

3EP

European
Entrepreneurship
Educators
Programme

UK
FINLAND
DENMARK
CROATIA

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Delegate Manual

Croatia 2012

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 **European Commission**
Enterprise and Industry

ncee
Entrepreneurship in Education


AARHUS UNIVERSITY

 **psp**
Graduate Program in Entrepreneurship

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Turku School of Economics

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Welcome to 3EP! European Entrepreneurship Educators Programme

We are especially pleased to welcome you to our 2012 3EP summer school hosted by Faculty of Economics, J.J. Strossmayer in Osijek, Croatia. Throughout its 50-year history, Faculty of Economics in Osijek has lived up to the title of being a leading educational institution in eastern Croatia.

You are joining over educators from across Europe to share best practice, explore a variety of approaches and pedagogy and build a unique European network which will continue to support you once you return home. This network will continue to develop each year until you are actively connected to over 150 European partners as well your four 3EP hosts partners in a dynamic active online environment.



Created from the expertise of all host partners, the 3EProgramme is uniquely designed to support you.

It has been funded by the Competitiveness and Innovation Programme of the European Commission and specifically seeks to support enterprise and entrepreneurship educators to develop their practice and further the entrepreneurial mindset within students across Europe. You will experience some unique benefits:

- *Access to the approach and thinking of leading enterprise and entrepreneurship educators*
- *Opportunity to work with a wide range of educators (multi-disciplinary) to share practice*
- *Engage with new pedagogy/ update teaching methods & materials*
- *Engage with entrepreneurs and role models*
- *Explore routes to new materials (case study; use of entrepreneurs in class; etc)*
- *Understand how to engage with your European network to create new opportunities which will enhance your students experience and address The Oslo Agenda for Entrepreneurship Education in Europe (see reading – section 3)*

You will also have the opportunity to solve some your entrepreneurship education challenges or problems by working together through the 3EP programme to create an action plan that you can progress when you return home. Once this is completed, you can become 3EP Fellow! We wish you a terrific summer school experience and look forward to working with you and within the 3EP network!



Overview

Part 1: Welcome to 3EP

This section outlines some of the key information you need to know before arriving. It outlines the objectives of 3EP and provides an overview of the programme for the week.

Part 2: Approach and Philosophy (Background to 3EP)

This will focus upon the ethos and philosophy of 3EP. It will also provide detail on the rationale for this important project, together with its sister projects by the EC. This will help you appreciate the wider context for this programme, together with the approach that underpins it.

Part 3: Essential Pre-Work (What you need to do before you arrive)

This section contains the reading and pre-thinking you are being asked to do before you arrive. There is a simple form to complete which may take some consideration and reflection as well as articles which will provide useful background to your summer school.

Please ensure that you have:

- a) Completed the pre-reading before you arrive
- b) Completed your form regarding your own 'challenge' to bring to 3EP – bring a copy with you!

We look forward to seeing you Sunday night with your 'challenge' form completed!

Section 1: Welcome to 3EP

This section will provide you with a summary of key information for your Summer School. It will outline the following:

- *Aims and Programme objectives*
- *Programme Expectations*
- *Participant Profile*
- *Learning Process*
- *Delivery Team*
- *Academic Programme*
- *Social Programme*

Aims and Programme Objectives

3EP has clear aims and objectives for the project overall (section 2) and for the participants at each summer school. Participants on completion of the 3EP programme will be able to:

- Understand clearly the concept of entrepreneurial learning
- Know how this relates to key issues of preparing the university and its students to respond to the challenges of globalisation, competitiveness, citizenship and employability
- Be familiar with various intra and cross disciplinary models of entrepreneurial learning
- Have explored a variety of curriculum techniques
- Have explored different methods of organising and promoting the curriculum in universities
- Have explored how they personally can enhance the entrepreneurial learning process within their own institution
- Have learned from the experience of other participants and delivered their own experience
- Be motivated to carry forward the process of network exchange and joint development

Programme Expectations

3EP will provide you with a specialised development programme focusing upon enterprise and entrepreneurship education. This is your learning journey and it has been designed to help you with your professional objectives and ambitions, as well build and support wider engagement within enterprise and entrepreneurship education across Europe.

Uniquely, at 3EP you are invited to bring your professional challenges to share with colleagues and to complete as a project upon your return. By completing your personal 3EP challenge and publishing your solution and materials online, you will have the exclusive opportunity to become a '3EP Fellow'. This unique status is available to those who not only complete the summer school programme but also complete and publish on the 3EP site their own post-summer school task. You will be helped to shape and formulate this throughout the week and your cohort challenges will be discussed during your summer school in small working groups and with your tutors. You will be supported to complete your challenge by working with a 3EP mentor who can help you and will advise when you have secured your fellowship status as you make available your new resources (case study; teaching materials and notes; faculty plan or guest speaker pack).

3EP is much more than a week long summer school as it will continue to engage you as you return to your home institution to work towards your Fellowship Status and beyond as you become a member of the 3EP network.

During 3EP you can expect:

- To meet new colleagues and build a unique European network
- Work directly with colleagues to share expertise and experience
- 'Learn by doing'
- Experience a range of teaching techniques and pedagogies
- To be fully engaged each day within a varied programme
- Get involved and work in small groups

The team expects you to:

- Attend the full Summer School programme
- Work supportively in small groups to share and exchange
- Share your professional challenges & the problems you wish to overcome
- Engage in mutually supportive shared learning
- Publish your 3EP materials on-line to support the 3EP community
- Exchange ideas with colleagues with different experiences
- Build your European network and share your 3EP experience

You are also invited to join the evening activity which has been designed to build your network and allow you to meet with all the members of the programme.

Participant Profile

3EP is targeted at those who wish to:

- Fast-track their development as an entrepreneurship educator and access the wealth of European experience in the field
- Grow their leadership capacities in the field of enterprise and entrepreneurship education
- Explore new and innovative approaches to effective enterprise and entrepreneurship education
- Build their knowledge and understanding of the enterprise and entrepreneurship education process
- Deepen their understanding of the venture creation and management process

Each cohort will form a vibrant mix of experience which will create a learning set which draws a wealth of experience and knowledge to enhance the programme experience and support future developments as a 3EP Fellow.

The awarding of Fellow status will create a network of current and alumni to work effectively together as well as providing recognition of the work achieved and upon completion and publication of new materials on-line.

It is expected that all your co-participants shall be teaching on a permanent basis in a higher education establishment in one of the 27 Member States, an EEA country or in those countries contributing to the Competitiveness and Innovation Programme of the European Commission.

- EU Member States;
- EEA countries: Iceland, Liechtenstein and Norway;
- Accession countries, candidate countries and other countries participating to the CIP: Albania, Croatia, Former Yugoslav Republic of Macedonia, Israel, Montenegro, Serbia and Turkey

Learning Process

By engaging with 3EP, you are entering a very rich learning experience which will stimulate your personal and professional development throughout the intensive summer school programme and beyond.

