Guide for the Promotion of Entrepreneurship Education inside Universities

Developed by EEE Team of Univations GmbH

Freely available for download at eee-project.org
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PREFACE

The future of Europe and its level of global economic relevance largely depends on its ability to foster innovation and start-up activities. Higher-Education Institutions (HEI) by nature have a rich potential to serve as incubators for innovative ideas in science as well as business. Yet levels of student entrepreneurship in universities and colleges across Europe remain considerably low. For these reasons, we undertook the Erasmus+ funded project “Embedding Entrepreneurship Education” (EEE).

With our initiative, we aim to increase the proportion of European HE students and staff acquiring an entrepreneurial mind-set. As part of this endeavour, higher education partners of the EEE project carried out distinctive activities to promote entrepreneurial thought and action. The experiences of our collective efforts have been summarized in this guide: The EEE Promotion Campaign Strategy.

The strategy addresses higher education officials who recognise the importance of Entrepreneurship Education (EE) and want to increase their efforts to promote the latter. As new models suggest, EE is not limited to fostering only business creation. The beneficial potentials stemming from acquiring competences adhered to EE are rather “[...] applicable in all walks of life [...]”\(^1\). Thus, promotional efforts for EE should not only be limited to segments of higher education studies, but rather be cumulative to the entire university learning experience. By sharing our experiences, we do hope that the EEE Promotion Campaign Strategy will be a useful facilitator to addressing this challenge.

Finally, we would like to extend our special thanks to Taimur Khan for the valuable discussions and contributions while preparing this guide.

\(^1\) EC 2014 (p.7): Entrepreneurship Education. A guide for Educators
1. INTRODUCTION & STRATEGY

1.1. Importance of entrepreneurial abilities in the higher education context

In the Entrepreneurship 2020 Action Plan, the European Commission has emphasised the central role of education for the promotion of entrepreneurship in the European Union. At the institutional level, higher education institutions are central facilities for the imparting of competences that are intended to strengthen entrepreneurial thinking and acting. Teaching and learning formats with this intention are frequently subsumed under the concepts of Entrepreneurship Education (EE). The benefit of EE is classically restricted to the improvement of abilities that are necessary for the founding of a company. If, however, we assume that being able to think and act entrepreneurially can also be useful beyond set-up-driven projects, the application and sphere of activity of EE is also widened. It is not without

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2 EC 2013: Entrepreneurship 2020 Action Plan
good reason that the European Commission, as early as 2006, designated Initiative and entrepreneurial competence as one of eight key competences for lifelong learning and showed their significance again in the course of the revision of the reference framework relevant to that in 2018.\(^3\) Consequentially, the necessity to acquire entrepreneurial competences is not restricted only to student graduates who are striving for an entrepreneurial career. As the European Commission states: entrepreneurial competences are “[…] applicable in all walks of life […]”\(^4\), making these competences relevant for students in all faculties. Correspondingly, institutions of higher education are, at the supply end, responsible for offering learning experiences to students and can thus help with imparting entrepreneurial skills in students of all backgrounds and faculties.\(^5\) With this in mind, it is necessary to clarify what skills can be communicated with the help of EE and can be considered an integral part of the catalogue of competences to be conveyed within the existing higher educational framework.

1.2. Digression: Term delimitation for entrepreneurship education

It is not trivial to clearly delimit entrepreneurial competences that concern entrepreneurial thinking and acting, as there is no generally accepted conceptual understanding (neither in the narrow nor in the wider sense) of what entrepreneurship education means and includes. To address this issue, the Joint Research Centre of the European Commission (JRC) has been motivated to clarify the foundational understanding of EE and to bring all concerning ideas to the table. These efforts bloomed into the publication of the Entrepreneurship Competence Framework (EntreComp) in 2016. Within the framework of EntreComp, entrepreneurship is defined as a transversal core competence and as “the capacity to act upon opportunities and ideas, and transform them into financial, cultural or social values for others”\(^6,7\). Building upon this definitional basis, EntreComp proposes the delimitation of three closely related competence areas:

- Into action
- Resources
- Ideas & Opportunities

Each competence area is in turn based on five competences, which form the foundation of the methodological framework designated as “EntreComp Conceptual Model”. The following diagram outlines the basic idea of this approach (“The EntreComp Wheel”):

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\(^3\) EC 2018: Key Competencies for LifeLong Learning
\(^4\) EC 2014 (p.7): Entrepreneurship Education. A guide for Educators
\(^5\) EC, OECD 2015: Entrepreneurship in Education. What, why, when, how
\(^7\) Freely translated accordingly as the ability to generate financial, cultural or social values for third parties on the basis of the implementation and perception of ideas and opportunities.
According to Figure 1, the competence delimitation takes place at an abstract level. In order to be able to finely distinguish between the individual competences, EntreComp contains brief descriptions (called “hints”) that clarify how the competences are to be understood and practically applied. For example, the competence “creativity” inside the competence area “Ideas & Opportunities” refers to the ability of developing creative and purposeful ideas. This explanation of a competence is then supplemented with further details (called “Descriptor”), which altogether provides a comprehensive understanding of entrepreneurial competences that can be imparted with the help of Entrepreneurship Education (see figure 2).
After EntreComp introduces the fundamental entrepreneurial competences, it supplements the conceptual model with a competence progression model. Here, a total of four competence levels build on one another and are distinguished as:

- Basic competence level - “Foundation”
- Intermediate competence level - “Intermediate”
- Advanced competence level - “Advanced”
- Expert competence level - “Expert”

Based on the competence progression model, the respective manifestations of existing entrepreneurial competences (individual or collective) can be qualitatively assessed. In analogy to the detailing of the conceptual part, the EntreComp “competence progression model” is also thoroughly explained and characterised. On one side, the individual competence levels are distinguished by the extent to which the application of the respective competence is carried out with support or independently. In addition, a distinction is made between two consecutive stages for each competence level. The characterisation of the respective competence and/or the skills necessary for competence enhancement are based on this distinction. For example, in the competence field of “resources” (see figure 3), it makes a difference...
whether you are merely able to roughly estimate the necessary financial resources for the implementation of a project or whether you describe financial necessities with a professional, multi-year finance plan for various scenarios, both in tabular form and argumentatively. In total, a distinction is made between eight different qualification levels.

Figure 3 illustrates the fundamental structure of the competence progression model by giving an example of the “Ideas and Opportunities” competence area and the inherent “creativity” competence:

**Fig. 3: EntreComp progression model with reference to the example of the “creativity” competence**

<table>
<thead>
<tr>
<th>FOUNDATION</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>EXPERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELYING ON SUPPORT FROM OTHERS</td>
<td>BUILDING INDEPENDENCE</td>
<td>TAKING RESPONSIBILITY</td>
<td>DRIVING TRANSFORMATION, INNOVATION AND GROWTH</td>
</tr>
</tbody>
</table>

1. Discover
Level 1 focuses mainly on discovering your qualities, potential, interests, and wishes. It also focuses on recognizing different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.

2. Explore
Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.

3. Experiment
Level 3 focuses on critical thinking and problem-solving, using practical real-life experiences.

4. Dare
Level 4 focuses on turning ideas into action, taking responsibility for making decisions and working with others.

5. Improve
Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for making decisions and working with others.

6. Reinforce
Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasing complexity.

7. Expand
Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment when the degree of uncertainty is high.

8. Transform
Level 8 focuses on emerging challenges by developing new knowledge, through research and development, and innovation capabilities to achieve excellence and transform the way things are done.

**EXAMPLE: LEARNING OUTCOMES / AREA: IDEAS & OPPORTUNITIES / COMPETENCE: CREATIVITY / THREAD: DEVELOP IDEAS**

- I can develop ideas that solve problems that are relevant to me and my surroundings.
- I am part of a team and I can develop ideas that create value for others.
- I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.
- I can test the value of my solutions with others.
- I can develop different techniques to test innovative ideas with users.
- I can set up processes to involve stakeholders in testing ideas, facilitating and testing ideas.
- I can design new processes to involve stakeholders in generating, developing, and testing ideas that create value.

