

ENTREPRENEURSHIP GAMEBOOK FOR HIGHER EDUCATION INSTITUTION

Recommendations for the promotion of
entrepreneurship



WHAT?

You have just opened a gamebook of entrepreneurship targeted at universities and universities of applied sciences. It contains recommendations for developing patterns of play which will make the higher education institution a championship team in entrepreneurship.

WHY?

Entrepreneurship means attitude, capabilities and action. The need for these characteristics continues to grow, as the society changes faster and more unexpectedly than ever. As a team of expertise and creativity, the higher education institution with its partners can offer a better growth environment for entrepreneurship.

FOR WHOM?

The gamebook is intended for use by each team member. At an entrepreneurial university, each person is a team player and has a role to play.

The gamebook spurs on people at the higher education institution to become promoters of entrepreneurship: higher education institution managers, i.e., management in charge of the team's strategy and team as a whole, coaches, i.e., middle management responsible for teaching, research, development and innovations, as well as players, i.e., students, teachers, researchers and other experts.

HOW?

The gamebook is divided into three rounds. In the first round, the aim is to strengthen the entrepreneurial attitude and capacities of the higher education institution community. The second round focuses on generating university-based entrepreneurship, and the third round concentrates on the renewal of more established entrepreneurship.

The rounds consist of patterns of play. Each pattern describes its purpose, the division of labour and the tactics. The higher education institutions with their partners are encouraged to tailor the recommendations into a constantly evolving gamebook suitable for their own use.

FROM WHOM?

The gamebook has been drafted during autumn 2018 in collaboration between the Rectors' Conference of Finnish Universities of Applied Sciences Arene, Universities Finland UNIFI and The Federation of Finnish Enterprises. Representatives from the National Union of University Students in Finland SYL, and the University of Applied Sciences Students in Finland SAMOK have also participated in the project. The Ministry of Education and Culture has supported the production of this gamebook.

LET'S PLAY TOGETHER
FOR ENTREPRENEURSHIP!



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1. ROUND

ENTREPRENEURIAL ATTITUDE AND CAPACITIES

HOW CAN A HIGHER EDUCATION INSTITUTION CONTRIBUTE TO THE CREATION OF ENTREPRENEURIAL ATTITUDES AND CAPACITIES OF STUDENTS, TEACHERS, RESEARCHERS AND OTHER STAFF?

PATTERN OF PLAY 1A: STRENGTHENING OWNERSHIP OF LEARNING

AT THE HIGHER EDUCATION INSTITUTION, EACH PERSON IS THE ENTREPRENEURIAL OWNER OF THEIR LEARNING.

PURPOSE OF THE PATTERN OF PLAY

Knowledge is our most valuable asset. The stronger the individual owns their learning, the better results the learning will generate. If learners are in a central and entrepreneurial position in the learning environment, they will have a stronger ownership of their learning and reach better results.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

In the higher education institution strategy, managers will give the coaches and players freedom to take advantage of the gaming environments true to life, and encourage them to apply learner-centred and entrepreneurial operating models. When dividing resources for the team, the managers show their respect for a game of skill, which strengthens the ownership of learning

and produces practical experience as well as theoretical understanding, in other words, genuine and valuable competence as a whole.

► COACHES (MIDDLE MANAGEMENT)

Together with the players, the coaches will plan a style of playing which fits the higher education institution strategy and uses its resources effectively. The main shareholders of the style of playing are the players themselves. The coaches leave room for the players' initiative and creativity to experiment with and develop new learner-centred solutions. The coaches will set an example for the players by their quick decision-making and controlled risk-taking.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

The players take advantage of their freedom in a responsible manner, and actively search for new and challenging gaming environments that generate learning results. In them, they boldly experiment with learner-centred solutions guiding towards entrepreneurship. The players tell openly about their successful and unsuccessful experiments, and share their experiences among each other regularly.

