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An Inspirational Guide for  
the Entrepreneurial University

# HEInnovate Action Card Set

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# Introduction

Congratulations! This is your HEInnovate Action Card Set which will provide you with inspirational input to improve the entrepreneurial development of your HEI (Higher Education Institution). It provides you with personalised recommendations for concrete activities and programmes to implement at your HEI.

## About the Card Set

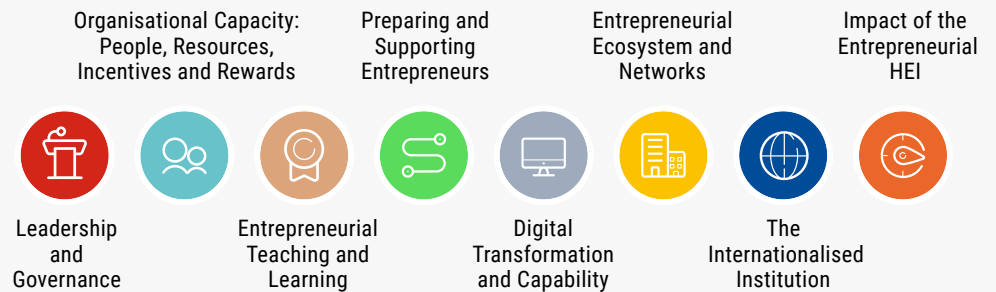
The HEInnovate Action Card Set provides recommendations for universities aiming to improve their entrepreneurial status. The recommendations are tailored to the current entrepreneurial development of your HEI, which can be categorised in seven profiles (The Entrepreneurial Aspirant, The Builder, The Educator, The Internal Performer, The Regional Performer, The International Performer, The Guru). These profiles are meant to categorise your institution in terms of its entrepreneurial development and act as a way to highlight areas of strength and further improvement. Each profile has a unique card set, which aims at giving your HEI the most relevant and applicable recommendations, sourced from already existing, successful programmes, originally stemming from universities which display successful entrepreneurship programmes in various fields.

We have compiled these recommendations based on interviews with experienced experts from entrepreneurial universities, as well as by evaluating university case studies of entrepreneurship programmes and activities. Most of them belonging to the set of HEInnovate's case studies. The recommendations are categorised into eight dimensions that belong to the HEInnovate tool.

## Context: HEInnovate self-assessment tool

The HEInnovate self-assessment tool for Higher Education Institutions aims to assist HEIs in exploring and assessing their entrepreneurial development and potential. It guides you through a process of eight key areas (Dimensions). See the next page for an introduction to HEInnovate.

### The HEInnovate 8 Dimensions



If you have not completed the HEInnovate self-assessment, we highly recommend you to do so before working with the card set. This helps you better categorise your HEI into one of the profiles, which in return can support your experience with the eHEI cards. For more information visit: [heinnovate.eu/en](https://heinnovate.eu/en)

## Credits

This edition contains an updated version of the Card Set adapted to the revision of HEInnovate. The Card Set has been adapted to the new formulation of HEInnovate's Dimensions, with a greater focus on global and societal challenges, entrepreneurial ecosystems and networks, and impact of the entrepreneurial HEI. For more information about the THEI2.0 project, you can access the website [www.thei2.eu/](https://www.thei2.eu/)



HEInnovate is a self-reflection tool for Higher Education Institutions who wish to explore their innovative potential. It guides you through a process of identification, prioritisation and action planning in eight key areas. The self-assessment is available in all EU languages.

HEInnovate is not a benchmarking tool. It diagnoses areas of strengths and weaknesses, opens up discussion and debate on the entrepreneurial / innovative nature of your institution and it allows you to compare and contrast evolution over time. You can have instant access to your results, learning materials and a pool of experts. HEInnovate can be used by all types of higher education institutions.

HEInnovate is an initiative of the European Commission in partnership with the OECD. It is free, confidential and open to anyone to use. Being an entrepreneurial higher education institution depends upon individuals, and innovative ways of doing things.

# HEInnovate Eight Dimensions

- 
**Leadership and Governance**
- 
**Organisational Capacity: People, Resources, Incentives and Rewards**
- 
**Entrepreneurial Teaching and Learning**
- 
**Preparing and Supporting Entrepreneurs**
- 
**Digital Transformation and Capability**
- 
**Entrepreneurial Ecosystem and Networks**
- 
**The Internationalised Institution**
- 
**Impact of the Entrepreneurial HEI**



# Structure of the HEInnovate Action Card Set

The HEInnovate Card Set contains 56 action cards. Each card provides actionable suggestions for Higher Education Institutions (HEIs) to enhance their entrepreneurial potential and maximize their impact.

Each card is categorised within one of the eight dimensions of HEInnovate, providing targeted insights and recommendations for that particular area. In other words, each of the eight HEInnovate dimensions contains a set of cards that offer specific guidance and suggestions for HEIs aiming at further developing their entrepreneurial potential at that particular dimension.

Despite each card belonging to a specific dimension, their recommendations are not necessarily limited to that particular dimension, as the HEInnovate dimensions are interconnected. Hence, you will find that each HEInnovate dimension encompasses a set of dimension cards along with a compilation of the most relevant and related cards from the other dimensions.

The Card Set has been organized into various "Profile Card Sets" as well. A Profile Card Set represents a subset of the Card Set that is specifically tailored to a particular entrepreneurial HEI Profile.

The entrepreneurial HEI Profile, referred to as the "eHEI Profile" within this context, corresponds to the level of development of entrepreneurship competences within the HEI and is assigned based on the HEInnovate self-assessment scoring.

There are seven eHEI profiles:

1. The Entrepreneurial Aspirant
2. The Builder
3. The Educator
4. The Internal Performer
5. The Regional Performer
6. The International Performer
7. The Guru

The order of the profiles signifies the progression of entrepreneurship competences at the HEI, where "The Entrepreneurial Aspirant" represents the initial stage, and "The Guru" symbolises the highest level of advancement. Each profile is assigned a set of recommendation cards specifically tailored to its corresponding stage, offering guidance and insights that align with the specific needs and characteristics of that profile.

In addition to the assigned action cards, the HEI has the freedom to explore and utilize the remaining cards from the HEInnovate Card Set. Additionally, we provide you with an HEInnovate Canvas that is designed as a type of workshop board. This may help you organize your recommendation plan.

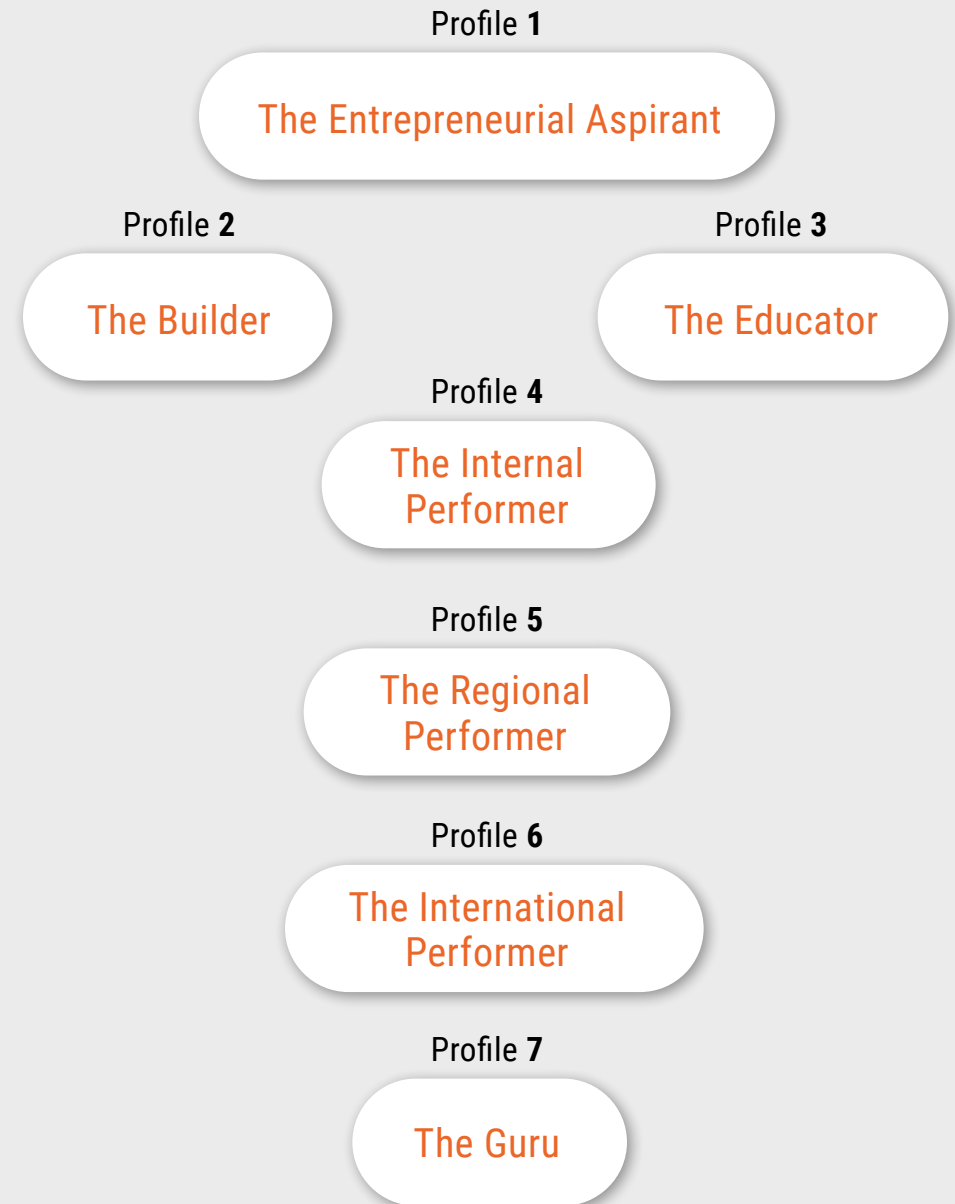
# The eHEI Profiles Journey

The seven eHEI profiles are listed in a specific, chronological order. **The categorisation of the first four profiles (1 – The Entrepreneurial Aspirant, 2 – The Builder, 3 – The Educator, 4 – The Internal Performer)** focuses on enhancing the internal entrepreneurial competences at the HEI with learning programmes and course curricula as well as ways to improve the overall ability to prepare students in the field of entrepreneurship. These aspects are considered the foundational elements of becoming an entrepreneurial HEI and should be mastered before moving on to the next profiles.

**The latter three profiles (5 – The Regional Performer, 6 – The International Performer, 7 – The Guru)** are focused on advancing external programmes in the field of regional and/or international partnerships regarding their entrepreneurial competences and measuring the impact for the conducted activities.

→ The action cards set can be downloaded digitally together with other materials from HEInnovate website.

## The Journey of an Entrepreneurial HEI



# The eHEI Profile Logic Tree

The approach we follow in our model to calculate the various eHEI profiles is based on the following considerations:

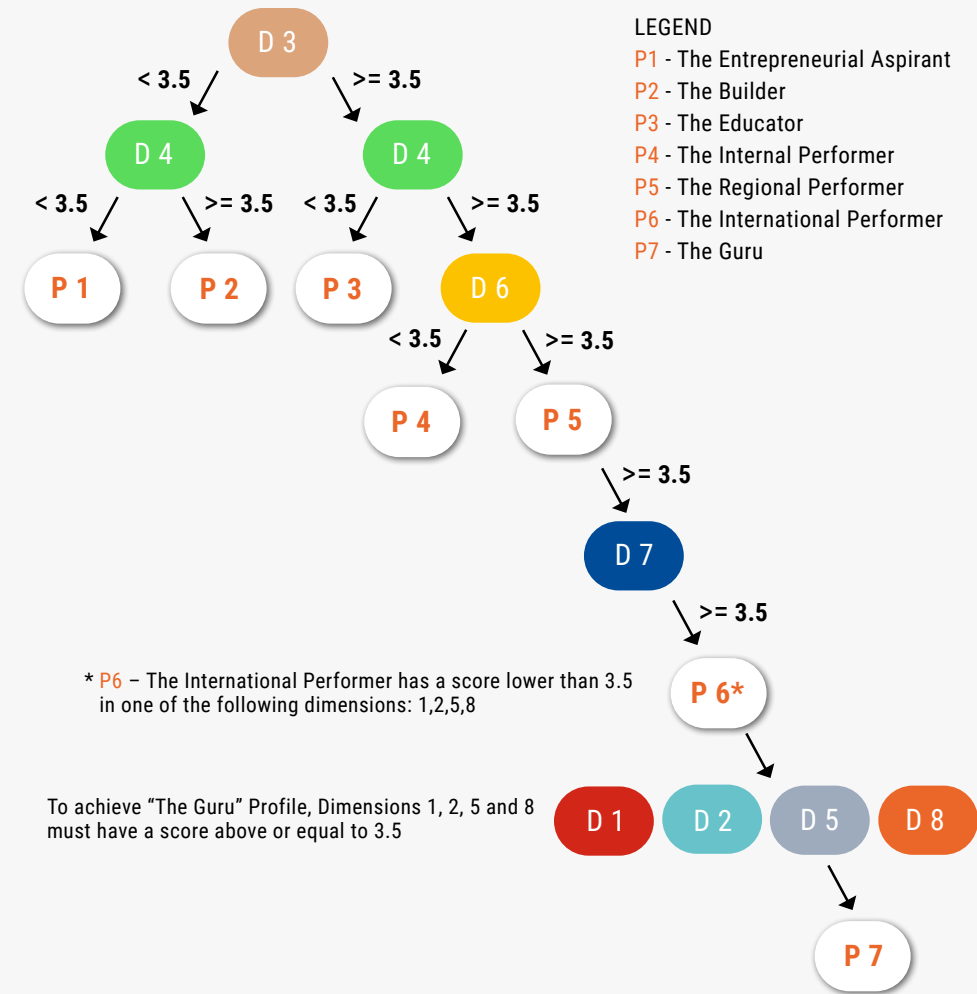
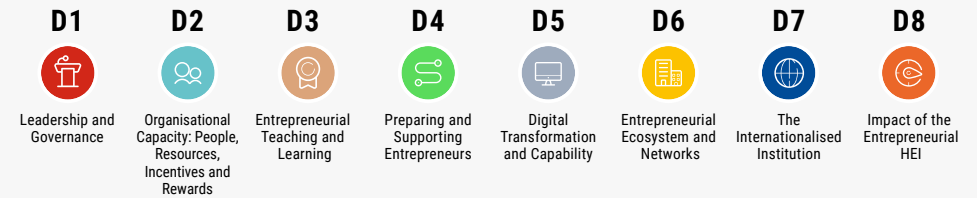
**Step 1:** We assume that each university should establish an entrepreneurial teaching and learning programme (Dimension 3) in order to build up a start-up support programme that fits the respective university strategy (Dimension 4). Therefore, we always consider the results from these two dimensions first. If a university has a score lower than 3.5 in Dimensions 3 & 4, we classify it as **"The Entrepreneurial Aspirant"**. If only the score of Dimension 4 is higher than or equal to 3.5, then it gets the profile **"The Builder"**, and if it only scores higher than or equal to 3.5 in Dimension 3, we assign it the profile **"The Educator"**.

**Step 2:** Only when a HEI has established solid activities in Dimension 3 (Entrepreneurial Teaching and Learning) and Dimension 4 (Preparing and Supporting Entrepreneurs) it can move on to considering how it wishes to proceed with partnerships and the regional network. Therefore, the HEI should look at Dimension 6 (Entrepreneurial Ecosystem and Networks). This dimension emphasizes that entrepreneurship programmes should be established to enable the Third Mission of the university by setting a mechanism for knowledge exchange and transfer with stakeholders. If the scores of Dimensions 3 & 4 are higher than or equal to 3.5, but the score of Dimension 6 is lower than 3.5, we will assign the university to the profile **"The Internal Performer"**, as it is a strong entrepreneurial university with an internal entrepreneurship focus, which might further work on its regional ecosystem. Therefore, if an HEI scores higher than or equal to 3.5 in Dimension 6 it is assigned to the profile **"The Regional Performer"**.

**Step 3:** Now, the HEI can look at Dimension 7 (The Internationalised Institution) to evaluate its global entrepreneurial networks and programmes. If the HEI scores higher than or equal to 3.5 in Dimensions 3,4,6 and Dimension 7, but below 3.5 in Dimensions 1,2,5 and/or 8, it is assigned the **"The International Performer"**.

**Step 4:** To be assigned the most expert profile, **"The Guru"**, the university must score higher than or equal to 3.5 in all eight dimensions.

# The eHEI Profile Logic Tree



# 1. The Entrepreneurial Aspirant

## DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

**Dimension 3** Entrepreneurial Teaching and Learning < 3.5

**Dimension 4** Preparing and Supporting Entrepreneurs < 3.5

## Profile Specific Cards



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**The Entrepreneurial Aspirant** HEI has both the capacity and opportunity to implement entrepreneurial teaching and practice-based programmes into the classroom. The HEI may benefit from more educators with entrepreneurial backgrounds and programme experience to support entrepreneurial ideas.

The HEI has the potential to grow not only in preparing and supporting staff and students but also entrepreneurs and start-ups. It can become a leader by the availing of some expert guidance and support, and also by incorporating more innovative thinking.

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## 2. The Builder

### DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

**Dimension 3** Entrepreneurial Teaching and Learning < 3.5

**Dimension 4** Preparing and Supporting Entrepreneurs ≥ 3.5

### Profile Specific Cards



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**The Builder** is an HEI that offers its students and academic staff a variety of programmes and support to develop novel entrepreneurial ideas, both internally and externally. This includes incubation programmes and mentoring for start-ups and entrepreneurs-to-be.

