

Presented by

Berrbizne
Urzelai

10 years of TE: its cooking process, ingredients and flavours



7th of February 2024



Welcome!



Dr. Berrbizne Urzelai
Associate Professor
Enterprise Champion- Faculty of Business and Law
Team coach
Module leader Team Entrepreneurship
Entrepreneurship Education and Research
International Business, Migrant Entrepreneurship
International projects and partnerships

Please introduce yourself:

- Name
- Institution
- Programme

Why are you here?



Lauren Caple
EDI Leads for the College of Business & Law
Senior Lecturer, Team coach
Module leader Team Entrepreneurship
Equality, Diversity and Inclusion and Education for
Sustainability

To **reflect on how the programme has evolved** from 2013 towards an enterprising and entrepreneurial competence-based framework, which has just been implemented in 2020-2021

To **create a dialogue about the challenges, key factors, and processes** of a TA learning curriculum design and process

How: Semi- structured interviews with **educators, programme leaders and teampreneurs** that have been involved in that process

Based on:

- Urzelai, B. and Davies. L. (2022). Programme evolution, success factors and key challenges: the case of Team Entrepreneurship at UWE, Bristol. In Urzelai, B. and Vettrainso., E. (Eds.) *Team Academy in Practice*. Routledge Focus on Team Academy. Routledge.
- Davies. L. and Urzelai, B. (2022). Exploring the Professional Identity and Career Trajectories of Undergraduates on a Team-Based, Experiential Degree Programme. In Larios-Hernandez, G., Walmsley, A. and Lopez-Castro, I. (Eds.) *Theorising Undergraduate Entrepreneurship Education-Reflections on the Development of the Entrepreneurial Mindset*. Palgrave Macmillan.

Reflective questions for the session

- Which are the main challenges that entrepreneurship educators face when implementing team-based practice-led programmes?
- Which key/ critical factors make the implementation successful?



