



MAGAZINE

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ENTREPRENEURIAL & INTRAPRENEURIAL DYNAMICS
INSIDE THE EICAA CONSORTIUM



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Welcome to EICAA



Florian Bratzke,
Project Coordinator
Univations GmbH –
Lead Partner of EICAA

“Without good information on entrepreneurial competence levels of learners, it is difficult to match actual entrepreneurial learning needs to adequate education and training offers. Our project EICAA has been designed to tackle this ‘blackbox-like’ phenomenon.”

FLORIAN BRATZKE

To think outside the box and act in an entrepreneurial way is crucial in today’s business world. Entrepreneurship Education (EE) serves as the basis for creative and innovative ideas and offers soon-to-be-entrepreneurs the skills and knowledge to invest in themselves and their work. However, entrepreneurship is not only limited to economic activities, but rather combines a bundle of different abilities, for which classical business skills but also a large variety of soft and transversal skills are needed. To foster different entrepreneurial competences, it is essential to know which elements are already there and which ones need to be strengthened or even learned.

The project “Entrepreneurial and Intrapreneurial Competences Assessment Alliance” (EICAA) is an Erasmus+ Knowledge Alliance funded for 3 years. It aims to develop a digital platform for the assessment and development of entrepreneurial competences. This will enable universities, companies and other organisations to carry out profiling and monitoring of entrepreneurial competences. An essential conceptual starting point for our work was the European Entrepreneurship Competence Framework (established by the Joint Research Centre of the European Commission in 2016) which will be enhanced within EICAA.

By assessing entrepreneurial competence profiles for groups of learners on the EICAA Digital Platform, teaching activities and training offers can be designed more targeted to strengthen entrepreneurial thinking and acting. Suitable teaching and training materials that facilitate entrepreneurial competence development are also being developed by the EICAA consortium.

A selection of these materials – depending on the respective assessment result – will be automatically suggested to the users of the digital platform to improve upon specific entrepreneurial competence areas.

The EICAA consortium consists of 9 organisations (5 universities, 4 companies) from a total of 5 EU countries:

- Univations GmbH (EICAA Coordinator, Germany)
- Adsata (Germany)
- University of Hohenheim (Germany)
- TecnoCampus (Spain)
- Antwerp Management School (Belgium)
- Management Center Innsbruck - MCI (Austria)
- ProMedia Kommunikation GmbH (Austria)
- Evista Ltd. (Hungary)
- University of Szeged (Hungary)

In addition to the core team, the project is also supported by a prominent and growing network of associated partners across Europe. EICAA is subject to the supervision of the Education, Audiovisual and Culture Executive Agency of the European Commission (EACEA) from which it has been selected as one of 30 projects from 217 applications across all of Europe in the course of the Erasmus+ 2020 Knowledge Alliance application cycle.

We invite you to read the second issue of our electronic magazine, which highlights entrepreneurial and intrapreneurial dynamics within our partner universities and companies, as well as the project’s developments.
Enjoy your reading!

VISION

“EICAA seeks to assess, analyse, and develop entrepreneurial competences among university students and staff as well as among employees of the corporate sector.”

MISSION

“By building a digital platform, university and industry stakeholders will be enabled to assess and analyse the level of entrepreneurial competence within their organisation. Furthermore, suitable education and training interventions will be provided to accurately address specific entrepreneurial competence development needs.”



Strengthening entrepreneurial competences of students, academic staff and employees in Europe.

Establishing the EICAA Competence Monitor – Work Package 3

BY ANTWERP MANAGEMENT SCHOOL

EXPLANATION OF WP3 (FOCUS AND AIM)

The main goal of Work Package 3 (WP3) is to design competence assessment instruments. This involved establishing a (self)-assessment rubric, creating the content of the instrument, designing the first order logic behind it, running pre-tests for validation, and performing statistical analyses to support revision and finalization of the instrument. In addition to that, different versions of the survey will be built and translated into the languages of the project group at its final stage to make it accessible to participants in multiple languages and career life cycles. This work will lead us to build an updated new instrument to determine entrepreneurship competence achievements of HEI students and employees or practicing entrepreneurs internationally.

STATUS-QUO

We started working on WP3 by first identifying and validating the changes in the EICAA Competence Framework developed under Work Package 2 as compared to the European Entrepreneurship Competence Framework (“EntreComp, established in 2016). Some changes were validated upon by the consortium, and some were left for the analysis after the pre-test. We then built upon the rubric’s statements, simplified them, and then validated them with the help of EICAA members via online and offline Delphis. Deciding on the right scale, question type, pagination, etc., we translated our work into EICAA’s survey instrument. The survey underwent validation and revision before sending it out for our first pre-test. After performing statistical analyses for reliability, normality, and factor, we drew insights about changes required in the survey and implemented them.

Currently, we are running the second round of survey validation with a much higher sample size. Using these test results, we will be able to perform advanced statistical analyses to finalise a “well-validated” survey and first-order logic which is necessary for the scoring and norming of results. The survey will then be used to make versions for different target audiences and translated into multiple languages.

OUTPUT

The main result of WP3 is the development of the “EICAA Competence Monitor” (EICAA CM), which includes the survey instrument and the first-order logic behind it.

The three main deliverables of WP3 are:

- Rubric System Methodology for Entrepreneurial and Intrapreneurial Competences
- Entrepreneurial & Intrapreneurial Competence Assessment Surveys
- First-order logic for scoring and norming of results to enable matching with appropriate interventions in the EICAA CM tool’s algorithms

Possible Challenges:

As WP3, our first step was to build the rubrics, which was a theoretical structure of statements for each competence progression level. At this stage, we prioritised accuracy of the statements, covering every aspect related to that competence. However, as we translated the rubrics system into a functional survey for participants to fill, we realised that the survey was extremely tedious to fill in terms of the complexity and the time required, resulting in over 350 statements for the survey participants to read. Our target audience for this round of testing was students, mostly millennials and above. This is when we had to secure the right balance between accuracy and ease of survey-filling, for which we shifted our scale from rubrics to Likert and adjusted the formulation of our items in order to keep it effortless.

Another challenge that we faced was the lack of viable data. Our target sample size for the first pre-test was 100, and although we received about 115 responses, only 72 of them could be classified as viable, the rest being “bad data”. In order to maintain our timelines, we formed conclusions with N=72, with trust that we will be able to draw further insights from our current round of testing, where our target is N=300.

Lastly, a key question that came up was which scales should we focus on. Although past researches, including EntreComp, have covered this thoroughly, the selection of relevant scales based on today’s status of the field is an important one which is why we have also dealt with this question.

Antwerp Management School is the partner in charge of Work Package 3.



Questions for the team of TecnoCampus about the EICAA Competence Framework

1 What was the main motivation for developing the EICAA Competence Framework (EICAA-CF)?

The main motivation for developing the EICAA-CF was to identify the key entrepreneurial and intrapreneurial competences that are essential to start successful new ventures. By doing so, we aimed at providing a solid foundation in which all relevant competences were clearly identified, described, and related to evidence found in previous research or other well-founded work on this topic.

2 What are the main differences between the EICAA Competence Framework and the European Entrepreneurship Competence Framework (EntreComp) and how do both complement each other?

First of all, the EICAA Competence Framework is based on EntreComp. By doing so, we recognised the value that EntreComp brings to the identification and description of the required entrepreneurial competences. The literature review that we performed with more than 135 academic and non-academic papers confirmed the exhaustiveness of the EntreComp framework in covering the main competences that an entrepreneur or intrapreneur should develop to successfully ideate, develop and grow new ventures.

The main differences between our framework and EntreComp can be summarised in two main aspects. On one hand, **we added three competences**, one in each competence area: design, digital competence, and process management. With these additions, we highlighted a) a greater interaction with customers together with greater emphasis on the scientific approach where assumptions are identified and tested, b) the digital competences necessary to start up a new venture in today's world, and c) the process and dynamic perspective of the entrepreneurial activity with agile planning approaches. On the other hand, **we reduced the complexity** given by eight progression levels in EntreComp to four progression levels.

3 What are some of the key benefits the EICAA-CF brings to the table?

If we look at the EntreComp framework, it appears to gather a traditional understanding of what entrepreneurship entails: recognising an opportunity, creating a solution, gathering the necessary resources

and creating the new venture. It has some resemblance to the classical phases of starting up: idea generation, pre-launch, and launch. With the EICAA Competence Framework, we bring a **fresher approach towards modern practitioner approaches of entrepreneurship**, including greater focus on design and interaction with stakeholders, dynamic and process views of entrepreneurship, agile perspectives to entrepreneurial management and digital competences. Additionally, by reducing the complexity to four progression levels, we make the framework more manageable, easy to use and to translate it into a competence assessment tool.

An extra benefit is that we provide a solid foundation for the EICAA Competence Framework, based on our extensive literature review. For example, we enriched the framework by providing definitions of the competences beyond the descriptors provided by EntreComp. These definitions bring a clear understanding of how the literature defines and delimits these competences in the context of entrepreneurship and intrapreneurship. Eventually, we are also able to provide evidence to proven effects of the competences on entrepreneurial success, according to literature.

4 In which way will the EICAA-CF support universities and other organisations to foster entrepreneurial competence development?

