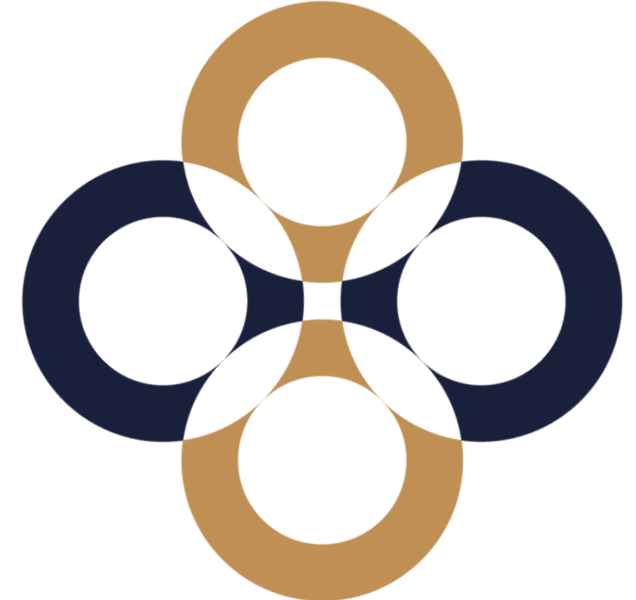
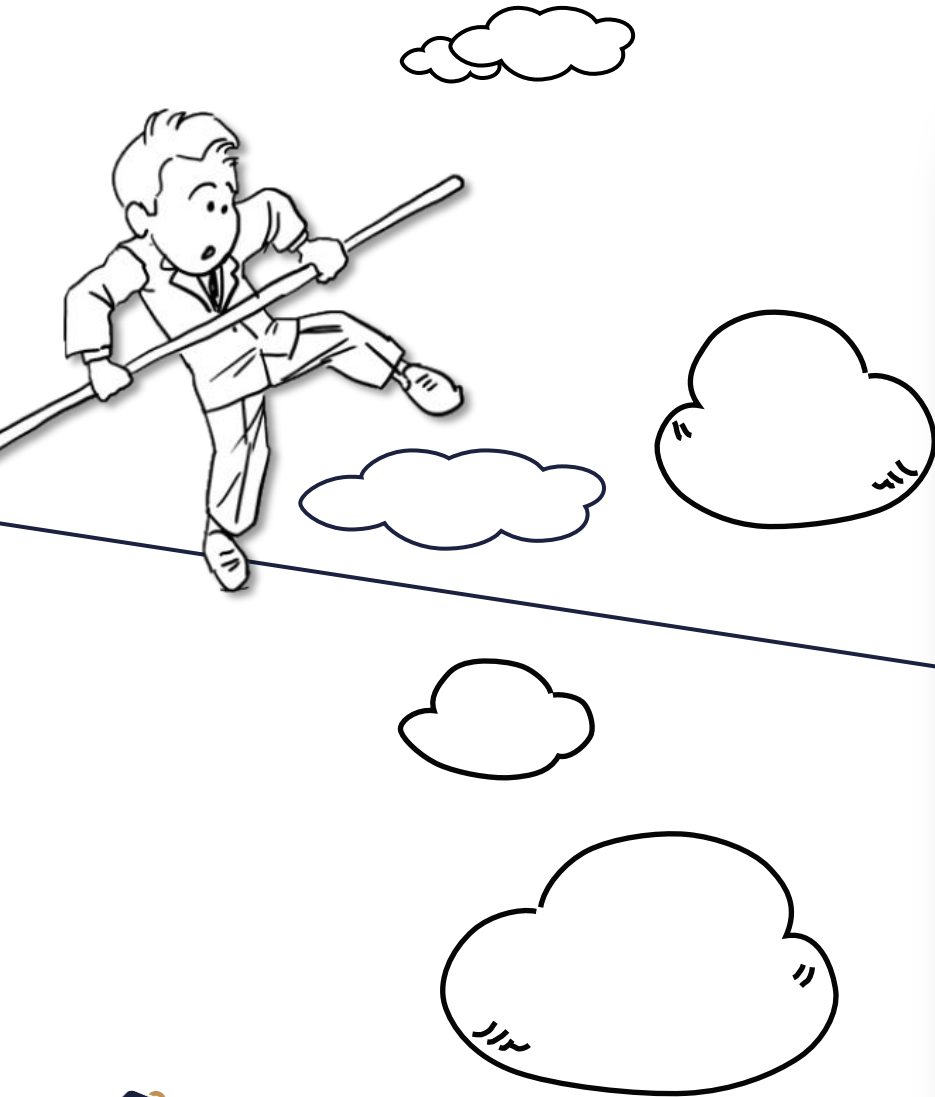
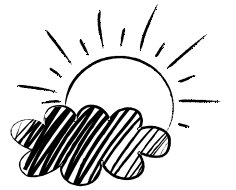


# Key lessons from an international comparison of universities' Master's degree program offerings on Entrepreneurship and Innovation







Nikolett Deutsch, dr. habil – Associate Professor  
Ilona Hoffer, CSc. - Associate Professor  
Viktor Nagy-Borsy, Ph.D student – Assistant Lecturer

