



Supporting the entrepreneurial potential of higher education

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1 University of Lüneburg: Developing a comprehensive approach for diverse target groups

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Abstract



The Leuphana, University of Lüneburg, is a medium-sized university without the classical faculties that have a certain affinity with entrepreneurship. The principal approach “Humboldt and Schumpeter” was developed with the objective of creating links between the field of entrepreneurship (as part of the Faculty of Business and Economics) and, in particular, the three non-economic faculties: the Faculty of Education, the Faculty of Humanities and Social Sciences, as well as the Faculty of Sustainability. The approach is connected with the hope for constructively breaking down reservations academic staff and students of these faculties might have towards an economization of contents and objectives of education. Therefore, the Leuphana follows an integrative and comprehensive approach of entrepreneurship education. This aim is to get as many students as possible in contact with the issue of entrepreneurial thinking and behaviour. The other objective is to help develop the general competence in students to turn ideas into action. The Leuphana supports entrepreneurship education initiatives in all faculties and offers a variety of curricular and extra-curricular activities targeting different groups – from students without any knowledge about entrepreneurship to nascent entrepreneurs. The curricular and extra-curricular offers are designed or supported and coordinated by the Entrepreneurship Hub – a centralised unit that also comprises the start-up service, the career service and the transfer service. A notable feature is the overall presence and visibility of the strategic orientation of promoting entrepreneurial thinking and behaviour consistent with societal issues. To ensure that the activities in different third party funding projects work in synergy respective strategies are strongly recommendable. To guarantee didactic quality a continuous co-ordinated development is necessary.

Case study fact sheet

■ Full name of the university and location:	Leuphana University of Lüneburg
■ Legal status (e.g. public or private)	Foundation under public law ¹
■ Location (if applicable: branches):	Scharnhorststr. 1, D - 21335 Lüneburg - Main campus Other Campi: Rotes Feld, Volgershall, Sülztorstrasse
■ Year of foundation:	1471: Emperor Friedrich III grants permission for founding a Higher School for Law in Lüneburg 1946: Foundation of a Pedagogical University (PH) in Lüneburg 1989: Lüneburg officially becomes a university on the 1 st of May, 1989, by parliamentary decree of the State of Lower Saxony. 2003: The University of Lüneburg is one of the first five universities in Germany that is transformed into a foundation under public law. It is thereby granted the highest level of autonomy among public universities. 2006: Approval and implementation of a fundamentally new alignment of the University. The objective is to establish a model university in compliance with the Bologna process and to introduce tiered bachelor and master degree programmes. 2007: As a result of the new strategic alignment, the University is named

¹ See <http://www.leuphana.de/en/about-us/profile.html>, last access 18/8/14.



	<p><i>Leuphana University of Lüneburg in March 2007.</i></p> <p><i>2007: The College for undergraduate education opens.</i></p> <p><i>2009: The Professional School for continuing education and business outreach programmes opens its doors.</i></p>
■ Number of students:	<p><i>7,000 students, thereof approx. 6% international students</i></p> <p><i>Intake: 1,800 undergraduate and 700 graduate students per year</i></p> <p><i>(Approximate numbers for 2012)</i></p>
■ Number of employees (broken down by teaching, research and administrative staff):	<p><i>Professors: 160, thereof 130 full professors, ten assistant professors, 20 professors receiving third-party salary, and another five extraordinary professors plus visiting and research professors</i></p> <p><i>Research assistants: 440</i></p> <p><i>Scholarship holders: 100</i></p> <p><i>Associate lecturers: 300</i></p> <p><i>Administrative and technical staff: 420</i></p> <p><i>(Approximate numbers for 2012)</i></p>
■ Budget in most recent financial year:	<p><i>Total annual budget: approx. €110.68m Euro (plan for 2013), allocated as follows:</i></p> <p><i>Federal state funds: approx. €54.16m</i></p> <p><i>Co-financing of EU project 2010-2015: €2.45m</i></p> <p><i>Special funds: €10.83m</i></p> <p><i>Third party funds: approx. €29.35m</i></p> <p><i>Student tuition fees: approx. €4.75m</i></p> <p><i>Other: approx. 11.6m</i></p> <p><i>"Innovation Incubator Lüneburg" EU Project 2010-2015:</i></p> <p><i>Total of approx. €98m, of which €86m funded by the EU and the Federal State of Lower Saxony.</i></p>
■ Academic profile:	<p><i>Development as a humanistic, proactive, and sustainable university.</i></p> <p><i>Four faculties: Education, Humanities and Social Sciences, Sustainability, Business and Economics</i></p> <p><i>Three schools: College (bachelor studies), Graduate School (master and doctoral studies), Professional School (continuing education for professionals)</i></p> <p><i>Six research centres, one centre of methods, three interfaculty institutions</i></p>
■ Entrepreneurial profile:	<p><i>The University has identified a total of seven main themes that will characterise civil society in the 21st century. One of the themes is: entrepreneurship and economy.</i></p>
■ Activities focused in this case study:	<p><i>Interplay of curricular and extracurricular activities as well as the institutional anchoring. Broad overview and examples for interesting practice.</i></p>
■ Case contact person(s):	<p><i>Dr. Mark Euler, Member of Management Board of the Entrepreneurship Hub</i></p> <p><i>Prof. Dr. Reinhard Schulte, Professor for Start-up Management, Member of the Institute for Corporate Development</i></p>

The status of information provided in this case study is end-2014 unless stated differently.



1.1 The university's entrepreneurial profile

1.1.1 The university's overall approach to entrepreneurship education

The Leuphana is a medium-sized university without the classical faculties that have a certain affinity for entrepreneurship, such as engineering and the like. Starting with an endowed chair in Start-up Management (which was taken up by Prof. Dr. Reinhard Schulte in 2002), the subject was anchored at the university and publicized internally. Later on, Lüneburg was able to successfully raise further funds in the context of entrepreneurship (cf. 1.1.2).² The Leuphana achieved excellent rankings, first in the "Regensburger Studie" with Lüneburg ranking first in 2005, coming in seventh place in 2007 and in fourth in 2011. In 2012, the Stifterverband für die Deutsche Wissenschaft (Association for the Promotion of Science and Humanities in Germany) replaced the "Regensburger Studie" with the creation of a "Gründungsradar" ("entrepreneurial radar"). In the years 2012 and 2013, the university was awarded first place among universities with a number of students between 5,001 and 15,000. All these successes not only led to national attention, but also increased regional recognition. Over the course of time, the Vice President could be seen as the promoter of power, who systematically pursues the subject at the university as well as in the region.

The endowed professorship was changed to a full professorship with adequate resources in 2007. As part of the last call for the national research funding programme EXIST 4 (2013), which was fundamentally supported by the chair, the principal approach "Humboldt and Schumpeter" was developed. The objective was to create links between the field of entrepreneurship and, in particular, the three non-economic faculties: the Faculty of Education, the Faculty of Humanities and Social Sciences, as well as the Faculty of Sustainability. The approach is connected with the hope for constructively breaking down reservations academic staff and students of these faculties might have towards an economisation of contents and objectives of education (cf. 1.1.2). In the framework of parallel funding through a major EU-project regarding the formation of clusters to foster regional development (2010-2015), the topic of financing start-ups could be integrated by the university with a corresponding set of measures. This leads to an ongoing synergy in its daily business.

The curricular and extra-curricular offers are designed, supported and coordinated by the Entrepreneurship Hub. The Entrepreneurship Hub is a centralised institution with competent staff and adequate equipment that comprises of the Start-up Service, the Career Service and the Transfer Service. The institution counts approximately ten staff members who have differing functions in the field of start-up funding and entrepreneurship education. On one hand, direct start-up support is offered: there is information and counselling for start-ups, potential company founders are supported in their networking, coaching for founders is offered and selected start-up projects can benefit from a business accelerator. The academic staff is also represented in the hub, with a double-function. It coordinates the existing courses and curricula, develop new offers and is in charge of the internal and external marketing for the entrepreneurship courses. Staff is highly committed on an organisational scale, which is reflected in the fact that team members voluntarily offer additional courses besides their engagement in actual start-up support. In addition to the centralised approach, in all four Faculties specialist mentors are found: Professor Dr.

² The programme "EXIST— Start-Ups from Universities" is a policy initiative of the German Government to stimulate entrepreneurship at German institutions of higher education.



Schulte, with the Chair in Start-up Management in the Faculty of Business and Economics, Junior Professor Dr. Jantje Halberstadt, with the Chair in Social Entrepreneurship (an Assistant Professor) in the Centre of Sustainability Management within the Faculty of Sustainability, Professor Dr. Pez in the Faculty of Humanities and Social Sciences and, Prof. Dr. Fischer in the Faculty of Education. There is generally a great acceptance for this topic within the Faculty of Education, for it is part of their curricula.

With a view to the aspects of the institutional consolidation as well as the curricular and extra-curricular course offers, the following can be stated:

Entrepreneurship Education at the Leuphana is characterised by a solid institutional embedding, which can be seen in the comprehensive motto of “Humboldt and Schumpeter”, the university management’s commitment, the Entrepreneurship Hub’s centralised approach as well as the decentralised endorsement through partners and specialist promoters within the faculties.

The university succeeds in managing the balancing act between educational ideals and societal values, such as the awareness of a social responsibility versus the economisation of ideas right from scratch. In the first obligatory semester at the Leuphana, students dedicate themselves to science and the resulting societal responsibility. They concern themselves with the good life and linked with it, the question of generating an income and of entrepreneurial thinking and action, necessary for any kind of social initiative. As the semester is mandatory there is a need for curricular interpretation (cf. 1.1.2., see other chapters). A particular strength in the area of curricular offers is the holistic view of the subject. Both teaching personnel and the consultative and assisting Entrepreneurship Hub staff work on the subject in a competence-oriented and integrative way right from the beginning. This results in the imparting of entrepreneurship in the context of the respective discipline and within the framework of existing offers and their further development.

An overall trend at the Leuphana can be observed, namely an increase in accrediting course offers that were originally thought to be of extracurricular nature. This is guaranteed through so-called “complementary studies”, which are an integral part of all the study programmes and comprise of entrepreneurship offers that students can choose from. Also the programme “Enterprise Academy”, which was originally conceptualised solely as a (non-certified) training offer, can now be accredited as an elective subject. The offer is accompanied by extracurricular activities, usually established formats, such as Students2Startup or ENACTUS. Their concepts were designed elsewhere, are repeated regularly and are accompanied and supported by the Entrepreneurship Hub staff. Extra-curricular offers serve to raise awareness for the subject among the students in order to gain their interest for the established curricular offers.

Some aspects of the Leuphana approach are already published in the “Gründungsradar” (entrepreneurial radar) 2012 (p. 47ff) but solely with the focus on start-up support. Parts of the approach in a broader sense are published in German in Euler (2012, 243ff). An image brochure is planned.

1.1.2 Leadership and governance

Importance of government strategies

In the year 2002, the endowed Chair in Start-up Management was established at the Leuphana University of Lüneburg. The Federal State of Lower Saxony provided the funds for the Chair and for the equipment of the Chair. Further costs for personnel and material



were assumed by the “Sparkasse Lüneburg” as main sponsor as well as by other enterprises within the Lüneburg-Wolfsburg Chamber of Industry and Commerce and by the Stifterverband für die Deutsche Wissenschaft (Association for the Promotion of Science and Humanities in Germany) over a period of five years. Since 2007, the Chair is being financed from university funds.³ Looking back, the endowed Chair can be seen as a triggering event for the establishment of a university-wide entrepreneurship education.

