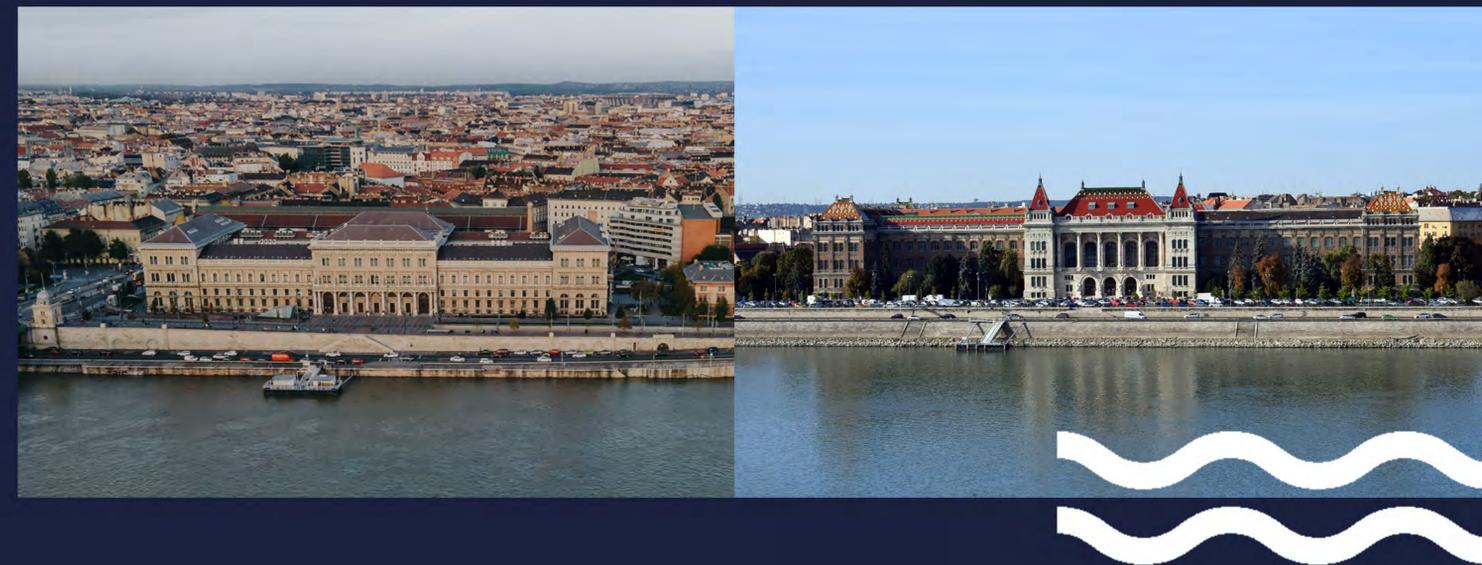


Erika JÁKI | Loretta HUSZÁK

Quo vadis entrepreneurship education?

Danube Cup Conference 2022



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DANUBE CUP | CONFERENCE 2022

Title | Quo Vadis entrepreneurship education? Danube Cup Conference 2022

Year of publishing | 2022

Organisers and Partner Institutions |

- Corvinus University of Budapest | HUNGARY
- Budapest University of Technology and Economics | Faculty of Economics and Social Sciences | HUNGARY

In collaboration with |

- Johannes Kepler University Linz | AUSTRIA
- University of Belgrade | SERBIA
- Vienna University of Economics and Business | AUSTRIA
- Ostbayerische Technische Hochschule Regensburg | GERMANY
- University of Passau | GERMANY

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Website |

<https://www.uni-corvinus.hu/ind/danube-cup-2022-conference/?lang=en>

ISBN | 978-963-503-909-8

Published by Corvinus University of Budapest



FOREWORD

Prof. Dr. Előd TAKÁTS

Rector | Corvinus University of Budapest

Hungary's top two universities, Corvinus University of Budapest and the Budapest University of Technology and Economics have joined forces to organize the first Danube Cup Conference. The event aims to highlight trends in entrepreneurship/startup education and to share experience and knowledge and to demonstrate educational practices which can be applied at other higher education institutions.

Entrepreneurship is part of our DNA at Corvinus. The different study programs we provide equip students with the tools and creative mindsets necessary to locate new business opportunities and bring them to fruition. This applies whether students aspire to drive change within future employing organizations or to start their own businesses.

The instilment of entrepreneurial ideas into higher education has generated a lot of enthusiasm and interest in recent decades. Several effects have resulted from this including entrepreneurial driven

economic growth and job creation as well as increased societal resilience to international crises such as the Covid-19 pandemic. This emphasizes the necessity of new venture creation nurtured by entrepreneurial education.

However, results of growth and international success emanating from new ventures located in the Danube region in central Europe tend to be modest compared with elsewhere in the world. Hence local ventures need to think beyond local terms where market validation is limited to a typically local framework. We find that both our faculty and students tend to be afraid of the unknown and that we have difficulties venturing beyond international borders even though opportunities are there. The conference thus presents a great opportunity for us to broaden our international horizons.

The original mission of the Danube Cup competition is to bring startups to international success, while bringing together the most motivated university startups located on the



course of the river Danube. However, international cooperation between academic faculty is also necessary in order to successfully facilitate the international outlook of our students.

I wish the Danube Cup Conference long-term international success.

**Dream it.
Want it.
Build it.**

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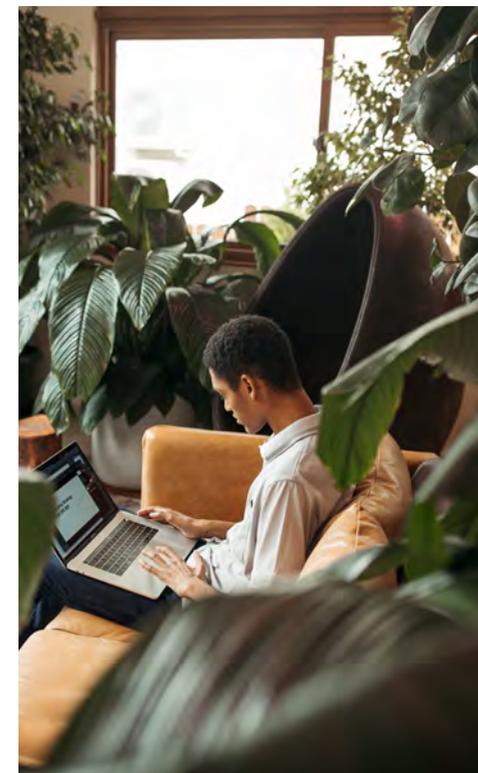


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CONFERENCE AIMS AND SUBJECT AREAS

Loretta HUSZÁK | Erika JÁKI | Áron BORDA | János VECSENYI

Entrepreneurship is not just a trendy subject to teach but is much more than that. It is an indispensable precondition of human survival. Societies need innovative and commercialized solutions to solve universal problems such as climatic change, shortage of food and water, lack of access to rare materials and treatment of chronic and endemic medical conditions.

There are however not enough SMEs, startups, and multinational companies to solve these problems. This is because professional and dedicated entrepreneurs, intrapreneurs, business developers, market developers, product developers are needed to meet these challenges more and to combine and create new products or services, satisfy market needs and develop more effective and efficient firms. The role of higher education institutes is thus to find out how more dedicated entrepreneurs and their partners can be nurtured. The Danube Cup conference will illustrate various methods and tools to do so.



The first Danube Cup Conference

The Danube Cup conference 2022 is organised in cooperation between Corvinus University of Budapest and the Faculty of Economic and Social Sciences of Budapest University of Technology and Economics. The conference is set to highlight trends in entrepreneurship/ startup education, to share experience and knowledge and to highlight applied measures which can be implemented at other higher education institutions and accelerators.

Enhancing entrepreneurship education

Participants will be able to learn, connect, contribute, and network with university educators, entrepreneurship centre staff, entrepreneurs, and other professionals from the Danube region. At the end of the conference, it is expected that participants will be inspired to try new approaches and to be equipped to be more



innovative and thus maximise the impact of their work to a greater level of ability.

TOWARDS THE FUTURE OF ENTREPRENEURSHIP AND STARTUP EDUCATION

DANUBE CUP Conference | ACADEMIC Sections

The Danube Cup conference is committed to a participatory style with a wide range of university educator-led interactive sessions, presentations and keynote lectures delivered by inspirational startup professionals from the Danube region. A total of 31 abstracts from Austria, Germany, Poland, Serbia, Moldova, the Netherlands and the United Kingdom were submitted, and 27 academic presentations have been accepted. These will take place in five sections, all led by recognised academics from Danube Cup partner universities or experts.

SECTION 1 | Startup and Entrepreneurship Research

Section 1 of the conference focuses on 'Startup / Entrepreneurship Research' led by Elisabeth Berger, professor for Entrepreneurship – New Business Venturing and Innovative Regions at Johannes Kepler University Linz, Austria. Some of the presentations in this section compare and evaluate higher education programs. Other presentations include analysis of the role of government backed venture capital in funding growth and innovation of startups and summarize what managers can learn from knowledge intensive technology firms.

SECTION 2 | Entrepreneurship from a broader perspective

Section 2 has the title "Entrepreneurship from a broader perspective" and is led by Professor Kai von Lewinski, who is a full



professor and has held the Chair of Public Law, Media and Information Law at the Faculty of Law at Passau University, Germany since 2014. He also heads the Law Clinic at the university. Research presented in this section includes analysis of dynamic entrepreneurial / managerial capabilities and exploration of the meaning of "Managerial Economics" for startupper. Two emerging research fields, 'Intercultural Entrepreneurship' and 'Ethics, Globalization and Entrepreneurship' will also be introduced. Participants will also learn of challenges presented by entrepreneurship for the current generation of university students. An overview of the most valuable Hungarian startups will close the section.

SECTION 3 | Best Practice Sharing

Sections 3 and 4 are dedicated to best practices in entrepreneurship and startup education.

Section 3 is led by Patrick Sassmannshausen, Professor for Business Administration and Entrepreneurship at OTH Regensburg and Head of the Start-up Center at OTH Regensburg, Germany. In this section various teaching methods will be presented, including the Industrial Business Model Innovation course at WU Vienna and the action learning MBA course run by Budapest University of Technology and Economics. There will be a focus on 'learning by doing', courses run by Corvinus University of Budapest which try to

strike a balance between entrepreneurship theory and practice, including blended learning opportunities and their practical application. The Budapest Business School will present its “Business Plan in a Week” program.



SECTION 4 | Entrepreneur Education in Practice

Section 4 is led by Nedeljko Milosavljevic, a serial entrepreneur and director of the Centre for Technology Transfer at University of Belgrade. The section starts with presentation of a study made by Aston Business School, UK. This ‘learning-by-doing’ based entrepreneurship education model is compared with the original Finnish model and its adaptation to individual countries, revealing some of the reasons and factors that were necessary for success and possibly leading to failure. Educators from the Budapest University of Technology and Economics will then explain in detail the philosophy, methods, and structure of the course “Launch of innovative enterprises”. A unique course run by the Budapest Business School University

of Applied Sciences is then introduced, the curriculum of which was built on local planning together with the local community. The aim of the course is for social entrepreneurs and students to co-design and

co-create tasks that aim to develop business from a design perspective. There then follows presentation of a unique event series, ‘Entrepreneurship Avenue’ (EA) run by WU Entrepreneurship Center which is designed to inspire, encourage and support young people on their entrepreneurial journeys. Finally, researchers from the Netherlands based Kimitisik institute will present results of investigations on boosting team dynamics of innovation and entrepreneurship education, particularly in short term program.

SECTION 5 | “Ecosystem”: Supporting Student Startups

Section 5 is led by Jakob Pohlisch from the Institute for Entrepreneurship and Innovation at the Vienna University of Economics and Business and focuses

on “Ecosystem” support activities that universities can provide for future entrepreneurs. In this section a new start-up program from the Universities of Passau, known as the ‘Female Founders Academy’ (FFA) is firstly presented, which is directed solely at female students and research associates from all disciplines, making it the first all-female start-up support program in Germany. An initiative from Corvinus University of Budapest then follows which examines how formal mentorship and counselling stimulate entrepreneurial ambitions in female students engaging in entrepreneurship education. A presentation on good practice in developing a university startup unit is then delivered by the OTH Regensburg, OTH start-up center. Participants then can become acquainted with the WU Entrepreneurship Center ‘Changemaker’ program which offers low-barrier entrepreneurship training to high-school pupils, teachers and university students. Finally, the University of Passau will introduce the Entrepreneurial law clinics which serves a double purpose of providing legal students with insights into real business life and helping small enterprises and start-ups to avoid legal pitfalls.

DANUBE CUP Conference | ACCELERATOR Workshops

An important part of the conference is for training organizations to showcase what they offer in practice to future entrepreneurs. Workshops are thus organized by successful accelerators and will also be open to the international conference audience.

WORKSHOP SESSION 1 | Health Venture Lab’s REACTOR MedTech Accelerator

The first of two consecutive workshops will be hosted by the Health Venture Lab. Health Venture Lab’s REACTOR MedTech Accelerator. This organization is powered by GE Healthcare and nurtures startups from all over Europe, to reach the next stage of development. The accelerator supports both early and growth stage companies innovating in the field of Life Sciences and Digital Health. During the presentation and interactive discussion, participants will gain insight into validated methods of successful healthcare business application.

WORKSHOP SESSION 2 | Startup V.I.P. by Startup Business Launchpad

The second workshop is held by Startup Business Launchpad which ran the ‘Startup V.I.P.’ programme series earlier in 2022. The founders of Startup Business Launchpad have more than 20 years combined



experience in corporate and entrepreneurial consulting and business development. The desire of every business is to stay ahead of the competition, which is why innovation becomes a necessity. Innovation alone is not the ultimate recipe for success but needs proper validation. Crucially, the development of companies depends on their ability to successfully validate new concepts. As a means of illustrating constant searches for state-of-the-art methods and tools, an online focus group software solution developed by Startup Business Launchpad founders will be presented. The workshop will present a simulated session to experience and test this unique tool.

DANUBE CUP Conference | Giving back: “Hands-on” experiences of a successful STARTUP FOUNDER

New startups are launched every day. Some of them fail, while others go on to achieve great success. It is especially important to learn from the experiences of startups and listen to insights from their founders. Being a hands-on expert/entrepreneur means devoting extra effort to share experiences with the next generation of entrepreneurs and supporting the universities on a more informal level with acquired knowledge or serving as a role-model for

students. Kati Orbán was a university student when she launched her first startup which was later acquired by a larger firm. After a series of M&A rounds the company became a multinational conglomerate with Kati as the CEO.

She subsequently relocated to Switzerland but could not rest and then co-founded her second startup. GoMomGo is an international online fitness community offering online exercise classes to mothers

with babies and children. In her afternoon session Kati will share insights on her university education in terms of what helped and what was missing.

DANUBE CUP Conference | Quo Vadis Entrepreneurship EDUCATION?

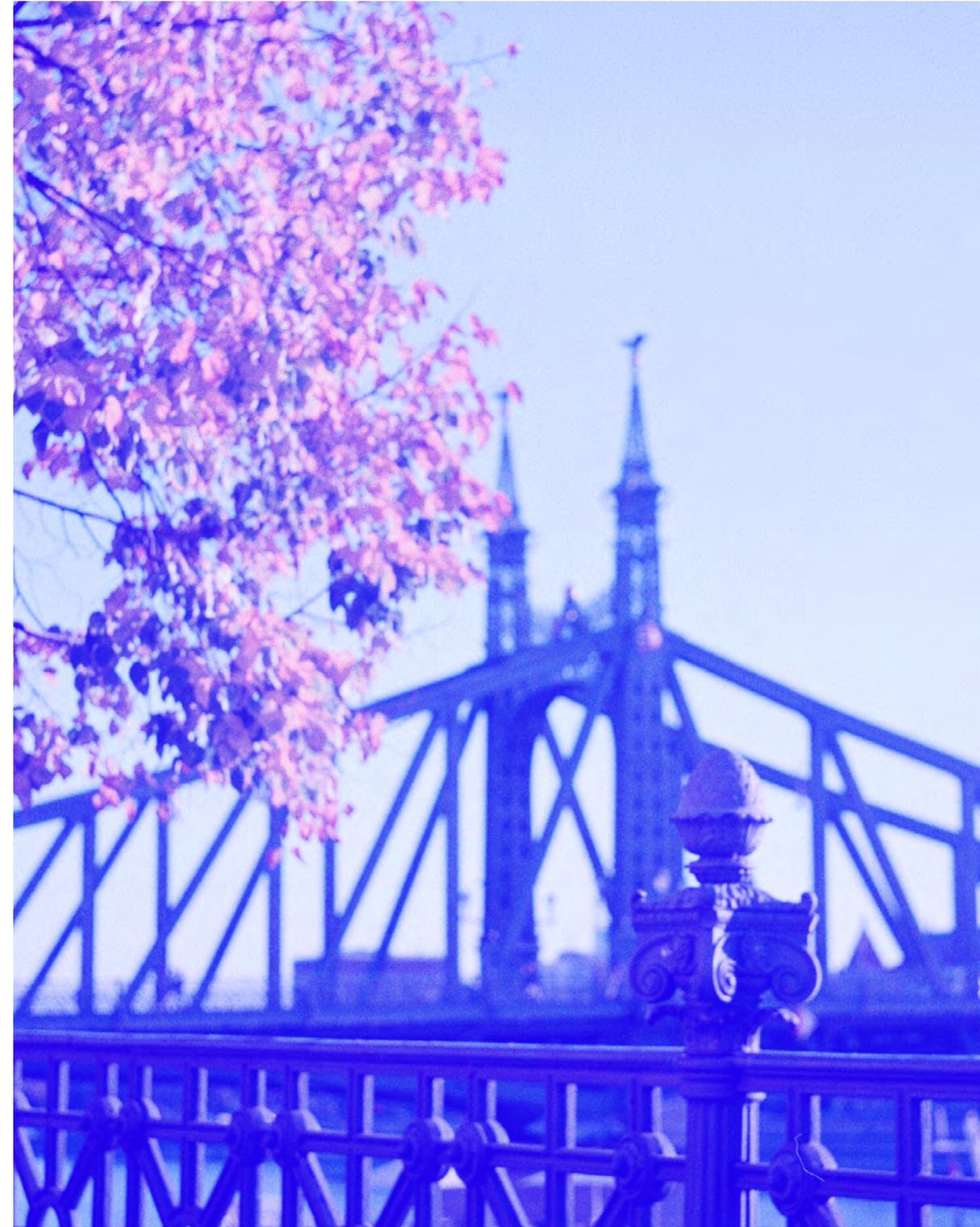


This final section is a roundtable discussion where Kati Orbán will represent scaleups, Elisabeth Berger from Johann Kepler University of Linz will represent academic faculties, Patrick

Sassmannshausen from OTH Regensburg will represent innovation centres and Pál Danyi from Technical University of Budapest will represent the Danube Cup competition. Views will be discussed between

panellists and interactively with the audience.