The HEI can benefit from providing more entrepreneurial education and training opportunities for their students and educators. The Builder has the potential to grow and become stronger in this area of preparation and support, with the help of expert guidance, and also by involving the wider academic community.

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## 3. The Educator

### DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

**Dimension 3** Entrepreneurial Teaching and Learning  $\geq 3.5$

**Dimension 4** Preparing and Supporting Entrepreneurs  $< 3.5$

### Profile Specific Cards



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**The Educator** HEI offers resources to its academic staff to integrate entrepreneurial learning into the classroom. This includes the integration of extracurricular courses and regular activities that foster entrepreneurship and innovation among students and educators.

In general, the HEI can provide more internal and external opportunities that better prepare and support both educators and students for entrepreneurship. This may include (pre-)incubation programmes or entrepreneurial workshops (e.g. a workshop on introduction to prototyping) .

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## 4. The Internal Performer

### DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

**Dimension 3** Entrepreneurial Teaching and Learning  $\geq 3.5$

**Dimension 4** Preparing and Supporting Entrepreneurs  $\geq 3.5$

**Dimension 6** Entrepreneurial Ecosystem and Networks  $< 3.5$

### Profile Specific Cards



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**The Internal Performer** HEI offers resources to its academic staff to integrate entrepreneurial learning into the classroom. Additionally, the HEI offers extracurricular entrepreneurship courses and regular activities that foster entrepreneurship and innovation among students and educators. The Internal Performer HEI has also initiated other entrepreneurial programmes to provide training and support to would-be entrepreneurs. This includes, for instance, incubation programmes and mentoring for start-ups and entrepreneurs-to-be. The Internal Performer has the potential to grow in the area of knowledge and exchange collaboration by working with other partners (HEIs, enterprise agencies and other stakeholders) to exchange resources and ideas.

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## 5. The Regional Performer

### DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

**Dimension 3** Entrepreneurial Teaching and Learning  $\geq 3.5$

**Dimension 4** Preparing and Supporting Entrepreneurs  $\geq 3.5$

**Dimension 6** Entrepreneurial Ecosystem and Networks  $\geq 3.5$

**Dimension 7** The Internationalised Institution  $< 3.5$

### Profile Specific Cards




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**The Regional Performer** HEI offers resources to its academic staff to integrate entrepreneurial learning into the classroom. Additionally, the HEI offers extracurricular entrepreneurship courses and regular activities that foster entrepreneurship and innovation among students and educators. The Regional Performer has also initiated other entrepreneurial programmes to provide training and support to would-be entrepreneurs. This includes, for instance, incubation programmes and mentoring for start-ups and entrepreneurs-to-be. The HEI performs at a high level in regional collaborations with local stakeholders. It may, for example, have a programme for knowledge transfer and research collaboration with local industry. The Regional Performer is focussed on strengthening and working with its regional ecosystem. The HEI can improve in dimension 7, the Internationalised Institution, by increasing its international presence, engaging in international networks and partnerships, and by collaborating with HEIs that are internationally recognised for their entrepreneurship teaching, programmes, practical support and research.

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## 6. The International Performer

### DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

**Dimension 3** Entrepreneurial Teaching and Learning  $\geq 3.5$

**Dimension 4** Preparing and Supporting Entrepreneurs  $\geq 3.5$

**Dimension 6** Entrepreneurial Ecosystem and Networks  $\geq 3.5$

**Dimension 7** The Internationalised Institution  $\geq 3.5$

*\*The International Performer has a score lower than 3.5 in one of the following dimensions: 1,2,5,8*

### Profile Specific Cards



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**The International Performer** HEI offers resources to its academic staff to integrate entrepreneurial learning into the classroom. Additionally, the HEI offers extracurricular entrepreneurship courses and regular activities that foster entrepreneurship and innovation among students and educators. The International Performer has also initiated other international entrepreneurial programmes to provide training and support to would-be entrepreneurs. This includes, for instance, incubation programmes and mentoring for start-ups and entrepreneurs-to-be. The HEI performs at a high level in regional and international collaborations with various stakeholders. It may, for example, have a programme for knowledge transfer and research collaboration with local and international industry. It can continue to grow its entrepreneurial competences by improving in one of the following Dimensions: 1,2,5 or 8.

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## 7. The Guru

### DIMENSION CRITERIA TO CONSIDER FOR THIS PROFILE:

- Dimension 1** Leadership and Governance  $\geq 3.5$
- Dimension 2** Organisational Capacity: People, Resources, Incentives and Rewards  $\geq 3.5$
- Dimension 3** Entrepreneurial Teaching and Learning  $\geq 3.5$
- Dimension 4** Preparing and Supporting Entrepreneurs  $\geq 3.5$
- Dimension 5** Digital Transformation and Capability  $\geq 3.5$
- Dimension 6** Entrepreneurial Ecosystem and Networks  $\geq 3.5$
- Dimension 7** The Internationalised Institution  $\geq 3.5$
- Dimension 8** Impact of the Entrepreneurial HEI  $\geq 3.5$

### Profile Specific Cards



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**The Guru** HEI has performed well in all HEInnovate's areas of entrepreneurship. It regards all dimensions as equally important for creating a high-quality entrepreneurial HEI. It is committed to an entrepreneurial vision and the belief that – despite its entrepreneurial achievements – there is always room for further improvement. It believes in excellence and continuous improvement to enhance its entrepreneurial impact globally. The Guru should act as a guide and mentor for other HEIs striving to improve their entrepreneurial competences.

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# Card Set Instructions 1/2

Here are 3 ways in which the the card set can effectively be used:

## 1) Inspiration and a catalyst for improvement

*Materials Needed: The HEInnovate Card Set*

Gather a group of your HEI staff and choose a few playing cards. Choose a moderator to guide the discussion and answer questions such as: Has my HEI implemented the recommendations listed on the card? Are these recommendations in line with our entrepreneurial strategy? How do these recommendations fit into each of our faculties? Let this be an open discussion to inspire you and develop your own concepts and ideas. Here are two versions you can implement:

- **Blind Date:** Each member from the group blindly chooses one card from the card set. Allow everyone 15 minutes of thinking time: How does this card fit into our HEI strategy? Is this too basic or too advanced for our entrepreneurial status? Once everyone has completed their individual analysis, go around in the group, and discuss each card that was chosen.
- **Dimension Sensation:** Allow the group to vote on one of the HEInnovate dimensions to focus on. Then, go to the card booklet and examine the cards from this dimension. Go through each card from this dimension and note the most important and relevant action items from each card that your HEI can reasonably implement. This method is particularly efficient for those who want a short introduction to the tool (30-60 minutes). It can be easily implemented into workshops and requires minimal planning.

## 2) Strategic HEI Development

*Materials Needed: The HEInnovate Card Set, your eHEI Profile, your Profile Card Set and the HEInnovate Canvas.*

You can use the card set to systemically transform your HEI.

1. Complete the HEInnovate self-assessment on HEInnovate website: [www.heinnovate.eu](http://www.heinnovate.eu)
2. Assign your HEI with a profile depending on the results of this assessment.  
You can use the profile logic tree to do this: [www.thei2.eu](http://www.thei2.eu)
3. Download your **HEIs specific profile card set**. Read your Profile Card Set, i.e., the cards assigned to your profile (see cards XIV-XIII).
4. Gather educators from various faculties and assign them into mixed groups (e.g. one educator from each faculty goes into one group).
5. Assign 1-2 dimensions per group depending on how many groups you have (as long as all 8 dimensions are covered). If you have between 1 and 6 groups, assign 1-2 dimensions to each. If you have 8 or more groups, then you can assign either 1 dimension per group or 1-2 dimensions per group.
6. Have each group read all cards belonging to the respective dimension in the given order of the profile card booklet (Note that each dimension has its own colour, to better filter through the cards). The order is significant as it provides the group through the path from basic to advanced action recommendations.

7. Have each group discuss these suggestions and choose the best actions applicable to your HEI. You may set the criteria for selecting these actions, such as: being achievable, being aligned with the entrepreneurial agenda, having the required resources, securing early wins, etc.
8. After these separate group discussions, have an open discussion with all groups to exchange what actions and recommendations should be chosen for each dimension.
9. Based on these discussions, complete the HEInnovate Canvas and note these actions under each dimension.
10. You can commit to implementing some actions and decide on the next steps that are required to fulfill these actions.
11. Hang this canvas up in your coffee room or a popular area to be reminded of your entrepreneurial vision and mission and the committed actions.
12. Set up follow-up meetings to track your progress.

## Card Set Instructions 2/2

### 3) Official Workshop

*Resources Needed: HEInnovate Card Set, HEInnovate Canvas, a facilitator*

To most effectively use the tool set, the THEI2.0 team offers workshops that not only introduce you to the tool set but also provide you with an individualized strategy to approach the further development of entrepreneurship at your HEI with the support of the profiles and recommendation cards.

The workshop, led by HEInnovate and THEI2.0 experts, is meant to guide your HEI through the entire eHEI model, beginning with the completion of the HEInnovate self-assessment. You will then thoroughly discuss and analyse your eHEI profile selection and recommendations. In the workshop, you will then create a Mission Statement, Plan to Action and Prepare your Pitch, using your eHEI profile card set. These aspects provide you with a great way to dive deep into the entrepreneurial status of your HEI and create a set of actions that enhance the entrepreneurial development of your HEI.

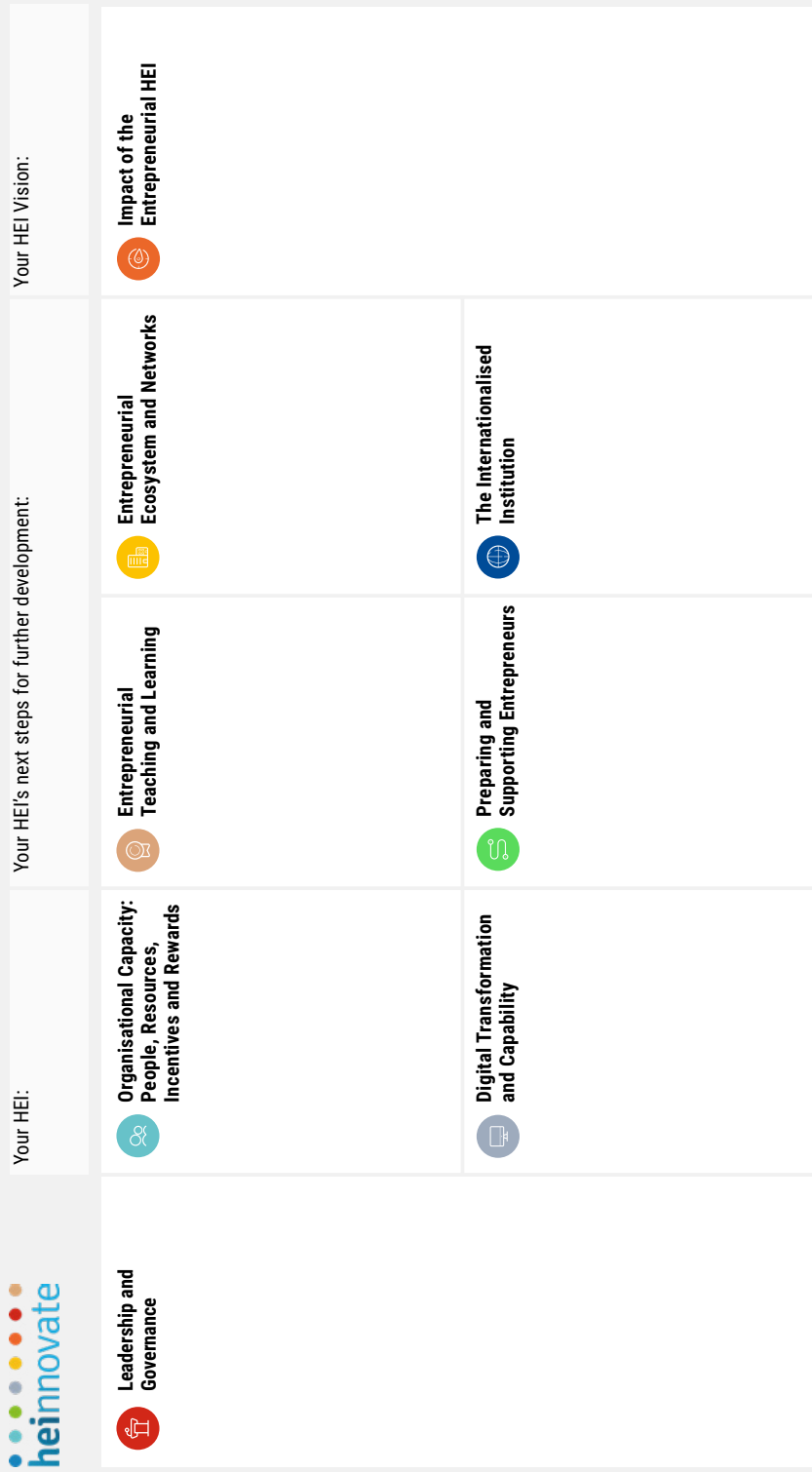
We highly recommend this method to any HEI willing to invest time and resources to implement or improve their entrepreneurial strategy.

This workshop can either be done independently or with the help of HEInnovate and THEI2.0 tool experts, who will guide you through the different steps of the methodology.

This method is the lengthiest and will take about 4 hours.



# HEInnovate Canvas



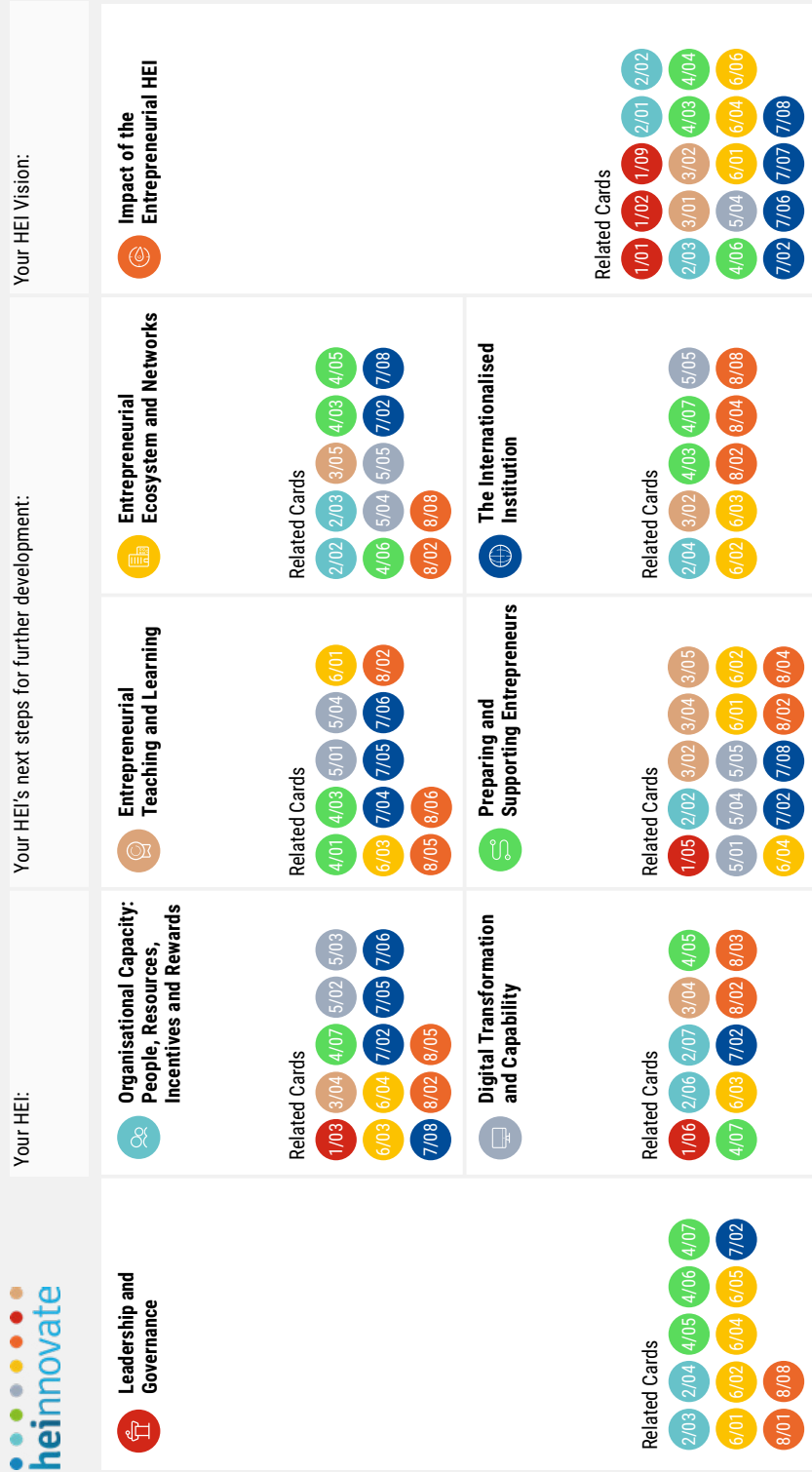
Added Value for University

Added Value for Society

Designed by:

Date:

# HEInnovate Canvas



Added Value for University

Added Value for Society

Designed by:

Date:

# Description of Dimension Cards

A Dimension Card is a card that provides a description of one of the eight dimensions of HEInnovate. It is positioned before the corresponding Action Cards for that specific dimension.

