1. Entrepreneurial attitudes: teaching practices (E. Topolansky, ORT)
2. Dynamic Endeavors (R. Fernández, ORT)
3. Innovation & Entrepreneurship course (M. Giuria, UCU)
4. Learning by doing (M. Giuria, UCU)
5. Management and Technological innovation (R. Guerra, UFPE)
6. Projectao: Teaching for Innovation resulting in Entrepreneurship (C. Araujo, UFPE)
7. Entrepreneurship and Innovation (M. Oberson de Souza, W. Haddad Carraro, UFRGS)
8. Entrepreneurship in Context (F. Streefland, S. Costa, UG)
9. Extracurricular course on Entrepreneurship (O. Belousova, UG)
10. Open course on technological entrepreneurship (A. Colombo, L. Crisafulli, J. Saffe, UNC)
11. Lazos (linkages) program (A. Colombo, L. Crisafulli, J. Saffe, UNC)
12. Entrepreneurial skills workshop & Entrepreneurs laboratory seminar (G. Rossetti, L. Wilson, M. De Greef, J. Lottersberger, UNL)
13. Entrepreneurial methods at UNL (G. Rossetti, L. Wilson, M. De Greef, J. Lottersberger, UNL)
14. Innovation and Entrepreneurship (A. Leme Fleury, T. Bento, B. Saramago, USP)
15. Entrepreneurial action (L. A. De Vasconcelos Gomes, USP)
16. The Uppsala School of Entrepreneurship (U. Persson-Fischier, G. Lindström, UU)
17. Competition “Campus Emprendedor” (L. Rodriguez Blanco, C. Delgado Sahagún, UV)
Entrepreneurial attitude
Teaching practices

The goal: Develop an entrepreneurial mindset
Audience: undergraduate students

1) Introduce the course and present the challenge

Professor: E. Topolansky, Msc, MBA
Director CIE ORT

Learn & play

2) Get out of the class
Empathize, Observe,
Take notes, pictures, records

3) Back in class
Define, Ideate, analyze

Prototype

Validation, learn

Pitch

Mentoring

Experimentation

4) The results
Final Pitch

What we learned?

Professors evaluation

CONTACT: Enrique Topolansky; cie@ort.edu.uy; tel: 598-29021505 int 1123; Center for innovation and entrepreneurship, Guareim 1451, Montevideo Uruguay
Course title: DYNAMIC ENDEAVORs

Professor: Rosana Fernández, ORT University
fernandez_r@ort.edu.uy; rosanafernandezcie@gmail.com

Course's goal: Build dynamic business capacities
Let students learn about the dynamic methodologies, that will help them to turn an idea into a start up

Reason why:
ORT University is committed with developing the entrepreneurial mindset and capabilities in order to give their students and graduates tools that enable them to develop successful professional careers, working for established companies or developing their own endeavors.

Entrepreneurial Eco-system:
By teaching Dynamic Entrepreneurships (among other different entrepreneurial subjects) it is expected that the student develops business capabilities, that allow them to build entrepreneurial graduate projects, as well as perform effectively-successfully at the worldwide entrepreneurial ecosystem.

Course
Faculty: Engineering & Biotechnology
Type: Elective/Optional
Level: Bachelor
Background of students: Next to graduation // Most of them have working experience
Period: March-June / August-December
Load: 3 hrs / class per week + 3 hrs / additional work per week
Assignments: Group presentations, paper and individual open book exam (related to a case)

Main Topics
- Environment analysis
- Opportunity recognition
- Business models
- Lean Startup Method
- Validation strategies
- MVP / Prototypes
- Startup key metrics
- Finance for startup
- Elevator Pitch

Teaching method
Dynamic Student-Centered Class
Each session is a combination of:
- Lectures
- Workshops
- Flipped classroom
- Class presentations
- Senior entrepreneurs visits
- Project-work at field

Main learning goals:
- Understand what a business model is; the parts that compose it, the interactions and relations between them and their impact on the development of successful ventures.
- Understand and use different tools and methodologies that allow them to capture data and translate it into relevant info for creating insight, hypothesis and solutions.
- Develop a proper environment analysis and be able to identify problems/needs, and translate them into business opportunities.
- Define hypotheses and propose appropriate validation strategies, to understand the feasibility of the proposals defined.
- Propose effective, attractive and innovative solutions from the perspective of the market / client.

