edition) where the according mentor receives a 25% share. Moreover, each member of the 10 best teams receives a scholarship for working abroad in order to gain more practical experience. Because of the competition's success in the first round, the prizes for the second edition have increased to 7,000€.

Furthermore, in order to evaluate the quality of the implemented techniques, the professors can ask for course attendance of the VPSS teachers or entrepreneurs.



Using results of extra-curricular activities of entrepreneurship education

Lecturers can be ambassadors of entrepreneurial culture in the classroom through their participation in the VPSS. Within this training, periodic activities have been held in classrooms by these lecturers, motivating their students through different group dynamic exercises involving university entrepreneurs. Within their teaching, they are supposed to integrate the learned techniques (toolbox) into their courses and so change their teaching style. Recognising the characteristics of their students, the teachers can figure out which students might be fitted to become an entrepreneur and take one of the courses offered by the BCC. The professors can further motivate these students to participate in the business idea competition MOTIVEM.

20.3.4 Setting of extra-curricular activities

Locations

With the support of the vice rectorate of Investigation and Scientific Politics and that of Academic Arrangement and Professorship, the BCC organises its activities in the different centres of the UV as well as in the ADEIT building (24 classrooms). ADEIT offers modern installations to organise and host activities. The headquarters of ADEIT are situated in the city centre of Valencia, with more than 5,000 square metres and incorporates the necessary technical sources: seminars, congresses, work meetings, formation courses, book presentations, press conference, etc.

Timing

The VPSS programme takes one week during the semester holidays and comprises 30 hours in total, 6 on each of the 5 days.

MOTIVEM has a duration of 4 months from kick-off up to the delivery of prizes (from January until May yearly).

20.3.5 Persons involved in extra-curricular activities

Besides the responsible persons of ADEIT/ the BCC who organise the VPSS programme, there are 2 teachers conducting the VPSS programme; 1 of the university professors for entrepreneurship of the Faculty of Economics of UV and 1 businessman/ entrepreneur which is associated with ADEIT/ the BCC.

20.3.6 Management of extra-curricular activities

The extra-curricular activities are mainly run by the externalised ADEIT, respectively the BCC. The main advantage is the fast reaction time because of its independence from the UV. However, the involved organs are as follows:

- University of Valencia: Vice rector for Teaching Staff and Academic Planning: Maria Vicenta Mestre Escrivá; Vice rector for Research and Science Politics: Pilar Campins Falcó
- Technical commission for the MOTIVEM: The business ideas that fulfill the requirements of the competition will be evaluated by the technical commission composed of experts and professionals related to entrepreneurship. They will select ten ideas for presentation to the Commission of evaluation.



- Commission of Evaluation: This commission, composed of representatives of the UV, of the administration, of participating companies and of representatives from media, evaluates 10 business ideas proposed by the technical commission.
- The Jury: The evaluating jury is formed by the Rector, the President of the BCC, a high representative of the administration, and a representative from a managerial organisation. It meets to decide on the ranking of prize winners and to grant the second prizes to the professorship.

Management of persons involved in extra-curricular activities

Certainly a plus is that ADEIT's/ the BCC's staff, which is dedicated to the management of EE, exclusively focuses on organising and conducting entrepreneurial courses as well as establishing and maintaining the network and the stakeholder management. There is no research focus besides. This clearly helps to be efficient. Another aspect is the 30 associated companies to ADEIT (24 to the BCC). Besides paying an annual grant to the organisation/ chair, 4,000€ each for ADEIT and 2,000€ each for the BCC membership, they further get involved in planning and conducting courses. Therefore, there are several meetings per year in order to satisfy individual expectations. The major input is the participation in the "*Mentoring Programme*", where 9 businessmen consult young university entrepreneurs with regard to specific business topics such as marketing, internationalisation, finance etc.

Managing student support

Student support is derived from the entrepreneurial process and offers EE and support for any stage of the process. Within the course of "*Who can become an Entrepreneur?*" the first orientation is given. The participating businessmen and entrepreneurs talk about their specific business experiences. For this course, interested students should ideally already have a business idea. In order to promote the motivation of interested students, they can then participate in different business motivational seminars under the slogan "*You can start a business!*", in which graduate entrepreneurs share their formative experiences at the BCC and challenges in building up their business. Within the MOTIVEM Awards, interested students can come up with their own business idea.