## Structure of the Dimension Card

**Title** Title of the dimension as it appears in HEInnovate.

**Dimension Wheel** Logo with the eight HEInnovate dimensions, with the current dimension being highlighted.

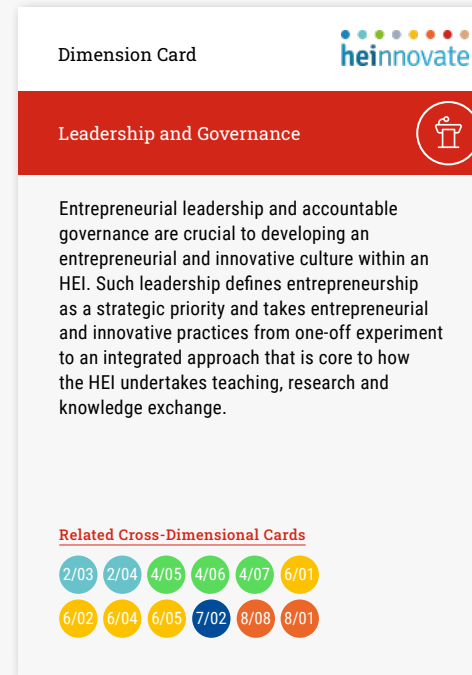
**Dimension Icon** The official HEInnovate icon of the dimension.

**Description** Short description of the dimension, according to HEInnovate.

**Statements** Statements of the dimension. This refers to different aspects that are evaluated under this dimension.

**Action Cards** Cards directly associated to this particular dimension. Each card contains several action recommendations for HEIs that aim to improve their development on that dimension.

**Related Cross-Dimensional Cards** Action Cards from other dimensions that have a strong relation with the current dimension.



← **Dimension Icon**

← **Description**

↓ **Dimension Wheel**



**Related Cross-Dimensional Cards**

**Title** →

**Statements** →

**Action Cards** →



# Description of HEInnovate Cards

**Dimension** One of the 8 HEInnovate dimensions, labelled by name, colour and symbol of the official HEInnovate dimensions.

**Level** B=Basic or A=Advanced. Basic cards tend to be simpler, short-term ideas/activities/programmes you can implement while advanced cards are programmes intended to challenge the entrepreneurial competences of your HEI.

**Dimension Icon** The official HEInnovate icon of the card's dimension.

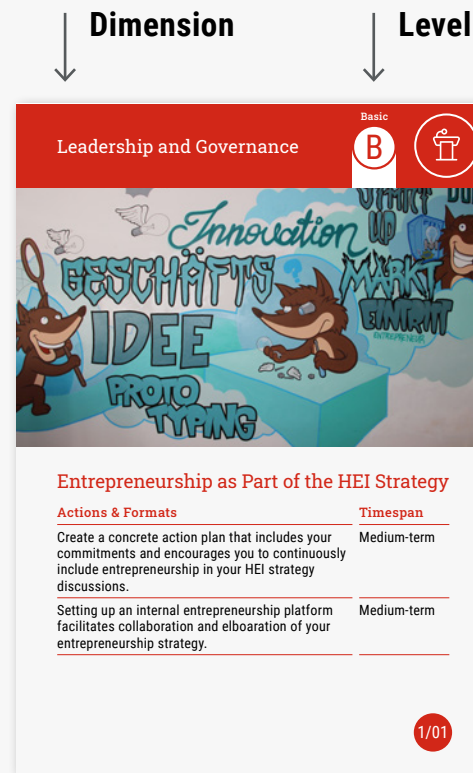
**Actions** These are specific programmes or actions your HEI can take, related to the card. The time frame (estimation) is either short-, medium- or long-term depending on the resources and time required.

**Card Title** The title is the specific recommendation of this card, relating to the dimension. It is the official title of the card.

**Description** A description of the card. In some descriptions, examples are also given.

**Applicable Profiles** List of profiles that have this card in their pool of "Profile-Specific Cards".

**Number** Card number of this card. It is a unique identifier for every card.



Card Title →

Description →

Applicable Profiles →

← Dimension Icon



← Card Title

← Actions





## Leadership and Governance



Entrepreneurial leadership and accountable governance are crucial to developing an entrepreneurial and innovative culture within an HEI. Such leadership defines entrepreneurship as a strategic priority and takes entrepreneurial and innovative practices from one-off experiment to an integrated approach that is core to how the HEI undertakes teaching, research and knowledge exchange.

### Related Cross-Dimensional Cards



## Leadership and Governance

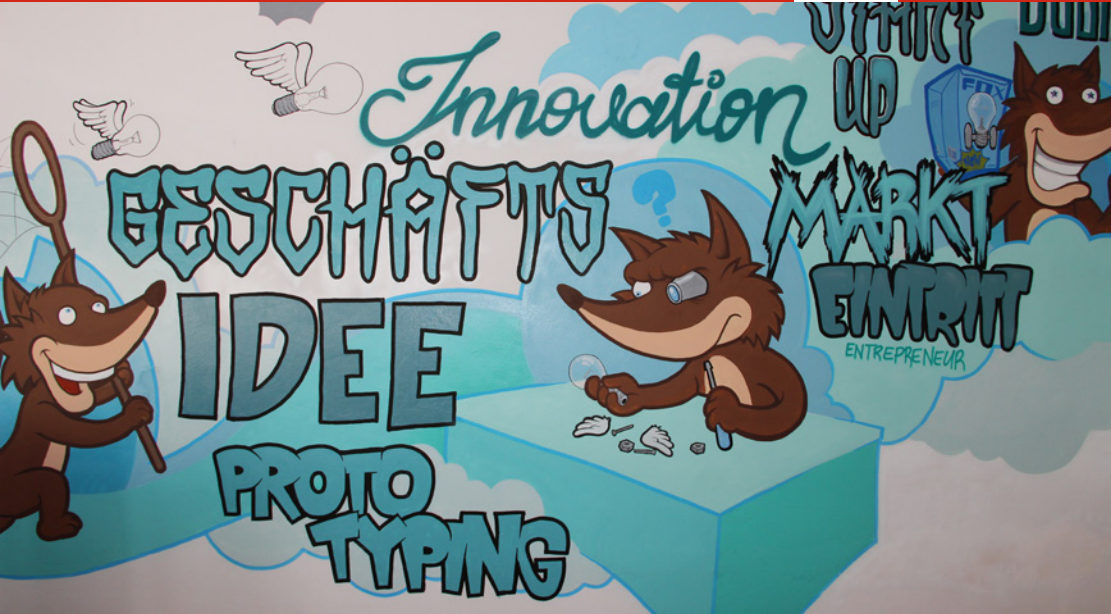


### Statements

- Entrepreneurship and innovation are a major part of the HEI's strategy.
- Leadership of the HEI demonstrates entrepreneurial attitude and competences that drive institutional change.
- There is a structure/system for coordinating and integrating entrepreneurial activities across the HEI to facilitate the implementation of the institutional entrepreneurial agenda.
- The HEI encourages and supports faculties, departments, units, teams and individuals to act entrepreneurially.
- The HEI is a driving force for entrepreneurship and innovation in regional, social, community development and addressing societal challenges.

### Action Cards

- 1/01** Entrepreneurship as Part of the HEI Strategy
- 1/02** Entrepreneurship as the Core of the HEI Strategy
- 1/03** Entrepreneurial Leadership
- 1/04** Entrepreneurship Board or Council
- 1/05** Centres for Entrepreneurship
- 1/06** Long-Term and Scalable Structures
- 1/07** Regular Reflection
- 1/08** Encourage Entrepreneurship
- 1/09** Societal Challenges as Part of the HEI Strategy



## Entrepreneurship as Part of the HEI Strategy

### Actions & Formats

Create a concrete action plan that includes your commitments and encourages you to continuously include entrepreneurship in your HEI strategy discussions.

Setting up an internal entrepreneurship platform facilitates collaboration and elaboration of your entrepreneurship strategy.

### Timespan

Medium-term

Medium-term

## Entrepreneurship as Part of the HEI Strategy

For entrepreneurship to thrive within your HEI, you should consider making it part of your institution's overall strategic plan. In this way, you legitimize entrepreneurship and entrepreneurial behaviour within your HEI. This will make it easier to disseminate entrepreneurship across existing divides, schools, departments, and also to ingrain entrepreneurship across curricula and subject groups.

Formalising this process by defining a concrete action plan that involves entrepreneurship in your future strategy will make these developments transparent to internal stakeholders and interest groups.

An additional internal, interdisciplinary entrepreneurship platform should be used to invite participation from all disciplines as well as external stakeholders. This platform may be used to elaborate on action plans, invite interested groups to participate in the strategy process, and establish a community of entrepreneurship practice and research within your HEI.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator





## Entrepreneurship as the Core of the HEI Strategy

Entrepreneurship bridges disciplinary divides in HEIs and brings together internal and external interest groups. Entrepreneurship is also inherently forward-looking and is concerned with creating a desirable future for everyone.

Given these fundamental traits and benefits, several HEIs have incorporated entrepreneurship across all areas of their strategy, and as an important part of their future strategy development.

Putting entrepreneurship at the core of your HEI strategy requires an honest assessment of your current capabilities and existing regional entrepreneurial ecosystem. Your primary mission should reflect how you intend to incorporate entrepreneurship: as a research discipline, as an economic growth mechanism, or as a motivation tool for your students.

Your strategic focus on entrepreneurship should also guide your communication plan and, therefore, be one of the main themes featured throughout all communication channels.

To help overcome internal barriers, the HEI may consider including additional support activities to showcase and encourage entrepreneurship.

## Entrepreneurship as the Core of the HEI Strategy

### Actions & Formats

Focus your future HEI development on entrepreneurship and make it a primary mission/strategic goal.

Feature entrepreneurship as one of the main themes in internal and external communication channels.

### Timespan

Medium-term

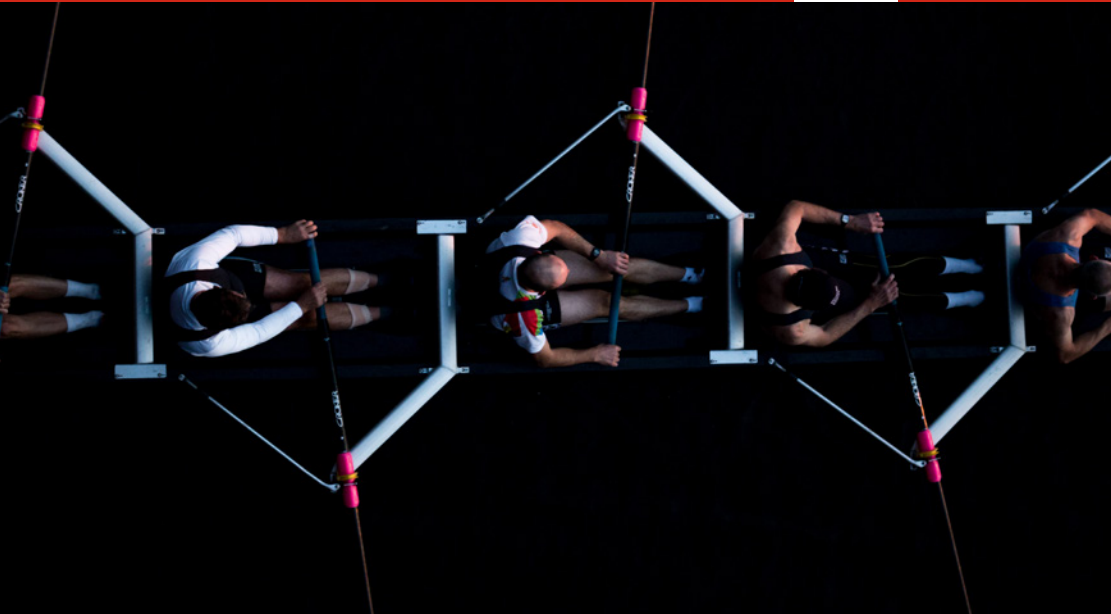
Medium-term

### Applicable Profiles



2 Builder, 3 Educator





## Entrepreneurial Leadership

### Actions & Formats

Recognise and support entrepreneurial leaders that emerge organically in the HEI.

Nominate dedicated persons in leadership positions to drive the implementation of the entrepreneurial agenda.

Engage entrepreneurs in the ecosystem.

### Timespan

Short-term

Medium-term

Medium-term

## Entrepreneurial Leadership

The entrepreneurial and innovation agenda of the HEI is often driven by a leader with strong vision and commitment towards the entrepreneurial development of the HEI.

Often such leaders emerge organically in HEIs without being explicitly assigned or appointed, through their willingness to promote change in the organisation and take initiative and responsibility. While these bottom-up initiatives can drive a culture of innovation and entrepreneurship and become a source of inspiration, their reach and impact often depends on the support given by the HEI's governance structures.

One way of promoting and sustaining these entrepreneurial efforts is by assuring that entrepreneurial leaders are assigned formal leadership positions in the organisation. This position can be held responsible for the implementation of the entrepreneurial and innovation vision and strategy. The entrepreneurial leader should possess entrepreneurial and innovation competences to create opportunities for entrepreneurship and innovation across all aspects of the HEI and its wider community. The entrepreneurial leader can also engage entrepreneurs inside and outside the organisation to become part of the ecosystem to further stimulate entrepreneurial mindsets and behaviours within the organisation.

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Entrepreneurship Board or Council

### Actions & Formats

Form an entrepreneurship council that brings together local key stakeholders.

Create an entrepreneurship board to challenge and mentor your organisation. Include internal decision-makers and external stakeholders on the board.

Set up a scientific council of advisors to advance your entrepreneurship research agenda.

### Timespan

Medium-term

Medium-term

Long-term



## Entrepreneurship Board or Council

Regular checks by external stakeholders and experts can provide necessary feedback to craft a realistic yet ambitious entrepreneurship strategy for your HEI. An entrepreneurship board or council can provide non-binding strategic advice to your HEI, interest group or department.

An internal entrepreneurship board could comprise relevant stakeholders, such as vice-presidents, rectors and deans who provide context-specific counsel and help with supporting new initiatives. An external board may consist of national and international entrepreneurship experts who can provide strategic insights into current developments within the field.

A regional entrepreneurship council made up of local industry representatives, politicians and other relevant stakeholders can help connect your activities to the existing local entrepreneurial ecosystem.

If you are part of a research-driven HEI, setting up a scientific council may provide valuable guidance on strengthening your international research profile.

### Applicable Profiles



4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Centres for Entrepreneurship

### Actions & Formats

Create an informal hub or a more formal group or department for entrepreneurship.

Establish an entrepreneurship centre as a central place for your entrepreneurship activities.

Merge entrepreneurship activities and create synergies between different initiatives at your HEI.

### Timespan

Medium-term

Long-term

Long-term



## Centres for Entrepreneurship

In large organisations, it is important to balance centralised coordination with decentralised grassroots initiatives. Creating dedicated spaces for entrepreneurship within a HEI provides a “home” for entrepreneurial activities that pursue a long-term strategy. It can also nurture and facilitate smaller and ad-hoc entrepreneurship endeavours across the HEI.

Such dedicated spaces for entrepreneurship could take the form of informal and decentralised entrepreneurship hubs or a dedicated entrepreneurship department. Higher education institutions with pronounced entrepreneurship ambitions may also decide to set-up a dedicated centralised entrepreneurship centre which merges and aligns the HEI’s activities.

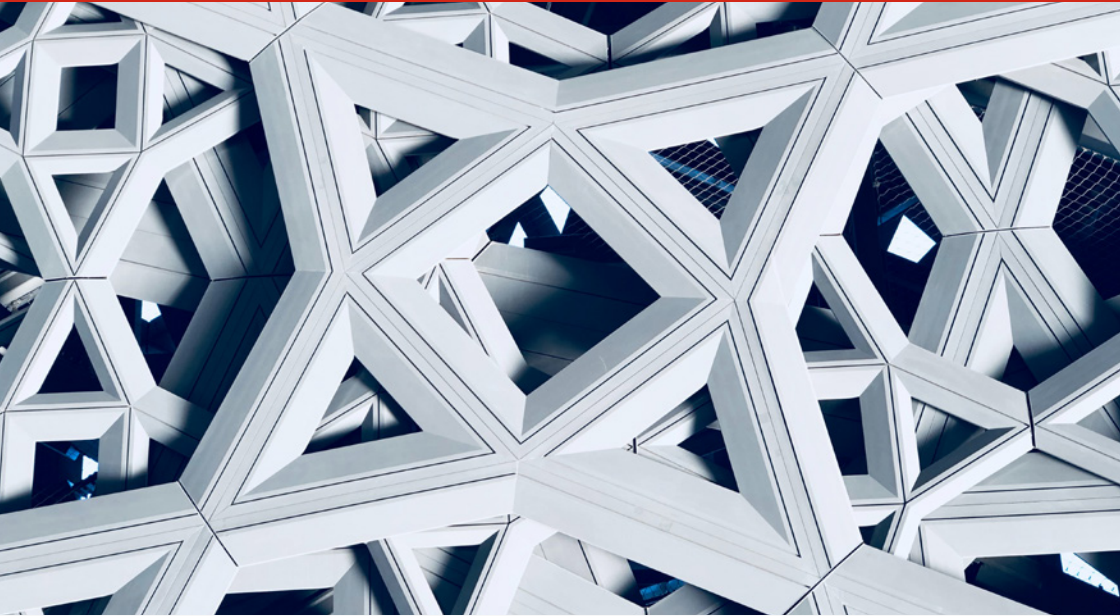
With a dedicated home for entrepreneurship in place, it becomes easier to coordinate large-scale collaborations with industry partners and other HEIs to spread the impact beyond your own organisation.

