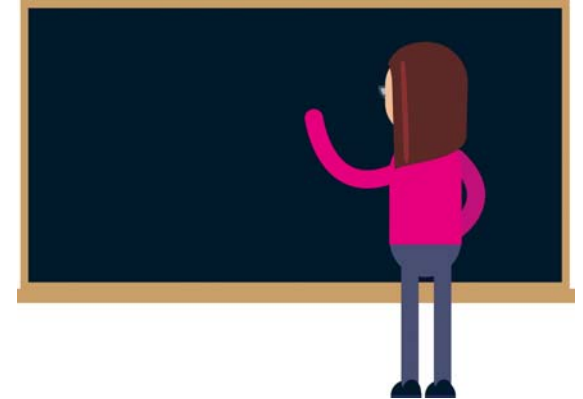


What does this word mean? Anyone knows?

# THE "ENTREPRENEURIAL" UNIVERSITY

## THE DELIBERATE HIGH TENSION APPROACH

Martin Lackéus, PhD, researcher at  
Chalmers University of Technology



What does this word mean? Anyone knows?

”ENTREPRENEURIAL” ...

...STATES

...ALERTNESS

...THEORIES

...UNIVERSITIES

...PROCESSES

...INTENTIONS

...TEAMS

...HISTORY

...EDUCATION

...FIRMS

...STRATEGIES

...PARADIGMS

...MINDSETS

...BEHAVIOURS

...EXITS

...PASSION

...CITIES

...BRICOLAGE

...LEARNING

...OPPORTUNITIES




What does this word mean? Anyone knows?

”ENTREPRENEURIAL” ...



...CONFUSION.

/kənˈfjuːʒ(ə)n/ 

*noun*

1. uncertainty about what is happening, intended, or required.  
"there seems to be some confusion about which system does what"  
*synonyms:* [uncertainty](#), lack of certainty, unsureness, [indecision](#), [hesitation](#), [hesitancy](#), [scepticism](#), [doubt](#), [ignorance](#); [More](#)
2. the state of being bewildered or unclear in one's mind about something.  
"she looked about her in confusion"  
*synonyms:* [bewilderment](#), [bafflement](#), [perplexity](#), [puzzlement](#), [mystification](#), [stupefaction](#), [disorientation](#), [befuddlement](#), [muddle](#); [More](#)

# AGENDA



## 1. WHAT DOES 'ENTREPRENEURIAL' MEAN?

LEARNING, VALUE FOR OTHERS,  
AGENCY AND NOVELTY

10 MINUTES FOR A  
**THEORY** BACKGROUND



## 2. THE DIAMOND MODEL EXEMPLIFIED

SOME EMPIRICAL  
EXAMPLES

15 MINUTES FOR SOME  
**PRACTICE** EXAMPLES



## 3. A DELIBERATE HIGH TENSION APPROACH

GUIDING UNIVERSITIES  
WITH A DIAMOND

5 MINUTES FOR SOME  
**IMPLICATIONS** FOR HEIs

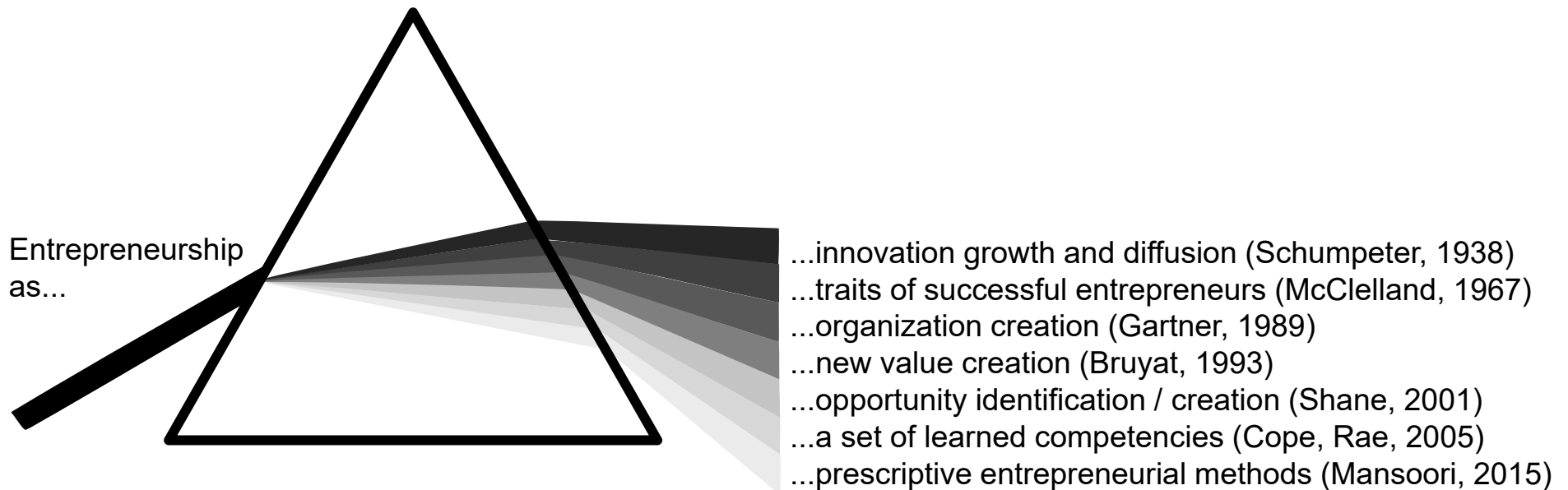


PART #1:

# WHAT DOES 'ENTREPRENEURIAL' MEAN?

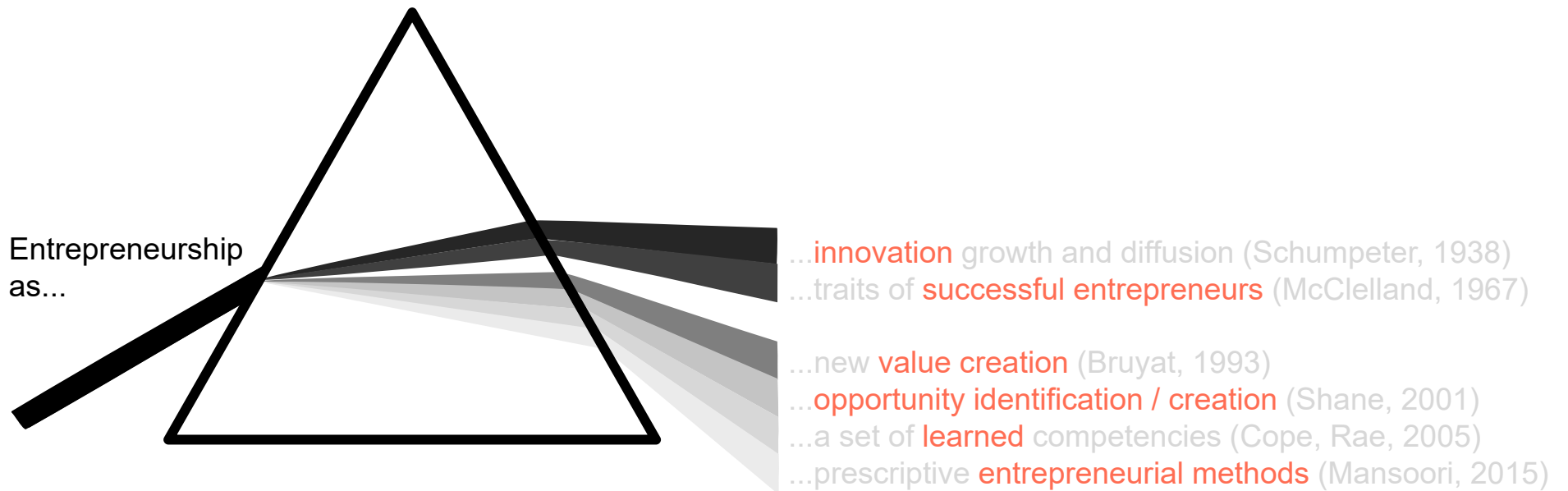
# ENTREPRENEURSHIP

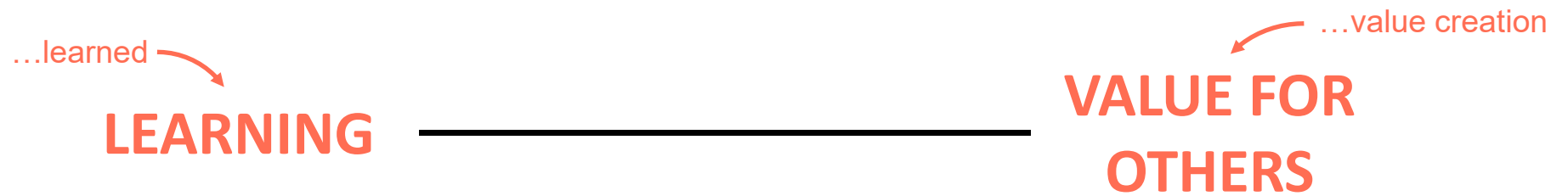
VIEWED THROUGH A DEFINITIONAL PRISM



# ENTREPRENEUR-IAL

VIEWED THROUGH A DEFINITIONAL PRISM

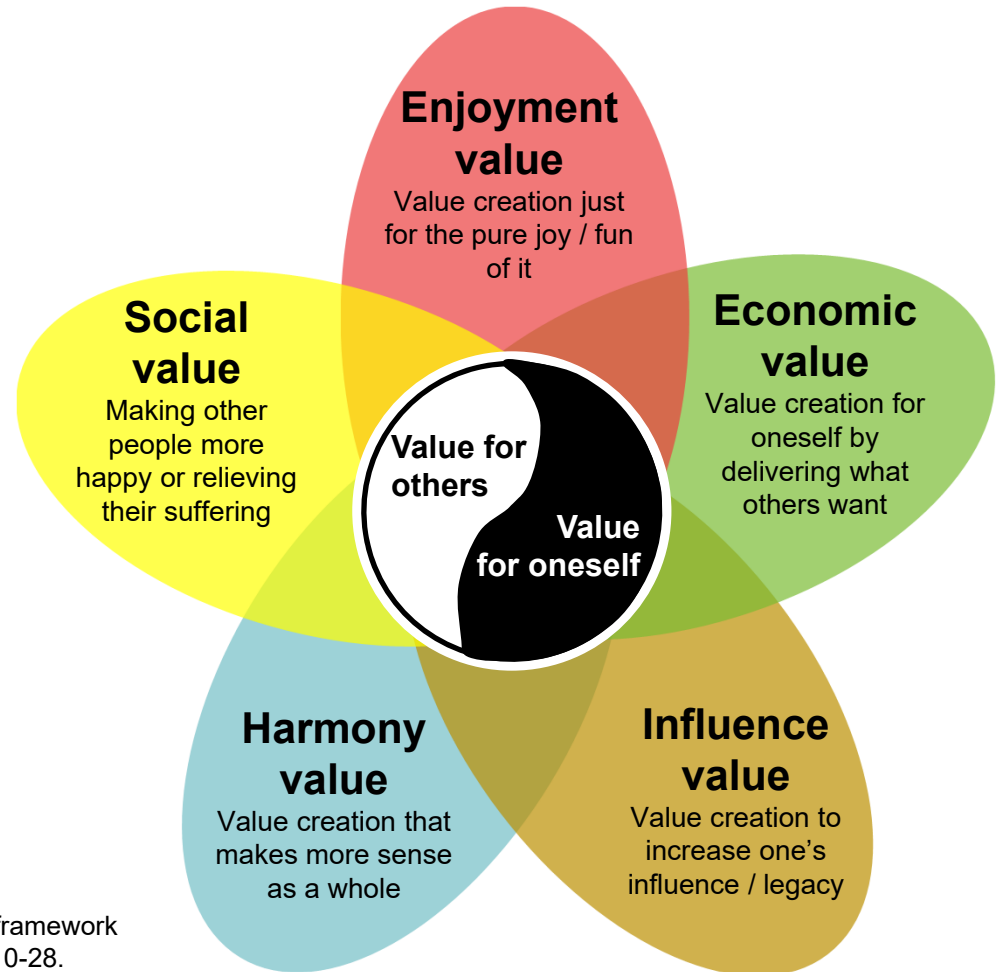






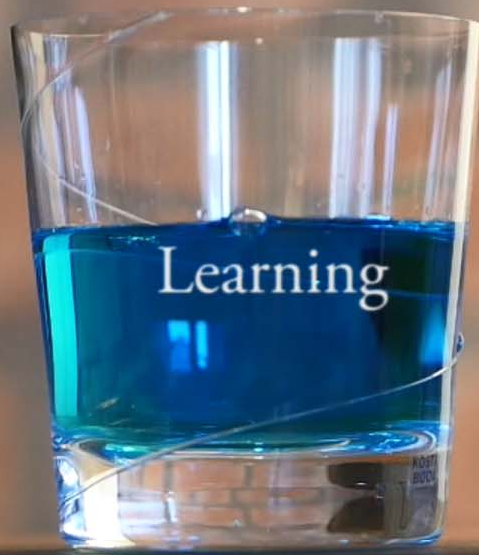
# VALUE

WHAT IS IT?  
FOR WHOM?  
WHY?



This value flower is adapted from Lackéus, M. (2018). "What is value?" - A framework for analyzing and facilitating entrepreneurial value creation. *Uniped*, 41(1), 10-28.