We believe that the EICAA Competence Framework brings **familiarity**, since we mostly relied on EntreComp, **modernity**, because we introduced concepts coming from practitioner approaches such as design thinking and lean methodologies, and **clarity**, because we reduced the number of learning outcomes. With these three elements, we can help HEIs (Higher Education Institutions) and other organisations to assess the entrepreneurial and intrapreneurial competences of their students/employees and set a path for their further development.

5 How does the EICAA-CF link to other activities and outputs of the EICAA project?

The EICAA Competence Framework sets the foundation for two key constituents of the EICAA project: the EICAA Competence Monitor and the EICAA Competence Development Kit. On one hand, the **EICAA competence survey** translates the competences identified in the EICAA-CF into an assessment survey, in which individuals (either students or employees in organisations) can assess their competences. On the other hand, the **EICAA Competence Development Kit** provides learning modules for every competence so that teachers or employers can use these modules in their programs to help their students or employees to further develop these competences.



Finally the EICAA consortium was able to meet face-to-face after the first two meetings were held online.

EICAA Partner Meetings

THIRD TRANSNATIONAL PARTNER MEETING: HYBRID IN ANTWERP

After two partner meetings that had to be held online due to COVID-19 constraints, finally most of the partners were able to meet face-to-face during the hybrid meeting in Antwerp, Belgium as the Antwerp Management School welcomed the EICAA consortium in March 2022.

The transnational meetings are meant to be held to further elevate the collaboration between the partners and therefore also within the EU. These kinds of meetings are essential for the EICAA project itself and also for all the projects supported by the Erasmus+ programme in general. This “real life” meeting contributed to a stronger bonding between all the partners and it boosted the group dynamic significantly. Because of the extensive exchange, a lot of desired outputs have been accomplished. Within the intensive days, the finalisation of work package 2 (WP2) and the next steps for WP3 which include the rubric, survey and first-order logic were on the agenda. Furthermore, the discussions contained the planning of the structure and content of the EICAA Competence Development Kit, the initiation of the next steps towards the EICAA Digital Platform and the elaboration of dissemination strategies.

Besides all the work, the leisure activities were not neglected either. The EICAA consortium also used the time to explore the beautiful city of Antwerp during a guided tour during which they enjoyed some delicacies. Chocolate, french fries, waffles and beer were among the things the team could not get enough of during the transnational partner meeting in Antwerp.

FOURTH TRANSNATIONAL PARTNER MEETING: HYBRID IN INNSBRUCK

The fourth partner meeting was also a hybrid meeting which took place in Innsbruck, Austria with the hosts being the Management Center Innsbruck and ProMedia.

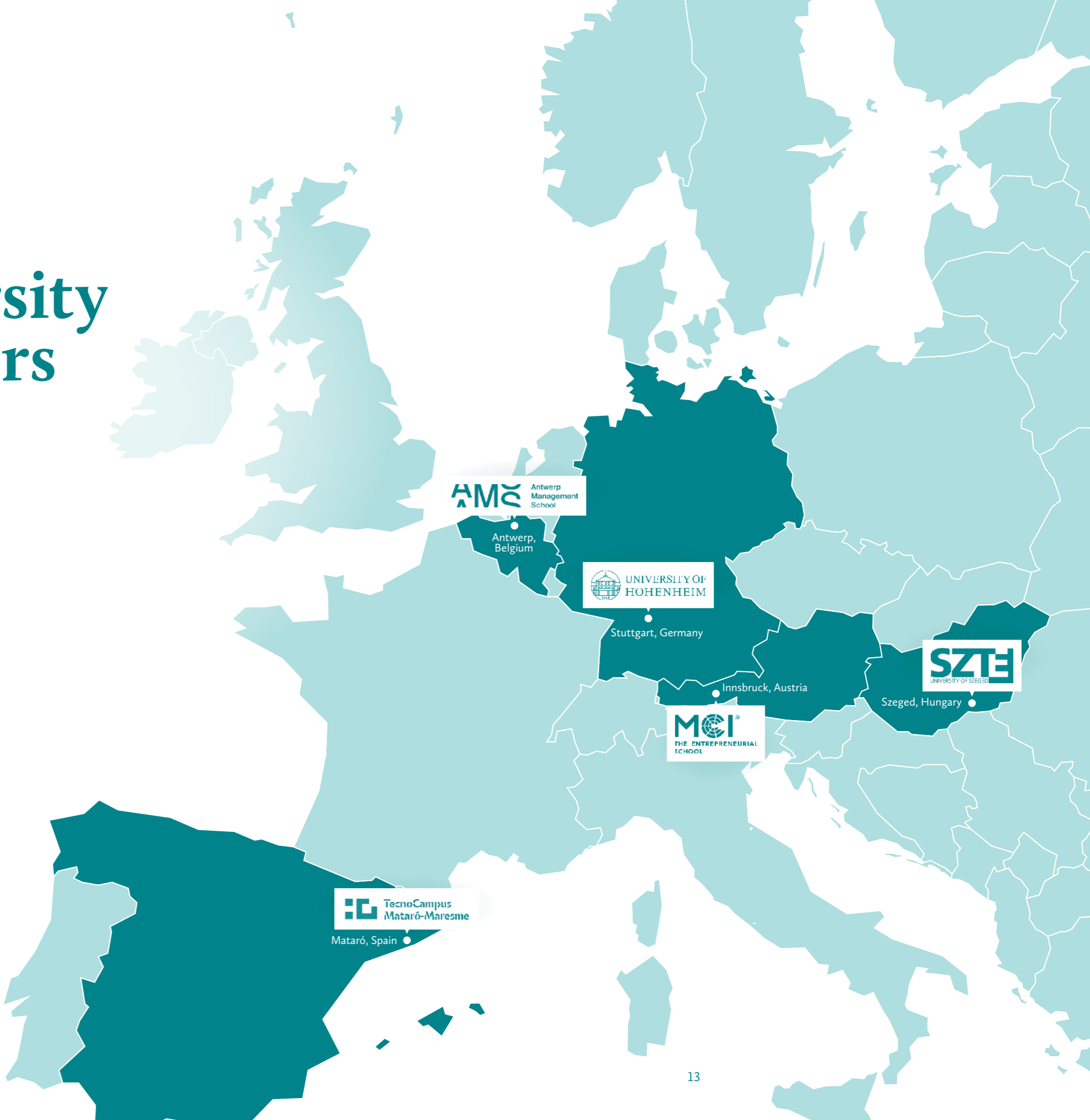
As was the case in Antwerp a few months before, the social interaction helped in getting the group closer personally and in terms of the project. With the common goal in mind, a profound and productive exchange in which every partner presented and discussed essential project developments led to positive results. During the two days lots of decisions were taken that paved the way for several crucial developments, which included the EICAA Competence Monitor, Competence Framework, Competence Development Kit and Digital Platform.

In addition to the output regarding the developments and milestones, the consortium grew together as a community during their time off. Innsbruck is known for its alpine-urbane variety with lots of possibilities for activities in the city but also in the mountains and nature around the city. The partners were able to enjoy this diversity for two days, e.g., by getting to experience the drive with a funicular railway that transported them high above the city for a panoramic view all over Innsbruck – the reward for the hard work that was put into the EICAA project during the transnational partner meeting in Tyrol.



In Innsbruck the partners were able to enjoy the alpine-urbane variety of the city.

University Partners



AMZ Antwerp Management School

Antwerp, Belgium

UNIVERSITY OF HOHENHEIM

Stuttgart, Germany

MCI
THE ENTREPRENEURIAL SCHOOL

Innsbruck, Austria

SZTE
UNIVERSITY OF SZEGED

Szeged, Hungary

TecnoCampus
Mataró-Maresme

Mataró, Spain

TecnoCampus

Mataró, Spain



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3,688
enrolled
students

119
partner universities
in 34 countries

113
hosted businesses
in the park

88
businesses
created

Entrepreneurial and Intrapreneurial Dynamics inside TecnoCampus

ESTER BERNADÓ, MARTA CARCELLER, JAUME TEODORO

Entrepreneurship is the basis on which TecnoCampus was founded. TecnoCampus was created as a unified space shared by the university and a business park hosting more than 100 companies, an incubator and start-up accelerator. TecnoCampus' aim is to make the university and the business park work together to generate innovation and sustainable economic growth.

In this way, at TecnoCampus it is very important to generate meeting points through programmes, events, awards, projects and other activities that generate entrepreneurial and intrapreneurial dynamics.

In terms of intrapreneurial dynamics, many staff members at TecnoCampus are used to working on projects, developing innovative programmes for start-ups, for students or for the staff themselves, which help to develop their skills and generate new ideas and knowledge. These projects are often submitted to public calls in order to obtain funding.

To mention a few international projects, TecnoCampus coordinates the Erasmus+ project "Digital Toolbox for innovation in nursing education (I-Box)" which consists of developing teaching and learning materials for nursing students and professionals, and the Erasmus+ project "4D in the digitalisation of learning in practice placement" which develops an innovative digital tool to introduce mobile technology in clinical practice environments.



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“Entrepreneurship and intrapreneurship not only teaches us how to start up new ventures but also teaches us how to provide value to our communities and to the society at large.”

ESTER BERNADÓ, PHD
EICAA core staff of TecnoCampus



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TecnoCampus was created as a unified space shared by the university and a business park hosting more than 100 companies, an incubator and start-up accelerator.



