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# PIETE MAGAZINE

## Issue 1, March 2019

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## Greetings from Univations!

To reach new horizons in pursuit of economic growth and innovation, European education institutions need to ignite an entrepreneurial spirit among learners of all age. As a matter of fact, entrepreneurial competences are no longer considered to be only relevant for starting new businesses. Rather, they are considered to be both, applicable in “all walks of life” (Entrepreneurship Education. A guide for Educators, 2014, p.7) and key for mastering the challenge of lifelong learning, as EU policy makers have repeatedly emphasized.

Our Erasmus+ funded project “Partnership for Initial Entrepreneurship Teacher Education” (PIETE) has been inspired by this new scope for Entrepreneurship Education. PIETE will foster entrepreneurial competence deliverance within Higher Education Institutions (HEIs) that are responsible for pre-service teacher training. It does so by relying on the European Entrepreneurship Competence Framework (EntreComp) as well as on institutional tandem constellations between experts

of entrepreneurship and initial teacher training. These features make PIETE a unique pan-European pilot initiative with high impact potentials on pre-service teacher students who will soon become part of a new generation of entrepreneurial school teachers.

Univations strongly believes in the European idea and is very proud to be leading the PIETE partner consortium. We will do our best to make PIETE a source of inspiration for those who want to start equally minded initiatives and are keen to foster entrepreneurial thinking beyond known scopes.

We invite you to the first issue of our bi-annual magazine, which will highlight the project’s developments as well as bring you the news from entrepreneurship in teacher education in Europe. Enjoy your reading!

*Yours,  
Daniel Worch*



DANIEL WORCH  
CEO OF UNIVATIONS GMBH

Univations is the Lead partner of the PIETE Project consortium.

# PARTNERSHIP FOR INITIAL ENTREPRENEURSHIP TEACHER EDUCATION

## contributing to a new generation of entrepreneurial teachers in Europe

The PIETE Project (Partnership for Initial Entrepreneurship Teacher Education) is a 3 year Erasmus+ funded Initiative to bring Entrepreneurship Education experts and initial teacher education experts together to foster entrepreneurial skills development in initial teacher education programmes (ISCED level 3-4).

## OUR OBJECTIVES



### WE RAISE AWARENESS

about the benefits of entrepreneurship among initial teacher training staff at the university level



### WE INVESTIGATE

the perception of entrepreneurship education among initial teacher educators



### WE DEVELOP

teaching/ training materials to support entrepreneurial skills development in initial teacher education programmes



### WE BUILD

long-lasting relationships between experts of initial teacher and entrepreneurship education programmes





## PIETE First Consortium Meeting in Halle (Saale)

On the way towards becoming a more competitive knowledge-society, the European and national governments need to encourage entrepreneurial spirit across the boards through their knowledge producers. Even though education in general is seen as one of the major catalyser of regional entrepreneurial potential, entrepreneurship and entrepreneurial training is largely undertaken only at the university level in the selected programmes associated with business development. For a more comprehensive and rounded development of the entrepreneurial mindset regionally and nationally, it is vital to start embed the elements of entrepreneurial education (EE) in wider variety of courses and especially in those that educate our new generations – initial teacher education programmes. To address this need, our new Erasmus+ project “Partnership for Initial Entrepreneurship Teacher Education – PIETE” is established to increase entrepreneurial competence deliverance in higher education pre-service teacher training programmes (ISCED 3-4 level).

education – PIETE” is established to increase entrepreneurial competence deliverance in higher education pre-service teacher training programmes (ISCED 3-4 level).

To do so, the project relies on regional tandem constellations between experts from initial teacher education (ITE) institutions and higher education staff responsible for entrepreneurship education in Austria, Hungary and Poland. Operationally, PIETE is carried out as Strategic Partnership between Univations GmbH (Coordinator), University of Bielsko-Biala, University of Economics in Katowice, University of Szeged, Management Center Innsbruck, Pedagogical University Tyrol, and University Industry Innovation Network.

The first consortium meeting took place in Halle/Saale in Germany, and was organised by the Lead of the project- Univations.