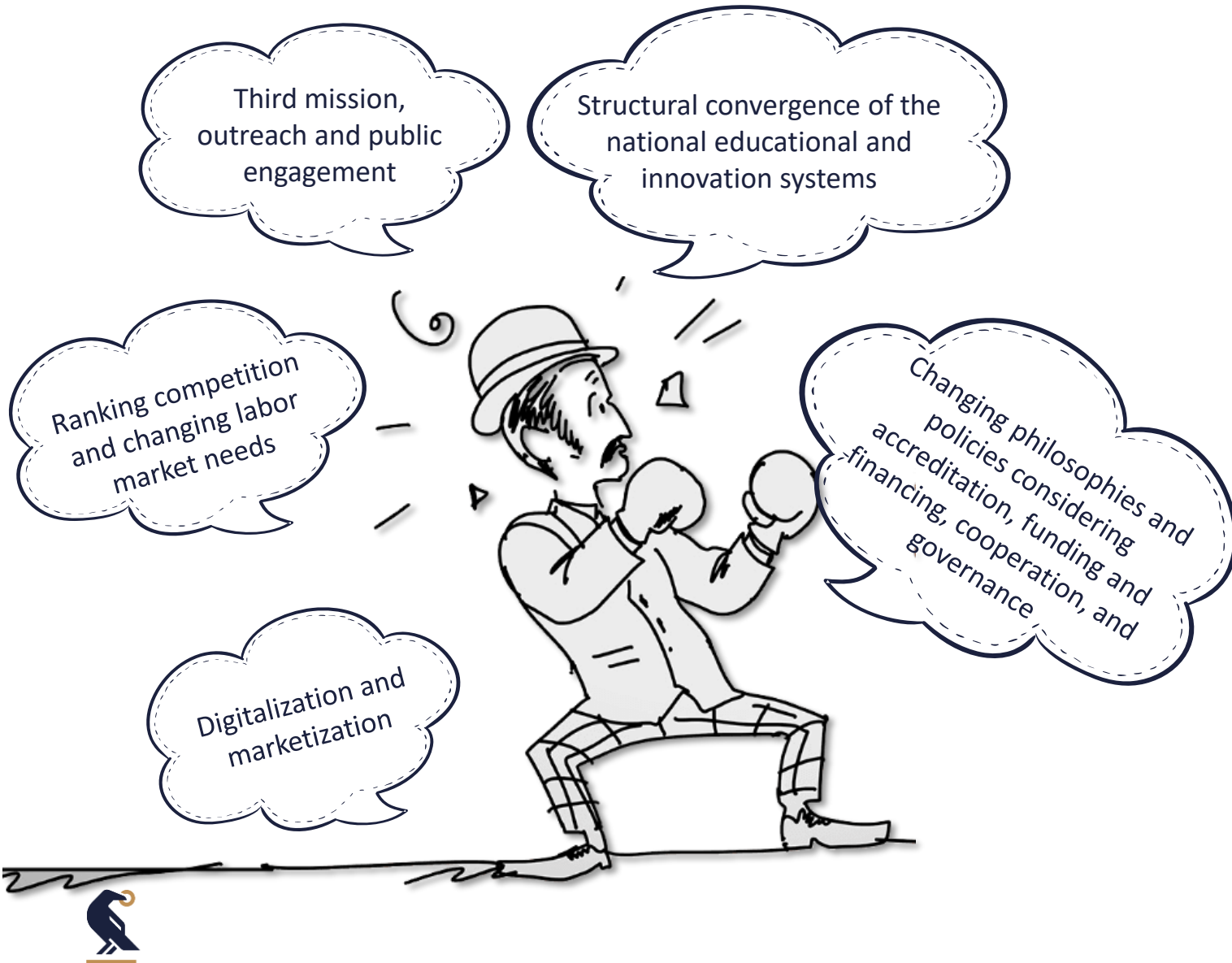
# Agenda



## CONTENTS

- Key challenges and trends in HEIs 
- The significance of the study
- Background of the study 
- Research goals, Research questions, methodology and sample 
- Results and discussion
- Conclusions, limitations, and further research 

# Key Challenges and trends in HEIs



-  **Reinterpret** their missions, functions, tasks, responsibilities, and program offerings 
-  Form local, regional and international collaborations, participate in **cross-sectoral, multidisciplinary, or even international multi-actor networks** 
-  Become **anchor organizations** in the theories of N-Helices and in the concept of innovation ecosystems supporting knowledge exploitation and exploration 
-  Play an **orchestrating role** in multi-actor innovation networks and become the local or regional center of entrepreneurial activity 

## The significance of the study

### Entrepreneurship education

- is associated with sizable positive effects on the development of self-efficacy, entrepreneurial attitude, and entrepreneurial mindset.
- leads to an increasing number of new jobs, start-ups, and university spin-offs founded by university students and faculty.
- supports the development of new ideas and new businesses.
- provides venture infrastructure.

Regional differences in Entrepreneurial education, organizational and individual behavior between US, EU and ex-Transition countries



