Claudia Linde, Jürgen Klein

The Startup Funnel of two universities for the development to an entrepreneurial university and to a Startup Campus

Nowadays, universities are not only active in teaching and research, they also need to develop into entrepreneurial universities. This endeavor results in an economic development at universities (Etzkowitz 2003, 110), which is also of political interest (Gulbrandsen, and Slipersæter 2007, 112). To fulfill this third task, universities have to adapt their structure and organization, establish an entrepreneurial culture and impart an entrepreneurial mindset to different groups like students and scientists (Fayolle, and Redford 2014, 1).

To develop into an entrepreneurial university with a joint Startup Campus, the two universities Luebeck University of Applied Sciences and University of Luebeck, established an inter-university Startup Funnel concept incorporated in the project "EXIST-Gründungs-kultur – Die Gründerhochschule" which is financed by funds of the Federal Ministry for Economic Affairs and Energy and the European Social Fund of the European Union.

Concept of the Startup Funnel

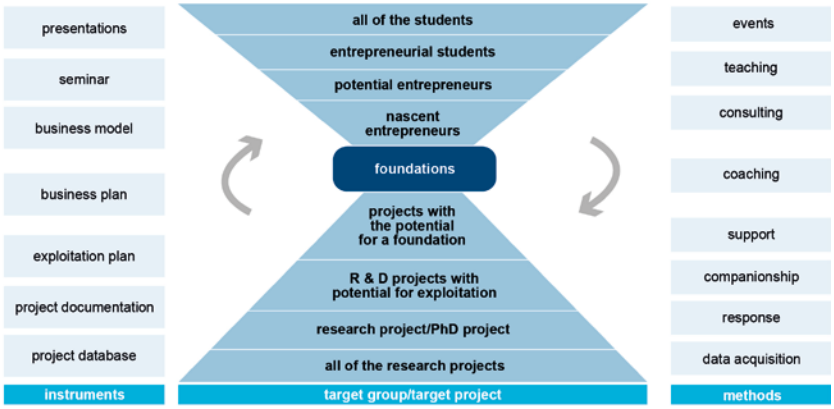
The two universities, which share a joint campus, work together to promote an entrepreneurial culture and the strategy of the Startup Campus. Start-up support is provided inter-universitarily. This has the advantage that synergies are created and resources are used efficiently. The development towards a Startup Campus is seen as a holistic challenge and is implemented by a Top-Down, as well as a Bottom-Up approach.

Top-Down is implemented via anchoring the topic of entrepreneurship into the universities target agreement with the state as well as the mission statement, which shows the strategic relevance this topic has to all members of the university. This displays the high commitment of the university board.

Figure 1 shows the bottom-up approach to develop a Startup Campus. This Startup Funnel addresses the target groups - students and researchers. As a first step the Startup Funnel approach addresses a broad mass of students and researchers. Thus the topic of entrepreneurship is spread widely in the university and both target groups are sensitized to the subject.

Figure 1

Startup Funnel on the Startup Campus Luebeck



Students as a target group

Most of the students are sensitized for the topic of entrepreneurship via curricular and extracurricular courses, and qualified as intrapreneurs by imparting them with entrepreneurial thinking and action. Specific start-up related knowledge is conveyed to potential founders and people interested in setting up their own business during in-depth courses. Founders are supported during the formation of their start-up through consultation and coaching. For this sensitization and impartation of start-up know-how a holistic and process-oriented entrepreneurship education concept for both universities has been developed, which addresses the broad basis of students, potential founders and founders, equally.

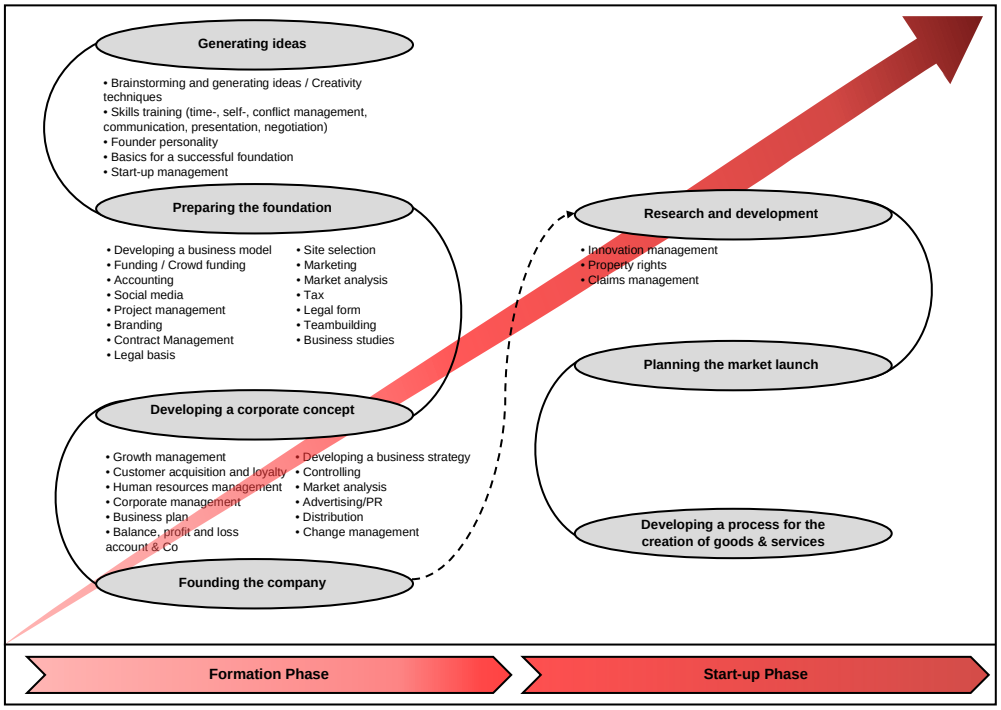
For the development of the concept a literature analysis on the subject of entrepreneurship education was conducted. Also a benchmarking of the offers in entrepreneurship education at national and international universities has been done. To determine the current state on the

