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BEST PRACTICES FOR THE DESIGN, PLANNING, AND JUSTIFICATION OF TRAINING PLANS FOR THE PROMOTION OF ENTREPRENEURSHIP AND INNOVATION IN SMES

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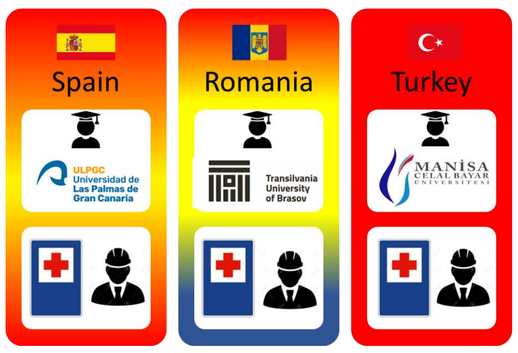
Abstract

One of the priorities of the European Union is the promotion of entrepreneurship among researchers, as it has become a key factor in the development of a knowledge-based economy. The aim is to ensure the sustained growth of start-ups and Small and Medium Enterprise (SMEs) and to improve their survival in the current economic environment.



Transnational education university-hospital

Researchers need to be trained to open their minds to the generation and structuring of ideas with high innovative potential. Thus, it is necessary to know and learn factors and tools to put them into practice and allow a better integration and survival in business activities. These training actions are generated by local, national, and international public entities and are often co-financed by European funds and private initiatives. This article presents a review of the best guidelines and factors to follow for the correct design, development, fulfilment of objectives and execution of these types of training programs to generate, structure and evaluate ideas related to innovative and technology-based product/service solutions or similar size environments.

Objective

The purpose of this paper is to analyze best practices and their relevance for promoting entrepreneurship, identify key competencies, and provide recommendations for involving students in entrepreneurial activities to foster entrepreneurship.

KEY COMPETENCES

ENTREPRENEURIAL THINKING
- Ability to state innovative skills
- Ability to take risks
- Strategic vision
- Innovation and creativity

ENTREPRENEURIAL SKILLS
- Ability to work in a team
- Negotiation and conflict management skills
- Team leadership
- Public speaking skills

ENTREPRENEURIAL COMUNICATION
- Analytical skills
- Ability to perform economic calculations
- Business plan
- Good communicator

Methodology

Systematic framework: Main elements of effective and good-quality entrepreneurship education

Network communities (clubs, forums, unions)
- Educational programs
- Meetings with business community
- Courses and events

Business incubator
- Innovative project development
- Provision of employment
- Educational programs
- Expert support and mentorship
- Finance instruments

Entrepreneurship development

Entrepreneurship training centre
- Educational programs
- Special courses in emerging sectors
- Trainings in companies
- Instruments of training and labour insertion adapted to business demands

Techno-park
- Incubation offices and consolidation places
- Business support service
- High-tech incubator support services

Department for technological licensing
- Development of programs and innovation activities
- Technology transfer
- Protection of technology (patents, utility models...)
- Promotion of partnership agreements

Academic - Research
- Programs for the creation and acceleration of entrepreneurial initiatives
- Training for managers, professionals and entrepreneurs
- Consulting
- Promotion of students into academic research
- Promotion of business start-ups by academics and researchers

Conclusion

Proposition 1: Entrepreneurial learning success is more strongly associated with course content that incorporates practical and experiential methods. The more practical and experiential the course content, the more successful the entrepreneurial education programme.

Proposition 2: The availability and effectiveness of entrepreneurial facilities, such as business incubators and financial instruments, contribute significantly to the success of an entrepreneurship education programme.

Proposition 3: The success of an entrepreneurship education programme depends on the student motivations, incentives, ability, and willingness to learn.

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