The fundamental question now is: How are the conceptual and the competence progression models “connected” to each other within the scope of the EntreComp framework? They are interlinked by so-called “threads” ("leitmotifs"). In the example of the “creativity” competence, the following leitmotifs are to be distinguished:

- Be curious and open
- Develop ideas
- Define problems
- Design value
- Be innovative

*Fig. 4: EntreComp modules (threads & competences)*

Consequently, these “threads” help to solidify the respective components of each competence.

On the other side, the “threads” also serve as superior *leitmotifs* for all progression levels within the respective competence. These threads are used within the scope of EntreComp to structure the progression model in terms of learning outcomes.

Ultimately, there are a total of 442 learning outcomes within the scope of EntreComp which are derived from the respective competence area. Due to this, EntreComp can serve as a facilitator for defining learning outcomes of EE activities.⁹

⁹ At the same time the originators of EntreComp are aware that the learning outcomes formulated within the reference framework will not always be sufficient to meet the needs of the specificities of didactic planning. In this case, a context-orientated adaptation of the EntreComp learning outcome objectives is proposed.
Fig. 5: Exemplifying the general structure of the EntreComp framework.

For a comprehensive understanding of EntreComp, including the approach from which the reference framework is derived, we recommend the EntreComp publication by the Joint Research Centre of the European Commission.\textsuperscript{10} Other information material published by the EntreComp team facilitates the understanding of the methodology and allows its use in further communication.\textsuperscript{11}

1.3. State-of-the-Art: Teaching entrepreneurial skills in education

Despite being prioritised by the (European) policy-makers, learners and practitioners on school-level, as well as inside tertiary level education institutions, have not been able to fully recognise the importance and value of EE yet. In fact, the Global Entrepreneurship Monitor (GEM) considers EE at

\textsuperscript{10} The document can be retrieved with the help of the following link: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf

\textsuperscript{11} All the material can be retrieved here: https://ec.europa.eu/jrc/en/entrecomp/support-material.
school stage - globally as well as on European level - by far as the most underdeveloped element of the entrepreneurship eco-system. The picture becomes even more drastic considering that best-performing European nations (like the Netherlands and Estonia) only receive mediocre scores (5.5 and 5.0) on the 9-point Likert scale (1=highly insufficient; 9=highly sufficient) that the GEM applies for its ratings.

A look at the GEM scores for post-school level entrepreneurship education framework conditions seemingly allows for a slightly more positive conclusion. However, given that the GEM indicators are operationalized upon a rather business driven and not an EntreComp based understanding of EE, their explanatory power as appropriate proxy variables for measuring EE prevalence of a wider scope in the ascribed educational levels are by definition limited.

Fig. 6: Entrepreneurship Education at School and Post-School Stage, GEM 2017-2018 (Likert-scale, weighted average: 1= highly insufficient; 9=highly sufficient)

In fact, indicators that capture a wider understanding of EE and allow for cross-country comparison have not been put to practice yet. This fuels the notion that conditions of EE inside European higher education institutions (plus institutions for preceding educational levels) might actually be on a much

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12 There are, however, recommendations on available EE indicators which should not be neglected in this context. Comprehensive overviews are provided in the “final report of the European Commission Expert Group on Indicators on Entrepreneurial Learning and Competence” (2014) as well as in the “Order 121 - Study on Support to Indicators on Entrepreneurship Education by GHK (2011).
lower level than captured by GEM measures. As a matter of fact, until 2008 the extent of EE efforts inside higher education has been described as “worrisome” in a European wide study, which estimated that less than only 50% of students in Europe had access to EE back then.\textsuperscript{13}

1.4. Campaigning for awareness of entrepreneurship education in the context of higher education

While the gap between policy prioritisation and prominence of EE efforts in higher education is due to a large variety of factors, one of the main reasons underlying this phenomenon is the prevalence of start-up or business focussed connotation of EE terminology itself. This narrow perspective on EE, by definition, limits its applicability when translated into teaching activities. However, this “traditional” view is challenged by new frameworks (such as EntreComp), which employ a wider understanding of EE. This opens up new possibilities to enhance EE efforts inside education, however educators and their students (especially in non-business-related environments) are usually not aware of this “novel” understanding. Thus, neither are they aware of EE’s advantageous potentials when transferred into learning activities. Hence, “sensitization” (i.e. raising awareness and understanding) of EE in higher educational environments will allow for acknowledgment of its relevance and pro-active engagement in EE activities inside educational contexts. To do so, inter-disciplinary teaching and learning efforts bringing together EE proficient and EE unaware players inside education institutions needs to be motivated, enhanced, and supported. Accordingly, promotion activities that advocate EE benefits and introduce learners to various EE education formats, alongside the EntreComp progression model, are valuable instruments to further spread EE inside education. This is the core rationale behind the implementation of intensified EE promotion efforts at the HEIs involved in the EEE project as well as for passing on experiences and knowledge related to these efforts within this guide.

1.5. Uses of the EEE Promotion Campaign Strategy Guide

The aim of this strategy is to assist the conceiving, structuring, and planning of a recurring event cycle with the help of which sensitisation and competence imparting measures for empowering entrepreneurial thinking and acting in the higher education context can be systematically pushed ahead. Consequently, the strategy can be used as the basis for the conceiving of target-group-effective and recurrent series of events which, for example, systematically draw attention to the added values resulting in the employability of students from the acquisition of entrepreneurial competences.\textsuperscript{14} Naturally, many institutions of higher education are already making intensive efforts to

\textsuperscript{13} See NIRAS Consultants, FORA, ECON Pöyry 2008 (p. 22): Survey of Entrepreneurship Education in Higher Education in Europe for details. The study actually applied a wider approach to EE.

\textsuperscript{14} It should be emphasised at this point that the reference framework “EntreComp” presented in the preceding chapter is an excellent basis for communication and legitimation of such measures across all faculties.
disseminate entrepreneurial thinking and action. For this reason, the strategy is also to be understood as a source of supplementation and inspiration, with which existing concepts for the dissemination of entrepreneurship education can be questioned, rethought, enriched and, if necessary, reconceived.

At the same time, this strategy neither claims, nor aims, to be a blueprint that can be transposed exactly to every higher education institution. Rather we are aware that different higher education institution profiles, priorities, and specifics also necessitate different approaches to the successful implementation of a (cross-departmental) campaign. For this reason, the contribution of this strategy should be seen in the abstracted presentation of fundamental modules for the set-up of an institution’s own event plan as well as for the preparation in a structured way of proposals for the use of innovative formats, tools, and methodologies for the successful dissemination of entrepreneurial thinking and acting. The ideas, proposals and concepts integrated into this strategy are at the same time based on experience and tried and proven applications of the EEE alliance partners. Consequently, we do not claim comprehensive and complete treatment of the existing instruments but focus rather on selected elements critical for success that are to be passed on for institutional scaling of the EEE approach within the scope of this strategy.
2. CAMPAIGNING

2.1. General introduction and use of S.M.A.R.T method

A promotional campaign is a significant marketing apparatus when it comes to developing reach into new verticals, demographics, or a target audience. At times, promotional campaigns may seem like nothing more than a tool for communicating with an audience through different means, but to do so effectively these campaigns must be built on a solid foundation with various fundamental elements at their core. Before the gimmicks, specific goals must be outlined which the campaign must be designed to accomplish. The question then is: how do you realize these results with your campaign? The process is fairly straightforward in most cases; however, it requires a certain level of organization and time. In preliminary planning stages, it helps to adhere to the S.M.A.R.T goal framework - goals that are Specific, Measurable, Attainable, Relevant, and Timely. The S.M.A.R.T goal framework allows to plan the campaign on a macro scale. The campaign goals should meet specific requirements set within the area targeted by the campaign’s marketing plan while adhering to the S.M.A.R.T. framework.

For further details on S.M.A.R.T.: [https://sysomos.com/wpcontent/files/Planning_and_Measuring_2.14.17_v2.pdf](https://sysomos.com/wpcontent/files/Planning_and_Measuring_2.14.17_v2.pdf) or watch this video: [https://tinyurl.com/qazac8z](https://tinyurl.com/qazac8z)
When preparing for a promotional campaign, it should be kept in mind that a successful campaign mainly aims to achieve the following preferred results and goals:

1. The promotional message reaches the intended target audience.
2. The message is clearly understood by the audience.
3. The message stimulates action by the target audience.