At TecnoCampus it is very important to generate meeting points through programmes, events, awards, projects and other activities that generate entrepreneurial and intrapreneurial dynamics.



“I believe that facilitating resources and opportunities within organisations for intrapreneurship is important for both employees to feel engaged and organisations to innovate and be more productive.”

MARTA CARCELLER, MSC
EICAA core staff of TecnoCampus

In the field of entrepreneurship, TecnoCampus participates in the Erasmus+ **THEI2.0** project, which offers a collection of resources to help Higher Education Institutions to become more entrepreneurial. We can also highlight TecnoCampus' participation in the “Start For Future programme”, within the framework of the **Tandem+** project, an alliance of universities that aims to develop a sustainable entrepreneurial ecosystem through training students and staff, and through international incubation programmes.

At TecnoCampus we believe in supporting academic and non-academic staff to generate ideas and initiatives aligned with the institution's values and goals, and helping them in finding their own means to make these initiatives happen.

In terms of entrepreneurial dynamics, there are many activities aimed at helping students and staff to acquire and develop entrepreneurial skills. Some examples would be:

- **“SomHackaton”**. An annual event organised by TecnoCampus, Mataró City Council and other stakeholders that brings together student developers for a weekend to solve a societal challenge. The last edition's challenge was on SDGs and particularly focused on technological solutions for the circular economy.

- **Weekend Challenge**. This program runs during an intense weekend. Students that participate are guided through a series of engaging activities to share ideas and form multidisciplinary teams to create solutions to problems and/or needs identified in society. At the end of the weekend, the teams pitch their ideas to a panel of judges that select the most promising initiatives.

In order to encourage entrepreneurship and give it recognition, the **Creatic Awards** reward the best business initiatives in the field of technology and innovation. Students with ideas derived from bachelor's and master's theses can also participate in a specific track for student entrepreneurs.

In addition, any student who wants to work on their entrepreneurial idea is supported by the business experts in the park's enterprise area. Additionally, networking opportunities are promoted for students with entrepreneurial interests, by means of the initiative called “Entrepreneurial breakfasts”.

Finally, TecnoCampus is currently working on fostering and bringing technology closer to entrepreneurship. In the coming months a new 3D printing space will be set up with new equipment that will allow advanced prototyping for entrepreneurial ideas.



“Entrepreneurial competencies do not only serve the purpose of starting an initiative. This is an essential skill for any 21st century professional who is expected to be a change agent in any established organisation or new business.”

JAUME TEODORO, PHD
EICAA core staff of TecnoCampus

TecnoCampus is currently working on fostering and bringing technology closer to entrepreneurship.



University of Hohenheim

Stuttgart, Germany



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48

study programmes

143

partner universities in 43 countries

8,965

total number of students

1,892

average graduates per year

Source of the Entrepreneurial Dynamics of the University of Hohenheim: Making the world a better place.

BERND EBERSBERGER, LOUISA MACH, KRISTINA BOGNER

Universities have always been changing. Ever since the inception of universities as institutions at the end of the twelfth century, they have responded to evolving societal, economic, and political contexts.

This evolution has gone hand in hand with changing definitions of the mission of universities to reflect the societal context they operate in. The universities' medieval role as a storehouse of knowledge defined the universities' first mission; they were primarily responsible for teaching within the four main disciplines: theology, law, medicine, and philosophy. The Humboldtian reforms expanded the role of universities and added research as active knowledge creation as the second mission. This expansion enlarged the portfolio of subjects: Natural sciences, humanities and arts eventually developed rather independent curricula, methods, and approaches, while engineering sciences and social sciences evolved into distinct disciplines.

In addition to the two missions, a third one has been added: Universities are to support economic and social development on a broader basis. This mandate is currently appreciated and supported by policymakers, as it promises an expanding source of university financing and generates societal impact in other policy areas. This third mission places universities in a central position within an innovation and entrepreneurship system. From its foundation, the University of Hohenheim has been deeply committed to the third mission.

The Innovation Greenhouse is the future hub for entrepreneurship activities and start-up support at the University of Hohenheim.



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The heart of the university: the castle.



© UNIVERSITÄT HOHENHEIM/AGRON BEQIRI

THE UNIVERSITY OF HOHENHEIM: FOUNDED BY NEED, PROMOTED BY A MISSION

In early April 1815, the Tambora in Indonesia erupted as the largest volcano eruption ever recorded in human history. About 200 cubic kilometers of ash and dust particles were shot kilometers high into the atmosphere and were distributed around the globe. The impact of this eruption on the climate was devastating. The dust darkened the sky and led to a year without a summer with tremendous harvest failures in 1816 subsequently causing famines across the whole of Europe. The need for a sustainable increase in agricultural productivity was evident. But it could only be achieved with new knowledge created in new and modern institutions. Recognizing this, in November 1818, King William I of Württemberg and his wife Catherine Pavlovna founded an agricultural teaching, experimental, and model institution in Hohenheim, which later developed into the University of Hohenheim. The founding mission was to eradicate hunger and, as we would phrase it today, to make the world a better place.

Already early in its history, the University of Hohenheim showed a dynamic and remarkably pragmatic approach towards knowledge transfer and innovation. In 1819, it founded the Hohenheim Farming Equipment Factory which invented, built, and sold new and state of the art farming equipment. Instead of incomprehensible blueprints, scientists sent small functioning models of their new farming equipment around the world for wainwrights and blacksmiths to be able to reproduce the equipment. Early and clever technology transfer!

Fast-forward more than 200 years, teaching, research, and technology transfer are still inspired by the founding mission of the university. With its research foci and its study programs, the University of Hohenheim is still dedicated to making the world a better place. The research, the education, and the support of innovation and entrepreneurship at the University of Hohenheim focus on impact and sustainability to honor the founding mission and to help address the challenges ahead of us.

Still committed to the mission of 1818, the University of Hohenheim is experimenting with various ways to combine modern life with the preservation of biodiversity.



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“Entrepreneurial skills are skills that let us do something – not despite of the challenges we are facing, but because of them.”

PROF. DR. BERND EBERSBERGER
EICAA core staff of the University of Hohenheim



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“The abilities to think and act entrepreneurial are important as they can enable us to identify and thoroughly understand systemic societal challenges and problems such as structural injustices and inequalities, biodiversity loss and climate change. If learnt properly, entrepreneurial skills allow us to take our shared responsibility to act, to challenge, alter or replace unjust and unsustainable dominant formal or informal institutions.”

DR. KRISTINA BOGNER
EICAA core staff of the University of Hohenheim



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“The Spider-Man comics taught us: ‘With great power comes great responsibility’ – this also applies to Entre-/ and Intrapreneurship. An entrepreneur is not just a leader, he or she is responsible for the future of the company, its employees and the creation of value for all its customers. Understanding and developing these competencies will impact our society as a whole.”

LOUISA MACH, BSC
EICAA core staff of the University of Hohenheim

Management Center Innsbruck

Innsbruck, Austria



29 study programmes
306 partner universities around the world
3,731 total number of students
1,130 average graduates per year

Entrepreneurial and Intrapreneurial Dynamics inside MCI

ANITA ZEHRER, DESIREE WIESER, GUNDULA GLOWKA, CHRISTINE PIRHOFFER

At MCI, the entrepreneurial school, the leading slogan already suggests a strong orientation towards entrepreneurial focus. Once students pass the selection process to study at MCI, classes aim to develop their entrepreneurial competences, by mentoring the motivated. As a small business school, the setting of classrooms is predestined for entrepreneurial competence teaching and training in small groups. This corresponds not only to management studies, but is equally lived in technology and life science studies such as energy and process technology, electronics and mechanics.



“Entrepreneurship is an important factor to increase innovation and performance in a company or other organization. It establishes, develops, organizes and manages a business venture while bearing any of its risks to generate profits.”

ANITA ZEHRER
EICAA core staff of the MCI

Besides teaching that is determined on developing entrepreneurial competences, MCI has a unique concept of cooperating with the business-side, putting academia-business activities into practice. The intellectual contribution at MCI can thus be applied, business-relevant and solution-oriented, boosting entrepreneurial thinking. Teaching includes business projects with local firms, international study trips, company excursions, symposiums, workshops and boot camps focused on innovation and start-up formation. Students that come up with a business idea, but do not know how to transform it into a running business, are supported by the MCI through individual mentoring and benefit from MCI networking opportunities.



MCI has a unique concept of cooperating with the business-side, putting academia-business activities into practice.



© MCI/RECHL

Over the years MCI established an entrepreneurial culture that is lived by MCI students and MCI staff, following the idea of 'mentoring the motivated'.

Additionally, MCI regularly invites high-profile personalities from business to talk at MCI. Innovators from all industries giving insight into different topics, talking about their inspiring stories from building start-ups to gaining international success. The lively participation at the distinguished guest series reflects its success. The distinguished guest series is usually not only visited by students, but also by MCI lectures and other MCI staff, also creating an intra-firm opportunity to escape from daily routines and think outside the box at work by listening to inspiring life stories and asking questions about how this was done.

Lastly, MCI has established a yearly creativity award completion for intra- and entrepreneurship. The competition for students and MCI staff is run separately and includes cash prizes. Students are encouraged to present innovative start-up ideas, while MCI staff is awarded by presenting ideas that improve the efficiency at MCI in an innovative way. Thus, over the years, MCI established an entrepreneurial culture that is lived by MCI students and MCI staff, following the idea of 'mentoring the motivated'.