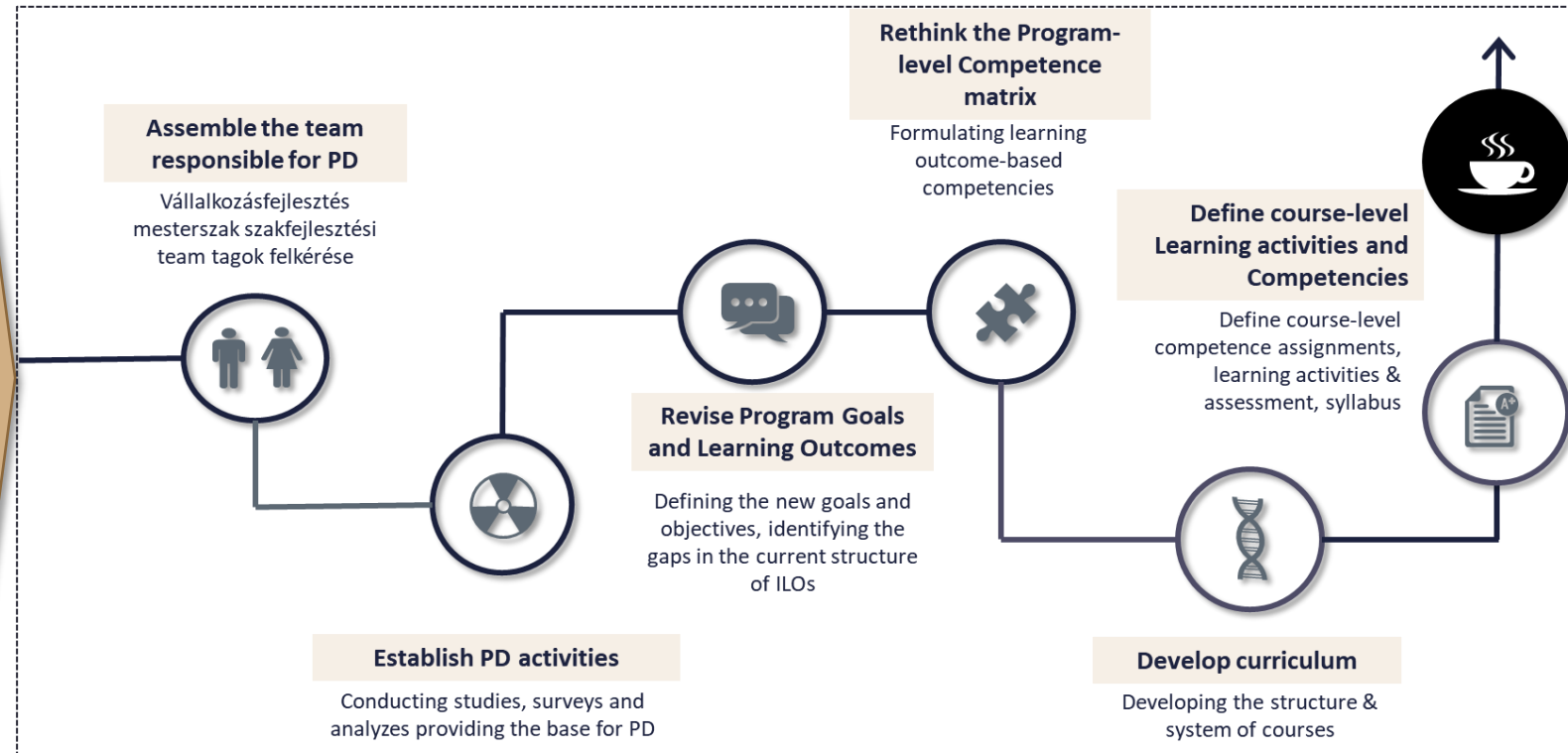
# Background of the study

## Program development – Key tasks and milestones

### Group members

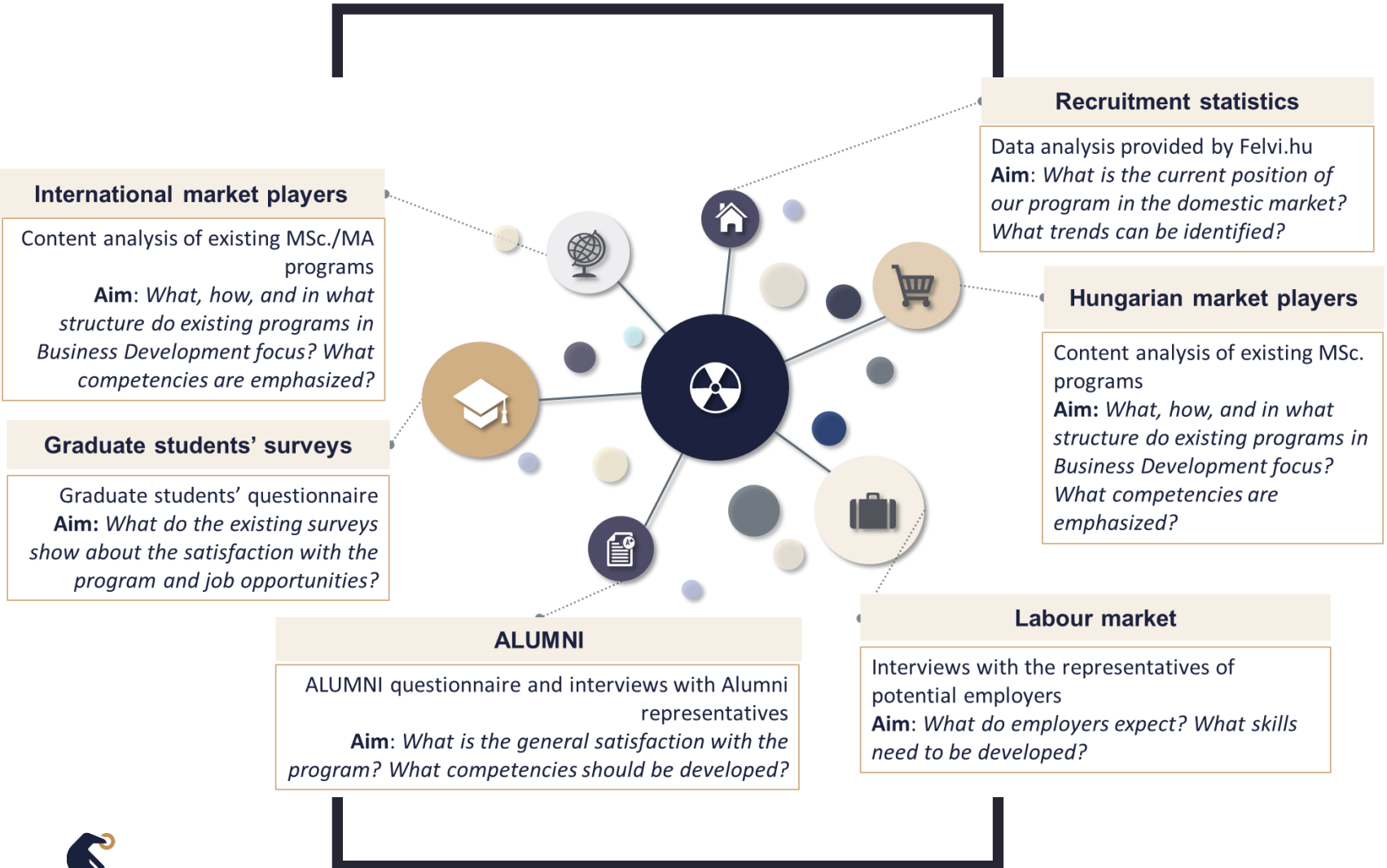
- Helga Habis (Dean)
- Nikolett Deutsch (Head of Program)
- Olga Csillik (PG Development Advisor)
- Members from Institute for the Development of Entreprises
  - Ilona Hoffer
  - Viktória Horváth
  - Erika Jáki
  - Tamás Kristóf
  - Viktor Nagy-Borsy
  - Attila Virág
- Members from other Institutes
  - Éva Pintér
  - Miklós Stocker
- Student representatives (BDC)::
  - Bernadett Zsíros / Virág Vass