Especially due to the initiative and commitment of the president of the Leuphana University, Professor Dr. Sascha Spoun, Lüneburg region receives funding by the European Fund for Regional Development (EFRE). The major funded EU-project “Innovation-Incubator Lüneburg” has the basic idea of strengthening the regional economy with research. The total amount of funding is around 100 million EUR, from which approximately 64 million is from the EU, 22 million is from the Land of Lower Saxony and around 14 million is by the university itself. The major project consists of 16 different work packages, including the project “promotion of start-ups” with a budget of around two million euros. This measure is subdivided in three modules: A) Start-up counselling, fostering links and networks in the entrepreneurial ecosystem, and information about start-up management, B) Coaching and further Entrepreneurship Education and C) Business Accelerator (intensive support of selected start-up teams).

Additionally, in 2013 Leuphana University was awarded one of the best Entrepreneurship Universities in Germany in the competition “EXIST-Gründungskultur” (entrepreneurial culture), financed by the Federal Ministry of Economics and Technology⁴. The awarded approach is called “Leuphana 2020 – Humboldt plus Schumpeter” and is funded by EXIST IV from 2013 to 2016 with approximately 1.5 million EUR of which the amount 300.000 EUR is co-financing by the university. The activities in this project are combined and coordinated in a special new work unit called Entrepreneurship Hub, which also integrates and coordinates the activities in the work package “promotion of start-ups” (“Innovation-Incubator”).

The funding by the EU and the German Government (EXIST) can be seen as another triggering event. Entrepreneurship education could achieve a broad effect in the university due to the activities of the Entrepreneurship Hub. Under the Leuphana EXIST programme there is at least one annual offer covering the entire university concerning the topic „Humboldt plus Schumpeter“. For example, the Start-week took place with 1,800 students in 2012, and was on the topic “Start Up!”⁵)

Importance of entrepreneurship in the university’s strategy

The Leuphana sees itself as a humanistic, sustainable and proactive university. Regarding being “proactive” the university points out: “Leuphana fosters the development of responsible and proactive individuals who demonstrate the creativity and thoughtfulness as well as the willingness and ability to creatively shape society. Leuphana contributes significantly to the solution of social problems through research, education, continuing edu-

³ See <http://www.leuphana.de/news/meldungen/ansicht/datum/2008/08/19/rueckblick-auf-fuenf-jahre-stiftungsprofessur-existenzgruendung.html>, last access 19/8/14

⁴ See <http://www.exist.de/exist-gruendungskultur/gruenderhochschule/projekte2013/02118/index.php> and <http://www.leuphana.de/themen/wirtschaft/entrepreneurship.html>, last access 23/8/14.

⁵ See <http://www.leuphana.de/studium/bachelor/leuphana-semester/startwoche-2012.html>, last access 23/8/14



cation, and academic services.”⁶ Some interviewees pointed out that the Entrepreneurship Education approach at the Leuphana fits perfectly in this statement and also in the other key concepts. As seen on the websites the university has identified a total of seven main themes that will characterise civil society in the 21st century. One of the themes is “Entrepreneurship and Economy”.⁷ At another prominent place on the website, they explain, “Entrepreneurial activity is not an end in itself. Entrepreneurs do more than develop new markets – they also create added social value: by creating new jobs, through ideas with a beneficial impact, and through innovative approaches. Entrepreneurial activity calls for an ability to discover market opportunities, to gain acceptance for innovations and to take calculated risks to bring ideas to life. But it also means taking responsibility for employees, for the environment and ultimately for society itself.”⁸

This entrepreneurial orientation can be found in several activities being part of a holistic strategy. In the awarded approach with the label “Humboldt plus Schumpeter”, they combine a humanistic view with an economic view, taking into account classical educational ideals as well as innovation and change (see also 1.1.1). Therefore, entrepreneurship is not restricted to start-up-management or intrapreneurship but embraces issues such as being head of one’s own professional life, taking into account the civil society and social issues. As told by interviewees, the issue of Humboldt and Schumpeter is integrated in the whole university and is addressed in several occasions during the Freshman Year. Furthermore since 2007, all students have to pass the Leuphana Freshmen Week which is an integral part of the Leuphana University’s new model of studies. Every year is dominated by the development of a practical project.⁹ In 2012 the topic of the Freshman Week was “Start Up!”¹⁰

The topic entrepreneurship is part of the tasks of the Vice President for Professional School & Information Technology, Prof. Dr. Burkhardt Funk.

Extent of high level commitment to implementing entrepreneurship

By some of the interviewees the Vice President Prof. Dr. Burkhardt Funk (see above) is seen as the figurehead of the entrepreneurship hub together with the chair of start-up Management (Prof Dr. Reinhard Schulte) and both as highly committed to entrepreneurship education. Prof. Funk himself was involved in several start-ups in the area of new media.

The President, Prof. (HSG) Dr. Sascha Spoun is also highly committed to the issue of entrepreneurship as seen on the websites but also as it was stated by some of the interviewees.¹¹ According to the interviewees, the president also is highly committed because of strategic reasons: The new name in 2007 “Leuphana” was the symbol for a new strategic alignment. Lüneburg started repositioning itself in the academic market as a medium-sized university by choosing a special topic, such as entrepreneurship rather than the comprehensive and complex field of business administration. That was the reason for fur-

⁶ See <http://www.leuphana.de/en/about-us/profile/mission-statement.html>, last access 23/8/14.

⁷ See <http://www.leuphana.de/en/topics.html>, last access 23/8/14.

⁸ See <http://www.leuphana.de/en/topics/economy.html>, last access 25/8/14.

⁹ See <http://www.leuphana.de/en/study/bachelor/leuphana-semester/freshmen-orientation-week.html>, last access 25/8/14.

¹⁰ See <http://www.leuphana.de/studium/bachelor/leuphana-semester/startwoche-2012.html>, last access 25/8/14.

¹¹ See for example the president’s statement on the YouTube-video on <http://www.leuphana.de/themen/wirtschaft/entrepreneurship.html>, last access 25/8/14.



ther developing the issue of entrepreneurship together with humanities and social sciences as well as sustainability and thereby creating a “lighthouse”.

Level of faculties' and units' autonomy to act

The Entrepreneurship Hub is de facto acting independently. Its head is the Vice President for Professional School & Information Technology, Prof. Dr. Burkhardt Funk. The Entrepreneurship Hub offers some curricular and several extra-curricular activities independently and cooperate with gatekeepers and promoters in the different faculties concerning the respective curricular offers.

In this case, the question of autonomy of the faculties is not relevant.

Organisational implementation

As already described in the sub chapters above, the Entrepreneurship Hub is under the direct supervision of the Vice President and co-operates with all four faculties. To the best of the case-writers knowledge, the Entrepreneurship Hub can be described as a “service unit”: its employees foster the topic by marketing-activities, start-up counselling and extra-curricular offers. On the other hand, they cooperate with the academic staff concerning its curricular activities and they offer coaching and help to develop new concepts of teaching and learning. Therefore, the approach is centralised, with the objective to also strengthen decentralised activities.

University's importance for driving entrepreneurship in its environment

Some interviewees opined that it will take a long time to change the mindset of the public towards being more entrepreneurial. The university, however, endeavours very much to contribute to this change. For this reason, the Entrepreneurship Hub and many professors are constantly in contact with business enterprises. In a joint effort they also apply for third-party funded projects. The university is involved in the conception and awarding of business awards from the City of Lüneburg. In the past, the awarding used to take place on several days during the year and on different occasions, but is now combined in the “Lünale”, which takes place only once a year.

Entrepreneurship Education is integrated in study programmes of teacher training: The compulsory module „Development of Vocational Education in the Context of Socio-cultural, Political, Economic, Ecological, Technological, and Work Organization Related Changes” is part of the Master of Education (specialisation vocational schools, business administration). Within this module there is one course called “entrepreneurship and employability”, which is designed to create awareness of future teachers in vocational training for the topic of entrepreneurship and entrepreneurial mindset. It is thus an indirect driving force for entrepreneurship.

Another example is a seminar offered in the Master of Management & Entrepreneurship: Business Development, with the title “Start-up Counselling”. Emerging from the regional network, the course leaders present real business ideas. Students analyse the respective needs for consultation, consult the nascent or young entrepreneurs and develop a final report for the clients as well as an internal consultancy report (see course description in chapter 1.2.3).

Another seminar, a so called „project-seminar“, Management of Innovation, integrated in the Master of Management and Entrepreneurship focuses on developing innovative ideas and business models for the regional trade companies in cooperation with the Lüneburg



Chamber of Trades. It is organised as an internal idea-competition with up to 250 participants (takes place in summer term) (for detailed description see chapter 1.2.3).

The Social Change Hub (Schub) is a project that supports students to create, develop and implement social business initiatives in the region as a learning field of experience. The Social Change Hub is supported by the professor for social entrepreneurship and offers curricular and extracurricular elements¹² (for detailed description see chapter 1.2.3).

The Leuphana Enterprise Academy is a further education programme for nascent entrepreneurs in the field of knowledge intensive start-ups in the Lüneburg region, being at the same time part of the complementary studies (for detailed description see chapter 1.2.3).

The extent to which graduates start businesses in the region may be an indicator to the university's involvement in the development of entrepreneurship in the environment. As told by the Management Board of the Entrepreneurship Hub, in 2013 a total of 127 counselling cases were reported. 52 persons (students, members from higher education staff or alumni) started a business or started working as freelancers, within which there were 30 solo-start-ups and 22 team-start-ups with three team members each. One third of the start-ups are engaged in the sector of IT and IT-services, another third in the sector of business consultancy and consultancy services, and one third in other sectors, such as advertisement, retail, recruitment services, sports services or gastronomy. 45 of the 52 start-ups in 2013 are situated within a radius of 30 kilometres.

The major EU-project "Innovation-Incubator Lüneburg" organises the competition series "Power of Ideas Meet Science" (Ideenkraft trifft Wissenschaft) aiming at regularly providing new impetus to the regional economy launching different themes. The competition is supported by the "Consortium of promotion of Technology and Innovation Elbe-Weser Region" (ARTIE), the "Transfer Center Elbe-Weser" (TZEW), the Chambers of Industry of Lüneburg-Wolfsburg and Stade as well as the Chamber of Trades of Braunschweig-Lüneburg-Stade.¹³

1.1.3 Resources: people and financial capacity

Human resources for entrepreneurship education

In 2013, the number of individuals involved in entrepreneurship education (teaching, organisation of EE, marketing, organisational implementation etc.) was about 25. Around twelve of them work in the Entrepreneurship Hub or at the Chair of Start-up management. Half of them already have experience in entrepreneurship education and start-up counselling because they have the past experience of working as research assistants at the Chair of Start-up Management or at other universities in similar positions. Two persons were entrepreneurs before and decided to be involved in start-up counselling at the Leuphana. Especially in leading positions, the university recruited persons with experience in entrepreneurship education, start-up counselling and or entrepreneurial experience. They teach from one to eight hours per week in a semester, six of them being involved in the Leuphana Semester and three of them offering courses in the compulsory study area, thus offering courses for students of all faculties. Two of them teach in the

¹² See <http://www.leuphana.de/schub.html>, last access 3/9/14, only in German. See also Gründungsradar, 2012, 49. The Social Change Hub was awarded in the program „Deutschland – Land der Ideen 2012“.

¹³ See <http://www.leuphana.de/partner/regional/aktuell/veranstaltungen/ideenkraft-trifft-wissenschaft.html>, last access 04/12/2014.



Faculty of Sustainability, two of them in the Faculty of Education and twelve of them in the Faculty of Business and Economics.¹⁴ Additionally, each semester several lecture-ships are offered and two third of those assistant lecturers are or were entrepreneurs themselves.

Human Resources in the Entrepreneurship Hub often have a double function: They are involved in the direct support of start-ups from university as well as they are involved in entrepreneurship education.