# Being entrepreneurial



...innovation

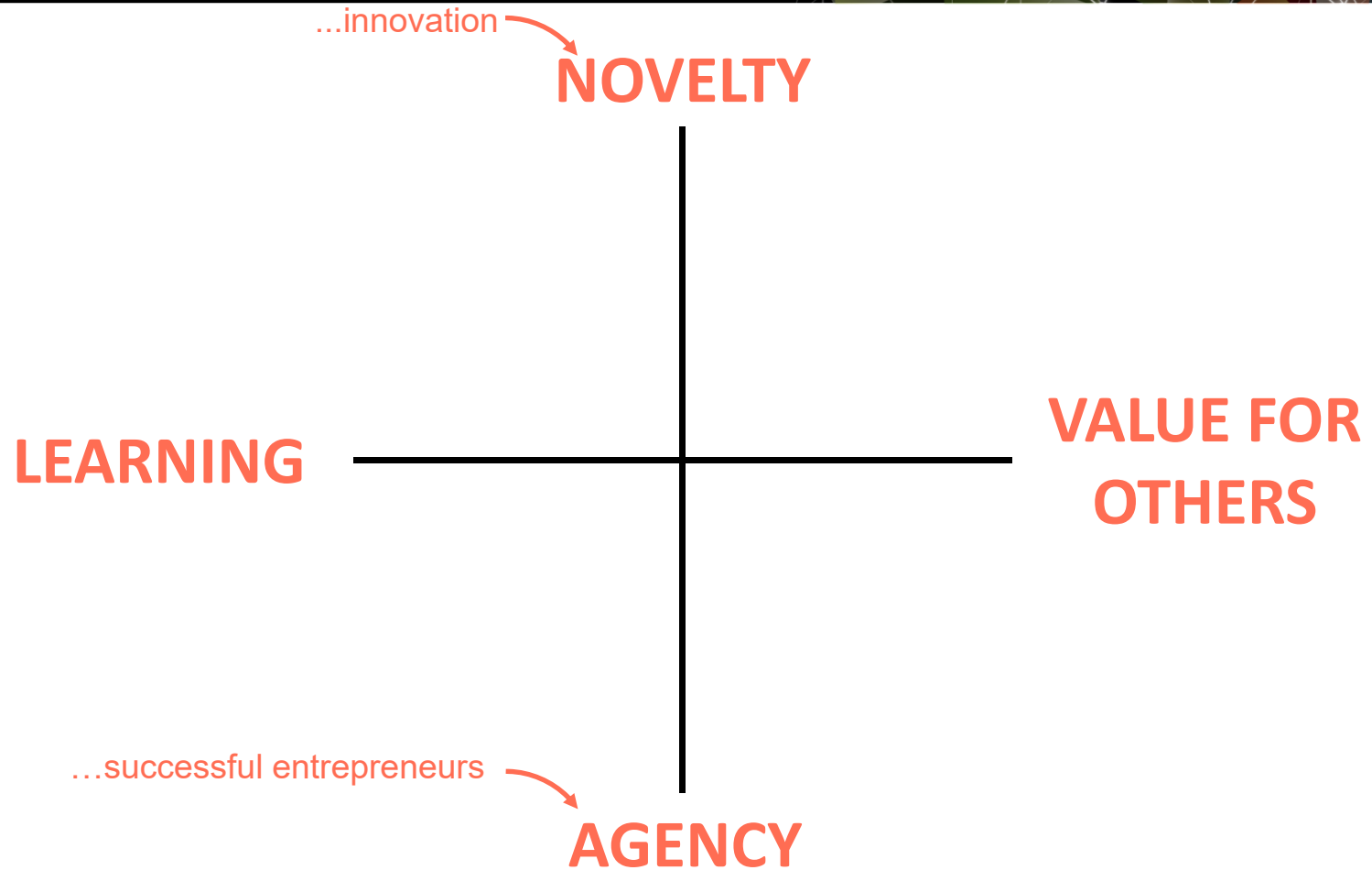
NOVELTY

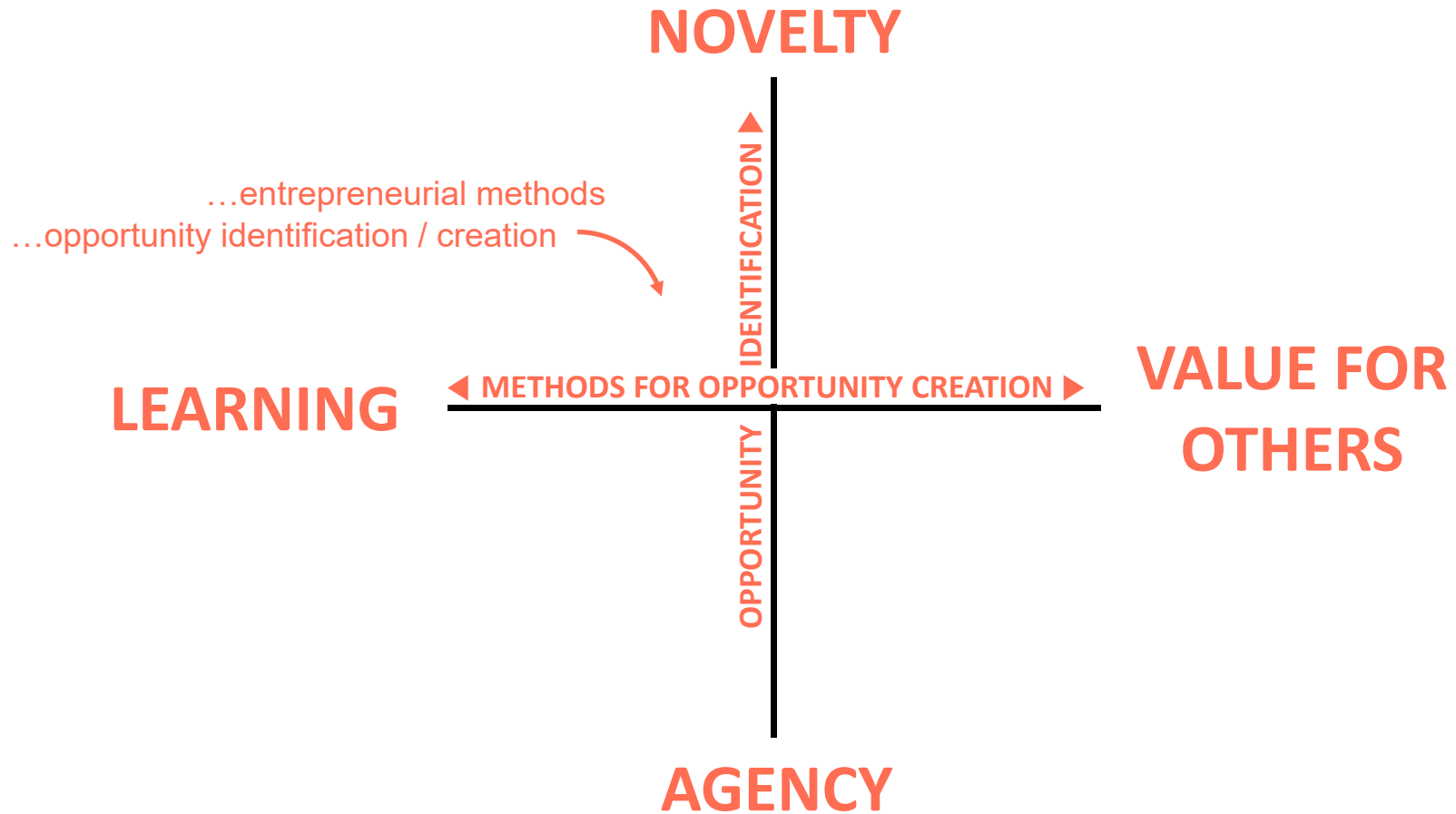
LEARNING

VALUE FOR  
OTHERS

...successful entrepreneurs

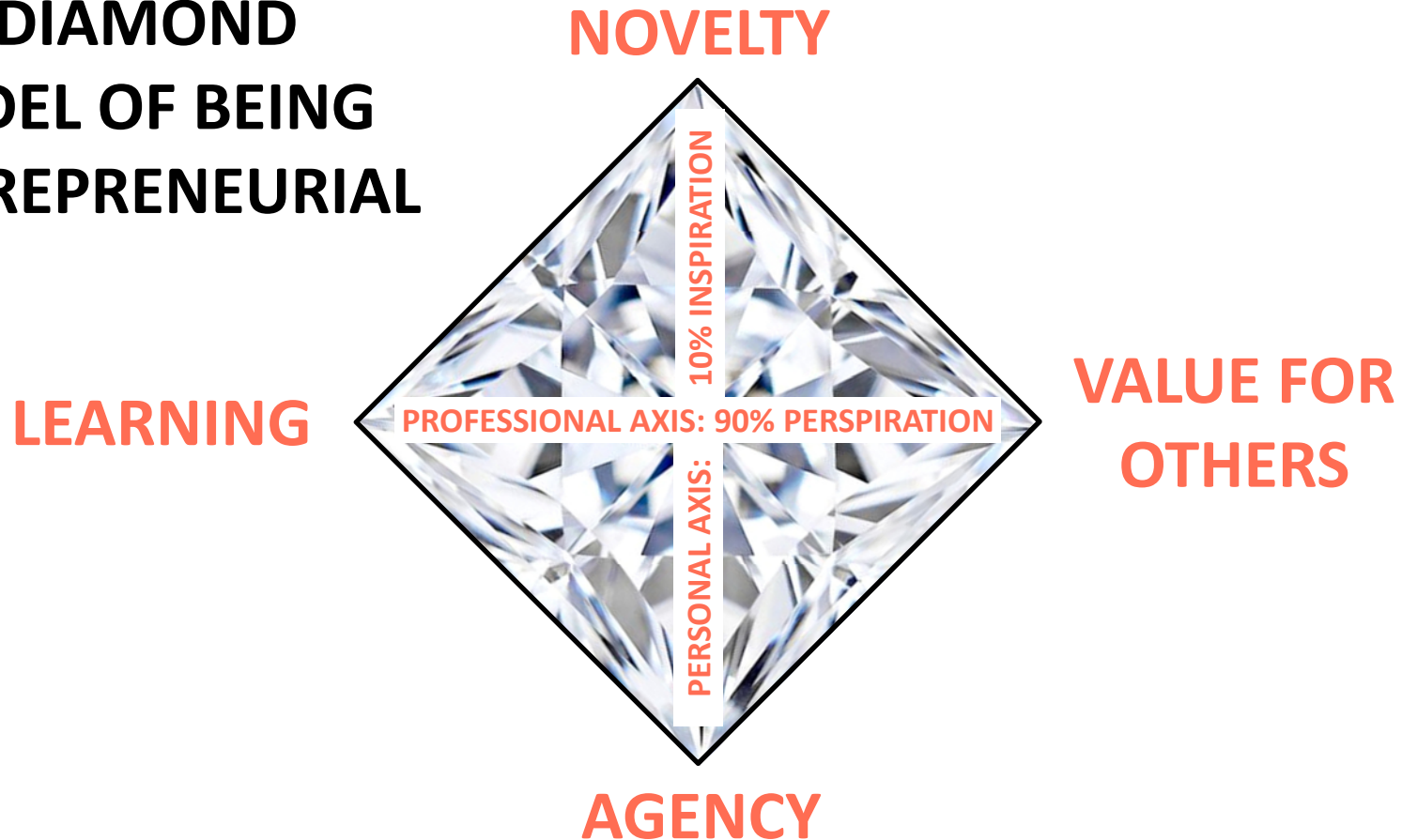
AGENCY





**CHALMERS**

# THE DIAMOND MODEL OF BEING ENTREPRENEURIAL







Link to this video:

<https://www.youtube.com/watch?v=Nf7vi7259z0>



PART #2:

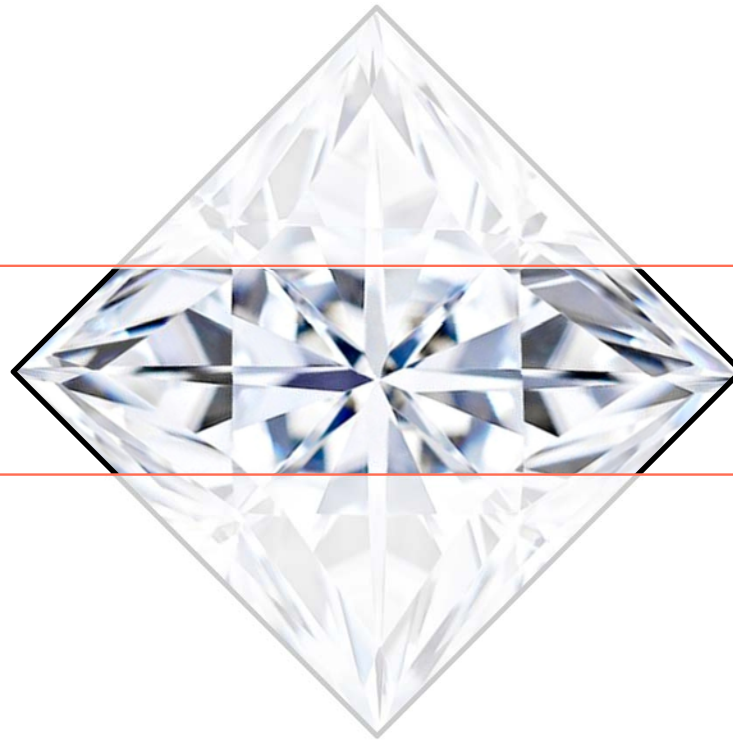
# THE DIAMOND MODEL EXEMPLIFIED

**CHALMERS**

**LET'S FOCUS ON  
ONE AXIS FOR A  
WHILE**

NOVELTY

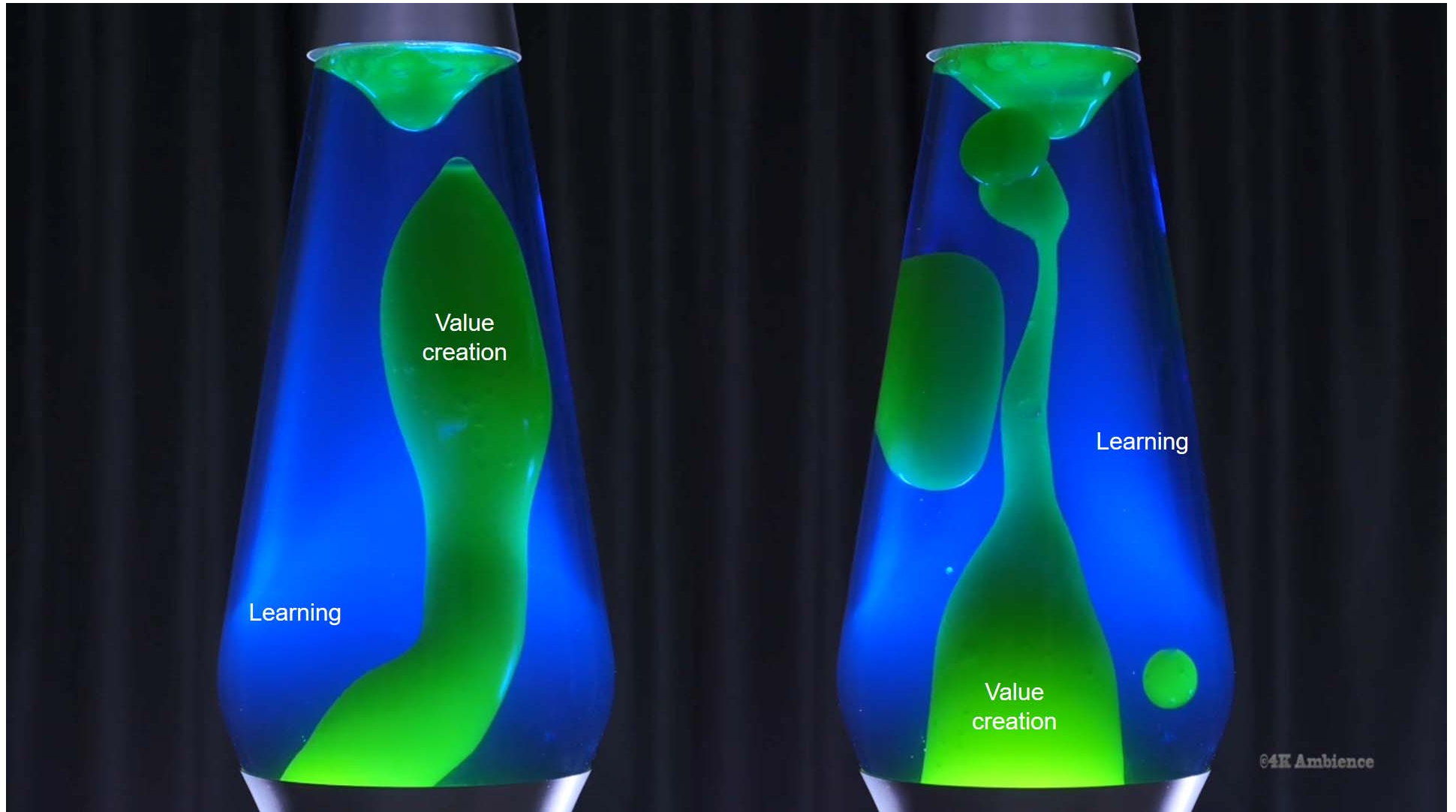
LEARNING



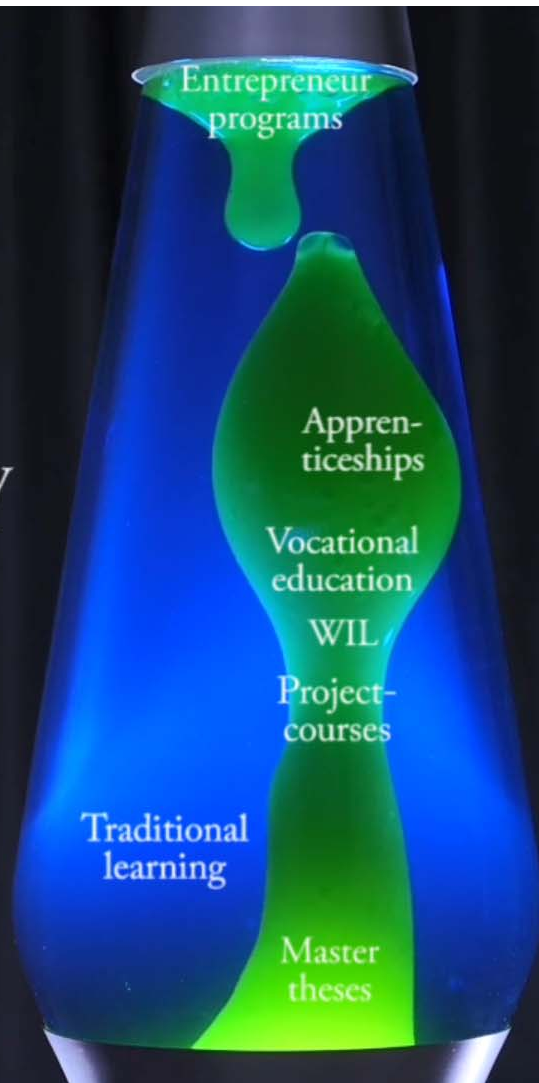
VALUE FOR  
OTHERS

AGENCY

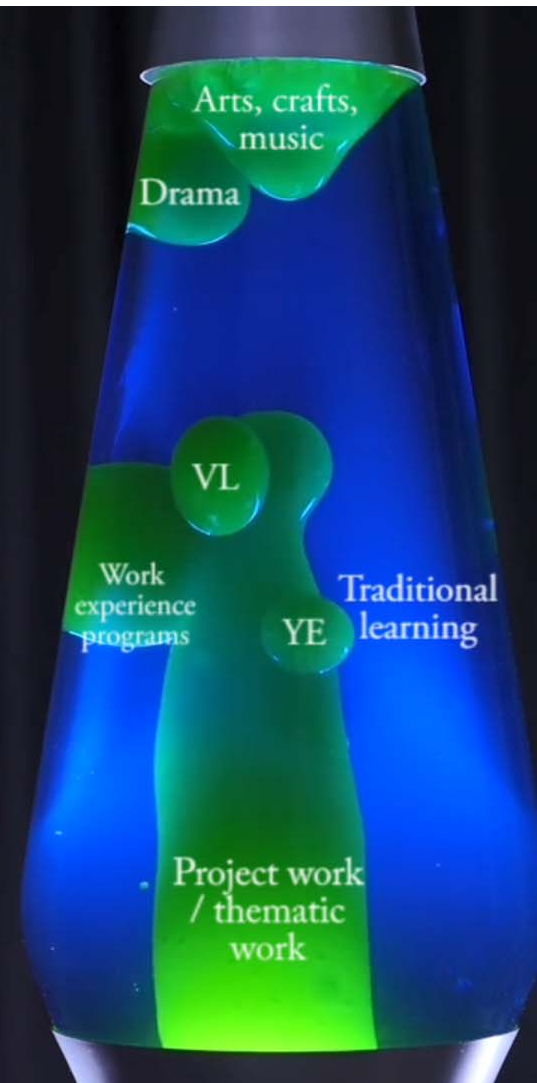




Secondary  
and higher  
education



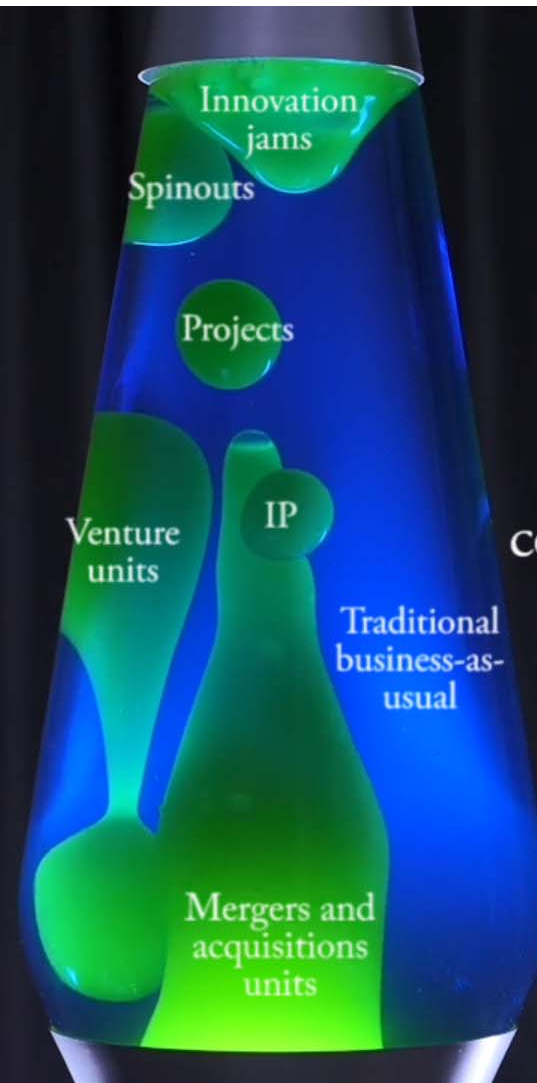
Primary  
education



Small and  
medium  
companies



Large  
corporations



# Learning

# Value creation

Time = 027.0s

# Learning

# Value creation

Time = 025.5s



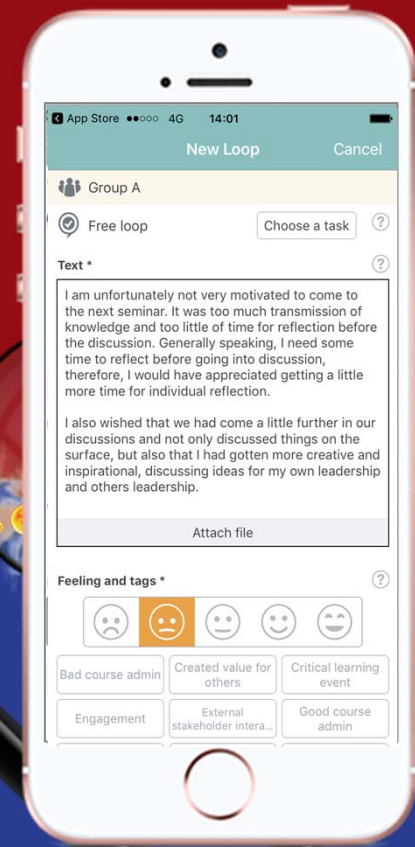
# Learning

**Entrepreneurial universities**

**Venture Creation  
Programs (VCPs)**

**University Technology  
Transfer / Incubation**

# Value creation



**LoopMe**  
www.loopme.io

Time = 025.5s

# VENTURE CREATION PROGRAMS

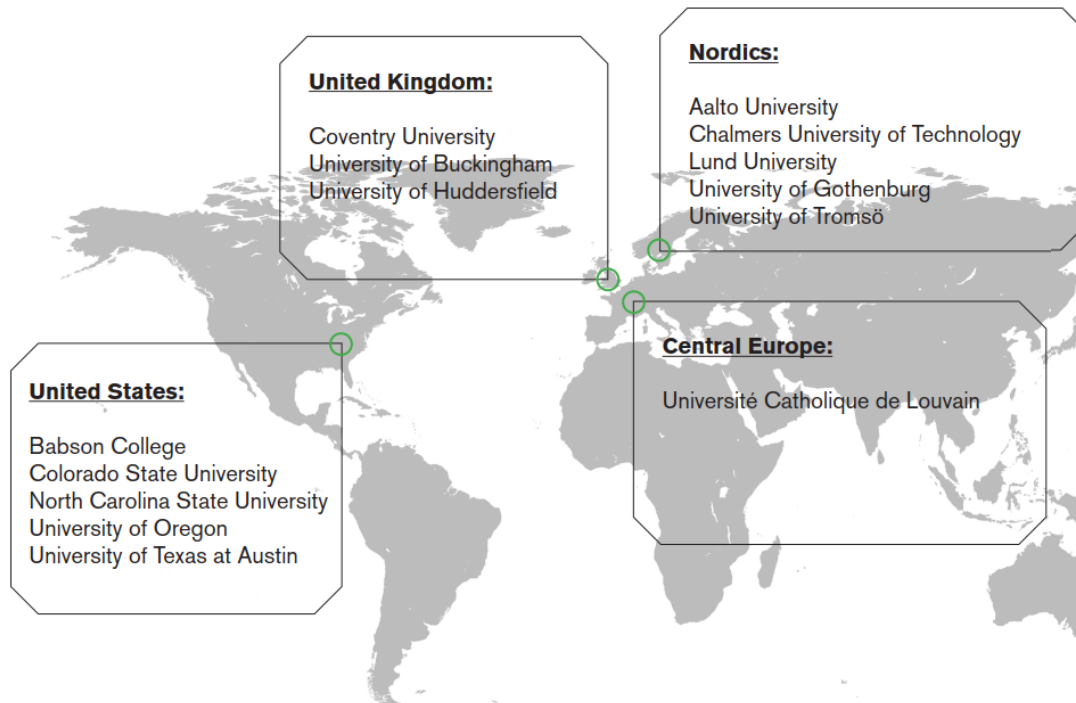
## - OUR CLINICAL RESEARCH LAB

- Venture Creation Program (VCP) = In-curricular creation of a real-life venture as the main learning vessel for students
- Not only a MSc program, but also a **clinical lab** where we study entrepreneurship "in vivo"
- Clinical research = **Clients** getting help from a **clinician**, helping them while doing research
- A **helping relationship** and **power to intervene** allow for revealing important data otherwise unavailable or evaded by respondents
- Based on Kurt Lewin's view that one cannot understand a human system without trying to change it (Schein, 1993)



# VENTURE CREATION PROGRAMS

- A RARE PROGRAM TYPE





# Learning

## Entrepreneurial universities

**Venture Creation Programs (VCPs)**

**University Technology Transfer / Incubation**

## Primary & secondary schools

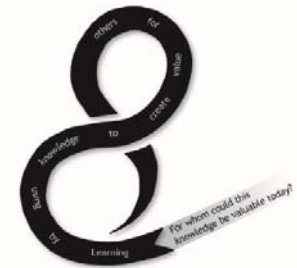
**Value Creation Pedagogy (VCP2)**

**School Development**      **Teacher Training**

# Value creation



**CHALMERS**



**Value Creation as Educational Practice**  
- Towards a new Educational Philosophy  
grounded in Entrepreneurship?

MARTIN LACKÉUS

Division of Entrepreneurship and Strategy  
Department of Technology Management and Economics  
CHALMERS UNIVERSITY OF TECHNOLOGY  
Gothenburg, Sweden 2016

Time = 025.5s

# Learning



CHALMERS

## Entrepreneurial universities

**Venture Creation Programs (VCPs)**

**University Technology Transfer / Incubation**

## Primary & secondary schools

**Value Creation Pedagogy (VCP2)**

**School Development**      **Teacher Training**

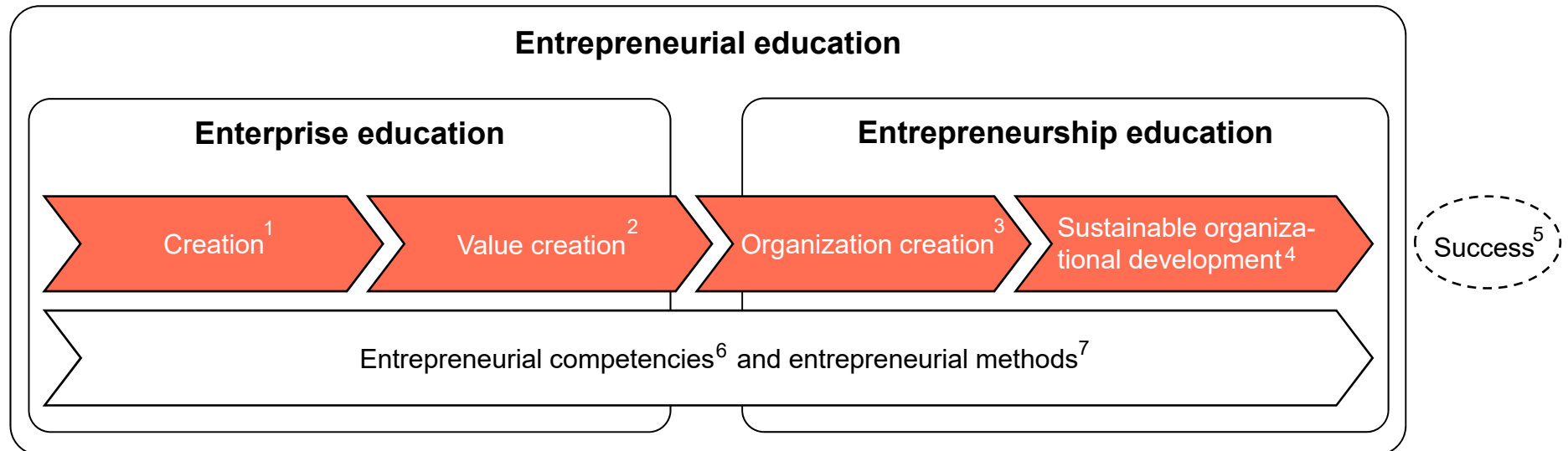
### **Learning-through-creating-value-for-others:**

Let students learn by using their current and future competencies to create something new of value to at least one person outside their own team / class / school / university

