

Entrepreneurial skills as employability skills

Jip Dresia, Programme Manager Erasmus Centre for Entrepreneurship

Erasmus University Rotterdam
Making Minds Matter



110 YEARS
Making Minds matter

Erasmus

Set up of the session



- › 14:30 – 14:50 Introductions
- › 14:50 – 15:00 Why entrepreneurial skills?
- › 15:00 – 15:45 Current customer journey (incl. coffee break)
- › 15:45 – 16:15 Challenges & opportunities
- › 16:15 – 16:30 Wrap up, takeaways and closing

Introductions

Who are we?



Jip Dresia
Programme Manager
ECE
dresia@ece.nl



Jan Geerts
Alumni Relations
Officer
EUR Alumni
jan.geerts@eur.nl



Mervyn Nankoe
Career advisor
Education & student
affairs
mervyn.nankoe@eur.nl



Katty Hsu
Senior Researcher
ECE
hsu@ece.nl

Erasmus
Centre for
Entrepreneurship

Erasmus



Erasmus Centre for Entrepreneurship



Mission

We make positive societal impact by fostering entrepreneurial competencies and driving innovation through high-quality research & education, locally and globally.

Vision

We are the leading global entrepreneurship centre empowering all to be impactful change agents in their communities.



Impactful



Team Sport



Entrepreneurial



Top League

Who are you?

- › What are your expectations / questions for this session?



Why entrepreneurial skills?

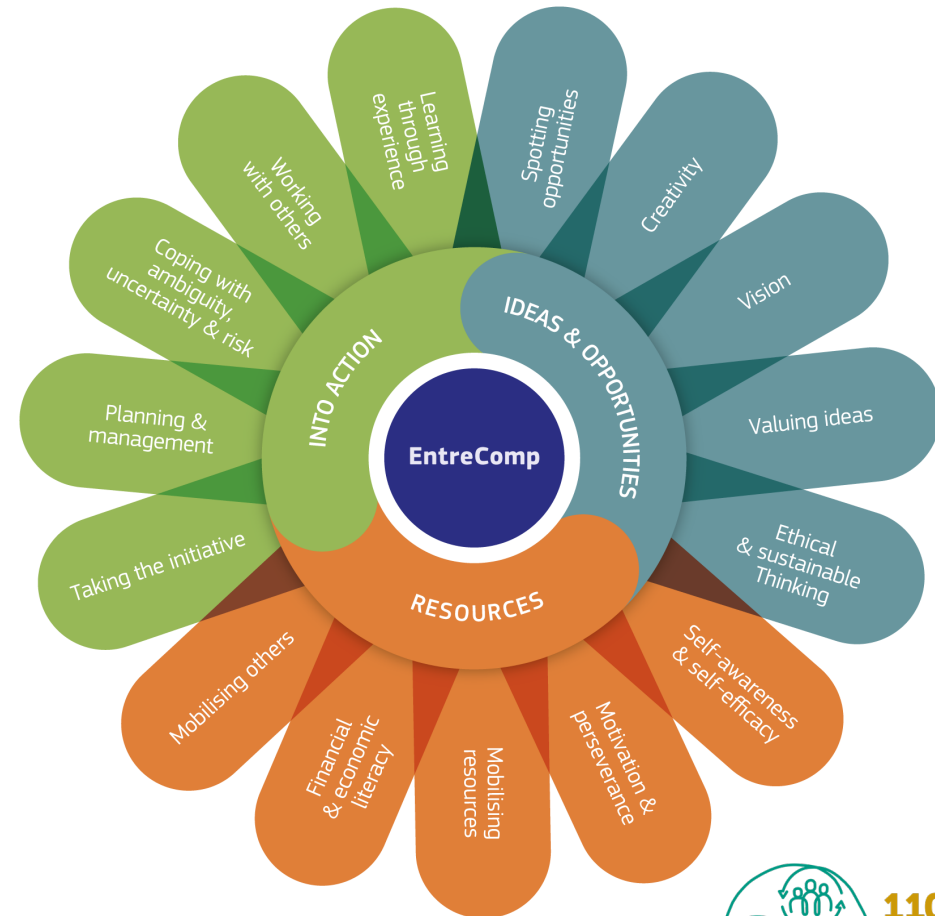
Why entrepreneurial skills?