The conference will then end with an award ceremony and a reception featuring renowned Hungarian wine.



THE DANUBE CUP NETWORK

Loretta HUSZÁK | Pál DANYI | János VECSENYI

The Danube Cup is an international network of universities. Its mission is to help improve the international success rate of new ventures founded by university students by bringing together the most motivated student startupper from universities located on the course of the River Danube.

How can we achieve this mission?

- 01 by bringing together the most motivated students from a cross-section of universities in the international pitch competition.
- 02 by bringing together educators and supporters.

Startup Pitch COMPETITION

Early years | 2014 - 2016

In the first three years of its history (2014-2016), the Danube Cup was a competition between Corvinus University of Budapest and the Faculty of Economic and Social Sciences of Budapest University of Technology and Economics. The first competition was organised on May 4, 2016. The trophy was finally awarded to the "Surgeon Simulator" team from the Budapest University of Technology and Economics. The members of the team were: László Jaksa, Gergely Horicsányi, Dávid Mallár and Hajnalka Szokol.

Next year of the competition | 2017

In 2017 the winning team came from Corvinus University of Budapest when the competition was still organized locally. In 2018, the cup stayed for another year at Corvinus and was won by the Drop'N'Shop team (Bálint Forgács, Dorina Klung, András Szerencse, Gergő Ujlaky and Ágnes Végert).

Danube Cup becomes international | 2019

In 2019 the Danube Cup became international, and the University of Belgrade



and Vienna University of Technology delegated startup teams to the competition. The trophy did not stay in Hungary: CURRATEC, a team from the Vienna University of Technology with a special adhesive for industrial use won the final competition.

Network Building | 2020

In 2020 the competition could not be held due to the Covid-19 pandemic. However, in 2021 the Danube Cup was placed on a truly international footing. An international network of seven universities from four countries was set up. The fifth cup event took place fully digitally and the final competition was organized on 21 April. Some ideas represented at the Danube Cup 2021 finals focused on smart homes, promotion of mental well-being, control

of air pollution and DNA recognition. The six startup teams that reached the finals had four minutes each to convince the international jury of the viability of their enterprises.

Further growth | 2021

The Danube Cup 2021 jury consisted of Prof. Emeritus Derek F. Abell (founder of Berlin's European School of Management, professor emeritus at ETH Zurich), Laura Egg (CEO of Austrian Angel Investors Association), István Lám (CEO of Tresorit), Prof. Dr. Mladen Cudanov (professor at the University of Belgrade, startup advisor) and Prof. Dr. Sean Sassmannshausen (professor at OTH Regensburg, director of OTH Regensburg's Startup Center)

The competition was won by Perun Laboratory, a startup team delegated by

the University of Belgrade. Perun Lab is developing a form of portable DNA recognition technology. The work of forensic police officers is often complicated and prolonged by the fact that recorded DNA samples must be returned to a laboratory. Perun's solution provides an opportunity for on-the-spot DNA analysis, thus revolutionizing this field by increasing accuracy and reducing time and cost.

The second place was won by the Vienna-based Caire Solutions, who presented their innovative solution for reducing indoor air pollution. The third place was won by the Mentalead team from Regensburg, who are working on development of a comprehensive application for mental health well-being. Please check the [website](#) for more details on the history of Danube Cup.

The CONFERENCE Pillar

In 2022, the Danube Cup partner universities have developed a second pillar for the network, in the form of the Danube Cup conference. The conference is hosted by Corvinus University of Budapest and is dedicated to the theme of "Entrepreneurship/Startup Education for Students". The event is organized in joint cooperation between Corvinus University of Budapest and the Faculty of Economic and Social

Sciences of Budapest University of Technology and Economics.

The conference aims to highlight trends in entrepreneurship/startup education, to share experience and knowledge and to identify applied teaching/learning techniques which can be implemented at other Higher Education institutions. An international forum is aimed to be developed

where participants can attend sessions held by entrepreneurship educators and practitioners from the Danube region. There are many academic professionals working in many different disciplines and faculty areas. The conference is therefore an essential means of assembling academic professionals and others to share ideas in order to improve the student learning experience.

CONFERENCE ORGANIZERS

The conference is organised by Corvinus University of Budapest and the Budapest University of Technology and Economics



CORVINUS UNIVERSITY OF BUDAPEST

Corvinus University of Budapest (CUB) is a co-founder of the Danube Cup competition. CUB is a research driven university oriented towards business and management education. The university currently has an enrolment of approximately 14,500 students and offers educational programmes in business administration, economics, and social sciences. CUB accepts students at six faculties and offers courses leading to degrees at bachelor, master and doctoral levels in specializations taught in Hungarian, English, French, and German.

Innovation and entrepreneurial thinking are recognized by CUB as key skills for the future. Entrepreneurship education began at the University through delivery of postgraduate courses in 1991. The Institute for Enterprise Development currently offers several courses for students interested in starting their own businesses. Since 2017, the CUBator / Corvinus Startup Corner unit has provided services as a means of preparing students for future jobs. This includes devising their own businesses or working as employees for newly founded startups. At the present time CUB does not operate a dedicated entrepreneurship/innovation centre, but related subjects are taught in many degree programs and the university continues to nurture several successful student start-ups.

Course offers for students

CUB offers a specialization course in Entrepreneurship (formerly known as



“Small Businesses”) in the Business and Management undergraduate program. A flagship course known as “Starting and managing small businesses” has been run since 2002 with a maximum of 500 students per semester. Very high registration numbers over the years have confirmed enormous demand from students. Instructors and guest entrepreneurs with practical experience and alumni students also take an active part in education.

At master’s level, there are several courses in

the “Entrepreneurship Development” master’s program. Subjects are designed to transfer entrepreneurship knowledge and skills with around 150 students completing the graduate major each year.

CEMS Programmes

Through the CEMS Master’s in International Management programme CUB offers courses on validating business ideas, building dedicated and competent entrepreneurial teams, and financial

planning. The objectives of these courses are to provide practical knowledge on starting a new business, as well as to inspire and encourage entrepreneurial thinking.

CUB is very proud of nurturing many student-founded startups and scaleups, some of which are listed below:

Munch.hu

A food-saving application and website, which received the “Sustainable Business of the Year” award in 2020. The platform allows restaurants to sell high-quality but soon-to-expire food with a minimum discount of 40%.

Talentuno

A company which helps job seekers find employment, and simultaneously, helps companies find to talented employees. To achieve this, Talentuno use the help of ‘MatchMakers’ who are anonymously registered individuals who can locate job candidates more quickly and efficiently than other recruitment agencies because they rely on the power of communities.

PublishDrive

An all-in-one publishing platform which saves authors and book publishers time and frustration with use of some of the best publishing tools in the industry

BOOKR Kids

An app that makes reading a habit. BOOKR Kids inspires a love of reading whilst boosting literary, social-emotional, and cognitive skills through provision of interactive e-books.

Neticle

An intelligent system devoted to media monitoring, analysing, and social listening. Proprietary sentiment and semantic analysis technology developed by Neticle works with an outstanding human level of precision. Neticle employs experts in gaining insights automatically from text and builds products and services by applying this technology.

WPO Creative Digital

WPO has created digital experience since 2011 by developing code, design, and technology for nearly every device. Amongst other projects WPO has developed, the “starting business” learning platform for young startupper.

Engame Academy

Engame Academy which works with talented high school students to help them select careers and to fulfil their potential and find suitable higher education programs internationally.



BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS

Budapest University of Technology and Economics, (BME) founded in 1782 is a co-founder of the Danube Cup competition. BME currently trains over 20,000 students in eight faculties in disciplines of technology, information technology, natural sciences, economics, business, and management. BME's mission is to train specialists who will possess the knowledge and skills to solve the current problems of their age but also in the next ten or twenty years.

Broadening programm offers

With its regular high-ranking position at between 200 and 800 BME is placed among the top 2-6% universities globally.

The university's training portfolio is continually broadening with programs designed for new requirements posed by digitalization. As of September 2022, BME will be the first¹ university in Hungary to launch master's degree programs in Aerospace and Construction IT Engineering.

BME's foreign language programs attract an increasing number of students from around the world. There are currently nearly 2,300 international students representing over 12% of BME's enrolment with graduates from over 30 countries.

By joining the National Laboratories program of Hungary BME is now in the position to boost research in artificial intelligence, foster development of automated vehicles, and to provide renewed momentum for research on



quantum information theory. Furthermore, BME's Z10² unique start-up incubation program offers efficient services in technology and knowledge transfer, as well as professional guidance and training opportunities for students to launch their own innovative businesses.

Entrepreneurship education

At bachelor's level, BME launched an 'appetizer' course in 2013 on Starting and managing innovative new ventures for 150-200 students from any faculty in each semester. Around 80 percent of students are drawn from the Faculty of Information Technology. As a follow up program for developing startup

businesses, students may work in the Startup VIP incubator program supported by mentors from the academia and the startup ecosystem.

At master's level a new MBA entrepreneurship specialization option focusing on startups was initiated in 2020. Various courses are offered, including Developing a validated startup business concept and developing a market entry strategy. This is accompanied by courses on Digital transformation, Green economy innovations and Industrial property in info-communication and SaaS.

BME joined the government funded Hungarian Startup

University Program in order to speed up creation of students' startup ventures by providing education, training, and mentoring to develop and validate business ideas. This also helps to form teams to develop product or services going to market and to generate revenue. Students receive a monthly scholarship at the implementation phase for a four-month period.

As part of the University innovation and entrepreneurship ecosystem the Technology Transfer Office provides infrastructure, legal services, and IP counselling for university project and for managing external Business-HEI cooperation.

The University established a semi open working space known as Z10 accelerator where student teams can work on startup projects with mentoring support.

BME joined the DEMOLA accelerator network initiated in Finland and supports students working with innovative projects proposed by partner businesses.

The two following examples represent businesses embodying high technology and social awareness which have emerged from BME:

Tresorit

Tresorit provides an end-to-end encrypted productivity solution for ultra-secure collaboration including managing, storing, syncing, and transferring files. More than 10,000 businesses around the world use Tresorit to protect their confidential data and securely share information both within teams and with clients and partners, including Deloitte, Viessman, Deutsche Telekom and the German Red Cross.

The Tresorit story began when Istvan Lam, at the age of 12 received his first cryptography book as a gift from his family. It sparked his interest in cybersecurity and led him to start his fight for digital privacy in his late teens and to further research cryptography. Ten years later in 2011 as a BME student, István founded Tresorit with two other students one of whom as from Corvinus, and the head of a leading IT security institution. Tresorit has since grown into a company bringing secure collaboration to teams all over the world.

In July 2021, Tresorit as a Swiss-Hungarian cloud collaboration service announced that Swiss Post Communications Services acquired a majority stake in the company. With this acquisition, the two companies will collaborate to further develop privacy-friendly and secure digital services that enable people and businesses to easily exchange information while keeping their data secure and private.

KIKAPCS

This is a charity organization offering monthly social programs of fun and relaxing activities in local hotels with the help of special education teachers and volunteers who spend time playing with KIKAPCS community children. Their programs help diminish fears or social discomfort between children with and those without disabilities to nurture seamless connections of tolerance and understanding. These connections help create a loving and caring community for the families of KIKAPCS which began as a university project in the BME StartupVIP Incubator. Two of the female founders could not resist following their mission to provide community support and relaxation for families in Hungary whose children suffer from chronic diseases such as autism, ADHD, or Down's Syndrome.



¹https://www.bme.hu/news/20211125/BME_is_the_First_to_Launch_Aero-space_and_Construction_IT_Engineering_MSc_Programmes_in_Hungary?language=en

²<https://z10.bme.hu/>

PARTNER INSTITUTIONS OF THE DANUBE CUP NETWORK

Danube Cup network consist of seven Universities along the Danube.

Besides of the two organiser universities partner universities are:

- **Johannes Kepler University Linz | AUSTRIA**
- **University of Belgrade | SERBIA**
- **Vienna University of Economics and Business | AUSTRIA**
- **OTH Regensburg | GERMANY**
- **University of Passau | GERMANY**

JOHANNES KEPLER UNIVERSITY LINZ | AUSTRIA

Entrepreneurship is strongly rooted in the values of Johannes Kepler University Linz (JKU). In 2003 a regular institute with an endowed chair for entrepreneurship was funded by the university, which was the first of its kind in Austria. Since then, the Institute for Entrepreneurship has become the heart of Entrepreneurship Education at the university and acts as an essential cornerstone for diverse activities fostering Entrepreneurship at JKU and in the entrepreneurial ecosystem in Upper Austria.

Institute of Entrepreneurship

The Institute of Entrepreneurship which is headed by Univ.-Prof. Dr. Elisabeth Berger embodies practice-informed research to contribute to academic discussion, insights for the entrepreneurial ecosystem, and practical evidence for teaching purposes. Research topics focus on perceptions and evaluation in entrepreneurship, entrepreneurial ecosystems, and the role of entrepreneurship in transformation processes and entrepreneurial initiatives as well as transnational entrepreneurship. The institute publishes its research results in leading academic journals and forms an active part of the scientific community.

Furthermore, the institute offers evidence-based and practice-oriented teaching methods that allows students to develop enthusiasm for entrepreneurship as a career option

ranging from assuming entrepreneurial roles in established companies and in other organizational structures such as NGOs, founding a new venture and to conducting entrepreneurship research. Various entrepreneurship courses are offered in JKU's diverse faculties, thus fostering interdisciplinary formats, and offering students the opportunity to already experience entrepreneurship during their studies. The annual summer school 'Founders Week' is an integral part of Entrepreneurship Education at JKU. During this one-week creative camp, students have the opportunity to work on their ideas with experts, to use mentoring services and to get in touch with entrepreneurs.

LIT Open Innovation Center

In 2016, a new initiative was launched to foster awareness of entrepreneurship for students and staff. This is a collaboration effort between the institute, the JKU - LIT



Open Innovation Center and other actors from the entrepreneurial ecosystem. JKU is an important pillar of the Upper Austria Start-up Ecosystem and, together with incubators and other support institutions, is part of a network to support startups and spin-offs from academia. Startup support services offered by JKU are positioned in the early stages of founding, from

teaching entrepreneurship, providing co-working space, organizing events, and providing access to networks. JKU has also created a hub at the JKU - LIT Open Innovation Centre designed to bring academia together with real-world practices as well as to provide space for young startups, innovative

ideas and opportunities to advance circular economy technologies, and to create sustainable plastic material.

The close collaboration of different university institutes and departments related to entrepreneurship and stakeholders of the regional entrepreneurial ecosystem is a success factor for the emergence of student startups. A mixture of empirical research results, knowledge gained from teaching, and valuable insights from the startup scene provides an ideal base ground for entrepreneurship at JKU.



UNIVERSITY OF BELGRADE | SERBIA

University of Belgrade³ is the largest and oldest public university in Serbia currently ranked among the best 600 universities globally by the Shanghai Jiao Tonga Academic Ranking of World Universities (ARWU). The university has almost 100 thousand enrolled students and almost 5 thousand academic staff. The mission of the University of Belgrade is to provide superior education and exceptional knowledge to its students, not only in terms of their intellectual growth and development but also in terms of the growth and development of their human qualities and ethical values. It is also aimed to inspire their desire and inclination to be leaders, to move the boundaries of knowledge and higher education, to promote an intellectual environment which recognizes and honour true values, and to respect and accept human diversity.