### Goal: Competence-based Program Renewal



# Background of the study

## Program development - Analyzes and studies



### Analyzes and studies

- Available reports and CUB statistics
- Recruitment statistics provided by felvi.hu
- Hungarian and International Masters Degree Programs – Content analysis of university documents & Websites
- Literature review
- Questionnaires
- Interviews

### Main consequences

### Report



# Research goals, Research questions, sample selection and methodology

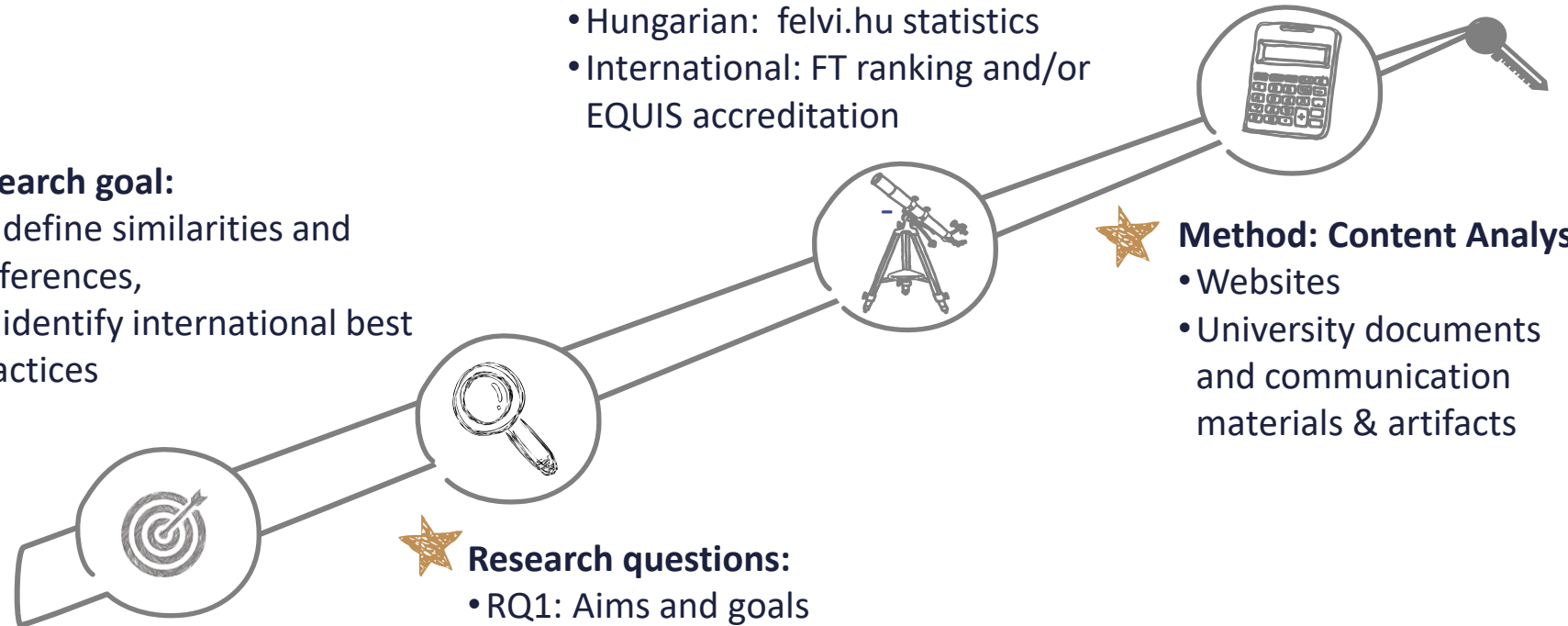


- ★ **Research goal:**
  - To define similarities and differences,
  - To identify international best practices

- ★ **Research questions:**
  - RQ1: Aims and goals
  - RQ2: Learning objectives, outcomes, and competencies
  - RQ3: Program structure and curriculum
  - RQ4: Methodology/Learning activities
  - RQ5: Target groups & Carrier paths

- ★ **Sample Selection: Hungarian & International MA & MSc Degree Programs in Business Development**
  - Hungarian: felvi.hu statistics
  - International: FT ranking and/or EQUIS accreditation

- ★ **Method: Content Analysis**
  - Websites
  - University documents and communication materials & artifacts