# Value creation

# A PROGRESSION MODEL

WHAT'S ENTREPRENEURIAL ABOUT ENTREPRENEURIAL EDUCATION?



1: opportunity identification / creation (Shane, Stevenson)

2: new value creation (Bruyat)

3: organization creation (Gartner)

4: innovation growth and diffusion (Schumpeter)

5: traits of successful entrepreneurs (McClelland)

6: a set of learned competencies (Cope, Rae)

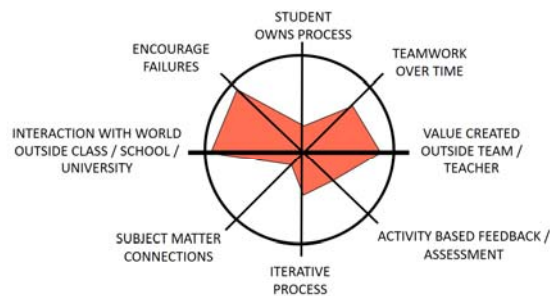
7: prescriptive entrepreneurial methods (Mansoori)

# THREE MAIN TYPES OF ENTREPRENEURIAL EDUCATION

	Creation-based entrepreneurial education (CEE)	Value creation-based entrepreneurial education (VCEE)	Organization creation-based entrepreneurial education (OCEE)
<b>Logic</b>	Mindset development	Value creation for others	Organization creation
<b>Purpose</b>	Increase graduate employability	Make students learn better	Grow the economy
<b>History</b>	1990s: <b>Second generation</b> of entrepreneurial education	2010s: <b>Third generation</b> of entrepreneurial education	1970s: <b>First generation</b> of entrepreneurial education
<b>Roots</b>	Progressive education, arts & design education	Entrepreneurship viewed as new value creation	Entrepreneurship viewed as organization creation
<b>Complexity</b>	Low	Medium	High
<b>Applicability</b>	Very broad	Broad	Very narrow
<b>Effects</b>	Poor empirical data to suggest wide ranging effects except for in isolated cases	Emerging data suggesting wide ranging effects on student engagement and on learning of all kinds of subject matter	At times wide ranging effects on student engagement, on learning of the entrepreneurship subject and on entrepreneurial intentions

# HOW TO DO VALUE CREATION PEDAGOGY

## A CHECKLIST / SPIDER DIAGRAM FOR TEACHERS



## ASSESSMENT SUPPORT



## DIFFERENT FORMS FOR TEACHERS

**Value Creation Pedagogy assignment** (i.e. Learning by Creating Value to Others)

Your name and organization: \_\_\_\_\_

Title of this assignment: \_\_\_\_\_

Describe how to create value for others:

**Form for value-creating student actions in a course**

**1. List student actions today**  
List all practical activities where students get to take action in the course in its current shape.

**2. List value(s) created for external people today**  
List the value(s) created for people outside the course as a direct result of the course, while the course is on-going. Could be enjoyment value, social value, influence value, economic value etc.

**3. Expand / complement existing course activities**  
Write down how you can expand current course activities documented in (1) or (2) above to achieve student actions that result in value for people outside the course, while the course is on-going.