Aspiration of an entrepreneurial university

The University of Belgrade has a clear vision of supporting and strengthening the capacity of student entrepreneurship, with the goal of becoming an entrepreneurial university. Cooperation with the industry and promotion of innovations that have commercial potential, as well as participation in numerous projects that promote student entrepreneurship, empowers students to become entrepreneurs and provides support in establishing and developing entrepreneurial spirit and business ventures. The aspiration of becoming an entrepreneurial university has, among other developments, led to the establishment of the Centre for Technology Transfer of the University of Belgrade,

which maintains strong connections between the university and industry. CTT UB provides assistance to 31 faculties and 11 institutes within the University of Belgrade. Besides services related to identification, legal protection and commercialisation of intellectual property, training and workshops on entrepreneurship, intellectual property protection and innovation commercialization are also provided to students and researchers.

Program offers

In addition to several successful programs, such as the PRISMA program of education for former military personnel, encouraging them to start their businesses, or TRAIN – Training and Research for Academic

- 31 courses in entrepreneurship and innovation at undergraduate level
- 3 courses in entrepreneurship and innovation at specialist studies level
- 31 courses in entrepreneurship and innovation at master's level
- 9 courses in entrepreneurship and innovation at PhD level.

There are also 14 informal, extracurricular activities related to entrepreneurship and innovation regularly performed at the University of Belgrade. A 2021 survey indicated that there are currently 197 student teams at the university, of which almost 90% are still in the ideation phase.



Newcomers⁴ which was successfully founded by the King Baudouin foundation, entrepreneurship education at the University of Belgrade is formally covered by:



³<https://www.bg.ac.rs/en/>

⁴<https://www.europe-kbf.eu/en/projects/balkans/balkans-train-page>

VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS | AUSTRIA

WU (Wirtschaftsuniversität Wien) is a leading academic institution and one of Europe's most attractive universities in business and economics, with around 22,000 students in Bachelor, Master and PhD-programs: and around 2,400 staff. WU's triple accreditation by EQUIS, AACSB, and AMBA – the three foremost international accreditation systems for business and economics universities – is a testament to WU's high quality standards. As an international and open-minded university, WU is an important hub for global exchange, and a place where students and teachers work together.

Entrepreneurship education

At WU Vienna, there are several initiatives to promote entrepreneurship. In terms of entrepreneurship education, the Institute for Entrepreneurship and Innovation offers a two-semester major on Entrepreneurship & Innovation to WU undergraduate students. At the master's program level, The Strategy, Innovation and Management Control (SIMC) program forms a two-year master program. Furthermore, the MBA on Entrepreneurship provides insights on this topic to executives. Extra-curricular activities are provided by the WU Entrepreneurship Center and the Social Entrepreneurship Center.

WU Entrepreneurship Center

Since June 2015, WU Gründungszentrum (WU Entrepreneurship Center) has been the central place to go to for guidance on

student entrepreneurship. It is the long-term goal of the WU Entrepreneurship Center to help increase the number and quality of entrepreneurial activities amongst WU students, alumni, and faculty. WU wishes to present Entrepreneurship as a life perspective and show what is possible when ideas are realized.

In order to foster cross-university collaboration, WU Entrepreneurship Center is part of the Entrepreneurship Center Network (ECN)⁵, a cross-university network of 25 universities across Austria, with the aim of nurturing entrepreneurial activity and thinking at respective partner universities. One initiative of the ECN, in collaboration with the SIMC master program, directed towards students is the Entrepreneurship Avenue⁶. This is Europe's largest student focused entrepreneurship series, designed to inspire and encourage young people to join the start-up scene



as well as fostering cross-university collaboration. The Sustainability Challenge⁷ is another program jointly organized by six universities in Austria to foster cross-university collaboration with a focus on sustainability and impact.

Social Entrepreneurship Center⁸

The Social Entrepreneurship Center serves as an academic contact point at

the Vienna University of Economics and Business for social entrepreneurs and actors within the local ecosystem. Since early 2014 the Competence Center comprises all academic activities relating to the topic of social entrepreneurship and offers services in areas of research, knowledge transfer, learning design and consultancy.

Institute for Entrepreneurship & Innovation⁹

universities and business schools and works closely with international business as well as research partners.

Strategy, Innovation & Management Control (SIMC)¹⁰ master program

SIMC bridges the gap between qualitative aspects of management (strategy and innovation) and quantitative aspects (management control and financial management). Strategy implementation

The driving force behind company formation and the innovation process is formation of the entrepreneurial act. The goal of the Institute's teaching programs is to present students with first-class knowledge in the areas of entrepreneurship and innovation. In research activities they work on open problems relating to entrepreneurship and innovation. Both in research and teaching, the Institute orientates itself towards leading international

is emphasized heavily alongside strategy creation and conceptualization. After acquiring an in-depth understanding of how companies develop business strategies and translate them into action, students have the opportunity to apply their knowledge in real-life situations, either by choosing a business project in cooperation with one of the many corporate partners or by taking a garage course and developing their own start-up idea.

Entrepreneurship MBA

In an accelerating, technology-driven, global economy, a company's ability to evolve and to innovate constantly is a necessary business requirement. The Professional MBA Entrepreneurship & Innovation communicates the skills and techniques behind entrepreneurial thought and action, through imparting expertise and thought processes which enables managers and entrepreneurs to make crucial decisions and compete successfully.



⁵<https://ecn.ac.at/>
⁶<https://www.entrepreneurshipavenue.com/>
⁷<https://sc.rce-vienna.at/>
⁸<https://www.wu.ac.at/sec>
⁹<https://www.wu.ac.at/entrep>
¹⁰<https://www.wu.ac.at/en/programs/masters-programs/strategy-innovation-and-management-control/overview>

OSTBAYERISCHE TECHNISCHE HOCHSCHULE REGENSBURG | GERMANY

Ostbayerische Technische Hochschule¹¹ (OTH Regensburg) offers its students an excellent basis for a successful career. For example, the former CEO of SIEMENS, Joe Kaeser is an alumnus of OTH Regensburg. The technical university of applied sciences has around 11,500 students, making it one of the largest and leading institutions of its kind in Germany.

Programme offers

Fifty practice-oriented bachelor and master's degree programmes in engineering, informatics and micro systems technologies, natural sciences, business studies, design, architecture, political science, health, and social studies are used to offer high quality teaching and research. For instance, the business department includes a strong team in applied economics and forms the accredited training institution for the Deutsche Bundesbank (German Federal Central Reserve Bank). The department for International Relationship Management by educating and training future diplomatic staff has been rewarded as a NATO CIMIC School of Excellence. Modern facilities, such as 120 state-of-the-art laboratories and an award-winning library located on an attractive campus provide the basis for successful studies.

Experties and excellence

OTH Regensburg's areas of expertise lie in energy & mobility, information & communication, life sciences & ethics, production & systems, and building & infrastructure. These areas are bound together by expertise in sensor technology and digitalization. In a nation-wide ranking of entrepreneurship, OTH Regensburg was placed among the top 5 Universities and Universities of Applied Sciences in Germany.

The university is well-known for its excellence in applied research, and benefits from an active network of around 150 partners in industry. Cooperative applied research spans fields such as renewable energy, sensor technology, mechatronics, bioengineering, computer sciences, automotive engineering, medical technologies, artificial intelligence, health care, political and social science,



monetary policies, and entrepreneurship. Despite the fact that by tradition OTH Regensburg is a University of Applied Science, more than 170 doctoral students currently conduct ground-breaking research in its laboratories.

Partnerships

OTH Regensburg has around 200 international partnerships with universities all over the world. For instance, business students from OTH Regensburg have the opportunity to obtain a double degree from OTH Regensburg and Oxford, UK. The international office offers advice to international students and information

on all aspects of studying and living in Regensburg. A buddy program, mentoring, orientation weeks and a broad choice of language courses are just some examples of how OTH Regensburg makes international students feel at home on campus and in the city.

OTH start-up centre

The OTH start-up centre facilitates the

university's entrepreneurial ecosystem by supporting entrepreneurial culture and mindsets, entrepreneurial technology scouting and ideation or opportunity creation, entrepreneurship education and training, infrastructure through provision of office space, co-working and a makerspace with most modern equipment, networking, advice and coaching, and various financial funds. The educational program includes a master's degree in Digital Entrepreneurship. A number of fast-growing start-ups have developed from OTH Regensburg.



UNIVERSITY OF PASSAU | GERMANY

The University of Passau began supporting entrepreneurship education in 2011 with its first chair for entrepreneurship and has been growing and developing a comprehensive start-up support ever since. The promotion of start-up activities has notably been anchored as a strategic goal of the university since 2014. Nine chairs and institutes, including three chairs with a focus on entrepreneurship, as well as a central office for start-up advice and support at the Transfer Centre are now working together for this purpose.

Passau, the Entrepreneurial Campus

The newest project “Passau the Entrepreneurial Campus” (PATEC) activates start-up potential throughout the university. PATEC is part of the program “EXIST Potentials” run by the German Federal Government, which aims to promote start-up culture at universities and to create the necessary conditions for innovative and high-growth start-ups from science. The prospective founders work in interdisciplinary teams. By going beyond business and economics, the University of Passau offers coaching on a wide range of topics.

PATEC’s vision is to foster a start-up culture that encompasses the whole university. This requires support through services and offerings along the entire start-up journey, from awareness-raising to qualification, consulting, and support. Passau has a growing start-up community with numerous regional partners, especially the INN.KUBATOR start-up

centre. Together, they organise events on a regular basis such as the Entrepreneurship Day, competitions, and community nights.

Education and start-up hubs

The Institute for Applied Ethics in Business, Education and Training and the participating chairs bring together disciplines from all four faculties: the Faculty of Business, Economics, and Information Systems, the Faculty of Arts and Humanities, the Faculty of Computer Science and Mathematics and the Faculty of Law. They are organized in five specialised start-up hubs with a focus on business model, interculturality, sustainability, digitalization, and legal matters. They combine their competences to develop the certificate programmes (Honours Degree in Entrepreneurship, Entrepreneurial Pathfinder and Legal Pathfinder), to introduce an entrepreneurship module

in all faculties and to offer a start-up academy for women, among others.

foundings of the start-up. Students who would like to take a sabbatical to focus on their start-up idea can apply for “Gründerzeit” – a successful and popular model which has been adopted by many other universities.

law clinic helps with legal compliance. Among other things, they benefit from individual coaching and mentoring from industry specialists and business experts.

Accelerator programme

Furthermore, the accelerator programme starting in 2022, pushes start-up teams towards financial solidity and market readiness. A



in all faculties and to offer a start-up academy for women, among others.

Transfer Centre

Additionally, startup consultants at the Transfer Centre provide competent consulting along the entire start-up journey from the first idea to the actual

SURVEY to measure the business startup teaching practices and needs of DANUBE CUP university partners

Krisztián PÓTA | Loretta HUSZÁK |

Formal university activity to support university students starting new businesses has a long history and creative pioneers have addressed a number of different actual cases and situations. However, in some cases national regulations, university policies and faculty culture still lag behind values and requirements of startups, and many higher education institutions are beginning to systematize their processes and emerging with fresh ideas, resources and focus on actual startup practice.

The intention of this survey¹² was to collect information on entrepreneurship/startup development practices at Danube Cup partner universities.

In order to collect data a questionnaire was prepared with 18 questions with contact person from each Danube Cup partner institution requested to complete it. Contact persons are typically employed in innovation/entrepreneurship centres of the institutions.

Survey questions were categorized into three sections: general overview; entrepreneurship and startup culture; and needs analysis for more intense cooperation in entrepreneurship teaching practices among partner institutions.

Representatives of seven universities in four European countries involved in business and management education completed the questionnaire. All institutions are Danube Cup partner universities.

From answers given to the general overview questions it emerged that subjects in 'entrepreneurship / startup development' are taught at all Danube Cup partner universities, most often within the remit of 'business and management' programs. At some institutions, the subjects are also taught within syllabuses of social science and computer/data science courses. Entrepreneurial skills are most frequently taught at bachelor's and

master's degree levels and are trained at PhD level at three of the partner institutions.

Within the remit of economics teaching, business economics, microeconomics and practical application are deemed to be the most relevant for entrepreneurship education. With regard to the teaching of management-based studies, strategic management, financial management, investment and change management are seen as most relevant for entrepreneurship education. Moreover, finance-based courses dealing with corporate accounting, financial and tax accounting are also seen as relevant for entrepreneurship education.

Respondents were also asked why their university runs or plans to provide entrepreneurial education. Representatives of five institutions replied that their country needs more knowledge based startups, while four representatives

suggested that it is to satisfy increasing requests from students for entrepreneurship-based education.

Six statements followed regarding practice-oriented education in entrepreneurship where respondents were invited to rate or rank their agreement. The first statement addressed the relevance of practice-oriented education and entrepreneurship for the public. Roughly half of the respondents agreed strongly with the statement that in the case of entrepreneurship, practice-oriented education in terms of developing startup businesses has the greatest relevance.

Regarding the extent and importance of student demand for practice-oriented education most respondents awarded 6 or 7 from 10 points in terms of its relevance. The subsequent three questions analysed advantages of practice-oriented education with respondents expressing different views. Responses were evenly distributed on a 3-point scale and one of between 5 and 10. This indicates that respondents generally receive positive feedback on the importance of 'hands-on' courses in corporate governance, but practice-oriented education may not be the only way

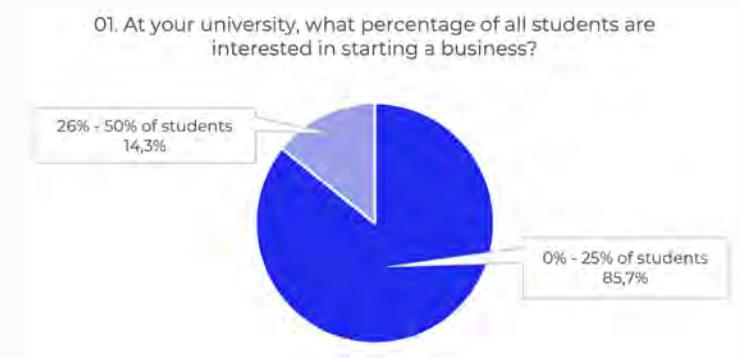
to acquire leadership ability in this regard. Furthermore, different perspectives emerged on the issue of whether only practice-oriented education can be used to assess a student's suitability to be an entrepreneur. Respondents rated these issues as from 2 to 5, 7 to 8, and 10 in equal proportion in order of importance. These divergent results indicate that representatives of partner institutions of the Danube Cup have different perspectives of entrepreneurial ability.

To conclude the entrepreneur culture panel, less than a quarter

of students at partner universities are interested in starting a business (See Figure 1). The main motivating factor respondents observed among students regarding starting a business is that they find the entrepreneurial lifestyle attractive, while some students have viable product or service idea. In general, terms such as 'ideation phase', 'idea of a single person', 'no team yet' and 'there is a team, but we are working on the business idea' form common stages of entrepreneurship ideas and student enterprises at the partner institutions (See Figure 2).

FIGURE 1: Percentage of students interested in starting a business

SOURCE: own illustration

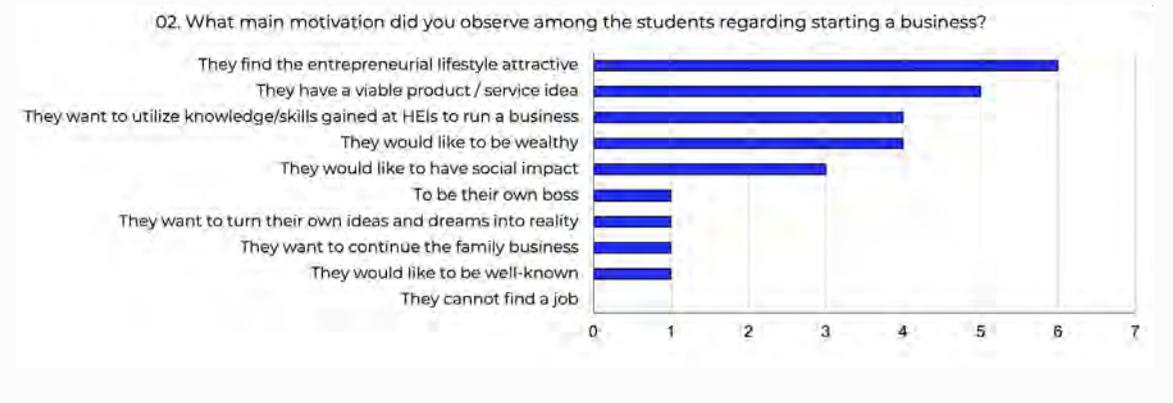


¹²We would like to thank the following students of Corvinus University of Budapest for their support with the evaluation of the survey results: Wang Yanglitao, Wu Xintian, Huang Shengrui, Zhu Xuxuan.

“The intention of this survey was to collect information on entrepreneurship/startup development practices at Danube Cup partner universities”

FIGURE 2: Main motivation among students for starting a business

SOURCE: own illustration



The most common reason for business failure is that the idea was not validated with potential customers. In addition, the most common request from students for help with pursuing enterprise creation can be termed as “I have an idea, what now?” Moreover, students tend to be afraid of not finding funding, investors or other financial support when considering starting a business. Representatives of all partner institutions believe they could support students with business ideas by creating a student entrepreneurship hub,

providing related education, and supporting students in attending international competitions. Finally, startup loans, government-backed initiatives, provision of contact to venture capital firms, angel investors and networking opportunities comprise available supporting instruments at most partner universities.