PATTERN OF PLAY 1B: ESTABLISHING CONDITIONS FOR ENTREPRENEURIAL LEARNING

THE HIGHER EDUCATION INSTITUTION HAS ACCESS TO EXCELLENT CONDITIONS FOR ENTREPRENEURIAL LEARNING.

PURPOSE OF THE PATTERN OF PLAY

Learning based on ownership and team work flourishes in authentic and functional training conditions. If the higher education institution has broad and complex national and international networks with the world of work and other partners, it can offer better resources and environments for entrepreneurial learning to its learners, as well as better opportunities for the development of operations to its partners.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers are the main architects for designing the practice conditions at the higher education institution. They will create positive financial and other types of incentives for the coaches and players to search for and establish conditions for entrepreneurial learning. At the same time, the managers actively widen and maintain the higher education institutions network of business partners and other resources, and gain a deeper understanding of the needs of their cooperative partners.

► COACHES (MIDDLE MANAGEMENT)

The coaches are familiar with the key partners in the playing field of their own education or research, and engage in persistent construction of mutually beneficial cooperation with them. This way, the coaches provide their players with the fundamental prerequisites of entrepreneurial learning, and, on the other hand, expand the higher education institutions competence and innovativeness far beyond the arena.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

Players know the central content and objectives of their own game the best, and as a result, they know what kind of resources and environments of entrepreneurial learning or research are required. The players apply these resources obtained with the help of coaches to their team's projects and study modules. They will share their experiences of collaboration openly with colleagues, coaches and managers.

PATTERN OF PLAY 1C: BUILDING ENTREPRENEURIAL TEAMS

THE HIGHER EDUCATION INSTITUTION IS A COMMUNITY CONSISTING OF SMALL TEAMS THAT DEVELOP AND LEARN.

PURPOSE OF THE PATTERN OF PLAY

The teams playing into one goal are breeding grounds for accelerated learning. Compiled with care, playing with sufficient freedom and owning their learning in an entrepreneurial manner, the teams will create new knowledge and innovations beneficial to all team members as well as the higher education institution and its partners.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers build the higher education institution upon strong and self-guiding teams of coaches and players. The managers set an example to the others with their own unified team play, and clear the barriers systematically from the experimental and development work done by the teams in the playing fields of both education and research. Trust and an expansionary attitude are at the heart of the managers' entrepreneurial team culture.

► COACHES (MIDDLE MANAGEMENT)

The coaches will help the players in the construction of team learning models. For this purpose, they strengthen their knowledge of team playing and team pedagogy, and share it with the players. The coaches ensure that the teams follow the jointly defined rules of the game, but also dare to try and make mistakes.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

The teachers, researchers and other experts will guide the students to entrepreneurial teams and challenge them to take responsibility for their team's actions and, as a result, take ownership of their learning. At the same time, they will help the student teams determine their roles within the team, control team dynamics, and create partner networks offering challenges for learning. The teachers, researchers and experts also form phenomenon-based and multidisciplinary teams amongst themselves.

PATTERN OF PLAY 1D: EMBEDDING A GAME CULTURE OF EXPERIMENTATION

THE HIGHER EDUCATION INSTITUTION WILL EXPERIMENT BOLDLY WITH NEW STYLES OF PLAYING THAT GENERATE LEARNING RESULTS.

PURPOSE OF THE PATTERN OF PLAY

The higher education institutions performance is strengthened by forecasting, exploring and practising new ways of learning, research and development. If the game culture is experimental and permissive towards trial and error, the higher education institution will discover more innovative and effective solutions for the needs of its learners and partners.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers encourage the coaches and players towards an experimental style of playing and game culture. They will remove the organisational speed bumps and acknowledge successful experiments. At the same time, the managers will create an open and constructive atmosphere to the higher education institution that encourages learning also from the less successful experiments.