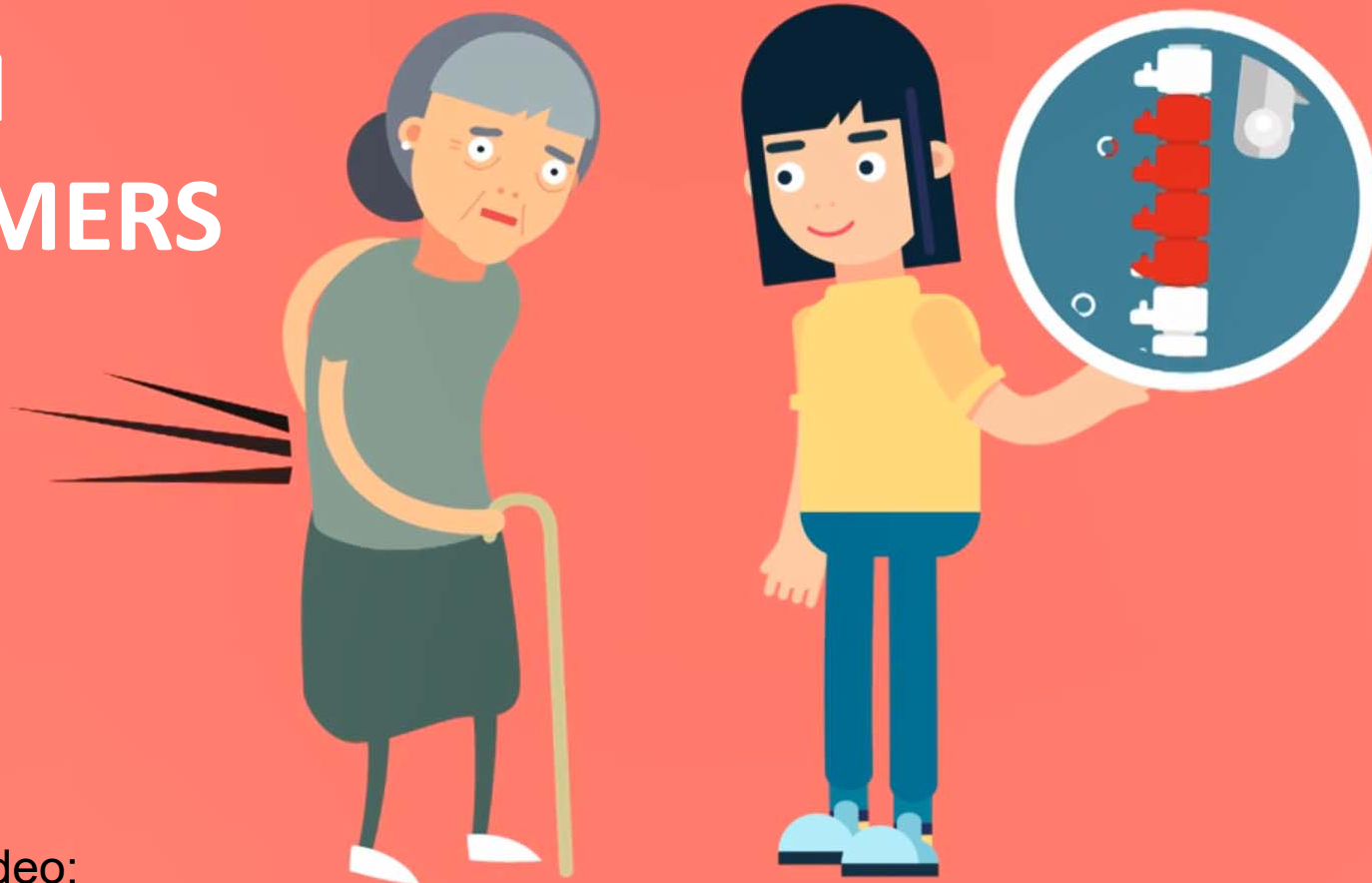
**4. Design completely new course activities**  
Write down your ideas for new course activities that let students take action that creates some value(s) for people outside the course, while the course is on-going.

**5. Facilitate the process of student value creation for others**  
Write down your ideas for how you can facilitate the process of students creating value for others.

## A PROGRESSION MODEL

	First step – "get started"	Second step "Get to next level"
Kind of value	Enjoyment and social value	Also influence a harmony value
Recipient	Create value within class	Create value within school
Feedback	Appreciation from the value recipient	Made an obvious difference for the value recipient
Magnitude	Small simple projects in groups of 2-4 students	Somewhat larger projects in groups of 3-6 students
Time span	Days to weeks	Weeks to months
Planning	Teacher tests it together with students	Value creation is part of pedagogical plan
IT support	No IT support	Simple IT support for dialog

# EXAMPLE FROM CHALMERS



Link to this video:

<https://www.youtube.com/watch?v=y5J26AVBad4>

# AN ALTRUISTIC PARADOX

We humans get more motivated  
by creating value for others in  
**10 minutes...**

...than by creating value for  
ourselves in **10 years**



**Better ask students:** "For whom is this  
knowledge valuable today?"

**Than to say:** "You will have use for this  
in your future life"



Unmotivated  
students that  
fail their  
education

# Learning

## Entrepreneurial universities

Venture Creation  
Programs (VCPs)

University Technology  
Transfer / Incubation

## Primary & secondary schools

Value Creation  
Pedagogy (VCP2)

School  
Development      Teacher  
Training

## Corporations

Apprenticeship  
Education

Corporate  
Entrepreneurship

HASSELBLAD  
**Kodak**  
**NOKIA**

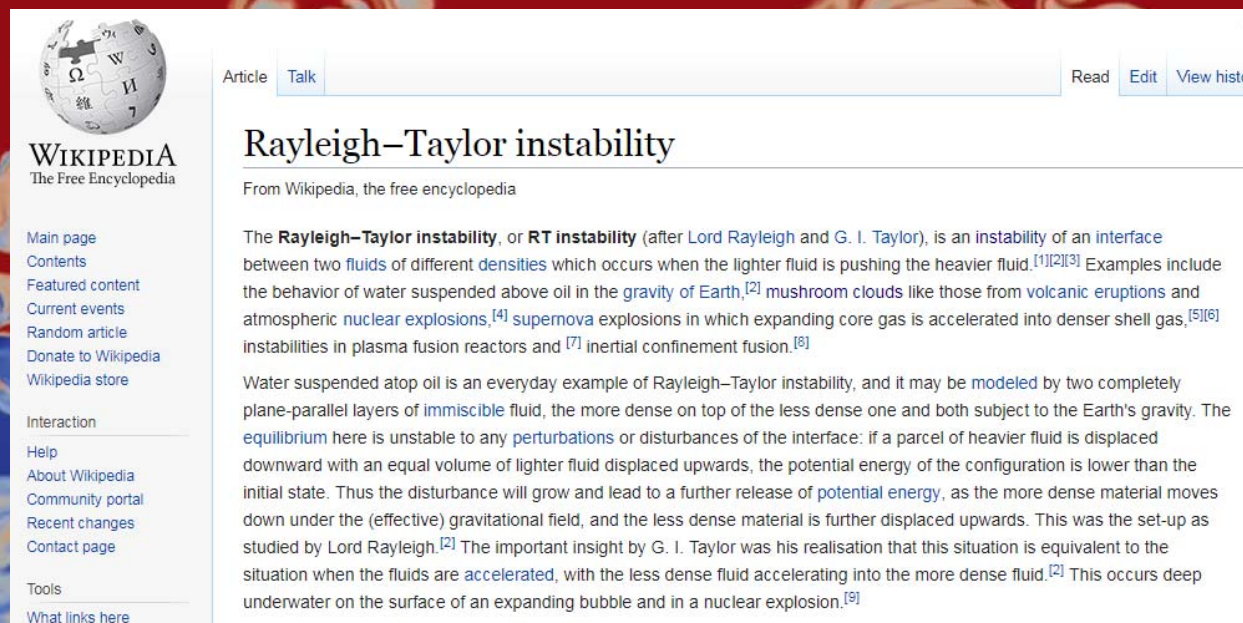
Organizations  
that don't renew  
themselves  
but instead die

# Value creation

Time = 025.5s



# Learning



# Value creation

Time = 058.0s



Value creation

Learning



Value creation

Learning



# ANOTHER PROGRESSION MODEL

## Step 1

"Who cares?"



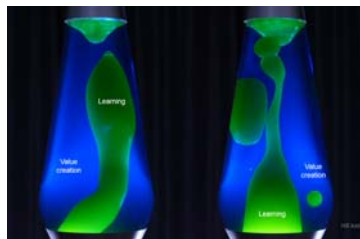
### "Only" learning or value creation

Learning with no value creation for others (boring)

Value creation with no learning (dangerous)

## Step 2

Beginner



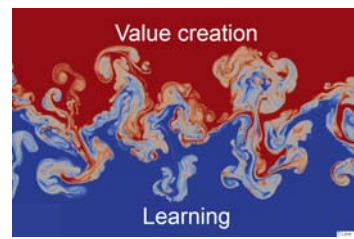
### Separated from each other

Value creation is part of education, but does not mix (better than nothing)

Learning is part of business, but is kept separate (better than nothing)

## Step 3

Intermediate



### Unstable and out of control

Value creation and learning mix at least temporarily (not long-term viable)

## Step 4

Expert



### Mechanical emulsion

Value creation and learning are kept mixed through constant stirring (exhausting and energy intensive)

## Step 5

Utopia?



### Chemical emulsion

Value creation and learning are fully integrated on a molecular "chemical" level in a stable emulsion-based form, giving a very good "taste" (works well long-term)