Each day has a key theme which is designed to:

- Provide thematic consideration of key aspects of entrepreneurship (drawn from the masteries and frameworks – see **section 2**)
- Provide you with unique access to specialists, guest speakers and practitioners
- Engage the cohort with a variety of learning environments and challenges
- Provide opportunities for personal mentoring and peer support
- Allow for ‘safe’ practice of new ideas and share ‘early’ thinking with colleagues
- Develop the 3EP network
- Support future cross European working/projects

This programme is designed to offer each cohort a unique range of opportunities and build learning through a range of key activities, supported by the following:

- Tasks and Activities
- Personal 3EP challenge
- Peer mentoring
- Personal mentoring
- On-line environment
- 3EP partners and delivery team

Each of these is an important part of the dynamic of the learning process that 3EP provides. It is critical to your 3EP experience that you appreciate the role of each of these in your learning.

Tasks and Activities

Throughout 3EP you will be asked to engage in tasks, small group activities and discussions. Please engage in this as much as possible as this is the process of the rich learning which will be shared with your cohort and amongst your peers. Please work with others respectively sharing your knowledge and expertise when possible and listening and learning from others. You will have the opportunity

to work with most of your cohort as well as with different members of the 3EP delivery team during the summer school.

Personal 3EP challenge

Your personal 3EP challenge is the focus of your 3EP summer school. You are invited to bring your “problem” or professional challenge to 3EP to share and work on this with your cohort during the programme. You will be helped to refine and shape this problem during the week and then supported by the mentor system to complete your task (new teaching materials; case study; programme development) and share it on-line to build 3EP resources. Please bring your idea or challenge with you on Sunday night (see **section 3**).

Peer mentoring

You will be invited to support your colleagues throughout their 3EP learning journey. You will therefore be expected to share your experience and guide colleagues where possible. You can provide formal and informal feedback and mentoring and will be, once you become a 3EP Fellow, invited to mentor next year’s cohort.

Personal mentoring

As you leave 3EP summer school you will be assigned a mentor who will work with you to support you to complete your 3EP challenge, and publish the materials/results on-line. Your e-mentor is likely to be from a different country and provide a unique insight into your problems and issues as well as provide you with materials or assistance - and even a wider network to create new opportunities and pan- European projects.

3EP online: your portal to support and networking

3EP offers a unique on-line virtual learning platform (VLE). You may already be using something similar at your institution and will recognise some of the functions, but this 3EP VLE will allow you to maintain contact with your network, your mentor, share materials and publish your work on-line. You will also find all the materials used at the summer school here when you return to your home institution. This will allow you to access them and develop them for your teaching.

3EP online platform is aimed to support your 3EP learning process by providing on-line tools designed to:

- Provide you with exclusive access to 3EP resources and materials
- Help facilitate and develop your personal
- Create new networks and connections to deliver specific projects and activities
- Share and draw upon new materials from across Europe
- Gain support from your mentor to complete your 3EP programme

This ongoing resource will support delegates and 3EP Fellows by maintain active connections amongst the cohort and delivery team, during and after the summer school. This creates a learning community where the practitioners and entrepreneurs who are brought into 3EP will also be

approached to work with Fellows via the online support, serving as a 'reality check' on their progress.

How to access 3EP Online

Go on-line at: <http://user.3ep.eu>

Signing In: Use the **Sign In** link (in the upper right corner) to access the full resources

Now you can:

1. Complete your **profile**: Fill in your profile with as much detail as possible to support your collaboration with other participants at the summer school.
2. Access the materials: After the summer school, use the **Learning Materials** menu to access or download learning materials and assignments. Use **My Schedule** and **My Tasks** links to view and manage your obligations.
3. Prepare to work with **mentors**: After the summer school, come online to work on your final project with your mentors, by using the **Final Projects** menu.
4. Start **Networking**: After the summer school, you are welcome to communicate and collaborate to your mentors and other participants in order to enhance the entrepreneurship at your environment (use the **Member Lookup** or the **Search** fields to search for the people of your interest). Start your interest groups and continue to collaborate on current and new projects.
5. Receive messages: the portal will enable notifications and newsletters in order to keep you informed about the 3EP activities

And don't forget you can ask for help with using the on-line platform during the Summer School!

Partner Organisations

United Kingdom

**National Centre for Entrepreneurship in Education
(NCEE)**



NCEE (formerly known as the National Council for Graduate Entrepreneurship – NCGE) was established by Gordon Brown in 2004, as a key driver for change, through 4 key areas:

- Lead long term cultural change in our universities
- Shape the institutional environment for enterprise and entrepreneurship and embed good practice
- Increase the number of graduate businesses
- Inform regional and national policies that affect enterprise

NCEE works closely with Government departments, universities, and businesses as well as national institutions and entrepreneurship experts internationally.

Denmark

Aarhus University

Aarhus Entrepreneurship Centre represents experience in involving teachers in entrepreneurship at a full faculty university. Today the network represents teachers from the humanities, the social science, the faculty of science and The Aarhus School of Business and lately some from health science and faculty of theology has joined the network. The focus in the network is on developing new entrepreneurial teaching methods, courses and material. ASB Executive has both experience with a broad range of post graduate executive education and the administrative infrastructure that is necessary to plan, hold and facilitate an international summer school.



Finland

Turku School of Economics

Turku School of Economics has a worldwide reputation for its work in the field of entrepreneurship, technology, innovations support and SME education with emphasis on industrial relations and foresight. It has hosted major conferences in these fields (e.g. RENT, ICSB) and hosts the secretariat of the European Council for Small Business and Entrepreneurship (ECSB) the Europe's leading association for small business and entrepreneurship educators and researchers. Turku School of Economics has led several EU projects with its wide international networks, such as Tempus funded ICES – International Centre for Entrepreneurial Studies. Turku, importantly, plays a leading role in support of technology transfer and innovation; Turku Innovation Platform (TIP) initiated by Professor Paasio's department Business and Innovation Development BID is a Knowledge Intensive Community that promotes world class innovation within the academic and business communities in South-West Finland in order to increase knowledge in entrepreneurship, general business know-how, and improve the quality of innovations and the performance of company start-ups. A key part of this programme is innovation in Entrepreneurship Education in various forms; BID provides innovation and entrepreneurship-focused courses and training modules for the students in various disciplines, e.g. for future engineers, ICT-professionals, and designers, and runs the Innovation and Entrepreneurship studies within the Nordic Master School in Innovative ICT. The most recent innovative module is the international MBA programme targeted for doctoral students with pilot groups in technology and life-sciences.



Croatia

J.J University of Strossmayer

J.J University of Strossmayer, in Osijek in Croatia under the leadership of UNESCO Professor of Entrepreneurship Slavica Singer, began in the late 1990s to build a portfolio of programmes aimed at supporting, both academically and in practice, the entrepreneurial recovery of a region, greatly devastated by war. With limited resources, but with the support of the Open Society Institute, the University initiated, in 2000, an innovative Masters in Entrepreneurship. It has now an undergraduate programme in the same field and has introduced a doctoral programme in partnership with a range of other European universities (supported by the EU). The Masters has proved highly successful in attracting high quality candidates. The programme to date has attracted over 300 students, all paying full fees. In line with



the philosophy of approach described above, the University has also established an independent Centre for Entrepreneurship in Osijek which offers a range of practical counseling and training programmes to the small business and stakeholder community in the region and beyond. A Franchise centre has followed alongside a Family Business Forum. There is also an Incubator to assist new business starts. The entrepreneurship group at the university has played a lead role in the development of the Slavonian Regional Development Plan and in the creation of a national Small Business Policy think tank, Cepor. Professor Singer serves on the Croatian National Competitiveness Council. Links have been developed with institutions in Macedonia and Slovenia and students from the former country and indeed other surrounding countries are now enrolled on the Masters programme. The Centre has extensive linkages throughout South East Europe. There are also close links with other institutions in Europe and the USA aimed at building innovative curricula and developing staff capacity. In recognition of the achievements to date, the University's has brought all of this activity under the umbrella of ICES - International Centre for Entrepreneurial Studies.