In conclusion, the sharing of best practices drawn from educators and accelerators forms the most prominent cooperation need for entrepreneurship teaching between Danube Cup partner universities.

SCIENTIFIC AND ORGANISING COMMITTEE OF THE CONFERENCE

SCIENTIFIC COMMITTEE OF THE CONFERENCE



Univ.-Professor Dr. Elisabeth S. C. BERGER

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Professor Elisabeth Berger chairs the Institute for Entrepreneurship at Johannes Kepler University Linz, Austria. She was appointed as full professor for new business venturing and innovative regions in 2021. Previously she was interim Professor at the Technical University of Munich and completed her Post-Doc and PhD degrees at the University of Hohenheim, Germany, where she was awarded the highest distinction level for her dissertation:

“Toward a configurational understanding of entrepreneurship using qualitative comparative analysis.”

Professor Berger's research focuses on the perception as well as social evaluations of entrepreneurship. It also encompasses the role of entrepreneurship and innovations in transformation processes as well as entrepreneurial ecosystems. Her work has been published in various entrepreneurship and

management journals, including the Journal of Business Venturing, the Journal of Business Research, and the European Management Journal.

Professor Berger is co-editor of the International Journal of Entrepreneurial Behaviour & Research¹³ and serves on the editorial board of the Journal of Business Research, Department of Innovation, Entrepreneurship and Knowledge¹⁴.

¹³<https://www.emeraldinsight.com/loi/ijebr>

¹⁴<https://www.journals.elsevier.com/journal-of-business-research>

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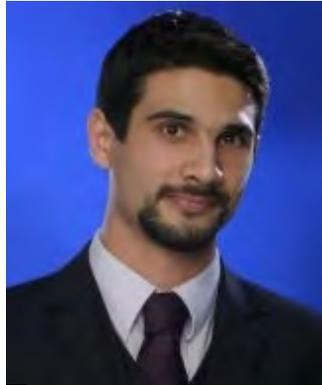
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Dr. Pal Danyi, PhD, is an associate professor at the Faculty of Economic and Social Sciences of the Budapest University of Technology and Economics. His research focus is on experimenting with data driven and AI methods in pricing. He holds a degree of Candidate of Science from the Hungarian Academy of Sciences and gives lectures in the areas of Entrepreneurship, Pricing, and Information Management. As an experienced entrepreneur,

he has founded several startups working in pricing-based areas and is also an expert advisor for DynamO Pricing Ltd. which focuses on dynamic pricing techniques. He previously worked for 17 years with large multinational companies including EY (Ernst & Young) and Deutsche Telekom in various management positions. His other interest is in pricing history where he builds and maintains the artortenet.hu portal as a social enterprise.

He is a co-founder of the Danube Cup network which has organized startup pitch competitions for students since 2016 and served as chief organizer of the international Danube Cup pitch competition final events in 2019 and 2021.

SCIENTIFIC COMMITTEE OF THE CONFERENCE



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Mladen Cudanov is a Full Professor at the University of Belgrade, Faculty of Organizational Sciences, Serbia, where he acquired MSc and PhD degrees. He teaches Organizational theory, design, and entrepreneurship courses at all three levels of studies and was elected as one of the top five teachers at the Faculty of Organizational Sciences on twelve times in the previous twenty semesters. He has twenty years of consultant experience in organizational design, entrepreneurship, startup

and change management and has collaborated on and helped assess more than 100 startup projects. He was engaged in the entrepreneurship section of a career retraining program for military personnel known as "PRISMA", organized by the Human Resources Sector of the Ministry of Defence. He has served as a judge in multiple entrepreneurship events such as the Danube Cup and has taught entrepreneurship courses on several joint programs, such as "TRAIN"- or Training and Research for Academic Newcomers. He has published more than 140 papers in research journals and conferences, and has more than 900 citations¹⁵, with roughly a quarter from Web of Science journals¹⁶. He was visiting Assistant Professor on joint programs organized

by iVWA (Germany) / ZHCPT (PR China) and iVWA (Germany) / JCIT (PR China). He has also taught at Federico Caffè Institute of Business and Economy, ROMA TRE University, Italy, and at the Technical Faculty at the University of Žilina, Slovakia on the ERASMUS+ teacher exchange program. His main research interests lie in organizational design, startup management, restructuring of business systems, organizational change management, and information and communication technology development. He also works as an Associate Editor and reviewer in several journals, including the JCR indexed Amfiteatru Economic and is Editor-in-Chief of Management for the Journal of Sustainable Business and Management Solutions in Emerging Economies.

¹⁵<http://scholar.google.com/citations?user=aUVE66IAAAA&hl=en>

¹⁶<https://publons.com/researcher/1688428/mladen-cudanov/>

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Dr. Rudolf Dömötör is Managing Director of the WU Vienna Entrepreneurship Center and of the Entrepreneurship Center Network (ECN), a joint initiative of 25 Austrian universities promoting cross-disciplinary entrepreneurship among students and faculty. He is a co-founder of Entrepreneurship Avenue, the largest entrepreneurship event series with a focus on students in Europe, and co-author of the Austrian Startup Monitor, Austria's largest startup study. He has

been actively involved in the Austrian startup scene for many years and studied business administration at WU. During his academic career, he has worked for extended periods over several months in Australia (University of Technology, Sydney), the USA (George Washington University) and in New Zealand (University of Canterbury).

SCIENTIFIC COMMITTEE OF THE CONFERENCE



Professor Dr. Sean Patrick SASSMANNSHAUSEN

University of Belgrade | GERMANY

visiting professor at Aarhus University (Denmark), RISEBA University (Riga, Latvia), Technical University Vienna and Danube University Krems (Austria).

Following receipt of his doctorate he became Interim-Professor for Business Administration, Management of SMEs and Entrepreneurship at the University of Siegen, Germany and Managing Director of the Entrepreneurship and Innovation Research Institute "IGIF" at the Schumpeter School of Business and Economics, University of Wuppertal, Germany.

He was born in Wexford, Ireland and studied Intercultural Management and Evolutionary Economics at the Friedrich Schiller University and the Max Planck Institute for Evolutionary Economics in Jena, Germany, as well as Scandinavian Area Studies in Odense, Denmark. He earned his Doctorate in Entrepreneurship, Business and Economics at Schumpeter School, University of Wuppertal, Germany.

In summer 2007 he visited Harvard Business School where he participated in a program on entrepreneurship organized by the European Foundation for Entrepreneurship Research (EFER). He was a Visiting Professor at the Thunderbird School of Global Management in Phoenix, Arizona in 2008 and in 2010 visited the University of Colorado, Denver. He is a member of editorial boards and of review boards of several national and international journals. His scientific papers have been presented at leading international conferences including Babson and AOM and he has published in various entrepreneurship journals and in general business journals.

Research Business Areas:
 Entrepreneurship, New Venture Creation, Opportunities for Start-ups, Family Business, Spin-offs, High Growth Ventures, Gazelles, Corporate Entrepreneurship, Intrapreneurship, General Management, Entrepreneurship Education, Executive Education

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Dr. Sean Patrick Sassmannshausen is Professor for Business Administration and Entrepreneurship and Head of the Startup Center at OTH Regensburg, Germany. His responsibilities include entrepreneurship research and development projects with nine entrepreneurship projects under management until December 2021. These include all levels of grants, ranging from European, to national (federal) German and Bavarian state level funding. His teaching focuses on acquisition of future research funding, start-up support and fostering of academic spin-offs. He is also a

SCIENTIFIC COMMITTEE OF THE CONFERENCE



Professor Dr. Kai VON LEWINSKI

University of Passau | GERMANY

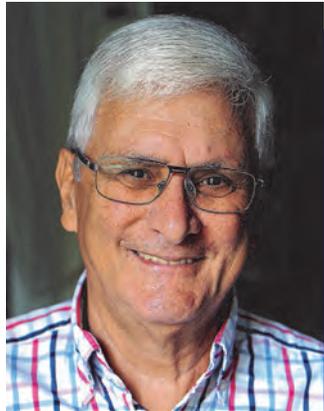
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Professor von Lewinski is a full Professor and has held the Chair for Public Law, Media and Information Law at the Faculty of Law at the University of Passau, Bavaria, Germany since 2014. He also heads the Law Clinic on Information and Media Law at the University of Passau. He serves as Transfer Officer of the Faculty, which is part of the "Digital Technology and Entrepreneurship" (DTE) and "Passau, the Entrepreneurial Campus" (PATEC) programs of the University. He was also head of the "Privacy and Digitalisation" research training group between 2019 and 2021 and is currently vice dean of the law faculty

until 2024 and serves as a member of the university's senate. Professor von Lewinski served as Research Director at the federal Data Protection Foundation in Leipzig from 2013 to 2014. Prior to working on his second scientific thesis on fiscal insolvency and state bankruptcy he conducted theoretical and practical work on lawyers' professional standards at the Lawyers Institute at Humboldt University, Berlin. From 2000 to 2004, he worked as a lawyer at the international law firm Lovells (then known as Lovells Boesebeck Droste, currently Hogan Lovells), both in their

Frankfurt and Berlin offices, which included start-up support before and during the dotcom crash of the early internet era. He founded his own law firm in 2002 and was involved in his own brother's startup marketing venture and gives legal advice to enterprises on a regular basis.

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Professor Vecsenyi has taught at Corvinus University of Budapest since 1978 and at Budapest University of Technology and Economics since 2011. He is a graduate of Budapest University of Technology and Economics and holds a PhD from Corvinus University of Budapest.

As a serial entrepreneurship educator, he designed and delivered eight entrepreneurship courses at bachelor, master's, PhD, and MBA levels at three different higher education institutions over the past thirty years. He is also founder of the StartupVIP incubator at

Budapest University of Technology and Economics.

Professor Vecsenyi has published four books on entrepreneurship-related topics: Smart entrepreneurship - From idea to market entry (2017); Starting and managing new ventures (2009, 2011, 2013); Entrepreneurship - From idea to resumption (2002); Entrepreneurial organizations and strategies (1999). He has also developed an online start-up support tool, vallakozasindito.hu¹⁷,

available in Hungarian and partly in English.

Professor Vecsenyi served as managing director of the European Foundation for Entrepreneurship Research (EFER) for two years and is co-founder of the Danube Cup international student startup competition. He is also a mentor and frequent speaker at the Health Venture Lab¹⁸ accelerator and serves as a board member for several different small business development foundations.

¹⁷<https://vallakozasindito.hu>

¹⁸<https://hvlab.eu>

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Loretta Huszák is an innovation specialist. She holds a BSc degree from ELTE University, Budapest, Hungary, and an MA and a PhD in Economic Sociology from the University of Leipzig, Germany. Prior to her university teaching career, she was a middle manager at Hungarian Intellectual Property Office for several years. As a university lecturer of management and economic sociology, she has taught and supervised BSc, MSc, and PhD students in areas of innovation and IP management, business strategy, international

business, all in the context of Small and Medium Sized Enterprises (SMEs).

She has published in and reviewed for a variety of internationally recognized journals on various topics including Innovation and Intellectual Property Management, International Business and SMEs. She is a member of the Hungarian Academy of Sciences.

In addition to her academic activities, Loretta Huszák is co-founder and the main driving force behind the CUBator / Corvinus Startup Corner, which is an innovation lab, founded with

a guerrilla campaign. Since 2017, CUBator occupies a virtual and physical space at Corvinus University of Budapest which is provided to students and others to come together to 'do' innovation.

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Erika Jáki is a dedicated academic in the field of corporate business planning and finance who has gained extensive practical experience as the internal auditor of three subsidiaries of the Hungarian Development Bank.

She has published six academic books and written several academic articles in Hungarian and English. As a research leader she has been involved in several projects, the results of which she uses to regularly participate in international conferences. She was co-organizer of the "Finance and Sustainability" international conferences

in Wroclaw, Poland in 2018 and 2019. Selected papers from both conferences were published by the Springer publishing organization. She is a member of the Hungarian Academy of Sciences. One of her PhD students has graduated, and another is working on the publication phase to complete doctoral studies.

Her classes held in Hungarian consist of Business Planning, Financial Planning and Forecasting, Venture Capital Markets, Corporate Finance and Corporate Financing. Her fields of scientific research are focused on behavioural

corporate finance, venture capital and business planning, and internal auditing at governmental owned investment companies.

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Áron Borda, as a young and creative agricultural economist, is a first year PhD student at Corvinus. He holds a bachelor's degree in Agrobusiness and Rural Development Engineering and a master's degree in Business Development. His PhD studies are focused on agtech startups. He has taught several subjects at Corvinus while still in the early phase of his academic career. One such subject is 'Agribusiness Startups', which provides economics students with opportunities to simultaneously learn

about agribusiness and startups.

As a student, he was a board member of the Agribusiness Club, formerly known as Corvinus Agribusiness, for five years. The aim of the Agribusiness Club is to complement theoretical knowledge acquired from academic study with practical experience and networking capital in the field of agribusiness, thus acting as a university professional organisation for students interested in agribusiness management.

SPONSORS

Budapesti Kereskedelmi és Iparkamara

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BUDAPESTI KERESKEDELMI ÉS IPARKAMARA

The first Chamber of Commerce of Pest was founded in 1850. The city's bankers, merchants and industrialists felt it was important to have a self-organised, permanent, and recognised representative body in the increasingly dynamic economy of the capital to act as a partner for chambers being established elsewhere in Europe. In 1868, an independent law was passed for allowing the functioning of the Hungarian chambers and the creation of a legally established Budapest Chamber of Commerce and Industry (BKIK). The new organization hosted Budapest trade fairs and developed professional training and education courses and examination of craftsmen in different trades. The BKIK was involved in establishment of the Pesti Commodity and Stock Exchange and

was also responsible for development of the first Hungarian Industrial Development and Subsidies Act.

The Budapest Chamber of Commerce and Industry continues to be committed to promoting development and organization of the economy as the focus of its mission. It also exists to safeguard the security of transactions and integrity of market conduct, and to protect the interests of all those engaged in business activity.

BKIK strives to establish and maintain an ongoing, interactive relationship with Budapest based entrepreneurs to preserve effective chamber-activity. The chamber regularly asks for opinions of members on all important matters thus acting as an authentic servant organization.

Through provision of legal services, the chamber develops the legal knowledge of its members. The chamber also provides taxation and accounting advice and mentoring facilities to support Budapest based businesses to implement international projects.

SPONSORS

77 Elektronika Kft.

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77 ELEKTRONIKA KFT.

77 Elektronika Kft. is a major global developer, manufacturer, and supplier of in vitro diagnostic medical devices, which are mainly urine analysers, blood glucose meters and consumable accessories.

The company was founded in 1986. The respective owner and CEO of 77 Elektronika, Sándor Zettwitz and his daughter, Gabriella manage day-to-day operations. Prominent characteristics of the company are flexibility, endeavouring to meet market demands, a development-oriented product structure, provision of economical technical solutions and the commitment of employees.

The company's Quality and Environmental Management System has been assessed and certified to ISO 9001, ISO 13485, and ISO 14001

standards. All products are CE-marked under European Union Directive 98/79/EC (IVD).

From an initially very small team the firm has expanded to be a widely acknowledged company with more than 700 employees. Sales revenues reached 100 million€ in 2018 and its products are distributed in nearly 100 countries under 77 Elektronika's own brand as well as OEM and ODM products for leading multinational companies in the field of medical diagnostics.

Products: The range of urine analysers developed by 77 Elektronika includes urine chemistry and urine sediment analysers. The blood glucose meters manufactured by the company are acknowledged for their high quality and state-of-the-art features.

From March 2022 the company is expanding its portfolio of IT related tools to facilitate the treatment of diabetes.

The company's commitment to innovation, development and openness is indicated by its partnerships with Hungarian universities and startups.

SPONSORS

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The Masterplast Group

Bulldog Sponsor

Established in 1997, the Masterplast group is the leading insulation material and construction industry product producer-distributor company in the Central Eastern European region.



Tresorit

Bulldog Sponsor

Tresorit is an end-to-end encrypted, zero-knowledge content collaboration platform designed to safeguard the digital valuables of individuals and organizations with the highest classification in the cloud.



In July 2021, the majority of Tresorit's shares were purchased by Swiss Post.



CONFERENCE PROGRAM

DATE | Thursday, 28 April 2022

VENUE | Corvinus University of Budapest

08:00 **Registration, Café is open in the Faculty Club**
09:00

Prof. Előd TAKÁTS

09:00 **Opening by the Rector, Corvinus University of Budapest**
09:05

Prof. János LEVENDOVSKY

09:05 **Opening by the Vice-Rector of Science and Innovation, BME**
09:10

Prof. emer. János VECSENYI

09:10 **Opening by the Academic Head of the conference**
09:20

First Round

09:30 **Academic Presentations**
11:00

SECTION 1 | Startup/Entrepreneurship research (Faculty Club) |
Section Head | Prof. Elisabeth BERGER | JKU Linz

SECTION 2 | Entrepreneurship from a broader perspective (Lecture hall III) |
Section Head | Prof. Kai VON LEWINSKI | University of Passau

SECTION 3 | Best practice sharing (E67) |
Section Head | Prof. Patrick SASSMANNSHAUSEN | OTH Regensburg

11:00 **Coffee break at Faculty Club**
11:30

Second Round

11:30 **Academic Presentations**
13:00

SECTION 4 | Entrepreneur education in practice (Faculty Club) |
Section Head | Dr. Nedeljko MILOSAVLJEVIC | University of Belgrade

SECTION 5 | “Ecosystem”: Supporting Student startups (Lecture hall III) |
Section Head | Dr. Jakob POHLISCH | WU Vienna

13:00 **Lunch break at Corvinus Main Hall**
14:00

14:00 **Parallel Sections**
15:00

SECTION 1 | Accelerator Workshops (Faculty Club, Theatre) |

- Health Venture Lab
- Startup V.I.P.