joint campus of the two universities, the offered lectures of all the study-programs at both universities were analyzed. Following this analysis, a quantitative research of the needs of the students as potential founders was carried out. The aim of the study was to evaluate the need for teaching offers and the entrepreneurial intention of the students.

The developed entrepreneurship education concept is oriented at the start-up process as shown in Figure 2 (Bolz 2008, 21).

Figure 2

Start-up related teaching concept on the Startup Campus along the start-up phases



The developed concept has a special focus on the phases up to the company formation. In the different phases of the start-up process various knowledge, competences and skills are important. Students are offered the possibilities to learn these competences and the knowledge in a process-oriented, holistic way. Founders can acquire these competences and the knowledge which they need in their own business formation respectively.

In addition to their training, founders are subsequently supported during their start-up phase by regular consultation and coaching up to the company foundation.

Target group researcher

According to the Startup Funnel, researchers are being broadly addressed, as shown in Figure 1, and sensitized for an exploitation of their research results or the start-up of their own business. In individual discussions all research projects of the universities are examined concerning the possibility of economic exploitation. Relevant projects for economic exploitation are supported and simultaneously prepared for economic exploitation. Projects with start-up relevant results are intensively supported and coached during the subsequent founding process.

Researchers usually show little inclination to start a business. Their focus is on the research itself, and not on the exploitation of the results. Even young researchers prefer a career as employees or they stay in research after finishing their PhD-projects. Founding a company based on the results of their research is often not considered. Therefore the commitment of the university board to implementing the entrepreneurial strategy is of particular importance.

In addition to viewing the two target groups, students and researchers, separately - they are also connected within the Startup Funnel. The Startup Funnel takes into account that there are not only researchers without entrepreneurial intention but also students that show entrepreneurial intention but without a start-up idea. The Startup Funnel connects both target groups and matches idea suppliers with qualified and start-up interested entrepreneurs of the different study programs.

Outcomes

The development towards an entrepreneurial university and Startup Campus is being executed holistically. Inter-university collaboration allows the exploitation of synergies between the universities, and the efficient use of resources.

The importance of an entrepreneurial mindset is demonstrated to all university members by the strategic anchoring on the campus. By specifically addressing researchers and the

developed entrepreneurship education concept, the topic becomes transparent and continually present. The aspect of economic exploitation will be considered equivalent to research, which leads to a long-term establishment of a start-up culture and the development of an entrepreneurial university.

By sensitizing the researchers, who are at the same time the teaching staff, the entrepreneurial mindset will be integrated into research projects and therefore the teaching.

All students of the various disciplines of both universities are made sensitive for a company foundation. The process-oriented entrepreneurship education concept along the start-up phases offers entrepreneurs and potential entrepreneurs the opportunity to inform themselves about events that are, according to their start-up phase or personal interest relevant to them.

Bibliography

Bolz, A. E. (2008). *Innovation, Kooperation und Erfolg junger Technologieunternehmungen. Konzepte- Panelstudie -Gestaltungsempfehlungen.* (1. Auflage). Wiesbaden: Gabler.

Etzkowitz, H. (2003). 'Research groups as ‘quasi-firms’: the invention of the entrepreneurial university,' *Research Policy*, 32, 109–121.

Fayolle, A., and Redford, D. T. (2014). 'Introduction: towards more entrepreneurial universities - myth or reality?' in *Handbook on the Entreprenurial University*. Ed. A. Fayolle, and D. T. Redford. Cheltenham, UK: Edward Elgar Publishing Limited, 1-8.

Gulbrandsen, M., and Slipersæter, S. (2007). 'The third mission and the entrepreneurial university model.' in *Universities and Strategic Knowledge Creation. Specialization and Performance in Europe*. Ed. A. Bonaccorsi, and C. Daraio. Cheltenham, UK: Edward Elgar Publishing Limited, 112-143.