### Applicable Profiles



4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru





## Long-Term and Scalable Structures

### Actions & Formats

Set-up long-term structures that are sustainable in the medium-term and long-term.

Set up long-term collaborative structures to build sustaining collaborations.

### Timespan

Medium-term

Medium-term



## Long-Term and Scalable Structures

The HEI can create structures and units that are accountable for the implementation of the entrepreneurial agenda. These units can support the development of the entrepreneurial agenda, monitor progress and help improve the entrepreneurial vision and strategy.

One of the concerns is that these structures survive in the medium and long-term beyond a given mandate and assigned funding. Conceiving ways in which the structures can be sustained in the future should be a key consideration when these structures are created.

The HEI can also create structures to support sustained collaboration among partners within the regional ecosystem. Such structures can be sustained with funding and resources from a varied range of sources, such as investors, large corporations, governmental funding and incentives as well as other external sources of funding.

Ensuring sustained collaboration among different entrepreneurial HEIs can also be promoted via national and international alliances in which different HEIs agree on and commit to medium-term and long-term common vision and objectives.

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Regular Reflection

### Actions & Formats

Use the HEInnovate framework and self-assessment tool to continuously identify and prioritise next steps and overall strategy.

Survey experts from within your organisation to keep up to date with current developments.

Lead open discussion with internal and external stakeholders to co-create your HEI strategy.

### Timespan

Short-term

Short-term

Short-term

## Regular Reflection

Developing and implementing an entrepreneurial agenda requires regular reflection and collective introspection.

The HEInnovate framework and self-assessment tool can help guide you through a process of identifying and prioritising your HEI's innovative potential, as well as planning improvement actions.

In addition to the structured HEInnovate self-assessment tool, you might also employ other ways of surveying the opinions and progress of your internal entrepreneurship experts and stakeholders. To acknowledge different perspectives, ensure you include a diverse selection of individuals from various sectors and functions of your organisation to highlight discrepancies in opinion and level of development.

Any findings or insights should be relayed to your HEI's internal entrepreneurship community as a catalyst for open discussion about your HEI's entrepreneurship mindset and practices.

### Applicable Profiles



1 Entrepreneurial Aspirant



## Encourage Entrepreneurship

### Actions & Formats

Foster top-down/senior management encouragement for entrepreneurship activities.

Create dedicated outlets, such as blogs and websites, to encourage updates about entrepreneurship activities at your HEI.

### Timespan

Short-term

Medium-term



## Encourage Entrepreneurship

Being entrepreneurial is not easy. It is hard work and requires prolonged dedication and effort. It also requires proper support. Positive reassurance from peers and superiors can have a significant positive impact. Entrepreneurship at HEIs, therefore, is enacted through supportive leadership and continuous encouragement.

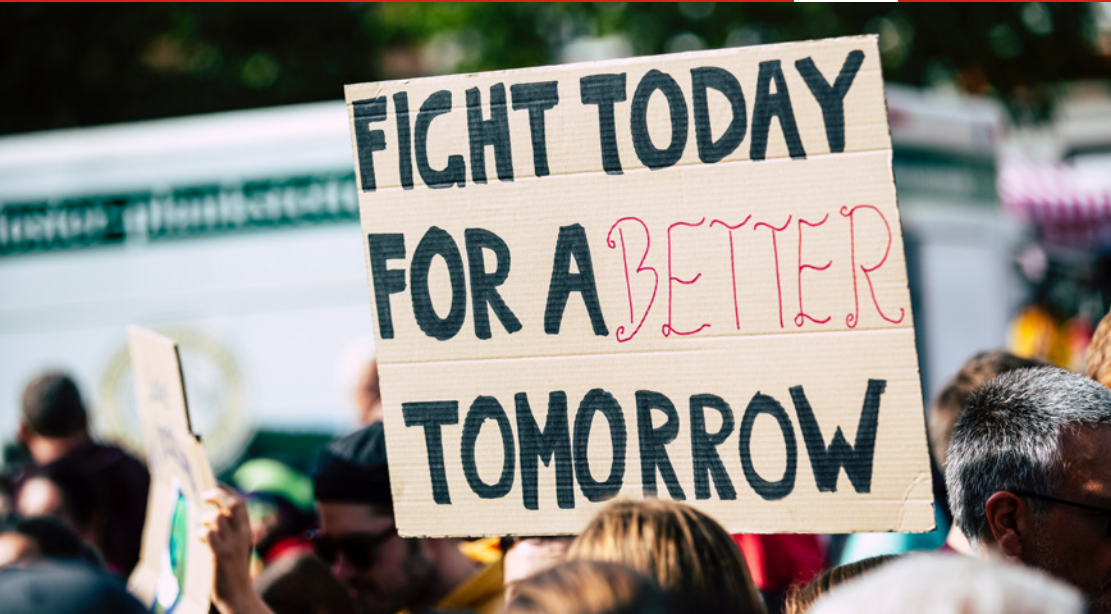
Encouragement can also be provided by highlighting previous success stories. Dedicated websites as well as internal and external blogs provide an interactive and engaging medium to showcase entrepreneurial achievements at your HEI.

### Applicable Profiles



1 Entrepreneurial Aspirant





## Societal Challenges as Part of the HEI Strategy

### Actions & Formats

Define specialisation areas where the HEI and other regional stakeholders can focus on to address regional challenges and build a community of action.

### Timespan

Medium-term

Inspire students, academic and non-academic staff to make them aware of societal challenges and willing to engage in creating solutions for those challenges.

Medium-term

Foster interdisciplinary teams willing to collaborate and find innovative solutions to today's and future's challenges.

Medium-term



## Societal Challenges as Part of the HEI Strategy

An HEI plays several roles in its community and wider ecosystem. One of the key functions of an HEI is to support and drive regional, social and community development as well as addressing societal challenges. The entrepreneurial and innovation agenda could incorporate and support these functions.

Your HEI can partner with stakeholders within your regional ecosystem to define specialisation areas that are relevant to your region. These partnerships can foster research and knowledge exchange to bring innovative solutions to the identified regional challenges.

Several HEIs have incorporated sustainability and SDGs across all areas of their teaching, research and knowledge transfer. Throughout communication and dissemination in several events and networks, your HEI can engage students and staff to be willing to contribute to creating solutions to these global challenges.

Fostering interdisciplinary teams can facilitate systems thinking and system-level solutions. Such an approach would open the door to the humanities working closely with other disciplines in research, knowledge creation and entrepreneurship.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru

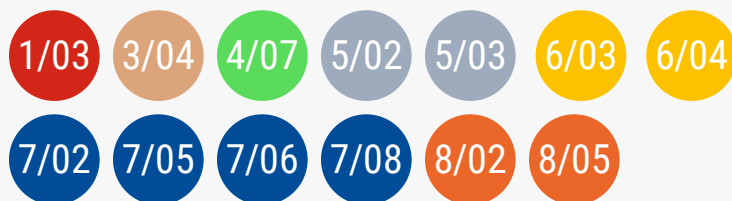


Organisational Capacity: People, Resources, Incentives and Rewards



The organisational capacity of an HEI drives its ability to deliver on its entrepreneurial strategy. If an HEI is committed to carrying out entrepreneurial activities to support its strategic objectives, then key resources such as people, funding and investments, expertise and knowledge, reward and incentive systems need to be in place to sustain and grow its capacity for entrepreneurship and innovation.

Related Cross-Dimensional Cards



Organisational Capacity: People, Resources, Incentives and Rewards



Statements

- Entrepreneurship and innovation are supported by the institutional culture and sustainable funding.
- Building new relationships and synergies are fostered by supportive institutional policies.
- The HEI engages, recruits and promotes individuals with entrepreneurial attitudes, behaviour and experience.
- The HEI invests in staff training and development to support its entrepreneurial and innovative agenda.
- Rewards, incentives and recognition in career progression are given to staff who actively support the entrepreneurial and innovative agenda of the HEI.

Action Cards

- 2/01** Innovation and Entrepreneurship Culture
- 2/02** Support for Entrepreneurship Initiatives
- 2/03** Entrepreneurship Funding
- 2/04** Recruitment and Career Progression Policies
- 2/05** Establish Entrepreneurial Roles
- 2/06** Educator Community
- 2/07** Teach the Teacher



## Innovation and Entrepreneurship Culture

A culture of innovation and entrepreneurship defines the personality of the HEI and greatly influences how the HEI behaves in relation to innovation and entrepreneurship. However, creating a culture of innovation and entrepreneurship can be a challenging endeavour. There are still internal barriers related to the preference for traditional views of teaching and research, critical views of the economisation of the HEI, aversion to risk, or general resistance to the culture of flexibility and innovation.

The entrepreneurial culture of the institution can be monitored through specific surveys or interviews, where these barriers and difficulties can be identified and therefore, addressed through tailored activities and other existing activities.

Rather than struggling against potential internal resistance, culture can also be progressively shifted throughout regular communication and visibility of the entrepreneurial agenda and its positive impact. Aligning entrepreneurship and innovation with a broader vision related to creating solutions to existing and future's challenges can provide inspiration and commitment beyond commercialisation and start-up creation.

## Innovation and Entrepreneurship Culture

### Actions & Formats

Monitor the entrepreneurship culture of the HEI with surveys and interviews with internal and external stakeholders.

Design specific actions to address the creation of a culture of innovation and entrepreneurship.

Communicate the entrepreneurial agenda and its development through internal and public events.

Relate entrepreneurship and innovation to existing social and environmental challenges.

### Timespan

Medium-term

Medium-term

Short-term

Medium-term

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Support for Entrepreneurship Initiatives

### Actions & Formats

### Timespan

Be supportive towards new entrepreneurship projects and initiatives.

Short-term

Identify collaborators to experiment with and launch new entrepreneurship initiatives.

Short-term

Enable entrepreneurship educators and coaches to provide peer support and collaboration to improve your programmes and service offerings.

Medium-term



## Support for Entrepreneurship Initiatives

A supportive environment is beneficial to help entrepreneurship initiatives thrive in HEIs. Having a dedicated group of people as a source of motivation and intellectual inspiration helps the HEI follow-through on its entrepreneurial vision.

Such groups can provide support for new entrepreneurship projects such as launching new start-up support offerings, entrepreneurship events, student clubs or new partnerships with industry and established start-ups.

A support group of educators can provide peer-support relating to each other's teaching styles and pedagogical approach. Such a group may decide to collaborate on creating and offering joint entrepreneurship modules and courses to increase the consistency of entrepreneurship education across departments and faculties. Encouraging links between other faculties can help embed entrepreneurship across all disciplines and encourage the development of an entrepreneurial mindset.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder





## Entrepreneurship Funding

### Actions & Formats

Participate in relevant projects via national or international public tenders.

Actively research new sources of funding for entrepreneurship initiatives.

Cooperate with established companies and raise funds through industry collaboration.

Build up an endowment through private or industry donations or individual patrons.

### Timespan

Medium-term

Medium-term

Medium-term

Long-term



## Entrepreneurship Funding

Expanding entrepreneurship activities within a HEI generally requires developing a steady stream of funding.

This may initially require active research to identify creative new ways of developing funding streams through less formal mediums (for example, via student projects or collaboration with industry).

Additional funds could be secured by submitting proposals for national or international public tenders. In many cases, this requires you to work with other HEIs as part of a consortium. Make sure that your proposal is in-line with your overall entrepreneurship strategy.

Offering services directly to industry may be another source of funding. Several HEIs offer training, consulting or contract research services directly to industry partners. Services could also include paid student projects or matching companies with relevant start-ups in their field.

In the long-term, building up an endowment specifically for entrepreneurship activities at your HEI can create a steady income stream in addition to existing funding sources.

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Recruitment and Career Progression Policies

### Actions & Formats

Define recruitment policies to attract talented individuals with entrepreneurial attitudes, behaviour and experience.

Define career paths for existing academic and non-academic staff.

Provide opportunities and incentives for entrepreneurial roles.

### Timespan

Medium-term

Medium-term

Long-term

## Recruitment and Career Progression Policies

Incentivising a culture of innovation and entrepreneurship is key to help implement the HEI's entrepreneurial agenda. This involves fostering entrepreneurial mindsets and attitudes among its students, faculty and staff.

One way of infusing entrepreneurial mindsets in the institution is through the recruitment of talented individuals with entrepreneurial attitudes, behaviour and experience. Specific recruitment policies and career progression paths should be defined to attract and retain these entrepreneurial profiles.

Entrepreneurial paths can also be fostered for existing academic staff and non-academic staff. Professors can be assessed beyond their research, by valuing teaching record, knowledge transfer and impact. Opportunities and incentives can be provided to staff for engaging in entrepreneurial activities, teaching and mentoring entrepreneurs, and for license agreements, among others. These incentives can be implemented through lowering teaching loads, recognitions in the form of digital badges, and career promotion. Leaves for starting-up or engaging a new venture would be another way of incentivising entrepreneurial pathways for staff.

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Establish Entrepreneurial Roles

Becoming a more entrepreneurial HEI is not a simple task. Systemic complexities, existing boundaries between faculties and departments, and restrictive guidelines for staff can hold back a HEI's overall entrepreneurial development.

A feasible way of cutting through these challenges is to establish dedicated leadership roles. These roles should be clearly defined, evaluated in terms of impact, have serious input into higher level decision making and be sustainable.

The roles should be filled with entrepreneurial individuals who are provided with the means and authority to lead the implementation of entrepreneurial activities throughout the HEI. This requires modifying possible career paths for entrepreneurial leaders and the creation of transparent criteria for this new staff profile.

One possible way to establish more entrepreneurial roles within your HEI is to create split roles. For example, a qualified person could split their time between a part-time professorship role and a part-time leadership role at your HEI's entrepreneurship centre to bridge potential disconnected positions.

## Establish Entrepreneurial Roles

### Actions & Formats

Introduce dedicated leadership roles for entrepreneurship at your HEI.

Create academic and leadership split positions where a person divides their time between both.

Adjust the career paths in your HEI to include development options for entrepreneurial roles.

### Timespan

Medium-term

Medium-term

Long-term

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 6 International Performer





## Educator Community

### Actions & Formats

Create an Educator Community.

Promote interdisciplinarity across different departments and faculties.

Foster co-teaching.

### Timespan

Medium-term

Medium-term

Long-term

## Educator Community

The HEI can foster the creation of an Educator Community to stimulate innovation, collaboration and knowledge sharing on entrepreneurship teaching and research.

The community can engage in a variety of activities, such as workshops, conferences and training sessions. An example would be to run a series of workshops, each of them focused on a particular topic such as innovative teaching practices, entrepreneurial competences, assessment of entrepreneurial learning and impact of entrepreneurship education. External known educators and lead researchers can be invited to provide insights and inspiration to participants.

The HEI can also foster initiatives across different departments and faculties. One possible way of promoting this is to establish a yearly award to the best interdisciplinary projects.

Co-teaching approaches, where different educators engage in the same entrepreneurship course, can be a good approach to provide richer perspectives to students. Educators can also benefit from learning from other educators in different fields, such as design, humanities, business and engineering.

### Applicable Profiles

1 2 3 4 5 6 7

**3** Educator, **4** Internal Performer, **5** Regional Performer, **6** International Performer, **7** Guru



## Teach the Teacher

### Actions & Formats

Participate in peer-mentoring with other educators to provide mutual support and guidance.

Organise “Train the Trainer” programmes/ workshops to exchange learning and experiences with other educators.

Join one of the existing entrepreneurship education networks to engage with the wider community.

### Timespan

Short-term

Medium-term

Medium-term



## Teach the Teacher

Contemporary entrepreneurship education focuses on fostering beneficial attitudes and beliefs, developing cross-functional skills, and preparing people to take responsibility for societal change and sustainability.

The way we effectively help our students to develop such attitudes is constantly changing. Entrepreneurship education, therefore, needs to be continuously revised and updated.

One way of staying up-to-date as an entrepreneurship educator is to participate in “Train the Trainer” programmes that enable entrepreneurship educators to exchange best practices and learn from each other. Having a passionate “champion” figure can motivate and engage others in the entrepreneurial mission.

Similarly, you may seek to form a mentoring relationship with another experienced entrepreneurship educator to gain personal developmental feedback. There are several active entrepreneurship education networks around the world that gladly welcome new members and may guide you in your personal journey as an educator.

### Applicable Profiles

1 2 3 4 5 6 7

**2** Builder, **3** Educator, **4** Internal Performer, **5** Regional Performer, **6** International Performer



## Entrepreneurial Teaching and Learning



Entrepreneurial teaching and learning involves exploring pedagogies, practices and flexible learning pathways to stimulate entrepreneurial mindsets in an inclusive and sustainable way. While the idea of creating a start-up remains a powerful and versatile pedagogical tool, entrepreneurship education is not just learning about how to transform an idea into a sustainable business. It is also about being exposed to entrepreneurial experiences and acquiring the skills and competences for developing an entrepreneurial mindset and equipping students to be able to contribute to addressing challenging issues such as sustainability and the UN Sustainable Development Goals (SDGs).

### Related Cross-Dimensional Cards



## Entrepreneurial Teaching and Learning



### Statements

- The HEI provides diverse formal learning opportunities including the use of flexible learning pathways to develop entrepreneurial mindsets and competences.
- The HEI provides a wide range of informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and competences.
- The HEI validates and assesses entrepreneurial learning outcomes and impacts.
- The HEI co-designs and delivers a curriculum with external stakeholders which responds to societal challenges.
- Results of entrepreneurship research are integrated into teaching and learning activities.