› **EntreComp – European Commission**

”The capacity to act upon opportunities and ideas and transform them into **value** for others.”

› **Three categories of skills**

1. Ideas & Opportunities
2. Into Action
3. Resources



EntreComp



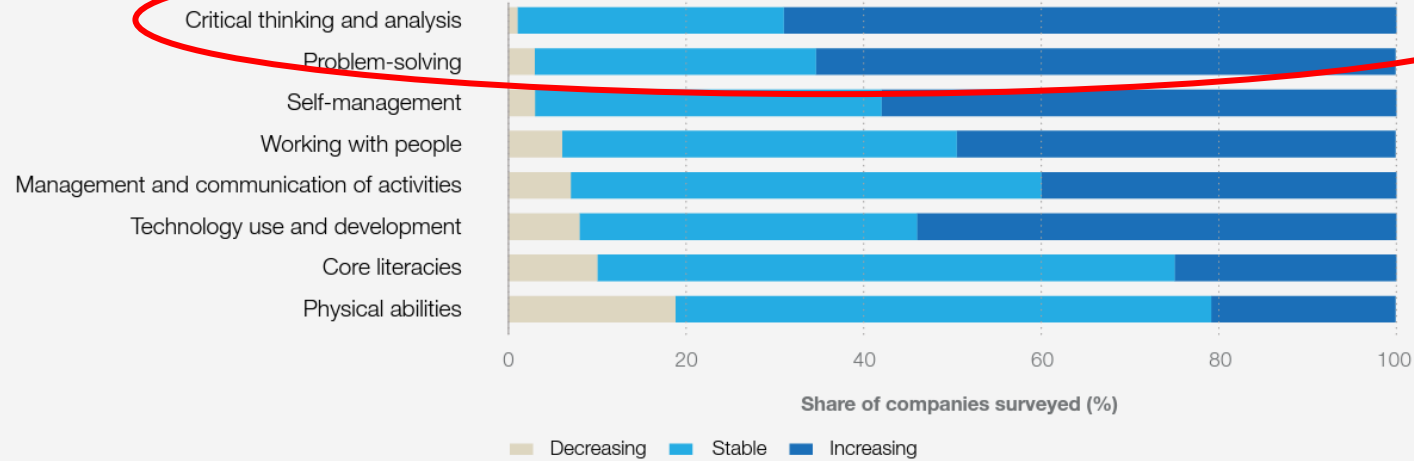
Competences per area IDEAS & OPPORTUNITIES

Competence	Hint	Description
Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly



Not only relevant for entrepreneurs

A. Relative importance of different skill groups



B. Top 15 skills for 2025

1	Analytical thinking and innovation	9	Resilience, stress tolerance and flexibility
2	Active learning and learning strategies	10	Reasoning, problem-solving and ideation
3	Complex problem-solving	11	Emotional intelligence
4	Critical thinking and analysis	12	Troubleshooting and user experience
5	Creativity, originality and initiative	13	Service orientation
6	Leadership and social influence	14	Systems analysis and evaluation
7	Technology use, monitoring and control	15	Persuasion and negotiation
8	Technology design and programming		

Integrated in your HEI?

- › **EUR Strategy 2024: the Erasmian Way**
- › Are employability skills embedded in your university's mission, vision or strategy somehow?
- › How does your organisation's services relate to this?

Socially engaged



World citizen



Connecting



Enterprising



Building on the legacy of our founders, our university is characterised by an entrepreneurial spirit: a can-do culture focused on results, experimentation and innovation. We are not afraid to go off the beaten track from time to time, daringly and sometimes unconventionally. Within our shared values, we build bridges between past inspiration and current challenges. Our students, teachers and researchers play an active role in the way research and knowledge are put into practice. We are as committed to experiment and innovation as we are to our own research and teaching. We accept ownership and take responsibility.