Programme evolution

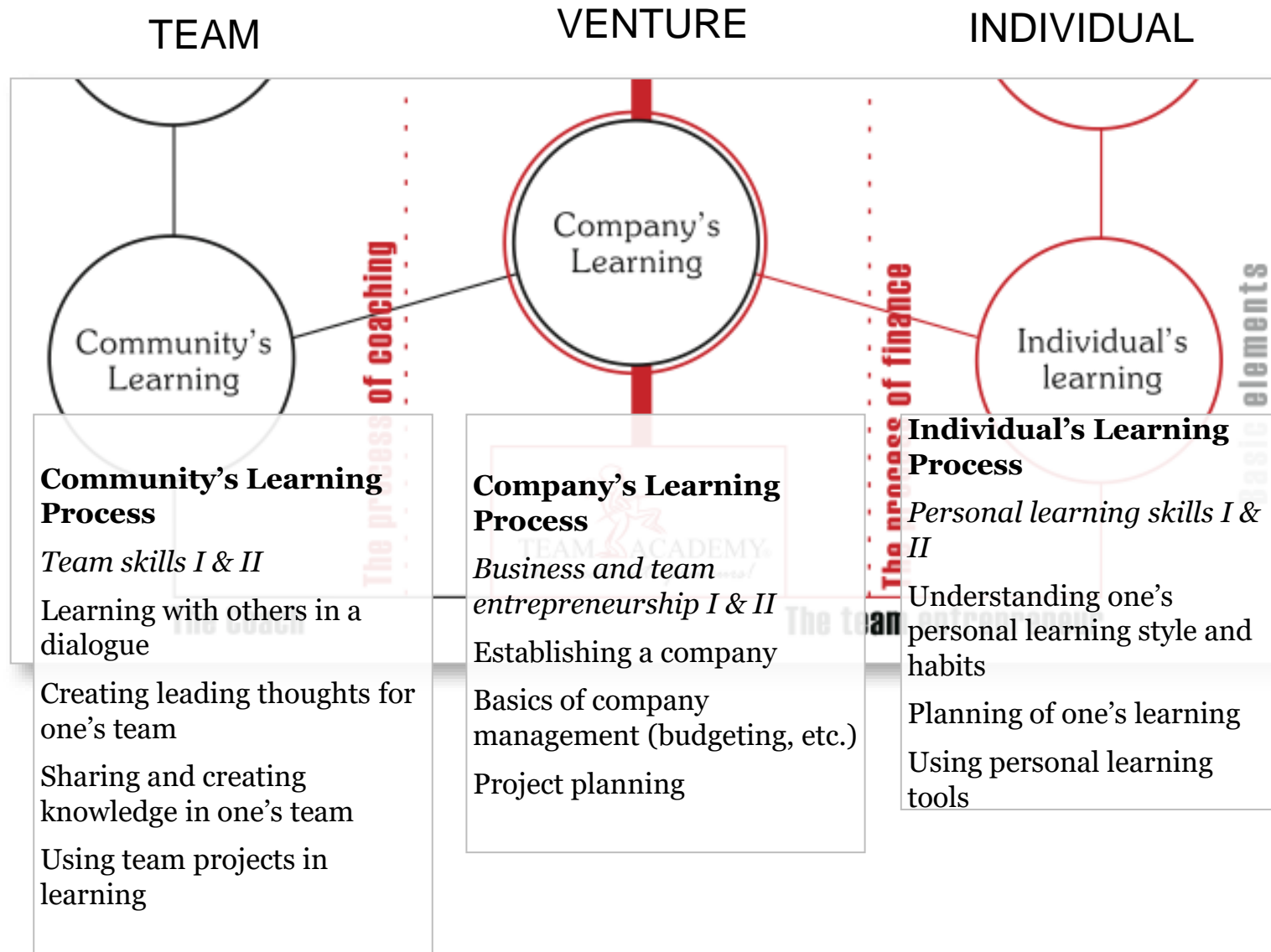
Table 3: Student enrolment

Year of entry	New Team Entrepreneurs	New teams
2013	27	2
2014	31	2
2015	45	3
2016	25	2
2017	44	3
2018	43	3
2019	47	3
2020	51	3
	313	21