SECTION 2 | Meet the Editors (Faculty Club, Cigar Room) |

- Society and Economics
- Information Society
- Review of Economic Theory and Policy
- International Journal of Entrepreneurial Behavior & Research, Q1 with Elisabeth Berger

SECTION 3 | Creating Impact (Faculty Club, Café) | Discussion with Ukrainian Colleagues from

- Kyiv National Economic University named after Vadym Hetman
- Izmail State University

15:00 **Coffee break at Faculty Club**
15:30

Katalin ORBÁN, founder of gyerünkanyukám (GoMomGo)

15:30 **“Giving back” Keynote**
16:00

Katalin ORBÁN | Elisabeth BERGER | Patrick SASSMANNSHAUSEN | Pál DANYI

16:00 **Quo vadis entrepreneurship education?**
17:00

Prof. emer. János Vecsenyi

17:00 **Closing words and awarding ceremony**
17:15

DC Best Presentation Award |
Certificate

DC Best Educator Award | From who we learned the most
Mini Danube Cup Statue and Certificate

17:15 **Reception in Faculty Club**
19:00

Stay with us for a glass of champagne or Hungarian wine!

SECTION 1

Startup/
Entrepreneurship
Research

SECTION 2

Entrepreneurship from
a Broader Perspective

SECTION 3

Best Practice Sharing

SECTION 4

Entrepreneur
Education in Practice

SECTION 5

"Ecosystem":
Supporting Student
Startups

ACADEMIC SECTIONS

SECTION 1 and SECTION 4 will be
streamed on the Danube Cup Youtube
channel.

SECTION 2, SECTION 3 and SECTION 5 will
be on-site presentations.





**Streamed on
Youtube**

SECTION 1

Startup/Entrepreneurship Research

**Venue | Faculty Club
Time | 9:30-11:00 CET**

Section head | Elisabeth BERGER
Johannes Kepler University Linz | AUSTRIA

Patrícia BECSKY-NAGY | Balázs FAZEKAS |

01

The role of government backed venture capital in funding growth and innovation - The case of Hungarian government backed venture capital agendas

University of Debrecen | HUNGARY

Purpose: Venture Capital (VC) is a funding form focusing on young and innovative firms with huge growth potential. Venture capital is an essential part of healthy entrepreneurial environments, and its absence could create a bottleneck for the development of innovative firms and startup companies. That is the main reason why many governments in developing entrepreneurial economies support the industry via direct or indirect interventions. In Hungary since 2010 there has been a significant supply side push in the venture capital market, as the government provided capital for venture capital funds by using budgetary and EU funds. Venture capital funds were established based on the hybrid, private-public scheme where government agencies provided the capital for fund managers, but the fund managers were private investors. The other scheme was the purely

government backed form, where the capital and fund managers were related to government agencies. This way, the activity of the market increased significantly, and a huge volume of investments became possible. Our research aim was to evaluate the impact of the different forms of government backed venture capital schemes on the growth and innovation of the firm obtaining the investment.

Methodology: The basis of our empirical research is a unique database. The empirical research includes those Hungary based enterprises that obtained capital since 2010 within the framework of JEREMIE. The research covers 340 investments. Since 2012, Széchenyi Capital Fund (SCF) has become an important part of the Hungarian VC industry. The analysis covers 86 GVC backed firms. By tracking the financial performance of the firms, we compare the growth impact of the different forms of

government backed venture capital schemes using panel regression.

Findings: Our finding is that private participation in hybrid schemes does not lead inevitably to better performance, and in hybrid schemes, there is a greater exposure to moral hazard issues compared to pure government funding. In the long run, hybrid schemes play a crucial role as catalysts in the venture capital market as they boost the industry level knowledge, but to achieve commercial success, there are certain points in the implementation of these hybrid agendas which could lead to a more efficient use of capital.

Research limitations/implications: The research findings are built on the evidence of two specific venture capital agendas with specific regulations. Therefore, the results of this research cannot be generalised for all public agendas. This research is

indicative regarding the questions connected to the implementation of these programs.

Originality/value: There is a limited number of empirical studies investigating the impact of venture capital in developing markets, especially in the CEE region, therefore our research might be a great contribution in this field.

Keywords:

venture capital, growth, public entrepreneurial policy, innovation

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Natalia VINOGRADOVA | Alexandra NOVAC |

02

The Impact of Entrepreneurship education on the formation of entrepreneurial competencies of students in the Republic of Moldova

National Institute for Economic Research | REPUBLIC OF MOLDOVA

Purpose: The purpose of the study was to assess the impact of entrepreneurship education on the formation of entrepreneurial competencies of students in the Republic of Moldova.

Methodology: For the quantitative assessment of the set goal, a survey was conducted among young people - mainly master's and doctoral students at universities, and students of technical/vocational education institutions who took up courses on the basics of entrepreneurship. The questionnaires were filled by 289 students of 20 educational institutions of the Republic of Moldova who studied at different levels of education and in different specialties (economics, engineering, IT, industry (?), construction, etc.).

The survey was conducted between March and May 2019 within the research project "Improving the possibilities of involving young people in entrepreneurial activities in the Republic of Moldova" (15.817.06.05A).

Findings: The concept of competencies, and, in particular, entrepreneurial competencies have been used in the Republic of Moldova since 2014. It is reflected at the national level in a number of legislative acts. Entrepreneurial competencies find practical application, first of all, within the framework of economics and entrepreneurship courses.

The analysis of the results of the survey among students made it possible to assess the impact of entrepreneurship education on the formation of entrepreneurial competencies of students in our country. Thus, more than 2/3 of the respondents confirmed that their course on entrepreneurship influenced the formation of their entrepreneurial competencies. Relatively more frequently, the positive correlation between the entrepreneurship courses and the formation of entrepreneurial competencies was indicated by doctorate students

and students of technical/vocational education or colleges.

In addition, the influence of other subjects and courses on the formation of their entrepreneurial spirit, initiative and leadership qualities was noted by the respondents. Among these courses, mainly economic and legal ones were named, such as management, marketing, economics, law, and others.

In the understanding of students, entrepreneurial competencies are primarily related to entrepreneurial activity, and are less often considered in a broader sense in areas seemingly remote from socio-economic activity, such as politics and family relations.

More than half of respondents plan to get involved in entrepreneurial activities (as individual entrepreneurs or as part of a team). Their main sources of motivation for starting a business are family, close relatives; examples of businesspeople, as well

as success stories read in literature or on the Internet. At the same time, almost ¼ of those surveyed indicated their professors as a source of motivation for starting a business. Courses on entrepreneurship has also significantly influenced respondents' desire to get involved in business.

Research limitations and implications: Among the limitations of our study, we can note the modest sample size for the survey relative to the general population; limited time for the study, which did not allow for confirmation of the conclusions obtained from the survey regarding the formation of entrepreneurial competencies among students, and their application in practice for a longer period.

Originality: The scientific novelty of the research lies in:

Conducting a brief analysis of the development of entrepreneurial competencies of youth in the Republic of Moldova,

based on legislative acts and state policy documents, as well as curricula of universities and vocational education institutions.

Development of an original (author's) questionnaire for conducting a survey among students in order to obtain more detailed information and carrying out the survey.

Elaboration of recommendations aimed at improving entrepreneurship education and training of entrepreneurial competencies in educational institutions in the Republic of Moldova.

Keywords: entrepreneurship education, entrepreneurial competencies, survey, Republic of Moldova.

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03

What managers can learn from knowledge intensive technology startups?

Corvinus University of Budapest | Institute of Management | HUNGARY

Purpose: Accelerating organisational learning (theory and practice flourished in the 1990s, stimulated by Peter M. Senge's The Fifth Discipline, 1990) in corporations by building a supportive learning ecosystem and organizational learning capabilities is one of the key factors of business growth, especially when a turning point of the COVID-19 pandemic is prospected, therefore the restructuring and rethinking of organizational identity has become a focus in many businesses (Gagnon, et al., 2021). We found that startups are excellent examples of succeeding in developing a supportive environment for innovation and organizational learning, therefore developing great adaptive capabilities in this quickly changing business environment. It is not a surprise that the role of entrepreneurial skills and entrepreneurship education is an increasingly significant subject in business schools and in higher education (Ganor, 2022), and that there is an increasing need for supporting this kind of education (Dodgson & David, 2020),

and for building academic partnerships with startups (Saltzman, 2019) all around the world. We can see notable examples for higher education programmes and courses in business schools targeting this need, which can mostly be found in the US, while Central-Europe is lagging behind in this trend; however, there is a Hungarian example as well (Hungarian Startup University Program – HSUP) (NKFIH.gov.hu, 2021). We believe that fostering the startup skills and mindset of students in higher management education is essential, and that university students can learn from startups (Daze, 2021). Our study shows what management students could learn from technology startups, from an organizational learning (learning organisation) perspective, and we investigate whether or on what level this

entrepreneurial mindset is built into Hungarian management education.

Methodology: Our study investigates what the organizational learning patterns and adaptive entrepreneurial skillset of startups are, and whether or on what level improvement of these skills for developing adaptive and successful startups as “learning organizations” are integrated in top Hungarian higher management education curriculum. In the theoretical chapters, we are focusing on highly knowledge-intensive technology startups from an organizational learning perspective through systematic literature review of recent empirical papers investigating different organizational learning patterns of these enterprises. Based on the literature review, we are introducing our model consisting of five main pillars

of “startup learning”. In our empirical research, we are investigating the presence and integration of these pillars in management MSc programmes of a top Hungarian business schools through in-depth expert interviews with programme managers, and a brief additional document analysis of programme curricula (course lists, syllabi, programme introductions etc.)

Findings: Based on the systematic literature review on existing empirical studies, a “startup learning model” has been created. As a result of ongoing research, based on the interviews, we are identifying the trends and gaps of management education programmes from the perspective of improvement of the necessary skills and knowledge for development of successful startups, organizational learning, and adaptive capabilities.

Research limitations and implications: As a practical implication, we are formulating recommendations for building the experience of our “startup learning model” into management education programmes. The main limitation of the study is sampling being limited to one Hungarian business school's management programmes; however, research can be extended to other institutions as well.

Originality: As a response to the growing need for startup and entrepreneurship education in Europe, we've developed a model for organizational learning based on empirical experience from top technology startups from all around the world, which can be built into higher management education. We would like to highlight

the originality of the study in looking for education solutions directly among practicing programme managers.

Keywords:

startup, entrepreneurial skills, entrepreneurship education, management education, organisational learning

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04

Key lessons from an international comparison of universities' Master's degree programme offerings on entrepreneurship and innovation

Corvinus University of Budapest | Institute for the Development of Enterprises | HUNGARY

As entrepreneurship has always driven innovation in the economy, concerns with improving, and upgrading entrepreneurship education have been evident throughout the history of business education. Previous research studies found that entrepreneurship education is associated with sizable positive effects on the development of self-efficacy, entrepreneurial attitude, and entrepreneurial mindset. By supporting the development of new ideas and new businesses, and providing venture infrastructure, entrepreneurship education leads to an increasing number of new jobs, startups and university spin-offs founded by university students and faculty. In the last decades, there is a tendency that higher education institutions

and universities (HEIs) have supplemented their traditional roles of teaching and research with a third mission, indeed, the importance of faculty outreach and public engagement activities are growing. Recent and future challenges with which higher educational institutions must cope encompass the effects of pervasive globalization, the structural convergence of the national educational and innovation systems, the impacts of digitalization, the marketization of higher education, and the changing philosophies and policies considering accreditation, funding and financing, cooperation, and governance. Ranking competition among the incumbent players and new entrants are sharpening,

while labour markets are imposing extreme pressures on HEIs to provide opportunities to university students in developing marketable and social skills and competencies. To address these global and local challenges, higher education institutions continuously reinterpret their missions, functions, tasks, responsibilities, and programme offerings. Moreover, HEIs have also started to form local, regional, and international collaborations and to participate in cross-sectoral, multidisciplinary, or even international multi-actor networks targeting teaching and learning, research, or social services and spill overs. Since HEIs are committed to providing advanced human resources and knowledge by exploiting

their strengths in their interdisciplinary teaching and research, and in their network capacity to develop innovative solutions, the role and position dedicated to universities and research institutions in the local, regional, and national innovation systems are also changing both in theoretical and practical terms. Universities have become anchor organizations in the theories of N-Helices frameworks and in the concept of innovation ecosystems supporting knowledge exploitation and exploration. From a practical viewpoint, there is also a tendency that universities are trying to perform the orchestrating role in multi-actor innovation networks, and to become the local or regional centre of entrepreneurial activity. All this means that the development of entrepreneurship education programmes and courses is not only important for teaching and research purposes but for the ability

of creating a virtuous cycle in which high quality research and education provide basis and dynamics for university entrepreneurial activities and vice versa.

The goal of this paper is to highlight and identify the main international trends in entrepreneurship education development and to explore the focus of current programming activities. The study is based on a qualitative comparative analysis of 36 master's degree programme in Entrepreneurship and Innovation of 33 universities with international accreditation. By investigating the target groups, goals, learning objectives, programme structures, types and curricula, and main methodologies of these master's degree courses, similarities and best practices can be also identified.

Keywords: higher education, international comparison, entrepreneurship, competences

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05

Preparing business graduates for future challenges
- Comparative analyses of the leading Business Development
Masters programmes in Hungary-

University of Szeged | Corvinus University of Budapest |
University of Debrecen | HUNGARY

Purpose: The aim of the research is to compare educational methods and practices applied in the leading Hungarian Business Development Master's programmes and to examine the penetration of transformative new business and technology trends like the gig economy into higher education.

Current and future content and methodology development considerations, extracurricular offers and the entrepreneurship-related service portfolio of the universities were also explored. In recent years, there has been a growing emphasis on developing business education at universities. There is a growing demand for employees with appropriate business development training. In the changing conditions of the environment, cooperation with enterprises in the universities programmes is increasing in order to perform personalised education (Paravizo et al., 2019), open access to knowledge (Himmetoglu et al., 2020), establish teaching communities (Hasitschka et al., 2017), and utilise virtual reality simulations

in industry (Mourtzis et al., 2018). In recent years, in line with the industry 4.0 revolution, new concepts have also emerged in the field of education: Education 4.0, Learning 4.0, Teaching 4.0, which are essentially defined in the engineering and sciences (Lopez-Garcia et al., 2019, Hussin, 2018). In corporate work organisation and education, the gig economy is becoming more and more widespread. The acquisition of professionals with the needed business development experience and competences is becoming an essential and central element not only in the renewal of the corporate learning process but also in the university programmes. Also, universities in general - and business development education in particular

- play an important role in the entrepreneurial ecosystems (Stam, 2015) encouraging innovation and business venturing (S.Gubik, 2021), which are positively associated with job creation and economic development.

Methodology: Methodologically we evaluate the competency-based teaching of entrepreneurship development subjects from a new perspective in view of key economic trends (e.g., fintech, lean management, artificial intelligence, start-up, digitalisation, pitching, smart cities). We analyse public university databases, programmes and output requirements, curricula, and subject themes. Moreover, we conduct semi-structured in-depth interviews with the

professional programme directors of the Business Development Master's programmes.

Findings: We explore (1) the educational methodological responses to the challenges of recent years (e.g., pandemic, industrial 4.0 revolution), (2) the educational development and challenges planned for the future, and (3) the changes generated by digitalisation, new educational platforms, and experiences with them. The analysis provides a clear picture on how the leading business development education institutions

in Hungary aim to prepare graduates for future success and explores directions for potential future development including integrated education programs between companies and universities.

Research limitations and implications: Our research gives an overview of the methodological situation of the courses of Business Development Master's programmes at leading universities in Hungary. Therefore, on the one hand, it does not cover all Business Development Master's programmes. On the other hand, the research does not explicitly account for the students' perspective and direct experiences but builds on existing empirical studies regarding that.

Originality/value: To our knowledge, in the case of university social science courses, it is a niche survey

to conduct a comparative analysis of the emergence of new technological concepts and trends based on primary data collection.

Keywords:

education, business development, Master's programmes

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**Streamed on
Youtube**

SECTION 4

Entrepreneur Education in Practice

Venue | Faculty Club

Time | 11:30-13:00 CET

Section head | Nedejko MILOSAVLJEVIC

University of Belgrade | SERBIA

Péter TASI | Elinor VETTRAINO |

A good solution in Finland - A good solution everywhere?

