

A Participants

32 people from 18 countries: -

Australia
Austria
Belgium
Canada
Denmark
Finland
Georgia
Germany
Ireland
Luxembourg
Manila
Mexico
Netherlands
Saudi Arabia
South Africa
Sweden
Turkey
UK

B The Six Characteristics of the Entrepreneurial Mindset

- Seeing and creating opportunities
- Turning ideas into action
- Leading the way
- Using resources smartly
- Managing risk
- Collaborating to create shared value

1 SEEING AND CREATING OPPORTUNITIES

1.1 What major changes or innovations have there been in last 5 years?

Changes in Policy

- New government
- Decline in support from politicians for research and higher education
- National strategy for higher education
- Study reform with strict focus on completing education at a fast pace
- More focus on strategic planning
- Introduction of more international exchanges
- New persons in important leading functions



Changes in Funding

- Increased competition for resources and funds for research
- Decrease in funding and budget cuts
- High and uncontrolled growth of student numbers
- Decreasing number of students
- Introduction of student fees

Research and Technology Transfer

- Moving from just education to becoming a university with R&D related to the programmes
- Increased importance of technology transfer
- Increased engagement with SMEs
- Demand for increasing number of papers to be published
- Increased research selectivity
- Working on new topics/thematic areas
- Demonstrating value creation and impact of research

Curriculum and Teaching

- Adoption of technology in teaching
- Mixing masters students with executives in learning situations
- Decreasing student interest in natural science
- Introduction of Phd programmes
- Creation of new courses on entrepreneurship

HR

- A raised focus on managing academics' workloads
- Growth of the organisation/increase in the numbers of staff
- Increased accountability
- Questioning of the automatic right to do research
- Internal restructuring

1.2 What major changes or innovations will be needed in next 5 years?

Changes in Strategy/Policy

- Stronger focus on the global market
- Increasing globalisation/internationalisation
- Increased competition from non-traditional providers of higher education
- Stronger focus on co-creating value for, and with, the private and public sectors
- More collaboration between universities and industry
- More focus on new venture creation and support
- A strategic response to big data
- Merger of institutions
- Changes arising from the appointment of a new president
- Changes arising from the appointment of new people in important leading functions

Entrepreneurial Mindset

Changes in Funding

- New financial/business models for higher education
- Stronger emphasis on external funding due to lower government funding
- Increased financial independence
- Budget cuts
- Incentives for third stream activities
- Need to demonstrate return on investment
- New funding models that reward graduate employment

HR

- Merging of academic departments
- Retirement of current staff
- HR policies that take teaching careers into account
- Reinvent/reinstall local leadership/ownership

Curriculum and Teaching

- Student entrepreneurship programmes
- Focus on students' entrepreneurial mindset
- More internationalisation
- Students co-creating content
- Blended learning

TURNING IDEAS INTO ACTION

2.1 What are the barriers and obstacles to change and innovation?

Wrong Mindset

- Traditional thinking and acting
- Stubbornness
- Status quo/old ways of doing things
- "this isn't the organisation I joined 20 years ago"
- Tradition
- Conservative people on the advisory board

Slow Change

- Organisation's workflow
- The need for validation of new initiatives (which requires approval by different bodies, which is time-consuming and not agile enough)
- Need for agreement
- Lack of change management
- Incremental change
- Organisational structure
- Lack of autonomy to get on and do things
- Bureaucracy
- Lack of investment in change



Entrepreneurial Mindset

Poor Leadership

- Lack of leadership
- Lazy management
- Lack of ambition
- Lack of commitment
- Incompetence
- Lack of incentives

Lack of Resources

- Problem with finding resources
- Temporary rather than permanent employment
- Lack of time
- Lack of funding
- Forced retirements
- High teaching load

Risk Aversion

- Fear of being found out, of being sued, of change happening, of the unknown
- Lack of clarity about what is allowed
- Views of unions

Poor Collaboration

- Gaps between different parts of the organisation
- Not working as a team
- Loyalty to the department or group but not the whole organisation

2.2 How could these barriers be overcome?

Improved Leadership

- Clearer goals
- Leadership which is more in touch with the organisation
- Trust from management
- Mutual trust
- More autonomy at local level
- A balance of local autonomy and top management decisions
- A balance of leadership and management
- Use of discussions at grassroots
- Training people to be academic managers

Better Decision-Making

- More dialogue between leaders and educators
- Better communication
- Finding a way to make proposals for change more quickly implemented
- Prioritisation

Entrepreneurial Mindset

High Quality Resources

- Additional funding sources
- Better financial planning
- Transparent funding allocation models
- Selecting professors for their ability to teach or research
- Appointment of world-class lecturers
- Investing in staff
- Systems of performance management

Encouraging Risk

- Incentives for people to take risks
- Training and development
- Sharing of best practice
- Sharing of positive examples
- Don't punish failures learn from them

Enhanced Collaboration

- Role models of collaboration rewarded and celebrated
- Help for industry collaboration
- Changes in the culture
- Champions for projects
- Learning from partners
- Offering the services and resources of the university to the wider community

3 LEADING THE WAY

Examples of good and poor leadership

Decision-making

| Good Practice | Poor Practice |
|--|---|
| <ul style="list-style-type: none">• Good listener• Involved and engaged• Pragmatic• Genuinely considered others opinions• Never says no to ideas• Organised | <ul style="list-style-type: none">• No responsibility• No decisions• No credibility• Saying one thing and doing another• Randomly sanctioning behaviour• Taking decisions before discussions• Not considering other people's points of view• Easy to influence• Not trustworthy |