© MCI

“Entrepreneurship or intrapreneurship is in the nature of human beings – as human beings we are in constant search of something, we are always evolving, adapting to our environment and creating new ways of thinking and living. Thus, entrepreneurship, as well as intrapreneurship are opportunities to unfold and achieve our goals. Education plays a major role here, because it helps us to recognize and develop our entrepreneurship and intrapreneurship potentials and competences and it shows us how to use them meaningfully to solve problems in our society.”

DESIREE WIESER
EICAA core staff of the MCI



© MCI

“Companies must be open to innovations from their employees and consciously promote them wherever possible. Intrapreneurs need initiative and creativity, which can only be developed in a work environment in which it is allowed or desired to bring in new suggestions and ideas and to develop new products and projects.”

CHRISTINE PIRHOFER
EICAA core staff of the MCI



© MCI

“Entrepreneurship should be perceived as an indispensable driver in today’s strive for reaching sustainable development goals.”

GUNDULA GLOWKA
EICAA core staff of the MCI

University of Szeged

Szeged, Hungary



© UNIVERSITY OF SZEGED

427
study programmes

510
partner universities around the world

21,805
total number of students

5,062
average graduates per year

Those who can, do; those who can't, teach?!

SZABOLCS PRÓNAY, ÁBEL GARAMHEGYI

There is a common phrase: Those who can, do; those who can't, teach. Of course, as university lecturers, we don't really like this phrase...or rather we can accept it with the addition that: those who can do, can't necessarily teach. Well, the Faculty of Economics and Business Administration of the University of Szeged is a leader in entrepreneurship education in Hungary. So we can definitely teach entrepreneurship. The question is how we are performing in the implementation of entrepreneurship and intrapreneurship.

Traditionally, the higher education sector has been classified as a non-business sector, so university lecturers are assumed to be far from entrepreneurial. Of course, this is somewhat different in the case of a business faculty, where the majority of lecturers are familiar with – and even teach – entrepreneurial thinking. Of course, the broad understanding of entrepreneurship competence – based on the EntreComp Framework – goes beyond business thinking and includes considerably more soft skills.



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“Quite easy to run an enterprise if one always does the right move at the right time. How do you think that can be done? That is the magic! Also known as knowledge and experience. Entrepreneurship is learnable, teachable, practicable.”

ÁBEL GARAMHEGYI, PHD, ASSOCIATE PROFESSOR
EICAA core staff of the University of Szeged



© EICAA/GÉRI BERGER

One of the aims of the EICAA project is to support entrepreneurial academics and researchers.

In any case, it can be said that the faculty members of the Faculty of Economics and Business Administration at the University of Szeged are familiar with entrepreneurship. The question is whether they put them into practice. In today's education, there are two main ways of talking about entrepreneurship and intrapreneurship: openness to educational innovation (1) and practical contact with the entrepreneurial ecosystem (2).

The first example of intrapreneurship activity by university teachers is applying innovative teaching methods. These methods have been stimulated by the digital education that has emerged as a result of COVID-19. At the University of Szeged, Faculty of Economics and Business Administration, we can find many of these colleagues that are intrapreneurs:

- Some of them have built up their own Instagram channel, where they live-stream and chat interactively with students.
- There were also lecturers who held their classes as a public YouTube stream, with each video having more than 1000 views.
- There were also some who tried flipped-classroom methodologies or made extensive use of peer-review methods for evaluation.

All of the above approaches require creativity and risk-taking on the part of the intrapreneur lecturer, taking the initiative in order to create something of new educational value. However, an open and inclusive organisational culture was also essential. At



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the Faculty of Economics and Business Administration of the University of Szeged, from the first wave of COVID-19 onwards, the creative teaching atmosphere was characteristic. Faculty leaders always fostered an innovative approach. Several workshops were organised where colleagues could share their experiences. These workshops not only served as a flow of information, but also as a basis for promoting and developing an intrapreneurial mindset.

Kéri Anita – member of the staff who launched the lecturer Instagram channel: [@szegedresearcher](https://www.instagram.com/szegedresearcher/)

In higher education, another form of entrepreneurship is manifested in closer contact with practical (business) life. Although we have been talking about the third mission of universities for almost two decades, we still see that those working in higher education find it difficult to venture out of the ivory tower of academia and to operate in the market. The European Commission has already made many efforts to promote university-industry collaborations, but we still see a large gap between the two. A slower, more deliberate, more bureaucratic higher education cannot cope with a fast, demanding, dynamically changing industrial sphere. This link can be made by academics who have the entrepreneurial spirit, who are open to new ideas, and who want to create not only academic value but also economic and social value. These are the true entrepreneurial academics. They are the ones who invite external lecturers to their classes, who prefer to use case study methods, who take their students on field trips to industrial partners, and who constantly adapt their curricula to current trends. Of course, this requires considerable effort and activity outside your comfort zone – but it's an investment that pays off. It pays off in the form of higher student satisfaction, in better university-industry relations, but also in the personal well-being of the lecturer.

Overall, we can say that both intrapreneurship and entrepreneurship are activities that are generally not very common in higher education, but there are some refreshing exceptions and, if supported and embraced, they may well be role models for the next generation of university entrepreneurs. One of the aims of the EICAA project is to support these entrepreneurial academics and researchers.



© UNIVERSITY OF SZEGED

**“Those who can, do;
those who can't, teach...
BUT: Those who can do it,
cannot always teach it.”**

SZABOLCS PRÓNAY, PHD
EICAA core staff of the University of Szeged

Antwerp Management School

Antwerp, Belgium



15

study programmes

300

students
50 % foreign students

Entrepreneurial and Intrapreneurial Dynamics inside AMS

WOUTER VAN BOCKHAVEN, TANVI ANAND

For the past 60 years Antwerp Management School has been at the forefront of innovation, transformation, entrepreneurship and ecosystems, always in the best interest of people and society. In all these years our ambition has remained unchanged. Our baseline perfectly captures what we stand for: “Opening minds to impact the world”.

Entrepreneurship is one of the core pillars in AMS’ strong foundation and has been for the past decades. At AMS, entrepreneurship and intrapreneurship translates into three simple words: proactiveness, innovation, sustainability. The first refers to our problem-solving outlook where we combat the right obstacles with a collaborative approach. AMS also believes that innovation is key to our growth, fostering unique ideas across the institution. Lastly, AMS educates for sustainability, and it is embedded in our mission, flowing through the programs we offer and the mindset of the employees.

AMS stimulates this entrepreneurial mindset through an open dialogue within the organisation. With an unrestricted and collaborative mindset, we coordinate with each other on a regular and ad hoc basis. This structure is a result of deliberate strategic planning by the leadership while also leaving room for creativi-



At AMS, entrepreneurship and intrapreneurship translates into three simple words: proactiveness, innovation, sustainability.

ty and not structuring every single step we take, thereby making the growth organic. Sure, this approach may come across as chaotic and leave risks for missing out on proper cumulation of efforts into effective impact and burnout, but the design of communication within and outside the organisation is such that it leaves room for flexibility and lets one get absorbed into their work without burning out.

For AMS, it is a blessing to be able to face and continue to make efforts to overcome the challenge of being and an organisation that focuses on entrepreneurship and intrapreneurship in every aspect, whether its imparting education or encouraging employees in every role to be strategically innovative.

AMS stimulates the entrepreneurial mindset through an open dialogue within the organisation.



“In order to build and innovate every industry, not only do we need the rise of entrepreneurs, but also their survival. Entrepreneurship education benefits everyone and turns them into entrepreneurs – from doctors to manufacturers –, helping them transform their innovative idea into something tangible and then sustain it.”