# Sample selection

## Hungarian Masters Degree Programs in Business Development

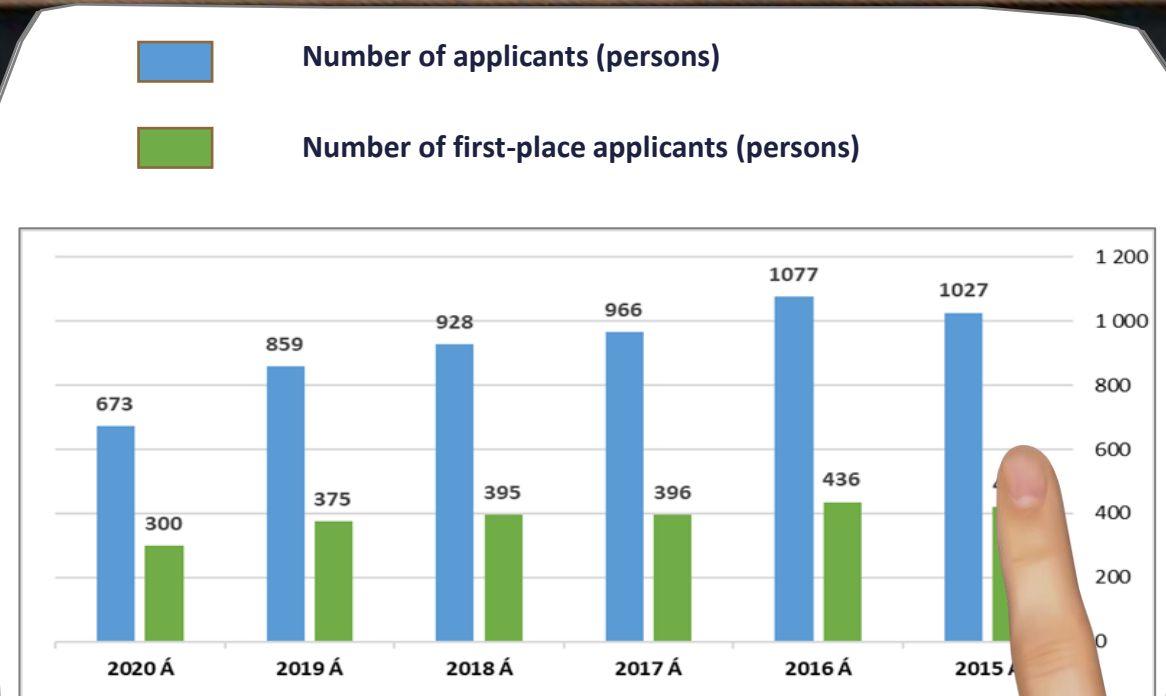


**Budapest:**

- Corvinus University of Budapest
- Budapest Business School;
- Óbuda University;
- Budapest Metropolitan University;
- Kodolányi János University

**County seats:**

- University of Szeged;
- University of Miskolc,
- University of Debrecen
- University of Pécs





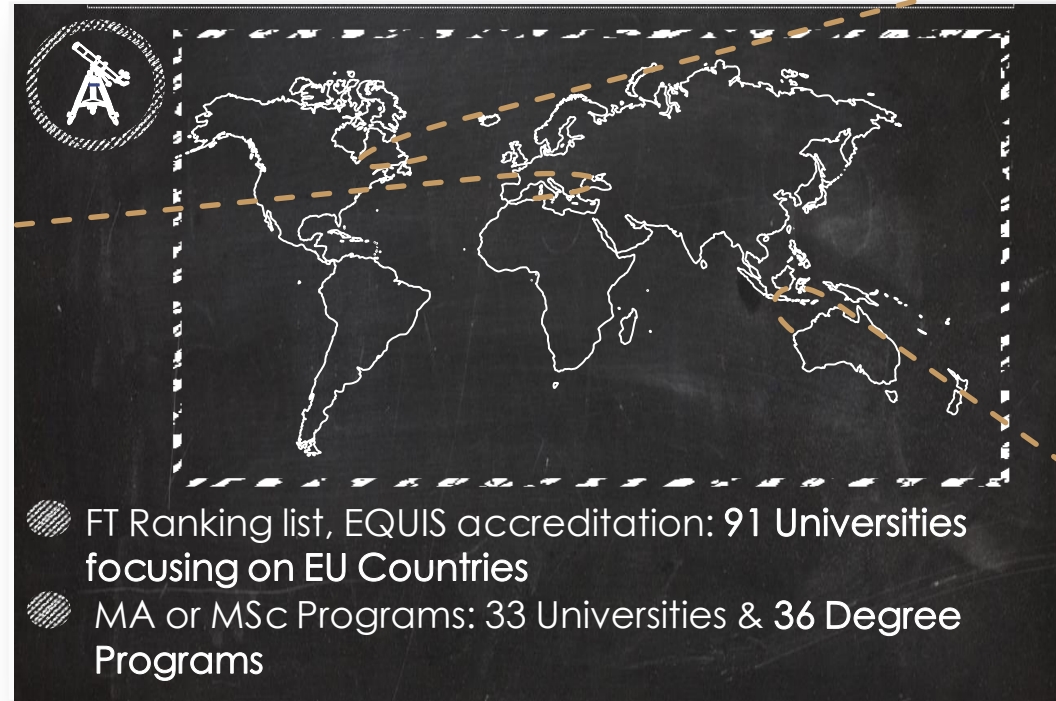
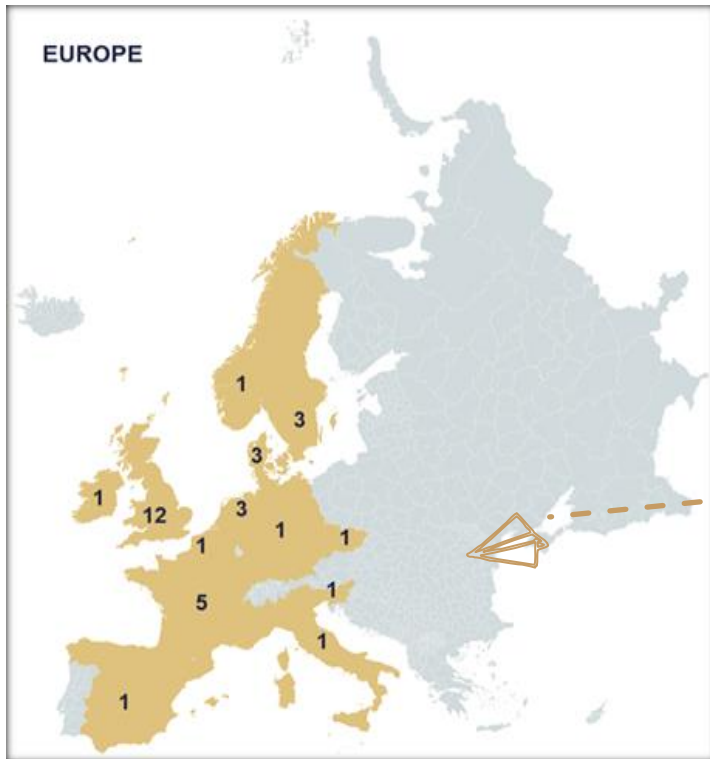
# Sample selection