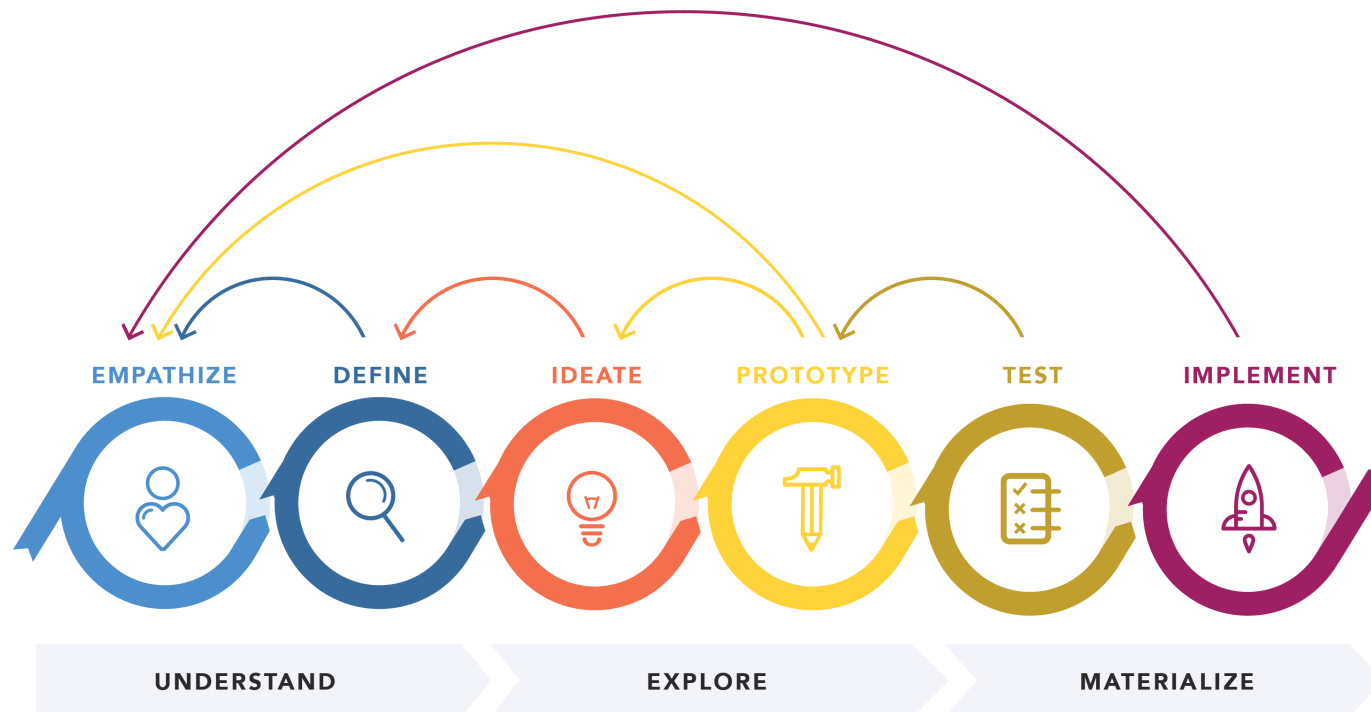
Open-minded



How do you impact the employability / entrepreneurial skills of students?


Entrepreneurial principle 1: *Design Thinking*

- › **The goal** of today's session is to work on understanding the needs of the users / beneficiaries of your office using entrepreneurial principles, to be able to develop better and more fitting services for them.



Customer discovery tools

- There are lots of tools out there to better understand your users



Jessica Jones
27 years old
Software Engineer
San Francisco, California

"To be a good software engineer you have to be willing to break the rules to strive for something new."