Aston University | UNITED KINGDOM

01

Purpose: Team academy, a “learning-by-doing” based entrepreneurship education model has been spreading in many countries worldwide and is not unknown in Hungary either. The approach was born in Jyväskylä, Finland close to 30 years ago and has been adopted in several higher educational institutions (HEIs) not only in Europe but overseas and in the Far East as well. Team academy means, on one hand, a physical learning environment, and on the other hand, the community of the students (called team entrepreneurs) and the team coaches. The time that has elapsed since its inception proves that the method, with its double meaning, is effective and successful. However, the question is whether this efficiency and success can be exported.

As Freire (2005) has already pointed out, pedagogical practices cannot be planted in the same way in an educational and thus

cultural environment with different characteristics. Hackman and Wageman (2005) concluded that team or team-focused coaching may or may not help increase performance, but what occurs is determined by the presence or absence of various factors.

In this study, the authors attempt to compare the original Finnish model and its adaptations to individual countries, revealing some of the reasons and factors that were necessary for success (and were possibly leading to failure). These factors may be the same as the original basic idea of the Finnish model but may also differ significantly due to cultural differences between countries.

Methodology: The authors conducted and continued semi-structured interviews with current and former team coaches in different countries, as well as current and former students in training using the team

academy methodology. Subsequent primary experiences from the interviews will be further deepened through focus group interviews.

The wording of the findings is fundamentally comparative in nature, and within the content limits, a more in-depth analysis can take place at later stages of the research process.

Findings: The authors have already pointed out in their previous studies (e.g., Tasi 2017) that there are at least three different components to the application of the Finnish model: institutional / administrative factors, infrastructural conditions, and educational / pedagogical expectations. In the present research, the authors have concluded that the following factors are also decisive:

- What the characteristics of corporate culture of a given country are.

- To what extent the programme using the team academy methodology is embedded in the entrepreneurial (startup) ecosystem of the given country.

Research limitations and implications: Although the findings are only the first steps in a planned longer research process, they still can contribute to the understanding how the adaptation or implementation of successful entrepreneurship education can be successful in a different environment.

Originality: In connection with the team academy methodology, a summary four-volume study was published for the first time. The research results and experiences included in this were and are the starting point of the authors, the results of the study can be considered as a step forward.

Keywords:

team academy, team learning, team coaching, entrepreneurship education, country specificity

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Pál DANYI | Tamás IVÁNYI | János VECSENYI |

02

How to innovate a course on innovative startups?

**Budapest University of Technology and Economics
| Corvinus University of Budapest | HUNGARY**

Purpose: Lecturing an entrepreneurship course is a constant challenge, especially for large classes of BSc students in large lecture halls. The purpose of our paper is to present a method which has become a very successful way of innovating traditional classroom instruction. We demonstrate the success by sharing our 12 years of teaching experience of our “Launch of innovative enterprises” introductory course and the multiple cross-sectional research which was conducted every semester.

Methodology: We present the methodological novelties applied in this course. The philosophy, the methods, and the structure of the course will be explained in detail, focusing on the solution of how we met the challenges of large classrooms. In addition, results of a quantitative primary research will be

shown on how students recognised the importance of entrepreneurship throughout the years and the diversity of the student demands which we try to satisfy in the framework of our course.

Findings: The course can be completed in three ways, meeting the demands of three student segments identified in the classes and the primary research: “Sunday hiker” students have the goal of gaining a general understanding of the startup world. They want to hear about entrepreneurs and entrepreneurship. The “Easy riders” are keen to summarise their enterprise concepts and receive feedback of their ideas. They would like to learn about concepts and tools to use them later in their careers. The “Startup driver” students want to apply the knowledge gained in practice, therefore want to

be involved in a practical startup development process and would like to experience the live environment of chasing a startup dream. For them, we created StartupVIP (a startup creation incubator programme). Many invited entrepreneurs and mentors volunteered to assist the VIP programme. Students learn about the Business Concept Map, a copyrighted method of Professor Vecsenyi to conceptualise enterprise ideas and articulate value propositions. The constant popularity of the course demonstrates that our applied teaching methods are successful, well-established, sustainable, and easy to adapt in several university environments.

The primary research confirms the existence of the three student segments and that most of the students signed up on entrepreneurship courses

have a clear motivation of gaining knowledge and have clear preliminary expectations towards the course.

Teaching method's limitations and implications: The presented design and methodology framework can be generally applied in large and small classroom environment.

Originality: A unique methodology of entrepreneurship education, mainly for large introductory classes. Segmentation of students and setting assignments accordingly. Bringing external expertise to the academic world with the help of university supporters.

Keywords:

entrepreneurship course design, student entrepreneurs, entrepreneurial approach of lecturing

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Márton GOSZTONYI |

Social enterprise development in a disadvantaged community – How can a design-based university course complete the local development practices?

Budapest Business School | HUNGARY

Purpose: How can a university course serve as a tool for empowering disadvantaged communities? How can it create a partnership and shared learning between university students and low-income families? How can students receive hands-on training to promote positive social change? How can the involvement of university students strengthen the local development processes?

Our case study presents the social enterprise development in a disadvantaged Roma community in Hungary and mostly focuses on the part in which the Moholy-Nagy University of Art and Design (MOME) was involved in the process.

The case study explores the stages through which the process proceeds, as well as the dilemmas that hindered the implementation. It provides an insight into the empowerment processes through university education.

Methodology: The course was implemented in one of the most disadvantaged micro-regions of Hungary,

in a small settlement (186 inhabitants), mainly with Roma participants. The course was preceded by many years of local social enterprise development and community development with the community.

We started planning the course together with the teachers of MOME and the community members of the village. First, we organised a one-week-long summer camp for local children where they received training-based education on architecture, graphics, video, photography, and STEAM. The camp was open to MOME students and to our great delight, this opportunity was very popular among them. The university students stayed with local families during the camp. Before the camp, the students participated in an education process to familiarise themselves with the local context and the development processes in the village so far. This was essential for them to learn about the local context and the living situation of the families. We received extremely positive feedback on the camp from both the

inhabitants of the village and the students as well.

Based on this, we started a university course the curriculum of which was built on local planning with the local community. The course was open for village residents who had a social enterprise idea or had a ready-made business plan. Students from any major could apply for the course, resulting in a very diverse student community. The aim of the course was that the social entrepreneurs and the students co-design and co-create tasks that aim to develop the entrepreneurs' business from a design perspective. The students and the entrepreneurs work on these tasks the whole semester and at the end of the semester, the groups presented their results to both the university and the village communities.

The students worked in groups and received weekly education, during which the groups showed how they had progressed with their joint work and received feedback about their work, as well as training-based education on workshop facilitation, community

development, social design, product development, social enterprise development, human-centred design, Roma history, and community planning.

As MOME University is located in Budapest and the village is about 220 km far from it, the students mainly worked with the entrepreneurs online, although twice throughout the semester, we could organise three-day long education sessions in the village, where the students and the entrepreneurs could meet offline, create trust, and deepen their knowledge of one another. The students stayed with the families during these occasions.

Findings: The courses have yielded several results. Businesses were enriched with several design and communication elements, just to name a few: logos and full brandings were created, the social media communication and interfaces of the businesses were enriched, internal and external design elements were created, etc. The students learned about economic development implemented in a disadvantaged community, obtained a first-hand experience of the methodology of community-based planning, and learned about the dilemmas of empowerment and development based on local

needs. The social enterprise development helped the students understand how an entrepreneur thinks and shed a light on how a sustainable and people-centred design could be implemented. The course created numerous strong ties between the villagers and the students, which persisted for many years after the course.

Teaching method's limitations and implications: It is important to emphasise that the course was embedded in a long process of local social enterprise development. Consequently, the students could connect to the results of this process. Hence, it became possible to build the human relationships needed for the process, and the students could use the knowledge (designer, photographer, etc.) they learned at university. Simultaneously, this knowledge also benefited the social entrepreneurs. Thus, a favourable, partnership-based relationship could be established for both parties.

The course was a great success among the students

and the local community as well. Although, unfortunately, we were only able to teach the course for three semesters, due to the COVID-19 pandemic which made it impossible to organise offline training and meetings in the village, which create strong and essential ties in such a process.

Originality: To the best of our knowledge, this is the first and only course in Hungary so far which actively involved university students in social entrepreneurship development among the disadvantaged, vulnerable social groups with tools of community development and social design. The process used an entirely self-developed methodology relying on the best-known development tools such as the business model canvas (Osterwalder & Pigneur, 2010) or the social design toolkit (Brown & Wyatt, 2010, IDEO, 2015).

Keywords:

social enterprise development, social design, empowerment, community-based learning

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Entrepreneurship Avenue – fostering
cross-disciplinary entrepreneurship

WU Vienna | WU Entrepreneurship Center | AUSTRIA

Purpose: Entrepreneurship Avenue (EA) is a unique event series designed to inspire, encourage, and support young people on their entrepreneurial journey. Since 2014, it has been connecting students from various disciplines and universities and helps to transfer ideas into viable businesses.

Methodology: The programme provides many opportunities for students, both “explorers” who simply want to learn about entrepreneurship and for “wantrepreneurs” who benefit from the support infrastructure the programme offers. EA is a free and extracurricular set of workshops which runs between March and May. It follows a problem-based approach and involves numerous experienced practitioners who support the student teams as pro-bono mentors. We accompany students from their first contact with

entrepreneurship until they have built a viable business model.

Findings: The programme has facilitated the setup of ~300 interdisciplinary projects. Around 15% of the teams actually started a company after completing the programme; 25% of those were admitted to acceleration/incubation programmes and/or received seed-financing. To only name a few successful startups: Refurbed, Hokify, and Benu were once part of EA.

Today, EA has become an indispensable fixed star in the Austrian startup ecosystem. It championed the idea of connecting various universities and disciplines with each

other and succeeded in establishing sustainable links between the academic innovation system and the overall entrepreneurship ecosystem.

Keywords:

event series, entrepreneurial journey, workshops, entrepreneurial training, networking, inspiration

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04

05

Balazs HORVATH | Akos R. WETTERS | Alessandro TOMASI |

Team dynamics optimisation in short-term entrepreneurship
programmes

Kimitisik | THE NETHERLANDS

Purpose: In entrepreneurship education, teamwork is one of the key success factors. Investors claim that the team is what brings a startup to success. Team dynamics are as important in educational programmes as on the market. This research focuses on boosting the team dynamics of innovation and entrepreneurship education especially in short-term programmes. The need was identified by an Innovation and Entrepreneurship education community. Over the years of different programmes like summer schools, winter schools, hackathons, bootcamps, etc., the educators highlighted that the current methods of team distribution often led to conflicts, which caused mistrust and barriers to reach the intended learning outputs.

Methodology: The research was conducted on student teams participating in our company's programmes joining from more than 20 countries. The key approach was to build the teams with diversity in different variables with different weights. These weights will be further improved with reinforcement learning in the future. In every batch of students, some teams were kept as control groups, where the team structures were created by traditional diversity measures, such as

nationality, gender, major, and age. The evaluation of the models was performed by business coaches who did not have the information on which teams were created by traditional measures and which ones were the newly created tool's output.

Findings: The key finding of the research was that to maximise the team dynamics it is not enough to look at the traditional measures which are provided by the programmes, but teams have to be created with large weight on the entrepreneurial archetypes. The business coaches clearly highlighted that the teams, which were created with our novel method, are working together with significantly less conflicts than the control groups.

Teaching method's limitations and implications: These programmes are conducted in a three-to-fourteen-day, challenge-based learning setting, where participants must create solutions to the

challenges identified by them in the given domain. More than a thousand participants joined from more than twenty countries and the programmes were held both on-site and online.

Originality: The considered variables were derived from a large amount of research focusing on entrepreneurial archetypes. Our tool was developed to identify the best weight distribution on these variables to create the optimal model. This new method not only increased the team dynamics of the programmes and helped reach the intended learning outputs but also increased the review scores of the participants. The next step of this research is to further optimise the weights of the variables in our model, and for this purpose a machine learning based solution will be created to maximise the value creation of the tool.

Keywords:

team tool, team dynamics, entrepreneurial archetypes

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**On-Site
Section**

SECTION 2

Entrepreneurship from a Broader Perspective

Venue | Lecture Hall III
Time | 9:30-11:00 CET

Section head | Kai VON LEWINSKI
University of Passau | GERMANY

Tamás FARKAS |**Dynamic entrepreneurial / managerial capabilities - A literature review****Univesity of Szeged | HUNGARY**

Purpose: The literature on dynamic capabilities has undergone significant advancement since the few initial articles. The initial contrast of definitions and incomplete theory was supplemented, but more unexplored fields remained, including dynamic entrepreneurial / managerial capabilities. Dynamic entrepreneurial / managerial capabilities are capabilities that enable managers to build, integrate, and reconfigure organizational capabilities and resources (Adner & Helfat, 2003). The literature of dynamic entrepreneurial / managerial capabilities can provide a number of important lessons for current and future practitioners: these skills can help an entrepreneur to remain able to respond dynamically to changes in the external or internal environment and gain long-term competitiveness for the company.

Methodology: Although the literature of dynamic capabilities has evolved a lot since the 1990s and has become one of the most researched areas in management sciences (Schilke et al., 2018), it appeared less in education

and everyday business. The aim of this study is to summarise the findings on dynamic entrepreneurial / managerial capabilities which may be useful to entrepreneurs, future entrepreneurs, and business students. Findings in this area will help practitioners understand how they can perceive change, how they can capture it, and how they can transform their businesses to guarantee continued growth by ensuring compliance with environmental factors. The study is a literature review of dynamic entrepreneurial / managerial capabilities, with a special focus on the development of dynamic (organizational) capabilities and on their practical applicability

Findings: The world of startups and entrepreneurs is of interest to researchers, as we have several new research opportunities in these areas. One such area of research is the development of dynamic capabilities. The founders of an organisation are especially important in the development of dynamic capabilities: they perceive and interpret the changes and opportunities in the environment through their

unique, subjective lenses (Aragón-Correa & Sharma, 2003; Zahra et al., 2006). Dynamic capabilities take their final forms as a result of organizational learning, they can be developed by copying and by internal development (Zahra et al. 2006, Helfat & Peteraf, 2003), but in all forms, the role of the individual is decisive (Rindova & Kotha 2001). On the one hand, individuals participate in the knowledge-generating processes which lead to the development of dynamic capabilities, and on the other hand, they are the ones who also use the developed dynamic (organisational) capabilities (Hanchi & Kerzazi, 2020, Teece 2018). One source of difference between organisations is to be found in managers: even if the impact of the external environment is the same for each organisation, individual managers may perform different actions, which ultimately results in different performance (Adner & Helfat, 2003). Higher-order capabilities found in smaller organisations often depend on the psychological and social characteristics of the entrepreneurs (Lant, 2003). Organisational growth thus

depends in part on the extent to which it is possible to shape the capabilities of the founders into the dynamic capabilities of the organisation (Brush et al., 2002).

Research limitations and implications: A literature review allowed for a look at the development of dynamic capabilities and the role of entrepreneurs within it. However, this study remains subject to the limits of a literature review. Future empirical studies may shed light on new patterns which a literature review cannot uncover.

Originality: Combining the literature on dynamic capabilities, entrepreneurship, and startups, we come across many new, interesting findings. The mainstream of dynamic capabilities is primarily concerned with large, multinational organisations, where processes are predetermined, and the individual is less important. This literature review offers insight to the complex processes of dynamic capability development and the effect of entrepreneurs on these development processes.

Keywords:

dynamic capability development, dynamic managerial capabilities, startups, literature review

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Constanze RUESGA RATH |

Intercultural entrepreneurship - An emerging field of research and practice?

University of Passau | GERMANY

Intercultural management encompasses many areas within organisations (teams, leadership, knowledge transfer) and outside organisations (marketing, negotiation). A previously neglected area which is also influenced by intercultural phenomena due to migration movements, deregulation of closed markets, and the creation of free trade areas, is entrepreneurship. Interestingly, international oriented entrepreneurship research focuses mainly on contrastive and static value comparisons. Neglected, thus far, is a systemic view that considers culture as a resource and takes into account the sociocultural environment of entrepreneurs, their specific resources, as well as their interaction with other stakeholders. This is particularly promising from the perspective of constructive intercultural

management research, which deliberately focuses not only on differences and problems, but directs its attention to resources and competencies of actors brought into work processes in a complementary or synergistic way. It is therefore highly relevant to bring together the two fields of practice and research: intercultural management and entrepreneurship, i.e., intercultural entrepreneurship. From a research perspective, the aim is to better understand the impact of culture and

intercultural interactions on entrepreneurship. From a practical perspective, it is about using the numerous (inter)cultural resources of entrepreneurs constructively and purposefully for entrepreneurial value creation. This research is a first attempt to present and conceptualise the main features of this emerging field.