## Hungarian Masters Degree Programs in Business Development



# Sample selection

## International Masters Degree Programs in Business Development





# Research results and discussion

## RQ1: Aims and goals

### Hungarian Degree Programs

- ✓ MSc. Programs are accredited by the Hungarian Accreditation Committee
- ✓ **Goals, Learning Outcomes are defined by the general Learning Objectives and ILOs for MSc in Business Development** (reg. 18/2016. (VIII. 5.) EMMII)
- ✓ **Keywords are the same:**
  - Relevant, modern and high-level theoretical & practical knowledge & skills;
  - Management competencies;
  - Entrepreneurship and Intrapreneurship;
  - Entrepreneurial attitude.
- ✓ **Degree Programs are independent of firms' size; life-cycle stage or industry** (however, some differences can be observed in own communication documents)



### International Degree Programs

- ✓ **Somehow different, but same keywords:**
  - Entrepreneurship and Intrapreneurship;
  - Entrepreneurial attitude & mindset;
  - Relevant, modern, and high-level theoretical & practical knowledge & skills;
  - Management competencies.
- ✓ **Special focuses on**
  - Sustainability and business ethics;
  - Decision-making, team leadership and project management;
  - Innovation as a process;
  - Financing and its different forms
- ✓ **Degree Programs are not limited to a given industry; size or life cycle stage** (except University of Groningen: MSc in Small Business and Entrepreneurship)



# Research results and discussion

## RQ2: Learning objectives, outcomes, and competencies

### Hungarian Degree Programs

- ✓ Intended Learning Outcomes are the same due to the national accreditation requirements - regulation 18/2016. (VIII. 5.) EMMI
- ✓ **Key Competencies provided** by MSc. Programs in Business Development - defined in regulation 18/2016. (VIII. 5.) EMMI
  - 💡 Strategic orientation
  - 💡 Project orientation
  - 💡 Decision-making ability and skills
  - 💡 Cooperation skills
  - 💡 Communication skills
  - 💡 Creativity and innovativeness
  - 💡 Commitment to ongoing professional development
  - 💡 Social skills
  - 💡 Problem-solving skills
  - 💡 Global orientation and system thinking
  - 💡 Negotiation skills
  - 💡 Delegation skills



### International Degree Programs

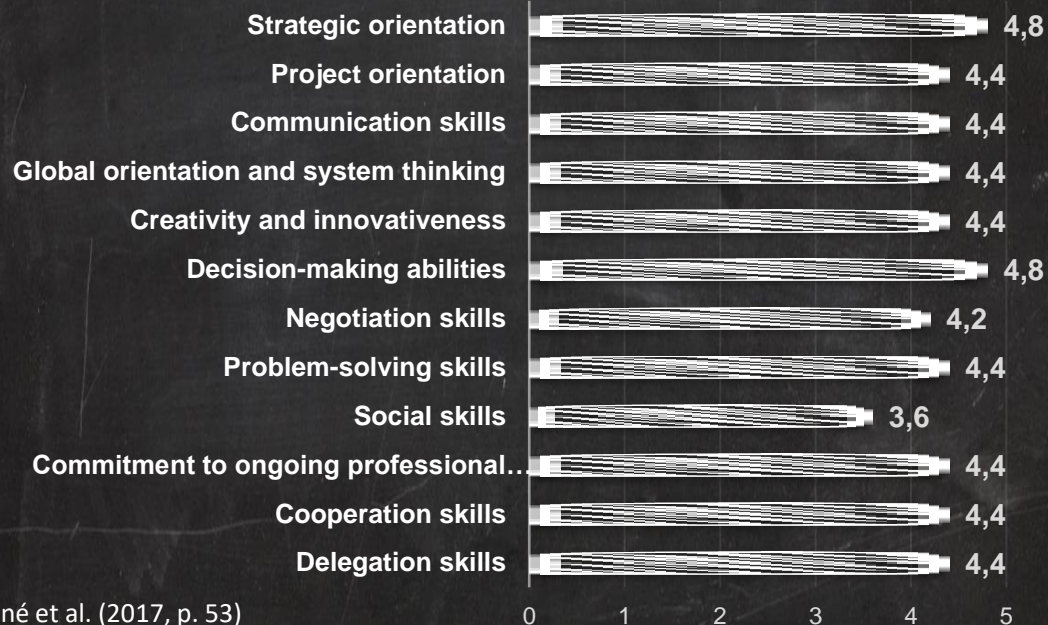
- ✓ **Key Competencies identified**
  - 💡 **Strategic thinking and problem-solving skills**
  - 💡 Teamwork
  - 💡 Flexibility and adaptability
  - 💡 **Commitment to ongoing professional development**
  - 💡 **Communication skills**
  - 💡 Planning skills
  - 💡 Analytical skills
  - 💡 **Creativity**
  - 💡 Social responsibility, sustainability & ethical issues
  - 💡 Innovativeness, business development, strategic renewal
  - 💡 Critical thinking
  - 💡 **Cooperation skills**
  - 💡 **Social (soft) skills**
  - 💡 Proactivity in uncertain/risky business environment
  - 💡 Supporting & initiating organizational growth
  - 💡 **Project orientation**
  - 💡 Ability to acquire venture capital
  - 💡 **Global orientation and system thinking**
  - 💡 Opportunity thinking, idea development, validation & finance