Financial resources for entrepreneurship education

For information about the extent to which the university's entrepreneurial education objectives are supported by a wide variety of funding sources see chapter 1.1.1.

It is an interesting question how the Leuphana will support entrepreneurship education development in the future after the termination of the funding period by EXIST and the EU. Having a lot of full tenured professors with the subject of innovation and entrepreneurship, or social entrepreneurship, many courses are or will be part of formal curricula. As told by an interviewee, the Leuphana commits itself to maintain the full tenured professors with those subjects, supplemented by fixed term assistant professors (such as the Assistant Professor for Social Entrepreneurship in summer 2014). Concerning future appointment processes, the Leuphana ensures the integration of the topic of entrepreneurship in the professor's teaching and research programme, as well as that the respective professors already have experience in entrepreneurship education and research. Financing the whole chair over long periods, including research assistants and other employees is interpreted by the interviewee as a respective financial commitment.

1.2 Entrepreneurship in curricula and teaching

1.2.1 Overview about curricular offers

In the following overview table you find the curricular entrepreneurship offers of Leuphana of the study period summer 2013 and winter 2013/14. Some of the titles have no entrepreneurship related key words, but do have a focus on entrepreneurship as explained by the staff of the entrepreneurship hub. Some of them take place in English, most of them in German.¹⁵ There was some official information about the offered courses. Most of them are listed on a platform called "Mystudy", where the offers are partly described.¹⁶ Frequently, there is no explicit description of objectives or not an explicit distinction between objectives and content upon this platform.

Some examples will be described in detail in the following chapters.

¹⁴ Source: Internal list of the Entrepreneurship Hub.

¹⁵ Titles mostly translated by the case study researcher.

¹⁶ See <https://mystudy.leuphana.de/veranstaltungSuchen/suche> (mostly in German).



Exhibit 1-1: Overview about curricular EE offers at the Leuphana University, Lüneburg

No.	Name	Objectives	Target group	No. of participants in [year]
1	Orientation week	See annex	Students of first year	1800
2	Summer School in co-operation with TUTECH (Technology Transfer for Technical University of Hamburg-Harburg)	See annex	Academic staff, especially (senior re-researcher), students from all universities and universities of applied sciences in the region of Hamburg and Lüneburg, (with credits for students in the area of complementary studies) (also extracurricular)	20
3	Create bags for starters – act entrepreneurial to the benefit of the freshmen	See annex	Bachelor Students of all faculties in the area of complementary studies	25
4	Civil Law for Business	See annex	Students of the faculty of Business and Economics	150
5	Managing Entrepreneurial Opportunities (Seminar)	See annex	Students of Business and Economics	30
6	Entrepreneurial Responsibility	See annex	“Leuphana Semester” Students of all faculties in the first study term (freshman courses)	27
7	Sustainable Entrepreneurship (seminar/exercises)	See annex	Students, all, freshman	35
9	Entrepreneurship and International Business (EN)	See annex	BA students, all, complementary	20
10	Entrepreneurship – economic and empiric analysis of start-ups (lecture)	See annex	Students of Business and Economics	25
10	Managing start-ups (seminar)	See detailed description in chapter 1.2.3	Students of Business and Economics	30
11	Principles of business administration based on entrepreneurship (lecture) (in summer and winter semester)	See annex	Students of Business and Economics	650
12	Principles of Business Management: A start-up orientated introduction (exercises) (in summer and winter semester)	See annex	Students of Business and Economics	650
13	Start-up Management (lecture)	See annex	Students of Business and Economics, 3 rd semester	220
14	Start-up Management (accompanying exercise)	See annex	Students of Business and Economics 3 rd semester	220
15	Corporate Sustainability Communication	See annex	Students of the faculty of sustainability	30
16	Basics of Taxation of Entrepreneurial Activities	See annex	Students of Business and Economics	50



Exhibit 1-1 continued:

17	Social Entrepreneurship in Developing Countries: Supporting Global Sustainability I (seminar)	See annex	Leuphana Semester	25
18	Social Entrepreneurship in Developing Countries: Supporting Global Sustainability II (seminar)	See annex	Leuphana Semester	25
19	Literature and Money (Tutoring)	See annex	Leuphana Semester	27
20	Training of Entrepreneurs in Developing Countries (seminar)	See annex	Students of Business and Economics	
21	Training of Entrepreneurs in Developing Countries (exercise)	See annex	Students of Business and Economics	25
22	The entrepreneurial Self – an Inventory	See annex	Leuphana Semester	27
23	Business Planning (exercise)	See annex	Students of Business and Economics	220
24	Development of Vocational Education in the Context of Socio-cultural, Political, Ecological, Technological and Work Organisation related Changes: Employability and Entrepreneurship (seminar)	See annex	Students of the Faculty of Education (future teachers in vocational training)	35
25	Leuphana Enterprise Academy	See detailed description in chapter 1.2.3.	BA students, all, complementary (see also extra-curricular offers)	20
26	The Newest Developments in Organisational Behaviour & Entrepreneurship (seminar) (EN)	See annex	Students of Business and Economics	20
27	The Business Decision of a Re-Organisation in Practice in the Tension between Collective and Individual Labour Law	See annex	Students of Education	15
28	General Business Management and Start-up Management (Seminar) (in summer and winter semester)	See annex	Bachelor Students of Business and Economics	15
29	Start-Up Counseling (seminar)	See annex	Students of Business and Economics	18
30	Visionaries, Innovators, Entrepreneurs – Entrepreneurs over the Course of Time	See annex	BA students, all, complementary	25
31	Social Entrepreneurship	See annex	Students of Sustainability	40
32	Salt, Power, Culture: The Mentality of pre-Industrial Entrepreneurs in Lüneburg	See annex	Leuphana Semester	27
33	Models of Social entrepreneurship: TerraCycle as an Example	See annex	Leuphana Semester	27



Exhibit 1-1 continued:

34	Management of Innovation – Project Seminar	See detailed description in chapter 1.2.3.	Master students of Management and Entrepreneurship (2 nd semester)	250
35	Social Entrepreneurship Project Lab – Development and Planning of Your Own Social Entrepreneurial Project (project seminar)	See detailed description in chapter 1.2.3.	BA students, all, complementary	25
36	Cultural Entrepreneurship – An-SCHub conference 2015(project seminar)	See annex	BA students, all, complementary	25
37	Integrative Solution of Questions concerning Business Management	See annex	BA students	25

1.2.2 Target groups

Main target groups of entrepreneurship education

A very important target group are students at the beginning of their study programme. As confirmed by the interviewees, those offers follow the approach “Humboldt and Schumpeter”: Most of them are students with no entrepreneurial experience at all. The students should become aware of entrepreneurial thinking and behaviour.

Once the students are aware of the topic, entrepreneurship related courses are offered in the “Complementary Studies”, an integrative part of all Bachelor programmes and cover the four faculties.

The Master of Management and Business Development (Master of Arts) addresses students who are interested in start-ups in general and in a professional career concerning new businesses (Faculty of Business and Economics). The “programme is centred on the challenges posed by change - ranging from establishing and developing a company to controlling its entire value chain and designing public relations.”¹⁷ As one interviewee indicated, students decide to study at the Leuphana because of this study programme. Students are not necessarily interested in starting a business after graduation.

Another target group are students with the intention to start a company (nascent entrepreneurs). Corresponding programmes are e.g.: “Enterprise Academy” and “Summer School”, (see above) the latter targeting academic staff with business ideas.

Finally entrepreneurship courses address students in the Master of Education, “Teacher Training for Vocational Schools – Economics”.

Entrepreneurship education targets students in specific departments as well as being open to students from all over the university. Gender and diversity is not explicitly tackled.

Concerning the question to what extent is the university aware of different possible target groups, there are no official statements. But the courses in the Complementary Studies

¹⁷ See <http://www.leuphana.de/en/study/master/management-business-development.html>, last access 5/9/14.



(Bachelor); the projects in the Social Change Hub (raising interest and awareness to put ideas into practice); the offers in Master Programmes; the offers for nascent entrepreneurs (such as the enterprise academy as educational offer, and start-up-counselling and support of spin-offs as measures in the area of direct support of start-ups); and the offers in the Master of Education can be interpreted in the way of being aware of different possible target groups.

Statistics from 2012 indicate; introductory courses about entrepreneurship related basics of business management have approximately 1,000 students per year. Seminars in study programmes of economics and business management have approximately 20 to 100 participants each. GMLG Conference of Entrepreneurship, being at the same time a mandatory course in the Master of Management & Entrepreneurship, has an estimated 190 students and 50 guests per year. Offers within the complementary studies in Bachelor programmes have approximately 20 to 40 participants each. Empirical Research Projects and Entrepreneurship Summer School have 20 participants per year (nearly always overbooked). Freshmen's week "StartUP" with the development of business ideas, had 1,800 students. In 2012, it focused only on start-ups. Since then, it also integrated other topics, such as solving a societal problem with start-up ideas e.g. demographic change in 2014. Statistic numbers in 2014 see Exhibit 1.

Continuous education

The staff of the Entrepreneurship Hub developed the format of the Leuphana Enterprise Academy, which addresses Bachelor students as well as an interested external audience. There is no detailed approach aimed at differentiating between groups generally interested in entrepreneurship, nascent entrepreneurs or experienced entrepreneurs.

There is no information available that offers from other training providers at regional level influence university offers.

As one interviewee said, the development of the continuous education programme is a vision for the future.

Bridges to secondary education

The students participating in ENACTUS (see chapter 1.3.1) develop social business ideas in teams. It sometimes happens that students develop projects with students from secondary schools but it is not an established target group of the programme. The same is also true of the activities of the Social Change Hub. These examples have a direct impact on a certain number of high school students.

Entrepreneurship education is an established offer in the Master of Education, "Teacher Training for Vocational Schools – Economics". Due to this, it has a long-term impact on generations of secondary school students. It provides secondary schools with teachers who are aware of entrepreneurial thinking and behaviour, and know about methods to successfully teach entrepreneurship.

In the year 2011, the members of the Entrepreneurship Hub developed a start-up simulation game for schools that is also used in some seminars and workshops at the university. The pupils are asked to develop an idea for an event management start-up in "sun beach". They learn to analyse relevant data about the market and their competitors in order to set up a business plan for their idea and to calculate their budget. At the end of the first round, they have to pitch their idea in front of potential investors and afterwards the winner of the first round is awarded. But because in real economic interactions the "hu-



man factor“ also plays an important role, an algorithm like in other simulation games, does not identify the winning team. Instead, a team from the Entrepreneurship Hub analyses and interprets the data and the pitch performance. The simulation game “Next Top Founder” was presented and played first time at the “IdeaExpo 2011” in Hannover and since then, it has been played with more than 400 pupils and students.

In 2015, the Entrepreneurship Hub is going to try a „Guinness World Record“ attempt together with the University of East London and the University of Florida by playing „Next Top Founder“ with about 1,500 students.¹⁸

There is also a project located at the chair for vocational training (Prof. Dr. Andreas Fischer who is also the entrepreneurship mentor at the Faculty for Education) that deals with fostering sustainability at schools. Here one aspect is also to promote sustainable pupil start-ups at the schools. A regular fair for those start-ups is also organised at the Leuphana in cooperation with SCHUBZ a regional institution for sustainability education located on the campus.

1.2.3 Designing lectures and courses – basic curricular decisions

The overall *objectives* of entrepreneurship teaching at the university are visible in the mission statement of the Leuphana: “**Proactive university:** Leuphana fosters the development of responsible and proactive individuals who demonstrate the creativity and thoughtfulness as well as the willingness and ability to creatively shape society. Leuphana contributes significantly to the solution of social problems through research, education, continuing education, and academic services.”¹⁹ It supports all members of the university in their activities concerning Entrepreneurship and Social Entrepreneurship.²⁰

Despite the existence of substantial information it was not possible to extract a canon of expected outcomes from the different curricular offers, such as specific entrepreneurship related competences. The same is true for the categories of “contents”, “methods and media”, “informal evaluation of learning outcomes and feedback for students” and “using results of entrepreneurship research”.