Once such goals are established, it then becomes central to identify the target group for the campaign itself. As the entire purpose of the campaign is to raise awareness, it is essential to make sure the target audience can resonate with the campaign message. The key message should be easily adapted for various audiences—e.g. in EEE’s case: university lecturers, educators, university managers, students, and so forth. For each member of the target group, it is easier to develop individual key talking points and examples that address its particular needs and interests. This set of core messages will provide the basis for presentations to groups, articles in newsletters, news releases, blog posts, social media and other communications.

Trying to reach everyone is a recipe for failure. Focusing efforts on an audience who can help reach targets saves time, energy and resources—and is more likely to be successful. In most cases, the focus of the advocacy efforts will be key decision-makers—university or school administrators, Board of Education members, the city council or county commission, state and federal legislators, and those who wield influence with these groups—the media, other officials. Therefore, including clever targeting strategies (such as, direct correspondence or social media marketing for example) in your campaign efforts could make all the difference in the campaign reach. Additionally, an easy and intelligible message is also essential in capturing the attention of the target audience. In some campaigns, a different message is crafted for each target audience, while in others, there may be an overarching message that also has accompanying ‘sub-messages’ that are intended for different segments of the target audience.

As the campaigning efforts start, tracking the campaign’s results prove to be the most effective way to check if targets are being met. Tracking could be done using multiple tools based on the medium of campaigning, however keeping track of the audience’s response to the campaigning efforts can tell a lot about the effectiveness of the strategies in play.

### 2.2. Visual identity

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16 Refer to: [https://www.seedsforchange.org.uk/communicate.pdf](https://www.seedsforchange.org.uk/communicate.pdf)
The visual aspect of any promotional campaign has always been essential. The visual identity is what truly captures the attention of target groups and separates one campaign from another. Visuals directly lead to attracting attention and the quality of their experience with the campaign, while the content of the campaign leads to conversions. However, visuals and content together form a unique message that will get the desired outcome, when it comes to increasing visibility. Several aspects of the campaign that need a visual identity are:

- **Website**: The website is the hub of all information for any project. A well-designed website makes all the difference in attracting interest and keeping it.
- **Social Media**: Designing the visuals for a social media platform can help attract visitors to the platform, ultimately leading to higher numbers of traffic and conversions.
- **Others**: From newsletters to flyers and brochures, the visuals should carry into every aspect of a promotional campaign and should adhere to a consistent code.

Additionally, visuals of a promotional campaign include multiple dimensions. Fonts, logos, colour scheme, etc. should all be considered important and should be kept consistent throughout a promotional campaign. This would allow users and target audiences to associate a promotional campaign to its message, and the visuals make the two intersected.

### 2.3. Communication & tools

#### a) Social media

Along with having a website, social media platforms play an important role in expanding online outreach. Today, much of the world’s population is using social media as a means of communication and entertainment. This vast and rapidly growing audience is gathered across a handful of digital spaces, the proverbial forest, and the ability to reach them depends almost entirely on your social media strategy. Such campaigning differs from everyday social media efforts because of its increased focus, targeting, and measurability. Therefore, social media platforms can be used as a tool for a coordinated marketing effort to reinforce or assist with outreach to target groups.

A social media campaign should be based on a single rhetorical question: *If you’re not being heard by your audience, what hope do you have of achieving your objectives?* A campaign strategy then needs to be outlined with this in mind. As a first step, it is pertinent to define clear and realistic goals for the campaign itself, such as:

- Increasing recognition among a wider audience, with social sharing providing opportunities for organic audience growth.
- Receiving improved insight on a platform where the audience provides its point-of-view through comments and other interactive behaviour.
- Improving communication channels with target groups.
- Improving SEO, conversion rates, and marketing costs.
- Increasing and diversifying audience.
- Driving leads to content published on other digital sources.
- Providing project updates to users of the social platforms (blog, website, events, etc.)
- Tracking analytics to measure user interaction and activity.

However, these campaign goals could be different depending on what needs to be marketed. When establishing campaign goals, the S.M.A.R.T framework can be used to make the campaign strategy relevant and rewarding.

From Facebook and Twitter to LinkedIn to Instagram and Snapchat, there are many social media platforms available to the public in today’s economy, each offering its own wide range of marketing tools. The next step towards establishing a social media campaign would be to identify the right social channels that resonate with the target audience. These two questions should help with picking the right social channel(s):

- “Where are my targeted audience?”, and
- “Where are my competitors?”

It is then best to choose the channels that are well suited to your target audience’s demographics, interests, and online behaviour. Most social media channels give a breakdown of their audience demographics. Industry reports and surveys can also reveal valuable information to help guide this decision.

### TOOLBOX

### Social Media: Facebook as a tool

Social media is increasingly becoming relevant in today’s marketing landscape due to its ease of use, its ability to reach target audiences with ease, and the communication tools it provides. This makes social media platforms an essential tool for the success of any promotional campaign. One of the most famous platforms open to the general public is Facebook. Facebook’s revenues rely on its ability to market, thus making marketing a top priority for the company. Over the years, Facebook has aggressively improved and expanded the tools it provides for marketing campaigns. With over two billion active users, out of which 62% are active on a daily basis, makes the reach of Facebook unprecedented. Therefore, the targeting abilities of Facebook are what make it unique compared to other platforms. You can target by virtually anything on a user’s profile. You might start with the location, if that’s important. You can specify either city, zip code, country, or state. From there, you

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can choose basic demographics, including relationship status, age, workplace, education (including major and years of attendance), birthday, and much more. Furthermore, Facebook allows users to create promotional “Pages”. These Pages can be created with five types of strategies in mind:

1) **Design Strategy**: The design of the fan page can make a real impact with the target audience. A lousy design can give the impression of the page being scant, even if that is not the case. Therefore, a decent page design will include attractive visual media elements.

2) **Content Strategy**: Logically, an effective Facebook promotional page must convey relevant and interesting content to its audience. Without this, the audience will lose interest in the page and will not interact with the content posted. This will clearly affect the success of the Facebook marketing campaign.

3) **Promotion Strategy**: In order for a Facebook page to work, it needs to reach the desired target audience. Facebook includes a wide scale of marketing tools for page promotion that should be used to their full benefit. Other ways to promote the page can include integration with the campaign website or other marketing sources.

4) **Engagement Strategy**: Once the attention of the target audience is received on the page and content is uploaded to convey the campaign message, it then becomes important to engage with the audience on the page through the use of Facebook plugins (such as, like buttons, commenting sections, and direct messaging). This will allow users to gather feedback and to make improvements to their page according to their audience’s needs.

5) **Conversion Strategy**: Strategically tracking user interaction and improving the page to have better conversions can naturally improve the success rate of the campaign page as conversions are the ultimate measure of any digital marketing campaign.

Other than Pages, Facebook also allows users to run ads campaigns. These ad campaigns can be useful depending on the desired results, however this form of advertisement is paid only. Therefore, the scale of the ad campaign depends on the users’ budgets. However, Facebook’s ability to target ads make these ad campaign useful for promotional purposes.

Apart from Facebook, other social media platforms (such as Twitter, LinkedIn, Pinterest, etc.) provide their own set of marketing tool to their users. Depending on what the individual user’s goals are with their campaign, each social media platform can offer a wealth of tools to help achieve their goals.

**b) Newsletter**

Newsletters are an essential part of a promotional campaign, as they allow a cost-effective medium for building relationships and maintaining regular contact with the target audience. Newsletters can be
delivered in print and/or digital formats. A print newsletter gives more room for analysis and awareness that some readers could possibly struggle to absorb on a screen. There is also the material feeling of holding a publication, turning the pages (and even smell), that has its appeal to certain people. A publication on a screen, tablet or e-reader, just cannot offer this experience – which could help a campaign stand out from the digital crowd. Campaigning efforts through print newsletters can be tracked to a certain level by using techniques like custom QR codes, coupon codes, or track-able URLs. On the other hand, a digital newsletter is versatile by allowing timeliness and reach. It will also have a direct impact on website traffic and social media statistics – as the audience is ‘plugged in’ to the internet. This might be very useful as the analytics could be used to see what in particular the target audience is interested in – and to tailor future content accordingly. All in all, the type of newsletter offered in a campaign should depend on the demographics and preferences of the target audience. Depending on initial research, one or both types of newsletters could be used to push the campaign forward. An alternative would be to give the target audience a choice between a digital and print newsletter, ultimately allowing them more freedom to choose based on their preference.

