



ΜΟΝΑΔΑ ΚΑΙΝΟΤΟΜΙΑΣ
& ΕΠΙΧΕΙΡΗΜΑΤΙΚΟΤΗΤΑΣ
ΠΑΝΕΠΙΣΤΗΜΙΟΥ
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Tempus



Leading and Managing Change
in Higher Education

Young Leaders, University, and Entrepreneurship: a challenging triangle

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Three interrelated elements

- a. young leaders
- b. higher education
- c. e'ship

a-b young leaders \leftrightarrow Higher Education (University)

b-c higher education \leftrightarrow e'ship

a-c young leaders \leftrightarrow e'ship

1a. young leaders → Higher Education (University)

Intervene directly or indirectly

Shape (to an extent) university policy

Influence students - interact with (and be influenced)

Have more information on university affairs than average student

Are (possibly) politically networked

1b. Higher Education (University) → young leaders

Close contact → influences young leaders

2a. Higher Education → e'ship

- Supplies graduates with skills and competences for e'ship
- Provides scientific knowledge and method for business
- Provides ideas and innovative entrepreneurial platforms
- Provides solutions to problems through research
- Role of research – targeted research –applied research
- Production of knowledge needs research and if the knowledge is applied can lead to innovation (= invention*commercialization)
- HE is part of a broader international society, hence can be the linkage between this and the e'rial community (and vice versa)

2b. e'ship → higher education

- Demands graduates with skills and competences for e'ship
- Can provide money and resources
- Can put challenges and problems to be solved
- Links HE to production



3a. young (leaders) → e'ship

- Natural successors of the old generation of business
- High probability for innovative ideas
- Swiftly catching up with technology
- Have a different sense of the market
- More energy
- Less experience
- Are they risky?
- No private money
- Young STUDENT leaders have high intelligence and might want to go into research
- **Can create spinoffs (part of triangle?)**

3b. e'ship → young leaders

- Would like to attract them
- Invests to dynamic members of business
- Take, borrow, exploit, invest on their ideas
- Takes their ability to mobilize and inspire others
- Can open their horizon via its existence in a real world
- Offers wisdom and experience
- Can offer resources and guidance (e.g. mentoring)

Discussion 1

Why university young leaders should be concerned with e'ship education?

Is e'ship knowledge useful?

- It creates talent & it is a useful skill anyway
- It can be helpful for careers and successful careers
- Fulfills different life dreams
- Because it is socially useful
- It can be useful in contributing to university affairs

