
The Entrepreneurial Business School

Introducing Martin Lauth

- MBA Copenhagen Business School and University of Wisconsin
- Executive vice president in banks
- External professor and examiner at Copenhagen Business School
- Own business
- President, Tietgen Business College
- Managing director of FUHU, The Danish Society for the Advancement of Business Education and Research
- Co-founder and deputy chairman for Junior Achievement – Young Enterprise and The Foundation for Entrepreneurship
- Chairman/member of government committees on entrepreneurship

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by Martin Lauth

Defining an entrepreneur

- Proactive
- Looking for new opportunities
- Turns these into new business
(= added value for stakeholders)
- Ready to run a risk
- Entrepreneurship = Innovation + intrapreneurship +
establishing own business

OECD: Four growth drivers ¹⁾

OECD focuses on growth drivers:

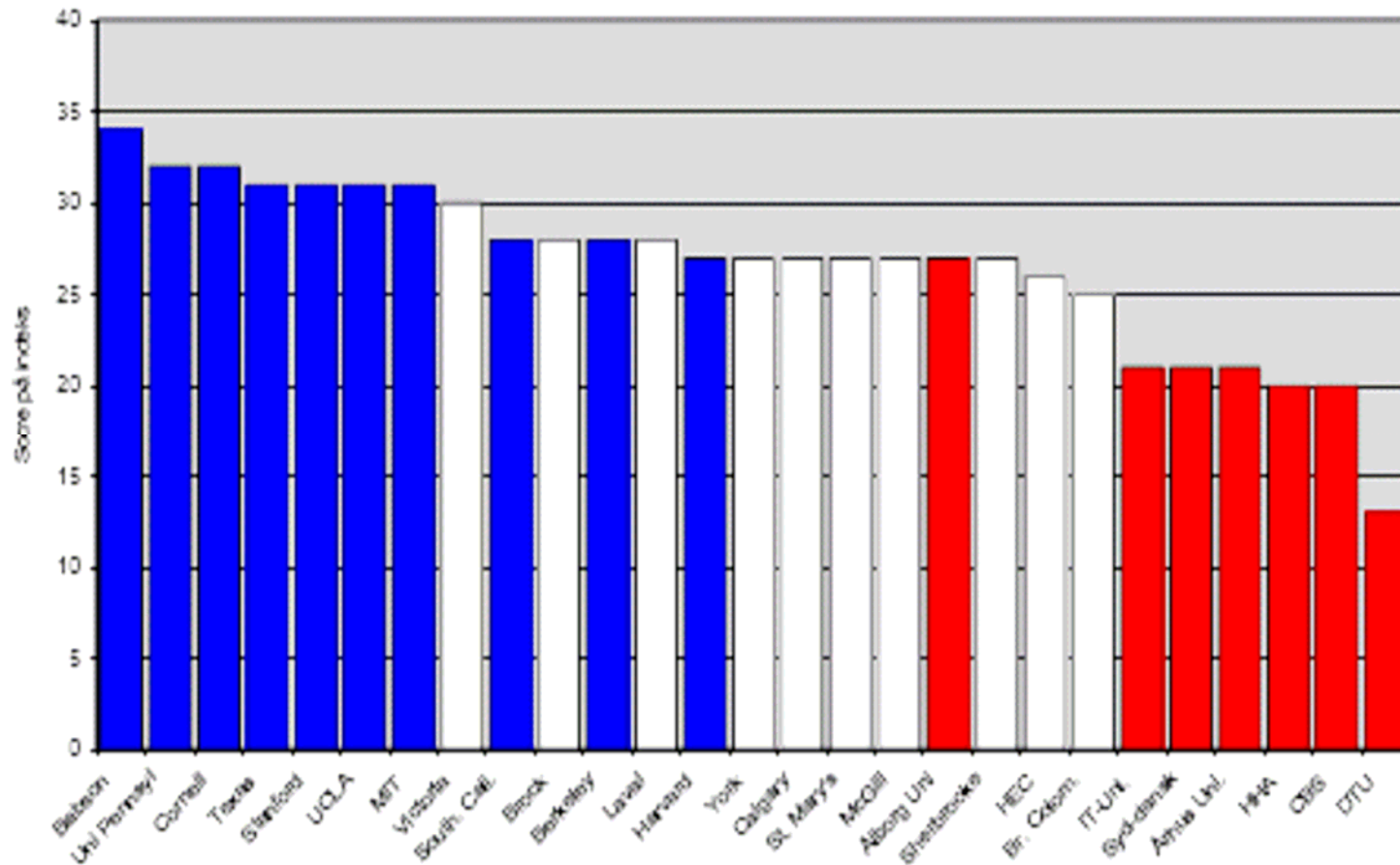
- Entrepreneurship
- Knowledge building and knowledge sharing
- ICT
- Human resources