Best practice

Good work! Presentations:
After each mandatory presentation (once students get feedback of they work in progress projects, from teachers) teams share with the rest of the group, their best practices and learnings.

Purpose:
- It allow every team to highlight the best they have done and share their experiences and learnings with their group mates. The whole group enrich from the good performance of every team.
- Teams share the experiences, the discoveries, difficulties and learnings with their colleagues.

CONTACT: Rosana Fernández: rofernandez.cie@ort.edu.uy; (11) 2982921005 Int. 1125; Center for Innovation and Entrepreneurship (CIE), Montevideo, Uruguay

Learning by doing
Building by validating

Tools
COURSE OBJECTIVES

After the course students are expected to be able to:
1. Develop entrepreneurial spirit and innovation skills
2. Create and test a business model that works and can be scaled
3. Identify and critically evaluate new innovation opportunities as a means of growth and development.

MAIN TASK

Students are required to look for a problem, and find an innovative solution to that problem. Afterwards, their main goal is to validate that idea. They work on the same business idea throughout the entire semester, constantly pivoting and adapting to the ever changing business environment.

TEACHING METHODS

We use a mix of different methodologies: lectures, project work, case based learning, learning by doing, visiting entrepreneurs.

RESULTS

We measure entrepreneurial skills of the students at the beginning and the end of the course. The majority of our students present an increase in these skills after taking our course and the entrepreneurial skills across the University have also strengthened.

PITCH DAY

Course finishes off with a Pitching Contest in which the students compete by pitching the business idea they have worked on all year. They also need to build a poster which summarizes their business idea and its validation. They compete on the best idea, best pitch and best poster in front of a jury composed by entrepreneurs and University authorities.
LEARNING BY DOING
BEST PRACTICE ON TEACHING ENTREPRENEURSHIP

STRENGTHS OF THIS METHOD

It is experiential, different from what students have been doing in other courses. It gets them out of the building, providing a different approach.

WHY IS IT INTERDISCIPLINARY?

It’s a real practice. They have to come up with an idea and try to validate it, putting several entrepreneurial frameworks into action.

INTER SCHOOL COLLABORATION

Our students looking to graduate need to do a final project. Many of them choose to develop a startup project, in which they build the foundations to start their company, by writing a business plan and validating a business idea.

For those students, we provide a software major to help the teams develop their MVP’s. This allows them to enhance their validations skills and fosters collaboration between students and faculty.

COURSES WHERE APPLIED

Entrepreneurship and Innovation,
Entrepreneurial Project,
Design Thinking.

RESULTS

Many of our students use our courses as a real life pilot for their own startup and later come to our incubator asking for help executing the plan.
Background of students: Organizational Theory, Marketing, Entrepreneurship and Business Strategy

Market - Daily life - Technology

Main Learning Goals

Entrepreneurial skills for innovative business

Innovation management, emerging business practices and context (local and international)

Integrative approach to Innovation and Technology

Teaching methods: theoretical classes, case studies (local and international), technical visits to innovative companies in the region

Partners

To awaken in the students of Administration the interest for the development and the management of Innovation

Strong sides of the course

Expanding entrepreneurial skills aimed at creating innovative business

It uses elements of technology, economics and network analysis to encourage students to create practical answers to entrepreneurial concrete problems and/or opportunities
Why, How and What?
Learning, Teaching and Assessment Approach

Student Background
Mandatory 2nd year Computer Science, 4th year Computer Engineering students. Elective Design students from different semesters. And other majors (Psychology, Business, Engineering, etc.). In general students are able to execute activities in their majors and apply to the product/service of the product/service being developed in the course.

Learning Goals

Innovative Approach for Assessment

<table>
<thead>
<tr>
<th>Quests &amp; Coaching</th>
<th>Interest</th>
<th>Problem</th>
<th>Delivery 1</th>
<th>Demo Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>DT + LEAN</td>
<td>Customer</td>
<td>Concept</td>
<td>Delivery 2</td>
<td></td>
</tr>
</tbody>
</table>

Physiotherapy & Biomedics Engineering
Computing Design
Design Driven Innovation
Psychology Entrepreneur

Computer Engineering Entrepreneurship
Entrepreneur Computer Science

Networking & Partnerships

Startups as Results

2011 - inlocomedia:
> 50M users
Competes with Google and Facebook, on ads

2015 - coteAqui:
several big construction companies as clients

2017 - Porquin:
Selected as the only startup finalist from South America in the Microsoft Imagine Cup