As a first step, a mutual understanding of either side’s needs will be created through joint workshops and awareness creation sessions.

In the next step, partners will develop a novel teaching compendium for entrepreneurial competence development inside ITE institutions. It will be based on EntreComp and, among others, also provide indications for ETCS-Credit attributions.

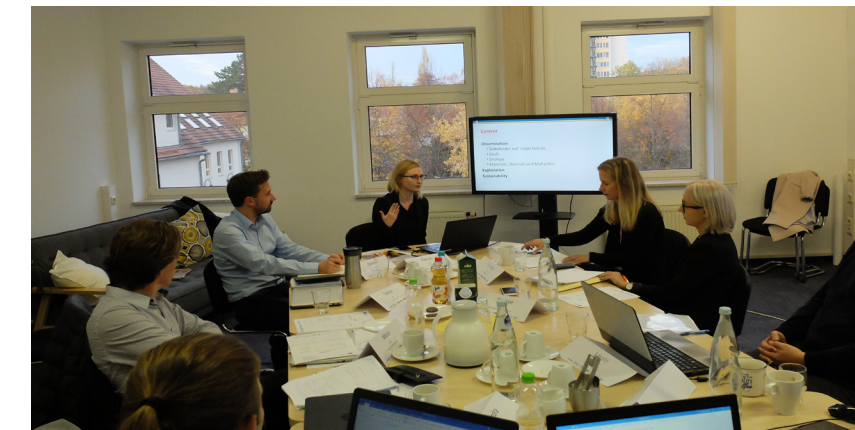
PIETE will also develop a cross-country comparison study on how pre-service teacher educators understand EE terminology and assess entrepreneurial competence deliverance. This study will be complemented by a good practice report on

European initiatives that have successfully enriched ITE programmes with EE contents.

PIETE will largely impact educators and students of the involved and other institutions by raising their awareness and capacities for entrepreneurial competence development as understood under EntreComp. Consequently, PIETE’s reach may ultimately extend to the school-level once impacted pre-service teachers enter the professional service.

PIETE has been selected for a 3-year funding period by DAAD (German Academic Exchange Service) as one of only 19 German led Erasmus+ Strategic Partnership initiatives launched in 2018.

*The first PIETE Partner meeting held in Halle (Saale) at Univations headquarters*



## The PIETE Project connects 7 institutions coming from Germany, Poland, Austria, Hungary, and the Netherlands

### Univations

Established in 2006 as an associated institute of Martin-Luther-University Halle-Wittenberg (MLU) and with the University as the largest and determining shareholder, Univations GmbH is responsible for all strategic entrepreneurship and knowledge transfer activities of the University. Doing so, Univations pursues a holistic approach to innovation and start-up support – from entrepreneurship awareness raising and competence development activities at school- and HEI-level to management consulting in young as well as experienced SMEs.

**univations**

### MCI

As the Entrepreneurial School®, MCI is positioned to provide a meaningful connection between university, grande école, business school, university of applied sciences, and the world of business. It represents a strong international brand that successfully combines: – teaching and advanced training; – research & development; – knowledge transfer; – innovative start-ups. The MCI links together the best out of science, economy and consulting to the unique concept of an international Entrepreneurial School®.



### USZ

The University of Szeged (USZ) is one of the most popular universities of Hungary, occupying high places in all the international rankings. Its foreign connections extend to more than 500 universities worldwide and 432 Erasmus+ partner universities. It has been considered for years as one of the world's best 500 universities and it is known as a green institution. The University of Szeged is a leading workshop of education, science, research, innovation and it has a crucial role in the region's cultural, social and economic activities.



### PHT

University College of Teacher Education Tyrol (PHT) is the centre of teacher education in the county with a special and longstanding expertise in this field. The PHT has also been involved in numerous EU projects on a range of themes ranging from research, short-term mobility and mentoring to citizenship education, leadership and quality and language learning. ERASMUS+ mobility is central to the internationalization process at the University College of Teacher Education Tyrol.