Once the first steps are undertaken and the graduates from UV plan to carry out their business idea and create a company, there are further programmes to teach relevant business knowledge such as the "*Business Training for the Development of Business Ideas*". For graduate entrepreneurs who have launched their business and are in the process of consolidating it, businessmen acting as mentors advise them on the different aspects of company management within the "*Mentorship Programme*".

Internal and external network management

There is an intense contact between ADEIT and the companies which form a part of the Board of Trustees. For example, the companies and ADEIT organise joint education activities (the companies take an active role in entrepreneurship teaching). Also, the companies cooperate with ADEIT regarding their student and graduate recruiting. ADEIT is the central unit for matching company internship positions and UV students. All activities performed in the foundation are disclosed in the university community through the ADEIT website, mailing lists and newsletters.



Management of possible integration of extra-curricular elements

Before the Bologna process, the courses offered by the BCC were elective courses. ADEIT is now trying to re-accredit them.

Evaluation of learning outcomes and informal feedback to students

The VPSS participants can be evaluated in the classroom by VPSS professors on how they implemented the learned techniques. First analysis of feedback has shown that more than 90 % of the participants would recommend this procedure to the entire professorship interested in promoting entrepreneurship among their students.

20.4 Institutional aspects of entrepreneurship education

20.4.1 Organisational set-up and change

Measures for coordinating and integrating entrepreneurship education across the university

In order to be allowed to integrate e.g. a specific research, teaching activity at the university level, companies or other organisations can build up an institutional chair which is dedicated to a specific interest of its founding members. There are currently 38 institutional chairs at the UV dealing with different topics. 5 chairs are related to entrepreneurship:

- Business Culture Chair
- Bancaixa Chair for Young Entrepreneurs
- ATA-UV Chair for Self-Employment
- Chair for Family Business
- Cátedra Excelencia y Desarrollo en Emprendimiento: de estudiante a empresario

Apart from the BCC there is, however, no specific dedication to education in entrepreneurship within the other institutional chairs (which only address related fields such as family business or innovation). That is why the focus is here set on the BCC.

The UV and the ADEIT created, by means of an agreement of cooperation, the BCC of the University of Valencia. The objective was to foster and promote the teaching and spread of business culture among university students. The idea is to encourage an entrepreneurial mindset through the transfer of the knowledge, which will allow students to join the business world as one of the more representative areas of the society. The BCC is managed by a board composed of university teaching staff and recognised businessmen/women. The advantage of the external position of the BCC is its fast reaction time to develop and implement new programs for interested students and young entrepreneurs.

Influence of external stakeholders in the entrepreneurship education programmes

The members of the ADEIT/ the BCC trustee board have a direct influence onto the programmes' design and content. Besides the financial engagement, company representatives also participate in teaching students and young entrepreneurs as well as mentoring within the scope of the "*Mentoring Programme*". They are welcome to bring



feedback to BCC and propose solutions. Since the regional and the state government are involved in the VPSS programme, there is also a vivid exchange after each edition of the VPSS in order to report current matters, feedback and future plans. Certainly the key to the Chair's success is based on the close cooperation between the stakeholders: the UV, businesses and government.

20.4.2 Laws, statutes and codes

Incentives for staff to engage in or support entrepreneurship education

There is no specific incentive concept for fostering entrepreneurial engagements on the part of the professors. Through BCC and VPSS, the participants for their part try to implement more entrepreneurial thinking in their courses. If their students participate at the MOTIVEM Awards and win a prize, the professors receive a 25% share of the winnings.

Incentives for other stakeholders contributing to entrepreneurship education

The businessmen and executives play an active role in several programs of the chair:

- Who can be an entrepreneur?
- Mentoring Programme
- You can start a business!
- BCC Alumni

The businessmen and executives obtain two types of incentives: material and immaterial.

The material incentives are:

- Obtaining a certificate for successful realisation of the course sent by the Rector of the UV.
- Being presented in a monographic book that recognises the contribution to the Chair in two years.
- The teachers who take part in the final round of MOTIVEM obtain 25 % of the monetary prize.
- The teachers who participate at MOTIVEM and present more than one idea obtain a second prize.
- All the ideas presented in MOTIVEM are published in a digital catalogue. The catalogue includes the students who have elaborated them, the teachers who have promoted and coordinated them as well as the teachers' collaborators.