ABOUT

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PERSONALITY

Extrovert Introvert

Sensing Intuitive

Thinking Feeling

Judging Perceiving

TRAITS

Techsavy

Early adopter

Money conscious

Hard working

LIKES

Open source software
Cloud technology
Using her smartphone
Photography

DISLIKES

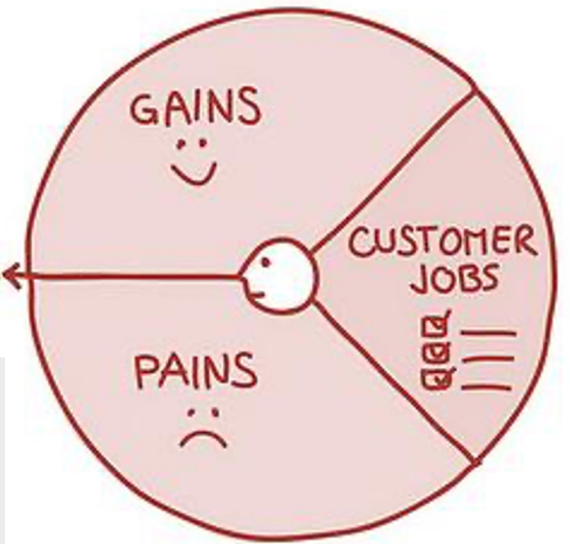
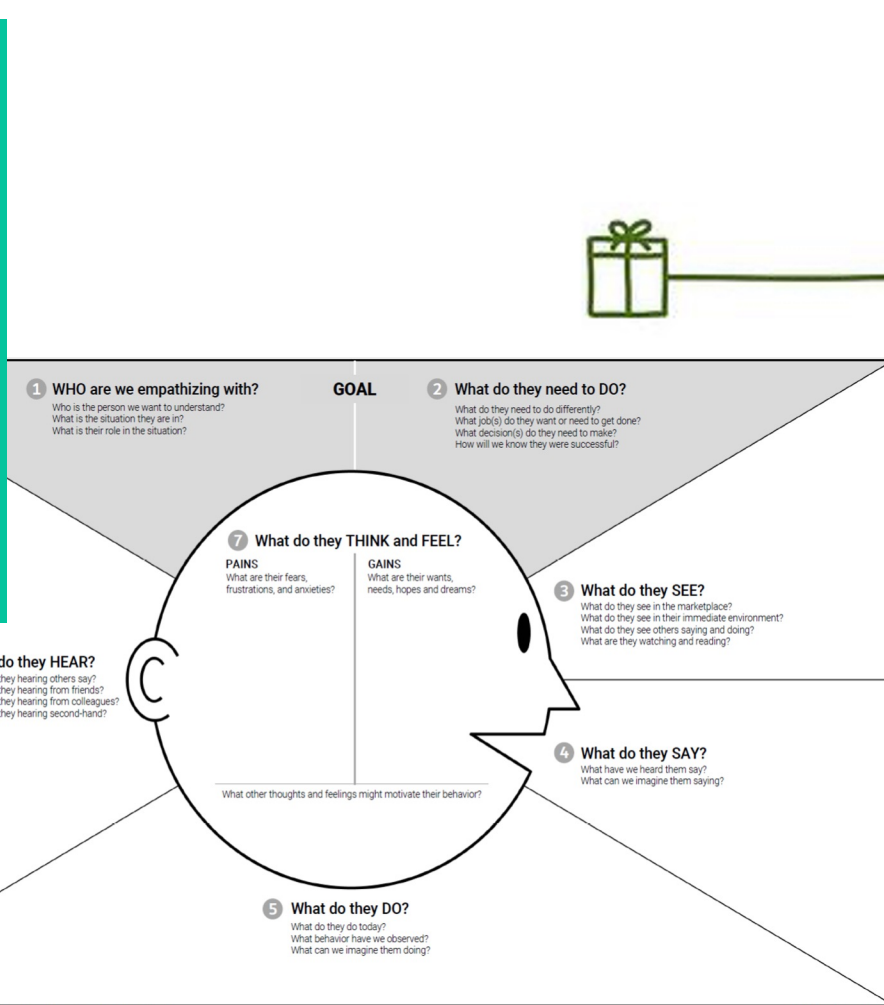
Losing data
Poor communication
Slow internet connections
Unclear project briefs

GOALS

- Achieving greater productivity in software engineering
- Finding web-based software to automate her workload
- Oganizing her daily activities
- Gaining greater experience software engineering
- Saving time and money