### UIIN

The University Industry Innovation Network (UIIN) – a dynamic network committed to driving innovation and entrepreneurship through university-industry interaction. UIIN's mission is to exploit the full value of collaboration and cooperation (open innovation), ultimately making an impact to academia, business and society.



### UEK

University of Economics in Katowice (UEK) is the largest and oldest business school in the region (80 years of academic tradition), as well as one of the top universities in Poland. Due to the balance between academic strength and soft skills in offered courses as well as professional career services the employability of graduates is very high. University of Economics cherishes relations with its local and international alumni engaging them in many activities on campus and in social media.



### UBB

The University of Bielsko-Biala (UBB), the only public university in its area (the Podbeskidzie south region of Poland). The constantly growing university currently employs 400 staff members of which 200 are professors and doctors. The University cooperates with institutions from all over the world. Currently UBB has agreements with about 100 institutions in more than 25 countries.



## Cultivating the Entrepreneurial Mindset among the Future Generations of Teachers

Over the past decade, the need to ‘mobilise the brainpower’ and entrepreneurship education into school programs as early as possible has become a ground for a lively discussion in Europe. To recognize and empower the European entrepreneurial talent from the early age, we primarily need teachers who, apart from knowing their subject enclave inside out, can instill the idea of entrepreneurship into the classroom routine. For current and future teachers, developing entrepreneurial mindset and gaining deeper understanding of the basic tenets of entrepreneurship stretches beyond the ability to transmit this specific knowledge to their students. This training can have a favorable impact on their entire life.

### **Making a difference**

Who are the people who choose teaching as their profession for life? The ones who want to create an impact in this world by helping younger generations discover their numerous talents and make the best out of them. When embedding entrepreneurial ele-

ments into school programs, no doubt, that the main lever to do so is by hiring a suitable teacher. The one who has nuanced understanding of what entrepreneurship is, who can maintain kids’ natural curiosity and foster their ability to face and solve problems.

The current state of affairs was aptly framed by Pasi Sahlberg, a well-known Finnish educator, who stated that “we still educate children with the mindset that there is a job for you; another option is to think ‘create a job for yourself.’” In this light, teachers of the next generations are expected to infuse kids with solid awareness that future is uncertain, risks are something to live with, and failure is not a life sentence. It will rest in teacher’s hands to develop kids’ drive to innovate and think outside the box. To do so, they should be ‘live’ representations of what they actually convey in their classrooms.

### **Raising the level of employability**

Training future teachers to think and act entrepreneurially does not only entail the

transaction benefits gained from sharing knowledge with students, but also acquiring important transversal skills, e.g. exercising initiative, creative thinking, decision-making, spotting and implementing opportunities, etc. These skills are highly sought-after by employers in different areas these days, and can be of good use in our rapidly changing world. What is more, entrepreneurial philosophy sets one on the pathway of continuous lifelong learning.

### **Nurturing personal growth**

An important reason why cultivating entrepreneurial mindset among future teachers is beneficial for them personally refers to the acquisition and full understanding of their own potential. They need to gain the sense of confidence in their own capabilities even when turbulent times are on the doorstep. Since stability is believed to be relative, the new generation of teachers will have to have an ability to generate unconventional solutions both in their teaching practices and beyond.

All in all, introducing EE in teacher training programs will enable to grow a generation of doers, makers and creative thinkers who can maneuver in the unstable and fragile environment. Creating innovative classroom environment where their students can feel safe to experiment in a try-fail-persist mode, the teachers will expand their socio-economic contribution to their nations and worldwide and raise economically self-reliant and socially responsible citizens.