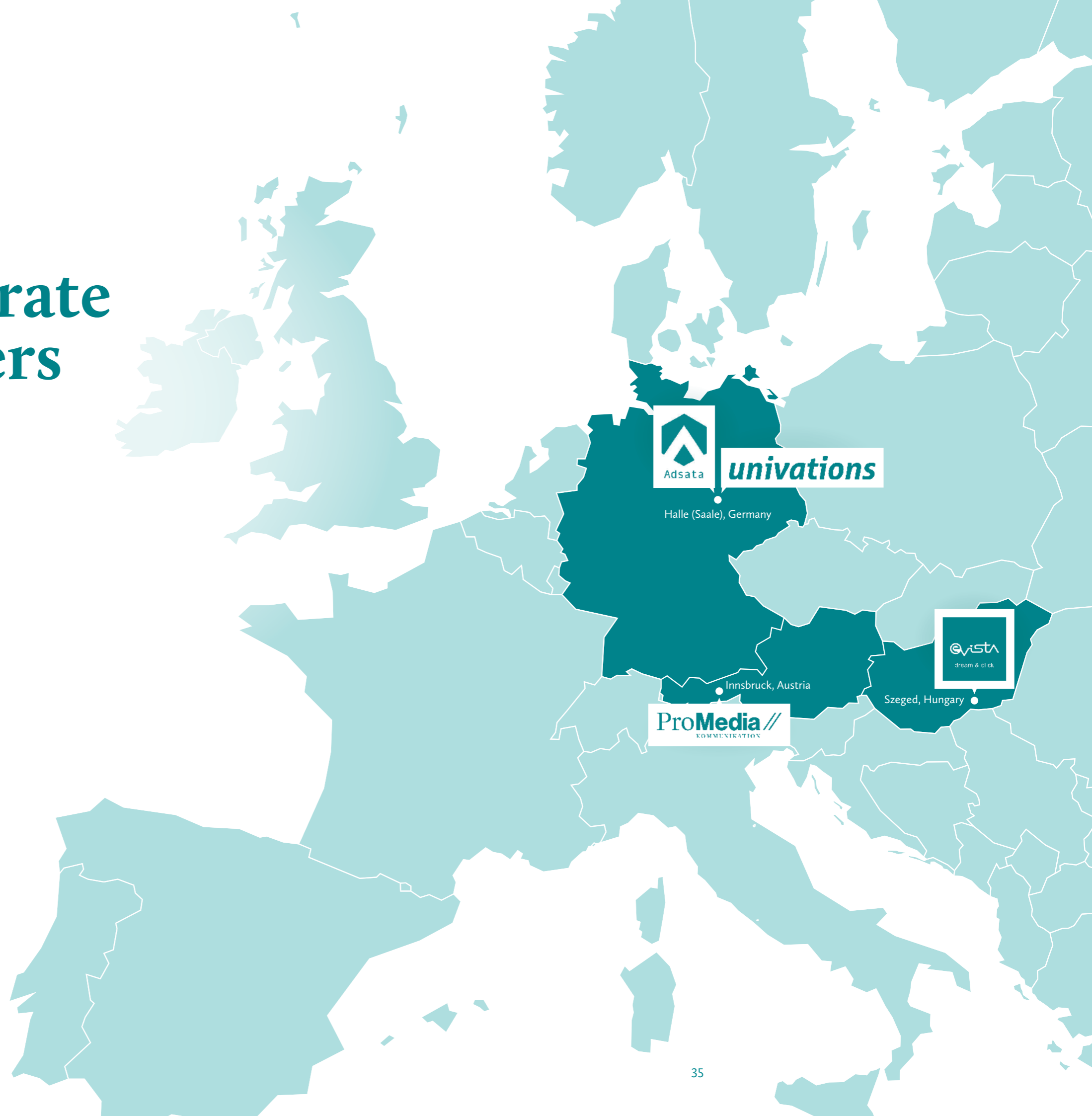
TANVI ANAND
EICAA core staff of AMS



“As an independent management school in a highly competitive industry among much larger and heavily subsidized institutions, being entrepreneurial is the only option for AMS. Each year again and with each new project or module we have to delight the client and we cannot rest on our laurels. Staying on top of new needs and opportunities in the market, continuously innovating and killing our darlings, and trying different things in our own quirky and service-oriented way to touch minds and impact the world is in our DNA.”

WOUTER VAN BOCKHAVEN
EICAA core staff of AMS

Corporate Partners



Adsata

univations

Halle (Saale), Germany



eVista

dream & click

Innsbruck, Austria

ProMedia //
KOMMUNIKATION

Szeged, Hungary

Evista

Szeged, Hungary



40+ team of
2003 founded in

Entrepreneurial & intrapreneurial dynamics inside Evista

ANDRÁS TÓTH, BOTOND VOZÁR

Evista is a company specialised in custom software development, an ever changing and developing industry, where knowledge needs to be up-to-date both on a company and employee level. For this we need to follow all the trends on an everyday basis and train our colleagues.

The method and the keyword today is the agile approach, and that doesn't only mean the flow itself but characterises projects, work processes and also the attitude of the team. We are specialised in the use of open-source frameworks, that set up standards and provide focus points in a technological sense.

As a relatively small company, with around 40 people at Evista, entrepreneurial thinking has always been a key element of our company culture. As a member of a small group, you have to give your own business ideas and thoughts to every upcoming problem or challenge. It is not that it is driven from the board or the management, but the opposite of that, it comes from the employees, and it can affect the whole company.

If a developer is on "the bench" (as they call it in the IT business) – that means being in between two projects –, we want that time to use as her/his own to come up with ideas and business methods. These are not project related issues, but general problems that can make the whole group's life better, e.g. coming up with completely new business ideas. There is one example, our own project management and tracking tool that one of our employees came up with as a business idea and that is now essential for us to work profitably. It has changed the company's life, and profitability, and it was not a concrete task or project that was assigned to someone. Another example is making skeleton products of different technologies, these are bases of frameworks that can be used over and over again, making a business opportunity in the whole development process.



ABOUT EVISTA

Evista works in the field of digital products, starting from web pages through mobile applications and all the way to complex web applications. The company is not specialised on one domain, but works in different fields, whether it is pharmaceuticals or photobook editing, they learn the domain and put everything into making a cool digital product.



© EVISTA

“It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently.”

(quoting Bill Gates)

ANDRÁS TÓTH
EICAA core staff of Evista



“The most valuable thing you can make is a mistake – you can’t learn anything from being perfect.”

(quoting Adam Osborne)

BOTOND VOZÁR
EICAA core staff of Evista

We don’t have an intrapreneurship program inside the company, it is more like our company culture, the way we work and the projects. The colleagues know they can come up with their own ideas, that can be implemented in the projects or be used to come up with new business possibilities. This entrepreneurial behaviour is one of the advantages of working for a small company like Evista, compared to the big players in the IT market, where people work in a group of 50+ people and where it is very hard to give voice to their project they work on. It is very hard to compete with these giants on the labour market, as we want to hire the same people they do, but they work for the biggest companies in the world, meanwhile our clients are SMEs (small and medium-sized enterprises) or start-up companies. One of the rare achievements we made in our hiring process is that we could aim for young talents, who want to develop and make an impact. They can just do that at our company, something that might take years and years to achieve them in bigger organisations.

Most of our clients are either SMEs or start-up companies. With these clients it is a must to think together with them and come up with innovative solutions and also help with the business ideas. The team really enjoys this part, coming up with something that can predefine the client company’s future, success or failure. It is a big responsibility, but also a very encouraging role.



As a relatively small company, with around 40 people at Evista, entrepreneurial thinking has always been a key element of their company culture.

Five important entrepreneurial competencies from the EICAA Framework

1 TEAMWORK

Everyone has its role in the company, and we have all the skills needed in-house to make a digital product from planning through UI/UX work to implementation and maintenance/support, but we have to work as a team in order to achieve success

2 ENTREPRENEURIAL THINKING

As we work for start-ups and small companies, we have to have a way of business thinking in order to deliver the digital product they need on the market

3 COMMUNICATION

It is very important to communicate well and often inside the team and also with our clients

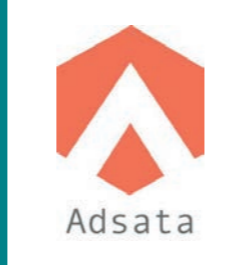
4 SELF-DEVELOPMENT

In the world of IT everything can change in 6 months, so you have to train yourself constantly, and be up-to-date with everything that goes around in your stack of technologies

5 ORGANISATION AND TIME-MANAGEMENT

Making a digital product can take from 2 months to 2 years. You have to organise yourself and the projects in order to find the optimal amount of work that creates the best possible outcome





Adsata

Halle (Saale), Germany



© MMZ, FACEBOOK

7 **2018**
team of established in

The entrepreneurial mode at Adsata

TAIMUR KHAN, JONAS KÜHL

Adsata is a young technology startup based in Halle (Saale), Germany. Adsata was established in 2018 to develop an innovative SaaS (Software as a Service) product for webcam-based eyetracking

As a small team and a new organization, Adsata has to constantly adapt to the challenges arising from different startup phases, which put technical and non-technical entrepreneurial competencies at the core of our product and startup journey. We, therefore, understand entrepreneurship as a dynamic process constantly evolving through innovation, in that our team develops small iterable innovations that add up into our larger product of webcam eyetracking. Realizing new technological changes, market dynamics and opportunities to establish a new product are indicators of Adsata's entrepreneurial spirit. Entrepreneurship, thus, is at the core of our business and day to day operations.

In order to encourage entrepreneurial thinking in our team, we have created a learning and enabling work environment. In this environment, we operationalize our plans based on five principles:

- **Stay highly aligned, but loosely coupled.** Nurture autonomous teams by making sure everyone knows their direction.
- **Hire staff with a founder mentality.** Encourage team members to act and make decisions as if they owned the product.
- **Hire for potential, not for experience.** The right employees will adapt and we grow as our business evolves.
- **Provide a great working environment.** Keep employees happy at work by being realistic, human, and open.
- **Open-door policy for everyone.** Be open to diversity of ideas, methods, and people – with both clients and colleagues.

As a team, we are constantly working with fresh ideas to innovate new technologies and features within our product. This has helped Adsata to formalize ties with academic and industry partners to work closely with new technologies and to engage all stakeholders within a range of industries including user experience design, marketing, web design, and academia.



ABOUT ADSATA

Adsata is a software development company based in Halle (Saale)/Germany. As a team of software developers, product designers, data analysts, and marketing professionals they transform user needs into solutions through software.

Adsata's first own product is a real-time webcam-based eyetracking platform for understanding users' visual interaction with digital media. They bring experience from several national and international development projects in Halle (Saale), Germany.

Team Adsata at the office in the Mitteldeutsches Multimediazentrum, Halle (Saale).