From the overall offers selected, interesting formats will be described shortly concerning all aspects mentioned above, in the following. The descriptions also take into account the aspects described in chapter 1.2.4.

Create bags for starters – act entrepreneurial to the benefit of the freshmen (project seminar)

Objective: Students develop a real entrepreneurial project with a given product, such as product development, financing, fundraising and sponsorship, sustainability.

Content: Bases of project-management, development of a respective plan, completion of the plan (designing bags, selection of producers, acquisition of sponsors, supplying the bags just in time etc.), aspects of sustainability.

¹⁸ See <http://www.leuphana.de/themen/wirtschaft/existenzgruendung/qualifizierung/next-top-gruender.html>.

¹⁹ See <http://www.leuphana.de/en/about-us/profile/mission-statement.html>.

²⁰ See <http://www.leuphana.de/ueber-uns/profil/leitbild/handlungsorientiert.html>



Methods and media: Students work on the development of the bags for starters independently, mentored by teachers if necessary. The process is sometimes interrupted by teacher oriented presentations of contents.

Target group: Bachelor students /complementary studies

Locations and timing: The course takes place in seminar rooms at the campus within one semester. It consists of weekly sessions of 90 minutes.

Leuphana Enterprise Academy (description taken from already existing materials)

The Enterprise Academy is a comprehensive offer for credits and part of the complementary studies in Bachelor programmes, as well as not for credits with the *target group* of interested students, staff, alumni and external auditorium (extra-curricular offer).

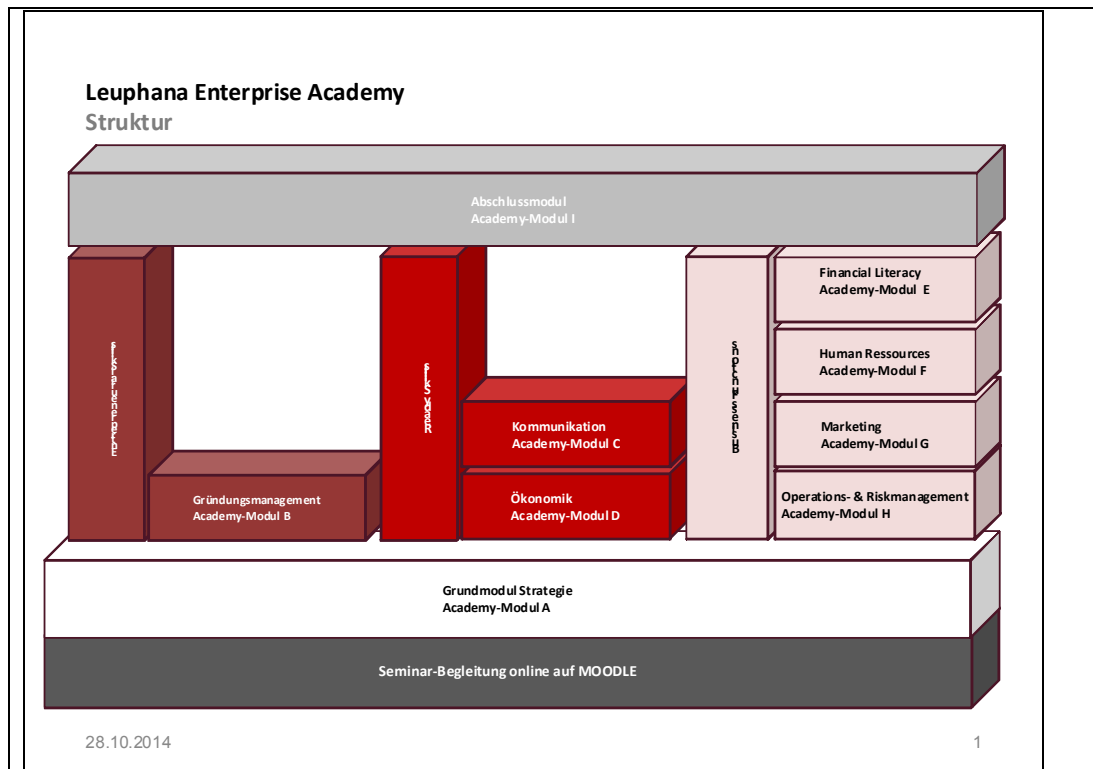
Teacher: Employed academic staff from the university, team teaching with two teachers.

Learning Objectives are integrated in the overall description in the platform Mystudy:

The central objective is to develop students' entrepreneurial competences and convey a basic knowledge of entrepreneurship based on contemporary research in entrepreneurship education. Entrepreneurial competences entail a self-determined and independent planning and realisation of personal goals in a career plan ("Selbst GmbH"; a personal business for oneself), intrapreneurial activity, or in the context of founding one's own start-up venture. To achieve this, students learn to analyse complex situations as well as to develop adequate goals and ideas including strategies for implementation. Moreover, students learn and develop skills to writing their own business plans (including essential knowledge in marketing, finance, HR, organization and business law).

The *contents* are based on the "National content standard for Entrepreneurship Education"²¹, an effort of an US-consortium, aiming at establishing entrepreneurship as a part of the curriculum for all vocational programmes in secondary and post-secondary education.

²¹ See http://www.entre-ed.org/Standards_Toolkit/Helpful%20Downloads/NCSEE%20Website.pdf.



Source: Written material of Dr. Mark Euler

1. Academy-Module A: Strategy and entrepreneurial competency (analysis methods and creativity techniques, strategic management)
2. Academy-Module B: start-up management (personality of entrepreneurs, idea development, business plan, business simulation game)
3. Academy-Module C: Introduction in economics (basics of economic theory, economics and business economics)
4. Academy Module D: Communication (basics of communication, corporate communication, networking)
5. Academy Module F: Human Resources (HR planning, HR management); basics of accounting and business financing
6. Academy Module E/ H: operational and risk management, legal basis such as German commercial law, legal form, controlling)
7. Academy-Module G: Marketing (basics such as Marketing Mix, advertising strategy)
8. Academy-Module I: Analysis of "real" business plans

Methods and Media: The format offers different methods, such as role plays, business simulation games, projects, exercises, video based training, guest speakers and case studies and combines theoretical input with phases of practical exercises and sessions. These in-classroom methods are combined with E-learning offers, such as several documents and information available at a platform, a learning diary and a discussion forum. Module B is strictly organized as a blended learning environment.

Informal evaluation of learning outcomes and feedback for students: Reflection upon the contents and experiences of the recent module during a breakfast event. Students get in contact with successful start-up founders.



Locations and timing: The Enterprise Academy takes place in seminar rooms at the campus within one semester. It consists of eight modules and is given in four compact sessions.

Formal evaluation and learning outcomes: Participants have to develop a business plan during the semester, approximately 12-20 pages in individual or team work, along with a final examination.

In case of promising business models, the Entrepreneurship Hub offers a “master-phase” to further develop the business model in a workshop with experts.

For further selected examples of curricular offers, the respective teachers were asked to write down objectives, contents, methods etc. using their already existing course descriptions at the platform or other internal course descriptions and tools. The descriptions also take into account the aspects described in chapter 1.2.4.:

Social Entrepreneurship Project Lab – Development and Planning of Your Own Social Entrepreneurial Project²²

The Social Entrepreneurship Project Lab is an offer for credits in the complementary studies and addresses the *target group* of students (maximum number of participants: 25).

Teacher: Employed academic staff from the university, Chair of Social Entrepreneurship.

Objectives: to raise awareness for the concerns of social entrepreneurship; to develop a project that deals with socially relevant issues; to develop a vision of how projects can be further developed; to raise awareness in students about the power to influence society and its change; and to become aware of the importance of financing in social entrepreneurship.

Contents: basic knowledge of how to create a social business and its application, creativity techniques, (social) business canvas, financing, law, marketing.

Methods and Media: Mainly group work with additional, short, teacher-centred presentation; student presentations of results, teacher and students working together; idea generation; joint idea evaluation; and development of selected projects

Informal evaluation of learning outcomes and feedback for students: continuously in the process

Locations and timing: The seminar place in seminar rooms at the campus within one semester. It takes place five times per semester and each session lasts between four and eight hours.

Formal evaluation and learning outcomes: no information available

Start-up counselling (description generated from the official description of the module, the study visit and partly from internal course documentation)

The Start-up counselling is an offer for credits in the Master programme and addresses the *target group* of students (maximum number of participants: 18).

²² This seminar is, as an exception, taken from 2014 as the Junior professor for Social Entrepreneurship only started to work recently.



Teacher: Employed academic staff from the university, team teaching with two teachers, one of them holds the Chair of Start-up Management.

Objectives: Students

- get in contact with real start-up issues.
- fill the gap between theoretical knowledge and practical application.
- know about the task of start-up counsellors.
- know about the basics of start-up counselling and the phases of the start-up counselling process.
- are able to gather information about a given start up, comprising the company founders as well as the business model.
- extract the most important aspects of the respective business model and its challenges and provide a basic analysis of requirements.
- develop basic communication skills to communicate with the founders.
- give substantial advice to the company founders.
- develop a counselling concept and evaluate its quality.
- present the result of the counselling process in the classroom.

Contents: Definition and different types of start-up counselling, counselling process, analysis of the demand for counselling, structure of counselling process, content of counselling process, communication between counsellor and entrepreneur, and analysis of business plans

Methods and Media: First part of the course includes teacher oriented sessions with presentation of contents. In the second part of the course students work on real challenges of cases from start-up counselling (cases are selected by the teachers) and act partly independently. They get in contact with a given start-up and consult the start-up to a certain extent. They research and analyze the start-up situation independently and develop a written proposal with a solution-strategy. They prepare a presentation. Teachers give advice. Group work in the counselling team, presentation of the results by students, discussion of results in the forum are also included. Teachers act as instructors, contact persons, facilitators and advisors.

Informal evaluation of learning outcomes and feedback for students: After the presentation of the analysis of requirements, students get advice from the teachers and get the opportunity to reflect upon their performance.

Locations and timing: The seminar takes place in seminar rooms at the campus within one semester. It takes place every week in a 90-minute slot.

Formal evaluation and learning outcomes: Participants have to develop a requirement analysis, an interim report, a final report for the client, and a final report concerning the whole process for the trainers. They also have to give a presentation. All elements are evaluated and are combined in the final score.

Project Seminar on the Lecture on "Innovation Management"

Target Group: Students of the Master of Management and Entrepreneurship

Teacher: Academic staff from the university in cooperation with the Chamber of Crafts „Braunschweig-Lüneburg-Stade“

Learning objectives: Running the project seminar as a real idea competition gives students the opportunity to



- Identify demographic challenges in the craft sector
- Develop potential business ideas and concepts for business development
- Evaluate the market potential of these ideas and concepts
- Refine and further develop these ideas within the idea competition programme
- Present the feasibility of their sketch of ideas in front of a jury of representatives of the chamber of commerce

Contents: The seminar gives a theoretical input about innovation management as well as the main topic of the actual innovation contest of the chamber of crafts „Demographic change – chances for craft enterprises“. Parallel the students are asked to develop innovative ideas for already existing craft enterprise or to develop an idea for a craft start-up. These ideas are further planned in detail and at the end of the semester presented in front of a jury consisting of academic staff as well as members of the chamber of crafts.

Methods: Theoretical input, group work, coaching, and elevator pitch

Locations and timing: The seminar takes place in seminar rooms at the campus within one semester. It takes place every week in a 90-minute slot

Informal evaluation of learning outcomes and feedback for students: After the presentation students get feedback from the teachers and the jury members, and get the opportunity to reflect upon their performance.