*Provided by: UIIN*

*Image credit: pixabay.com via www.pexels.com*



# Entrepreneurial Mindset Development at Schools – the Case of futurego Sachsen-Anhalt

In schools, the topics entrepreneurial thinking and acting often receive little attention and are usually dealt with in a rather theoretical than practical manner. External support offered to schools can make up for this “gap” by allowing pupils to pursue action-based approaches that go beyond typical classroom settings of learning. This rational underlies the [project futurego](#) which addresses all schools located in the state of Saxony-Anhalt, Germany. It focusses on entrepreneurial mindset development among pupils from 8th to 12th grade by allowing them to employ relevant skills in the basis of self-initiated, venture driven endeavours. In the school context, this is usually realized by establishing so called “mini-companies”. Hence, futurego operationally integrates entrepreneurship education into schools – a fusion also articulated in the project’s leitmotif “school your idea”. The project is realized within a state-wide competition for the best ideas, creating an additional incentive for participation among young learners. However, pupils

need professional guidance on their way to establish their own company. This is also why futurego offers a variety of training formats along three inter-dependent project stages that are offered free of charge over the course of an entire school year.

During the first stage, participating teams develop their own business ideas and narrow it down in a two-page idea paper. They fundamentals allowing them to do so are taught within 90-minute workshops based on the “Business Model Canvas” tool.

The second stage deals with the extension of the idea to a thorough concept paper which also includes a three-minute video and the creation of a first prototype. During individual coaching sessions the teams receive helpful tips and advice from tutors. In addition, the practical day “Heute Schüler morgen Chef ” (Pupil today, boss tomorrow) offers the opportunity to gain exciting insights into regional companies experiencing actual business routines. As a mat-



ter of fact, participants accompany founders or business leaders during a work day. Through this first-hand impression, they gain valuable insights for their own business idea as well as additional motivation for the final spurt of their concept papers.

In the third and final stage, the best business ideas are awarded (material and cash prizes up to 1.000 €) on a prominent closing event with over 350 guests. Moreover, the five best teams get the opportunity to pitch their business idea in front of an independent jury which also selects the winners of the competition. In addition, the best 20 teams (selected prior to the final event) are given chance to present their business ideas, also showcasing respective prototypes and promotion videos on the events’ idea exhibition.

futurego Sachsen-Anhalt is realised within the context of the “start-up offensive ego. Saxony-Anhalt” and coordinated by Univations GmbH – Institute for Knowledge and Technology Transfer at Martin-Luther-University Halle-Wittenberg. The project is funded by the Ministry of Economy, Science and Digitalisation of the State of Saxony-Anhalt and the European Social Fund (ESF).

Want to know more about the project? Follow futurego on [Facebook](#) and [Instagram](#).

*Provided by: Univations*

*Image credit: futurego*

**futurego**  
Sachsen-Anhalt



## “My Father does not Have a Job, He is Just an Entrepreneur” – The controversial Perception of Entrepreneurship Education in Hungary

In Hungary, prior to the regime change of 1989, there were almost no possibilities to start a private venture beside solely public employment, thus the private business sector was virtually missing in the country. As a consequence, there was hardly any trace of transferring modern marketing and management knowledge in higher education. Instead, business knowledge was transferred in the framework of the subject called Business Economics. It was only present in economics training; furthermore, it contained theories almost exclusively on large enterprises. Based on this we can conclude that we could not see even a sign of either the concept of entrepreneurship or entrepreneurship education in Hungary when western authors had already been conducting extensive research in the topic.

After the regime change, if it is possible to say that, the situation got even worse. Although it was allowed to start a business, but it resulted in a large number of enterprises established by people without either qualifications or knowledge in business.

They were adventurers, much rather than business experts. However, as adventurers would normally do, they tried to exploit the opportunities, which were abundantly present as the new rule of law encompassed several legally unregulated areas. In Hungary, the entrepreneurs of the 90s were characterised by rapidly making vast fortunes while circumventing legal frameworks. It meant that the social perception of “entrepreneur” was on the level of “maverick” and “mountebank”. At that time children used to say “My father does not have a job, he is just an entrepreneur”.

It all clearly shows that the education of entrepreneurship was an indefinable category in Hungary, since it was like wanting to teach “how to be the bad boy”. The first educational initiatives at university level can be found within the Faculties of Economics. However, it was still not called “entrepreneurship education”, but much rather “business development” (these two expressions sound similar in Hungarian, but have a slightly different meaning). In

2006, we can already find “Business Development” specialisations within economics courses. It is important to note that the education of Business Studies and Economics Studies are not separated in Hungary, the two areas are combined within the same training courses, and all of them equally give an “economist degree”.