Delivery Team

United Kingdom: National Centre for Entrepreneurship in Education



Professor Alison Price

Visiting Professor of Enterprise Education at Liverpool John Moores University. Alison's role at NCEE is working directly with faculty staff to support curriculum change and develop the role of the educator as a catalyst within the development of entrepreneurial university or institution. Prior to this appointment, Alison was Head of Enterprise Education at Leeds Metropolitan University, providing academic leadership for the HEFCE funded Centre for Excellence in Teaching and Learning, the "Institute for Enterprise". Alison has over a decade's experience of enterprise teaching and curriculum development gained from working within Russell group and post '92 Universities, which has been enhanced by insight gained from MIT entrepreneurial programme at Sloan Management School. Alison has published within the field of strategic management, corporate social responsibility and small business start-up. She has recently completed texts for Shanghai China on the entrepreneurial mindset.



Professor Paul Hannon

Paul is a graduate entrepreneur and has helped shape enterprise and entrepreneurship education, support and development in the UK and overseas during the past 30 years. He is a successful creator and innovator of local support initiatives for enterprise and entrepreneurship stimulation in the private and public sectors; he has won accolades for his innovative approaches to enterprise and entrepreneurship curricula design and delivery in higher education; and he is also an experienced entrepreneur with 10 years as the co-owner/director of a small growing firm in the food industry. Paul is Acting CEO at the National Centre for Entrepreneurship in Education (NCEE) that is supporting long-term cultural change in UK universities and colleges. NCEE shapes the education environment, making it more conducive to enterprise and entrepreneurship, working in collaborative partnerships with industry, academia and government. NCEE encourages and embeds best practice; informs policy; and aims to increase the contributions of education institutions and their graduates to economic prosperity and social well being.



Gemma Wan

Gemma is the Project Manager at NCEE. She began working for the organisation in 2007 as an intern as a part of her placement year at university, where she worked on key entrepreneurship education projects. She continued to work for the organisation during her final year of study with FlyingStart – a division of the company which supports student and graduate entrepreneurs. After graduating in 2009 from Aston Business School, Gemma joined the FlyingStart team full time in 2009 coordinating 30 one day event workshops at universities and engaging with student-led enterprise societies. She was then appointed Project Manager at NCEE in 2010 where she works on the International Entrepreneurship Educators Conference (IEEC), International Entrepreneurship Educators Programme (IEEP), National Enterprise Educator Awards as well as 3EP.

Finland: Turku School of Economics



Professor Antti Paasio

Prof. Antti Paasio, director of the Business and Innovation Development BID unit, has been active in entrepreneurship and innovation research and development for the past 30 years. He is past president of the European Council for Small Business and Entrepreneurship (ECSB) and is currently a Board Member of ECSB, a Board Member of several entrepreneurship and innovation related international bodies (such as ICSB, Journal Editorial Boards etc.), many small high-tech companies and a national venture capital organisation for science-based new ventures, and he has supervised numerous new technology ventures. He has led and is currently leading several transnational development projects with the focus on knowledge-intensive business development and turning science into business. During his career he has developed several pioneer entrepreneurship programmes in various universities globally.



Professor Pasi Malinen

Prof. Pasi Malinen has been active in entrepreneurship, innovation, business modeling, SME management and fast growth research during the past 20 years. He is one of the key lecturers in entrepreneurship and innovation in University of Turku as well as in international programmes in various universities, and is a Board Member of International Council for Small Business (ICSB) the world's leading organisation for small business and entrepreneurship educators and researchers. He has led and evaluated several knowledge-intensive business development and training programmes internationally (funded e.g. by the UN, European Space Agency, EU) aimed at entrepreneurs as well as at academic audiences (on bachelor, master, doctoral levels). He has published 100+ publications in his field of interest.



Kirsi Peura

As Project Manager within Turku School of Economics, Business and Innovation Development (BID) Kirsi has been instrumental in both securing and delivering the 3EP bid, working together with all partners to deliver the first 3EP summer school. Drawing on her vast experience of EC projects, Kirsi is supporting key delivery in all areas, particularly research, ICT aided learning and change.

Denmark: Aarhus University



Dr Anne Kirketerp

Anne's primary research area is the psychological and learning theoretical basis for developing enterprising individual including enterprising and entrepreneurial pedagogy and practical teaching methods to promote action in education. Key areas of interest: Self-efficacy, enterprising behavior, teaching methods, action learning and evaluation. Currently works at the Aarhus University as a Development leader at Centre for Entrepreneurship and Innovation at Aarhus University. CEI develops and offers activities within

entrepreneurship with the aim to develop enterprising students who can apply their professional knowledge and personal skills to create value for themselves, others, and society.



Dr Per Blenker

Associate professor at the School of Economics and Management, and Program director of IMEET (International Master in Entrepreneurship Education and Training).

Per has for the last 20 years been working with entrepreneurship research and entrepreneurship education. His primary research interests lies in the areas of entrepreneurial opportunities, enterprising behaviour, entrepreneurial didactics and pedagogy.

In the development of entrepreneurial education he has in particular focused on the development of new pedagogical processes that enhances participants' ability to co-create entrepreneurial opportunities.



Helle Meibom Færgemann

Helle works as a development consultant at Interdisciplinary Centre for Entrepreneurship and Innovation at Aarhus University. She develops and teaches innovation and entrepreneurship courses at various undergraduate and graduate programs throughout the university, often in close cooperation with a lecturer or professor at the institute or department, where the course takes place. Also she is working on EU development projects such as 3EP. Earlier on she has been a research assistant on a project about enterprising pedagogies and didactics on Danish and foreign universities. At the centre she has also been organizing both short-term and long-term extracurricular activities. Key areas of interest include enterprising pedagogies and didactics, general learning theories, team selection and development and idea development.

Croatia: J.J. Strossmayer University



Ljerka Sedlan König

Works as a senior lecturer in the Graduate programme in Entrepreneurship at J.J. Strossmayer University in Osijek where she teaches presentation and negotiations skills. Currently is working on her PhD Theses on pedagogies for developing enterprising behaviour in students. Primary research area is ways of promoting and developing enterprising behaviour and enterprising pedagogy. Key areas of interest include enterprising behaviour, teaching methods, competencies, negotiation and presentation skills.