Additionally, flyers and brochures could also be used in campaigning efforts to convey news or information regarding events, workshops, or to advertise other parts of the campaign. Flyers and brochures are inexpensive to produce compared to full newsletters and can help spread relatively small volumes of information quickly and effectively. Similar to the newsletter, flyers and brochures could be in both print and digital formats. The up-and downsides of using each format are similar to that of a newsletter.

Overall, newsletters, brochures, and flyers can have a significant impact on campaigning efforts. The type and method used is solely dependent on the needs and goals of the campaign, and should be decided on a case-to-case basis. Initial surveying to identify key communication tools with the target audience prior to starting a promotional campaign could save additional and unnecessary resources at a later stage.

c) Chasing analytics: How to measure your progress

Setting goals for a promotional campaign are only half the cake; how the goals are essentially achieved and how the target audience responds to the campaign strategy are litmus tests for concluding if the campaign has truly succeeded in developing as planned. As a general rule of thumb for tracking campaign progress, it is important to keep in mind that “you won’t be able to fix it, if you don’t know what’s broken”. This is where analytics and metrics are useful. Website and/or social analytics are generally referred to as the measurement, analysis and reporting of data (e.g. views, clicks, leads etc.) in order to understand and optimize a website or a social media campaign. Analytics are extremely important for a number of different reasons. The main reason being, once user behavior is understood, it is possible to optimize the promotional campaign; to make changes to the existing goals as required; and to achieve improved results. Analytics are also particularly important in helping
to understand which promotional channels (e.g. social, newsletters, website etc.) work best for reaching the target audience. Additionally, the data can be exceptionally useful in helping to find any broken ends in the promotional campaign and help take the right steps to address these issues before pre-emptively.

There are many different applications that offer website analytics. For example, Yola, SiteWit and Google Analytics offer free analytics, giving in depth information about website traffic. These analytical tools provide comprehensive reports on how the target audience lands and interacts with the campaign website, allowing to change, improve, or remove content based on user behavior and to receive healthier results. Most social media platforms offer their own analytical tools. From Facebook Pixel to Twitter, social media platforms provide tools called “trackers” that can be installed on the campaign website. These trackers then connect the campaign website with the social platform and allow to track the flow of audience between the social platform and the website itself. These “trackers” further allow to track specific actions by users (e.g. viewing a PDF, or viewing a certain page more than once, etc.), making it easier to see how the campaign’s target audience interacts with the campaign material.

To sum it up, analytics can provide a useful insight into how the campaign progresses with time and how effectively the campaign message is received by the target audience. This ultimately helps to yield efficient campaign results and to measure the level of success achieved with campaign goals. Such tools also bring about transparency to the overall project, as they make it easy to keep track of the target that are met and that are not.

TOOLBOX

Analytics & Trackers

When it comes to website data, nothing compares to the power of analytics. One online tool that allows a free and useful platform for tapping into website data is Google Analytics, which allows users to access metrics like website traffic, traffic sources, bounce rate, top pages, conversion rates, and so forth. The infogram below (Figure 7) displays the mechanics behind Google Analytics’ data retrieval process. Essentially, users first have to install a short Java script on their website. This short piece of code allows Google Analytics to pull data on incoming traffic from the website by creating cookies in the traffic sources’ web browsers. The data is then sent to a Google database, which processes the data into live reports. Users can access these live reports and then pinpoint how the target audience interacts with the users’ website. May it be a blog, a website, or simply an informational page, having data on who the visitors are and how they interact with the content can prove to be helpful in meeting campaign goals. For example, Google Analytics also allows users to see the geographical origins of the incoming traffic, helping them better understand their targeting
strategies and their target audience. Having geographical filters in a campaign can help users implement a more targeted campaign strategy and ultimately help reach key demographics and the target group at large.

Fig. 7: Infogram depicting how Google Analytics works on the front and back ends.

![Infogram showing how Google Analytics works](image)

Source: Trends in Biodiversity data online, Pensoft Publishers.

However, tracking website metrics can be tricky if the campaign marketing strategy involves depending on social media platforms. Social media and websites have an interdependent relationship when it comes to marketing. Websites redirect traffic to social media platforms and vice versa, making it important to monitor traffic flow between different channels. This is where Trackers play an important role. Most mainstream social platforms (e.g. Facebook, Twitter, LinkedIn, and such) have their own Trackers fit for their users’ needs. These Trackers work similarly to Google Analytics at the back-end, in that the Trackers are installed on the website by placing a short script in the website’s source code. For example, Facebook’s Tracker is known as Facebook Pixel.\(^{18}\) Pixel has become one of the most relevant marketing tools in today’s social media landscape.\(^{19}\) It allows users to monitor an extensive variety of actions (known as conversions) by incoming traffic from Facebook, e.g. page landing, page search, checkout, form submissions and so forth. Pixel even allows users to create custom conversions to allow more flexibility in the nature of actions that user’s want to monitor. Furthermore, Pixel allows users to retarget their campaign towards an audience that has limitedly interacted with the campaign material in the past. This allows to bring back ‘lost’ audience

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\(^{19}\) [https://blog.hootsuite.com/facebook-pixel/](https://blog.hootsuite.com/facebook-pixel/)
and have them interact with user’s content on a broader level.

All in all, analytics and Trackers can be useful tools to monitor the progress of a campaign and to measure the level of success achieved through different campaigning efforts. While analytics allows to sort target audiences based on information such as IP, location, and web browser, Trackers allow users to target audience based on more personal information such as interactions with the content, views, clicks and so forth. Therefore, a healthy mix of analytics and Trackers can prove to be beneficial for most promotional campaign strategies.

![Fig. 8: Connection between Facebook Pixels and the Ads on Facebook](source)

Other useful tools and useful links:
- https://www.facebook.com/business/help/651294705016616
- https://www.analytics.google.com
2.4. Developing a promotion cycle & formats

A successful communication strategy is often characterised by direct contact (face-to-face contact) between the individual players. According to the study by Eventbrite (Pulse Event Industry Report 2018), the main reasons for the organisation of events by companies are further training and training courses (38%), bringing people together (32%), and the establishment of personal business relationships and/or networking (26%). These three main reasons have one thing in common: they are based on the exchange of information. Events planned and held with foresight are hence a suitable marketing tool for specifically reaching target groups and positioning information systematically.

*Fig. 9: Main reasons for the organisation of events*

![Chart showing main reasons for event organisation]


This way of proceeding can be adapted to the higher education field. A successful event campaign imparts to the participants not only information on a specific topic but conveys rather the feeling of obtaining an additional benefit in the form of an individual, qualitatively high-grade experience.\(^20\) The information provided in that way is then perceived not as mere theory, but through what is experienced, gains in authenticity and can be better adapted in comparable situations. In the interplay

\(^{20}\) Cf. Eventbrite (editor), [https://www.eventbrite.co.uk/blog/event-marketing-strategy-ds00/](https://www.eventbrite.co.uk/blog/event-marketing-strategy-ds00/)
with entrepreneurship education, the information hence gains a direct practical relevance and prepares the participants decisively for real-time situations.