© MZ/DENNY KLEINDIENST



© ADSATA

“People develop great skills, ideas and solutions in their personal lives, passions and hobbies. They should not have to pretend they don’t and just follow instructions once they start working.”

JONAS KÜHL
EICAA core staff of Adsata



© ADSATA

“If you’re not ready and an opportunity comes along – TAKE IT ANYWAY. Having the ability to do this is what is at the core of entrepreneurial thinking inside a product-centered company.”

TAIMUR KHAN
EICAA core staff of Adsata

ADSATA’S FOCUS

From the beginning onwards, Adsata has been very focused on building great software solutions with cutting-edge technology and creative solutions in a team of highly motivated individuals. The opportunity to contribute to building something truly unique is what brought people to our team and gives us all the chance to learn every day. While some of our competitors are more marketing and sales oriented, we aim to build innovative solutions that ‘speak for themselves’. Identifying user needs and technology or market opportunities is therefore always the first step for us.

While we have never actively addressed ourselves as entre/intrapreneurs or considered it an individual role, we think that establishing the company would never have been possible without an entre/intrapreneurial mindset at work throughout the team – be it when developing new features, adjusting to user needs or changing dynamics in the market.

Realizing new technological changes, market dynamics and opportunities to establish a new product are indicators of Adsata’s entrepreneurial spirit.



© EICAA/GERI BERGER

Five important entrepreneurial competencies from the EICAA Framework

1 SPOTTING OPPORTUNITIES

An “opportunity space” exists in fast paced startups that can be found by connecting all the dots between bits of diverse information the team already knows. Putting these dots together in a way that creates a pattern and opens new opportunities is a unique skill, and a skill we value.

2 MOBILIZING RESOURCES

“Ideas without funding are mere hallucinations,” said Imran Khan, former Prime Minister of Pakistan. Although “resources” encompass a lot more than just funding, we agree that having ideas and mobilizing resources to actually implement the idea are two separate sets of competences. At Adsata, we value to encourage action on ideas that pass through critique cycles.

3 LEARNING THROUGH EXPERIENCE

Adsata is a scientifically focused product startup, so for us experimentation and making mistakes is the only way forward. Of course learning from our mistakes helps us improve our product.

4 COPING WITH AMBIGUITY, UNCERTAINTY & RISKS

It is important for any entrepreneur to be able to handle the stress arising from ambiguity and uncertainty. Not just to cope, but also to plan with the risks arising from any venture. We consider this a specifically important competence for managerial entrepreneurship.

5 VISION

Many small ideas have led us towards the vision of Adsata, which is to democratize eyetracking technology. All our planning and implementation steps are focused towards this vision. Therefore, having the ability to work towards a vision is of utmost importance to us.

Univations

Halle (Saale), Germany



12
current projects

15
team of

2006
established in

Entrepreneurial & intrapreneurial dynamics inside Univations

DANIEL WORCH, FLORIAN BRATZKE, KATHARINA NORDHAUS, SANDRA BIER

ENTREPRENEURIAL DYNAMICS

Entrepreneurship is at the heart of Univations' activities. As an associated Institute for Knowledge and Technology transfer at the Martin Luther University Halle-Wittenberg we are building bridges between academia and businesses. The dialogue with partners, organisations, and networks belongs to our day-to-day business, leading us to reach out to a variety of different stakeholder groups in Saxony-Anhalt on the basis of a wide range of project types.

We work with pupils and teachers at secondary schools, which we involve in awareness raising activities that foster entrepreneurial thinking and acting (e.g. the business planning competition *futurego Sachsen-Anhalt*). By working in teams on their individual business ideas, our young participants are gaining first-hand experiences in what is needed to start up a company.

Moreover, we are consulting start-ups but also innovative change-makers, who are interested in starting a business, along all phases of the start-up life cycle. Our activities, expertise and network also enable us to host the largest venture capital



© UNIVATIONS

“Entrepreneurship is at the heart of the Univations business model. We understand us as facilitator and intermediary to foster entrepreneurial activities in the region of Saxony-Anhalt, Germany and beyond. To do so properly, an entrepreneurial mindset of our own employees is key for the success of our company.”

DANIEL WORCH
EICAA core staff of Univations



ABOUT UNIVATIONS

Established in 2006 as a spinoff and affiliated institute of Martin Luther University Halle-Wittenberg (MLU), Univations GmbH and its 15 employees take charge of entrepreneurship and knowledge transfer activities in Saxony-Anhalt. Our institute fulfils an important bridge function between (higher) education, industry and policy-makers inside the regional innovation ecosystem. By doing so, Univations pursues a holistic approach to innovation and start-up support - from entrepreneurship awareness raising and competence development activities at school and university level, to management consulting for start-ups and experienced small and medium-sized companies.

We support entrepreneurs and university spinoffs in all phases of the start-up life cycle as well as innovative enterprises in their efforts to develop new products, services and business models. The essential motivation for this systematic support lies in the creation of premium jobs and a top-skilled workforce in a structurally catching-up region.

matching event in central Germany every year, the “[Investforum Pitch Day](#)”.

Further, we are accompanying small and medium-sized companies and university stakeholders that seek advice and financing to implement innovative ideas or that want to establish multi-stakeholder consortia to undertake joint research and development activities in the nearby innovation ecosystem (e.g. [TDG](#)).

To add, Univations also diffuses knowledge and raises awareness for the benefits of entrepreneurship education as well as with regards to start-up and business support needs among governmental and policy institutions. We do so through our proactive engagement in prominent networks such as “German Startups Association and Metropolitan Region Central Germany” but also through long established connections to decision-makers inside our state and beyond.

Last, we have become a requested entity for European project involvements that target to foster entrepreneurial mindset development in and outside academia, mostly through university-business collaborations. Our role as coordinator in EICAA is another cornerstone that builds on that strong track record.



“In the sense of the lifelong learning approach, entrepreneurship education is crucial to encourage people to think and act entrepreneurially as early as possible, so that they have the ability and receive the right tools to actively shape their own future.”

SANDRA BIER
EICAA core staff of Univations

INTRAPRENEURIAL DYNAMICS

On the intrapreneurial level Univations is a “powerhouse” for the development and management of innovative projects on regional, national and EU level, where we act as partner but also coordinator within consortia of smaller and larger scale. We are proud of our network and have worked hard to gain a good reputation among our partners. After all, it is the result of dedicated employees that work together across different projects and on the basis of low hierarchies to co-create the best possible results.

It is also not by accident that Univations was an early adaptor of the European Entrepreneurship Competence Framework (EntreComp) which we have operationalised, among others, in various European pilot projects. Given its wide conceptual understanding of entrepreneurship (education), EntreComp is to large parts also about intrapreneurship and not limited to skills needed for the start-up domain. Among others, this has led us to pioneer the introduction of EntreComp within initial teacher education institutions of our European network. Examples thereof can be found in our projects [PIETE](#) and [YETI](#) which were highlighted as good practices by the European Commission in “[A guide for fostering entrepreneurship education](#)” (published 2021).



“Having and developing entrepreneurial competences helps people to personally grow and to evolve their personality. This has also an influence on the company, as far as people can positively bring in these competences for the activities and projects of their own company.”

KATHARINA NORDHAUS
EICAA core staff of Univations



As an associated Institute for Knowledge and Technology transfer at the Martin Luther University Halle-Wittenberg Univations is building bridges between academia and businesses.

Univations has successfully implemented and continuously operates numerous national and international projects relating to entrepreneurship (education), start-up support, innovation management and lifelong learning. With access to an extensive national and international partner network along the knowledge triangle and towards intermediaries, chambers and policy-shaping authorities, we understand our mission as to take on a key role for fostering entrepreneurship and innovation activities in the state of Saxony-Anhalt and beyond.

Univations is also well-experienced in European project involvements as partner and coordinator. After all, our institutes strategic position between academia and business also enables us to take on a crucial intermediary role within the EICAA consortium, which we are proudly leading.

Further, it is important for us to foster the involvement of our employees in the development and, ultimately, implementation of innovative projects. We stand for an open culture approach and seek to provide an appreciative and creative working environment for all employees. This is also expressed by self-established internal working groups that deal with different topics according to interests of employees as staff onboarding or also sustainability within the company. So, it goes without saying that teamwork, bottom-up involvement, self-responsibility, and cross-project engagement of our employees are considered key drivers to sustain the success of our company.



“Exploiting the entrepreneurial mindset of our employees is critical for the success of Univations as we not only consult stakeholders from start-ups, innovative companies and universities of the nearby ecosystem, but also develop and implement new projects ourselves permanently. The close exchange with like-minded partners from our excellent regional, national, and international network is crucial to do so successfully and continuously.”

FLORIAN BRATZKE
Project Coordinator Univations GmbH – Lead Partner of EICAA

Five important entrepreneurial competencies from the EICAA Framework

1 PLANNING & MANAGEMENT

Univations coordinates a range of national and international projects. As such, we consider the ability to plan and manage processes as well as people as a fundamental quality of our company.

2 WORKING WITH OTHERS

We believe that being able to work well with others is one of keys to both, ensure maximum success within collaborative projects and to offer the best combination of our staff to join them.

3 CREATIVITY

We develop innovative projects ourselves on a constant basis but also inspire other to do so. This requires creative minds but also a company culture that leaves room to unleash creative thinking inside.