Keywords:

cross-cultural management, entrepreneurship, culture, intercultural entrepreneurship, SMEs; startups

02

03

Dániel Martin BARANYI | László TRAUTMANN |

Managerial economics for Startupper

Eszterházy Károly Catholic University | HUNGARY

The aim of the paper is to contribute to the new structure of Managerial Economics. This discipline is in deep structural change all over the world (Bowles, 2020) (Rodrik, 2015). The main problem facing lecturers and students is the lack of applicability of economics in business and entrepreneurial practice. We would like to argue in our presentation that the main reason of the crisis of basic economics is not fitting the recent market structure or the lack of a clear concept of the market. The concept of the market can be derived from the whole economic structure and recently societies have been shifting from the neoconservative-neoliberal

economic structure toward a knowledge-based economy (Jameson, 1991, Banerjee, 2019). In this new framework, the basic terms of economics should be restated, which needs great effort from economists including lecturers and scholars as well, and these new concepts can be applied to the introductory textbook. The proof of our thesis is twofold: on one side we study the basic textbooks in our region at university level and analyse them from the perspective of knowledge-

based societies. On the other side, we analyse the students' evaluations of "economics 101" courses at some Hungarian universities, which was provided to business students and contained teaching methods especially for this subject. We argue that using constructivist pedagogy can support the effectiveness and the efficacy of the teaching process. Constructivist pedagogy in this subject emphasises the history of economic thought and the students' everyday experience.

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Isaias RIVERA |**Ethics, globalization and entrepreneurship**

04

Corvinus University of Budapest | HUNGARY

The main objective of this paper is to analyse a reform effort on the globalisation process, an alternative to reaching a deglobalisation development. Some key ideas about this process will be analysed and compared. Walden Bello's "Global Governance and the Alternative: Deglobalization" will be the main topic for this comparison. "Markets, Private Property and Cosmopolitan Democratic Law" by David Held and "An Economic Democracy and Getting from Here to There" by David Schweickart will be utilised from in class discussions and texts to draw comparisons. For reforms or alternatives to be presented, it is only fair to first try to establish an objective view and define globalisation.

A significant amount of books, articles and papers have focused on the analysis

and precise definition of globalisation. It is not an easy task to give a straightforward definition; in a semester of talking about the subject, we learned different views, and it is clear that many scholars and intellectuals do not seem to agree on an exact definition. Descriptively, globalisation can be understood as an accelerated exchange of economic goods and services which cross regional and international borders. This exchange includes people, products, and, most of all, tangible and intangible forms of capital. The immediate effect of globalisation is the reduction of "economic distances" between countries, regions and even amongst the economic investors. With this coverage, a greater increment on global dimensions and economic interdependence is achieved. Globalisation in its most authentic theoretical

definition can be seen as a spontaneous market process, something that works with an invisible hand, but is nevertheless promoted by economic super-powers. Transnational corporations, private investors and the most developed countries are key figures in this process. These economic superpowers search for "more efficient" ways to increment and secure wealth. As Thomas Friedman poses the question with his Golden Straitjacket; which is the ultimate way to enter the globalisation game and come out ahead? Downsizing, privatisation, low inflation, no bureaucracy, letting things from outside come in with minor restrictions, no monopolies, no corruption, and competition? But there is only one size, and if your country is too thin, it will have to gain weight. Denys Heyck said

globalisation "usually refers to the process of worldwide economic integration and may be viewed as an outcome, a carrier, and a feature development." Most authors examined in class describe globalisation as an ongoing worldwide economic process; it will benefit all those who learn how to adapt, and as Stiglitz described, "it has the potential to enrich everyone in the world, particularly the poor".

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“Giving back” - What it means from the perspective of a future entrepreneur

Budapest University of Technology and Economics | HUNGARY

Purpose: We live in a world of leaders who are constantly aiming to make education accessible and affordable – it is a talk of the globe, and it should be. But what about knowledge? Little do we realise that there is a fine line between being educated and being knowledgeable. We are constantly focused on making sure that a student knows the universal definition of a computer; but how evolutionary would it be if a student were encouraged (from books and beyond) to learn about the endless possibilities of computers, internet, and technologies? Soon after a student is graduated, he/she is hit by realities where few are the mentors, and the majority are the bosses. Today, some of the renowned organisations of the world have ceased to consider GPAs as a measure of intelligence and creativity. Why has that happened? Because they realise that students learn and study an incomplete curriculum and have minimal access to practical scenarios. In 2014, Forbes spoke

about how universities are still aiming to improve entrepreneurial education but have not been able to go very far. They are taught to live in a world of books and are hardly given the opportunity to brainstorm about real-life dilemmas. Christine Gulbranson, one of the top 100 innovators for 21st Century and author of Transformative Innovation, claims that the relationship between academia and entrepreneurship is evidently changing but universities still reside in their comfort zone. This research focuses on the idea of an entrepreneurial educational ecosystem that allows a collaboration of universities with companies and brands all around the world looking for young minds and fresh perspectives to assist them in varying organisational needs and to link them with real-world business challenges.

Methodology: The research moves forward with analyses driven from primary research conducted among university students and

from secondary research to add the observations, experiences, experiments and suggestions of innovators, entrepreneurs, and incubators. The research provides its conclusion from a series of case studies and reviews alongside the general opinion of students with this regard.

Findings: Even though universities aim to constantly improve their ways to promote entrepreneurship and startup education, undergraduates and graduates lack general experience or the ability to take a step towards starting their own enterprise. While universities do provide the first level of entrepreneurship support, the idea to move the students outside their classrooms has not yet been properly implemented. There are several ways for universities to step in and foster the growth of entrepreneurs – one of which is to form a deeper level of growth support for students who are still looking for a way

and a kickstart to have an entity of their own. Many students are shown ways to be a part of organisational research, but businesses have challenges beyond that.

Research limitations and implications: The research results in a call to question universities to prioritise a broader approach on academic entrepreneurship and examine ways to foster entrepreneurship beyond the walls of a classroom. Fostering startup education goes beyond case studies; instead, it demands a broader perspective and appropriate mechanisms with which academics find their synergy with entrepreneurial environment.

Originality: This research focuses on developing a synchronisation between entrepreneurial education and universities to further contribute to the individual mind frame as well as the academic environment when it comes to fostering entrepreneurial education.

Keywords:

academia, entrepreneurship, startup, entrepreneurial education, academic entrepreneur, knowledge transfer

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06

A sector overview of the most valuable startups - The examples of unicorns

Budapest University of Technology and Economics | HUNGARY

Introducing the characteristics of startups, their stages of development and dominant presence in different sectors to university students is both exciting and challenging. When we want to introduce these topics in the framework of a higher education course, we must take into account that startups are characterised by a rapidly changing environment. At the same time, examples of the fastest growing and most valuable startups at international level - such as Revolut, Bolt, DJI or Epic Games - can be an inspiration for students in finance and economics courses. The novelty of our topic lies in the fact that there is still little targeted research on the identification of unicorn startup characteristics, and the scientific recognition of the concept is still low.

“Unicorn” is a term used in the venture capital industry to describe a privately held startup company with a value of over \$1 billion. The term was first popularised by venture capitalist Aileen Lee in 2013, referring to how rare it was for a startup to reach this status. At the time, 39 companies were allowed to use the term “unicorn”

to describe themselves. Globally, the number of unicorns exceeds 1,000 in 2022, so there is sufficient volume of data available for analysis. As part of our study, we identify online databases and portals which track the growth of unicorns and publish lists of them.

The analysis of the unicorn databases offers an opportunity to show in higher education courses the sectors and geographical distribution of the most successful startups affected by digital transformation. It also provides an opportunity to analyse innovation and the startup ecosystem in a geographic region, and why certain topics (e.g., fintech) are more successful in specific countries or cities. In addition, showcasing successful companies which students already encounter daily in the physical or online space will help to bring closer and absorb

the economic knowledge related to startups.

During the global pandemic, it was precisely the segment of startups which grew dynamically, providing services for digital transformation in different sectors (e.g., Education Technology - Edtech). Thus, the number of unicorns startups has grown dynamically in recent years, they have not yet been widely disseminated in higher education courses as a group which can be used for illustration. We are confident that our research and teaching methodological results will therefore help others in the development and design of economic and financial education programmes.

Keywords:

startup, unicorn, innovation ecosystems, startup databases

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**On-Site
Section**

SECTION 3

Best Practice Sharing

Venue | E67

Time | 9:30-11:00 CET

Section head | Sean Patrick SASSMANNSHAUSEN

Ostbayerische Technische Hochschule Regensburg | GERMANY

Benjamin MONSORNO | Jakob POHLISCH

Industrial business model innovation

01

WU Vienna University of Economics and Business | AUSTRIA

Purpose: Big Data, IoT, Cloud, AI - digital technologies are revolutionising core organisational processes and competencies of both established companies and startups faster than ever before. These technologies enable companies and startups to generate innovative digital products and services, as well as new forms of relationships with suppliers, customers, complementors, and employees. However, the digital transformation has also created immense challenges, forcing companies to review, transform and adapt their existing business models. So how can (corporate) entrepreneurs match these promising technologies with customer needs to launch successful new businesses? These opportunities and challenges for existing businesses call for a systematic and efficient way to create, evaluate and implement new business models. Transforming their business model is of paramount importance,

especially for companies within the industrial sector, as they often struggle to understand digital technologies as an integral part of business innovation instead of a pure support function. Methodology: The course Industrial Business Model Innovation is one of the application-oriented project courses at our Institute at WU Vienna. The course aims to deepen and extend the students' theoretical and entrepreneurial skills through practical application to a real case. After positive completion of the course, students can

- comprehend the relevance, impact, and potential of disruptive technological innovations for the business models of companies
- understand the resulting challenges for traditional industrial companies
- analyse, describe, and evaluate existing business models

- apply methods to search for new business models systematically and creatively
- use instruments for the efficient evaluation of competing business opportunities
- structure complex problems
- successfully manage innovation projects (i.e., unclear, and poorly structured)
- gather fundamental learnings in professional teamwork can manage external stakeholders (professional interaction with project partners)
- prepare complex issues (and project results) in a structured and understandable report and present them convincingly work in an agile environment

In addition, entrepreneurship students expand their soft skills (communication, presentation, project, and time management) by working with team

members, coaches, and external partners

Findings: In this course, students learn how digital technologies transform the industrial sector and how to match these technologies with customer needs and how to find new ways to create and capture value in B2B and B2C contexts. Participants learn and train selected instruments, methods, and competencies necessary for identifying and developing new business opportunities driven by digital technologies. Relying on digital business model innovation, students enable the project partner to reinvent their business for their future success - leading the digital transformation in their industry.

Teaching method's limitations and implications:

- self-study (literature package)
- teaching and discussion of theoretical basics on two kick-off days (lecture, working on the

project assignments, group discussions, teamwork)

- group-based work on real and relevant projects in close cooperation with the project partner under the supervision of the course instructors and practical coaches
- feedback and coaching by the course lecturers
- workshops and coaching by external partners (e.g., experts working at top consultancies, technology experts from tech companies, etc.)
- peer feedback
- documentation and presentation of work progress and results

Originality: During the course, students will slip mentally into the "role" of a (corporate) entrepreneur fostering business model innovation in the industrial context, working together with their team to solve specific, highly relevant business problems. In tight cooperation with our project partners (digital

startups and scale-ups as well as established industrial companies), students will (1) explore the potentials and develop a basic understanding of new digital technologies (2) analyse companies' existing business model, (3) create and evaluate digital business model innovations, and (4) design a new, concrete digital business model for the project partner. Each team will receive continuous assessment and feedback from the course instructors. Experts and management consultants specialised in digital transformation and business model innovation (e.g., PwC Digital Lab, Google, Accenture, IPlytics) will provide additional support

Keywords:

business model innovation, customer needs, industry, entrepreneurial education, entrepreneurship

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János VECSENYI | Pál DANYI | Viktor BORBÉLY |

Making entrepreneurs - An engineering perspective of entrepreneurship education

Corvinus University of Budapest | Budapest University of Technology and Economics | HUNGARY

Purpose: Entrepreneurs are born, not made. Assuming that this statement is right, what can we do if born entrepreneurs are in shortage and societies need more entrepreneurs to solve the increasing numbers of problems? The purpose of our paper is to validate the viability and effectiveness of a "learning by doing" MBA course and identify key success factors. Our conclusion is that the key success factors of creating professional entrepreneurial teams are "WIPT&T": selecting highly motivated "Wannabees" who want to create a business from their "Ideas" in a facilitated learning "Process", working in a "Team", within "Time" constraints.

Methodology: We consider any new educational programme initiative as starting a new venture. We engineered the learning process as our value proposition using the same business development and validation methodology, we "preach" to our students.

Findings: The learning by doing methodology combined with team teaching, mentoring, using a workbook, applying business creation concepts and tools, e.g., the value proposition canvas or the business concept map, market

discovery and validation, design thinking, sales and marketing, financial planning, and financing, project management, pitching etc., work relatively well with MBA students.

The major challenges are (i) having students with the right attitude and the ideal age to start their businesses (can we select them?), (ii) working on a promising idea coming either from one of them or others, (iii) allocating enough time to work on their projects, (iv) the acceptance of a goal-driven action learning process, where they perform, not just watch the educators' lecture, (v) the assessment of the students' accomplishment, which is the measure of success for the student teams: the technical, sales, financial, social impact they were able to make, the quality of individual and team contribution, and the application of the right method appropriately.

Finally, (vi) the measure of the programme's impact. That is, how and when can the programme be evaluated, do we have short-term and long-term KPIs, and how can we collect feedback for continuous improvement? Is it enough to see a successful alumnus in the news?

Teaching method's limitations and implications: The proposed design and research framework can be applied for several cases but, in this paper, only one case will be discussed.

Originality: Applying entrepreneurial concepts and tools in designing entrepreneurship education programmes for students.

Keywords:

entrepreneurship course design, course evaluation framework, engineering the learning process for making professional entrepreneurs

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02

03

László KÁLLAY |

Balancing theory and practice in entrepreneurship education

Corvinus University of Budapest | HUNGARY

The purpose of the lecture is to present and discuss a method of entrepreneurship education while exchanging experiences and ideas with colleagues interested in entrepreneurship education. The lecture will show the major elements of the method and describe how theoretical knowledge and practical approach is combined. The Student Generated Case Study system will be presented.

An essential element of the method is the two-round presentation schedule. Small groups of students are asked to find a venture or bring in their own project for analysis. Preferably the firm must be in the intermediate stage of development, i.e., students are not encouraged to choose firms in a very early stage or fully established companies. It is not required that the firm or the project be successful. Ventures struggling with problems are excellent subjects of analysis. In the first round, they introduce the venture

or the project. The goal at this stage is to understand the firm or the project and to identify the decisive management problems with the class and the teacher. There are designated contributors in the class for each presentation to initiate discussions and ask questions. Students are not supposed to be able to answer all questions at this stage. Unanswered questions will be discussed in the second round.

By the beginning of the second round of presentations, the students will have listened to the theoretical lectures and have required an understanding of the basic notions of entrepreneurship and the development stages of a new business or a development process. Guidelines are provided to the students for the second-round presentations, and they are required to address all points. These include, among other points, the description of the value proposition of the firm and

the detailed analysis of the business model. Students are expected to provide their opinion on the open management problems of the firm. Students must answer the question of whether they would invest in the company and provide a convincing argument to support their decision.

An important element of the method is that students are not expected to sell the idea or the company; the goal is to provide an objective analysis of management problems.

The cases presented by the students are used by the teacher as examples to illustrate the theoretical notions and concepts presented at the lectures.

Keywords:

entrepreneurship education

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Attila PETHEŐ |

Teaching entrepreneurship with different methodologies

Corvinus University of Budapest | ESSCA University | HUNGARY

Purpose: I would like to share the 20 years of teaching experience I gained teaching entrepreneurship in different programmes.

Methodology: Out of several different ways of teaching in class, I have practiced the most common ones. We started with frontal lecturing, shifted towards the case study-based Harvard Business School methodology, and ended up with blended learning (mirrored classroom).

Findings: I found that any methodology is suitable to teach entrepreneurship provided it contains practice-oriented assignments. All courses should include entrepreneurial language in the curriculum. In the case of a mirrored classroom, students are bored of long videos, and not meeting every week allows for less efficient control and difficulties keeping their motivation during semester. The biggest advantage of

blended learning, compared to other two methodologies, is that different classes receive education of similar quality. When it comes to the frontal and case study-based methodologies, the quality of education is largely dependent on the quality and credibility of the professor/lecturer of each class.

The assumptions are only valid if we look at general entrepreneurship courses. Courses like business planning or social entrepreneurship require more practice-oriented classes (including guest entrepreneurs / field trips, etc.).

In my case, from the frontal teaching with a large number of students, to blended learning's mini classes, I was trying to find the best ways to satisfy students' needs. I would like to share some of these experiences, in the hopes of finding colleagues who experience

similar challenges in entrepreneurship teaching.

At ESSCA University, we teach small classes 10-15 pupils, but our course runs parallelly at every campus, which means 300 students altogether. With a mirrored classroom, video materials and MCQs on Moodle, professors only appear in a mentor's role. There is an entrepreneurial project with video pitch at the end of the course.

At Corvinus's CEMS international programme, the course "Introduction to Small Businesses" has shifted to "Start-up Navigator", where students learn more about the entrepreneurial ecosystem, and are given assignments to understand start-ups (born global companies).

At Corvinus' Bachelor programme, throughout the course "Starting and Managing Small Businesses" the focus, which was to get to know an entrepreneur through a case study

has shifted to creating a business concept map, where focus is on practical steps before registering a business entity and entering the market.

Teaching method's limitations and implications: Continuous development is welcome, but I am concerned by the possibility of losing value by forgetting traditional teaching.