# Tensides

Surface active  
substances that reduce  
the surface tension

## Learning



LoopMe as a tenside

2. A mandatory written **reflection** in  
LoopMe based on the completed task

Hydrophil

1. A **value creating act** in the form of a  
mandatory task in LoopMe

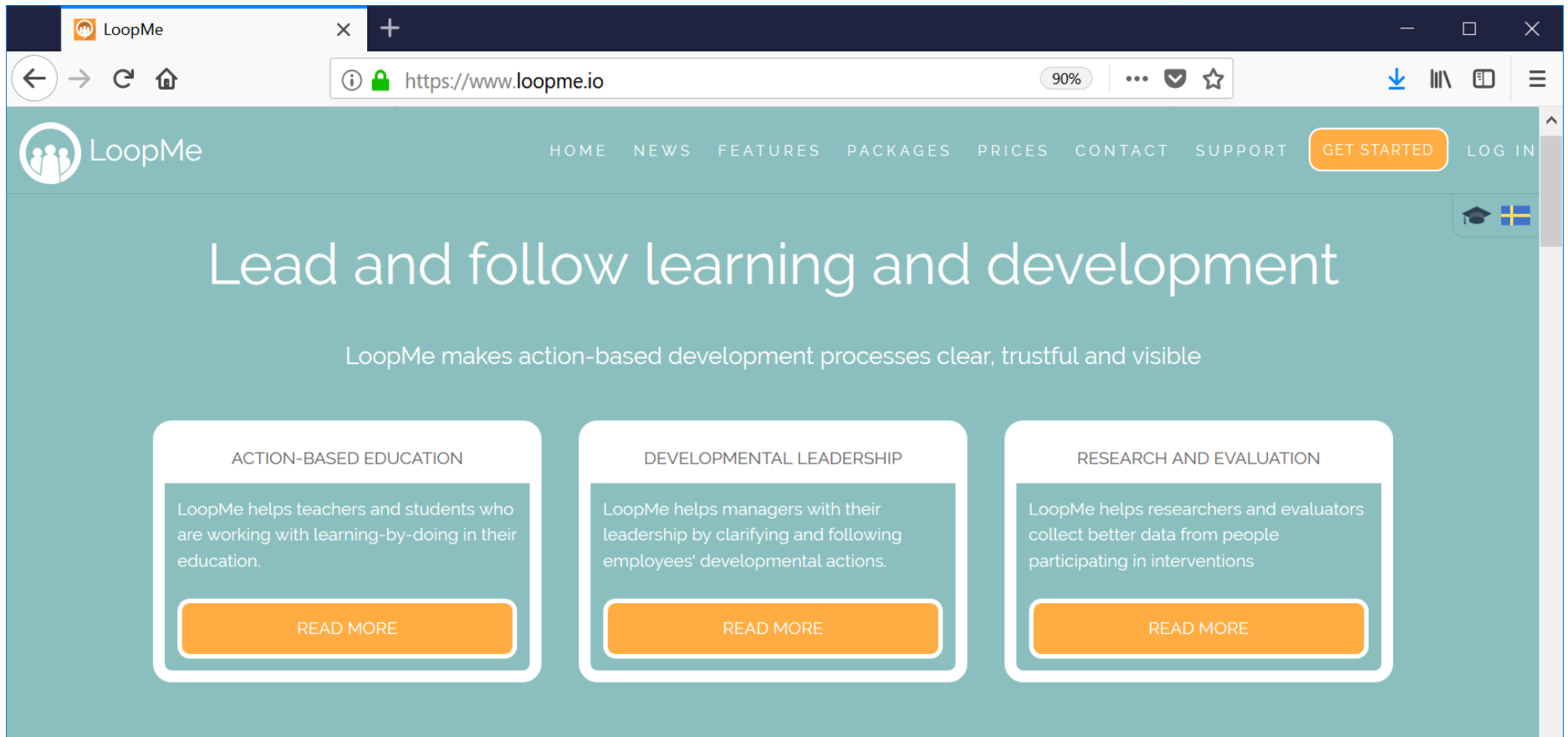
Hydrophob

"Action reflection cycle" /  
"Reflection in action"

Kolb / Schön / Gibbs

## Value creation

Time = 025.5s



The screenshot shows a web browser window with the LoopMe website. The browser's address bar displays 'https://www.loopme.io'. The website's header includes the LoopMe logo, a navigation menu with links to HOME, NEWS, FEATURES, PACKAGES, PRICES, CONTACT, and SUPPORT, and buttons for GET STARTED and LOG IN. A language selector shows a graduation cap icon and the Swedish flag. The main content area features a large heading 'Lead and follow learning and development' and a subheading 'LoopMe makes action-based development processes clear, trustful and visible'. Below this are three white boxes with rounded corners, each containing a title, a description, and a 'READ MORE' button. The first box is for 'ACTION-BASED EDUCATION', the second for 'DEVELOPMENTAL LEADERSHIP', and the third for 'RESEARCH AND EVALUATION'.

LoopMe

HOME NEWS FEATURES PACKAGES PRICES CONTACT SUPPORT GET STARTED LOG IN

Lead and follow learning and development

LoopMe makes action-based development processes clear, trustful and visible

**ACTION-BASED EDUCATION**

LoopMe helps teachers and students who are working with learning-by-doing in their education.

READ MORE

**DEVELOPMENTAL LEADERSHIP**

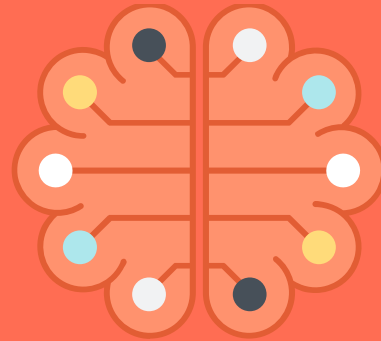
LoopMe helps managers with their leadership by clarifying and following employees' developmental actions.

READ MORE

**RESEARCH AND EVALUATION**

LoopMe helps researchers and evaluators collect better data from people participating in interventions

READ MORE



PART #3:

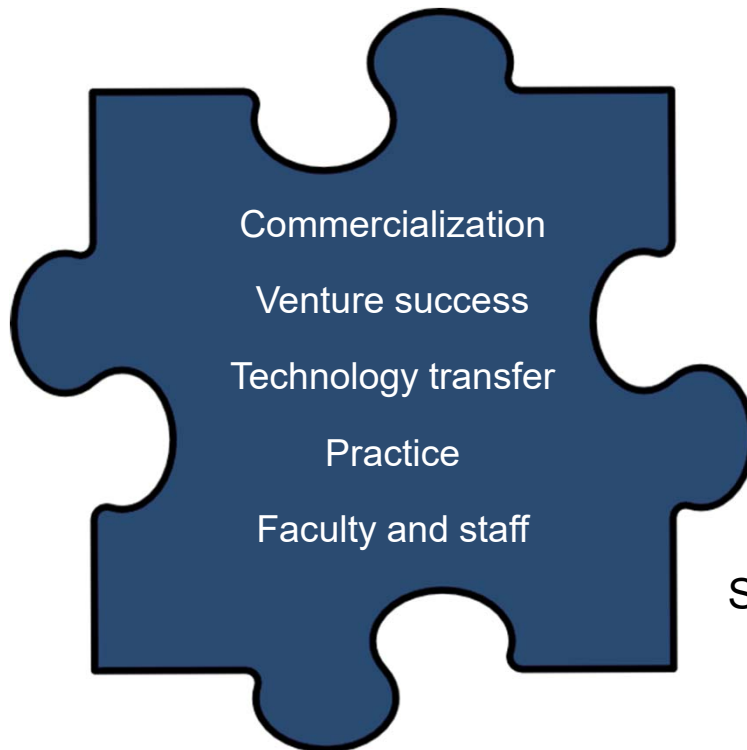
# A DELIBERATE HIGH TENSION APPROACH

# ENTREPRENEURIAL UNIVERSITY 1.0

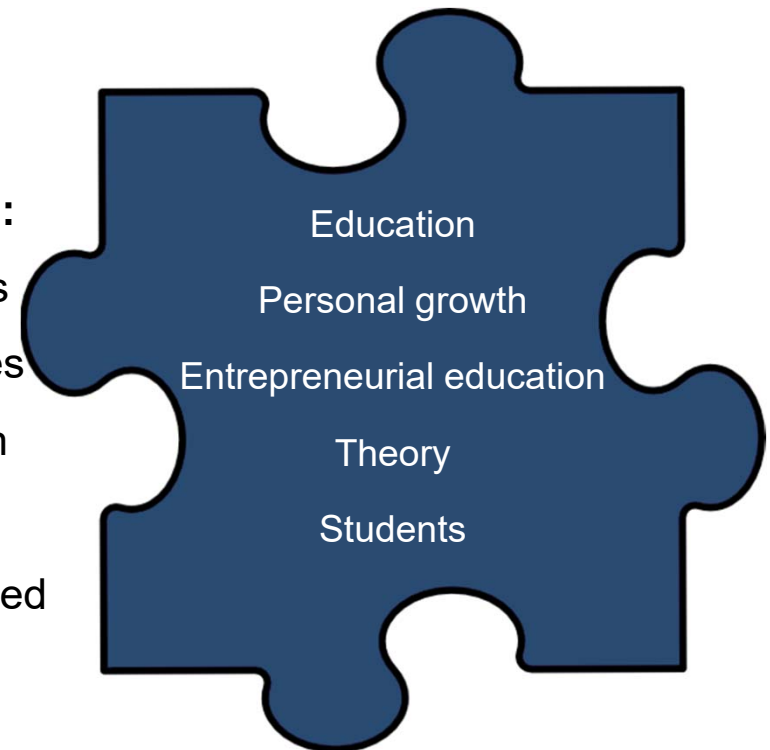
"Beginner's level"

A VALUE CREATION SYSTEM

A LEARNING SYSTEM



**A silo structure:**  
Conflicting goals  
Many dichotomies  
Dialectic tension  
Contradictions  
Seemingly unrelated



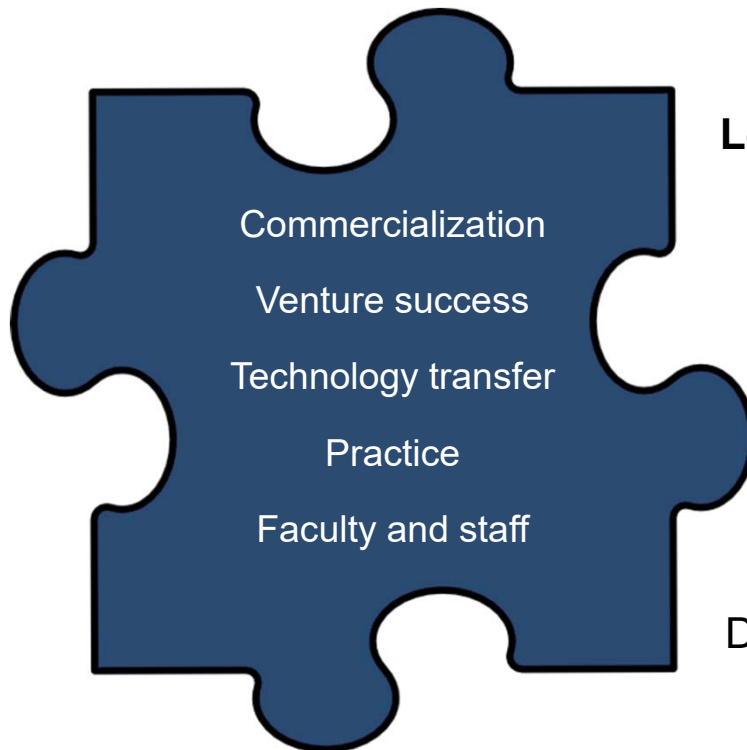


# ENTREPRENEURIAL UNIVERSITY 1.0

"Beginner's level"