# Research results and discussion

## RQ2: Learning objectives, outcomes, and competencies

### Hungarian Degree Programs

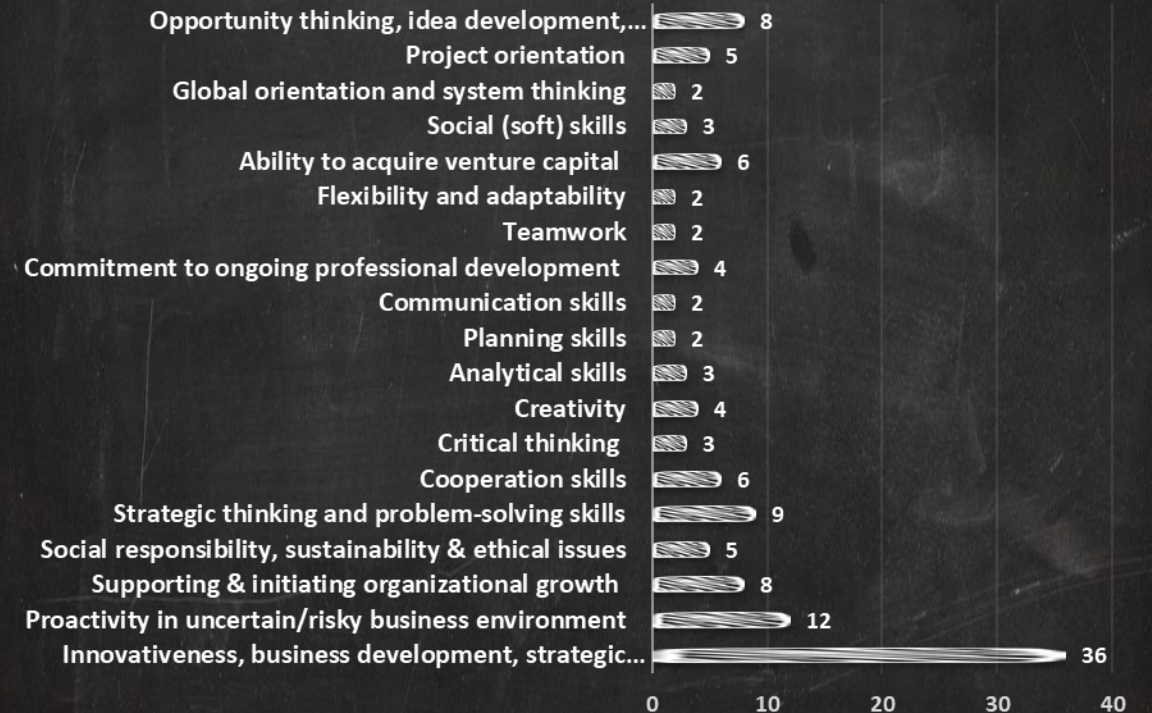
#### Importance of competencies



Árváné et al. (2017, p. 53)

### International Degree Programs

#### Frequencies of competencies



# Research results and discussion

## RQ3: Program structure and curriculum

### Compulsory subjects

#### Core courses:

- Strategic management
- Entrepreneurship and innovation
- Research methodology
- Business Economics/Corporate Law/Corporate Taxation/Social and Economic Forecasting

#### Professional Core courses:

- Organizational Project Management/Project management in practice/Project management/
- Innovation methods/Value Engineering/Creative techniques and organizational innovation/Operations & innovation management
- Corporate finance/Financing SMEs/Corporate finance and financial services/
- Decision-making systems/ Corporate Decision-making systems/ Decision-making systems and methods/Decision theory and practice/IT solutions/Integrated service models
- Accounting Reports/ Advanced Managerial Accounting/
- Project Portfolio management
- Business Development Policy/Innovation & Business Development Policy/Innovation policy/Institutional embeddedness of business development/Regional & local economic development
- Entreprises in the global markets/SMEs' International Strategy/Entrepreneurship & Globalization/International Business Development
- Marketing strategy/International marketing/Holistic marketing/
- Business/Organizational Communication/Communication in practice/
- Knowledge management/
- Management
- Corporate Law/Legal Environment of Entreprises
- Business Economics/Management Economics
- Business development/Business development in practice
- Entrepreneurship/ Entrepreneurship in practice



# Research results and discussion

## RQ3: Program structure and curriculum

### International Degree Programs

-  **Duration:** 1 (22) or 2 (10) years, (13 months (1); 10 months (1); 17 vs. 21 months (1); Short (3 semesters) & Long Tracks (5 semesters) (1)
-  **Types:** Full time (30); Full-time & Part-time (4); Online (2)
-  **Language:** English (32); French (2); English & French (1); Italian (1)
-  **Structure:**
  - Semesters (32), Trimesters (1), Bootcamps (1), Cycles (1), Weeks (1)
  - **Traditional structure** – i.e., core courses, elective courses
    - + **Modular structure** – i.e., theme-specific, inter- or multidisciplinary modules
    - + **Skill/Competence-based structure** – i.e., skill categories or key activities in life-cycle phases (e.g., specialist skills, professional skills; manager skills, expert skills, innovative and entrepreneurial skills, soft skills)
    - + **Warm-up/Zero Semester (online)** – e.g., SDA Bocconi School of Management, Master in Imprenditorialità e Strategia Aziendale – criteria courses; Imperial College Business School, MSc in Innovation, Entrepreneurship & Management - Pre-study modules
  - Thesis (24), Degree Project/Consultancy Project/Start-up project (10), Thesis or/and project work (2)





# Research results and discussion

## RQ3: Program structure and curriculum

### International Degree Programs



#### **Main disciplines:**

Entrepreneurship, Innovation management, Strategic management, Finance, Accounting, Marketing  
+ *Project management*



#### **Approach/Perspective-oriented courses**

+ Design thinking,  
+ Exploring the Opportunity,  
+ Creative Thinking,  
+ Developing the Entrepreneurial Mindset



#### **Elective courses:**

+Sustainability,  
+Responsibility/Social issues,  
+Technology management,  
+Digital business models

**Or in Elective modules:** e.g., *University of Groningen: Society Focus Area, Digital Business Focus Area, Energy Focus Area*



**Soft skills or personal development (8) and extracurricular options (31)**



# Research results and discussion

## RQ4: Methodology

### Hungarian Degree Programs

Methodology		Corvinus University of Budapest (Corvinus)	Budapest Business School (BGE)	University of Debrecen (DE)	Eszterházy Károly Egyetem (EKE)	University of Szeged (SZTE)	University of Pécs (PTE)
1	Frontal education	X	x	x	x	x	x
2	Presentation	X	x	x	x	x	x
3	Teamwork	X	x	x	x	x	x
4	Individual tasks	X	x	x	x	x	x
5	Complex, cross-cutting projects		x				
6	Shared courses with other universities		x				
7	Mentoring	X	x	x			
8	Coaching	X	x	x		x	
9	Training		x	x			
10	Case studies	X	x	x	x	x	x
11	Action learning methods	X	x	x			x