Challenges & Discussion

Technology Centric | Lack of Business and Marketing
Product/Market Fit after 3 years. How to reduce?
What support in undergrad and grad levels to provide?
Entrepreneurship and Innovation at UFRGS

Prof. dr. Michèl Oberson de Souza*, Prof. dr. Wendy Haddad Carraro**
Universidade Federal do Rio Grande do Sul (UFRGS) – Porto Alegre – Brazil

Main Topics
- self-knowledge
- opportunity recognition
- entrepreneurial behavior
- creative process
- innovation process
- interdisciplinary ecosystem business models
- strategic planning
- market analysis
- marketing plan
- planning and financial feasibility
- pitch production

Teaching methods
- The class is divided into groups.
- Each group chooses a societal problem to be solved.
- During the semester, each group constructs a proposal which describes a product or service that will be the solution of the problem identified at the beginning of the semester.
- During each 3-hour session, the teacher introduces topics and tools through PPT documents. Cases are cited as examples.
- During workshop sessions, each group uses the tools presented to improve their proposals. The results of the workshop are then presented orally to the class.
- The three-hour period is made up of several sessions of a short PPT presentation followed by a workshop, the PPT presentation will be at the most 10 minutes long to allow more time for workshop activities.
- As a virtual environment, the Moodle platform is used, where all available are all the PPTs, lectures and links and also all the materials produced by each group.
- Some documents available at the Moodle platform have to be studied before each session and are evaluated through quizzes and crosswords.

Most strong sides
- Diversity of the student academic background
- Different academic background students.
- Know other environments
- 15 3-hour sessions
- Working on a project for 15 weeks.
- Short-term activities are essentially motivational.
- Diversity of the teacher academic background
- 2 teachers per course
- Skills and experiences are complementary
- Beneficial for interactions
- Increases the amount of contacts

METHOD 1
Entrepreneurial Thought & Action
The activity aims to compare through experience, five activities are proposed
- Entrepreneurial thinking (creation reasoning)
- "puzzle" putting together pieces of a puzzle
- "pitchwork" using facts to create a pitch presentation

Discussion
Evidences being entrepreneur requires two forms of thinking
- Prediction (analytic)
- Inductive and deductive logic, mathematical tools and other analytic methods; rules of thumb.
- Core logic of virtually all educational settings;
- Core logic of large organisations; works superfi cially to the extent that the future can be divided or extrapolated from the past.
- Creation favored by serial entrepreneurs 89% of the time

METHOD 2
Check-in/Check-out (10 min)
Performed at the beginning of the session
- Ice breaking, warm up or even starting of the session.

Conclusion of the session
- Interconnections with the previous sessions.
- Collect the student perceptions of what was done in class

METHOD 3
Pitch
It is a technique to present a business or business idea to any audience.
- Develop the competence to sell an idea succinctly and objectively.
- The opportunity
- The market
- Solution
- Why the solution is different
- Business model
- The needs

*Institute of Chemistry, michele.souza@ufrgs.br; ** Faculty of Economics Sciences, wendy.carraro@ufrgs.br
Entrepreneurship in Context

Minor Entrepreneurship

Instructors:
Drs. Frank Streefland (coordinator and teacher)
Dr. Silvia F. Costa (teacher)

Field trip to entrepreneurial and innovative locations

Session 1
- Visit to EnTranCe and Energy Academy Europe building
- Visit to the offices of Envinton (overarching case of the course)
- Diagnosis test (0,5 point bonus exam grade)

Combining theory and practice in every session

<table>
<thead>
<tr>
<th>Context</th>
<th>Entrepreneurship in the university context</th>
<th>Corporate Entrepreneurship</th>
<th>Social Entrepreneurship</th>
<th>Entrepreneurship in the context of Arts Session 6</th>
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</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Session 2</td>
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<td></td>
<td>Entrepreneurial Process</td>
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<td>Importance of Resources</td>
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<td></td>
<td>Analysing Competition</td>
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<tr>
<td></td>
<td>Ecosystem Analysis</td>
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</tbody>
</table>

Session 2
- Entrep. Process
- Application to cases
- Group assignment intro

Sessions 3 & 4
- Inside-out perspective on resources
- Application to C.E.
- Outside-inside perspective
- Application to C.E.

Session 5
- Configurations of Entrep. Ecosystems
- Application to social and sustainable ent.