Regarding the perception of the concept of entrepreneurship, the start-up ecosystem was the first to bring a substantially positive change in Hungary. By the 2010s, some globally successful Hungarian start-ups (e.g. Prezi.com) put the concept of entrepreneurship into a new perspective. Now it was no longer the dubious practices of “mavericks” but the creative activity of young, ambitious people. As the popularity of the start-up world grew rapidly, so did the interest increase among young people in related courses and knowledge. Entrepreneurship appeared first in the private sector, and then in tertiary education. Initially it was present only in Economics Faculties, and it has also gained ground in

other fields – primarily in Engineering and Informatics – in the past years.

The PIETE project opens a gate to the next level of development in such environment. At this level we not only present the skills required for entrepreneurial life for today’s youth but we also provide the teachers of the future generation with such knowledge. The emergence of entrepreneurship in the Hungarian initial teacher education is a new chapter in the turbulently changing entrepreneurial history of the past 30 years. We hope that this chapter will be the first part of the success story of entrepreneurship.

*Provided by: USZ*

*Image Credit: UIIN*





## How to Help a College Senior not Appear a Greenhorn in the Job Market – some Teacher Tips

*Today we host the opinion blog article by Anna Wieczorek, PhD, Assistant Professor at the Institute of Modern Languages and the Head of Academy of Corporate and Interpersonal Skills postgraduate studies at University of Bielsko-Biala. Anna shares her tips for the educators to help the graduates better prepare themselves for the arduous journey of starting their careers.*

### Diagnosis of the problem

The “job story” of many graduates and freshmen in the job market is usually a rise and fall story, with the advantage of downs at the initial stages. Sometimes it is even a big bang like, for instance, presenting a CV built on a lie and being caught red handed, or gossiping about your prospective employer while waiting for an interview and not being aware that he or she is in the room (a true story of one of my students!). If such a big bang gives rise to a more entrepreneurial professional life attitude, we may call it a success, in some cases, however, it is a wing-clipping experience and the youngsters are sorry that nobody told

them what to do and not to do while taking first steps in professional life. The majority of study programmes don’t include courses that would help students to successfully apply for a job, there are, however, some ways of incorporating some “HR activities” into courses at the first glance unrelated with entrepreneurship. Here’s a bunch of my personal teacher tips that can serve as an inspiration for educators teaching various subjects.

### Prevention of the problem

1. While teaching a writing class, no matter, if it is an academic writing class, or a creative writing class, I try to incorporate cover letter writing where I also smuggle :) CV writing, and I mainly focus on mistakes to avoid while preparing such documents and strategies to make it interesting and outstanding in a mass of other CVs. Then I’m looking for a few real job offers that they may find interesting. In the next step, the students are to prepare a CV and then, in a cover letter, stress only those abilities and skills (also soft skills) that they find relevant



with relation to that given offer.

2. While teaching interpersonal or intercultural communication class, I don’t only focus on some theories of communication, Hofstede and his dimensions of culture, culture shock, etc, but try to role-play some real-life situations with the students. For example, dealing with intercultural differences while applying for a job in a foreign country; answering difficult interview questions (at the same time we analyse the typical interview questions and try to come up with original answers which would make the recruitment officer remember them). We also discuss strategies of dealing with stress in interpersonal communication (for instance, while having an interview, or at work, in a team, etc.)

3. While teaching a public speaking class, we work with a camera, focus a lot on body language, dress codes, situational audience analysis and all these aspects are also crucial while the first encounter with your future employer. As an exam task, my students are asked to prepare a recording for a prospective employer – they are given a job

offer and they are to analyse, who the employer might be and which qualifications and skills they may expect. Then they try to “sell” themselves – they are to present their real qualifications and personality traits and convince the employer that they are ideal candidates. Alternatively, they are asked to prepare a spot for prospective voters, assuming they candidate to a city council. Afterwards we watch the recording and they get feedback. At first they hate the exercise, but later admit they find it really helpful.