A VALUE CREATION SYSTEM

A LEARNING SYSTEM



**Let's merge the silos:**

Synthesis

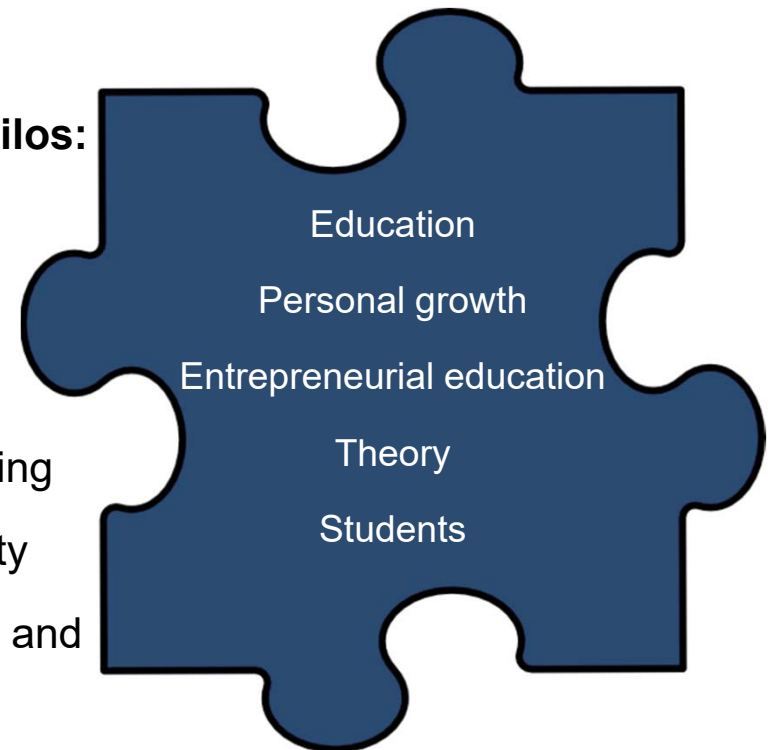
Sublation

Both... And...

Boundary spanning

Interdisciplinarity

Deliberate tension and  
turbulence



# ENTREPRENEURIAL UNIVERSITY 2.0

"Intermediate level"

## TANDEM LEARNING AND VALUE CREATION

Commercialization through Education

Venture success through Personal growth

Technology transfer through Entrepreneurial education

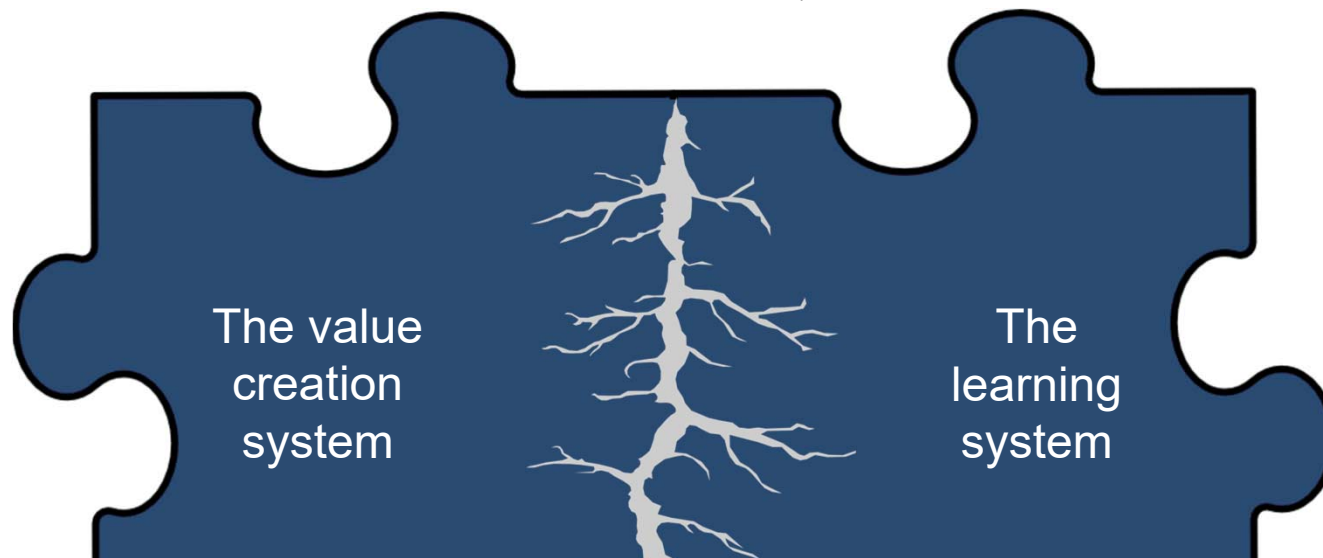
Theory-informed Practice / Practice informing theory

Faculty and staff helped and empowered by Students

# A DELIBERATE HIGH TENSION APPROACH

*"Intermediate level"*

CRACKS FROM THE MERGER REQUIRE CONSTANT CARE

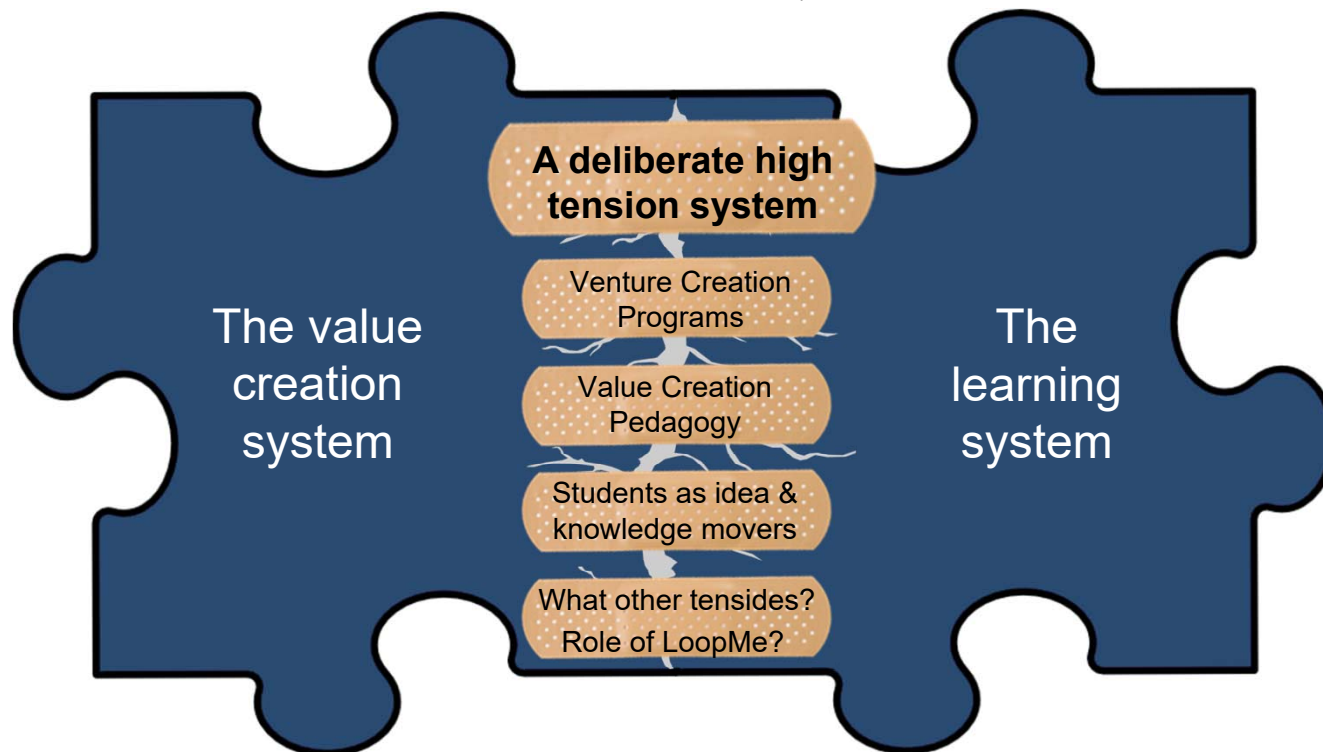


“No one can serve two masters: for either he will hate the one, and love the other; or else he will hold to the one, and despise the other. “

Matthew 6:24

# A DELIBERATE HIGH TENSION APPROACH

CRACKS FROM THE MERGER REQUIRE CONSTANT CARE



NOVELTY

Scholars' research  
Corporate innovations  
Innovators' ideas

LEARNING

An entrepreneurial dance

Entrepreneurial  
artifacts

VALUE FOR  
OTHERS

University students

AGENCY



# ACTION LIST WITH TWO POINTS

AT CHALMERS WE'VE BEEN WORKING ON THEM FOR DECADES

1. Give ALL student learning activities a value creation component
  - Students get to apply their knowledge and skills in teams to create value for others
  - Existing entrepreneurship programs are tightly integrated with the technology transfer system
2. Give ALL value creation activities a student learning component
  - Researchers paired with students who test scholarly insights in practice
  - Idea evaluation processes take advantage of student "labor time" to accelerate learning
  - When students create significant value, they are regarded and rewarded as crucial co-founders
  - Students compensate lack of knowledge and experience with energy, iteration and time spent
  - Entrepreneurship education becomes a crucial strategic asset through a VCP approach

Read more on my research blog at [www.vcplist.com/resources](http://www.vcplist.com/resources)



Thank you!



**CHALMERS**

Read more, watch videos and download articles at my research blog:

[www.vcplist.com/resources](http://www.vcplist.com/resources)