Overarching case: Envinton

<table>
<thead>
<tr>
<th>Session 6</th>
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| Guest speakers
| Q&A with case representatives |

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<tr>
<th>Session 7</th>
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<tbody>
<tr>
<td>Final presentations: Analysis of the Envinton case and suggestion for the venture</td>
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</table>

What our students learn:

Explain the different contexts in which entrepreneurship occurs.
Utilize and apply empirically validated tools to an overarching case.
Provide suggestions to entrepreneurs!
Group assignment 40%

Case based written exam.
Final exam – 60%
EXTRACURRICULAR COURSE ON ENTREPRENEURSHIP

INTRODUCTION

PROCESS OF ENTREPRENEURSHIP TOOLS
- IDEA GENERATION
- LEVEL OF ADVENTUROUS & EXPERIENCED ENTREPRENEURS

SOCIAL & SUSTAINABLE ENTREPRENEURSHIP

CREATING VALUE - WHICH TOOL?
- IMPACT MEASUREMENT THEORY OF CHANGE
- TALK: SOCIAL & GREEN ENTREPRENEURSHIP

MARKETING

CREATING VALUE - FOR WHAT?
- SEGMENT, TARGET POSITION TALK: HOW TO HAVE A STARTUP

PRODUCT DESIGN

REINVENTING VALUE - PRODUCT DESIGN TOOLS
- DESIGN THINKING TALK: 3D PRINTING & ADDITIVE

NETWORKING

DELIVERING VALUE - PARTNERSHIPS TALK: STAKEHOLDER ANALYSIS, VERTICAL STARTUP

MENTORING

CAPTURING VALUE - COMMISSIONS & COSTS TALK: STARTUP VALUATION & FUNDING

SUCCESS CASES

- ECOTECH: Tarred medication delivered on full release in the colon
- CE DIAGNOSTICS: Advances and access diagnostics of central nervous system
- BY WASH: Portable Wound care, increases mobility and under economy
- 3S PAPERTRONICS: Biomaterials with high environmental impact
- MEDICO: Faster and more efficient tissue testing

IT TAKES A VILLAGE...

STRONG SIDES

- SELF SELECTION: Not selected automatically
- PROJECT-BASED: Students learn from practical assignments and case studies
- DIVERSITY OF SPEAKERS: Opportunity to meet and integrate diverse topics
Open course on technological entrepreneurship (OCTE) at National University of Córdoba (UNC), Argentina

Andrés Colombo, Luciano Crisafulli and Juan Saffe

Background
Since no regular courses on technology entrepreneurship are available within National University of Córdoba curricula, UNC business incubator figured out that University entrepreneurs lacked the tools for properly run science and technology based start-ups.

Course objective
To create an open course that makes available new start-up management tools for all University entrepreneurs.

Audience
University entrepreneurs, mainly those focused on science and technology entrepreneurship (scientists, advanced students and just graduated students).

Goals
- Provide insight on skills needed to start a technological company

Method
- Practical experience by local leaders
- Seven lectures by local leaders that combine theoretical concepts and practical experience in a 3 hour workshop-type activity

Impact
- Management skills and more start-ups
- Higher number of technology projects applying to UNC business incubator
- Complementary skills not available in regular curricula

Lessons learned
- Focusing on technology entrepreneur for more engineering students at OCTE
- By deploying each seminar in a different Faculty, students acknowledge interdisciplinarity is increased.
- No direct impact in the number of technological project to UNC business incubator.

Best practices
- Knowledge flows from industry to academia in OCTE make available real start-up management experiences
Lazos (linkages) Program at National University of Córdoba (UNC), Argentina

Andrés Colombo, Luciano Crisafulli and Juan Saffe

BACKGROUND

1. Many young graduates aspire to become consultants once they finish their studies and most of them, as independent consultants. In other words, they are entrepreneurs on their own.
2. MSMEs, particularly those whose enterprises are on their earlier stages or of small scale find trouble for accessing to professional solutions for their business. Young graduates would be appropriate advisors for these MSMEs.
3. In short, the consultancy market (in general, the business development services market) presents coordination failures that hinder young professionals’ ability to find their clients and hamper MSMEs’ chances for accessing to professional solutions.

GOALS

To provide young graduates with the technical tools and real-world experience to develop as consultancy entrepreneurs. To enable access of local MSMEs to professional business development services.