# Research results and discussion

## RQ4: Methodology

### International Degree Programs

	Methodology	Frequencies
1	<b>Frontal education</b>	<b>36</b>
2	<b>Presentations</b>	<b>36</b>
3	<b>Teamwork</b>	<b>36</b>
4	<b>Individual tasks</b>	<b>36</b>
4	<b>Case studies</b>	<b>36</b>
5	Mentoring	2
6	Coaching	2
7	Training	N.A.
8	<b>Guest lectures</b>	<b>36</b>
9	Learning trips, Study Tours, Site visits, Field trips	5
10	Project work	9
11	Consultancy project with companies	2
12	Ideation & product development, Capstone, Start-up projects, Corporate Hackathon	6
13	Shared courses with other universities/study abroad semester	6
14	Internship	5
15	Cooperation with local or university-based incubators & accelerators	4



Action learning methods



# Research results and discussion

## RQ5: Target groups and carrier paths

### Hungarian Degree Programs

- ✔ Corporate Entrepreneurship, Entrepreneurial ecosystem
- ✔ Managers, leaders
- ✔ Start-ups and new ventures
- ✔ Ph.D and or postgraduate studies
- ✔ Without a dedicated industry or job/position focus



### International Degree Programs

- ✔ Corporate Entrepreneurship, Entrepreneurial ecosystem
- ✔ Managers, leaders
- ✔ Start-ups and new ventures
- ✔ Ph.D and or postgraduate studies
- ✔ Without a dedicated industry or job/position focus (*Popular positions: project manager, innovation manager, consultant, business developer*)



# Conclusions, limitations, and further research

## Conclusions



### 1 Degree Programs' goals and ILOs

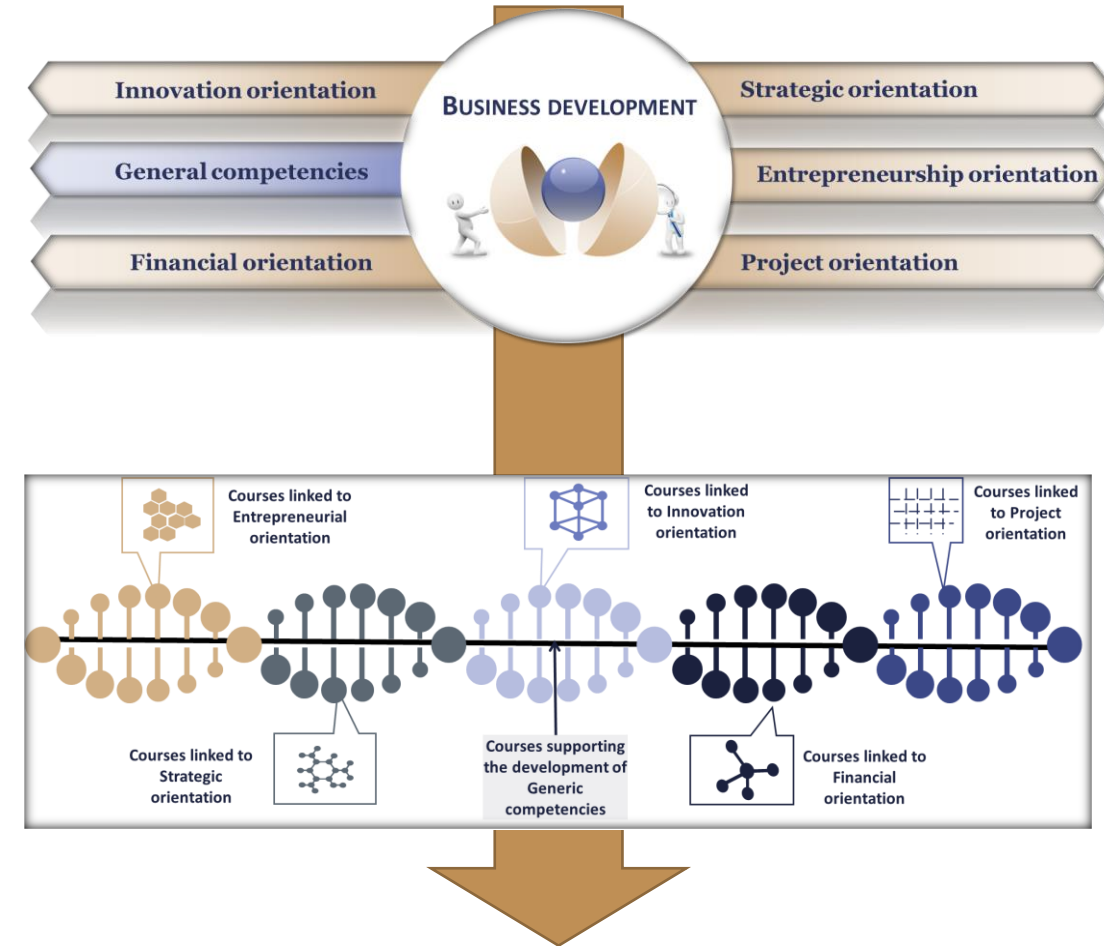
- ✓ Program goals and ILOs are similar
- ✓ ILOs and competencies can be linked to /organized around general skills and main theoretical disciplines

### 2 Curricula

- ✓ Degree Structures are different
- ✓ Besides the key disciplines – hot topics are emerging
- ✓ Curricula should be enriched with courses aimed at building the entrepreneurial attitude

### 3 Methods/Learning activities

- ✓ Methodological diversity, use of Action learning, corporate professorship, and involvement of real entrepreneurs in the teaching programs, extra-curricular learning opportunities should be encouraged



# Conclusions, limitations and further research

## Limitations and further research



### LIMITATIONS

- ❖ Regional focus is missing
- ❖ Representativeness is not guaranteed
- ❖ Availability of documents



### FURTHER RESEARCH

- ❖ Competence mapping from different angles - students, ALUMNI, Employers, Faculty
- ❖ Develop STUDENT PROFILES – Matching personality to Entrepreneurial roles
- ❖ Curricula, methodology and module/service development





Thank you for your kind attention!  
Questions or comments?



# Contact us



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