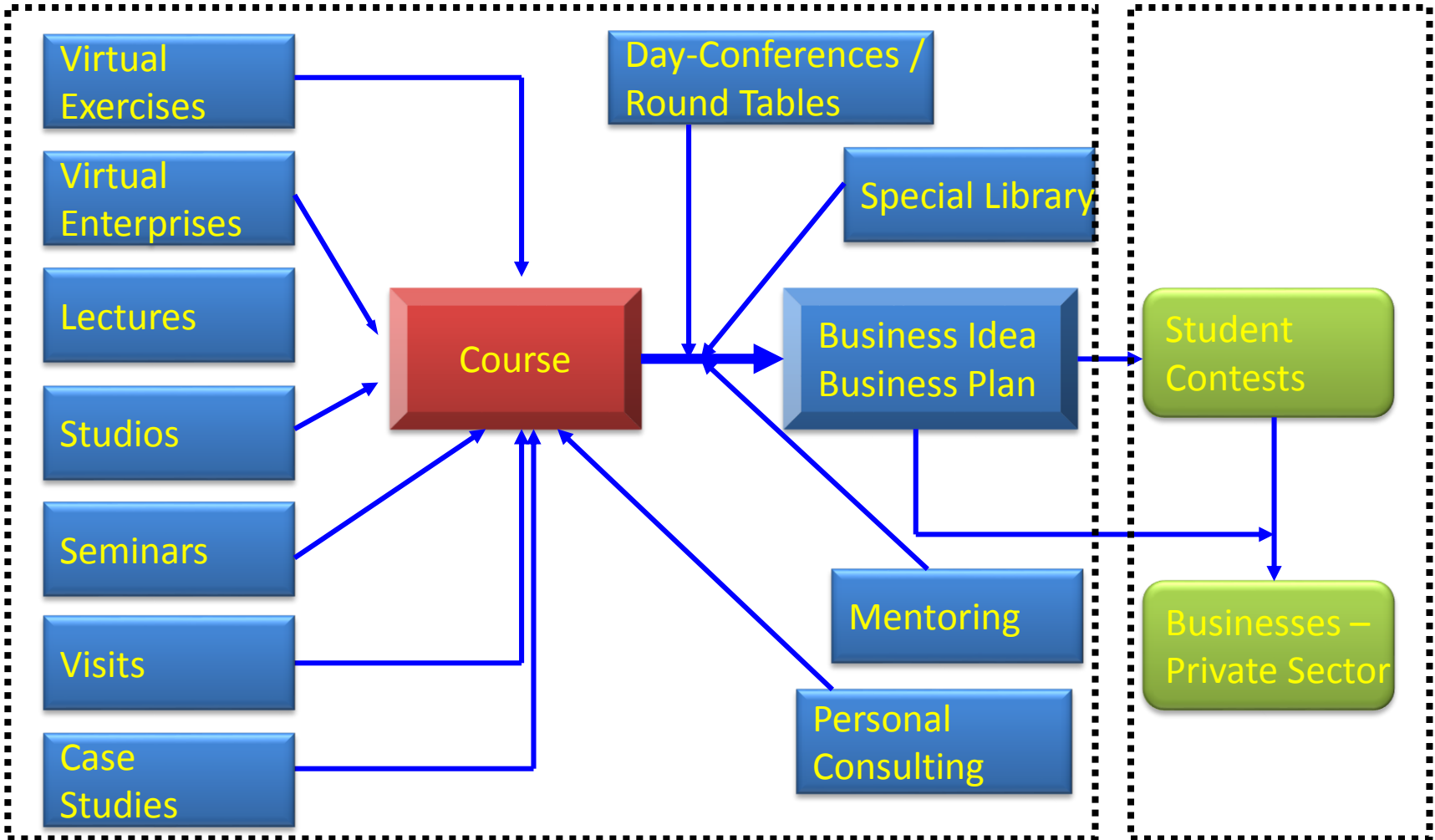
Discussion 2

How do we teach e'ship?

Why does the teaching way (method) concern students?

- Multiple teaching tools
- Experience based to a large extent
- Students will have to realize that they might have to adapt to a new way of teaching that disrupts conventionality
- This way of teaching can be flexible and can be adopted from other courses
- More vivid and interesting way of learning

Course Structure





Discussion 3

**Are there barriers in teaching e'ship? What re these barriers?
How can the young leaders help in overcoming these
barriers?**

Formal Tertiary Education (Universities and Technological Institutions) was (e.g. in 2000) not linked to the market (in terms of education structures)

- The education system was alienated from entrepreneurship (content and way of teaching)
- Entrepreneurship considered almost as a sin within education
- C-operation btw. Industry & Universities inexistent. No common language
- No entrepreneurial ecosystem developed in and out of education
- The educational system does not encourage student entrepreneurial pursuits, neither of young people

The Result (esp. in education)

- “Production” of waves of graduates in all disciplines seeking work in the public sector
- Young people trapped into protected environments (traditional aspects of society, family, etc)
- Graduates unequipped and unable to start businesses as a result of their knowledge gained at the universities
- Lots of businesses not founded on strategy and market knowledge, lots of failures

The lack of connection between the educational system and the labour market

Resulted to → Further implications for the system and for graduates

- Lack of correspondence between the formal capabilities gained in education and the real needs of the labour market
- Lack of employment experience
- Number of students admitted each year determined by the Ministry of Education, inflexibility; cannot adjust to the labour market
- System: students often study their least favoured options less motivation for a job related to their studies
- Impressive preference for public sector employment (now expected to shrink)
- Small number of students and graduates intend to get involved into entrepreneurial activities, or to start their own new businesses

NOTE: this is closely related to the lack of autonomy of the Universities which cannot formulate policies

As a result students and young graduates are hesitant to enter the entrepreneurial world

They have:

- Reservation
- Disappointment
- Frustration
- Lack of knowledge

These are the first barriers and are related to:

- Fear of failure
- Risk aversion
- Responsibility aversion
- Lack of confidence

Thank you for your attention !!!