### Action Cards

- 3/01** Curricular Entrepreneurship Courses
- 3/02** Extracurricular Teaching Formats
- 3/03** Experimental Learning Projects
- 3/04** Holistic Curriculum
- 3/05** Student Clubs or Companies
- 3/06** Entrepreneurship Degree Programme



## Curricular Entrepreneurship Courses

### Actions & Formats

Incorporate experiential learning projects into your teaching activities.

Include mandatory entrepreneurship modules in all degree programmes.

Create a double-major or extended curriculum option for students from programmes where they would have restricted or no access to entrepreneurship-related modules.

### Timespan

Short-term

Long-term

Long-term



## Curricular Entrepreneurship Courses

If you intend to equip your students with an entrepreneurial mindset, related programmes need to be implemented. Applying this to all subject groups and levels ensures that all students have the chance to engage with entrepreneurship as a valuable career path. Moreover, students will value the acquisition of entrepreneurial competences as they develop the entrepreneurial skills and mindsets to help them understand their potential and add value in both an intrapreneurial and entrepreneurial context.

Current best practices in entrepreneurship education generally emphasise experiential learning settings, where students are confronted with challenges that require them to apply theory to real-world scenarios while reflecting on their personal entrepreneurial mindset and related skills. Students learn to identify problems and solutions, bring about the necessary change to implement these solutions, and develop related resilience and leadership skills.

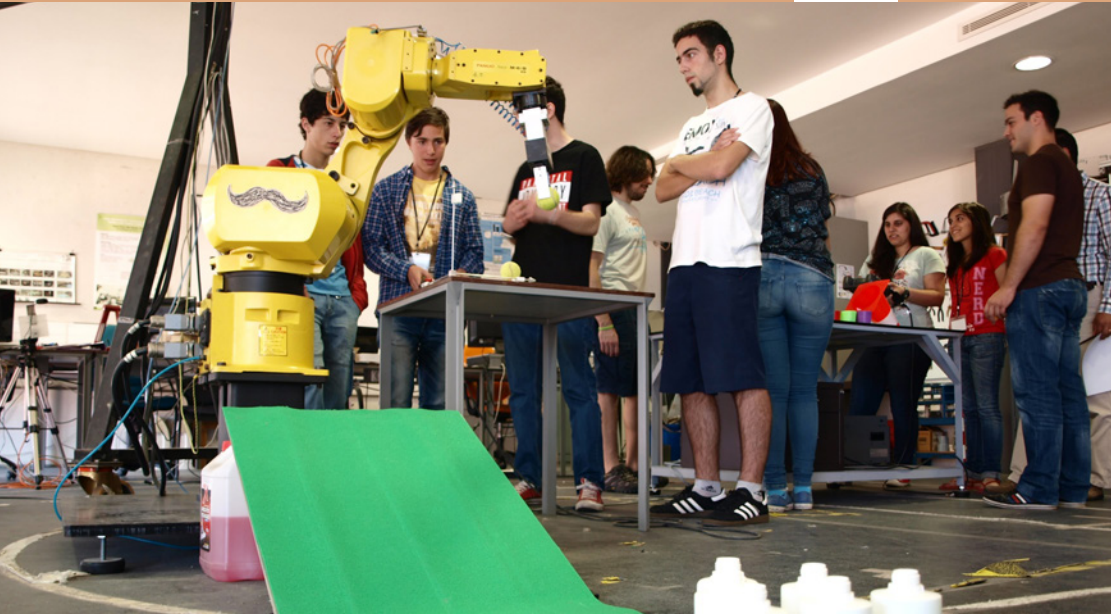
Such courses can be part of an entrepreneurship double-major option or extended curriculum to allow students to both engage with their chosen subject area and acquire entrepreneurial awareness and skills.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator





## Extracurricular Teaching Formats

### Actions & Formats

Organise entrepreneurship competitions for current students, alumni and external actors.

Run hackathons and start-up weekends with varying themes to attract different audiences.  
Recruit entrepreneurship student ambassadors.

Design a public entrepreneurship speaker series.

Set up extracurricular entrepreneurship programmes that are accessible for all students across all disciplines.

### Timespan

Short-term

Short-term

Medium-term

Long-term

## Extracurricular Teaching Formats

Although entrepreneurship should be embedded in all higher education programmes, it is not always possible to do so.

Therefore, the HEI needs to use innovative ways to promote and ensure a broad level of engagement. Establishing different extracurricular entrepreneurship programmes can be a good way to get started by 'pushing' the entrepreneurial agenda within your HEI. Such programmes usually require fewer resources, are easily approved by the HEI administration, and overall create less initial resistance.

HEI-wide entrepreneurship competitions, subject-related or themed hackathons, and start-up weekends are other options. The HEI could also develop a scheme for recruiting student ambassadors who can act as champions for the entrepreneurial agenda.

Long-term solutions that require more resources include organising stand-alone extracurricular entrepreneurship programmes or establishing an entrepreneur speaker series where entrepreneurs share their stories. This could motivate students and provide a way to engage an internal/external entrepreneurship community that can help with further initiatives.

### Applicable Profiles



**1 Entrepreneurial Aspirant, 2 Builder, 3 Educator**



## Experiential Learning Projects

### Actions & Formats

Include real-world challenges from existing start-ups into your entrepreneurship courses.

Help students frame challenges and learning opportunities around their own start-up ideas.

Introduce entrepreneurial challenges in the classroom provided by companies, public bodies or the HEI itself.

### Timespan

Short-term

Short-term

Medium-term



## Experiential Learning Projects

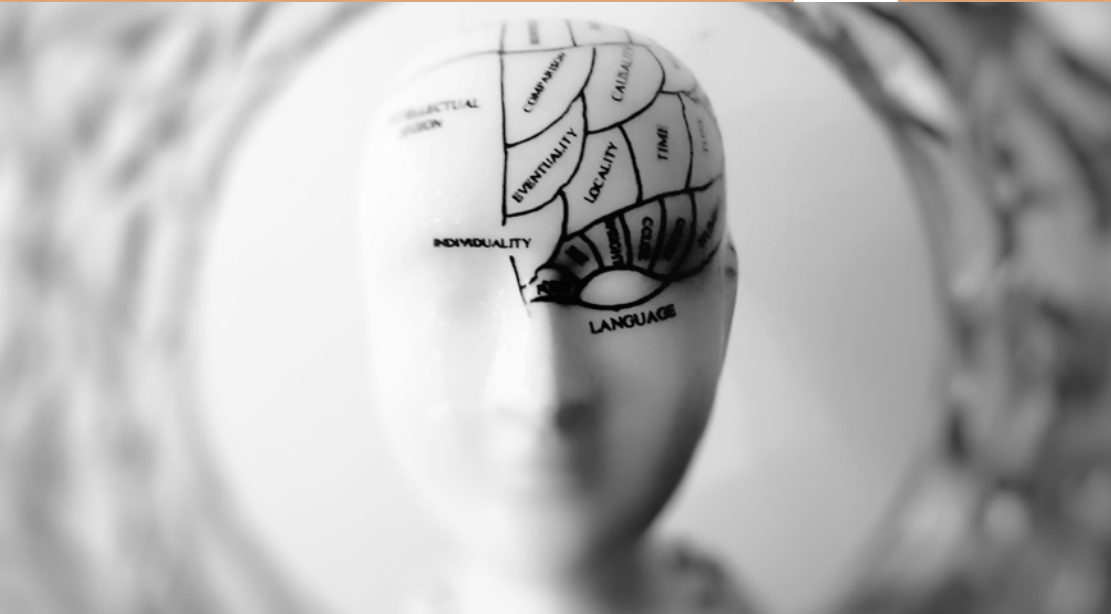
Experiential learning is a core element of contemporary best practice in entrepreneurship education. Students learn through guided reflection on their own practice. Based on their previous experiences and external mentorship, they construct new knowledge as well as develop new skills, habits and beliefs by working on real-world problems. This can be enhanced by working in (interdisciplinary) teams that foster mutual debate from various perspectives. Academic or professional mentors continuously provide external stimuli and help students reflect on their experiences.

Experiential learning projects can be created based on various real-world challenges or through collaboration with organisations across various sectors. For example, students could work on a real problem from a start-up at the HEI incubator. Other students may focus on problems related to their own start-ups. Similarly, partnering with established companies may provide other problems for students to work on. Where possible, these challenges may highlight social or societal issues to foster students' appreciation for a more holistic and responsible perspective on entrepreneurship.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator, 4 Internal Performer



## Holistic Curriculum

### Actions & Formats

Adopt your curriculum in a way to support students to experience and gain entrepreneurial mindset and competences.

Involve the topic of social and societal impact to the curriculum.

Add the topic "Systems Thinking" to your curriculum.

### Timespan

Medium-term

Medium-term

Medium-term



## Holistic Curriculum

In today's complex world, entrepreneurship has become an essential skill for driving positive change and creating sustainable solutions to wicked problems. As such, it is increasingly important for entrepreneurship curricula to evolve and adapt to the changing needs of society.

One important way of doing this is by adopting the pedagogical framework and exercises to gain entrepreneurial mindset and competences of the students. The Entrepreneurship Competence Framework (EntreComp), developed by the European Union, can serve as a good basis to learn about such entrepreneurial competences.

A second crucial topic is the creation of positive impact by addressing the needs of our society. It helps entrepreneurs understand how their business can create positive change in society and the environment, which aligns with the United Nations' Sustainable Development Goals (SDGs).

Furthermore, by incorporating the topic Systems Thinking into entrepreneurship curriculum, entrepreneurs can understand the interconnectedness of various factors that impact their business and develop sustainable solutions fitting within the larger system.

### Applicable Profiles

1 2 3 4 5 6 7

**3** Educator, **4** Internal Performer, **5** Regional Performer, **6** International Performer, **7** Guru





## Student Clubs or Companies

### Actions & Formats

Encourage and support students to start an entrepreneurship club that brings together like-minded students and organises entrepreneurship events.

Facilitate the set up of student companies that provide real-world learning opportunities for students.

Help students join a global student club network and act as one of their faculty advisors.

### Timespan

Short-term

Medium-term

Medium-term



## Student Clubs or Companies

There are many entrepreneurship learning environments that can be created within an HEI. These environments allow students to experience entrepreneurship first-hand and learn from those experiences through continuous reflection.

For example, entrepreneurship clubs may connect interested students, organise events, invite guest speakers and take part in student competitions. The HEI may also offer a student ambassador programme open to all subject areas to support the coordination of entrepreneurial activities across disciplines. These are effective ways to provide additional learning opportunities.

Students may also decide to become part of an international network such as Enactus, or turn their Student Club into their future job, similar to the students who started the Global Slush Conferences.

Some HEIs have also set up dedicated student-led companies, where students offer, for example, video creation, copywriting, or other student consulting services to clients under the guidance of academic and industry mentors.

### Applicable Profiles



2 Builder, 3 Educator



## Entrepreneurship Degree Programmes

### Actions & Formats

Establish taught degree programmes for entrepreneurship.

Introduce project-based entrepreneurship degree programmes that include experiential learning.

### Timespan

Long-term

Long-term

## Entrepreneurship Degree Programmes

Current societal and business challenges are increasingly becoming more complex and ambiguous. Establishing stand-alone entrepreneurship degree programmes allows HEIs to equip their students with the necessary knowledge, skills, and mindset to tackle such challenges as entrepreneurs or corporate innovators.

Entrepreneurship degree programmes can be structured as taught programmes with a more traditional structure, or as fully project-based programmes. In both cases, it is recommended that your learning environment fosters experiential learning through working on current real-world problems. There should be clear collaboration with industry and start-up hubs and innovation centres on campus to enhance this environment.

Establishing such programmes can be challenging. Teaching in such problem-based and cross-functional environments requires a unique teaching approach, and educators need to be trained accordingly. How to deal with the intellectual property created during such programmes can also be challenging. Appropriate legal frameworks should be adopted from the outset to facilitate the spinning out of new start-ups from such programmes.

### Applicable Profiles

1 2 3 4 5 6 7

**3** Educator, **4** Internal Performer, **5** Regional Performer, **6** International Performer, **7** Guru



## Preparing and Supporting Entrepreneurs



HEIs can help students, graduates and staff consider starting a business as a career option. At the outset it is important to help individuals reflect on the commercial, social, environmental, and lifestyle objectives related to their entrepreneurial aspirations and intentions. For those who decide to proceed to start a business, or other type of venture, targeted assistance can then be offered in generating, evaluating and acting upon the idea, building the skills necessary for successful entrepreneurship, and importantly finding relevant team members and getting access to appropriate finance and effective networks. In offering such support, an HEI should ideally act as part of a wider business support ecosystem rather than operating in isolation.

### Related Cross-Dimensional Cards



## Preparing and Supporting Entrepreneurs



### Statements

- The HEI increases awareness of entrepreneurship and stimulates the entrepreneurial intentions of students, graduates and staff to start-up a business or venture.
- The HEI supports its students, graduates and staff in starting, running and growing a business or new venture.
- Mentoring and other forms of personal and entrepreneurial project development are offered.
- The HEI offers or facilitates access to business incubation, acceleration, and financing.
- Global challenges are reflected in the HEI's entrepreneurial initiatives.

### Action Cards

- 4/01** Competitions and Awards
- 4/02** Entrepreneurship Lab & Incubator Space
- 4/03** Incubation & Acceleration Programmes
- 4/04** Start-up Funding
- 4/05** Co-Creation
- 4/06** Tech Transfer & Commercialisation
- 4/07** Open Acceleration Programmes with Partners





## Competitions & Awards

### Actions & Formats

Host idea competitions, entrepreneurship awards, and prizes for students, alumni, and other target audiences.

Create pitch competitions for more advanced projects and teams.

Introduce themed events that focus on social impact or a current tech trend.

Connect promising entrepreneurs to potential investors through specifically designed events.

### Timespan

Short-term

Short-term

Short-term

Medium-term



## Competitions & Awards

Hosting and promoting national and international competitions and introducing awards and prizes brings the entrepreneurship community together and generally spurs the development of entrepreneurial HEIs.

These events, awards, and prizes can be framed with different goals in mind. If you are seeking to encourage more of your students to take an entrepreneurial perspective, then awards that recognize outstanding ideas or projects with high social impact are a good way to get started. If your HEI already has an active entrepreneurship ecosystem, you might consider introducing themed or open pitch events. Such formats provide a great platform to spread entrepreneurship within your HEI, involving relevant local stakeholders such as political decision-makers, as well as active investors.

Many HEIs also harness such events as scouting opportunities for their incubation or accelerator programmes. One way of strengthening this connection is by including personalised coaching sessions as prizes for promising ideas, projects and teams.

### Applicable Profiles



1 Entrepreneurial Aspirant, 2 Builder, 3 Educator



## Entrepreneurship Lab & Incubator Space

### Actions & Formats

Provide physical space for start-up teams in your incubation and accelerator programs.

Create a physical entrepreneurship lab that invites continuous experimentation and collaboration between students, educators and start-up teams.

Establish a Makerspace, FabLab or Design Factory within your entrepreneurship lab.

### Timespan

Medium-term

Long-term

Long-term

## Entrepreneurship Lab & Incubator Space

Having a dedicated physical space for entrepreneurship supports frequent gatherings of the entrepreneurship community connected to your HEI. Such a space can be used to run events and workshops, pitching events, house makerspaces, participate in investment forums, and provide a home on campus. It can also promote chance encounters and collaboration opportunities with other people in the space.

Depending on your local circumstances, such a space might be centrally governed by your HEI or might be a student-led initiative. In both cases, it is important that this space “feels” different to other more traditional classrooms or labs. It needs to invite students and start-up teams to freely explore and prototype continuously, as well as utilise chance encounters and collaboration opportunities with other people in the space.

There are many successful examples of such spaces at HEIs all around the globe. Some have merged into communities of practice and global networks, such as the Design Factory Global Network or the Network of FabLabs. Your HEI should investigate these best practice models and ensure there is a structure in place to facilitate these labs and incubator spaces.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator, 4 Internal Performer



## Incubation & Accelerator Programmes

There are many ways your HEI can help entrepreneurs take their first steps towards proof of concept.

Structured support programmes are one way of providing guidance during the crucial early timeframe of a start-up. Although the distinction between start-up incubation and acceleration may be blurred, there are aspects where both approaches differ. Accelerator programmes may be structured around cohorts of start-up teams who are provided with structured coaching and mentoring for a fixed duration of time – often in exchange for a fixed amount of equity. Incubation programmes are less structured and provide coaching and support more on the individual level. In both cases, one of the best sources of support are fellow entrepreneurs from other projects and start-ups. External coaching should encourage these connections, provide support of their own, and help with engaging other important stakeholders, investors, public funding sources and experienced alumni.

## Incubation & Accelerator Programmes

### Actions & Formats

Provide individual coaching and mentoring support for nascent start-ups.

Set up cohort-based start-up acceleration programmes for promising start-ups.

Facilitate connections to relevant stakeholders, investors, public funding sources and experienced alumni.