► COACHES (MIDDLE MANAGEMENT)

The coaches build the players' confidence with continuous encouragement, and give them courage to experiment with new entrepreneurial exercises and game moves at both individual and team level. They identify the most advanced experimenters amongst their players, and give them responsible positions in the fields of development.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

The players are aware of the fact that each practice and game is an opportunity for the team as well as the player to try out new things and develop expertise. They identify their own and the others' strengths as experimenters and developers, and divide work and roles accordingly in their teams of colleagues. The players will stop sufficiently frequently with their partners to weigh the achievements of the experiments.



2. ROUND

NEW ENTREPRENEURSHIP

HOW CAN THE HIGHER EDUCATION INSTITUTION CONTRIBUTE TO THE CREATION OF NEW BUSINESS?

PATTERN OF PLAY 2A: PRACTISING ENTREPRENEURSHIP AND INCUBATION OF NEW BUSINESS IDEAS

EACH MEMBER OF THE HIGHER EDUCATION INSTITUTION CAN PRACTISE ENTREPRENEURSHIP AND INCUBATE THEIR BUSINESS IDEAS.

PURPOSE OF THE PATTERN OF PLAY

The higher education institution has a huge amount of creativity and expertise that can produce new and valuable business if harnessed with entrepreneurship. If the higher education institution provides good conditions for practical experimentation with business skills and for the incubation of business ideas, more higher education institution graduates will be encouraged to become entrepreneurs at some stage in their career.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers ensure that every member of the higher education institution has access to the best possible entrepreneurial resources available for training and incubation. The managers will follow the development of new entrepreneurship stemming from the higher education institution using both quantitative and qualitative indicators.

► COACHES (MIDDLE MANAGEMENT)

The coaches will ensure that the higher education institutions entrepreneurial resources for training and incubation become a natural part of the operating field of players in education and research. At the same time, they strengthen the players' understanding of the principles of entrepreneurship, the rules of the game, as well as the business potential of multidisciplinary and interdisciplinary approaches. The coaches will build a network of experienced entrepreneurs to support the players.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

The players will embrace entrepreneurial training and incubation of business ideas as part of their pedagogical activities and studies. In this, they take advantage of the higher education institutions joint training resources and models, which offer both domestic and international innovators and their teams opportunities to implement their business ideas.

PATTERN OF PLAY 2B: THE PROMOTION OF FUNDING FOR PROMISING EARLY-STAGE COMPANIES

THE MOST PROMISING EARLY-STAGE COMPANIES OF THE HIGHER EDUCATION INSTITUTION WILL RECEIVE SUPPORT FOR SECURING FUNDING FOR THE DEVELOPMENT OF THEIR ACTIVITIES.

PURPOSE OF THE PATTERN OF PLAY

Every season, the higher education institution generates promising new companies that can rise to the Champions League and create new technology and work requiring high competence. The road to the top is, however, narrow, so all possible support, financial or otherwise, is needed in the early stages. When the higher education institution and its partners formulate the processes required for the recognition and funding of the most promising startups, it will partly create the conditions for new entrepreneurial growth.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers will ensure that the higher education institution supports promising early-stage enterprises in the acquisition of funding systematically and in a target-oriented manner. Support can mean, for instance, ensuring that the companies have access to a regional or otherwise hosted seed fund. Together with their partners, the managers make the funding channels and the external business accelerators into an integral part of the higher education institutions entrepreneurial training and incubation processes. They are responsible for coordinating the process in cooperation with professionals of startup funding. Together with the coaches and players, they will create incentives which map the most promising enterprises and guide them further.

► COACHES (MIDDLE MANAGEMENT)

Together with their partners, the team of coaches selected by the managers will develop processes of recognition and support. They will harness the higher education institutions entrepreneurship and innovation services for the search for the most promising start-up candidates in all fields of education and research. With their partners, the coaches in charge will act as mentors for those applying for funding.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

Players working in the field of education and research will systematically search for the most promising entrepreneurial ideas amongst each other and their teams. They will feed them into the screening process of funding channels and other support services.