The Entrepreneurial Business School ³⁾

Five key dimensions:

- **1. Education, scope of education and training courses**
- **2. Education, set-up of education and training**
- **3. Institutional characteristics, entrepreneurial culture**
- **4. Outreach, ties to supporting entities**
- **5. Evaluation, education, career pattern, stakeholders**

University Performance



Note: Blue = United States, White = Canada, Red = Denmark

1. Education and Training

- **Innovation and creativity across courses**
- **Entrepreneurship must be integrated**
- **Adapted educations**
- **Courses, minors, majors**
- **Transfer of credits**
- **Post graduate training**

1. Education and Training

- **Developing New Businesses**

 - Idea generation

 - Creativity

 - Assessment of business opportunities

 - Financing

- **Growth of New Business**

 - Recruitment, integration and organisation of new employees

 - Financing of growth

 - Sales and marketing

 - Leadership of growth processes

- **Consultancy and advice to entrepreneurs**

2. Set-up of Education of Entrepreneurs

Entrepreneurial:

- Training “in”, learning
- Personal competences
- Flexible, adaptable
- Student oriented
- Group
- Classroom, diversity
- Coaching
- Project, across disciplines
- Close to business
- Action oriented

Traditional:

- (Education “about”)
- (Qualifications in disciplines)
- (Fixed study plan)
- (Teacher oriented)
- (Class)
- (Classroom)
- (Lecturing)
- (Topic, disciplines)
- (Close to research, academia)
- (Study, theory oriented)

2. Designing the Training of Entrepreneurs

- **Mini-companies, e.g. JA – YE's Graduate Programme**
- **Internships by self-employed entrepreneurs**
- **Camp-model**
- **IT-Simulation**
- **Competitions, e.g. JA – YE, Venture Cup**

3. Institutional Characteristics

- **Strategic high priority**
- **Resources, incentives**
- **Student involvement**
- **Business involvement**
- **Networking, etc.**

3. The Entrepreneurial Business School

Entrepreneurial Culture and Leadership:

- **Pro-active attitude**
- **Driven by opportunities**
- **Global focus**
- **Creating networks with business**
- **Innovative qualities**
- **Growth oriented**
- **Risk takers**

i.e. more than programmes and set-up

4. Outreach, Ties to Supporting Entities

- **Incubator**
- **IPR Counselling**
- **Tech-trans**
- **Venture capital**
- **Mentor schemes**
- **Business plan competitions**
- **Alumni networks**

5. Evaluation

- **Monitoring**
- **Stakeholder/needs**
- **Evaluation**
- **Career pattern**

The Business School as a Centre of Knowledge

- The Triple Helix Model
- Mode 2 vs. Mode 1⁵⁾
- Production, sharing and applying knowledge
- More excellent brains outside the universities
- Integrated sharing of knowledge
- The university as a driving force in regional development

Major Barriers: European Academic Tradition

- Has served Church, King, State – business only recently
- Academic tradition, academic progression, mode 1 ⁵⁾
- Resistance to interdisciplinary approach
- Research based innovation – not user driven
- Lecturing traditions
- Closed organisations and cultures
- Lack of incentives
- Barriers at different levels: Government, University, Faculty, Administration

Hope for the Future

- **High political priority**
- **Involvement of all business sectors**
- **Interest of students**
- **Some change agents in the faculty**
- **Some entrepreneurial universities in Europe**

References

- 1) **OECD, “The New Economy: Beyond the Hype”, 2001**
- 2) **GEM – Global Entrepreneurship Monitor, 2000-2005**
- 3) **Thomas Schøtt, “Entrepreneurship in Denmark 2005”. University of Southern Denmark, GEM 2006**
- 4) **National Agency for Entrepreneurship and Construction: “Entrepreneurship Education at Universities – a Benchmark Study”, 2004**
- 5) **Michael Gibbons et al., “The new Production of Knowledge”, 1994**
- 6) **European Commission, Enterprise Directorate General, ““Best Procedure” Project on Education and Training for Entrepreneurship”, 2002**
- 7) **Danish Ministry of Education, ”Entrepreneurship in Higher Education”, Copenhagen, January 2006. (In Danish only)**