AUDIENCE

Young graduates, mainly those with degrees in economics, business, engineering, communication and Local MSMEs that need professional solutions and have difficulties finding them in the market.

METHOD

UNIVERSITY
Lectures
Professors
As Practical Work
Diagnostics &
Recommendations

MEETING
Meetings
Young graduates
As Advisors
Diagnostics & Recommendations

GOALS

UNC
MINISTRY

YOUNG GRADUATES

- Advise MSMEs
- Work with multidisciplinary approach
- Gain experience to start their own consultancy business

MSMEs

- Find professional solutions for their business

AUDIENCE

- 10 editions. 450 Young graduates have completed the course. 150 MSMEs have received professional advised
- Spin-off with focus on foreign trade in execution + > 1 with focus on business incubators in design
- Since Lazos' inception everything has changed (Governor, Minister, Undersecretary of MSMEs; Rector, Dean. Extension Secretary) but the program remains and grows.

LESSONS LEARNED

- Beware of expectations. There is a clear need to have a precise and clear definition regarding the scope of the practical work not only for students, but also for MSMEs
- Coordination efforts between University and its counterparts must be permanent
- Students (young graduates) selection process is of key importance and must be critically evaluated at all times
- Peer mentorship by former Lazos’ students can improve the results in terms of the practical work

BEST PRACTICES

- There should be predefined paths to generate opportunities for collaboration among participants of different editions of the course. Among the alternatives that can be considered are: (i) an advanced course for those who complete Lazos, (ii) the participation of graduates from previous editions as mentors or tutors of the consultancy projects.
- By incorporating graduates of different careers as course participants, careful selection of the content and efforts to level their knowledge of basic subjects becomes essential.
UNL Entrepreneurial Teaching Practices

Course 01

ENTREPRENEURIAL SKILLS WORKSHOP

Main topics
Creativity, Innovation, Entrepreneurial skills, Strategic information search, Teamwork, Business models, Funding options, Public speaking skills, Negotiation, Entrepreneurial environment, Entrepreneurs experiences.

Background
No specific background required.

Goals
After the course, students are expected to be able to:
1. Visualize themselves as agents of change in the local, national and global socio-productive framework.
2. Know motivational, attitudinal and aptitude tools to improve training and insertion in the productive environment.
3. Use the entrepreneurial philosophy developed either to start a new business or to work as an agent of change.

Strengths
- Interdisciplinary students teams.
- Interdisciplinary teachers team.
- Training on soft skills.

Course 02

ENTREPRENEURS LABORATORY SEMINAR

Main topics
Business Strategy, Market research, Commercial strategy and Business plan, Organizational design and organizational structure, Law, Tax law, Costs and financial study, Funding options, Networking.

Background
Students should have a business idea

Goals
After the course, students are expected to be able to:
1. Recognize if the business idea has commercial and productive viability.
2. Know different funding options to support their business idea.
3. Develop a first draft of a Business Plan to start a potential enterprise.

Strengths
- Develop a business idea/business plan.
- Interdisciplinary teachers team.
- Training on technical skills.
UNL Entrepreneurial Teaching Practices

Method 01

SEPARATING ENTREPRENEURSHIP TRAINING

Based on the experience of the “Entrepreneurship Training workshop”, the training was divided into two courses.

This allows:
- Grouping students according to their objectives and interests.
- Producing deeper knowledge for different audiences.
- Sequencing training in a logical path, related to UNL Entrepreneurial Program (IJIE, Foro de Capital) and Entrepreneurial Ecosystem (Incubators, Accelerator, Funds).

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
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<tbody>
<tr>
<td>2005</td>
<td>670</td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>365</td>
</tr>
<tr>
<td>2018</td>
<td>68</td>
</tr>
</tbody>
</table>

Method 02

INTERDISCIPLINARY TEAMS AND LEARNING BY PROJECTS

Work is done by interdisciplinary teams made up of 3 to 5 students, developing and validating a business idea.

This allows:
- Learning by doing: develop an idea that answers to problems or creates opportunities to improve regional development.
- Training on entrepreneurial soft skills (specially work in interdisciplinary teams, stressing creativity and innovation).
- Incorporating tools and methodologies such as Lean Startup, Design Thinking and Canvas.