Delegation

| | |
|--|---|
| <p>Good Practice</p> <ul style="list-style-type: none"> • Wants you to be your best • Seeing potential in others • Clear expectations • Open to new ideas • Gives space to be entrepreneurial | <p>Poor Practice</p> <ul style="list-style-type: none"> • Control freak • Did not share information |
|--|---|

Strategy

| | |
|---|---|
| <p>Good Practice</p> <ul style="list-style-type: none"> • Broad horizon • Visionary with the good sense of direction • Challenging assumptions • Ambitious • Clear direction • Communicates their vision and values • Courageous • Knowledgeable about business development | <p>Poor Practice</p> <ul style="list-style-type: none"> • Focusing on own part of the organisation or themselves • No passion • Doesn't honestly communicate the end goal • No integrity • Insular • Lazy |
|---|---|

Support

| | |
|--|---|
| <p>Good Practice</p> <ul style="list-style-type: none"> • Down to earth • Authentic • Protected colleagues from external distractions • Dealt with external partners and solved those issues that interfered in the team's work • Blaming in private and rewarding in public • Keeps promises and stands by their word • Constructive | <p>Poor Practice</p> <ul style="list-style-type: none"> • Disrespectful • Dishonest • Creates insecurity • Blaming individuals in public • Backstabbing • Oppressive • Blackmailing • Doesn't take the time to care |
|--|---|

Team Work

| Good Practice | Poor Practice |
|---|--|
| <ul style="list-style-type: none">• Shared success• Acts as a coach• Gave attention to every individual person• Gives the right person to glory• Involve the right people• Team building• Good role model | <ul style="list-style-type: none">• Not valuing team members• Selfish• Self-serving• Building a personal empire on the blood, sweat and tears of others at any cost |

4 USING RESOURCES SMARTLY

4.1 Suggestions for improving resources and their use

Funding

- Reduce dependency on government funding
- Sell things
- Increase borrowing

Staff

- Develop a better understanding about peoples skills sets and knowledge
- Identify role models

Time

- Free up time for brainstorming
- Spend time more efficiently

Collaboration

- Focus on how we create value for stakeholders
- Share resources with industry
- Use the talents of volunteers, entrepreneurs and alumni
- Learn to share

Efficiency

- Say no to things that don't contribute to the vision
- Improve sustainability; deal with non-viable courses
- Reimagine the teaching process
- Focus on core tasks
- Get administration done by administrators and not academics
- Ensure better integration between different software packages

4.2 What incentives and rewards would encourage people to be more innovative?

- Opportunities for cross disciplinary engagement
- Working on inspiring projects
- More focus on co-creation
- Access to the university resources
- Sharing resources
- If you save money for your department you get to utilise the saving
- Reward for performance
- Rewards and incentives that are tailored to the individual
- Not just money
- Appreciation
- Having ideas heard and considered by the different hierarchical levels
- Access to decision-makers
- Prizes and awards for innovative teaching
- Group rewards
- Recognising innovative activities (technology innovation, engagement with industry, licensing) in promotion decisions
- Allowing people to make mistakes

MANAGING RISK

5.1 Examples of Risks People Have Taken

Academic Life

- Changing my approach to teaching
- Moving from an established to a new research group
- Saying no to a team
- Choosing a study area that was not in demand which could have delayed professional path

Jobs

- Leaving job and going back to study, jeopardising career path
- Changing job
- Asking “are you sure you want me?” at a job interview
- Taking on venture capital for my company

Life

- Buying a house
- Buying my house after being redeployed into the lower paid job, risking possible bankruptcy personal well-being and homelessness
- Tearing the roof off our house and adding an extra floor, undertaking this work ourselves
- Marrying and having kids - potential career killer
- Family relocation
- Moving to another country
- Being the first person in my family to go to university

Life Threatening Situations

- Driving through Mexico at night
- Starting climbing again after my brother's death in climbing accident
- Shipping nuclear fuel to UK in breach of safeguards
- Being responsible for other people's lives serving as an officer in the former Yugoslavia

5.2 Reasons people don't take more risks

No Prior Experience

- Inability to see opportunities
- Not aware of opportunities
- Never taken a risk before

Lack of Motivators

- Easier to stay where you are
- Conforming to your colleagues low expectations
- No consequences if you don't take risks
- Feeling that their effort won't be appreciated or acknowledged
- Taking risk is not rewarded
- Seeing that new initiatives are not welcomed by higher level leaders or decision-makers
- Aware of bigger punishments than rewards
- No second chances
- Other priorities e.g. need to produce papers and publications

Stakes Too High

- Pressure to do things right
- Afraid of the consequences if something goes wrong
- Knowing colleagues who took a risk and had a bad experience
- Prior bad personal experience
- Don't want to face failures
- Don't want to be knocked back
- Embarrassment, damage to credibility, public humiliation
- Outside comfort zone
- Response of unions
- Need to meet the criteria for promotion
- Negative impact on career progression
- Waking up in the middle of the night
- Risk of being sued
- Personal well-being and health
- Afraid of losing employment

COLLABORATION FOR SHARED VALUE

6.1 What makes collaboration successful?

Strategy

- Shared vision and clear aims
- A partnership that is strategic
- Focusing on very specific goals
- Focus on the customer/client
- Buy in at the highest level
- Shared benefits
- Reduced duplication of equipment
- Venture capital investment

Clear roles

- Complementary resources and skills
- Clear understanding of who does what
- Training and development
- Written agreements
- Acceptance of different values and competencies
- Involving people from different functional units
- Trust amongst the people involved
- Possibilities for everybody to be involved
- Structured meetings

Experience and Commitment

- Previous relationship with positive results
- Expert project management and experienced facilitators
- Previous track record of success
- Shared learning
- New networks
- Not letting each other down
- Enthusiasm
- Leadership
- Dual leaders who communicate well
- Both sides equally professional
- Both sides taking responsibility