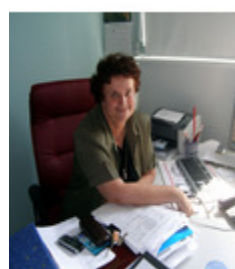
Suncica Oberman Peterka

For last 10 years Suncica works at the Josip Juraj Strossmayer University in Osijek at Faculty of Economics on entrepreneurship undergraduate, graduate and postgraduate programs. Before University, Suncica has worked in Center for Entrepreneurship in Osijek as trainer and consultant for SMEs and where she ran Growth program – educational and consultancy program for growing SMEs. In every subject she teaches, she tries to introduce entrepreneurial way of thinking and acting. Key areas of interest: entrepreneurship education, entrepreneurial university, authentic leadership, new venture creation, strategic management.



Professor Sanja Pfeifer

Professor Sanja Pfeifer works as a professor, in the Graduate programme in Entrepreneurship at J.J. Strossmayer University in Osijek where she teaches entrepreneurship management, creativity and competitiveness. She is currently researching innovative pedagogies for enhancing entrepreneurial attitudes and intentions among graduate students. Primary research area is the impact of the entrepreneurial attitudes, norms, personal values, and self-efficacy on entrepreneurial intentions among students. Other areas of interest include general management, strategic management and competitiveness.



Professor Slavica Singer

Primary research and teaching areas are entrepreneurship, strategic management, regional development and competitiveness. From 2000 as the Head of Entrepreneurial Studies at the J.J. Strossmayer University in Osijek, Croatia she is involved in designing educational programme in entrepreneurship on tertiary level and graduate level. Doctoral program in Entrepreneurship and Innovation, as a joint endeavor with University of Turku (Finland), Durham University (UK), University of Maribor (Slovenia) and University of Klagenfurt (Austria) is to be launched in 2010. As the Croatian team leader for Global Entrepreneurship Monitor, she is intensively involved in policy aspect of promoting entrepreneurship as social mobilizer and equalizer. Besides her professorial and research activities, Slavica was involved in developing institutional infrastructure for supporting entrepreneurship in Croatia, like Center for Entrepreneurship in Osijek, CEPOR - Policy Centre for SMEs and Entrepreneurship in Zagreb and NOA - Microfinance institution in Osijek.

Academic Programme

The 3EProgramme was designed to enable educators to enhance their abilities in realising their students' potential through the field of entrepreneurial education. The need for enterprising and entrepreneurial capacities in individuals and organizations is fundamental to European future economic and social well-being. The role of educators in developing such capacities for the future has never been so important. Increasing the number of leaders in enterprise and entrepreneurship education will impact on the environment for growing tomorrow's entrepreneurial people and ventures.

The programme adopts an entrepreneurial ethos and spirit and participants are expected to be active co-learners along with the international faculty of leading experts in the field. The programme has been designed by all 3EP delivery partners to showcase a wide range of pedagogies and explore delivery methods. You will be working with the full 3EP team throughout the programme as you undertake specific themed sessions as follows.

Monday: Entrepreneurial Educational Challenges

- Exploration of personal development;
- The contribution that entrepreneurship can offer to a University;
- Review of national and international experiences;
- Philosophies of education and the place of enterprise and Enterprise and Entrepreneurship Education

Tuesday: Teaching Entrepreneurial Mindset

- Insight into the ways entrepreneurs behave and why;
- An understanding of the implications of this for the design of programmes;
- A coherent approach as to the pedagogical techniques most appropriate to use

Wednesday: Teaching Entrepreneurial Behaviours, Attitudes & Skills

- The behaviours, attributes and skills associated with being entrepreneurial;
- The relevance of these to the future careers of students in the widest sense;
- How these can be stimulated by programme design;
- How to develop innovative teaching approaches

Thursday: Opportunity recognition & New Venture Development

- Start your Mentoring Process
- The Entrepreneurial University
- What are you going to do to change your university?
- Personal Educational challenge curriculum challenge

Friday: Developing Education Strategies

- Creating next steps
- Action Planning

Towards Fellowship

- Drawing together and reviewing the various strands of the programme;
- Identify key priority areas for individual and collective action; the preparation of individual action plans;
- Process of evaluation and assessment of Enterprise and Entrepreneurship Education;
- Future support and mentoring

Evaluation and Feedback

Additionally you will be asked to share your views, learning and development through regular evaluation. This evaluation has many important purposes which improve our approach and support to your learning as well as evidence the 3EP experience and hopefully support future funding in this area. We are enormously grateful to you for engaging with this and thank you in advance. Please be assured that your views will be presented collectively and used for educational purposes – and that your support is vital.

Programme Schedule:

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
THEME	Arrival	Entrepreneurial Educational Challenges	Teaching the Entrepreneurial Mindset	Teaching Entrepreneurial Behaviours, Attitudes & Skills	Opportunity Recognition & Venture Development	Developing Education Strategies	
08:30 – 09:00		Programme Outline	Developing Mindsets – Statement and Journey	Behavior in Action – Learning Journal	Start Your Mentoring Process	Creating Next Steps	
09:00 – 10:30		Course Expectations – Role of the Educator	Business Planning vs. Effectual Disclosing	From Waiting for Godot to Enterprising Harry Potter	The Entrepreneurial University		
10:30 – 11:00		Break					
11:00 – 12:30		Course Expectations – Role of the Educator	Communities of Practice	Introduction to Drama	What are you going to do to change your university?	Action Planning	
12:30 – 13:00		Lunch					
13:00 – 15:00		Effectuation and Causation	Creating Communities of Practice in Student Incubators	Teaching Drama - Preparation	Student Carousel – What was Missing from my Education	Award Ceremony and Celebration	
15:00 – 15:30		Break					Late Lunch and Depart from 14:30
15:30 – 17:00		Enterprising Pedagogies	Entrepreneurs in Residence & Incubator Visit (BIOS)	Presentations	Personal Educational Challenge Curriculum Challenge		
17:00 – 17:30		Reflection	Personal Reflection	Mentor Match	Review		
Evening Event	19:00 Welcome and Orientation	1 Minute Pitch	Amazing Race	Free Evening	Get to know Croatian Cuisine		

Social Programme

During this intensive week-long programme there will be many activities and 1 free evening for you to relax and network.

Sunday: Welcome Reception

Sunday evening will be your orientation for the whole programme and a chance to meet your 3EP cohort. This important event will provide an essential overview of the week and provide the opportunity to meet the team!

Monday: 1 Minute Pitch

Monday will test your ability to pitch your ideas! You will be invited to pitch your 3EP challenge in order to widen our understanding of the challenges we face.

Tuesday: The Amazing Race

The game guides the participants through the host city. Participants have opportunity to get acquainted with the history of the city, as well as its most famous sightseeing destinations.

Wednesday: Free Evening

On Wednesday you are free to use the evening as you wish. You may wish to work with your new 3EP colleagues in teams on your personal challenge or discuss your preferences for your mentor match.

Thursday: Get to Know Croatian Cuisine

This event will be held on Thursday at Galija, a barge turned restaurant docked on the right bank of river Drava, which flows through Osijek.

Sumptuous culinary tradition of the region has no match in Croatia with regard to the abundance and diversity of gastronomic specialties. Slavonian dining table groans most of all with tasty ham, Kulen sausage and Kulen's sis sausage whilst in the typical Slavonian pot there is "grah čobanac" [shepherd's bean stew] and "fiš paprikas" [fish stew with hot red pepper] that is washed down with the not to be missed glass of plum schnapps. There are many good quality wines on offer here such as Ilok's Traminac, Kutjevo's Riesling as well as Belje's Graševina. In terms of sweets, there are "salenjaci" made in a traditional way from pork fat, different types of pastries filled with apples or walnuts or one cake with a very unique name "Poderane gaće" [ripped underpants], whose funny name is in total contrast with its fine taste.