The immaterial incentives are:

- Professional and social recognition.
- Media presence in the context of the UV.



20.4.3 Mindsets and attitudes

Raising awareness for the importance of entrepreneurship

The UV, across the participation or organisation of different forums or events, tries to raise awareness about entrepreneurship. The main formats are:

- “Day of the Enterprising Person” of the Valencian Community: The objective is that entrepreneurs of the Valencian community have a place for sharing their experiences and knowledge as well their concerns.
- Employment and Entrepreneurship Forum: This event held annually aims to facilitate relations between companies (entrepreneurs), students and graduates from the university. Companies and institutions will provide information to the participants on employment offers, selection processes or how to seek jobs.
- Forum of Employment of UV: Event that is celebrated once a year aiming to facilitate the contact between the companies and the students and graduates. In total 85 exhibitors, companies and institutions, offer information on how to create your own company.
- Science Week of UV: To promote the role of innovation and R&D in companies in general; during one week conferences, workshops and activities of promotion of the scientific culture are organised.
- Matching “Finance and Science” at the Scientific Park of the UV: the forum is dedicated to establish an exchange platform for scientists, entrepreneurs, and investors.
- Exposcience at Scientific Park of the UV: Open Day of the Scientific Park to present the laboratories and other facilities as well as scientific projects to the general public.

Encouraging entrepreneurial behaviour

Through the “*Who can be an entrepreneur?*” course, students from all degrees and fields of knowledge at the UV get to hear first hand all about the business experiences of famous national businessmen. In addition, young university graduate entrepreneurs, whose business ideas were nurtured through their formative experiences at the BCC, share their entrepreneurial challenges with students at the various universities through different business motivational seminars under the slogan “*You can start a business!*”. In these seminars, examples of best practices are given by graduates who have launched their business ideas; their experiences are shared with students studying the same courses as they did. These seminars are not exclusively held in the economics department, but also in other faculties.

Furthermore the “*Business Training for the Development of Business Ideas*” and the “*Mentorship Programme*” for university entrepreneurs programs are two of the successful programs offered by the BCC at the UV. These programs are aimed at graduates from the University of Valencia who have completed their degrees and plan to carry out their business idea and create a company (*Business Training for the Development of Business Ideas*) and; for graduate entrepreneurs who have launched their business and are in the process of consolidating it with the aid of the businessmen acting as mentors, who advise them on the different aspects of company management (*mentorship programme*). To date, over 300 graduates have received training in entrepreneurship and 17 companies that started up through the activities of the BCC have been mentored by 10 businessmen.



Lecturers can be ambassadors of entrepreneurial culture in the classroom through their participation in the VPSS. Through this programme, university lecturers are trained in entrepreneurial culture which they then transfer on to their students in the classroom. Within this training, periodic activities have been held in classrooms by these lecturers, motivating their students through different group dynamic exercises involving university entrepreneurs. The main objective was to measure the impact on students after the lecturers' participation in the Summer School. MOTIVEM is an instrument to measure this impact (see section 20.6.1 below).

20.5 External relationships related to entrepreneurship education

20.5.1 Types of relationships with external stakeholders

Companies from different sectors are involved in the BCC through their representation in the special trust that supports it. Trustees contribute with an annual grant to the chair as well as their personal commitment by coming in to the classroom to share their business experiences with students and graduates of the UV. The collaborators of the Chair are businessmen (senior and junior), managerial and professional. More than 330 collaborators have taken part in the offered programmes (number of collaborators in the programmes: Who can be an entrepreneur?: 120; Business Training for the Development of Business Ideas: 70; Mentorship Programme: 15; VPSS: 47; You can start a business!: 80).

20.5.2 External stakeholders involved in entrepreneurship education

Enterprises

On one hand, the involved companies participate in EE through programmes such as “*Who can be an entrepreneur?*” where they show their commitment in the classroom, reporting about their own business experiences. Another way is the “*Mentorship programme*” for university entrepreneurs. Within this offer, ten businessmen give advice to young entrepreneurs about specific business topics (e.g. Marketing, internationalisation, finance).

On the other hand, beyond the membership, generally interested companies can establish a relation to UV by participating in the internship programme organised by ADEIT. Within the scope of this offer, companies report possible internships to ADEIT which transmits them to interested students with a position-relevant background of studies and professional experience.