PATTERN OF PLAY 2C: ENTERING THE WIDER ENTREPRENEURIAL ECOSYSTEM

ENTREPRENEURIAL SERVICES OF THE HIGHER EDUCATION INSTITUTION AND ITS PARTNERS FORM A SEAMLESS GROWTH PATH FROM EXPERIMENTATION TO THE DEVELOPMENT AND ESTABLISHING OF BUSINESS.

PURPOSE OF THE PATTERN OF PLAY

The higher education institution provides an excellent breeding ground for entrepreneurship in new expertise and pioneering innovations. In order to be even more effective, it needs other developers of entrepreneurship alongside its own activities. If the higher education institution has organic links reaching across the playing fields to other entrepreneurship services, entrepreneurs starting from the higher education institution have better opportunities for success.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers will prepare a common field for the promotion of higher education institution-based entrepreneurship together with their partners, such as business accelerators, public growth services and entrepreneurial organisations. To this arena, the managers will guide the players and the coaches responsible for entrepreneurial services. At the same time, they ensure that the division of labour is clear in the entrepreneurial ecosystem, and the roles complement each other.

► COACHES (MIDDLE MANAGEMENT)

The teams of coaches responsible for the higher education institutions entrepreneurial services and their development will create networks with partners promoting entrepreneurship. At the same

time, they will build a framework for developing cooperative entrepreneurial business models in which the different parties' strengths create a viable breeding ground for new entrepreneurship.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

All players will familiarise themselves first-hand with operators that promote entrepreneurship alongside the higher education institutions. With these partners, they will formulate concrete service models and paths, through which domestic and international innovators more seriously oriented towards entrepreneurship, can proceed further with their teams. The teams of players will follow the development of alumni who have become entrepreneurs, and engage them as an expert resource of the higher education institutions entrepreneurial services.



3. ROUND

EVOLVING ENTREPRENEURSHIP

HOW CAN A HIGHER EDUCATION INSTITUTION CONTRIBUTE TO THE RENEWAL OF
ESTABLISHED ENTREPRENEURSHIP AND BUSINESS?

PATTERN OF PLAY 3A: FORMULATING SERVICES FOR THE RENEWAL OF ENTREPRENEURSHIP

THE HIGHER EDUCATION INSTITUTION FORMULATES ITS
SERVICES FOR THE RENEWAL OF ENTREPRENEURSHIP AND BUSINESS
IN CLOSE COOPERATION WITH COMPANIES OF ALL SIZES.

PURPOSE OF THE PATTERN OF PLAY

The higher education institution is a professional team of exploration, development and learning. The knowledge and competence produced by it are channelled to companies, in particular, via new experts. In addition to this indirect benefit, the higher education institution has to work more closely together with the professionals of business life, that is, with companies and entrepreneurs. If the collaboration is developed in close cooperation, the results will be all the more impressive and the higher education institution will be able to serve different companies better.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers will determine the renewal of entrepreneurship as a key task of the higher education institution in the fields of research, development and education fields. They will guide the coach teams of these fields to develop services, and ensure that also entrepreneurs and businesses will be involved in the process of formulating them. The managers will ensure that the entrepreneurial services offered by the higher education institution will be clearly communicated and that they are accessible in one place.

► COACHES (MIDDLE MANAGEMENT)

Together with companies and entrepreneurs, the coaches will formulate the basic patterns of play for cooperative play suited for each field of research, development and training, which the teams of players and students will take to the goal together with their customers. The key coaches in different fields will form a team responsible for the higher education institutions entrepreneurial services, which will ensure that the services form a uniform package and reach the target group.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

Through close and recurring teamwork, the players will gain the best understanding of different types of business and entrepreneurial customers, and tailor the service plan according to the needs of each individual customer. They will communicate information about the teamwork to those responsible for the planning of data service packages, as well as the coaches communicating about them. The players will also involve both domestic and international innovators and their teams together with their business partners in the development of services for the renewal of entrepreneurship.