Section 2: Approach and Philosophy

This section will outline the background to 3EP and introduce some of the core concepts which underpin the programme design. This includes:

Definitions of Enterprise, Entrepreneurship, Innovation

Programme Philosophy

Learning Outcomes Framework

Pedagogy

Rationale: The Case for 3EP

Definitions of Enterprise, Entrepreneurship, Innovation

To assist you during 3EP we will be working with the following definitions of enterprise, entrepreneurship and innovation. These definitions come from the UK National Centre for Entrepreneurship in Education and will be debated and discussed and explored for use within your context during 3EP.

The Enterprise Concept focuses upon the *development of the enterprising person and the enterprising mindset* through a demonstration of enterprising skills, behaviours and attitudes across a diversity of contexts. These include intuitive decision making, the capacity to make things happen autonomously, networking, initiative taking, opportunity identification, creative problem solving, strategic thinking, and self efficacy. The focus is on creating entrepreneurial ways of doing, thinking, feeling, communicating, organising and learning.

The Entrepreneurial Concept focuses upon *the application of these enterprising skills and the entrepreneurial mindset* in setting up a new venture, developing/growing an existing venture or designing an entrepreneurial organisation. The context might be business, social enterprise, charitable purpose, non-governmental organisations or public sector bodies.
Entrepreneurship 'makes it happen'.

The Innovation Concept is *the product of the Entrepreneurial Concept*.

Innovation is defined as creating and exploiting opportunities for new ways of doing things resulting in better products and services, systems and ways of managing people and organisations. The successful pursuit of innovation is a function of individual enterprising endeavour and entrepreneurial organisation capacity.

Entrepreneurship is a necessary pre-condition for Innovation

NCEE www.ncee.com

Programme Philosophy

The overall focus is on equipping participants with a mastery of the key elements of facilitating, teaching and organising entrepreneurial learning. Within the programme, these are listed as the 9 Masteries of Entrepreneurship Educators (below). These masteries form the basis for the

development of all participants upon the programme and underpin the philosophy and approach of the programme.

9 Masteries of Entrepreneurship Educators:

Mastery of Pedagogy

Ability to select from a wide range of pedagogies to maximise the capacity to meet key Entrepreneurship Outcomes.

Mastery of Philosophy

Ability to articulate the relevance of entrepreneurship education to the meeting of broader educational goals and broader policy objectives.

Mastery of Strategy

Ability to assess the organisation change requirement and local stakeholder development potential and pursue appropriate strategies for embedding entrepreneurship education in the institution.

Mastery of Operations

Ability to apply strategy within the organization to move the Entrepreneurship Education agenda forward in practice.

Mastery of Networks

Ability to harness the potential of all related stakeholder networks.

Mastery of Process

Ability to organise knowledge appropriately around development problems and opportunities in contexts in which students might work in future, linking effectively with organisations that might support graduate entrepreneurship activity.

Mastery of the State of the Game

Awareness of key UK and international developments and support structures in the field.

Mastery of Resource Acquisition

Ability to identify and engage sources of support for programme development including funding and support in kind.

Mastery of Personal Entrepreneurship

Ability to demonstrate personal entrepreneurial behaviour – take risks – grasp opportunities - take initiatives etc. and be a role model.

Philosophy (adapted from Gibb 2009):

The programme concept is shaped by the following issues and needs

1. The current very broad range of disciplinary interest in the phenomena of entrepreneurship in the higher and further education sector. This is in turn reflective of a growth in Entrepreneurship Education world-wide as a mainstream component in education (CIHE et al 2008, DCMS 2007, EU 2008, UNESCO (2004), Heinonen et al.2007, Cherwitz, 2002, Cherwitz and Beckman 2006, Page, 2009, OECD 2008).

2. The underpinning rationale for this interest, namely the growing articulation of the notion of the 'entrepreneurial mindset' (EU 2008) as being central to employability in general and a wide range of personal and organisational contexts and the associated need for the entrepreneurship concept to be widened beyond the traditional business school-driven new venture and growth model to appeal to all students (Gibb 2002, 2007). This demands that the concept, while still incorporating the establishment of new ventures in business, also embraces opportunity-seeking and realisation, and the pursuit of entrepreneurial behaviour, in any context along with capacity to design and grow entrepreneurial organisations of all kinds. It is also seen to have relevance to the individual as consumer, family member and member of the community as well as worker, living in an increasingly globalised life-world of greater uncertainty and complexity.
3. This in turn begs questions about the outcomes to be derived from entrepreneurship education. There are two major interrelated issues in this respect. The first, is that of the ability to apply learning – the enhanced capability to take action and behave – rather than purely upon the conventional delivery, testing and critical assessment of knowledge inputs. The second relates to the emotional content of learning - the somewhat neglected issue of 'what it really feels like' to be an entrepreneur (Gibb, 2002, Cope, 2006, Cope and Pittaway, 2007).
4. Simulating this life-world is a major challenge. This demands exploration in-depth of the pedagogical means by which entrepreneurial behaviours might be practiced, skills and attributes developed and empathy created.
5. It has been argued elsewhere (Gibb 2002), and is noted above, that, in academe, the organisation of knowledge is dictated by the dominant disciplinary frameworks under which a phenomena is observed and explored. Over the past forty years much of the organisation of knowledge in exploring entrepreneurship has been dictated by the business schools taking over from the economics profession (Katz 2006). Entrepreneurship is therefore often seen through the 'lens' of the relatively recent 'sub-disciplines' of business education namely the functional areas of marketing finance, operations, human resource development, management control systems and strategy to name but a few. This issue needs to be addressed in any broad based approach to entrepreneurship education.
6. The need in the context of further and higher education to demonstrate the relevance of the entrepreneurial education concept to philosophies of learning in general. This was partly to remove 'ideological' barriers (Ma 2000) relating to the notion that entrepreneurship in higher and further education is purely about the commercial exploitation of knowledge or, even more ideologically, solely focused upon the creation of capitalists.¹
7. This in turn raises the issue of the nature of the organisation in which entrepreneurial education takes place, in this context the HE or FE institution. Entrepreneurial education is but one component of the 'entrepreneurial university' (Gibb and Hannon 2007). There is therefore a need to defend the entrepreneurial concept within the philosophical framework of the 'idea' of a university and/or college. Related to this is the need for understanding of what is already happening within the institution that is of an entrepreneurial nature (although it may not be labeled as such). This provides potential gateways to the engagement of staff.
8. Moving entrepreneurship education across all disciplines in vocational and higher education demands not only understanding of different disciplinary contexts but also strategies for how to work with staff who may have little prior understanding of the entrepreneurial concept and its relevance to their teaching.
9. The need to find resources in cash and in kind for programme research, development and promotion. This demands knowledge of the policy and key stakeholder environment for

¹ This issue and its implications for the relationship between the enterprising person and the entrepreneurial person is discussed more fully in Gibb (1993) and Gibb (2008)