### Timespan

Short-term

Medium-term

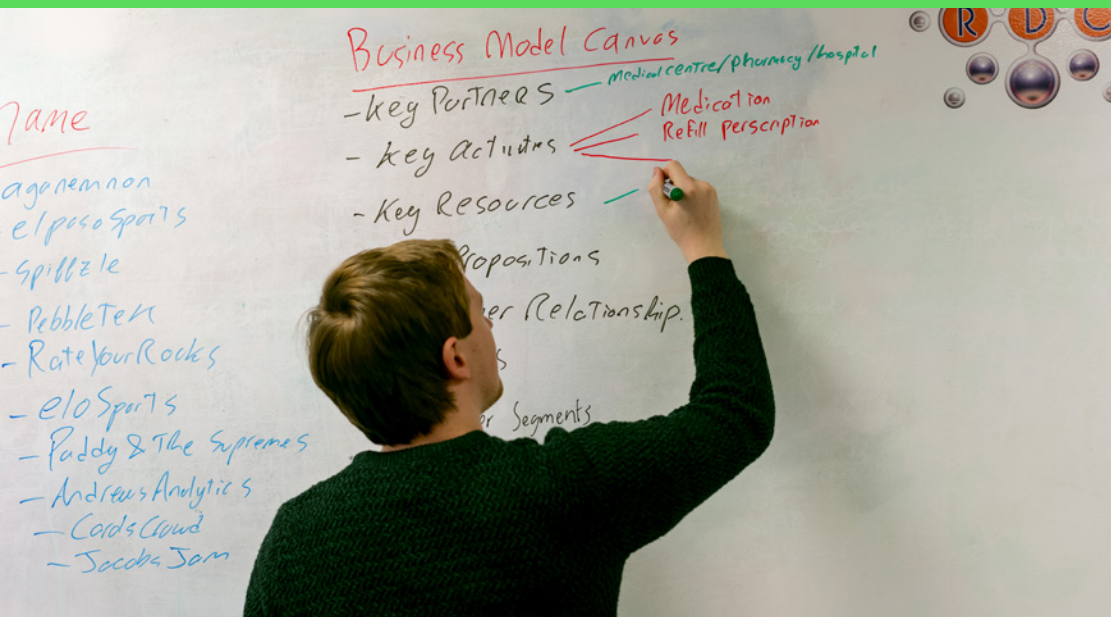
Medium-term

### Applicable Profiles



2 Builder, 4 Internal Performer, 7 Guru





## Start-up Funding

Many different funding sources exist for start-ups. Those sources available to founders and their supporters depend on where they are based, their past experience, their supporters amongst other factors. Entrepreneurial HEIs can help start-ups and spin-offs secure necessary funding.

In this regard, a HEI can act as an intermediary and connect start-ups, investors, established companies and subject experts with each other. This matching process can happen through personal introductions, selective pitching events or pen matching summits.

In many countries, various sources of public funding are available to start-ups. HEIs can serve as a specialised match-maker, trusted partner and advisor in the process of connecting start-ups to the various funding programmes.

HEIs may also decide to become investors themselves via their own venture capital funds or providing specialised services in exchange for equity. Regardless of which funding is available, the HEI should always be open to exploring new innovative funding formats.

## Start-up Funding

### Actions & Formats

Engage in active matchmaking between start-ups, investors, established companies and experts.

Create specialised matching events.

Act as a trusted partner and advisor for the allocation of public funding for start-ups.

Establish a means of direct start-up investments via your own venture capital (VC) fund or by providing specialised services.

### Timespan

Short-term

Medium-term

Medium-term

Long-term

### Applicable Profiles



2 Builder, 4 Internal Performer, 7 Guru



## Co-Creation

### Actions & Formats

Set up a network of external stakeholders, which commits to support young teams and talents.

Actively assist and enable the process in establishing collaboration and open business models with external partners.

Provide a framework for co-creation processes and engage all start-up and (industry) partners with these novel approaches to.

### Timespan

Medium-term

Medium-term

Medium-term

## Co-Creation

Supporting co-creation activities between start-up teams and established companies is important because it fosters collaboration and knowledge exchange, enabling start-ups to access valuable resources, expertise, and market networks while established companies can benefit from fresh ideas, innovation and agility, leading to mutually beneficial outcomes and driving overall economic growth.

To facilitate such co-creation activities between start-up teams and established companies in a meaningful way, university incubators should take on the role of an independent enabler and build a robust network of supporters. The advantage of universities and their incubators lies in their unique position of having access to talents, start-ups, research facilities, stakeholders of the ecosystem, and maintaining independence. This involves creating opportunities (e.g. a platform where start-ups and established companies can connect), fostering trust and transparency, providing mentorship and guidance, facilitating collaborative projects, and offering resources and infrastructure to nurture successful partnerships, thus bridging the gap and ensuring a fruitful collaboration between different parties.

### Applicable Profiles



**3** Educator, **4** Internal Performer, **5** Regional Performer, **6** International Performer, **7** Guru



## Tech Transfer & Commercialisation

As places of curiosity, discovery and basic as well as applied research, HEIs are excellent sources of new technologies and applications. Accordingly, HEIs and companies have a vested interest in commercialising intellectual property (IP).

Entrepreneurship provides an effective way by which the commercial potential of new technologies can be discovered and assessed. For example, the creation of spin-off companies can be fostered to develop products and services that utilise new technologies. Similarly, IP can be licensed to established companies and start-ups. However, it is crucial that the underlying technologies and intellectual property are first translated into viable commercial uses.

As part of their entrepreneurship activities, HEIs must provide the necessary internal services relating to commercialisation strategies and related legal implications. They must also create awareness amongst researchers that these paths exist. A dedicated tech transfer office can be employed to for example, provide tech transfer training and assistance, and support protection of IP via patents and copyrights. The HEI should also have a system in place to facilitate commercialisation for student-led projects to ensure it is managed in a way that protects the students.

## Tech Transfer & Commercialisation

### Actions & Formats

Offer commercialisation training and workshops to researchers and students to help them experiment with commercialising their research.

Create awareness for tech transfer and tech commercialisation throughout your HEI.

Establish a dedicated tech transfer office and tech transfer scouts that provide necessary support.

### Timespan

Short-term

Medium-term

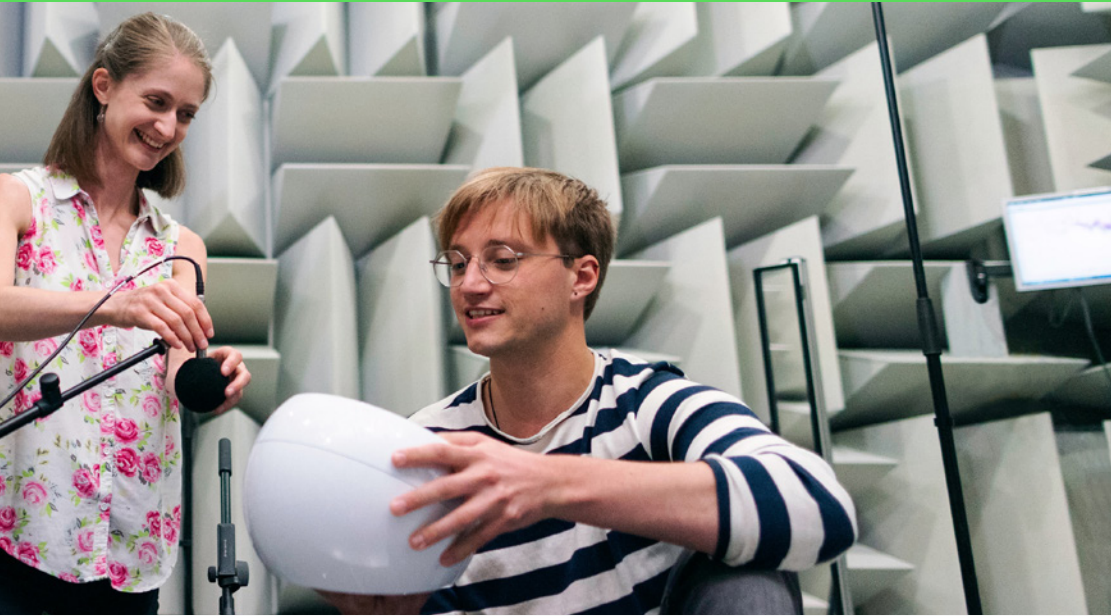
Medium-term

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 4 Internal Performer





## Open Acceleration Programmes with Partners

To connect talents and start-ups to an international environment it is recommended for universities and university incubators to build a strong network with international partner universities and engage in cross-university programs.

This is crucial because many entrepreneurial projects and start-ups within their incubators require a global perspective, access to diverse international markets, and the ability to build strong international networks with other start-ups and stakeholders. By forging collaborations and partnerships with other universities, universities and their incubators can tap into a wealth of knowledge, resources, infrastructure, and networks.

This not only expands their offerings to prospective founders and start-ups but also amplifies their sphere of influence, enabling them to foster innovation, create impactful connections, and contribute to the broader entrepreneurial ecosystem on a global scale.

## Open Acceleration Programmes with Partners

### Actions & Formats

Build an exchange programme with external incubators to give start-ups access to new markets and networks.

Involve peer to peer coaching by building (international) virtual tandem teams of other incubators to support each other.

Build a network of internal, regional and international experts and coaches to involve them in your coaching activities.

### Timespan

Medium-term

Long-term

Medium-term

### Applicable Profiles

1 2 3 4 5 6 7

3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Digital Transformation and Capability



HEIs are already deploying digital technologies, however the uptake and integration varies among and within institutions. HEIs should make the most out of the opportunities presented by digital transformation and consider digital technologies as a key enabler of innovation and entrepreneurship. An HEI's digital capability is defined as the ability to integrate, optimise and transform digital technologies to support innovation and entrepreneurship.

### Related Cross-Dimensional Cards



## Digital Transformation and Capability



### Statements

- The HEI fosters a digital culture and implements and monitors a digital strategy supporting innovation and entrepreneurship.
- The HEI invests in, manages and continuously improves a digital infrastructure that supports innovation and entrepreneurship.
- The HEI actively supports the use of digital technologies to enhance quality and equity in entrepreneurial teaching, learning and assessment.
- The HEI actively uses open educational resources, open science and open data practices to improve the performance of the institution and increase impact on its entrepreneurial ecosystem.
- The HEI makes full use of its digital capacity to promote sustainable and inclusive innovation and entrepreneurship.

### Action Cards

- 5/01** General E-Learning Capabilities
- 5/02** Educator E-Learning Capabilities
- 5/03** Advanced E-Learning Capabilities
- 5/04** IT Infrastructure
- 5/05** Community Platform



## General E-Learning Capabilities

### Actions & Formats

Provide modern e-learning tools for educators and offer frequent training.

Create the latest e-learning content that is usable across different formats and courses.

Offer parts of your content in the form of Massive Open Online Courses (MOOCs) that are open to a larger audience.

### Timespan

Short-term

Medium-term

Medium-term



## General E-Learning Capabilities

E-learning is continuing to gain importance across all HEIs, either as supplementary forms of instruction or as stand-alone courses.

Moving to more e-learning based teaching requires you to develop several new capabilities. First, necessary tools and IT infrastructure need to be put in place to enable reliable service and the engagement of teaching environments. Setting up an E-Platform for entrepreneurship educators to share material, show case and make comments is helpful. Second, educators need to adapt their pedagogical approach and experiment with different ways of engaging students. Third, the HEI should provide best practices, guides and templates to improve and refine teaching practices across all programmes and modules. Fourth, resulting implications in relation to adjusting students' workloads and different forms of assessment need to be considered. A measuring tool for effectiveness can be implemented.

In the last few years, it has become quite popular to open up a few select programmes to a wider geographic and demographic audience in the form of Massive Open Online Courses (MOOCs).

### Applicable Profiles



1 Entrepreneurial Aspirant, 2 Builder, 3 Educator





## Educator E-Learning Capabilities

### Actions & Formats

Provide frequent training and support for educators who are new to teaching in virtual environments or who wish to improve their teaching approach.

Connect educators who are teaching in virtual settings and want to exchange insights and best practices, for example via an e-learning forum.

### Timespan

Medium-term

Medium-term



## Educator E-Learning Capabilities

Engaging e-learning-based entrepreneurship education requires more than simply providing a few digital teaching tools or a digital platform. Moving to e-learning requires a substantial shift in the general pedagogical approach and specific teaching mechanisms of educators.

HEIs can support their staff during this transition in several ways. For example, best practices, guides and templates can be provided to provide initial reference points when moving your teaching to a digital format. In the long-term, dedicated staff development workshops and events can be introduced to spread gathered learnings throughout the educator community and allow for peer coaching and feedback.

Educators may also draw inspiration from other publicly accessible online entrepreneurship courses, such as the “What, Why & How - Your Road to Entrepreneurship” programme co-funded by the EU Erasmus+ Programme.

### Applicable Profiles



1 Entrepreneurial Aspirant, 2 Builder, 3 Educator



## Advanced E-Learning Capabilities

Following the current shift towards more supplementary and stand-alone e-learning programmes and modules, many HEIs have started to consolidate and professionalise their e-learning efforts.

Establishing a teaching innovation lab as a working group or department within your HEI promotes the exploration of new teaching approaches. Such a lab can play a crucial role in collecting and disseminating current best practices in e-learning at your HEI.

Some HEIs have also established a dedicated e-learning centre to highlight the importance of e-learning for their future development and strategy. A dedicated centre may function as a central focal point for e-learning within your HEI and can support educators with professional content creation and the set-up and customisation of learning tools.

## Advanced E-Learning Capabilities

### Actions & Formats

### Timespan

Cultivate your e-teaching capabilities by establishing a dedicated e-learning centre and support experts.

Long-term

Establish a teaching innovation lab that collects, consolidates and distributes new developments and best practices in education across the HEI.

Long-term

### Applicable Profiles



3 Educator, 7 Guru



## IT Infrastructure

### Actions & Formats

Provide a reliable and appropriate student platform that connects students to the relevant services and learning resources.

Offer access to necessary tools and support for digital learning platforms and learning resources.

### Timespan

Medium-term

Medium-term

## IT Infrastructure

A reliable and working IT infrastructure is the backbone of many HEIs, especially since e-learning, hybrid, and blended learning education is on the rise.

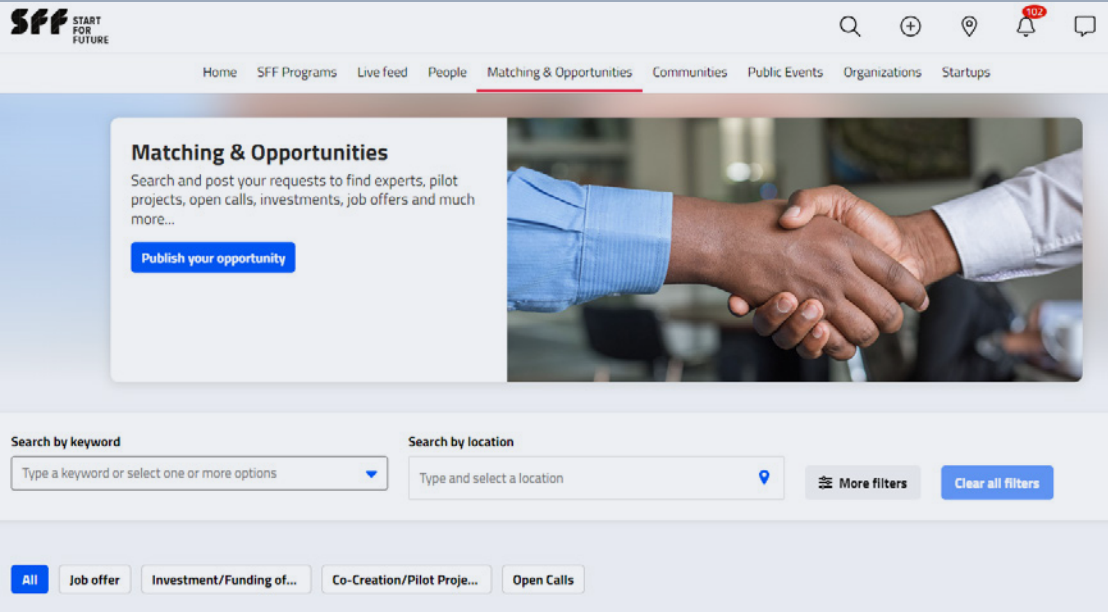
HEIs need to provide the basic hardware and required network capabilities. Then, necessary licenses and teaching tools need to be reviewed and distributed to relevant educators as well as students.

For specific e-learning-heavy environments, students should be able to access programme materials and necessary tools via a user-friendly student platform that, preferably, provides a single sign-on across all connected services. Equally, educators need to be able to quickly and easily design programmes based on templates and best-practices. Such a platform should provide multiple means of communication. Each user should be able to customise their use of the platform by, for example, tailoring communication and notification preferences.

### Applicable Profiles

1 2 3 4 5 6 7

**2** Builder, **3** Educator, **4** Internal Performer, **5** Regional Performer, **6** International Performer, **7** Guru



## Community Platform

### Actions & Formats

Be part of a cross-university community platform to help talents and teams get in contact and co-create with talents, partners and capital.

Enable students and start-ups to search for and offer own opportunities, collaboration partners, team members, or challenges using a Community Platform.

### Timespan

Medium-term

Long-term

## Community Platform

Working in an international environment and engaging in cross-university university collaborations and projects, it is crucial to establish a new form of communication that transcends geographical limitations.

This necessitates the adoption of a flexible community platform that enables participants to connect, discover opportunities, announce their projects, exchange ideas, promote events, initiate joint ventures, and foster a sense of belonging and collaboration across different locations. Such a platform facilitates seamless interaction, promotes knowledge sharing, enhances networking capabilities, and empowers the community to leverage diverse expertise and resources, ultimately fostering innovation and advancing the collective goals of the international university network.