The successful holding of an event is linked to well thought-out and organized planning. Within the scope of planning the following phases should be taken into account in the organisation of the event:

- Pre-event
- Event Launch
- Day-to-day
- Last Call
- Day of Event.\(^{21}\)

**Pre-event**: one of the most frequent misjudgements during event organisation is the time sequence. Many events are held before marketing has really started up at all. Therefore, the pre-event phase is very important: thought should be given at a very early stage to a landing page, even if not all the details of the event are fixed. The landing page already creates a certain perception of and interest in the event and hence generates the first leads. A further indispensable part of the pre-event phase is the mission statement: the participants are meant to understand why the event is organised and what aims are pursued with it. In that way they can identify with the event at an early stage and are involved at a personal and sustainable level. The following [video clip](https://www.eventbrite.co.uk/blog/event-marketing-strategy-ds00/) by Simon Sinek shows how the success rate can be increased by the right communication of a mission statement. Within the scope of a blog post or of social media, the mission statement can achieve a high distribution level and promote the set-up of a community. A further channel for extension of the reach and structure of the community is entering into so-called event marketing partnerships, such as, for example, potential collaborators or media partners.\(^{22}\)

**Event launch**: For the event launch, a substantial number of communication channels is the guarantee for a large reach within the scope of promotion. Besides the first large e-mail campaign that is dispatched for the event launch, press releases are a further important marketing tool in this phase. Press releases can, for example, be scattered over free of charge distribution channels. By means of the skilful use of keywords, the desired target group or the national press can have its attention drawn to the press release, if the latter, for example, by means of Google Alerts searches for topic-specific reports. Also blog posts and social media play a central role in this event phase. The second blog post should now be aimed predominantly at the content of the event and the advantages of the visit to the event. Who, for example, is the keynote speaker? Are prominent persons from politics, business and culture represented? Are prizes awarded, etc.? The content of the blog post is a good basis for a series of social media reports: the blog post can be reworked into smaller reports and can in that way at short intervals be repeatedly distributed content-wise through social media channels. This makes the

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\(^{21}\) Cf. ibid.

\(^{22}\) Cf. Eventbrite (editor), https://www.eventbrite.co.uk/blog/event-marketing-strategy-ds00/.

permanent playing on the target group possible with reasonable expense and effort. The partner network has now likewise the central task of increasing the reach of the event through its own marketing channels.23

**Day-to-day:** this phase is characterised by continuous marketing activities in the form of regular e-mail campaigns, regular blogging and social media communication. The focus is on the creative design and structuring of contents that are of interest to the target group. The continuous sending-out of sales messages and the forever recurring request for event registration are not sufficient at this point but instead quickly lead to boredom for the reader. The skilful involvement of the readers by the request for comments on or extension of the contents posted and for the sharing of contents with other interested persons sparks off the desired communication around the event and increases the awareness and reach of the event by a multiple. Also, the thought leadership approach and the inclusion of guest contributions into the communication are essential success factors that contribute to the possibility of continuously acquiring and addressing new participants. The phase of day-to-day event marketing is, in addition, the correct period for marketing investments, for example Promoted Posts, Google Adwords or Pay-per-click marketing activities.24

**Last Call:** a few weeks to some days before the event takes place a final marketing campaign, the so-called “Last Call” can be carried out as an e-mail call, via blog post or social media contribution. The concept of the “Social Proof”25 is a tried and proven method of getting the waverers to attend the event. The already registered community shows the social relevance of the event and in that way influences persons not yet registered so that they likewise take part in the event. A further tried and proven method for attracting persons not yet registered to attend the event is recommendations through registered participants. It has been proved that word-of-mouth advertising is one of the most effective marketing instruments. Also, the reach of influencers in the last call can show decisive success and should therefore be given consideration. Finally, the classic tele-sales approach is a promising instrument for getting people to attend an event. A personal phone call can, unlike an e-mail or countless social media contributions, hardly be ignored.

The following figure “Event Marketing Timeline” provides an overview of the various phases and marketing channels for an event and summarises the above statements graphically.

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23 Cf. ibid.
24 Cf. Eventbrite (editor), https://www.eventbrite.co.uk/blog/event-marketing-strategy-ds00/.
25 “Social Proof” here means the publication of the participants who have already registered for the event and hence confirm that attendance is worthwhile for different reasons.
**a) General concept**

A sustainable promotion strategy is the key to sustainable success. Therefore, we are convinced that a single event is not sufficient for attaining the goal. The stakeholders must, rather, be continuously and repeatedly provided with relevant contents in order to achieve a sustainable effect and desired awareness for the topic. The EEE Promotion Campaign Strategy therefore focuses on several successive, thematically coordinated events (event series) along a super-ordinated event strategy. The EEE Promotion Campaign Strategy is hence to be understood as an annual strategy, i.e. it comprises activities which can be undertaken throughout the year and carried out repeatedly and/or adapted during the following years. In the course of the year, thematically related events are organised, the culmination of which is reached at a main event at the end of the year. The events should ideally build upon one another and/or complement each other and in each case have different stakeholders focused on so as to involve the greatest possible number of persons in the campaign activities and to arouse their enthusiasm for entrepreneurial thinking and acting.

The individual events are at the same time, on the one hand, to be aligned topic-wise to the respective stakeholder groups (students on a bachelor’s degree course, graduates, lecturers, etc.). On the other hand, the entrepreneurial competence level of the target group is to be taken into account. EntreComp provides appropriate assistance for the competence-orientated structuring and planning of events. For example, the series of events could start with a kick-off event at the beginning of the year, followed by two or three smaller events in the second and third quarters of the current year. In the fourth quarter, the main event should take place which at the same time concludes the series of events as the highlight of the year. Until the end of the year, the subsequent reporting as well as the preparation of the forthcoming event calendar in the following year will ensure sufficient communication and attention in the target group and/or the stakeholders. In that way, an annually

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26 Cf. on this also Chapter 2 b.
recurring event cycle arises in which the different stakeholders and interest groups meet again and can be addressed in a targeted manner.

To establish participation incentives for every target group, a “rewards system” should be set up. Within the scope of this rewards system students could, for example, receive ECTS-points after successful participation in an entrepreneurial idea competition and material prizes or seed capital for the implementation of their business idea developed within the framework of a business plan game. In this way, the recruiting of relevant stakeholders in the course of the series of events is made easier and addressing and communicating more in line with the target group are made possible. In the case of competitively arranged awareness raising and education formats, in addition in this way the respective winners can be rewarded effectively in public by the handover of the incentive within the scope of the annual main event. The independent jury that determines the winners should be composed of expert and honorary persons who are to be recruited both inside and outside the institution of higher education. In this way, an active exchange will not least be made possible between event participants and organisers as well as jurors, which is useful for, among other things, the comprehensibility of decisions, identification with the event as well as orientation to entrepreneurial role models. Below, based on specific format examples such a series of events as well as the target and interest groups to be taken into account in each case for this are presented.

b) Formats & events

The series of events is based on the main event, the Start-up Germany Week that is held annually in November. The aims of Start-up Germany Week consist in setting new stimuli for a new start-up culture and a more friendly start-up climate. This action week takes place not only in Germany but worldwide in a total of 165 countries under the umbrella of the Global Entrepreneurship Week (GEW).

The Start-up Week is an already established, international format which is compatible with the aims of the EEE Project and is hence a suitable event framework for the implementation of events in the area of entrepreneurship education. Further upstream competitions can be:

- Idea Contest
- Summer School Entrepreneurship Education
- Start-up Pitch of the Year
- Start-up Project of the Year.

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27 Further information at: https://www.gruenderwoche.de/. A brief explanation of the GEW is also provided by this video: https://www.youtube.com/watch?v=IYJo7weNrk.
28 Further information at: https://genglobal.org/. A brief explanation of the GEW is also provided by this video: https://www.youtube.com/watch?v=emr_6-W-ymE.
Idea Contest

At the beginning of every enterprise there is an idea. An idea contest helps to develop an idea further, to make it concrete or even to transform it into a business plan. An idea contest serves principally to transfer the idea from the idea provider’s head onto paper, onto the so-called Concept Paper. The Concept Paper contains a first description of the problem and the approach to a solution drafted for it. It cannot be equated with a business plan that describes a business idea to the full extent.

For participation in an idea contest all those target groups are suitable which have a business idea, perhaps even are already at the beginning of the start-up process and now want to give their concept a push, that is, a target group that still shows a low competence level in the start-up area according to the EntreComp-Model. Specifically, the participants in an idea contests can profit from an idea contest through:

- support from coaches and experts
- exchanges with other founders
- often attractive money and material prizes
- network access to (sector-specific) organisations
- media attention.\(^{29}\)

An idea contest consists mainly of an application phase, a jury phase/selection phase and a prize-awarding phase. As jury members, external stakeholders can be invited who are distinguished by professional competence and commitment. The awarding of prizes to the winners of the idea contest should be carried out within the scope of the annual main event of the start-up week.