Formal evaluation: Report about the development of an idea.

1.2.4 Setting of entrepreneurship teaching

Locations and timing

Entrepreneurship teaching takes place in different places. The majority of courses take place in classrooms at the university. The summer school takes place at the Technical University of Hamburg-Harburg in regular classrooms. The entrepreneurship courses take place in the summer as well as in the winter term, and follow the “traditional” slot of 90 minutes. Alternatively, courses are offered as “compact” seminars, with four hours each two weeks, or with four up to eight hours on two or three consecutive days. Students are sometimes invited to use the classrooms for group meetings with individual timing.

See chapter 1.2.3 for detailed descriptions of selected examples.

Formal evaluation of learning outcomes

Despite the existence of substantial information, it was not possible to extract the mechanisms for feedback and adjustment.

From the overall offer there are selected interesting formats, which are described in detail concerning all relevant aspects in the previous section (Examples: *Leuphana Enterprise Academy* and *Start-up counselling*, see chapter 1.2.3).

1.2.5 Instructors: teachers and mentors

Professors, other employees and external lecturers of the university

In the study year 2013–2014, five professors were involved in entrepreneurship education, all of them having entrepreneurship or a German synonym in their denomination.



There is one Professor for Business and Innovation Management offering courses (see description in chapter 1.2.3). About ten other members of the academic staff (research assistants at chairs or in the Entrepreneurship Hub) offer entrepreneurship courses. About 15 persons teach as invited lecturers, some of them being entrepreneurs in residence. Nearly all of the full time staff is part of the Faculty of Business and Economics. Offers in other faculties are executed by assistant lecturers.

The staff includes Prof. Dr. Schulte, with the Chair of Start-up Management in the Faculty of Business and Economics; Jun.-Prof. Dr. Jantje Halberstadt with the Chair of Social Entrepreneurship (an assistant professorship), in the Centre of Sustainability Management within the Faculty of Sustainability; Prof. Dr. Pez in the Faculty of Humanities and Social Sciences; and Prof. Dr. Fischer in the Faculty of Education. They work as mentors and assess students concerning the choice of educational offers which fit best to their personal and professional career goals.

“Real entrepreneurs” as teachers

Some members of the hired staff work in parallel to their own companies or as freelancers. The involvement of entrepreneurs is a responsibility of each teacher and is not centrally managed.

Mentors

The Entrepreneurship Hub consists of, among other things, the Career Service. Together with the study counsellors, staff from the Hub try to assist students to organize their studies and to follow a successful and self-determined career. A holistic approach for such a self-determined and entrepreneurial career management is currently developed and will integrate all counsellors and mentors at the Leuphana.

There are also professors in each faculty who work as mentors for entrepreneurship. They help to spread information from the Entrepreneurship Hub within their faculties and convey it back into the Hub. This also allows identifying possible entrepreneurs and start-up ideas very early and to offer help and guidance.

Additionally, there is a small “start-up café” that also functions as a co-working space and event location. A community of start-ups gets in contact with nascent entrepreneurs and mentors them. For example, a regular workshop format called „Entrepreneurship in Action“ is offered; in the workshop successful alumni entrepreneurs from the Leuphana teach the start-ups and venture projects about a specific topic that they consider to be critical for becoming a successful start-up. Finally, there is a lecture in the Master of Management and Entrepreneurship degree programme in which the students have to write a business plan for their own idea and where they are asked to find a mentor for from regional SMEs.

1.2.6 Management of entrepreneurship education

The management tasks of entrepreneurship education often interact with the management activities concerning the direct support of start-ups.

Teacher and trainer management



As several interviewees point out it is difficult to systematically develop of academic staff in entrepreneurship education due to the fact that the involved personnel are financed by third party funds of a fixed duration. There is no official Train-the-Trainer programme. Staff is not encouraged to participate in entrepreneurship educator seminars elsewhere.

Entrepreneurs in residence are regularly integrated in lectures and seminars as guest speakers if the topic fits in the course of the seminar.

At the beginning of each semester lecturers are contacted and asked if they are interested in enriching their lectures or seminars with entrepreneurship content and to work together with the Entrepreneurship Hub.

Informal exchange about entrepreneurship education is organised via the Entrepreneurship Hub. A regular round table is planned for 2015. The Entrepreneurship Hub's staff, which is responsible for entrepreneurship education, is part of several national and international networks for entrepreneurship education like the „Denkfabrik“ (organisation of all EXIST universities in Germany) „coneeect“ or the ECSB (3E).

Entrepreneurship activities are not rewarded in a special way but for professors it is possible to get a “free semester” for creating their own start-up. The whole performance measurement and rewarding system of the university is currently under revision and entrepreneurship should have a more prominent role in the upcoming version.

Managing student support

Students who get interested in entrepreneurship during curricular offers and who develop promising business models are offered participation in extra-curricular courses and other start-up supporting measures.

The Entrepreneurship Hub embraces the Career Service. According to statements by interviewees, these institutions are currently developing a competence ascertainment procedure based on KODE®²³. The Entrepreneurship Hub co-operates with the student advisory office and the mentors who are aiming to offer continuous coaching concerning the theme, “being an entrepreneur of one's own live”. To do this, students are provided with a “compass of competences”. This compass of competences helps students to identify important stake-holders for their future study and career planning as well as the appropriate curricular and extra-curricular offers. To identify the appropriate offers, these courses are labelled with KODE competence-areas. As interviewees point out, these support measures will be further developed co-operating with the project “Leuphana auf dem Weg” (Leuphana on the Way), the latter dedicated to the quality management and improvement of teaching. New didactical-methodical approaches shall be developed.

If the students have decided not act as intrapreneur but as entrepreneur and therefore to create their own start-up, members of the Entrepreneurship Hub will support them with coaching and consulting, customized workshops for developing their own idea, business modelling, and marketing. Besides this, the Entrepreneurship Hub offers free infrastructure (5 rooms on the campus near the Entrepreneurship Hub, internet and other facilities), and networking with relevant players like international incubators, VC or business angels.

²³ KODE® is the abbreviation of diagnosis and development of competences. It is a procedure that directly measures competences using different tools to diagnose competences. It was first developed by Prof. Dr. John Erpenbeck, Prof. Dr. Volker Heyse and Dr. Horst Max and is constantly further developed.



Internal and external network management

The co-operation about entrepreneurship education within the university is the responsibility of the Entrepreneurship Hub. The alumni organisation of the Leuphana is not systematically involved in the network management of entrepreneurship education. In given cases, entrepreneurship graduates are involved in entrepreneurship education as assistant lecturers.

One example is a regular workshop format „entrepreneurship in action“. It is offered by successful alumni entrepreneurs from t Leuphana, who teach the upcoming start-ups one special topic that they think is absolutely necessary to become a successful startup. But there are also other SMEs and organizations involved in entrepreneurship education e.g. „Wissensfabrik für Deutschland e.V. (The Knowledge Factory), which is an organization consisting of more than 200 German companies who try to foster entrepreneurial thinking by offering entrepreneurship education formats; the Chamber of Commerce Lüneburg and; Gründungsnetzwerk (Start-up Network) Lüneburg, etc.

Management of curricular integration and attracting new groups of students

Entrepreneurship courses are integrated in several study programmes.

In the *Bachelor study programmes* this is guaranteed through so-called “complementary studies”, which are an integral part of all the study programmes and comprises entrepreneurship offers that students can choose from. In Bachelor programmes, Leuphana offers majors with the possibility to choose entrepreneurship courses in Environmental and Sustainability Studies, Individual Studies, Business Administration, Environmental Sciences, Business Information Systems, Digital Media, Economics and; minors with the possibility to choose entrepreneurship courses in Business Administration, E-Business, Production Engineering, Digital Media/Information Technology & Culture, Social Media and Information Systems.

Entrepreneurship courses get ECTS credits in the following *Master study programmes*: Management & Business Development (M.A.), Management & Controlling/Information Systems (M.A.), Management & Engineering (M.Sc.), Management & Financial Institutions (M.A.), Management & Human Resources (M.A.), Management & Marketing (M.A.) as well as in Sustainability Science (M-Sc.), a Master programme of the area “Arts & Sciences”. In the area of professional Master programmes, entrepreneurship courses get credits in Manufacturing Management/Industrial Management (MBA), Sustainability Management (MBA), Performance Management (MBA) and Social Management (MSM).

In the area of Education, Entrepreneurship Education gets credits in the Master of Education in the area of vocational training

Entrepreneurship as for-credit-courses in the area of master programmes is mostly limited to business and economic related study programmes.

Finally, entrepreneurship courses are also integrated in the extra-occupational certificate courses of the professional school, namely in the study programme Innovation Management (further education).

Evaluation of courses and programmes

For the course assessment by students the Leuphana uses a standardized tool, called EvaSys. These questionnaires are also used in entrepreneurship related courses. It is in the individual responsibility of each instructor to evaluate the outcomes of the courses.



The staff of the Entrepreneurship Hub is responsible for the adjustment of the overall strategy in co-operation with the Vice President, Professor Dr. Burkhardt Funk. Furthermore, there are co-ordination meetings consisting of the entrepreneurship professors and the associated professors from other subjects, such as business information technology, innovation management, strategic management, or statistics.

Management of continuous education

The Entrepreneurship Hub has developed a MOOC (Massive Open Online Course) in entrepreneurship education in co-operation with Deutsche Telekom.²⁴ The platform is established and operated within the new Digital School. In the project, the Entrepreneurship Hub developed the educational concept for the MOOC, in particular the development of learning objectives, of contents, and assignments, as well as the creation of videos about international issues (with short expert presentations). Mentors give feedback to participants about assignments at the end of each module.

Bigger events like the regular “Night of the Startups” or the lecture series “Spirit of Entrepreneurship” with successful entrepreneurs are not just organized to raise awareness for entrepreneurship but also to integrate alumni in entrepreneurship activities and to make employees and students to think about starting a business.

The Entrepreneurship Hub also organizes workshops with regional SMEs to create new business ideas and innovations and to raise awareness for intrapreneurship in the SMEs.

For start-up coaches, Professor Dr. Schulte together with some colleagues from the Bundesqualitätszirkel Gründungsberatung e.V.²⁵ (Federal Quality Group Start-up Counseling) developed a special extra-curricular study offer to become a certified start-up coach.

1.3 Extra-curricular activities related to entrepreneurship education

1.3.1 Overview of extra-curricular entrepreneurship activities

The Leuphana have a broad range of different extracurricular offers of the study period summer 2013 and winter 2013 – 2014 as demonstrated in the following exhibit. The list was completed by the staff of the Entrepreneurship Hub. There were no further materials available. The category “objectives” is often interpreted as short description of the content. The study team tried to re-interpret the objectives. The activities take place in German.²⁶

Similar to the curricular offers, despite the existence of substantial information, it was not possible to extract a canon of expected outcomes from the different extra-curricular offers, such as specific entrepreneurship related competences. The same is true for the categories “contents”, “methods and media”, “informal evaluation of learning outcomes and feedback for students” and “using results of entrepreneurship research”.

²⁴ See <http://digital.leuphana.com/corporate/magenta-mooc/>, last access 11/12/14.

²⁵ See <http://www.bqz-ev.de/>.

²⁶ Titles mostly translated by the case study researcher.



From the overall offers, selected interesting formats will be described shortly concerning all aspects mentioned above, in the following. The descriptions also take into account the aspects described in chapter 1.3.4.