INTERDISCIPLINARY AND INTERCULTURAL CHALLENGES

- Invite guest lecturers/mentors from other countries (entrepreneurs or/and TTO staff).
- Include cases that requires develop an international strategy in an intercultural and interdisciplinary manner.
- Incorporate technology to break distance barriers digital platform for interaction and collaborative projects.
- Offer both courses in English.
- Create an “Ideas Bank” that can be used without disciplinary or geographic borders.
- Generate inter-institutional “cross-landing” agreements that promote the mobility of students-entrepreneurs.
Innovation and Entrepreneurship
Lecturer: André Leme Fleury, Thais Bento, Bruno Saramago

Brazil's entrepreneurship and startup scenario
- World's 9th economy **
- São Paulo – Brazil's biggest startup ecosystem ***
- Ranked between 15 largest startup ecosystems in the world
- Ecosystem value: $3.4bn

University of São Paulo
- 90,000 students
- 48 schools (Schools and Institutes)
- Responsible for 20% of all scientific documents produced in Brazil from 2011 to 2015
- Campi located in 8 cities (São Paulo states)

Course objectives
- To learn to the most important agile approaches, including frameworks, techniques and methodologies for the development of new technologies and businesses.
- To develop practical initiatives for the creation of innovative products and services.
- To experience the initial stages of designing, prototyping and starting a new venture.

Methodology
Research
- Field Interest
- Design Thinking

Development
- Ideation
- 2 iteration cycles (build, measure and learn)

Projects

Kronos CNC
Development of machines based on the traceability and control of the displacement of an equipment, using programming (CNC - Computer Numerical Control). The equipment will work by repeating what is sent to it. Currently the technology is used in the manufacture of drills, milling cutters and in three-dimensional printers.

Smarch
Portable mobile phone charger with a lifecycle 100x superior to conventional batteries using waste transformed into nanomaterials. It simultaneously solves mobile phone battery problem and reduces the amount of toxic solid waste produced and discarded.

FiUt
Online platform that aims to make educational content more accessible. Using interactive tools the platform offers a quiz to discover the user's investment profile, a dictionary to explain common and new financial terms, simulations and suggestions of partnerships with banks and other financial institutions.

Shared Security App
App that aims to make public places more secure. Security-related events can be recorded on a map, generating statistics and information on favourable locations, etc. Users can ask for help (police and private security) and alert friends in real time: private cameras installed in the locations could be accessed by the app to improve coverage area.

Wanderlust
An optimized light backpack that fits in the airplane cabin, dispensing large suitcases. The target audience are travelers who do not need to carry a lot of luggage, such as young people traveling for short periods and executives or speakers who usually travel with only one handbag.

Mundo(Pix)
Mobile app that uses gamification to teach basic coding processes and techniques. Theory classes are taught using quick videos that are available online or can be downloaded to be watched in the spare time. Practice sessions are offered online and are based on real requests.

Class composition and characterization
- Students from 26 of 54 institutes and schools in two camps (São Paulo and São Carlos)
- 55% male and 45% female students
- 88.6% of the students have never taken an entrepreneurship or innovation course before.
- 55.6% of the students put more effort and dedication to this course compared to other elective courses.

Learning activities, concepts and methods

Team formation
- Team members should come from different fields (multidisciplinarity) and teams should not be bigger than five members.

Project
- Students are encouraged to present their idea and form a team to develop them if possible (empowerment)

In-person classes
- Five in-person classes, each one divided in: a) exposition class, b) guest speakers, c) team work time

Online classes
- Complementary material is offered online by Endeavor

Tutoring
- One to one tutoring sessions to discuss the project

Course feedback and evaluation

Are you interested in continuing working with you project?
- Yes
- No
- I don't care

Would you recommend this course to other students?
- Yes
- No
- No one

How willing are you to become an entrepreneur?
- Very willing
- Fairly willing
- Less willing
- Unlikely

Please grade this course on a scale from 1 to 10
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
Entrepreneurial action (Operations Strategy)

Lecturer: Leonardo Augusto de Vasconcelos Gomes  
Major: Business Administration

Description
Entrepreneurship consists on the process of growing ideas into a viable business. This course provides a framework for the development, implementation, and growth of startups in uncertain conditions. Deepens understanding of core aspects of new business (technology, product, strategic choices, business models). Emphasizes how to deal with uncertainties that affects the entrepreneurial firms that are new in the innovation ecosystem. Students should work as an entrepreneurial team to create a business to exploit an academic patent (from USP catalogue).