In the following box the idea contest Scidea of the Martin Luther University of Halle-Wittenberg is shown as an example.\(^{30}\)

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**Idea Incubator Scidea**

With the help of Scidea scientists, students and graduates interested in utilisation and start-up are to be inspired and qualified to develop product ideas and market-orientated ranges of services and to hence generate application fields for research at the Martin Luther University of Halle-Wittenberg. Students and scientists of the higher education institutions and other research facilities in Saxony-Anhalt who are enthusiastic about application-oriented project proposals and want to develop ideas in a team (Scidea Lab) or are looking for colleagues for their project (Scidea Connect), can take part in Scidea. Moreover, qualified workshops and small group coaching sessions are offered, in which research results and project ideas are developed into a

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\(^{29}\) Cf. For founders, available on the Internet: [https://www.fuer-gruender.de/beratung/ruenderwettbewerb/ideenwettbewerb/](https://www.fuer-gruender.de/beratung/ruenderwettbewerb/ideenwettbewerb/), visited on 27.05.2018.

\(^{30}\) Cf. information at: [http://www.gruendung.uni-halle.de/services/scidea/ideenzeigen/](http://www.gruendung.uni-halle.de/services/scidea/ideenzeigen/), visited on 27.05.2018.
prototype or a model concept or also the basic feasibility of business ideas are checked. All the events can be used free of charge by the participants.

The presentation of the business idea (product or service-based) is finally carried out in the Scidea Stage contest, in which one can also take part without having completed Scidea Connect and Scidea Lab beforehand. The application is done online with a one-pager, with a total of 7 teams being selected for participation in the contest. The applicants present their idea publicly before a jury of independent experts from the start-up scene. The jury in this assesses how convincingly the idea was presented by the team and whether the solution approach and the application potential of the idea are comprehensible. The following prizes are awarded within the scope of the contest:

- 1st prize: 500 euros
- 2nd prize: 250 euros

Link to the event: http://scidea.de/

Entrepreneurship Education Summer School

The Entrepreneurship Education Summer School is a format for students of interdisciplinary specialities with entrepreneurial intentions. The period of a summer school can vary from some days to several weeks. The learning content taught can, for example, comprise:

- Inspiration to think about your own future
- Learning of abilities in project management, in strategy development and teamwork
- Learning more about inspiring leadership qualities and discussing different concepts on the topic of leadership personality
- Creative thinking in global dimensions and problem-solving approaches through a large number of hands-on exercises
- Development of a concrete business idea, technical realisation and prototyping pitch training.

The summer school can be understood as a supporting element for content-related and technical support for the event formats, e.g. start-up pitch of the year, but can also be aimed at interested founders and tomorrow’s entrepreneurs who do not take part in the series of events. Below an example of the SummerBYTE, a summer school format at the Martin Luther University of Halle-Wittenberg, is described.31

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31 Cf. <https://summerbyte.uni-halle.de/>, besucht am 27.05.2018.
**SummerBYTE Summer School**

SummerByte is organised once a year by the Institute of Information Technology of the Martin Luther University of Halle-Wittenberg is aimed at pupils from Class 10. The aim of this event is to show future students that team work, creativity, design, fun, etc., are essential elements of information technology. Moreover, interdisciplinary intersections with other specialities will be shown in order to emphasise the multifarious application relevance of the discipline. In this way enthusiasm for the field of study Information Technology as well as a wide range of competences within the scope of the one-week events. SummerByte is carried out by a team of experienced professors, committed employees of the institution of higher education and students who are on hand with help and advice for the participants during the time of the event and jointly plan and implement applications. In this way, information technology is made tangible. No prior knowledge is required for participation in SummerByte.

Link to the event: www.summerbyte.uni-halle.de

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**Start-up Pitch of the Year**

The Start-up Pitch of the Year is predominantly aimed at the target group of students. In the Start-up Pitch students are meant to present an idea, a product innovation, or even a complete investor pitch in front of an audience. The type of pitch in this case depends on the respective competence level of the pitchers. While an idea pitch requires a low competence level in the start-up area, the pitch is already more demanding. The students have already dealt with a specific problem, found an innovative solution, and (many times) designed a prototype. Additionally, the pitch of a product innovation already includes the initial information on the market volume and the business model. The following video contains a guide for a product pitch.

An investor pitch assumes an advanced competence level and describes in a given time a presentation of the whole business model of a new start-up. The preconditions for how a start-up is built up, could be imparted in an upstream course or seminar that teaches the following contents. The investor pitch could subsequently be filmed by the students themselves and be made available on a platform. As a prominent example of an investor the following video from the company Salesforce can be considered that annually within the scope of the Dreampitch Awards chooses the best start-up pitches. The jury consists, in this example, of an expert jury of well-known venture capital financiers. As an alternative, the winner of the start-up pitch awards could also be determined by public voting. The award of the prize takes place by analogy to the Entrepreneur of the Year at the main event, the Start-up Week.

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Start-up Project of the Year

With the help of the format “Start-up Project of the Year” different stakeholder groups can be related to one another. For this, within the scope of inter-professional work groups (for example within the scope of regional alliances, like in the case of the EEE Project) calls for projects and/or challenges are conceived that call for the development and implementation of a concrete and innovative idea. This innovation can arise based on a process optimisation or, however, within the scope of a product innovation and must be roughly outlined in a thematically useful way in the call for projects. The recipients of the call for projects are predominantly students and young potential founders who within the scope of the start-up project seek initial start-up experience and exchanges with established companies. For the existing companies, the start-up project means new innovative stimuli and an opportunity for the extension of the product and value-added chain within the company. The applicants for the call for projects produce a brief outline idea and prepare a product pitch as a video. Both outputs are presented on a public platform for public voting. The candidates nominated by public voting for the final selection (e.g. Final 5) can within the scope of the Start-up Week present their pitch live before the audience present and an expert jury, for example consisting of the representatives of the companies calling for projects. The winner of the Start-up Project of the Year will be determined by the expert jury. Also, for this format there must be a good system of incentives for the participants (prizes etc.). Only in this way will it be possible to get passionate teams to take part and to implement an innovative idea. This should in any case be given some thought already at the beginning of the planning of this format in order to reach agreement within the group of potential supporters concerning the financing and presentation of incentives for participation.

EEE project: description of one event for promotion campaign

MCI Creativity Award 2018

MCI has always been keen to promote and support the entrepreneurial commitment and creativity of its students. The annual MCI Creativity Award recognizes outstanding business and product ideas, and is aimed at all students at MCI who seek economic and social responsibility through their entrepreneurial spirit. With the Creativity Award, MCI and its partners will actively promote entrepreneurial thinking and help shape the business-creation environment in Tyrol.

The MCI Creativity Award targets all MCI students with novel business and product ideas for profit and non-profit with a high standard of feasibility. The potential of the ideas submitted will be assessed by an independent jury. The competition is open to all MCI students regardless of their program of study. Team submissions are also welcome. In order to register, entries had to be

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33 See previous Chapter 3 e ii.
submitted from 26th February 2018 to 25th March 2018.

Ahead of this year's MCI Creativity Award, on 2nd March 2018, interested students were invited to attend a questions & answers kick-off event dedicated to MCI Creativity Award 2018. The event took place at 'BASE EINS', a startup hub in front of the Tyrolean State Theatre in Innsbruck, and was organized by MCI in collaboration with Startup.Tirol, the centerpiece of the EEE Regional Alliance in Tyrol. Startup.Tirol presented its 6-week coaching program named ‘Startup Essentials’, a program for future entrepreneurs from the first idea to their own company and further to market entry or investment maturity. During the MCI Creativity Award kick-off event, the students had a chance to learn every detail of how to prepare for a business competition based on the corresponding module ‘Idea Competition’ in the EEE Teaching Toolkit.

The module ‘Idea Competition’, freely accessible here, is designed primarily for individuals experimenting with entrepreneurial activities for the first time. The idea competition module consists of two parts. The aim of part one is to give an overview on how an idea competition could look like, how such a competition might be structured and organized. The purpose of part two of this idea competition module is to support students in preparing for a successful participation in an idea competition. This module aims to foster entrepreneurial ideas coming from different fields and to also support individuals who have not made experiences with entrepreneurship or management before, in sharing, spreading, and eventually also commercializing their ideas. HEI educators can use the materials of the course to enrich the existing, or create new, entrepreneurship education courses.