Exhibit 1-2: Overview of extra-curricular EE activities at the Leuphana

No.	Name	Objectives	Target group	No. of participants in 2013
1	Student2startup, initiative of Wissensfabrik (https://www.wissensfabrik-deutschland.de/portal/fep/de/dt.jsp?setCursor=1_443753)	Foster entrepreneurial activities in students by student counselling of start-up projects	Students	15-20
2	Contact & Cooperation (C&C)	Student consultancy	Students	About 30
3	Lüneburger Student Consulting e.V.(LSC) (www.lsc-lueneburg.de/)	Student consultancy: Students apply basic principles of business administration, such as business development und strategy, marketing.	Students	8-20
4	Oikos (Green economy)	Sustainable Economy and Entrepreneurship Initiative (Oikos initially started with a more obvious focus on entrepreneurship but in recent years tends to deal more on subjects which concern society in general.)	Students	About 10
5	Sneep Team (Economic ethics)	Students deal with the challenges of economic and business administration against the background of social responsibility.	Students	8-15
6	ENACTUS	Students create, design and implement social entrepreneurship projects.	Students (university advisor comes from the chair of entrepreneurship or the entrepreneurship Hub)	
7	Summer School in co-operation with TUTECH (Technology Transfer for Technical University of Hamburg-Harburg (five days)	Combining theory and practice of entrepreneurship. After a theoretical introduction, participants develop their business model with support of the academic staff.	Academic staff, especially research associates, students from all universities and universities of applied sciences in the region of Hamburg and Lüneburg,	20 per year (+/- 2)
8	Leuphana Enterprise Academy	Further education programme for people with interest in entrepreneurship and start ups	Academic staff, students, interested persons from the region	About 50
9	SCHub Feedback	Counselling of social entrepreneurship initiatives at Leuphana by external experts	Social entrepreneurship initiatives at Leuphana and other social businesses	About 20
10	SCHub Lectures	Lectures series tackling different aspects of social entrepreneurship	All Students of all faculties and interested external audience	About 100



No.	Name	Objectives	Target group	No. of participants in 2013
11	SCHub Camp	Two-days intensive training for social businesses	Social Entrepreneurship initiatives und social businesses at Leuphana	About 25
12	The Spirit of Entrepreneurship	Lecture series with successful entrepreneurs	Anyone interested in the topic	About 700
13	Entrepreneurship in action	Successful entrepreneurs of the region train young entrepreneurs about a specific topic	Students/staff etc of Leuphana with interest in entrepreneurship, nascent entrepreneurs, start-ups of Leuphana	About 40
14	Think Tank	Creative workshop series to develop business ideas	Research groups of Leuphana, companies, students	About 30
15	Regular round tables for entrepreneurs "Gründerstammtisch"	Monthly event aiming at networking and sharing of information for young entrepreneurs	Leuphana start-ups, anyone interested in entrepreneurship from the region, interested students and members of the academic staff	About 120
16	Leuphana pitch competition	Open elevator pitch competition during the Leuphana conference on entrepreneurship	Students, academic staff	20 - 30
17	Leuphana business idea of the year	Business idea competition	Students, academic staff	About 30
18	Magenta MOOC ("Discover your entrepreneurial Spirit")	Massive Open Online Course for Deutsche Telekom	Members of Deutsche Telekom worldwide	About 2500

1.3.2 Target groups of extra-curricular activities

The university's target groups of extra-curricular entrepreneurship education activities are similar to the target groups described in 1.2.2. As said by interviewees, extra-curricular activities have a double function: at the beginning of the entrepreneurship education career, the offers raise awareness in students for entrepreneurial thinking and behaviour and a possible professional career as an entrepreneur. After having passed curricular offers, students with a high interest in entrepreneurship or nascent entrepreneurs again take extra-curricular offers with a specific focus on start-ups.

The offers are not targeted to specific departments or faculties but are intended to offer a mixture that attracts students, employees etc. from all faculties, e.g. by inviting successful entrepreneurs for workshops not only from the field of internet start-ups but also social businesses, education or eco-businesses.

1.3.3 Designing extra-curricular activities

Intentions

For the overall *objectives* of entrepreneurship teaching see chapter 1.2.3.

Despite the existence of substantial information, it was not possible to extract a canon of expected outcomes from the different extra-curricular offers, such as specific entrepre-



neurship related competences. The same is true for the categories of “contents”, “methods and media”, “informal evaluation of learning outcomes and feedback for students” and “using results of entrepreneurship research”.

From the overall offers, selected interesting formats will be described shortly concerning all aspects mentioned above, in the following. The descriptions also take into account the aspects described in chapter 1.2.4.

Student2Start-up

Target group: Students from all faculties

Teacher: Employed academic staff from the university, team-teaching with two teachers.

Objectives: The students autonomously plan and elaborate a consulting project with their clients and get an insight into the workings of a young start-up.

Contents: Student teams of 5 – 8 members solve problems of start-ups at the early start-up-phase. The student teams have 6 weeks to get in contact with the start-up, identify and discuss a problem that can be solved in that time frame, and then present their findings in front of the founders in a plenary session.

Methods and Media: In the opening meeting, the students have to choose a business case. In the final session, 6 weeks after the beginning of the activity, they present their findings via PowerPoint presentation in front of the founders.

Informal evaluation of learning outcomes and feedback for students: The Entrepreneurship Hub’s staff guides them through the process and is in constant communication with the team throughout the 6 weeks. However, the teams have to solve the problems by themselves.

Locations and timing: Student2Start-up takes place in seminar rooms at the campus within one semester. It consists of three meetings in person. One opening session, one session after three weeks, and a final plenary session.

Formal evaluation and learning outcomes: Participants have to develop a rich and insightful presentation and a report for their clients.

Spirit of Entrepreneurship

Target group Open for everyone at Leuphana.

Teacher: External Speakers.

Contents: Highly acclaimed entrepreneurs from different fields and backgrounds talk about their entrepreneurial story and answer questions by the students.

Methods and Media: The speakers bring their own set of slides for their talks.

Informal evaluation of learning outcomes and feedback for students: Students may ask questions about details and insight of the entrepreneurial endeavour of the guest speaker.

Locations and timing: At least three times per semester in the afternoon, so that as many students as possible can join the discussion.

Formal evaluation and learning outcomes: None.



1.3.4 Setting of extra-curricular activities

Locations

The locations depend on the number of participants and the aim of the activities. They take place in seminar-rooms, lectures halls all over the university, sometimes even in the Mensa, but also inside regional SMEs and the campus based start-up cafe and co-working space “Die Lokalität” (The Locality). The Entrepreneurship Hub provides special rooms with office equipment, called pre-incubators, to start-up teams. The teams meet there during the idea generation and seed phase and receive readily available mentoring.

Timing

Extra-curricular activities are offered at similar times like curricular offers. Big events like the “Night of the Start-ups” are of course taking place during the evening. Other events like the “Leuphana Elevator Pitch Contest” take place during the whole day. Some offers like “Student2Startup” last six weeks (kick-off workshop, six weeks counselling start-ups, presentation workshop). Others like the Leuphana Enterprise Academy are clustered (8 workshops clustered over 4 weekends) and some workshops last only some hours or two days.

1.3.5 Persons involved in extra-curricular activities

External experts are involved in most extra-curricular activities. The Entrepreneurship Hub designs specific formats and guides them through with the help of external experts. The “Spirit of Entrepreneurship” for example, is a teaching format that consists mostly of entrepreneurs from different fields to match the main faculties of Leuphana. Every semester at least three highly successful entrepreneurs get in contact with the students to talk about their own story and to answer questions the students might have. Students and staff can come to these lectures and get first hand insight about the entrepreneurial process. Another format is “Entrepreneurship in Action”, where successful entrepreneurs of the region train young entrepreneurs about a specific topic. These events are guided by staff of the Entrepreneurship Hub and students have to register themselves upfront for the limited capacity events.

1.3.6 Management of extra-curricular activities

All extra-curricular activities are managed and coordinated by the Entrepreneurship Hub in close collaboration with the other departments and staff at Leuphana. A dedicated staff member of the Entrepreneurship Hub is in charge of the implementation of current and new formats. Before the Entrepreneurship Hub was deployed, extra-curricular activities were plenty, but unstructured. Now, students can find all the different activities and events on the homepage of the Entrepreneurship Hub and can suggest new formats to be included.

Managing student support

See the same section in the chapter of curricular activities, chapter 1.2.6.



Management of possible integration of extra-curricular elements and attracting new groups of students

To attract students for entrepreneurship related issues, the responsible member of the staff of the Entrepreneurship Hub uses all existing means, such as print media (posters flyers); internet based media, such as the websites of the Entrepreneurship Hub; if indicated, the platform Mystudy and; social media, such as Twitter and Facebook. The staff agreed upon attracting students and other groups by offering interesting activities, such as a lecture series with successful entrepreneurs from all over Europe, and frequently from the next big city, Hamburg. Staff also presents the extracurricular offers in selected lectures having a network of engaged and interested full tenured professors.

The already mentioned “co-working space” (see chapter 1.2.5) is located centrally on the campus in an area called “campus-line” and is highly visible for all students. It is financially supported by the university by a favourable rent and is run by young entrepreneurs. Alongside their work, they offer a part of the location for the ignition phase of ideas of other students and also as a (teaching) event location. It is a location with big windows and students immediately get in contact with interested people in entrepreneurship without any barriers. Thus the Entrepreneurship Hub can easily develop offers close to the needs of the students and at the same time, have a positive marketing effect.

1.4 Institutional aspects of entrepreneurship education

1.4.1 Organisational set-up and change

Measures for coordinating and integrating entrepreneurship education across the university

The fusion of the University of Lüneburg and the University of Applied Sciences North-East-Lower-Saxony in 2005 presented a new start which was used to create novel structures and a new profile. As the focus on entrepreneurship was only a part of the process, internal resistance to the topic could be warded off or even avoided right from the beginning. It was much easier than if confronted with the changing of deeply anchored structures and an established profile. Still existing resistance is countered by the “Humboldt-Schumpeter” approach which has the power to debilitate common resentments like “Economisation of the University”. Nonetheless, it remains a line of conflict at Leuphana, in particular when discussed with long-time professors of the non-economic faculties and student committees.

It is necessary to make the “integrative contents of entrepreneurship” a subject of intensive discussion, since among these groups there remains an apprehension of an interference of the freedom of research and academic teaching.

Influence of external stakeholders in the entrepreneurship education programmes

The topic of entrepreneurship was and still is unproblematic among external stakeholders. Rather, general ignorance about the university’s work as well as scepticism towards the overall new orientation form relevant difficulties. Thanks to an intensive cooperation between the university, KMU and regional stakeholders in the context of the EU Innovation Incubator it was possible to reduce these over the past four years.



1.4.2 Laws, statutes and codes

Incentives for staff to engage in or support entrepreneurship education

Currently, university staff can take an entrepreneurial sabbatical to focus on starting a new venture. There is no record on how many researchers and research assistants have chosen to take advantage of this arrangement. Other remunerations are not in place. Nonetheless, the Chair of (which department?) the University is working on a new university-wide guideline for incentives regarding entrepreneurial activity as well as support for students who are trying to launch entrepreneurial activities in their respective faculties. This process has just started and is going to take 1-2 years to implement due to complex financial ties to government funding.