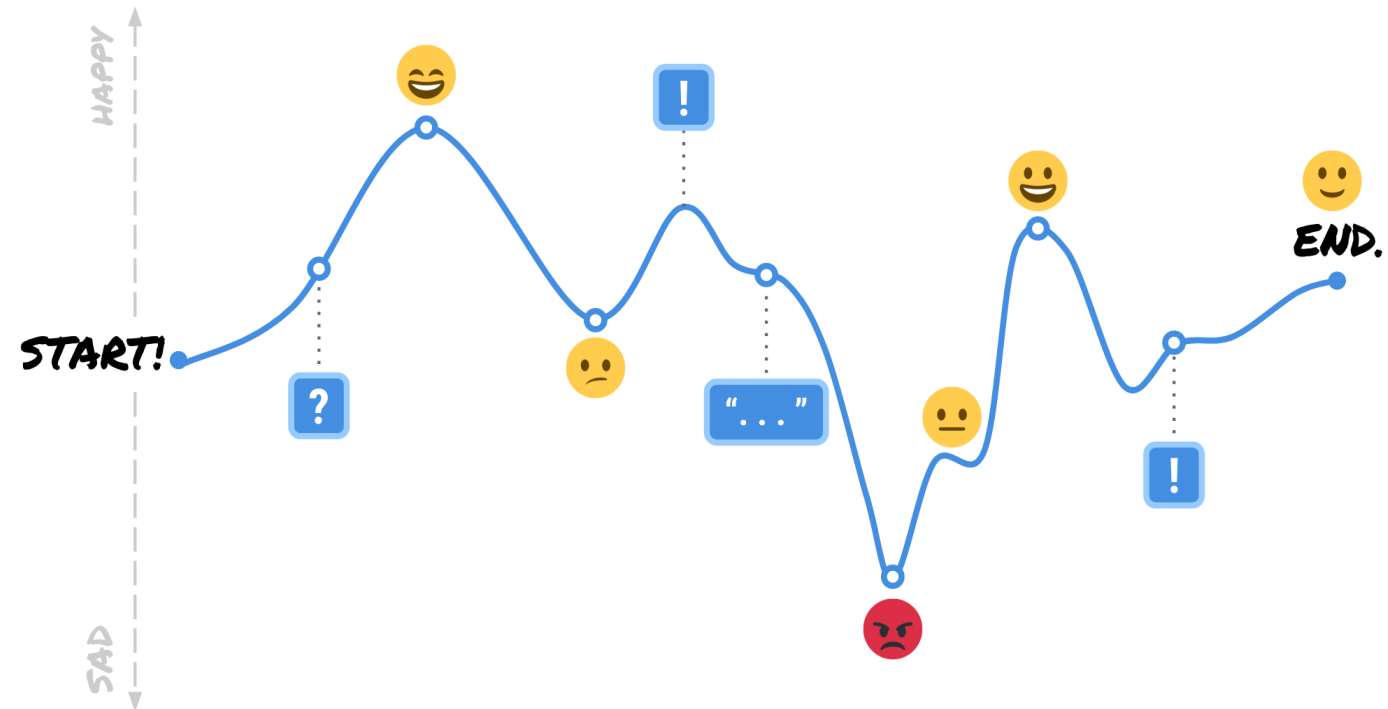
FAVORITE BRANDS

Google
Nikon
Sony



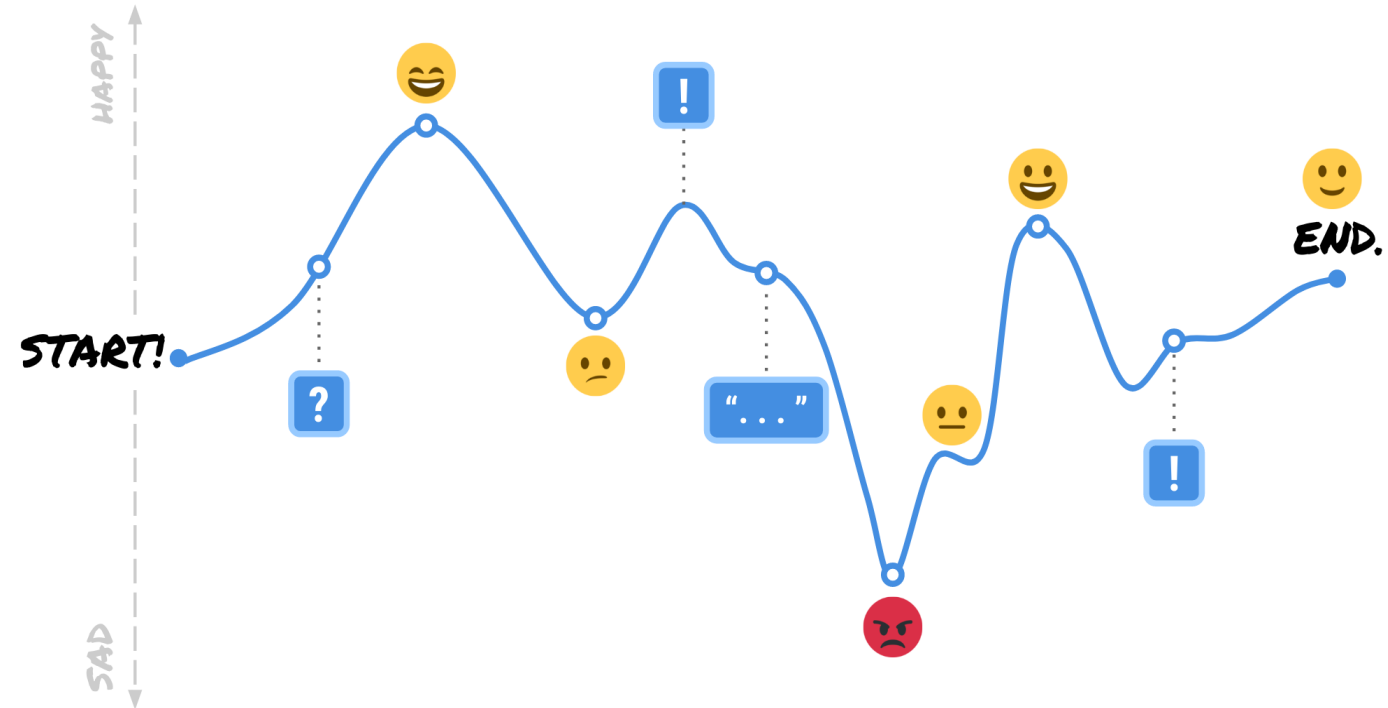
Zooming in: the Customer Journey

- › Every decision to use / buy a product or service is part of a longer process of ‘pains’ and ‘gains’
 - Gains relate to what users really want to achieve, what they need and what motivates them? When is a service successful?
 - Pains relate to what frustrates users, what obstacles they face, what they complain about
- › A visual representation of the ‘journey’ that your users go through in searching, finding and using a product / service.
- › **IMPORTANT:** we’re focusing on the actual situation, not the ideal situation