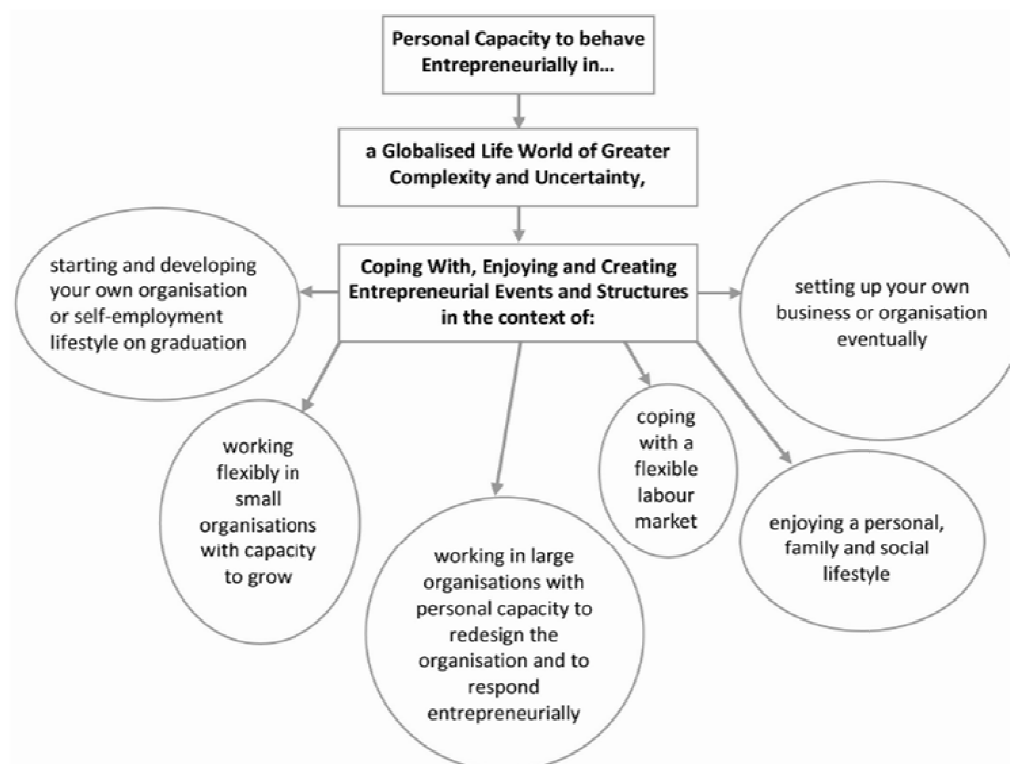
entrepreneurship education, an understanding of the needs and strategies of interested parties and, often, of the programmes they offer.

10. Entrepreneurial education development is in itself an entrepreneurial venture, requiring individual enterprise capacities as set out in the NCEE Outcomes framework. Finding and utilising opportunities for change, building networks, harnessing stakeholder support and creating innovative pedagogies requires entrepreneurial behaviours. The practice and development of such behaviours is arguably a core competence for entrepreneurship educators.
11. Overall the need to ensure that entrepreneurial forms of assessment and evaluation are found, yet are acceptable within the traditional culture and frameworks of academe.
(Source: Gibb 2009).

There are a number of distinctive characteristics within the 3EP:

- It is not focused solely upon the business context of entrepreneurship. Rather it lines itself up against the broad-based NCEE Outcomes Template
- It follows the policy focus and indeed the major thrust of enterprise/entrepreneurship education, as it is currently being espoused across the education system as a whole. The emphasis is upon supporting an entrepreneurial mindset enabling young people to live, work, enjoy and be unafraid to create ventures in a world of greater uncertainty and complexity. Setting up one's own business is one aspect of this.
- emphasis is heavily on how best to organise knowledge and pedagogy to simulate the life-world and 'ways of doing things' of entrepreneurs.
- The style of the programme is such as to maximise the potential for participants to create, discuss, perform and carry learning back into practice.

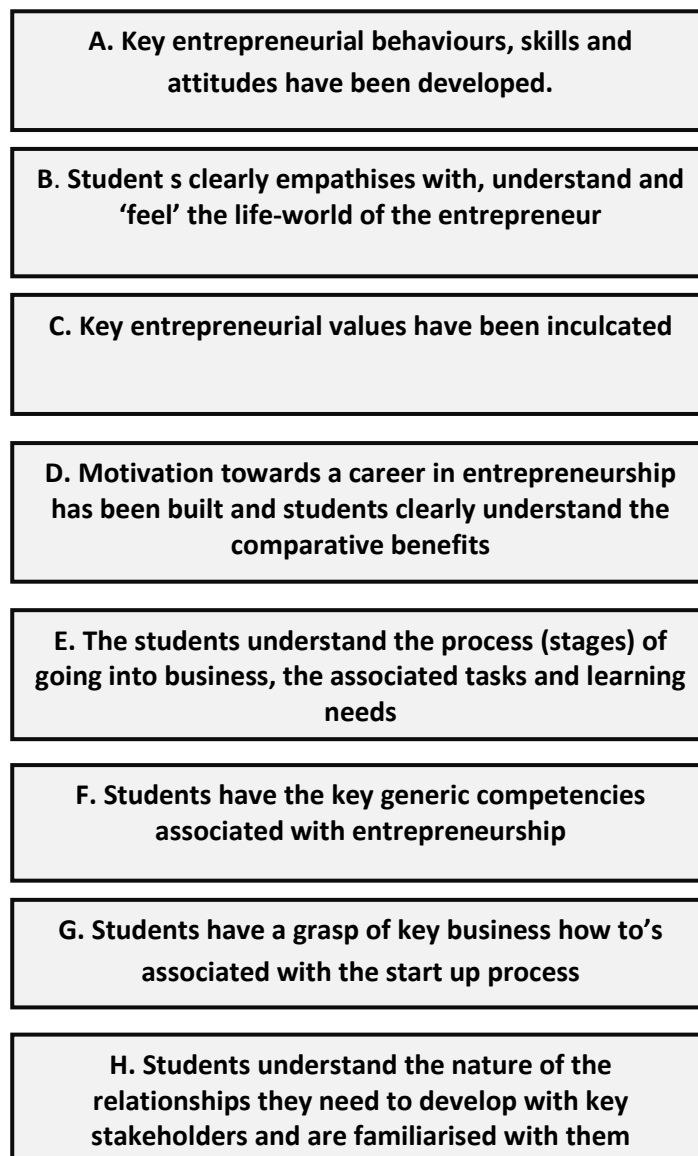
The programme context can be seen below:



NCEE Learning Outcomes Framework

3EP draws upon the idea of learning outcomes, which is presented below.

This Learning Outcomes Framework can be sourced in [“Towards the Entrepreneurial University”](#) NCEE policy document.