Keywords:

blended learning, case study learning, practice-oriented teaching, participant-centred learning, entrepreneurship teaching

04

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Judit CSÁKNÉ FILEP | Gigi TIMÁR |

“Business plan in a week” - A case study from Budapest Business School

05

Budapest Business School | University of Applied Sciences | HUNGARY

Purpose: Entrepreneurship education programmes improve attitude, entrepreneurial activity, and inspiration (Souitaris et al., 2007). Despite of the important advantages of these programmes, Aparicio et al. (2019) in their bibliometric study found that the expansion stage of entrepreneurship education scientific production started only at 2008. Nabi et al. (2017) highlighted that research on entrepreneurship education predominantly focuses on measurements of short term and subjective outcomes and we have limited knowledge about the effects of used pedagogical approaches and their impacts. Their review revealed that although all pedagogical methods (supply, demand, competence, hybrids (Bécharde & Grégoire, 2005, Fayolle & Gailly, 2008) have positive impact on entrepreneurial attitudes and intentions, methods

based on competence have higher level influence (Nabi et al., 2017).

The purpose of our paper is to present and analyse with a case study approach Budapest Business School – University of Applied Sciences (BBS)'s “Business Plan in a Week” - a fast-paced, training-style course, developed and held by Budapest LAB, the university entrepreneurship office.

Methodology: During the 4–5-day long course, young people from different professional backgrounds who have not been acquainted with each other until the first day of the course,

work together in small groups. During the hands-on programme, the groups use design thinking methodology to identify and explore a problem in depth and find innovative solutions to it using creative tools. The idea is then developed into a business model using the business

model canvas methodology. Throughout the course, there is continuous mentoring support for the teams. During the development phase, they also receive feedback from potential customers and the final plans are evaluated by external experts.

Findings: Our findings show that the course equally applies supply, demand, and competence pedagogical methods.

In our analysis, we plan to highlight the strengths and weaknesses of the used pedagogical approaches and the bottleneck of further development.

Research implications and limitations: The paper will provide useful and practical information for entrepreneurship educators.

Keywords:
entrepreneurship education, business plan, case study

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Anikó GRAD-GYENGE | Vanda ORBULOV |

HSUP program adapted to engineers

Budapest University of Technology and Economics | HUNGARY

06

**On-Site
Section**

The main goal of the HSUP programme is to introduce students to the world of innovation, modern entrepreneurial skills, and primarily how startups work, all through a new, common educational platform.

This general target had to be adapted to the specialties of the student learning at the Budapest University of Technology and Economics. This academic year is the second one of the programmes in which we built the experiences of the first year. We are proud that our students made the best of the HSUP course performance last year.

The significance of technology and engineering in innovation is quite relevant as there are powerful challenges and expectations for new, sustainable solutions from organisations, businesses, and society – in all fields of our lives.

It is impossible to advertise, promote, and emphasise the essence of new resolutions and ideas, including evaluating their viability, the relevance of teamwork, and the customer approach. Our vision is to enhance the

creation of value that can realise a profit for industry players, bringing benefits for society and the environment.

Our University has almost a hundred students with profound ideas, challenges, and dreams this academic year. According to our standards, ideas should have been prioritised, and an innovative mentoring environment for students considered the best should have been provided.

Methodology: The accelerator programme at the University provides a new aspect for students in the framework of the HSUP programme to broaden their views for novel factors, solutions, and work as a team with responsibilities.

The program has been enriched with corporate challenges; our students' ideas were not established for dedicated players but covered broader possibilities in given fields.

Mentoring, professional support, and direct and

informal contact are of crucial importance. Furthermore, teambuilding is a vital issue, and we support everyone to use their professional knowledge and improve their experience. We have no failures during the program, but we offer students to redesign experiences and professional challenges. Our goal is for all students to realise their potential, find their positions in a team, earn practical knowledge, and enhance their professional and personal skills during and after their education.

Besides the aspects and opinions of the external and internal mentors, we believe in discovering the stakeholders' feedback. Last year, we were curious again about the initial motivations, as well as the experiences after the program.

Keywords:

innovation, mentoring, startup, engineering

SECTION 5

“Ecosystem”: Supporting Student’s Startups

Venue | Lecture Hall III

Time | 11:30-13:00 CET

Section head | Jakob POHLISCH

Wirtschaftsuniversität Wien | AUSTRIA

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Nelly RAHIMY | Kevin KOZIOL

Empowering Female Entrepreneurs through a Female Founders Academy

University of Passau | GERMANY

Even though entrepreneurial teams of female founders in part or in whole have proven more successful regarding the profitability of their businesses and their potential for job creation (ILO, 2019, p.14-20) than their all-male counterparts, female founding teams are still a rarity with 16% of all ventures (Hirschfeld et al., 2020, p.3). Female founders are much needed, since they often tackle societal problems – an invaluable source in times of climate change, war, social inequalities, and resource scarcity. The most common reasons for the imbalance between male and female founders are a lack of financial support for female founders (p. 48-49), the lack of supportive networks (p. 50), and less developed characteristics usually associated with entrepreneurs – such as the entrepreneurial mindset (Daspit et al., 2021). More

specifically, research suggests that women are more afraid of failing which often keeps them from founding their own ventures. Possible solutions to empowering women to engage in entrepreneurial activities may include more visible role models, safe spaces to experiment, and opportunities to expand their networks. The Universities of Passau, Bayreuth and Mannheim offer a new start-up programme, the Female Founders Academy (FFA), which specifically addresses these topics. The FFA is an integral part of the PAtEC (“Passau the Entrepreneurial Campus”) project, which is funded by the German Federal Ministry of Economic Affairs and Climate Protection and the Exist programme.

The FFA is directed solely at female students and research associates from all disciplines, making it

the first all-female start-up support programme in Germany.

This programme aims to give potential female founders the necessary tools for starting their endeavours. The FFA focuses on the very first stage of founding. Hence, it provides training on ideation, prototyping and business modelling using a wide range of tools such as design thinking, the business model canvas or value mapping tool. While the main teachers have a scientific background in entrepreneurship-related fields, the FFA additionally draws on the expertise and passion of various female-led start-ups. The founders are all active in different fields such as digitalisation, crafts, the food industry, and education. Not only do they share their own insights, motivations, and history but they also offer an important function as role models and coaches for future female

entrepreneurs. By creating this inspiring safe space and network, female students and research associates are encouraged to step out of their comfort zones and pursue their own business ideas – without being afraid of making mistakes or failing. The programme will consciously provide participants with challenges, thereby giving them the opportunity to experience their own positive self-efficacy. The cooperation of the three universities of Bayreuth, Mannheim and Passau is aimed at providing high-quality teaching. More importantly, by mixing student teams of the three universities and different disciplines, the FFA wants to foster interdisciplinary teams, which is essential to successful start-ups. While premiering this year, the FFA will from then on take place every year. Based on data collection regarding the number of applications, participants, potential changes in their self-perception and start-up behaviour, the collaboration aims to contribute to the promotion of female entrepreneurship.

Keywords:

female entrepreneurship, female founder academy, entrepreneurship

01

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Loretta HUSZÁK | Katalin OBORNI |

02

Entrepreneurship mentoring for women at universities - The process of counselling and the experience gained

Corvinus University of Budapest | HUNGARY

Purpose: In studies on entrepreneurship, it has been claimed that there are entrepreneurial personality characteristics which lead individuals to become entrepreneurs. The purpose of the research was to examine how formal mentorship and counselling stimulate entrepreneurial ambitions in female students engaged in entrepreneurship education.

Methodology: The data of the research were obtained in two stages. First, data were collected from 20 female university students from Hungary through a field experiment (counselling at university). Then, follow-up research was carried out including 1) a questionnaire distributed among female participants of the iFEMPOWER project (www.ifempower.eu) and 2) semi-structured interviews conducted with former project participants. Based on the experiences of applying a mentoring/peer-mentoring method, we analyse whether and how formal mentorship relations and counselling can be initiated and developed at a higher education institute.

Findings: In the growing corpus of literature on entrepreneurial ecosystems, this study represents a formative attempt to examine how formal mentorship stimulates entrepreneurial ambitions in female students engaged in entrepreneurship education. Primarily, the presence of nascent, early-stage female entrepreneurship is noticeable at HEIs with business and management focus. However, suitably talented female students need tailor-made, individual support to nurture their further development. Students' feedback on the counselling service shows there is a need for methodical support from ideation to creating business models. The field experiment has shown that female-only mentorship programmes as an educational tool empower female students and as such can enrich the methodologies applied in university courses.

Our analysis identifies critical conditions for generating a prosperous learning environment in this regard. The findings provide

explanations for why certain mentorship relations are associated with different forms of learning outcomes depending on how the relations mature over time.

The field experiment and the follow-up research have shown that the benefits of the counselling-based education with female students are verifiable, in particular:

- improved self-esteem through encouragement, personal feedback, intensive learning opportunity, and networking with peers and experts
- those students who already had clear business ideas were able to clarify their goals and strategies, and write or finalise a business plan
- gaining courage and motivation to start a business and increase willingness to take risks
- for many of the students this was the first time to hear and discuss "female perspective" of establishing and maintaining a business.

Research limitations and implications: Findings of the analysis showed that mentorship-based support for female students is particularly important in the early stage of entrepreneurial ideas, where openness, motivation and commitment create trust. In all, the study provides ample evidence in support of mentorship programmes as a viable pedagogical method in experiential entrepreneurship education. It is proved that especially if mentoring support is provided, future women entrepreneurs - already in the ideation stage of their business development - will be able to create successful initiatives. It provides a basis for other researchers in terms of how they might adapt methods to empower early-stage female entrepreneurs. Large-scale research would be required in this aspect.

Originality: Although mentorship and counselling have been highly recognised as a positive force in enhancing learning and career advancement in

organisational contexts, there is surprisingly little research into mentoring support for entrepreneurs in general, including female entrepreneurship.

Keywords:

female entrepreneurs, mentoring, early-stage entrepreneurship

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03

Strategy, structure, science – and chance the case of the start-up center at OTH Regensburg

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Purpose: The purpose of this contribution is to share insights on good practice on growing a start-up centre within a university of applied sciences. Results are similarly relevant for (full) universities and academic research institutes. Especially, the duality is highlighted between a conscious growth strategy, crafted based on scientific results, demand, empty spots in the entrepreneurial ecosystem, and personal convictions of the individuals in charge on the one hand, and mere chance on the other hand. Chance is predominantly composed by public funding, the topicality of available grants and the success or failure when applying for such funds. Given the fact that financing a startup centre in the academic surrounding is notoriously underfunded by regular sustainable public budgets, grants and projects play a major role in developing such startup centres. The case covers experience in the areas of (1) entrepreneurship education, (2) direct support for entrepreneurial projects, (3) increasing on-campus awareness for entrepreneurship, (4) regional, national, international networking, (6) composing entrepreneurial ecosystems on campus and beyond, and (7) entrepreneurship research.

The case demonstrates how it was possible to raise to top-3-university in entrepreneurship.

Methodology: Descriptive single case study. By its descriptive nature, the case facilitates knowledge exchange and provides valuable insights for researchers and practitioners.

Findings: This case provides an example of how to structure resources and processes in a startup centre. It demonstrates

how to deal with the struggle of long-term strategic directions and goals, which can only be achieved with sustainable resources, and the notorious underfunding and the challenge to obtain public grants.

Research limitations and implications: Qualitative research is a strong contributor to the understanding of a subject (see e.g. Neergaard & Leitch, 2015), here, academic entrepreneurship. Cases can help to convert experience into science (ChamberlainCamic & Yardley 2003). As this paper presents a single case only,

readers are challenged to decide which knowledge from the case is transferable to their own situation. Nevertheless, cases can be used to ground theories (Strauss & Corbin, 1997), once the number of cases has reached a level high enough for what has been called theoretical saturation (e.g. Boddy, 2016, Fusch & Ness, 2015). Single cases can contribute to reaching that point, when later researchers can collect a number of cases to derive theory from such collections.

Originality: The case of the startup centre at OTH Regensburg so far has not been described in the scientific literature, even though, in the field of entrepreneurship, OTH Regensburg it is one of the leading universities of applied sciences in Germany. The description of the structures, processes, challenges, and approaches might provide readers with valuable and transferable insights.

Keywords:

academic entrepreneurship, start-up centre, case study, OTH Regensburg

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Rudolf DÖMÖTÖR | Monique SCHLÖMMER | Changemaker Program – Kids become entrepreneurs

04

05

Kai VON LEWINSKI | Entrepreneurial Law Clinics

Wirtschaftsuniversität Vienna | WU Entrepreneurship Center | AUSTRIA

Regarding entrepreneurship education in the primary sector, there often is a lack of appropriate awareness and skills on the part of teachers or suitable teaching concepts. The Changemaker Program offers a low-barrier entrepreneurship training to children, teachers, and university students alike. The heart of the initiative is the playful introduction of children (8-10 years) to the topic of entrepreneurship by university students. In a multi-stage programme, primary school kids acquire the necessary skills, receive mentoring, and gain their first practical experience with their own sales stand. The students are trained in the fields of entrepreneurship and didactics and thus acquire the necessary skills to be able to support elementary school children in the

implementation of their first entrepreneurship project from brainstorming to selling.

The uniqueness of the programme lies in its cross-sector design and the bringing together of different partner networks (universities, educational partners, schools) in order to enable learning with and from one another. The project has been successfully carried out three times in Vienna with a total of 1,000+ primary school children and 130+ students and is currently rolled out to other regions in Austria.

Keywords:

entrepreneurship education, awareness, entrepreneurial skills, kids

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Purpose: Entrepreneurial law clinics serve a double purpose: They give law students insights into real (business) life, and they help small enterprises and startups to avoid legal pitfalls. As so many innovations, such law clinics have been established first in the United States, but the idea works in Europe as well. But regulatory and liability issues must be addressed, as well as academic training standards. The startup Law Clinic in Passau, Germany is a successful example.

Methodology: Entrepreneurial law clinics are established in quite some universities in the United States. And in a business context, developments from the States are always worth to have a look at to then adopt them to European needs and settings.

Findings: Small businesses and start-ups are in need of legal advice. In most cases, it is not about top-notch legal advice but rather identifying legal problems as such in the first place. In a business context, it is crucial to

categorise legal questions in no-brainers, relevant issues, and deal-breakers. Such a rough sorting of legal issues can be done in a sufficient quality even by not fully qualified lawyers as law students.

Teaching method's limitations and implications: Tampering with the law bears risks for the client and for the advisors as well.

- A law clinic's client must bear the risk of amateur advice because law clinics contractually limit their liability to nil. This is not unfair because they do not charge for their services. To tell whether such a restriction of liability is lawful under the general terms and conditions, legislation has to be kept an eye on.
- Very much depending on the jurisdiction, rendering legal advice is more or less strictly regulated. But usually, there are legal loopholes in the respective regulatory framework. In Germany, for example, pro bono legal advice

and advice by public bodies (and their members) are allowed if not formally qualified persons are supervised by a qualified lawyer. And with such a lawyer in the loop, academic training standards and didactic purposes can be met as well.

Originality: In Passau, which shall be presented as a case study, a startup law clinic was established in 2015, and it has been serving entrepreneurs in the region and in the university ever since. Law students help fellow students and other people to avoid legal pitfalls, and to focus their limited budget on the important legal issues. A good law experience for the students, and no bad law experiences for the law clinic's clients.

Keywords:

law clinic, start-ups, clinical legal training, legal professionals, liability

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SUPPORTING JOURNALS

The organizers provide full paper publication possibilities to the speakers of the conference, in order to further disseminate entrepreneurship/ startup education and research. The open access journals are the following:

- Society and Economy
- Information Society
- Review of Economic Theory and Policy

Submissions must be original contributions that have not been previously published.

The review process is blind (authors identities known to reviewers). Manuscripts will be evaluated based on technical quality, novelty, potential impact, and clarity.

Deadline of full paper submission: May 31, 2022

Furthermore, Prof. Elisabeth Berger, professor for Entrepreneurship – New Business Venturing and Innovative Regions at the Johannes Kepler University Linz and co-editor of the International Journal of Entrepreneurial Behavior & Research (<https://www.emeraldinsight.com/loi/ijebr>) introduces the journal and provides a consultation opportunity who wish to publish the results of their research at Q1 level.



DANUBE CUP INTERNATIONAL PITCH COMPETITION 2022

Danube Cup is also an annual International Pitch Competition for students at universities along the Danube. Two Hungarian top universities, Corvinus University of Budapest and Budapest University of Technology and Economics founded the competition in 2016.

Danube Cup's mission is to bring start-ups to succeed internationally, while bringing together the most motivated university startups along the river Danube. This year's 6th edition is organized by WU Vienna. The Grand Finale will be held at the Vienna University of Economics and Business on 31 May 2022.

The Final Pitch Competition is part of Vienna UP 2022, a decentralized community-driven festival in Vienna, shining a light on what the future of technology holds. That's why we integrated the Danube Cup Final Pitch Competition into an event at Vienna UP: The Conference of Entrepreneurship Avenue, Europe's largest student-focused startup event-series.

The 8 finalists will pitch in front of a renowned jury in, and will not only gain international visibility, but get also the chance to win amazing in-kind and cash prizes.

For more information: <https://danubecup.eu/dc22-final/>

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