Let's get to work

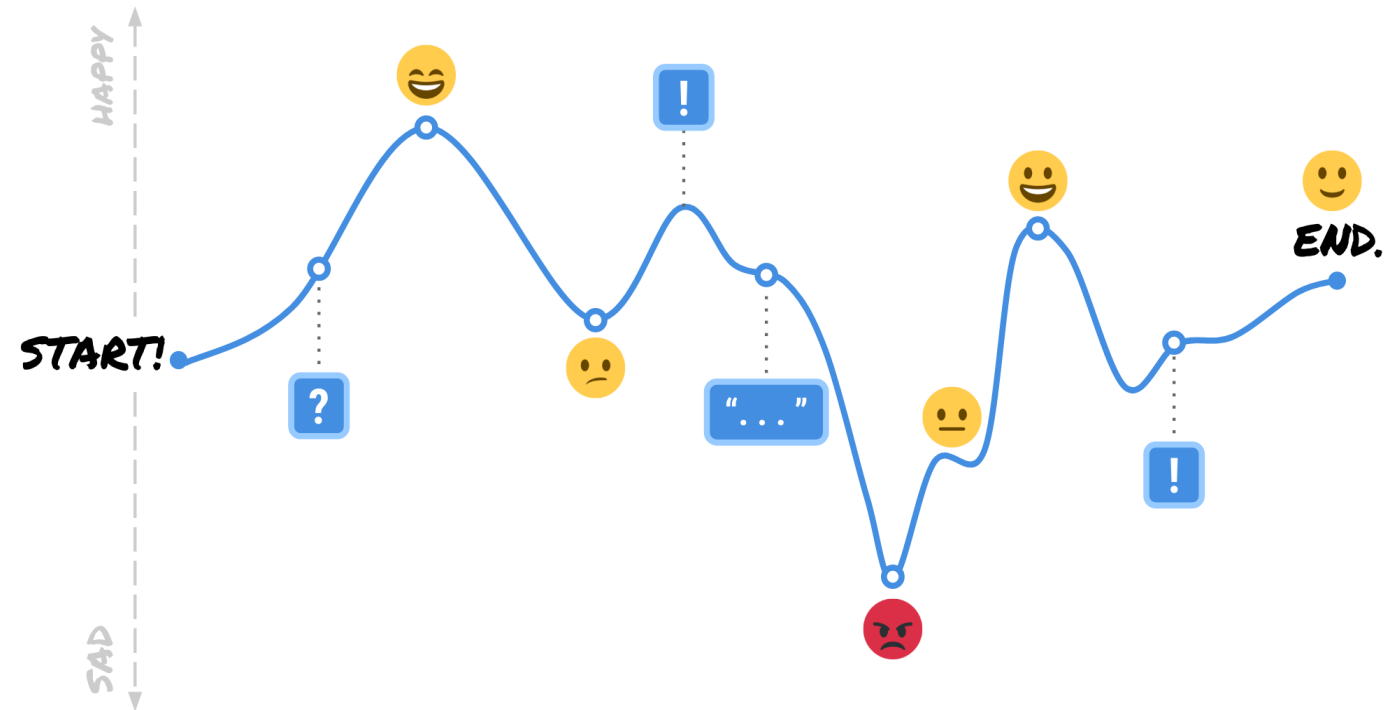
- › In 30 minutes, sketch a first customer journey of your office!
- › Some guiding questions:
 - When do **students / alumni** need your services?
 - Where do they hear about your services?
 - Can they easily find and use your services?
 - What happens after they use your services?
- › Pay attention to the following:
 - What is going well in the customer journey? (high points)
 - What is going less well? (low points)
 - Do you see any inefficiencies or hick-ups? Where? Why?