This year, a total of 50 students demonstrated their ideas, their entrepreneurial potential, and their entrepreneurial spirit. The submissions reflected the entire range of study and research opportunities at MCI, and came from economic and social science disciplines as well as from the fields of technology and life sciences. In the end, five winners were selected by a critical jury in a multi-stage selection process.

The MCI Creativity Award gives students the opportunity to deal with central questions about the market potential of their idea, and to receive individual feedback and support for their entrepreneurial concepts.

The EEE Teaching Toolkit includes two courses that incorporate the module ‘Idea Competition’: Course 1: Improving Entrepreneurial Skills, and Course 3: Encouraging Social Entrepreneurship, which are freely available at the EEE Resource Platform.

The competition itself is divided into two phases. Phase I includes the submission and evaluation of the entrepreneurial ideas. After the end of the submission deadline, an independent jury – consisting of members of MCI and of Startup.Tirol – identified the finalists of the MCI Creativity Award. In phase II, the students with the best ideas are invited to participate in a presentation training session and to
eventually present their entrepreneurial concepts in front of an independent jury in the final event on 17\textsuperscript{th} April 2018. This second jury consists of members of MCI’s academic staff, Standortagentur Tirol (\textit{=Business Location Tyrol}), Heart Regeneration Technologies GmbH, and interprAID (\textit{= a social start-up company offering an online platform of interpreters for social institutions and authorities}), as well as of a former student who participated in the MCI Creativity Award in 2015 and founded \textit{zirb}, a humidifier made of pine wood.

The independent jury evaluated all submitted entrepreneurial ideas as well as the final presentations according to the following criteria:

- degree of innovation of the entrepreneurial idea
- benefits to customers
- potential and unique features

Confidentiality has been assured for the content of all entries. The five best entrepreneurial ideas received attractive prizes.

- 1\textsuperscript{st} prize: 2000,- EUR
- 2\textsuperscript{nd} prize: 1000,- EUR
- 3\textsuperscript{rd} prize: 600,- EUR
- 4\textsuperscript{th} prize: 300,- EUR
- 5\textsuperscript{th} prize: 150,- EUR

In addition, all participants got a certificate of participation and MCI Shop coupons.

The MCI Creativity Award 2018 and the kick-off event of the MCI Creativity Award 2018:
Flyer of the MCI Creativity Award 2018:
mci creativity award 2018.
DIE BESTE UNTERNEHMERISCHE IDEE  |  THE BEST ENTREPRENEURIAL IDEA

diene kreativität zählt.
your creativity counts.

Einreichungen unter / submissions to creativity@mci.edu

Alle Einreichungen werden vertraulich behandelt. Confidentiality for all submissions is guaranteed.

Einreichschluss / Deadline 25.03.2018

GEWINNE / PRIZES

1. EUR 2000,-
2. EUR 1000,-
3. EUR 600,-
4. EUR 300,-
5. EUR 150,-

Wertvolle Sachpreise / Valuable additional prizes.

In der Endrunde bieten wir ein Präsentationstraining. In the final round, we offer a presentation training.

Zusätzlich erwerbt jede/r Teilnehmer/in ein Zertifikat. Certificate of participation for all participants.

www.mci.edu/creativityaward

EEE Promotional Campaign element – Prezilimpia, the presentation Olympics
Presentations are crucial for the successful communication of entrepreneurial ideas, especially when it comes to fund raising. Hence, Entrepreneurship education should cover speech training and presentation techniques. That was the rationale for “Prezilimpia – the Presentation Olympics” at University of Szeged. Prezilimpia is a novel and unique competition in Hungary that was co-launched by the Faculty of Economics and Business Administration of University of Szeged and “Ezabeszed” Toastmasters Club Szeged. The organizing team also included members from EEE. Additionally, valuable inputs for the concept were contributed by La Trobe University (associate partner of EEE) which. As a result, Prezilimpia can be regarded as a spin-off event of the EEE project.

The main task for the participants of Prezilimpia was to present any topic about the future of transportation in 8 minutes. The flexibility of the theme provided an opportunity for participants to present a topic that is closely related to their interest – let’s say their entrepreneurship idea. This competition consisted of two rounds of presentations: a regional round and a national final. EEE made integral contributions to the promotion of Prezilimpia, as the lecturers who took part in EEE teaching toolkit also encouraged their students to take part in Prezilimpia. The jury of the regional round consisted of these EEE involved teachers. More on the format of the Prezilimpia can be found on https://tinyurl.com/y8yambqf.

All in all, Prezilimpia provided an opportunity to implement ideas from the EEE teaching toolkit, and provided a platform where young entrepreneurs could polish their presentation skills, and to exchange other entrepreneurial competences.

**Event: Promotion Campaign Competition**

A promotion campaign competition can prove to be a useful resource for aspiring entrepreneurs to understand and grasp the fundamental of promotional tools and strategies. A simulation-style competition that would allow participants to use real-life tools would not only allow for entrepreneurs to develop critical thinking and decision-making abilities, but also for educators to cultivate the most effective techniques for embedding the right skills and abilities needed by the said entrepreneurs. The exact format for such a competition could be open to interpretation based on different situations and scenarios, however some fundamentals should be kept in mind during the planning stage:

- The promotional campaign competition should be centred around a central theme based on all or one aspects of a promotional campaign discussed earlier (such as promotional strategy, promotional tools, or both), and clear goals and targets should be defined for the participants in the form of point-based-challenges to cater to the central theme. This would allow the participants to focus on decision-making and other skills essential to achieving the required results. The point-based system would also allow the participants to track the success of their ideas in that environment.
The simulation format requires the challenges of the competition to produce real-world results. Therefore, the first challenge for the participants ought to be identifying their target groups and to undertake some basic research on the demographics of their target audience.

The aim of the competition is to raise the level of awareness within the participants, therefore the next challenge would involve the participants to sharpen their planning abilities by creating a strategy for the simulation campaign (e.g. tools to be used, timing of the campaign, and so forth).

From social media to social events, a challenge should require participants to be able to identify and implement the right tools needed to catch the attention of their target audience.

A challenge should also be implemented that would require the participants to track the progress of their simulation promotional campaign. This could involve tracking online and real-life data to see how the goals develop throughout the competition. As discussed previously, tracking a campaign allows to track the success of the campaign. Realizing this would help the participants with any kind of promotional campaign work they would undertake in the future.

Throughout the competition, it should be made sure that the participants have access to all the tools required by them and that the competition organizers are there to help and guide with anything required.

The promotional campaign competition should work towards a final output in the form of a final presentation of the participants results to a jury (ideally made up of educators from Higher Education Institutions). This would allow the participants to get an overview of the results of the individual challenges.

Such a competition would ultimately be benefiting for both, educators and entrepreneurs. The educators would get to impart key knowledge and information regarding promotion of ideas, whereas the participants will be able to build skills required to promote ideas in a real-life like environment.

c) Responsibilities, team & stakeholder involvement

The planning and organisation of a comprehensive series of events must be carried out by an experienced event management team that coordinates the individual events of the year within the scope of a super-ordinated event strategy and prepares them in detail. In addition, a sophisticated marketing plan is to be prepared that contains different marketing channels. The different responsibilities are to be allocated to the individual team members. In that way it can be ensured that all the stakeholders are involved in an optimum way in the series of events and that the campaign achieves maximum reach. To guarantee this, for example within the scope of the EEE Project regional alliances were formed, the different stakeholder groups of which could be involved in the events as follows.34

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Higher education institutions/students: idea contest, Summer School Entrepreneurship Education, start-up pitch, Start-up Project of the Year

- Combination of theoretical basic knowledge which is taught in the form of courses, with practical findings in the entrepreneurial environment
- Students/science come(s) into contact with the challenges of an entrepreneur
- Professors/ teaching staff can integrate practical experience into the imparting of knowledge in their courses and hence organise research and teaching on a practice-related basis. This makes purposeful preparation of tomorrow’s entrepreneurs possible.