It could be beneficial to join a larger, already existing community, as a critical mass is necessary to keep such a community active. By becoming part of an established community, members can leverage an existing network, a diverse participant base, and a wide range of resources. An active community provides regular interactions, discussions, collaboration opportunities, and a constant flow of relevant information. Through the exchange of ideas and experiences, synergies can emerge, new partnerships can be formed, and innovation can be fostered.

### Applicable Profiles



**4** Internal Performer, **5** Regional Performer, **6** International Performer, **7** Guru





## Entrepreneurial Ecosystem and Networks



An entrepreneurial and innovative HEI proactively connects with its ecosystem (intended as an array of interlinked actors pooling skills and resources to pursue a common goal) to deliver social, cultural and economic benefits. The capacity to connect with entrepreneurial ecosystems and networks represents an important catalyst for organisational innovation in the HEI. It also helps the advancement of teaching and research, and transforms the HEI into an important actor in regional development and issues related to territorial cohesion.

### Related Cross-Dimensional Cards



## Entrepreneurial Ecosystem and Networks



### Statements

- The HEI creates effective collaboration and enhances synergies with its entrepreneurial ecosystem and networks.
- The HEI is an active partner in developing and implementing local and regional entrepreneurial and innovation strategies.
- The HEI has strong links with incubators, accelerators, science parks and other external initiatives supporting the development of a sustainable entrepreneurial ecosystem.
- The HEI integrates research, education and knowledge exchange to build resilient communities.

### Action Cards

- 6/01** Industry Collaboration
- 6/02** Science Clusters and Parks
- 6/03** Networks and Conferences
- 6/04** Engage in your Regional Ecosystem
- 6/05** HEI as Driver of Entrepreneurial Ecosystems
- 6/06** Entrepreneurship Research



## Industry Collaboration

### Actions & Formats

Use industry collaborations to provide students with relevant current (and future) entrepreneurial opportunities.

Ensure the relevance of ongoing research and open up new research directions by closely collaborating with industry partners.

Extend your collaboration efforts to public stakeholders and local actors within the entrepreneurial ecosystem.

### Timespan

Medium-term

Medium-term

Medium-term



## Industry Collaboration

Maintaining strategic relationships with leading companies – large and small – provides many opportunities and advantages for HEIs.

For students, such relationships may be utilised to provide current real-world experiential learning challenges, interesting class assignments, relevant guest lectures, opportunities for company visits, internships and potentially interesting future job opportunities.

For researchers, collaborating with industry partners ensures the relevancy of their research, opens up new opportunities for new research projects, funding and industry consortium partners for future research proposals.

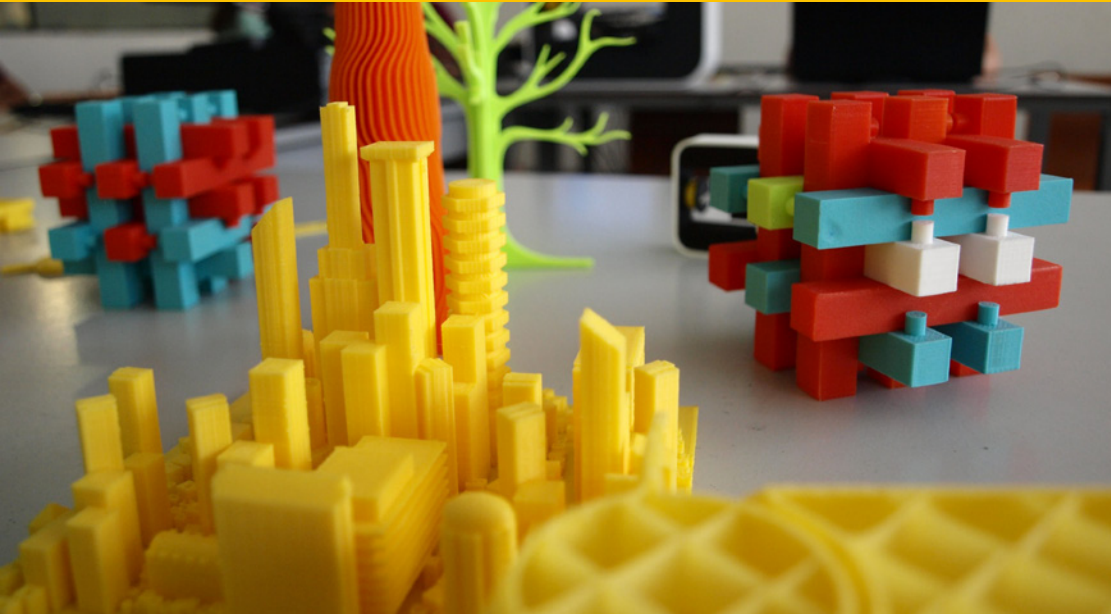
These efforts should similarly be extended to public stakeholders and actors within your entrepreneurial ecosystem. This allows HEIs to actively shape their own ecosystem and related policies.

To ensure a strong collaboration, a relevant platform and associated structures need to be identified.

### Applicable Profiles



3 Educator, 4 Internal Performer, 7 Guru



## Science Clusters and Parks

For research-driven HEIs, science clusters or science parks may provide a convenient way of leveraging research findings. By gathering start-ups, SMEs, research departments from established companies, and other collaborating HEIs under one roof, the HEI can create a synergistic ecosystem. Such ecosystems often provide a necessary boost to strengthen and realign regional economies.

Infusing such clusters or science parks with an entrepreneurial spirit can be the catalyst needed to encourage individual residents and stakeholders to envision new products, contemporary service offerings, and novel business models. In such an environment, the actors are generally less constrained by common bureaucracy and stifling organisational frameworks inherent in many HEIs.

There are several networks of such clusters and science parks around the world that provide opportunities to learn from their experiences; these can help you avoid some of the potential pitfalls.

## Science Clusters and Parks

### Actions & Formats

### Timespan

Become part of an existing science cluster or science park.

Medium-term

Infuse the cluster or science park with entrepreneurial spirit and provide necessary support services.

Medium-term

Establish a science cluster or science park to boost the commercialisation of your research activities and foster a local ecosystem of innovators.

Long-term

### Applicable Profiles



4 Internal Performer, 7 Guru





## Networks and Conferences

### Actions & Formats

Network with start-ups and established businesses to stay up-to-date.

Engage with the public and local community through accessible and open formats.

Join an existing network such as HEInnovate to benefit from collective expertise in the field.

Attend academic and practitioner conferences to form new connections.

### Timespan

Short-term

Short-term

Short-term

Medium-term



## Networks and Conferences

Networking, public engagement and attending conferences are ways to both disseminate results from one's own research and make beneficial long-term connections.

Networking with start-ups and established businesses is a great way for educators and academics to ensure the relevancy of their teaching and research, and to be up to date with current trending themes and challenges.

Public engagement through open lecture series, workshops, non-academic writing and speaking commitments ensure that your HEI is connected to its local environment and can motivate staff and students to tackle socially relevant issues.

Attending academic and practitioner conferences in one's field allows for lasting connections to be formed and future projects to be set in motion. Attending conferences in other areas also gives the discipline broader exposure.

Your HEI may also join existing professional networks. For entrepreneurial HEIs, the HEInnovate network provides access to a dedicated group of change-makers and experts in the fields of entrepreneurship and innovation.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru





## Engage in your Regional Ecosystem

HEIs must actively engage in shaping their local entrepreneurship ecosystem. This ecosystem may include nascent and mature start-ups, established companies, public stakeholders, other HEIs, policy advisors and enterprise agencies.

For every striving ecosystem it is important that the participating actors trust each other to share relevant information, talent and resources. HEIs are generally seen as credible entities and may take on the role of a trusted market intermediary within the entrepreneurial ecosystem.

Moreover, the HEI must consider cultural aspects as they play a key role in the development of an ecosystem and can help the HEI nurture relevant relationships with key stakeholders.

Striving ecosystems do not always require heavy financial investments and physical structures, such as labs and co-working spaces. What your ecosystem will look like and what its defining features will be depend on your local circumstances.

## Engage in your Regional Ecosystem

### Actions & Formats

Act as a trusted market intermediary and engage in matchmaking activities between the different stakeholders within the ecosystem.

Actively build and shape your local entrepreneurial ecosystem.

### Timespan

Medium-term

Long-term

### Applicable Profiles



4 Internal Performer, 7 Guru



## HEI as Driver of Entrepreneurial Ecosystems

It is vital for universities to embrace their third mission and establish regional networks in order to drive innovation and co-creation.

By doing so, universities can become a driver and leader of entrepreneurial ecosystems, by actively engaging with their local communities, businesses, and stakeholders, and create a living lab environment. This allows for the practical application of knowledge, the development of collaborative initiatives, and the preparation of stakeholders for new forms of co-creation.

Through these efforts, universities can contribute to regional development, foster entrepreneurship, and address real-world challenges while nurturing a culture of innovation and knowledge exchange.

## HEI as Driver of Entrepreneurial Ecosystems

### Actions & Formats

### Timespan

Build actively your own network including the different stakeholders and act as an enabler of living labs to initiate transformational entrepreneurship processes.

Long-term

Offer interactive, sequential formats to initiate entrepreneurial projects and co-creation involving stakeholders as interactive partners.

Medium-term

Provide defined offerings with a clear user value proposition for the network's diverse audiences.

Medium-term

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 7 Guru



## Entrepreneurship Research

### Actions & Formats

Establish and incentivise entrepreneurship research activities at your HEI.

Institute an informal entrepreneurship research group that brings together researchers from different departments and fields.

Establish a formal entrepreneurship research group that jointly engages in research and has access to joint funding.

### Timespan

Short-term

Short-term

Long-term



## Entrepreneurship Research

As an entrepreneurial HEI, you will be engaged in research activity. As an interdisciplinary field of study, entrepreneurship provides a platform for bringing together researchers from various disciplines. Research findings may be disseminated in academic journals, contribute to local and international policy-making, and guide entrepreneurship education best practices.

The general set-up of your entrepreneurship research activities will depend on your institutional structures and budgets. The HEI may first need to put the appropriate research infrastructure in place to support research endeavours. The HEI may decide to establish an informal research group where researchers from different departments meet to exchange relevant findings from their individual fields. This requires a mechanism to identify and support potential research collaborations. You may also decide to formalise such a group by, for example, drafting joint research proposals or raising joint funds. If your HEI has already established a dedicated entrepreneurship centre, related research activities might be centrally coordinated there.

Research can be great for developing industry collaboration and networks.

### Applicable Profiles



4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



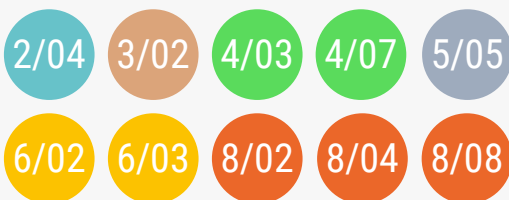


## The Internationalised Institution



A sustainable entrepreneurial HEI integrates the international dimension into the design and delivery of education, research, and knowledge exchange by introducing new questions, approaches and alternative ways of thinking. Through considering international societal challenges, including the UN SDGs, the entrepreneurial HEI is also better equipped to support its ecosystem.

### Related Cross-Dimensional Cards



## The Internationalised Institution



### Statements

- The HEI reflects on global trends, societal and ecological challenges in its entrepreneurial agenda.
- The HEI explicitly supports inclusive and sustainable forms of mobility of its staff and students.
- The HEI's entrepreneurial agenda contributes to global and social cohesion, mitigation of climate change and the HEI carbon neutrality.
- The HEI engages in deep transnational cooperation with other European HEIs. The HEI places European cooperation at the core of its strategy and considers it as a driver for creativity and innovation.
- The HEI pursues international engagement across all its activities: teaching, research and knowledge exchange to deliver impact at local, regional, national and international levels.

### Action Cards

- 7/01** Global Awareness through International Collaboration
- 7/02** International Partnerships and Mobility Programmes
- 7/03** Global Missions
- 7/04** Stand-Alone Joint Teaching Activities
- 7/05** Include International Students in Entrepreneurship Education
- 7/06** Integrated Joint Teaching Activities
- 7/07** International Research Partnerships
- 7/08** Joint Start-up Support





## Global Awareness through International Collaboration

### Actions & Formats

### Timespan

Reflect on global trends, societal and global challenges.

Short-term

Build partnerships with other institutions to reflect on global challenges and raise awareness.

Medium-term

Foster a sense of global awareness and belonging within the community.

Medium-term

## Global Awareness through International Collaboration

Most HEIs have internationalisation in their strategy, including attracting international students and scholars, increasing faculty and staff internationalisation, fostering international partnerships and global expansion of the institution.

The internationalisation strategy should also reflect its entrepreneurial and innovation agenda. HEIs can make use of international strategies to drive innovation and entrepreneurship at a global scale. For example, HEIs can reflect on global challenges and encourage the community to address these challenges throughout different teaching, research and knowledge exchange activities.

By partnering with other institutions, global awareness and commitment can be strengthened. HEIs can set common goals and action plans to address global challenges together. This also provides opportunities for students and staff to engage in these networks and further develop a sense of responsibility and belonging to a global and interconnected world.

### Applicable Profiles

1 2 3 4 5 **6** 7

6 International Performer, 7 Guru



## International Partnerships and Mobility Programmes

### Actions & Formats

Develop mutual HEI framework agreements with other national and international institutions.

Create a student mobility programme to allow for the flexible and smooth exchange of students between cooperating HEIs.

Establish a staff mobility programme to allow educators and start-up consultants to learn from other HEIs.

### Timespan

Medium-term

Medium-term

Medium-term

## International Partnerships and Mobility Programmes

HEIs currently face a multitude of challenges and need to continuously evolve. Learning from and with other international HEI partners is critical as it encourages the exchange of best practices and strategies and fosters global progress. A mutual partnership agreement between different international HEIs lays the groundwork for close cross-border collaboration.

A student mobility programme allows students to spend time at a partnering HEI and benefit from different educational approaches, inspiring cultural influences and facilitating exposure to other international students.

Similarly, a staff mobility programme allows short- to medium-term exchanges of entrepreneurship staff. For example, such a programme might allow a HEI start-up support consultant to learn from their corresponding colleagues at another institution, or for a researcher to join a research group working in a similar field. For educators, this facilitates personal first-hand exchange of different approaches of entrepreneurship education.

The entrepreneurial agenda of the HEI and its internationalisation strategy should be harmonised.

### Applicable Profiles

1 2 3 4 **5** 6 7

5 Regional Performer, 6 International Performer, 7 Guru





## Global Missions

### Actions & Formats

Link the entrepreneurial agenda to environmental and societal challenges.

Set out missions for targeted environmental and global challenges.

Commemorate “Earth Day” or other special days related to global challenges.

### Timespan

Medium-term

Short-term

Long-term

## Global Missions

HEIs can act as the epicenter of expert knowledge and innovation to address global, social, economic and environmental challenges. The linkage of the entrepreneurial agenda to these challenges provides opportunities for awareness and commitment within the institution and in partnership with the regional and international networks.

One way of facilitating this commitment is by defining real problems or missions that the institution aims to address for a given period. For example, HEIs can select one SDG every year and align several activities to this goal, such as events and inspirational talks, projects conducted by the students within different learning activities, and other extracurricular activities as hackathons. HEIs can also award recognitions to the best research and knowledge exchange initiatives around these topics. The HEIs can also promote activities to commemorate environmental and social issues, such as the Earth Day or the World Oceans Day.

Such challenges can also be addressed in collaboration with other partner institutions to promote global cohesion and higher impact.

### Applicable Profiles



6 International Performer, 7 Guru



## Stand-Alone Joint Teaching Activities

### Actions & Formats

### Timespan

Establish joint teaching activities with other HEIs.	Medium-term
Arrange for mutual guest lectures or coaching sessions between partner HEIs.	Medium-term
Establish international entrepreneurship summer schools or bootcamp initiatives to provide a structured way of welcoming students and educators from partnering institutions.	Medium-term



## Stand-Alone Joint Teaching Activities

Establishing joint teaching activities between two or more HEIs allows educators to share different teaching approaches and offers students the opportunity to benefit from learning about entrepreneurship in different cultural settings. Establishing fully integrated joint teaching activities, such as joint degree programmes, is often arduous due to the administrative efforts required. However, your HEI can begin with more simple stand-alone joint teaching activities.

For example, an easier way for entrepreneurship educators from different HEIs to collaborate is to begin with mutual remote or in-person guest lectures. In such cases, parts of the content delivery or student mentoring of an established programme can be led by the teaching partner.

Universities may also decide to run entrepreneurship summer schools or bootcamps that invite students and educators from partnering HEIs to participate and exchange best practices.

### Applicable Profiles



6 International Performer, 7 Guru





## Include International Students in Entrepreneurship Education

### Actions & Formats

Market your entrepreneurship courses and activities to visiting or permanent international students.

Offer your entrepreneurship courses in English to allow more international students to participate and enrich classroom discussions.

Teach entire entrepreneurship degree programmes in English to attract a more international audience.

### Timespan

Short-term

Medium-term

Long-term



## Include International Students in Entrepreneurship Education

A more international perspective on entrepreneurship may also be achieved by attracting more visiting or permanent international students.

Many HEIs already have several visiting international students through existing exchange programmes with other institutions. By opening up more entrepreneurship-related courses and teaching these courses in English, local students benefit from an influx of valuable perspectives. In those countries where English is not the first language, some English competency training of local students may be required.