1.4.3 Mindsets and attitudes

The University sees itself as a humanistic sustainable and proactive university which fosters the development of responsible and proactive individuals who are able to turn ideas into action, to govern their own lives in an entrepreneurial way and to creatively shape society for a better future. This is why Leuphana is going to strengthen its image and portfolio in relation to the “Humboldt plus Schumpeter” approach. Therefore, as interviewees told, entrepreneurship will be understood in a broad sense. In terms of “Humboldt plus Schumpeter”, entrepreneurship is a comprehensive form of modern lifestyle which refers to “an individual’s ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities...” (EU Kommission 2007: 11). So Leuphana members see entrepreneurship as another kind of educational ideal originating from Humboldt. Because of this broad view of entrepreneurship, the university tries to implement entrepreneurship content in all faculties, studies and at all organizational levels. Therefore, their activities are understood as part of entrepreneurship education, especially due to orientation and support offers to students to realize their own ideas. Existing seminar content gets enriched with entrepreneurship or intrapreneurship related content, curricular and extracurricular activities as well as entrepreneurship education, relevant players are becoming coordinated throughout the university (macro-didactical approach with a mixture of classical and action oriented teaching formats), these players are also becoming coordinated with all other relevant players like coaches and finally all activities getting integrated in an overall strategy. This holistic approach is theoretically based on the work of PD Dr. Mark Euler, 2014, who is a member of the Management Board of the Entrepreneurship Hub.

As interviewees pointed out, in order to raise awareness for this kind of understanding entrepreneurship seminars focused on entrepreneurship like “Start-up Management” are as important as those lectures that became enriched with entrepreneurship content e.g. a historical seminar about the medieval life that also shows how entrepreneurs became important for the changes that led to modern society. Besides these kinds of entrepreneurship education activities, big events like the “Freshmen Week” or the “Night of the Start-ups” are also important to raise awareness and to offer different perspectives on entrepreneurship. The entrepreneurship educators understand themselves as suppliers of “knowledge services” that may help students, employees and SME to realize their ideas and live a successful entrepreneurial life as pointed out by interviewees. That’s why they also have to promote their offers using marketing activities like social media, guerrilla



marketing activities e.g. giving ice cream for free to those who hand in a start-up idea at the information desk, art exhibition with portraits pictures of successful alumni entrepreneurs etc.

As a result of all these activities, Leuphana University is always ranked as one of the top-ten universities for entrepreneurship in the most important German ranking „Vom Studenten zum Unternehmer“ (From Student to Entrepreneur). In 2005, Leuphana was ranked number one.

Students with the career goal of teacher for secondary schools in the area of vocational training underline the importance of having entrepreneurial competences on their own. They are of the opinion that having experienced entrepreneurial thinking and behaviour help to be better teachers, having a closer link to the job reality. Reflecting on a school internship, one of the interviewed students said that students at high schools and vocational schools are often not interested in the subject of entrepreneurship and seem to be overburdened. Future teachers need to learn to be very patient and to know about innovative methodical approaches to attract students' interest in the topic.

1.5 External relationships related to entrepreneurship education

1.5.1 External stakeholders involved in entrepreneurship education

During the last four years, over 500 projects were carried out in co-operation between regional companies and the Leuphana. Frequently these projects consist of master theses in the area of R&D supported by the respective professors at Leuphana. Financial Institutions are not involved in entrepreneurship education but sponsor the Freshmen Week. The Leuphana interacts with business support services, particularly with the Chamber of Commerce in the lecture and seminar "Management of Innovation" (see detailed description in chapter 1.2.3).

The Entrepreneurship Hub is in close contact to the Lüneburg Science Park "E-Novum". Sometimes workshops take place here and teams from the Leuphana have their offices there. Also an intense knowledge exchange happens with the incubator "Plug and Play" (Axel-Springer AG) and "Hubraum" (Telekom).

1.5.2 International relationships

The Entrepreneurship Hub has a strong network with international partners. There is a strong relationship to the ECSB and every year a research conference is held at Leuphana. In 2015, the European Entrepreneurship Education Conference 3E (hosted by the ECSB) will take place in Lüneburg. Therefore, the team holds strong ties to various network partners (universities) of the ECSB. One member of the Entrepreneurship Hub is also member of the board of the ECSB. Regarding combined efforts in entrepreneurship education, the Entrepreneurship Hub has established a network with the University of East London and the University of Florida, whilst planning a joint event and training for students on all three locations at once. There are also strong ties to the Glasgow Rangers Football Club, with whom the Leuphana Entrepreneurship Hub organizes joint courses, with a focus on business incubators. Moreover, some of the staff is part of the Coneect Network, an international network that offers training courses for academic entrepreneurship teachers in Europe.



The Chair for Social Entrepreneurship is also closely connected to universities in South Africa.

The Student Training for Entrepreneurial Promotion (STEP) programme, located at the chair of Professor Dr. Frese fosters strong relationships with Kenya, Tanzania, Rwanda, Liberia, Mexico, Philippines, Uganda, Togo and Lesotho. The researches and staff of the Institute of Corporate Development implement entrepreneurship trainings which cover different topics, such as “Opportunity Identification”, “Management of Finances”, and “Personal Initiative”. From the domain of entrepreneurship, the topics include “Business Administration” and “Psychology”. The findings of the highly acclaimed research endeavours with a focus on action-oriented trainings can then be transferred into the curricula of Leuphana University.

1.6 Impact measurement and lessons learned

1.6.1 Evaluating impacts of the entrepreneurship education approach

The University of Lüneburg is currently setting up a quality management system for all activities related to starting a business and for entrepreneurship education. This also applies to impact analysis. Both systems are part of the currently running project within the EXIST IV support programme of the federal government.

1.6.2 Lessons learned

Summary of lessons learned from this case

It is very important to get as many students as possible in contact with the theme of entrepreneurial thinking and behaviour. This can be done by compulsory curricular offers, such as the “Leuphana Week”, as well as through a broad offer of entrepreneurship related courses in compulsory studies. This also can be done by integrating the theme of entrepreneurship, innovation and social responsibility in as many courses as possible.

Interviewees point out that the extracurricular elements serve to raise awareness for entrepreneurial thinking and behaviour. They open the mind of students for the corresponding offers, for example in Complementary Studies. After having raised awareness, extracurricular activities directly support nascent entrepreneurs with offers such as “SCHUB Camp”, the regular “Round Tables for Entrepreneurs” and “ENACTUS”.

A varied study programme is basically welcome but it is not desirable per se to have a wide range of offers. Curricular and extra-curricular offers should rather be meaningfully interlinked. A sound theoretical academic programme has to be systematically accompanied by practical courses, seminars and training.

Leuphana aims to raise awareness for entrepreneurship among students and sensitising the importance of idea generation for students, either by creating something completely new or by using and combining what is already there.

As to the reputation of an “Entrepreneurship University”, external communication is indispensable, consisting of good results in university rankings, research output and an increased presence on scientific conferences. This visibility and reputation leads to an increased interest of students in entrepreneurship related study programmes, such as the Master of Management and Entrepreneurship, with a specialisation in Business Development.



For the sake of an efficient entrepreneurship education programme, it is necessary to adapt to the educational needs of students from different target groups. The study programme has to be developed and adapted to these specific target groups, such as the “Start Week” for students who do not have any knowledge about entrepreneurship; offers for the target group of students from Business Management with a more academic focus and; offers for the target group of students who are interested in start-ups. In the latter group, it can also be useful to differentiate between the phase of idea generation, the phase of comprehensive competences and the phase of nascent entrepreneurs. Offers for this target group would be mostly extra-curricular.

The current generation of students differs from the last generation in several aspects: They are more mobile, observing other universities and comparing them to their own university. They are open minded and self-confident, with interest in new topics. On the other hand, they do not like to focus too much on one theme and do not accept compulsory presence in classes. This is why interviewees point out the importance of innovative approaches in the curricular offers (reducing traditional lectures, changing to formats with more self-centred learning etc.). But nonetheless, entrepreneurship education should employ a broad variety of different methods, from experiential learning to the more traditional elements of learning.

As interviewees, especially those who pursued an entrepreneurial career after graduation, point out that the learning outcomes of entrepreneurship education were nearly up to 100% of practical use. The close link between university and industry is essential to develop entrepreneurial skills. Direct contact with real entrepreneurs, business plan and idea competitions helped a lot. Entrepreneurship education resulted in giving better access to the more theoretical issues of economics and business administration.

External communication is important as to make visible the entrepreneurship education efforts and outcomes. This can be done by good positions in rankings, a good research output as well as (international) conferences. That leads to an increased demand e.g. for the study programme Master of Management and Entrepreneurship.

The large amount of third-party projects has advantages and disadvantages. On one hand, having a large number of third-party funded projects allows offering a broad range of activities. On the other hand, above all, the stakeholders in third-party funded projects have to achieve the objectives as indicated in their proposals. This is at the expense of the comprehensive structure for entrepreneurship education in the entire university and even in smaller units. As a vision for the future, the Board of Management aims to combine and organize different elements more effectively and converging the didactic quality. This should be done by developing a “Didactic Leuphana Approach” to foster entrepreneurial thinking and behaviour within the scope of a follow-up application.

Transferability to other universities

Due to the fact that the broad approach is a competence or education-related approach, it can be transferred to all universities. Depending on the university's profile, tailoring specific contents to the target group would be required. This would imply a much more practical, hands-on, but somewhat more difficult approach for technical universities, compared to universities that are oriented towards humanities. The same holds for the methodology. A mix of classical, instructive and more current action-oriented methods can generally be applied to all universities. So can the intended macro didactical coordination of all offers and all actors involved. However, this realisation is more difficult in bigger and established universities than in smaller and newer universities.



It is the university management's endeavour and claim to educate and form autonomous personalities who will shape the society of the 21st century in a responsible way. That would imply thinking of economy in new and sustainable terms and consequently viewing entrepreneurs not as "homines oeconomici" but "homines interagens", i.e. persons who are capable of developing their own goals and – in an effort of exchange these with others – of realising these in a sustainable and responsible way. It is the explicit wish to transfer this vision and to realise it to corresponding contents and methods, hence an exchange with other universities is actively supported. Therefore, a competence-oriented approach of entrepreneurship and the departure from focusing exclusively on the research on, and support of, profit-oriented innovative start-ups is central.

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Annex

Comprehensive overview about curricular EE offers at the Leuphana University, Lüneburg:

No.	Name	Objectives	Target group	No. of participants in [year]
1	Orientation Week	The Leuphana Freshmen Week is an integral part of the Leuphana University's new model of studies, which has received much attention along with multiple distinctions. Since 2007, this special opening has given the students the opportunity for a collective start into their studies. Besides the general introductions, in which they are familiarized with the University and their field of studies, every year is dominated by the development of a practical project. The Orientation Week 2012 was held with the slogan "Start UP!". It hosted for the first time, the Leuphana Europe-wide unique start-up competition, with the theme that every year a social problem would be solved with the help of a start-up idea.	Students of first year	1800
2	Summer School in co-operation with TUTECH (Technology Transfer for	At the Summer School, an intense discussion is held on the theme of "Start-up Planning". The event takes place in a motivating environment for entrepreneurs, the hit Technopark. Students can interact with, and learn from the staff of the Technopark, including	Academic staff, especially (senior researcher), students from all universities and	20



No.	Name	Objectives	Target group	No. of participants in [year]
	Technical University of Hamburg-Harburg)	student entrepreneurs who work there, founders, as well as their contacts. This has practical experience for students. The aim is to provide students with the tools and the network for successful start-up creation.	universities of applied sciences in the region of Hamburg and Lüneburg, (with credits for students in the area of complementary studies) (also extracurricular)	
3	Create Bags for Starters – Act Entrepreneurial to the Benefit of the Freshmen	Students develop a real entrepreneurial project with a given product, such as product development, financing, fundraising and sponsorship, sustainability	Bachelor Students of all faculties in the area of complementary studies	25
4	Civil Law for Business	Introduction to general civil law, in particular, contract law and; the law of obligations, in particular, the right to rescind.	Students of the faculty of Business and Economics	150
5	Managing Entrepreneurial Opportunities (Seminar)	<p>Joseph Schumpeter's assertion that entrepreneurs are the engines of innovation, growth and renewal has inspired academics to unravel how enterprising individuals develop ideas into successful corporations. Turning opportunity into value creating business is the essence of entrepreneurship. Hence, this core module focuses on the spotting and acting on business opportunities. Entrepreneurs do not only to spot opportunities they also must mobilize resources that are needed to milk the opportunity. Usually, considerable time and energy is spent on developing the value proposition and on building the organization. Of course, it does not stop there as many entrepreneurs seek to grow their business.</p> <p>This module provides a bird's eye view on the success and fail factors of such business venturing. Not to provide recipes for success, but to introduce you to the most relevant lessons that can be drawn from the sociological, psychological and economic studies of entrepreneurship and from the interdisciplinary contributions from management and business studies. This approach reflects the profound interdisciplinary nature of entrepreneurship as a field. It also shows how academic research can be used to inform and improve entrepreneurial practice.</p>	Students of Business and Economics	30
6	Entrepreneurial Responsibility	The students will be introduced to the field of corporate social responsibility and given an overview of relevant concepts (e.g., definitions, instruments such as sustainability report and stakeholder dialogue) and their practical implementation in a company. Students will learn and reflect on a range of issues	"Leuphana Semester" Students of all faculties in the first study term (freshman	27