The following companies are members of the BCC's trust. Members of the companies share their knowledge and experiences with students and graduates: Baleària Eurolíneas Marítimas, Banco Banif, Cámara de Comercio, Industria y Navegación de Valencia, Colebega, Confederación Empresarial Valenciana, Consum, Edival, Emivasa, Engloba, Femeval, Ford, Fundación Banco Sabadell, Galvanizadora Valenciana, Gandia Blasco, GH Electrotermia, Grupo Boluda Corporación Marítima, Grupo Geisha, Grupotec Servicios Avanzados, Imegen, Mercadona, Supermercados MasyMas, Tecnidex, Umivale and Vossloh España.



In addition, the young businessmen forming part of the Alumni also participate in the activities of the BCC.

Financial institutions

The managerial projects generated by the BBC can provide access to preferential financing across the Valencian Institute of Business Competitiveness and Microbank. MicroBank was set up in 2007 as the social bank within “la Caixa” to channel the microcredit activity and later taken over by “la Caixa” through its foundation in order to extend the concept within a professional banking organisation.

Support services

The “*Business Training for the Development of Business Ideas*” and the “*Mentorship Programme*” for university entrepreneurs programmes are two of the successful programmes offered by the BCC at UV. These programs are aimed at graduates from the University of Valencia who have completed their degrees and plan to carry out their business idea and create a company, or for graduate entrepreneurs who have launched their business and are in the process of consolidating it with the aid of the businessmen acting as mentors, who advise them on the different aspects of company management. To date, over 300 graduates have received training in entrepreneurship and 17 companies that started up through the activities of the BCC have been mentored by 10 businessmen.

20.6 Impact and lessons learned

20.6.1 Evaluating impacts of the entrepreneurship education approach

The best method to measure the impact on students after the lecturers’ participation at the VPSS programme is the yearly business idea competition, MOTIVEM Awards. In order to participate, student teams require a mentor. These mentors must be teachers of the UV who have already participated in one of the editions of the VPSS programme. Hence, the number of teams/ professors who participate at the competition directly represents the quality and the impact of the VPSS programme. So far 57 of the 112 UV professors have participated as mentors. During one semester, the teams attend a course on how to write a business plan every two weeks. At the end of the semester, they are supposed to hand in an idea paper of around 10 pages. The 10 best student teams also receive two sessions on how to appropriately present a business plan. Of the more than 424 student participants (102 teams) from 12 degrees (biology, nursing, computer science, geography and environment, modern languages, human nutrition and dietetics, journalism, psychology, industrial relations, sociology and social work), 48% of the students indicated that when they finish their studies they would contemplate the possibility of self-employment. To further incentivise both students and professors the best teams can win a prize up till 4,000 € (1st edition) where the according mentor receives a 25% share. Moreover, each member of the 10 best teams receives a scholarship for working abroad in order to gain more practical experience. Because of the competition’s success in the first round the prizes for the second edition have increased to 7,000 €.



20.6.2 Lessons learned

One major lesson learned concerning the VPSS is the content of the programme. In the first two years, the focus was set on teaching the participants how to write a business plan and how to create a company. This was difficult and not suitable, particularly for professors without a business background. They were hardly motivated and considered it to be difficult to implement the learned content in their courses. As a result, the concept of the programme was revised. The new focus was rather set on the motivation for carrying out a project and creating a company than teaching actual business knowledge. With this orientation, the participating professors got more inspired for the entrepreneurial spirit and culture. Furthermore, they were able to transmit it to their students by applying the (self-) developed techniques. Instead of the professors teaching business planning, in the new programme design, students receive relevant business and entrepreneurial management knowledge through business seminars offered within the MOTIVEM programme by staff from the Faculty of Economics and external entrepreneurs. The promising effect can be judged from the high rate of participating mentors (67 of 93) at the MOTIVEM Awards. The VPSS programme has already shown its potential. Hence, the EU is funding similar projects (based on environmental issues which are part of "Climate KIC").

A substantial present and future concern is the accreditation of the offered courses for students. Because of the Bologna process, the former elective courses became extra-curricular – which in turn led to a decreasing interest. In order to continuously spread out the entrepreneurial spirit and besides the positive effects of the VPSS in the classrooms, there should be some practice-oriented curricular offers which are supported by entrepreneurs and businessmen.

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