As a HEI, you should also consider whether you could benefit from introducing entire degree programmes geared towards attracting international students by, for example, offering the programme in English, assisting with administrative and visa issues for international students or offering targeted scholarships.

### Applicable Profiles

1 2 **3** 4 5 6 7

3 Educator, 5 Regional Performer, 6 International Performer, 7 Guru



## Integrated Joint Teaching Activities

### Actions & Formats

### Timespan

Coordinate joint experiential learning projects for students led by industry partners.

Medium-term

Offer joint entrepreneurship degree programmes where each participating HEI is responsible for specific parts of curriculum design and delivery.

Long-term

## Integrated Joint Teaching Activities

Establishing fully integrated joint entrepreneurship teaching activities between two or more international HEIs fosters strong long-term ties and partnerships.

Integrating your teaching activities might be achieved by, for example, setting up joint industry-led projects and programmes. This involves students collaborating across different countries and institutions to solve real-life problems for project sponsors from industry. The staff and students work and meet online on a regular basis, and in some cases, might also meet up in person to work together.

HEIs might also decide to strengthen their collaboration by establishing joint entrepreneurship degree programmes where each partnering HEI leads a different part of the programme delivery. During the course of their studies, students spend time at each of the participating institutions – either virtually or on-campus.

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 6 International Performer, 7 Guru



## International Research Partnerships

### Actions & Formats

### Timespan

Develop an international research policy for your HEI that is in-line with your entrepreneurial strategy.

Medium-term

Set up an international office to ease the administrative burden of international research collaborations.

Medium-term

Create international research hubs that allow you to participate in local research clusters in other parts of the world.

Long-term

## International Research Partnerships

Contemporary entrepreneurship research relies on international cooperation. HEIs therefore should carefully define their international research policies and strategies. This includes establishing entrepreneurship research teams with members from different nationalities, creating short-term and long-term research exchange opportunities with others, securing funding from international funding schemes, facilitating research partnerships and networks, publishing in international conferences and high impact journals, as well as globally spreading research results across a range of dissemination platforms.

Several research universities have created dedicated entrepreneurship research hubs in other locations to facilitate international research collaborations and strengthen their research profile.

A dedicated international office can help with some of the administrative burdens of inviting international scholars to your HEI or enabling local researchers to spend time at a collaborating institution.

### Applicable Profiles

1 2 3 4 5 **6** 7

6 International Performer, 7 Guru





## Joint Start-up Support

### Actions & Formats

Provide opportunities for joint start-up coaching with international HEI partners.

Exchange best practices and provide peer-support in the form of start-up coaching services.

Set up joint virtual incubation or accelerator programmes that do not require physical co-location.

Provide socialisation support and local expertise to start-ups from collaborating HEIs.

### Timespan

Short-term

Short-term

Medium-term

Medium-term

## Joint Start-up Support

Many HEIs offer various forms of start-up support, such as coaching, funding support, incubator space or accelerator programmes for developing entrepreneurs.

As part of a HEI's internationalisation strategy, some of these activities could be jointly offered with partnering institutions. For example, your start-up coaching capabilities could be made available to entrepreneurs from other HEIs. This allows founding entrepreneurs to benefit from different sets of expertise and perspectives. Such localised support can be especially helpful to founders who are seeking to expand their business to other countries.

Joint coaching programmes allow start-up advisors to exchange best practises and benefit from lessons learned at other HEIs.

Joint virtual acceleration programmes offer structured coaching and support programmes for developing entrepreneurs across entrepreneurial ecosystems.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 5 Regional Performer,  
6 International Performer, 7 Guru



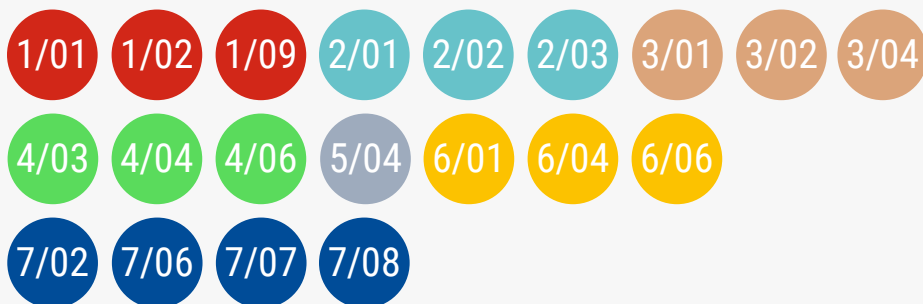


## Impact of the Entrepreneurial HEI



Entrepreneurial and innovative higher education institutions need to understand the impact of the changes they bring about. The entrepreneurial HEI combines institutional self-perception, external reflection and an evidence-based approach. An HEI that monitors the impact of all activities connected to the entrepreneurial and innovation agenda generates valuable information and data to be used to improve its own performance. Metrics should span beyond spin-off creation, the volume and quality of intellectual property generation and research income generation. Assessment activities should focus also on graduate entrepreneurship, skills and competence development, teaching and learning outcomes, talent retention, contribution to global, national and local economic development or the impact of the institution's broader entrepreneurial agenda.

### Related Cross-Dimensional Cards



## Impact of the Entrepreneurial HEI

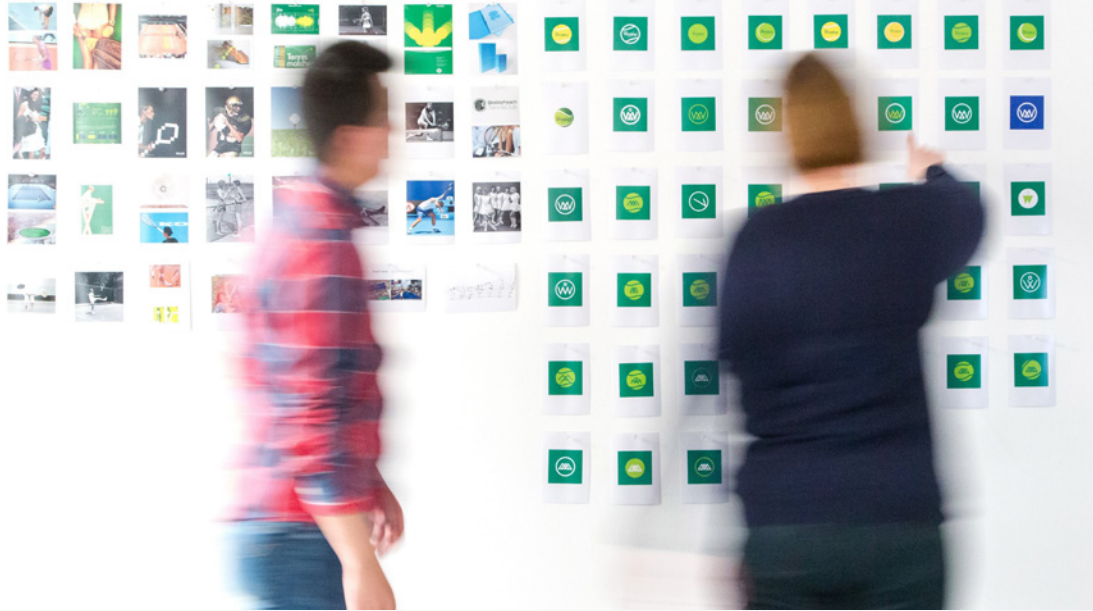


### Statements

- The impact of the HEI's entrepreneurial activities is regularly assessed across all its activities.
- The HEI assesses the impact of its entrepreneurial agenda with key performance indicators, narratives and dedicated assessment tools.
- The performance indicators allow for comparisons with other national or international peers.
- The learning generated from the assessment of impact drives the further development of the entrepreneurial and innovation activities of the HEI to enhance its future impact.

### Action Cards

- 8/01** Strategy for Impact
- 8/02** Set Impact Indicators
- 8/03** Impact Monitoring and Learning
- 8/04** External Evaluation
- 8/05** Teaching Assessments
- 8/06** Student Experience Evaluation
- 8/07** Plan and Assess Research Impact
- 8/08** Social and Environmental Impact



## Strategy for Impact

“Strategy for Impact” involves incorporating what kind of impact and the degree of impact the HEI wants to achieve through its entrepreneurial agenda and embed these aims during the conceptualisation of the entrepreneurial strategy plan. This assures the prioritisation of goals, the proper allocation of resources and the alignment of initiatives and actions with the intended impacts.

An entrepreneurial strategy should consider impact beyond the economic factors. While economic impact is important, it is crucial to adopt a broader perspective that encompasses social, environmental, and cultural dimensions.

The strategic action plan should incorporate a plan to assessing impact, which includes the design of impact indicators and their baseline and target values, together with the definition and implementation of a monitoring and evaluation framework. This framework would define the methods and roadmap for data collection, evaluation and dissemination. The insights obtained from regular assessments will serve to adjust the initiatives being developed as well as a rich source of information for reflection and review of the entrepreneurial strategy itself.

## Strategy for Impact

### Actions & Formats

### Timespan

Design your entrepreneurial strategy considering impact.

Short-term

Take a broad perspective to impact, considering economic, social, environmental and cultural dimensions.

Short-term

Design a monitoring and evaluation framework.

Short-term

### Applicable Profiles

- 1
- 2
- 3
- 4
- 5
- 6
- 7

1 Entrepreneurial Aspirant, 2 Builder, 3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Set Impact Indicators

### Actions & Formats

Define impact indicators aligned with your intended goals.

Adopt existing relevant measurements.

Benchmark your institution against similar institutions to reflect and gain insights.

### Timespan

Short-term

Medium-term

Long-term



## Set Impact Indicators

Impact indicators are quantitative and qualitative measures by which the results and effects of the entrepreneurial agenda can be measured. Indicators should consider the economic, social, cultural and environmental dimensions. The eight dimensions of HEInnovate can provide a guideline for the areas of impact of the entrepreneurial HEI.

The definition of impact indicators should be aligned with the intended goals. For example, if the goal is to educate entrepreneurial and intrapreneurial individuals who can drive innovations and solutions to today's challenges, measuring the number of start-ups created does not fully capture this aspect.

Additionally, the choice of impact indicators has a great influence on the development of your action plan. The quote "you get what you measure" reflects this effect, which means that the areas of the institution that will get greater resources and attention will be those geared towards the fulfilment of the chosen indicators.

The selected indicators should be measurable and capable of providing reliable and accurate data over time. Your HEI can design or adopt existing relevant measurement tools for standardised collection of data and benchmarking.

### Applicable Profiles

1 2 3 4 5 6 7

1 Entrepreneurial Aspirant, 2 Builder, 3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



## Impact Monitoring and Learning

### Actions & Formats

Define a systematic process for collecting data that feeds the defined impact indicators.

Set out regular meetings to monitor the progress of the entrepreneurial agenda throughout the defined impact indicators.

Reflect on your impact and adjust your actions, programmes and strategies accordingly.

Communicate the results of impact measurement regularly to keep engagement and commitment from all parties.

### Timespan

Short-term

Short-term

Short-term

Short-term



## Impact Monitoring and Learning

Impact monitoring allows to evaluate the progress of the entrepreneurial agenda and the achievement of the established goals. It involves systematically tracking and measuring changes or progress in targeted indicators or metrics, comparing these against predetermined targets or benchmarks, and assessing whether the intended outcomes or goals have been achieved.

Impact monitoring enables different stakeholders to understand the extent to which their activities are providing the intended outcomes or whether they need improvements.

Representatives of the different stakeholders can be invited to regular meetings for impact monitoring. The insights identified from the data analysis and discussion are meaningful to adjust the current activities to further enhance the entrepreneurial agenda and future impact.

The results of the assessment should be regularly communicated to the different stakeholders and the HEI community, to maintain commitment and foster a culture of continuous learning and improvement.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru





## External Evaluation

### Actions & Formats

Incorporate experts or key stakeholders from other HEIs into your evaluation processes as coaches/mentors.

Implement the feedback and recommendations gathered during programme or system accreditation procedures.

### Timespan

Short-term

Medium-term

## External Evaluation

An external perspective on your HEI's activities can provide benchmarking and new ideas to help you develop your entrepreneurial capabilities.

Such external evaluation might take the form of coaching or mentoring from experienced entrepreneurship educators and administrators from other HEIs. For example, HEInnovate is a joint initiative between several European institutions and can connect you to entrepreneurship experts with a variety of experiences.

External evaluation is often part of different quality assurance processes such as gaining accreditation or national/international funding. During these evaluation and auditing processes, external experts provide an assessment of your HEI's strengths and weaknesses that may help you in further developing your entrepreneurship agenda.

### Applicable Profiles

1 2 3 4 5 6 7

7 Guru



## Teaching Assessments

### Actions & Formats

Regularly assess the quality and impact of your entrepreneurship education offerings.

Incorporate peer-feedback from other experienced colleagues into teaching assessments.

Develop a tool or mechanism that educators can use to keep track of their personal objectives and impact.

### Timespan

Short-term

Short-term

Medium-term

## Teaching Assessments

Assessing the quality and impact of entrepreneurship education is a useful mechanism to improve educational interventions.

A HEI can evaluate students' experiences and development by administering a basic survey at the end of the entrepreneurship programme. There are several validated frameworks available to help with this (see related card).

Educators can also establish the specific objective they want to achieve. This can be an informal process or conducted via a formalised digital goal-setting and evaluation tool. With regard to the latter, it is possible to tie these personal goals to a personalized staff development plan. Educators may augment this by incorporating peer-feedback from other experienced colleagues.

It is also advised to incorporate industry representatives, where possible, for assessments. Additionally, the HEI may identify a format for evaluation that is internationally recognised.

### Applicable Profiles

1 2 3 4 5 6 7

2 Builder, 3 Educator



## Student Experience Evaluation

### Actions & Formats

Design and implement basic programme evaluation systems.

Conduct extensive student evaluations via validated frameworks and assessment tools.

Evaluate the long-term impact of your education and support programmes via longitudinal studies and feedback from alumni and external stakeholders.

### Timespan

Short-term

Short-term

Long-term



## Student Experience Evaluation

Most HEIs employ some form of structured evaluation of their programmes and teaching personnel from a student's perspective.

A basic programme evaluation usually takes the form of a digital questionnaire and targets domains such as changes in perceived entrepreneurship knowledge, skills, competencies and attitudes, as well as future entrepreneurial intentions.

There are several validated frameworks that can be used when setting up or improving evaluation processes. Based on the comprehensive EntreComp framework\*, a consortium of European HEIs developed the EPIC-tool\* to provide fast and actionable feedback for educators as well as an individual evaluation for each student.

A comprehensive evaluation strategy should also measure the long-term impact of educational interventions by, for example, including alumni and external stakeholder feedback.

\*EntreComp Framework Link: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

\*EPIC tool Link: <https://heinnovate.eu/en/heinnovate-resources>

### Applicable Profiles

1 2 3 4 5 6 7

1 Entrepreneurial Aspirant, 2 Builder, 3 Educator





## Plan and Assess Research Impact

### Actions & Formats

Create guidelines for how you define research impact and how researchers may improve the impact they are creating.

Continuously measure the impact of your various research activities.

Ensure the relevancy of current and future doctoral researchers by providing appropriate mentoring.

### Timespan

Short-term

Medium-term

Long-term

## Plan and Assess Research Impact

Research must provide value to the research community, industry stakeholders, policy makers and society at large. This is especially true for entrepreneurship research.

At your HEI, you need to develop an understanding of “what” research impact is, and “how” it can be measured. This includes creating case studies, templates and personal anecdotes from previous research projects and international best-practices on how to translate research findings into tangible value for others.

Your learning from this process should guide the development of your graduate research programmes and provide examples for the necessary “academic rigor” expected of contemporary entrepreneurship research.

Staff training, publicly accessible resources and other outreach activities are needed to continuously raise awareness of the importance of tangible research impact.

### Applicable Profiles

1 2 3 4 5 6 7

3 Educator, 4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru





## Social and Environmental Impact

### Actions & Formats

Measure social and environmental impact beyond traditional measures of entrepreneurial impact.

Set indicators at different levels of impact ranging from allocation of resources to long-term change in social and environmental issues.

### Timespan

Short-term

Medium-term

## Social and Environmental Impact

Measuring impact of the entrepreneurial HEI should span to other areas beyond teaching, research and knowledge transfer and commercialisation.

Social impact considers the effects of the HEI's initiatives on social issues, including the well-being and positive change of the community. However, measuring social impact can be challenging due to its complex and multi-faceted nature. The HEI can adopt a given framework for social impact measurement such as the social return on investment.

Progress towards achieving sustainable development goals can be measured through several environmental impact indicators. To start with, your institution can prioritise a set of environmental indicators, aligned with the strategy goals, and measure baseline values that serve as reference points against which progress can be measured. Indicators can also include qualitative measures such as the awareness and commitment of the community.

The distinction between inputs, outputs, outcomes and impacts might be useful to set impact indicators at different levels, ranging from budget and resources allocated (inputs), number of participants engaged in a given initiative (outputs), short-term changes in participants' behaviour, skills and attitudes (outcomes), to behavioural changes in a wider and long-term scope (impacts).

### Applicable Profiles

1 2 3 4 5 6 7

4 Internal Performer, 5 Regional Performer, 6 International Performer, 7 Guru



HEI Dimension: .....

## Entrepreneurial Format/Initiative

.....

Insert your picture here.

## Description

.....  
.....  
.....

## Entrepreneurial Format/Initiative

.....

Actions & Formats

Timespan

.....

.....

## Applicable Profiles

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

Mark the profiles you believe are relevant to this card!

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