Reflections: identifying challenges & opportunities

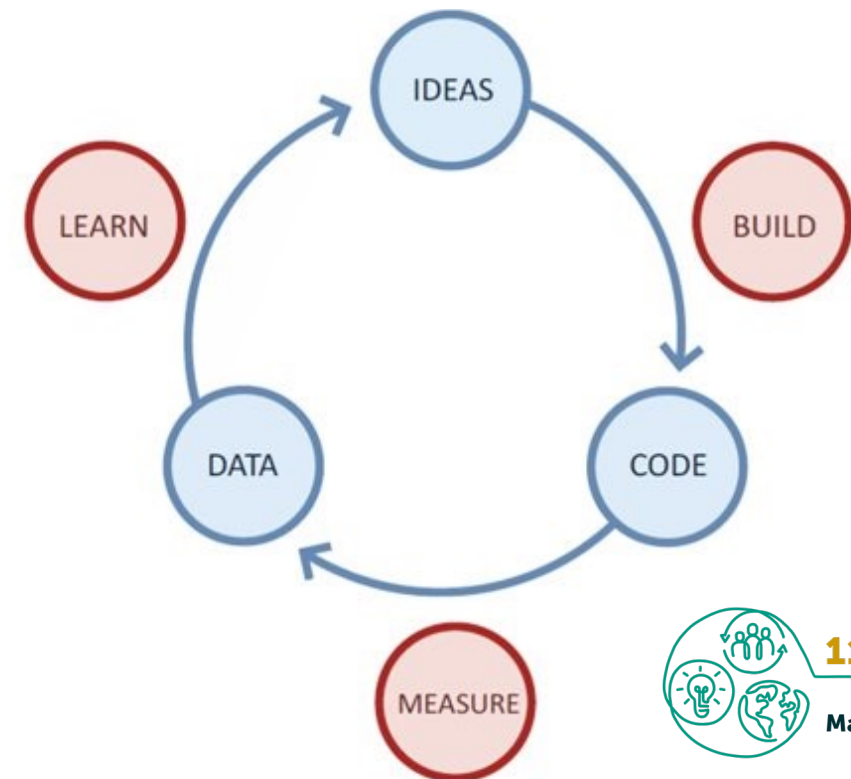
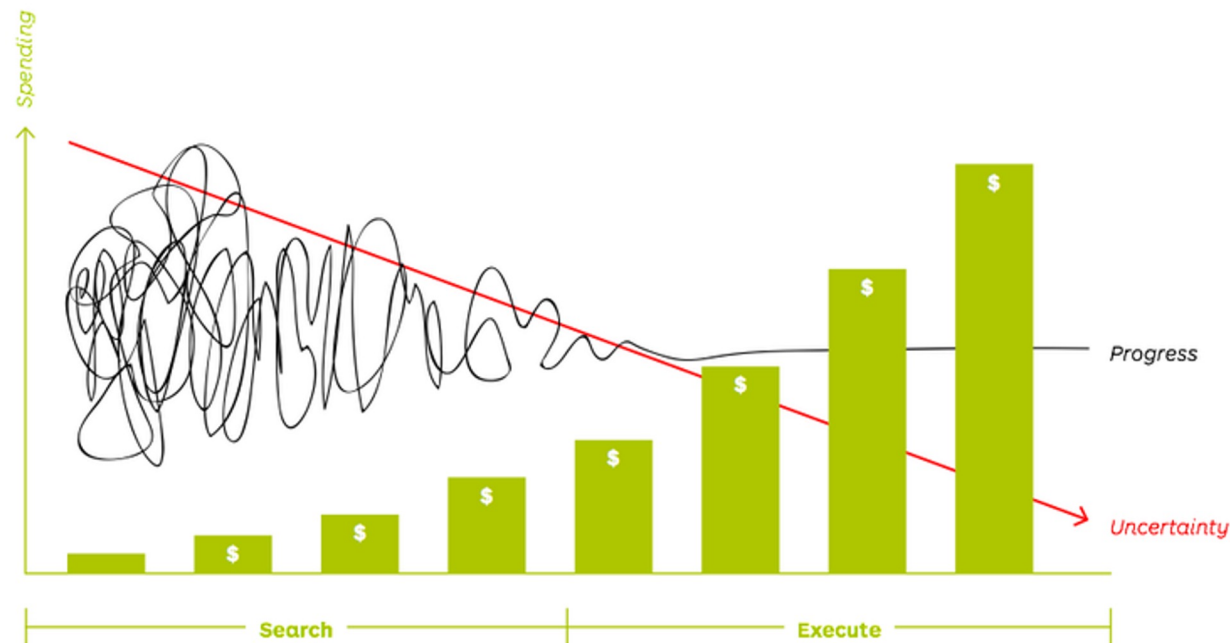
Reflect

- › How did this go? Easy / difficult?
- › Which challenges in providing your services effectively could you identify? Why do these exist?
- › Which opportunities for improvement could you identify?



Entrepreneurial principle 2: *Lean Startup*

- › **Entrepreneurship is all about reducing uncertainty**; startups are merely *temporary organisations looking for a viable business model*
- › Build, Measure, Learn is an integral part of the Lean Startup Methodology and can be applied across disciplines and organisations with the purpose of *testing a new solution*.



Entrepreneurial principle 3: *Ideation*

- › We need ideas, lots of them!
→ **Myth: "you need a great idea to start"**
- › Rules of engagement
 1. *Quantity over quality*
 2. *No judgement*
 3. *"Yes, and" mentality instead of "No, but"*



Exercise (20 minutes)

At your tables, please pick a challenge to focus on and – together – produce as many ideas as possible to solve the challenge!

Wrap up, takeaways and closing

Closing remarks / takeaways / questions

- › Entrepreneurial skills are relevant career & employability skills

- › What role does your organisation / unit / department (aim to) play in the development of students' employability skills?

- › How well do you know your target user group?
 - Can you formulate assumptions about their biggest needs, pains and gains?
 - Can you think of experiments to test those assumptions?

- › What are your other takeaways or outstanding questions?

Thank you!

Questions? dresia@ece.nl

Empowering change agents
through entrepreneurial
research & education