Source: own elaboration



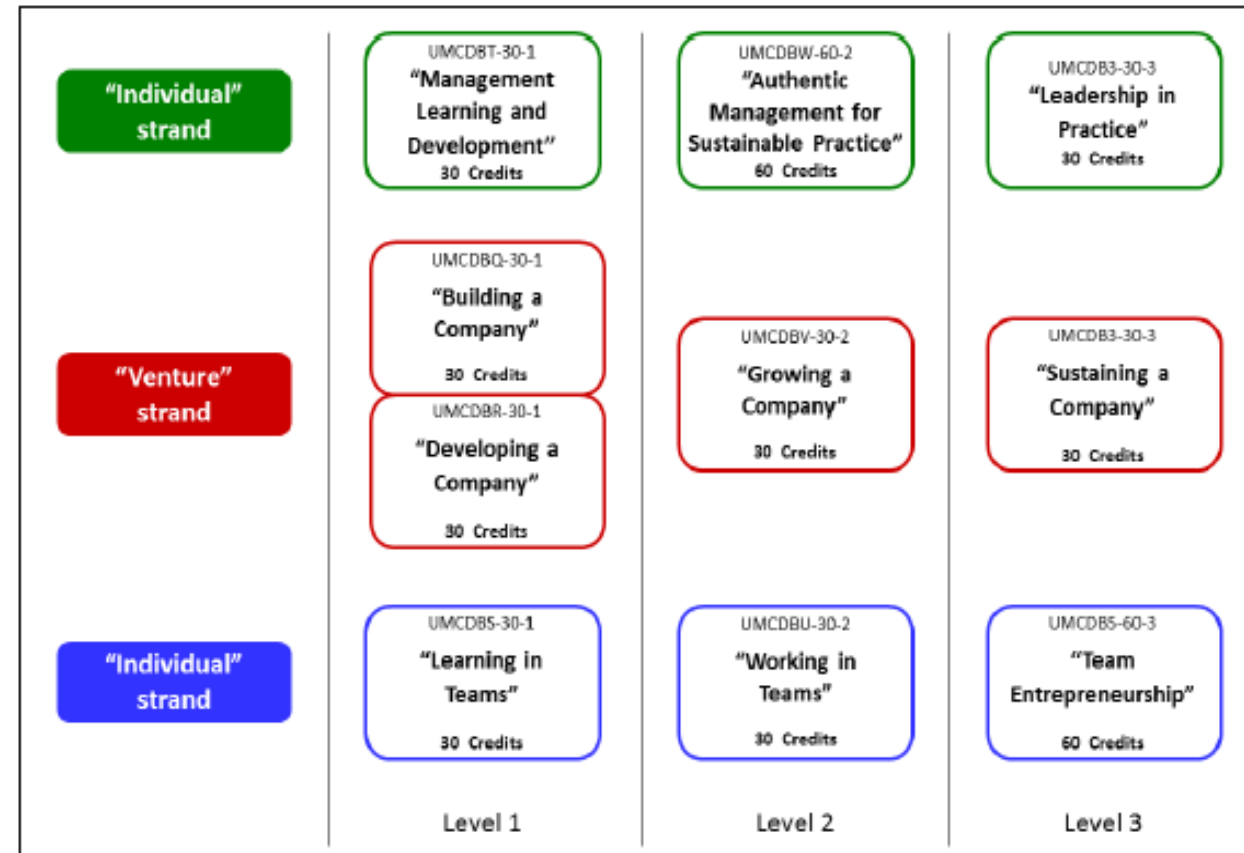
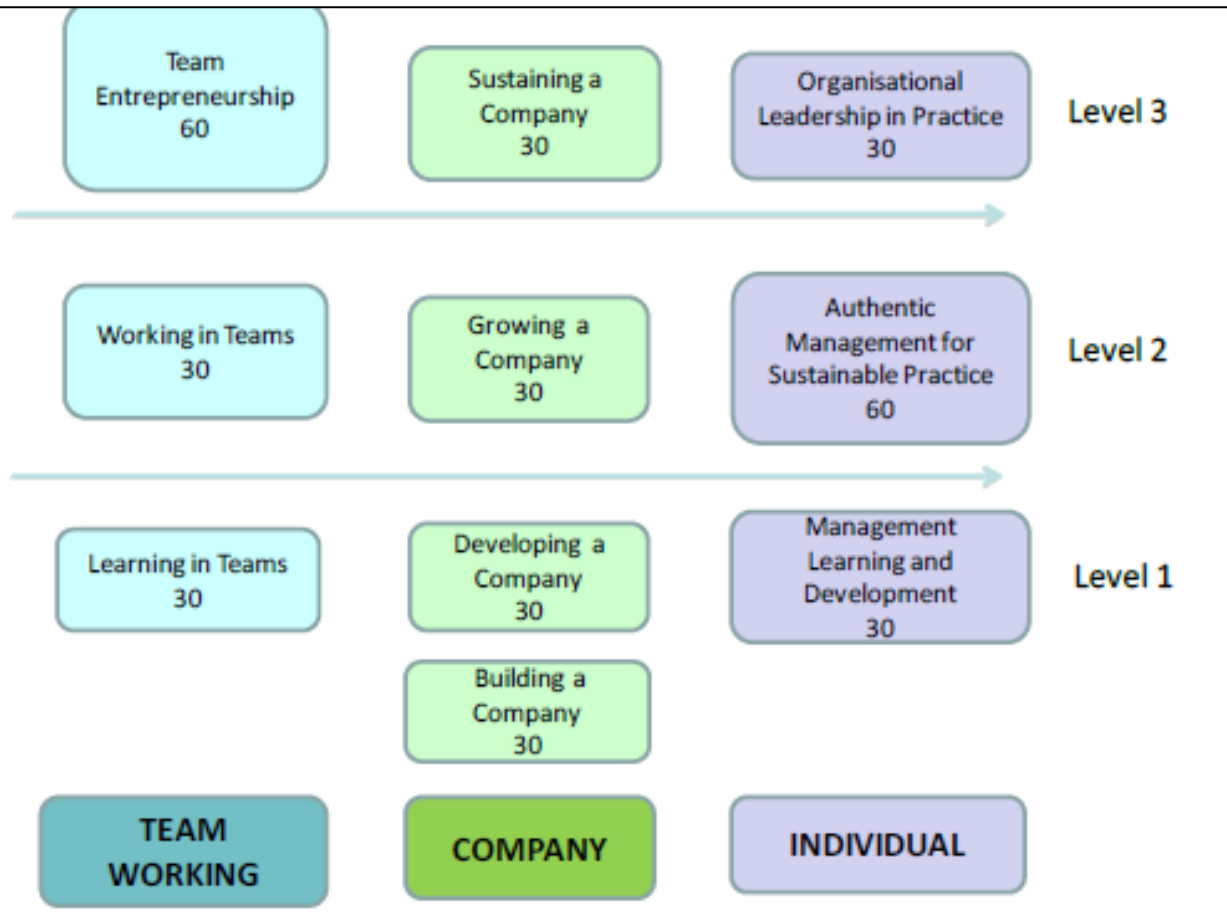
Tiimiakatemia Rocket Model: 3 engines