These are my most often used strategies to make my regular students more prepared for professional adulthood. What are your tips? We encourage you to share and think about your superpower in helping your students become more independent!

*Provided by: UBB*

*Image credit: UIIN*

## How to Stimulate Entrepreneurship in the Context of Low Social Capital?

The so-called social capital (SC) builds the platform in every society for any innovative actions between people. Although the SC concept itself is rather a complex one when it comes to its multidimensionality and measurement (Fukuyama 1995; Scrivens and Smith 2013), this concept refers mainly to the level of trust between people in the society. Thus, the magnitude of social capital in a given society represents the extent to which people in this country treat themselves as reliable in their socio-economic roles, outside their family ties. In the absence of social capital, people do not expect other people would behave accordingly to the requirements they should fulfil as social actors. For example, when social capital is low, many people would not expect doctors of medicine to provide them with honest and high quality health advisory, but they would rather expect them to be driven by self-interest and opportunism in their interactions with patients. Similarly, in the educational context, students may have problems in relying on their teachers' competencies, because they would again

expect some other unethical and unprofessional motives driving their behaviour. One can easily imagine the difficulties created for entrepreneurs, while they try to launch and manage their businesses in such extreme context.

Unfortunately, the European Union is very diverse with regard to the level of social capital characterizing their member states. While Scandinavia is commonly known as the region with particularly high social capital, not only in EU but even in the worldwide context, there are also European regions, where social capital is low or even very low. Specifically, post-communist regions tend to exhibit low levels of SC, which concern Romania, Bulgaria, Hungary, Poland and other Visegrad Countries, but it also refers to some regions in Germany that were a part of East Germany until the end of 80ties in 20th century. Of course, it does not mean that these are regions, where entrepreneurial spirit is absent. Actually, some of these post-communist economies develop dynamically, which is connected with many

new companies established in these countries and more effective management of existing companies. While low social capital is visibly disturbing entrepreneurship in these regions, there are also some leverages like relatively cheap labour, effective education system and strong intrinsic motivation among people for improving their life conditions.

Nevertheless, while these regions have progressed enormously since they have switched towards market economies, the economic growth cannot be powered by economic efficiencies only. Further development is largely dependent on moving towards more innovation-based economies. In turn, innovations (especially radical ones) demand collaborative actions which is very visible in international supply chains, where most successful new products are developed as a result of collaborative product design, development and joint commercialization. If the level of social capital is low, the flow of knowledge between social actors may be not enough for boosting in-

novations, i.e. resulting in new brands recognizable on international scale. Stimulating entrepreneurship in such context may demand special approaches, because some traditional methods may not provide adequate means to do so. This creates the major challenge especially for education and institutions in these regions.

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*Provided by: UEK*

*Image credit: Skitterphoto via [www.pexels.com](http://www.pexels.com)*





## A New Book: The Disruptive Power of Online Education

### MCI Management Center Innsbruck

Today, we present you a new book from our partner institution - MCI Management Center Innsbruck edited by Andreas Altmann, Bernd Ebersberger, Claudia Mössenlechner and Desiree Wieser: "The Disruptive Power of Online Education. Challenges, Opportunities, Responses."

#### About the book

The higher education sector is being disrupted through the effect that technological innovations have on the educational market. As digital and mobile technologies are developing further, higher education institutions must embrace these developments to meet the needs of their learners and to not become irrelevant. In higher education, disruptive effects are mainly visible on a program/product level, with an increasing number of programs including some element of online education.