4 SPOTTING OPPORTUNITIES

Closely connected to creativity. Clearly, as a company with core expertise in the areas of innovation management, knowledge transfer and entrepreneurship it is crucial for us to spot opportunities where they arise.

5 MOBILISING RESOURCES

With the expertise and motivation we integrate as a company in all of our projects, we hope to inspire and enthuse young people, the partners we collaborate with and nascent entrepreneurs to pursue their own goals and dreams.

ProMedia

Innsbruck, Austria



15 employees
(2022)

1996 established in

Entrepreneurial & intrapreneurial dynamics inside ProMedia

CHRISTIAN JOST, RAFAELA BODNER, JULIA ZOLLER, NEMANJA SEVER

ProMedia Kommunikation GmbH was founded in Innsbruck (Tyrol) by journalists more than 25 years ago. As a public relations (PR) agency, from the very start the tasks included the planning of campaigns and strategies for business partners, writing press releases and the organisation of promotional events among other things.

Through entrepreneurial and intrapreneurial thinking, the aim always was – and still is – to constantly develop and maintain a modern orientation. Therefore, the field of activity expanded over the years from traditional PR tasks to further responsibilities. Today, we act as an experienced multimedia company that provides efficient content in text, photography, graphics, animation, audio and video. Furthermore, we develop complex communication strategies, produce high-profile stories with state-of-the-art technology and organise events with a broad coverage. This creates networks for hosts and participants in the German-speaking countries, but also over all of Europe.



“As an entrepreneur you have to be on top of your game at all times to make a difference in the professional world. This means developing your entrepreneurial skills on a daily basis and always being better than you were the day before, which ultimately not only helps you on a professional but also personal level.”

CHRISTIAN JOST
EICAA core staff of ProMedia

ABOUT PROMEDIA

As a PR agency ProMedia is working with companies and on projects from all kinds of areas, including tourism, EU projects or sports. The range has been steadily expanded since its foundation. The people behind ProMedia are (almost) always on the road and close to the action. This enables them to respond even better to the needs of individuals and to work in a solution-oriented way. Ultimately, the goal always is to offer the best possible service to the customers.



© PROMEDIA

“The most important thing in today’s business world is to keep up with the ongoing developments and the modernisation of the working environment. Missing out on these topics means missing out on qualified employees and opportunities which could hinder the progress of any company.”

NEMANJA SEVER
EICAA core staff of ProMedia



© PROMEDIA

“Being an entrepreneur or intrapreneur means constant self-reflection and developing your competences. Only those who constantly work on themselves and try to learn new things can find innovative and constructive solutions and thus keep up with today’s fast-moving business world.”

JULIA ZOLLER
EICAA core staff of ProMedia

Since the foundation of ProMedia, our portfolio has continuously been expanded, because a key factor for us is learning through experience by working with a variety of clients from different sectors. That mainly has to do with the dynamic process which is at the core of the entrepreneurial and intrapreneurial thinking within the agency. It is important to be able to adapt at any time, because of the rapidly changing market situation, new media, digitalisation and many more factors that have to be considered. That is especially the case in tourism – the main area of work for ProMedia. Lifestyle, culture and industry are some other examples within the wide range of topics that are covered by our agency on a daily basis.

One of the areas that is covered by ProMedia is **“classical PR”**. We accompany our clients from the first question to the actual implementation of communication procedures. Our agency is a reliable partner in the dissemination of information. Our work includes consulting in the field of strategy and image, writing



© PROMEDIA

The International Weather Summit is an event that Europe’s best-known TV weather presenters and meteorologists are looking forward to every year.

press releases and organising press conferences. Due to the ongoing digitalisation, new media and particularly social media have become an important part of our strategy as well which can also be seen as an expansion to **“multimedia PR”** – another area of our work. Writing used to be central to the transmission of information for centuries. Today, the image plays a major role. Moving images create lots of emotions and that is why the productions created by ProMedia feature corporate videos, short infomercials and explanatory videos amongst others. As a multimedia content publisher, we have our own TV studio, create story boards, produce audios and videos, are service providers in the TV sector and for live events. The latter leads to the third area: **“event PR”**. ProMedia has become a PR specialist for events in the tourism, sports and leisure sectors and has established itself as an up-to-date content supplier in the media sector. The creative brainstorming and the innovative medialisation of the events contribute significantly to the success. The events include, for example, the Change Summit, the Sports



At the European Media Summit leading politicians, top journalists, academics and opinion leaders gather to discuss the relevant topics of today's world.

Summit, a literature event called "achensee.literatour", and two media summits with the "Medienmittelpunkt" and the European Media Summit. At the latter leading politicians, top journalists, academics and opinion leaders gather to discuss the relevant topics of today's world. One of the most important summits for ProMedia is the "International Weather Summit" which is part of the "weather PR". The summit is an event that Europe's best-known TV weather presenters and meteorologists are looking forward to every year. In numerous live broadcasts and pre-productions, the crew reports from the most spectacular locations in Tyrol. With other innovative formats such as weather checks, weekly weather shows or live weather TV broadcasts, ProMedia knows how to draw attention to tourist destinations with the topic of weather. In order for our clients to be fully prepared for their communication with the media, we offer them various training opportunities to present themselves and their company in a professional manner. These workshops include e.g. the training of interview situation or presentation techniques. "How do I behave properly towards the media?" and "How can skills and know-how be effectively expanded in the face of many new channels, technologies and the changing environment?" are only two of the many questions being answered during the sessions.

Over the years, ProMedia has come a long way, developing from a classical PR agency to a multimedia content publisher, organising large events with coverage all over Europe. Within the scope of the provided services, ProMedia always acts in the background, giving the clients' stories all the spotlight. By doing so, our agency has established itself as one of the main contacts when it comes to efficient and modern communication.



© PROMEDIA

"Entrepreneurship is about recognizing a need, understanding a demand and trying to find a solution in one's unique and personalized way without letting setbacks get you down but rather learn from them and still find inspiration to try again and stay open-minded."

RAFAELA BODNER
EICAA core staff of ProMedia

Five important entrepreneurial competencies from the EICAA Framework

1 SPOTTING OPPORTUNITIES

As we constantly deal with dynamic market situations due to the changing environment, we need to observe the market to be able to spot all possible opportunities.

2 MOBILISING OTHERS

Communication skills and social skills are the be-all and end-all in the business world. The better the skills, the more chances you get to mobilise organisations and people.

3 PLANNING & MANAGEMENT

Because of our broad pool of different projects and clients, appropriate planning and management is crucial for our daily business, but also considering long-term phases.

4 CREATIVITY

Coming up with new innovative ideas and constantly thinking of new ways to interpret specific topics was and is key to the long-term establishment of our company.

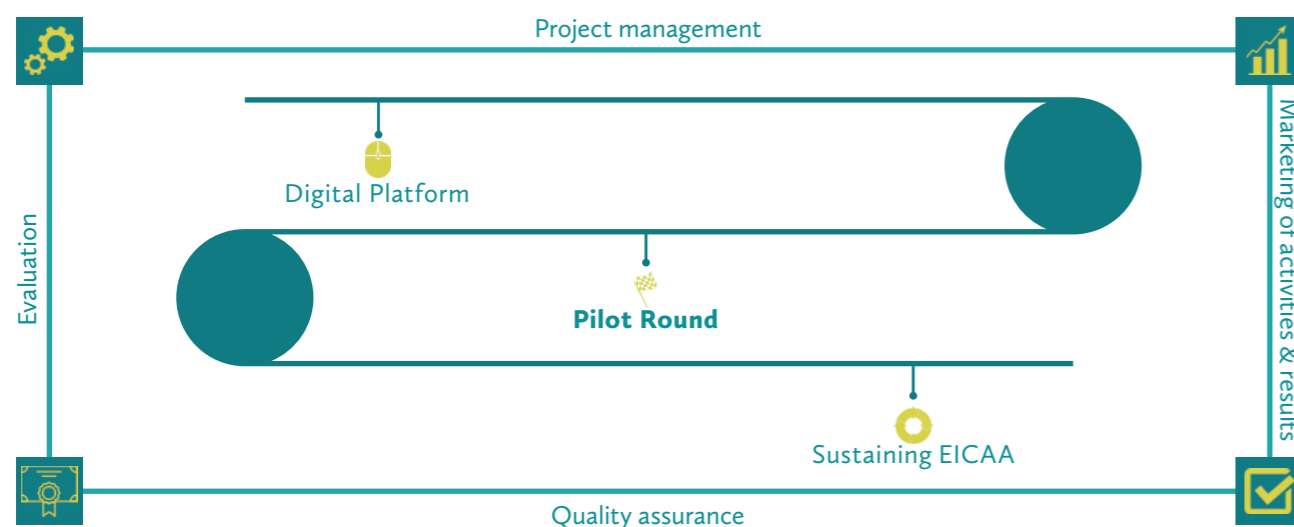
5 COPING WITH UNCERTAINTY, AMBIGUITY & RISK

A lot of problems can occur while working on projects. The most important thing is to keep calm and try working on a solution. That way lead your company to a prosperous future, develop your own abilities and earn the respect of your clients.