No.	Name	Objectives	Target group	No. of participants in [year]
		and the scope of corporate social responsibility. Students will receive know-how relevant to economic, social and environmental responsibility, as well as communication. They will also receive material in the form of case studies and sustainability reports. They will be assessed on individual and group presentations on a chosen topic.	courses)	
7	Sustainable Entrepreneurship (semi-nar/exercises)	Students will learn the basics of management of business start-ups and be able to apply them in practice. The students should be able to name examples, as well as the specifics, of sustainable entrepreneurship and be able to transfer aspects of sustainable entrepreneurship to their own start-up projects. In addition, students will learn about "Sustainable Intrapreneurship", the innovative, sustainable activities of large companies	Students, all, freshman	35
9	Entrepreneurship and International Business (EN)	International trade and small-medium scale enterprises (SMEs) form the backbone of the German economy. Through this seminar, students will learn about the rudiments of setting up and operating SMEs. SMEs are also active in international business and students are prepared here to confront the challenges of going global. Topics include Entrepreneurship - its risks and glories; the status of SMEs in Germany; legal requirements to set up an SME, Success Stories of Start-ups; Marketing Techniques; Role of the World Trade Organization (WTO) and Special Services like Agency Arrangements and Forwarding cum Shipping Terms.	BA students, all, complementary	20
10	Entrepreneurship – Economic and Empirical Analysis of Start-ups (lecture)	"New" economic activities of existing companies, as well as start-ups include the elemental components of economic development. The questions, such as what causes such activities, factors affecting their success and contribution to the dynamics of development of economies, are studied from an economic perspective. In addition, aspects of re-distribution will be addressed by these new economic activities. The lecture explores these approaches from an economics and business administration point of view.	Students of Business and Economics	25
10	Managing Start-ups (seminar)	See detailed description in chapter 1.2.3	Students of Business and Economics	30
11	Principles of Business Administration Based on Entrepreneurship (lecture) (in summer and winter semester)	Fundamentals and basic concepts of decision-oriented economics - Quantitative analysis and controlling and managing businesses - Start-ups - Goal oriented management of companies - Fundamentals of decision theory - Optimization under scarcity	Students of Business and Economics	650
12	Principles of Business Man-	See above	Students of Business and	650



No.	Name	Objectives	Target group	No. of participants in [year]
	agement: A start-up orientated introduction (exercises) (in summer and winter semester)		Economics	
13	Start-up Management (lecture)	The course deals with the process of the formation and early development of enterprises, studied from a business perspective and pays special attention to the case of business start-ups, i.e. creating an own enterprise or acquiring an existing company. A company is studied from its development process, i.e. a major characteristic of this approach is the idea that a company goes through the phases of birth and growth. Hence, analysis is focused on how this dynamic process takes place.	Students of Business and Economics	220
14	Start-up Management (accompanying exercise)	See above	Students of Business and Economics	220
15	Corporate Sustainability Communication	<p>Aims of the module are:</p> <p>Learn basic theoretical elements of corporate communications, as well as establishing an understanding of the field through the following:</p> <ul style="list-style-type: none"> - Dealing with different theoretical concepts and reflection on practice - Basic concepts, challenges, concepts and tools of (corporate) communication of sustainability - Reflexivity - Critical approach to theoretical and empirical results - Working as a team - Discussion skills - Ability to work independently - Presentation skills 	Students of the faculty of sustainability	30
16	Basics of Taxation of Entrepreneurial Activities	Understanding corporate tax law and its core structures, the course consists of fundamental knowledge in income, corporate, commercial and tax law, as well as the development of supporting principles for success- and performance-related tax sharing. The students should demonstrate the ability to critically evaluate corporate tax law and study it in the context of start-ups.	Students of Business and Economics	50
17	Social Entrepreneurship in Developing Countries: Supporting Global Sustainability I (seminar)	Independent, result-oriented action for global sustainability through the realization of a micro-project in Latin America and Africa in social entrepreneurship. Acquisition of necessary tools - for example, critical examination of development cooperation and policy; corporate social responsibility with the principles of teamwork, project planning and implementation and fundraising; awareness about a specific issue overseas and its causes and effects; acquisition of social skills in an international-cultural dimension; applying	Leuphana Semester	25



No.	Name	Objectives	Target group	No. of participants in [year]
		theory to practice and; moving from a unidirectional to a multidirectional perspective on development cooperation.		
18	Social Entrepreneurship in Developing Countries: Supporting Global Sustainability II (seminar)	See above	Leuphana Semester	25
19	Literature and Money (Tutoring)	Are economics and morality actually terms that should be associated with each other? What is economics and entrepreneurship? People have dealt with these issues as long as they have traded and negotiated. This seminar explores the discussion of these questions and the answers that have developed over the past 2,500 years.	Leuphana Semester	27
20	Training of Entrepreneurs in Developing Countries (seminar)	This project aims to promote entrepreneurs in developing countries and how they can realize business opportunities and improve their performance in the market. There are good indicators, in our opinion, that entrepreneurship is an important measure of poverty reduction in developing countries. Students interested in this area also have the option to travel to Africa with an existing DAAD programme to write their thesis on a similar project.	Students of Business and Economics	
21	Training of Entrepreneurs in Developing Countries (exercise)	See above	Students of Business and Economics	25
22	The Entrepreneurial Self – an Inventory	The mission of the entrepreneurial self, according to Ulrich Bröckling is, “A bundle of interpretive schemes with which people today understand themselves and their modes of existence.” The aim of the seminar will be to identify these interpretive schemes based on reading central chapters from Bröckling’s book “The Entrepreneurial Self” to discuss and apply them to participants’ own everyday experiences.	Leuphana Semester	27
23	Business Planning (exercise)	The session focuses on the development of a business plan and all of its associated planning steps in the business process. All relevant content is taught but students are also given the opportunity to write a sample business plan, which would then be assessed on its quality and content. This didactic approach requires a high degree of readiness for participation by the students. The creation process and its assessment will be traced from the initial brainstorming until its final planning.	Students of Business and Economics	220
24	Development of Vocational Education in the Context of Socio-	Students will acquire an insight into the socio-economic foundations of change processes of modern working environments. Included concepts are “employability”, “labour-entrepreneur” and “entrepre-	Students of the Faculty of Education (future teachers in	35



No.	Name	Objectives	Target group	No. of participants in [year]
	cultural, Political, Ecological, Technological and Work Organisation Related Changes: Employability and Entrepreneurship (seminar)	neurship and intrapreneurship". The seminar discusses the resulting implications for education and training systems and entrepreneurs, politics and society based on these concepts.	vocational training)	
25	<i>Leuphana Enterprise Academy</i>	See detailed description in chapter 1.2.3.	BA students, all, complementary (see also extra-curricular offers)	20
26	The Newest Developments in Organisational Behaviour & Entrepreneurship (seminar) (EN)	This seminar focuses on three objectives: First, develop a good set of thoughts on the scientific OB-HR and Entrepreneurship literature; second, understand, how scientific articles are written in this area and how one can participate in this endeavor, and third develop a study design during this course that one might want to perform and to publish at some point.	Students of Business and Economics	20
27	The Business Decision of Re-organisation in Practice in the Tension between Collective and Individual Labour Law	Students learn about individual labour law provisions in a case study setting, such as the prerequisites of operational termination and notice of amendment, and the corresponding participation and co-determination rights under the framework of the Works Constitution Act. In addition, aspects and requirements of compensation agreements are also studied in the context of start-ups.	Students of Education	15
28	General Business Management and Start-up Management (Seminar) (in summer and winter semester)	Presentation and discussion of undergraduate work with a focus on business start-ups.	Bachelor Students of Business and Economics	15
29	Start-Up Counselling (seminar)	Students acquire course competencies within the course and learn to apply them to real cases. The following main topics are covered: concepts and forms of counselling; the counselling process; analysis of counselling requirements; consultation design; consultancy content; consultant-entrepreneur communication and business plan analysis.	Students of Business and Economics	18
30	Visionaries, Innovators, Entrepreneurs – Entrepreneurs over the Course of Time	The seminar looks at the essential principles governing sustainable development and entrepreneurial action in an increasingly complex society. Students arrive at this general observation by working in groups and analysing case studies about selected entrepreneurs. This seminar follows a strong, interdisciplinary approach. Therefore, it enables students to view their own discipline from a different perspective and learn about other disciplines from a common ground. Rather than employing a one-sided teaching approach, the seminar allows for a joint discussion of	BA students, all, complementary	25



No.	Name	Objectives	Target group	No. of participants in [year]
		the study contents. The seminar is very different from traditional courses because parts of the course contents are crafted by the students themselves. The workshop units aim to improve students' personal, social and methodological competences.		
31	Social Entrepreneurship	This course examines theoretical and practical aspects of the phenomenon of 'Social Entrepreneurship' and 'Social Business'. The focus is on their development in Germany. The first major section is devoted to the history and nature of the concept of integration in the context of entrepreneurship and social development. The second section is devoted to the practical implementation of social business models and their analysis, methods of impact assessment and, funding and governance issues in social entrepreneurship. Students also have the opportunity to develop their own project and prepare a project-idea presentation.	Students of Sustainability	40
32	Salt, Power, Culture: The mentality of pre-industrial Entrepreneurs in Lüneburg	Since the second half of the 14th century, the economic and political power of the town of Lüneburg was in the hands of some - a few families - the so-called "Sülfmeister". In the 15th century, they formed an impermeable social class. A key prerequisite for this were resources in the form of saline. This seminar questions the extent to which money, power and morality are related and how this particular entrepreneurial mentality was coined.	Leuphana Semester	27
33	Models of Social Entrepreneurship: TerraCycle as an Example	This project seminar aims to show students the central challenges a socially-oriented company, like TerraCycle, faces. The question of how an ecologically and socially-oriented company is positioned within a capitalist society is answered. Other Issues, such as the daily workflow of TerraCycle, are also analysed.	Leuphana Semester	27
34	Management of Innovation – Project Seminar	See detailed description in chapter 1.2.3.	Master students of Management and Entrepreneurship (2 nd semester)	250
35	Social Entrepreneurship Project Lab – Development and Planning of Your Own Social Entrepreneurial Project (project seminar)	See detailed description in chapter 1.2.3.	BA students, all, complementary	25
36	Cultural Entrepreneurship – AnSCHub conference 2015(project seminar)	To raise awareness for a new research area in social entrepreneurship: cultural entrepreneurship. To get insights in scientific research by developing and writing a scientific paper.	BA students, all, complementary	25



No.	Name	Objectives	Target group	No. of participants in [year]
37	Integrative solution of questions concerning business management	Integration of theoretical knowledge in different subjects and practical application by writing a business plan	BA students, compulsory module	25