PATTERN OF PLAY 3B: SERVICES FOR FACILITATING ENTREPRENEURS' CONTINUOUS LEARNING

THE HIGHER EDUCATION INSTITUTION SUPPORTS THE CONTINUOUS DEVELOPMENT OF ENTREPRENEURS' COMPETENCE WITH DIVERSE LEARNING SERVICES.

PURPOSE OF THE PATTERN OF PLAY

The competence requirements for entrepreneurship and business are growing, and increasing numbers of entrepreneurs have graduated from higher education institution. In a similar way to other professionals in the world of work, entrepreneurs have to update their knowledge and competence more regularly than before. If the higher education institution offers entrepreneur-oriented and personalised learning services, the entrepreneurs will be better equipped to stay at the cutting edge of the new economy.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

► MANAGERS (BOARD AND MANAGEMENT)

The managers will decisively confirm the higher education institutions resources and capacity to develop the competence and performance of professionals already involved with the world of work. At the same time, they take into account the specific needs of entrepreneurs and set the coaches in the educational field to design and implement learning services and environments targeted at entrepreneurs.

► COACHES (MIDDLE MANAGEMENT)

The coaches will map the competence needs of professional entrepreneurs starting from their own field of education or research. Based on this, they will design together with the players in their field, learning and guidance services suitable for entrepreneurs. The coaches play together across the field borders, and develop also continuous multidisciplinary and specialised training for entrepreneurs. The coaches will ensure that the entrepreneur's work will be studiable as far as possible, and that entrepreneurial competence acquired elsewhere will be recognised.

► PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

The players will help entrepreneurs recognise the competence they have gained in their work and in other contexts, and its need for an update. Based on this, they will guide entrepreneurs to the most appropriate services and learning environments, and recognise study modules to be completed as part of the entrepreneur's skills. The players will form peer teams from entrepreneurial learners, and analyse and optimise both individual and team learning processes on the basis of the collected data.

PATTERN OF PLAY 3C: SUPPORT FOR THE COMPANY'S CONTINUOUS DEVELOPMENT

THE HIGHER EDUCATION INSTITUTION OFFERS DIVERSE RESEARCH, DEVELOPMENT AND INNOVATION SERVICES FOR THE REGENERATION OF COMPANIES OF ALL SIZES.

PURPOSE OF THE PATTERN OF PLAY

New technology revolutionises entrepreneurship and business. In order to maintain its competitive edge, a company has to continuously develop its processes and products. The higher education institution is one of the best partners for coaching a company planning to renew itself. However, all too few companies find their way to the shared training. It is time for a time-out and strategic reflection. If the cooperative development is comprehensive and continuous, the productivity of the entrepreneurial sector is more likely to develop and the higher education institutions resources will be strengthened.

DIVISION OF LABOUR AND TACTICS IN THE PATTERN OF PLAY

▶ MANAGERS (BOARD AND MANAGEMENT)

The managers will guide the coaches specialising in research, development and innovation to intensify their cooperation with companies of all sizes. To support this, they will formulate transparent incentives and indicators, and follow the development of cooperation in particular between the higher education institution and smaller businesses. The managers will recruit professionals with an entrepreneurial or a business background to these special teams of shared innovation.

▶ COACHES (MIDDLE MANAGEMENT)

Coaches specialising in business cooperation have accumulated experience in the development of companies throughout their careers. With the help of this insight and a deep understanding of their own field of research or development, they will train the players to productise the excellence available at the higher education institution into service elements suitable for different companies. From these elements, they will tailor a suitable partnership model for each corporate customer. Companies seeking for a change of ownership are a special group familiar to the coaches. The coaches strengthen the competence of their team by bringing business experts into the research projects.

▶ PLAYERS (STUDENTS, TEACHERS, RESEARCHERS, EXPERTS)

The players implement the companies' services of continuous development, and are thus the most important makers of results at the higher education institution. They make research and development projects studiable, and thus harness their team's energy and competence for business cooperation. The players move nimbly across the borders of different fields, and formulate a competence palette tailored for the needs of each customer. They maintain their competence through regular practice in the business sector, or through their own business activities.