A - Entrepreneurial behaviour, attitude and skill development

Key entrepreneurial behaviours, skills and attitudes have been developed (these will need to be agreed and clearly set out)	<p>To what degree does a programme have activities that seek clearly to develop:</p> <ul style="list-style-type: none">• opportunity seeking• initiative taking• ownership of a development• commitment to see things through• personal locus of control (autonomy)• intuitive decision making with limited information• networking capacity• strategic thinking• negotiation capacity• selling/persuasive capacity• achievement orientation• incremental risk taking
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B - Creating empathy with the entrepreneurial life world

Students clearly empathise with, understand and 'feel' the life-world of the entrepreneur	<p>To what degree does the programme help students to 'feel' the world of:</p> <ul style="list-style-type: none">• living with uncertainty and complexity• having to do everything under pressure• coping with loneliness• holistic management• no sell, no income• no cash in hand - no income• building know who and trust relationships• learning by doing, copying, making things up, problem solving• managing interdependencies• working flexibly and long hours
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C - Key entrepreneurial values

Key entrepreneurial values have been inculcated.	<p>To what degree does the programme seek to inculcate and create empathy with key entrepreneurial values:</p> <ul style="list-style-type: none">• strong sense of independence• distrust of bureaucracy and its values• self made/self belief• strong sense of ownership• belief that rewards come with own effort• 'hard work brings its rewards• believe can make things happen• strong action orientation• belief in informal arrangements• strong belief in the value of know-who and trust• strong belief in freedom to take action• belief in the individual and community not the state
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D - Motivation to entrepreneurship career

Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits	<p>To what degree does the programme help students to:</p> <ul style="list-style-type: none">• Understand the benefits from an entrepreneurship career?• compare with employee career• have some entrepreneurial 'hero's' as friends acquaintances• have images of entrepreneurial people 'just like them'
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E - Understanding of processes of business entry and tasks

Students understand the process (stages) of setting up an organisation, the associated tasks and learning needs	<p>To what degree does the programme take students through:</p> <ul style="list-style-type: none">• the total process of setting up an organisation from idea to survival and provide understanding of what challenges will arise at each stage• helping students how to handle them
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F - Generic entrepreneurship competencies

Students have the key generic competencies associated with entrepreneurship (generic 'how to's')

To what degree does the programme build the capacity to:

- find an idea
- appraise an idea
- see problems as opportunities
- identify the key people to be influenced in any development
- build the know who
- learn from relationships
- assess business development needs
- know where to look for answers
- improve emotional self awareness, manage and read emotions and handle relationships
- constantly see yourself and the business through the eyes of stakeholders and particularly customers

G - Key minimum business how to's

Students have a grasp of key business how to's associated with the start up process

To what degree does the programme help students to:

- see products and services as combinations of benefits
- develop a total service package
- price a product service
- identify and approach good customers
- appraise and learn from competition
- monitor the environment with limited resource
- choose appropriate sales strategy and manage it
- identify the appropriate scale of a business to make a living
- set standards for operations performance and manage them
- finance the business appropriately from different sources
- develop a business plan as a relationship communication instrument
- acquire an appropriate systems to manage cash, payments, collections, profits and costs
- select a good accountant
- manage, with minimum fuss, statutory requirements

H - Managing relationships

Students understand the nature of the relationships they need to develop with key stakeholders and are familiarised with them

How does the programme help students to:

- identify all key stakeholders impacting upon any venture
- understand the needs of all key stakeholders at the start-up and survival stage
- know how to educate stakeholders
- know how to learn from them
- know how best to build and manage the relationship

3EP Pedagogy

With the method of teaching is as important as the content within entrepreneurial education, pedagogy is a key aspect within the learning and teaching strategy. 3EP seeks to explore over 40 pedagogies with students, and aims to deliver sessions which showcase or illuminate how these might be used in the class room.

You will be provided with exemplar teaching materials and notes from 3EP which you may wish to draw upon in your own teaching. You will find these uploaded after each session, and available to you once you return home.

Typically they will be classified using keywords which focus upon the pedagogy; outcome and task, as well as indicating the learning objectives/outcome and include some or all of the following:

1. Academic underpinning/background
2. Learning environment
3. Planning/requirements (kit or materials & pre-reading)
4. Pedagogy
5. Reflection, skills, behaviour, knowledge gained
6. Delivery options
7. Assignment/Evaluation
8. References and supporting materials
9. Case Studies
10. Handouts/student materials

Rationale: The Case for Enterprise and Entrepreneurship Education in Europe

The case for providing support for entrepreneurship in secondary and tertiary education institutions in Europe is now well established and the debate has moved onto the nature and quality of the support provided. The European Commission has addressed the issues through conferences², expert

² European Forum to discuss cooperation (universities and businesses) Feb 09.

groups³ and research, and the arguments in favour of increasing and improving the support for nascent entrepreneurs are reflected in policies and initiatives.

Whilst the rationale for taking action is established, it is less clear how action should be effectively undertaken to achieve the best results. The 2008 Survey of Entrepreneurship Education in Higher Education in Europe carried out on behalf of the EC found that less than a quarter of students are involved in any form of entrepreneurship education and that there is a marked difference in quantity and quality of provision between the 'old' EU members and the 'new' members. The study highlights a number of issues relating to institutional structures that affect whether entrepreneurship education is given priority, which supports the experience of the NCEE in the UK, that change must occur at the institutional level to have a lasting impact. This position is supported by academic research as well

- *“the members of universities – students, lecturers and staff need to develop entrepreneurial competences and*
- *the university itself has to become an entrepreneurial organisation to enable the development of these competences”*
- *These together are both necessary and sufficient conditions to make universities production places of entrepreneurial competences”⁴*

The Report of the EC's Expert Group⁵ identified many of the same issues and focused on the requirements to improve the capacity and capability of educators. Failings relating to the content of the curricula and the pedagogies employed were also highlighted. The inadequate resources allocated to entrepreneurship education and the constraints educators face in developing effective courses cannot be addressed through individual development alone but require changes in policy and implementation at national and institutional levels.

Across Europe, as EC Call ENTR/CIP/09/E/N02S001 (which resulted in the establishment of 3EP) recognises, there are many critical needs to address in entrepreneurship education. The evidence suggests that the key areas to be addressed include:

- a. a lack of professors of entrepreneurship;
- b. a shortage of non-business courses and activities;
- c. a lack of a global/European dimension in teaching;
- d. a lack of practice-based pedagogies that also incorporate practical perspectives from business world/entrepreneurs.

Background to EP – Objectives

The European Entrepreneurship Educator Programme 3EP project has been launched to tackle the above mentioned challenges. The programme has been built to support the outcomes of the Lot 1, and particularly the Oslo agenda⁶ to promote the entrepreneurial mindset in society, systemically

³ EC Expert Panel incorporating 2 3EP partners: “European Commission: Enterprise and Industry Directorate-General (2008) Procedure Project: Entrepreneurship in Higher Education, especially in Non-Business Studies

⁴ Braun, G Diensberg, C Kadler, S, Reichert, A Wilde, K (2006) “Entrepreneurship Education – Challenge for Universities in the 21st Century” Rostock Working Papers on Economic and Human Resource Development No 25 Hanseatic Institute for Entrepreneurship and Regional Development, p 9

⁵ Entrepreneurship in Higher Education: Especially in Non-business Studies: Report of Expert Group to EC, March 2008

⁶ 3EP will with its activities be working to support the Oslo agenda in multiple ways: A7 Facilitate the development of entrepreneurship education within the Bologna process; B1 Better integrate entrepreneurship programmes and activities in the established curriculum; B4 Support the use of practice-based pedagogical

and with effective actions. The 3EP partners' vision is that 3EP project will be the start of a long running, Europe wide programme which invigorates the promotion and teaching of entrepreneurship in higher education, and the creation of entrepreneurial organisations, sustained through potential future regional (Summer) Academies.