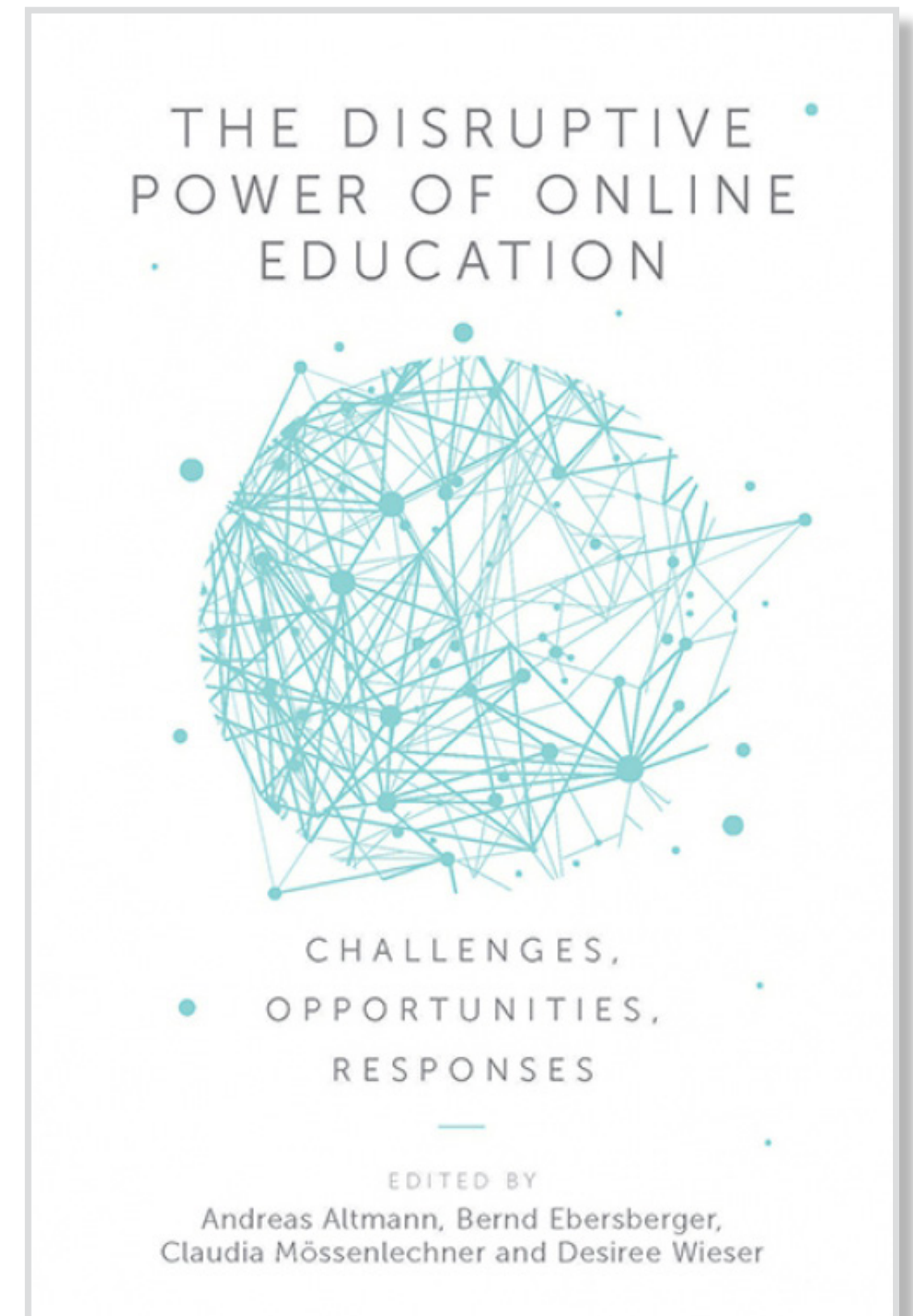
Disruptive effects also become evident on a pedagogical level, where student engagement, collaboration and social learning, gamification and serious games, compe-

tency-based learning, teacher training, and overcoming geosocial divides are high on the agenda. This book considers the effect of online elements and their design on university business models and internationalization, course design, massive open online courses (MOOCs), and the scalability of online programs. It also explores how higher education institutions across the globe respond and react to the challenges and opportunities evolving in online education.

Click [here](#) to find out more about the book, check its content, download sample chapter and purchase it.

*Provided by: MCI*

*Image credit: Emerald Publishing*





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