Companies: Entrepreneur of the Year idea contest (Jury)/Start-up Project of the Year

- Companies obtain important points of contact with the latest research and teaching approaches as well as the current political developments and can take these findings into account in the corporate strategy
- Exchange of knowledge, transfer of knowledge
- Innovation process that is brought to the companies from outside: the potential customers of tomorrow also the companies’ own products and provide constructive feedback on the existing product range (e.g. in the case of Start-up Project of the Year)

Politicians, business associations and interest groups: all awards and events

- Raising awareness for the subjects of entrepreneurship and company start-up
- Combination of stakeholder groups leads to a transfer of knowledge – this means greater competitiveness of the companies in the market against the existing competition and hence greater prospects of future success
- Economic stability for the entire regional alliance
- Encouragement of company start-ups and to entrepreneurship lead to the strengthening of the future economic basis of the regional alliance.

The structuring of the stakeholder involvement is, it goes without saying, always to be carried out as a function of various factors, such as the profile of the university/higher education institution, characteristics of the entrepreneurial ecological system, prioritisation of regional policy agenda, innovation pressure and priorities of locally based companies, etc. The examples presented here are thus not to be understood as generally valid recommendations but rather as examples of application cases, on the basis of which the implementation of practice-orientated and integrated event formats was to be clearly illustrated in order to push ahead entrepreneurial thinking and acting in the higher education field.

No matter how the respective stakeholder involvement turns out, as a matter of principle, it is possible to distinguish between relevant stakeholders who are an integral part of the higher education institution and persons and/or institutions who/which are active in the area around the higher
education institution. The following and concluding chapter deals briefly with the involvement of these two groups.

**i) Securing internal university support**

It is fundamentally necessary to secure internal university support for the implementation of a recurring and adaptable event cycle. For support of event forms for the promotion of entrepreneurial thinking and acting such as Entrepreneurship Education (EE), as a matter of principle lecturers, the personnel functioning in management and students or their elected representatives can be considered. It is, in addition, indispensable to secure the explicit support of the management of the higher education institution/university beforehand. For this reason, at the beginning of all endeavours, thought should already be given to also involving the relevant representatives of these individual groups in the planning of the event cycle. The basis of this is the creation of participatory formats and/or of a structure that provides all groups with the opportunity to make an active contribution and to formally vote. The structuring of the cooperation varies from university to university (work group, entrepreneurship board, etc.). At the end, however, there should an institutionalised process in place that formally binds the respective support group to promises made (budgets, responsibilities, time schedules, etc.) and permits meetings at intervals jointly fixed and/or arranged as required.

**ii) Involving external stakeholders: The EEE regional alliance approach**

As a general rule, each region has its own entrepreneurial ecological system which can be activated for application-orientated learning and teaching efforts as well as awareness raising measures in the area of entrepreneurship education. To successfully carry out the activation of relevant stakeholders and institutions, it is of fundamental importance to exactly understand the way the ecological system works as well as to know key stakeholders, including their role, motivation, function and responsibility within the system. This knowledge is decisive for the identification and recruitment of potential supporters. Within the scope of EEE, for this reason successively so-called regional alliances were set up. In these alliances there are selected stakeholders of the entrepreneurial ecological system of the respective regions which have declared themselves willing to make an active contribution to the dissemination of entrepreneurial thinking and acting in the higher education field. They were, within the scope of EEE, provided with possibilities via lectures, contests, the presentation of case studies and as jurors and sponsors, etc. to actively commit themselves to the aims of the project. The added values resulting from this are the outcome not only of the contribution of competences remote from institution of higher education, experience and resources for the imparting of entrepreneurial thinking and acting. Rather it is the case that the integration of external stakeholders are also enormously important also for the authenticity and credibility of (teaching) event formats declare to be close and relevant to practice (see box “Prezilimpics“ University of Szeged). For this reason, at this point the importance of
the set-up of an external group of supporters is emphasized. At the same time, we refer you in this context to the “Guide to Alliance Forming”, that was developed in the course of the EEE.  

### Entrepreneur of the Year

Within the scope of the EEE “action-based approach”, representatives from the private sector (for example managing directors of an SME or founders of a start-up) are an important stakeholder group. They develop a great model effect for all those interested in setting up their own companies and form a substantial source of knowledge with reference to entrepreneurial experience and expertise, among other things in the field of company set-ups. The entrepreneurs, as stakeholders, profit on their part, in turn, from the innovations from science and politics and can incorporate this knowledge in the entrepreneurial decisions. Hence a symbiosis of these different stakeholder groups arises that the Entrepreneur of the Year contest is meant to take account of. The target group of the contest is established entrepreneurs who successfully manage their companies in the market. The participation conditions could be designed as follows for these companies:

- companies with their registered office or a location in the respective regional alliance
- at least ten employees
- at least years five years actively in the market
  - annual sales of at least 500,000 euros
  - primarily in private ownership
  - entrepreneur holds his/her own shares in the company.

The assessment criteria for the contest must be defined beforehand and could include a selection of parameters:

- a special entrepreneurial performance in the financial year (e.g. successful acquisitions, crisis management, re-orientation of the company)
- successful overall development of the company in the region of the regional alliance
- outstanding commitment in and for the regional alliance
- creation and safeguarding of jobs and training places
- successful innovation and/or modernisation
- success with service and customer proximity.

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37 Cf. ibid.
The application process could either take place directly (direct application by the entrepreneurs) or, however, be carried out via a reference/nomination, i.e. another person must recommend the entrepreneur as Entrepreneur of the Year. The advantage of the second alternative is that already at the beginning of the contest several stakeholder groups can be integrated into the process and that certain competitive dynamics result via the recommendation, e.g. in the form of fan groups or followers which increase the medial reach of the contest.

The selection of the Entrepreneur of the Year could take place in a two-stage process: initially an expert jury determines the nominated candidates (e.g. final 10) in accordance with the defined competition criteria. The expert jury could in this case be made up of different stakeholder groups and must have the corresponding expertise in the field of entrepreneurship at its disposal. In this case, for example, members of the jury from business associations, politics or social service providers can be considered. Following that public voting will be carried out to choose the winner. The announcement of the winner could, in turn be carried out within the framework of the main event of the year, the Start-up Week.
3. CONCLUSION

EEE has generated various outputs to stimulate entrepreneurship education (EE). As one of these outputs, this guide provides orientation on how to design a promotion campaign that fosters EE in higher education. It is based on a wider understanding of EE - as provided by EntreComp - which gives reasons to introduce entrepreneurial competence development across all fields of university education. However, each higher education environment is unique and requires adapted measures to adequately address the challenging mission of EE promotion. Hence, endeavors intended to foster entrepreneurial thinking and behaviour need to consider the respective context into which they are embedded. Due to this complexity, the EEE Promotion Campaign Strategy Guide can only serve an experience-based contribution, which exemplifies successful EE promotion formats and concepts. Furthermore, it states the case for a structured and coordinated approach to EE promotional efforts. Naturally, it is up to the reader to decide if made suggestions are suitable to address envisaged needs and challenges. As a matter of fact, the EEE Promotion Campaign Strategy Guide has been designed as a “work-in-progress-document”, allowing for a permanent introduction of innovative inputs that pursue the same goal – pro-active EE stimulation in higher education. Hence, we do want to invite the
reader to start a symbiotic dialogue for a mutual exchange of ideas and best practices, and would be delighted to receive qualified feedback not only to the EEE Promotion Campaign Guide but also to all other resources that have been created by the EEE project team.
CONTACT US

Univations GmbH
Florian Bratzke
bratzke@univations.de
+49 345 13 14 27 04
Weinbergweg 23, 06120, Halle/Saale
Germany

Management Center Innsbruck
Prof. Bernd Ebersberger
bermd.ebersberger@mci.edu
+43 512 2070-1810
Universitaetsstrasse 15, 6020 Innsbruck
Austria

University of Szeged
Szabolcs Prónay
pronay@kmcenter.szte.hu
+36-62 544-499
6722 Szeged, Kálvária sgt. 1.
Hungary

Canice Consulting
Canice Hamill
Canice@caniceconsulting.com
+ 44 (0) 28 9266 6161
269 Lisburn Business Centre, Enterprise Crescent
Lisburn BT28 2BP, UK

University Industry Innovation Network (UIIN)
Thorsten Kliewe
kliewe@uiin.org
+31 20 89 50 182
Science Park 400 1098XH Amsterdam
The Netherlands

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