Education institutions perform better in relation to entrepreneurship when curriculum change supports the development of the 'entrepreneurial university' thus embedding support for entrepreneurship in many departments of the institution, and creating institutional change⁷. The summer academies will therefore concentrate on providing participants with the competences and knowledge to influence and challenge policy and practice within their own institutions or regions.

The evidence is clear, however, that real change requires an ambitious strategy that can only be achieved by empowering entrepreneurship educators to review their curricula / create institutional change, and by creating a sufficient mass of educated influencers across the whole system of European institutions. The objective of the 3EP is to support the 3EP Fellows with having a strong a commitment for change designed specifically to address the need for structural changes. The 3EP network will be able to provide expert resources to institutions as they make the necessary adjustments, as called for by the EU: "To secure these benefits, most universities will need external support to make the necessary organisational changes and build up entrepreneurial attitudes and management skills"⁸.

In support of these wider objectives, the 3EP network will provide direct support for the 3EP Fellows once they have returned to their own countries and through the creation of transnational mentors, and indirectly through online resources. Therefore, 3EP will achieve its long-term vision by: a) Providing transnational mentors to support the Fellows in their own institutions, b) Creating 'Fellows' with clear (post Summer Academy) 'commitments for change' which promote entrepreneurship in their institutions and countries, c) Delivering high quality on line support outside the Summer Academies (including tools and resources and interactive networking), and d) Creating a legacy of a sustainable model for national and transnational delivery of entrepreneurship academies.

Any programme developed to create change needs to recognize that there are constraints for academics seeking to engage with entrepreneurship education. These constraints occur at personal, subject/discipline and institutional levels. The 3EP therefore needs to address entrepreneurship education in the context of each educator's area of subject expertise, and personal history/background and also within an institutional dimension. Without recognition of these within the design of the summer school, the impact will be minimal and the needs of educators will not be addressed sustainably. The methodology adopted for the programme will be person-centred accepting that each person brings their own needs, and contributes their own experiences that enrich the knowledge to be shared within the academy.

tools; B8 Build common European and national platforms; C2 Adopt innovative methods to train teachers; C4 Launch innovative actions for training teachers on entrepreneurship; D4 Introduce innovative pedagogies into all courses; D8 Engage alumni in the activities of the school/university and in the classroom; D10 Higher education establishments should integrate entrepreneurship across different subjects of their study programmes; D11 In higher education, bring entrepreneurs into the classroom and involve students directly in enterprise projects; D12 Increase the production of European case studies; D13 Give entrepreneurship more academic esteem; D14 Encourage students, graduates, and researchers with commercially viable business ideas to develop them into companies; D15 Embed evaluation systemically into all programmes; E2 Encourages the involvement of private partners; E4 Develop or support research on how employers can be better engaged in school/university education; E5 Help develop the pedagogical abilities of entrepreneurs and business people; F2 Celebrate entrepreneurship education activities and programmes that work well.

⁷ Towards the Entrepreneurial University, NCEE policy paper No 3.

⁸ Communication from the Commission to the Council and the European Parliament: Delivering on the modernisation agenda for universities, education, research and innovation 10.5.2006

The detailed objectives of the 3EP European Annual Summer Academy are to:

- Create a pedagogically driven programme that addresses key needs in curriculum change,
- Create institutional change through curriculum change/institutional audit,
- Create 3EP Fellows motivated to undertake 'action for change',
- Support 3EP Fellows to deliver change at all levels, supported by trans-national mentors, and
- Creates a legacy of a European network of 3EP Fellows; trans-national mentors; online materials and, critically, provides a sustainable model of EASA delivery, that can be cascaded to individual countries or regions.

Participants – 3EP Fellows – will then by participating to the 3EP programme:

- Understand clearly the concept of entrepreneurial learning,
- Know how this relates to key issues of preparing the university and its students to respond to the challenges of globalisation, competitiveness, citizenship and employability,
- Be familiar with various intra and cross disciplinary models of entrepreneurial learning,
- Have explored different curriculum,
- Have explored different methods of organising and promoting the curriculum in universities,
- Have explored how they personally can enhance the entrepreneurial learning process within their own institution,
- Have learned from the experience of other participants and delivered their own experience, and
- Be motivated to carry forward the process of network exchange and joint development.

Section 3: Your advance work: Pre-reading and Preparation

Papers and Considering your Challenge

For your pre-reading you are invited to read the following:

1. The Oslo Agenda for Entrepreneurship Education in Europe
2. Gibb, A. (2004) **Towards the Entrepreneurial University**
3. Gibb, A., Haskins, G., Robertson, I. (2009) **Leading the Entrepreneurial University**
4. Sarasvathy, SD. (2001) What makes entrepreneurs entrepreneurial?
5. Wenger, E. (2006) **Communities of Practice - A Brief Introduction**

Plus:

Undertake some reflection to outline your personal challenge (overleaf).

Essential Pre-Work

You are being asked to bring your enterprise and entrepreneurship education problems to 3EP!

For one week, you will be working with a team of colleagues who can advise, assist and share their experiences as well as with a diverse team of experts from 4 countries, so 3EP provides an excellent opportunity to work on any issues or problems that you wish to resolve.

Your pre-work is to consider your work concerns and identify something you wish to work on with colleagues during 3EP and complete when you return home. You are likely to have some work challenges or concerns for the academic year ahead, however please consider one or more ideas to work through during the week at 3EP.

You are most likely to benefit from working on something during 3EP that needs to be crafted (written; developed; researched) and will be improved by the exposure to new ideas. Please bear in mind that you will be asked to state your challenge publically and work on it throughout the week and with your mentor post 3EP.

Your challenge may stem from:

- Your job role (teaching; pedagogy; sector-specific approaches)
- Materials needed (case studies; engaging expertise within curriculum design)
- Your institutional priorities (stakeholder map; faculty plan; institutional strategy)
- Opportunities you want to get involved with (how to engage with more EC projects; how to work with schools; working across institutions to provide international examples/challenges for your students)

You will be working on the definition and boundaries of your challenge on the first day. It is possible that your problem will shift and be re-defined over the week so you may wish to keep your ideas flexible so that you can incorporate new ideas.

As you leave 3EP you will be issued a mentor, who will be able to support you during the completion of your task. This will provide you with additional contacts across Europe and provide a personalised level of support.

Remember you need to complete your personal challenge (case study; teaching material; faculty plan; assessment criteria or European student competition) and publish the results online in order to complete the full 3EP experience and become a 3EP fellow.

Please bring this form completed to 3EP on Sunday Evening:

Name:
Your Role/ job title:
Your Sector or discipline: Social Science; Arts; Humanities; Science; Other (state)
Country of work and Place of Work: (such as university)
Your challenge or area of concern primarily relates to: 1: Institutional 2: Pedagogy 3: Materials
State your challenge or idea (in 50 words or less)
Provide more details here if needed (keywords; ideas; thoughts)

Please bring this form as a separate sheet to 3EP for discussion at the welcome reception!

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