What's to come? Outlook on the EICAA Pilot Round

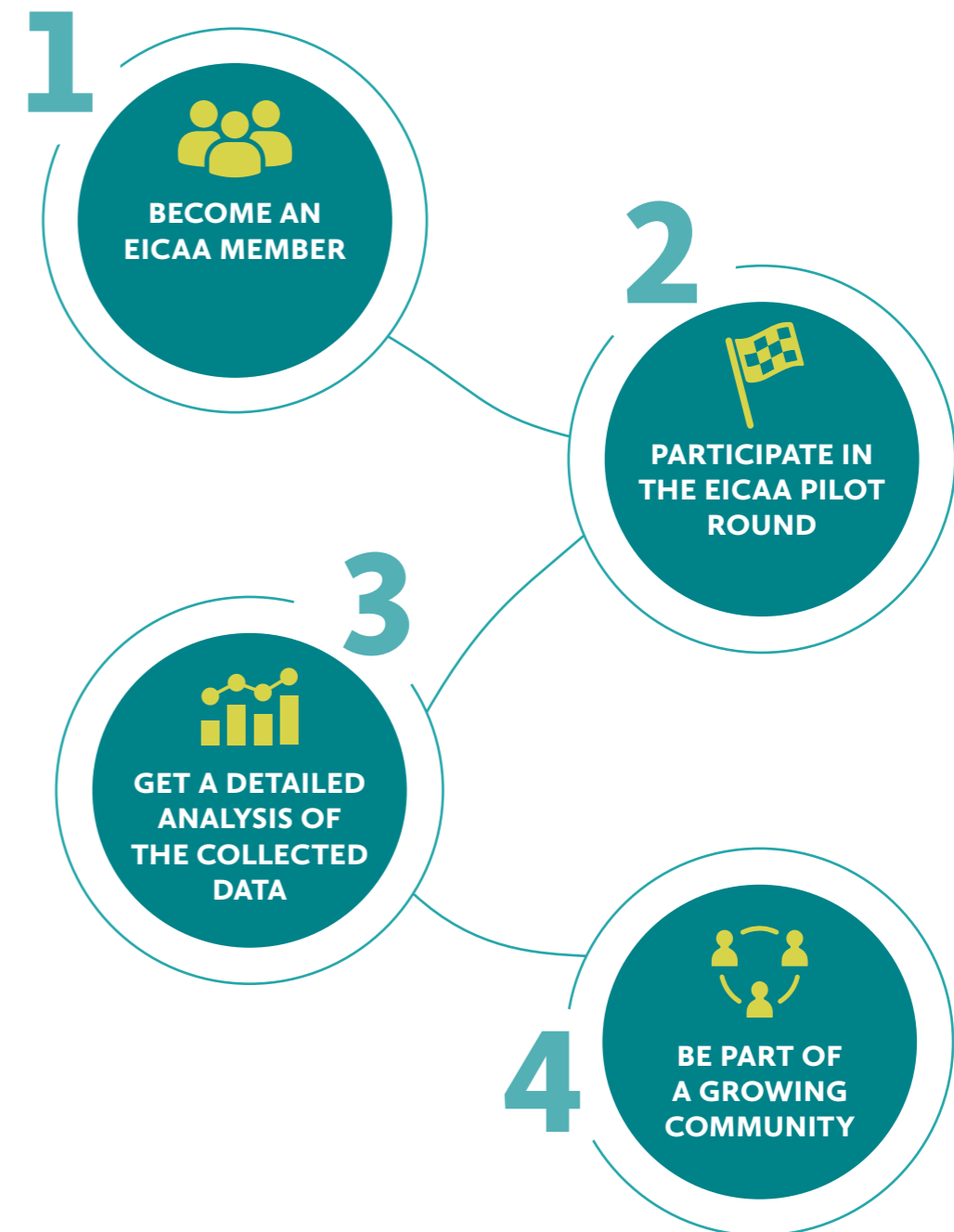
One of the upcoming main tasks in the project is Work Package 6 (WP6) – the “EICAA Pilot Round & Data Analysis”. The teams of the University of Hohenheim and University of Szeged are the two partners responsible to coordinate this first full application of EICAA instruments inside and outside the EICAA consortium. With the activities of WP6, we will establish the first use cases for the exploitation of the EICAA core outputs that are hosted on the EICAA Digital Platform – the EICAA Competence Monitor and the EICAA Competence Development Kit. These applications will give the consortium an indication of how the EICAA instruments perform in different organisational settings (e. g. business school, traditional university, or SME), varying levels of applications (e. g. entire organisation or course level), and in differing cultural contexts. The experiences and findings from the pilot round will be captured in an application handbook which showcases the different scenarios for the deployment of EICAA resources. It will be disseminated widely to state the case for EICAA and, ultimately, to motivate other organisations to make use of our digital platform.

Furthermore, the data collected with the pilot round will be analysed by the EICAA staff from University of Hohenheim and University of Szeged. The results will be shared within a comprehensive report that will become publicly available and demonstrate the beneficial value of the EICAA Digital Platform – both for practitioners and scientists working in the field of entrepreneurship education.



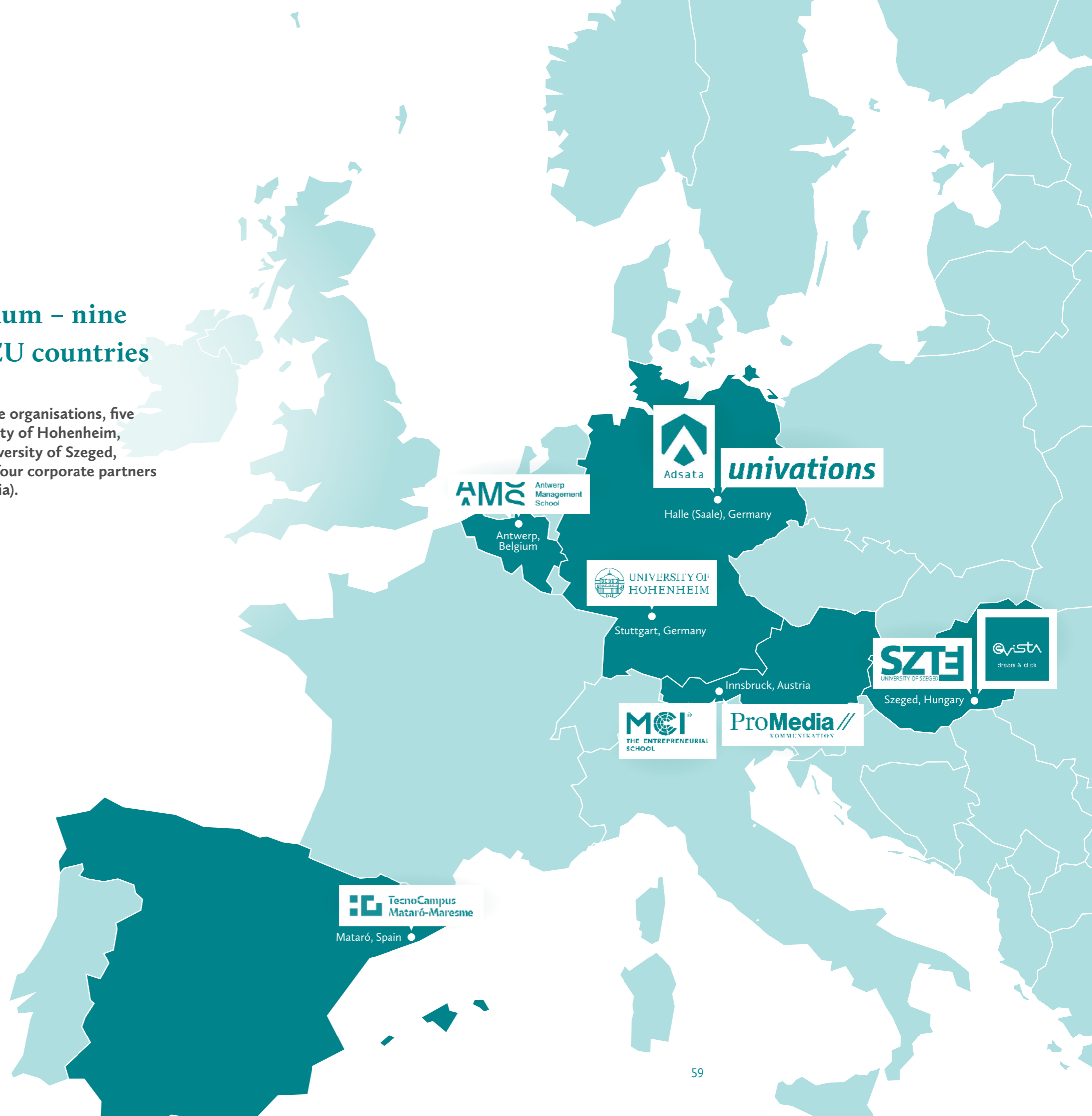
WANT TO JOIN US FOR THE EICAA PILOT ROUND?

Get in touch with the coordinator of EICAA (bratzke@univations.de) or with any other partner of the alliance: www.eicaa.eu/partners
We'd be glad to welcome you as our next new EICAA member.



The EICAA consortium – nine partners from five EU countries

The core consortium consists of nine organisations, five universities (TecnoCampus, University of Hohenheim, Management Center Innsbruck, University of Szeged, Antwerp Management School) and four corporate partners (Evista, Adsata, Univations, ProMedia).



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