Learning goals

- Creativity
- Problem Solving
- Innovation
- Teamwork

Learning Methods

- **Case studies**
  - Explore Harvard cases, local cases (written by our research group – Innovation Management Lab) and live cases.

- **Flipped classroom**
  - Encourages students to cooperate to solve complex challenges regarding entrepreneurship and innovation during the sections.

- **Project based learning**
  - Working as an entrepreneurial team, students should select and exploit a patent from USP catalogue. Students are encouraged to interact with inventor, clients, suppliers, among other actors.

Evaluation

- Cases studies: 30%
- Project report and presentation: 30%
- The evaluation is performed by angel investors, a successful entrepreneur and a senior innovation manager
- Final exam: 40%

Final remarks
The importance of **multicultural and international background** to perceive and deal with uncertainties,

Business administration students build **competencies on technological fields** during the course.

Bibliographic references
The Uppsala School of Entrepreneurship

A perfect ending for students of engineering

Six courses and a project

Fall term
- Business development and financing (5ECTS)
- Leadership and organization (5ECTS)
- Economic steering in entrepreneurial businesses (5ECTS)
- Intangible rights and business law (5ECTS)
- Market analysis and customer understanding (5ECTS)
- Value creation: possibilities and risk (5ECTS)

Spring term
- Business development and innovation project (30ECTS)
- Project with a start-up or established company from the region or research-based innovation

“We can teach entrepreneurship to everyone. We need to teach entrepreneurship to everyone”

- 30 students each year
- The second year of master studies for engineering, medicine and natural science students
- We make personal interviews with all applying students

Design thinking as a way to entrepreneurhsip

“Entrepreneurship is to create opportunities and transform them into value for others”

Want to know more? Contact us:
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Competition “Campus Emprendedor”

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Summary
Competition aimed at fostering the entrepreneur spirit, encouraging the participation of the universities and their researchers in the creation and development of companies.

Two Categories
- **Business innovative idea**: the works will refer to a first scheme or general business model pending maturation.
- **Business Project**: Projects or business plans with a high degree of maturity that allows their implementation in a short space of time.

Aimed to:
- Students, teachers, researchers, administrative and services personal, graduated from the last two years.
- Public and private Universities of Castile and Leon.
- Researchers of CSIC (Higher Scientific Research Center) in Castile and Leon.
- Members of the “catalyst of business promoters”
- People have participated in the prototypes program of and proofs concept.

Prizes:
- **Business innovative idea**: Three ideas are awarded with a participatory diploma and a label.
  - The best ideas take part in a training course about how to exploit the knowledge.
- **Business Project**: Four winners receive a participation diploma and a money prize.
  - 1st prize: 10,000 €.
  - 2nd prize: 9,000 €.
  - 3rd prize: 8,000 €.
  - Special mention “cultural, social and humanistic entrepreneurship”: 6,000 €

Conditions:
- Applicants must present:
  - **Business innovative idea**: short description of the innovative idea.
  - **Business project**: description of the innovative project and summary of it.

There are two stages. Firstly, the Jury selects the best candidates of each university. Second and finally, the competition is regional level among all the universities.
Summary:
OBUS generates an institutional framework for the current University Business collaboration that includes crosses all the degrees and development opportunities for the university community of the Campus, thus achieving a high performance ecosystem.

Guiding the actions, which have already been carried out, in an effective organization of collaboration and exchange within the institutional and socio-economic context.

Fostering a proactive attitude of the university community paying special attention to students and the development of ideas just when they are going to enter the labor market.

Institutional and business aspects, and the University acceleration of the application of the development of the final degree projects.

Aspects not only in relation, but complementary to the retention of talent and innovative training which is essential for the UVA university community.

Not only intermittent but permanent training can get the ideas generated at the end of the degree to go to market or make students stand out for creative attitudes and communication, so it is necessary a full insertion in the itinerary in relation with the environment.

Need of institutional framework (OBUS): Legal Framework that regulates the exchange and entrepreneurship.

- Interaction interchanges with the environment
- Encourage ideas
- Entrepreneurship spirit

TCUE Plan, at Science Park has been carrying out actions in pursuit of the entrepreneurial attitude and lean work methodologies as well as fostering themes of creativity and design of ideas for business plans in different training actions that include entry to the classroom. (prospective Workshops) These types of actions within the university community also merit a framework where it can be fully integrated into the exit of students to the market.