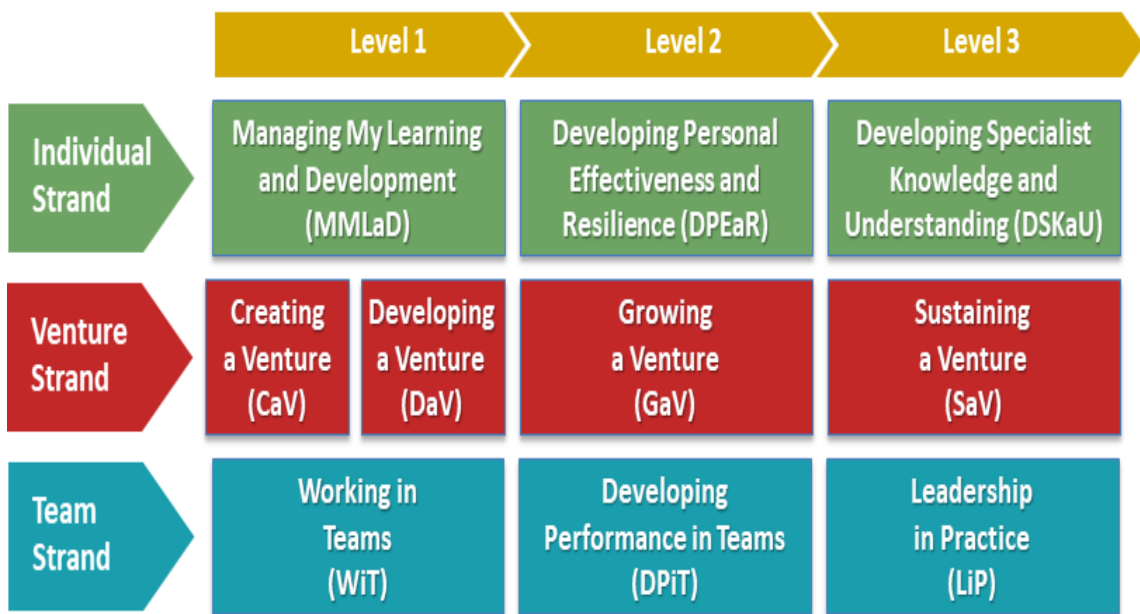
Integrating Rocket Model and Course System



Programme evolution



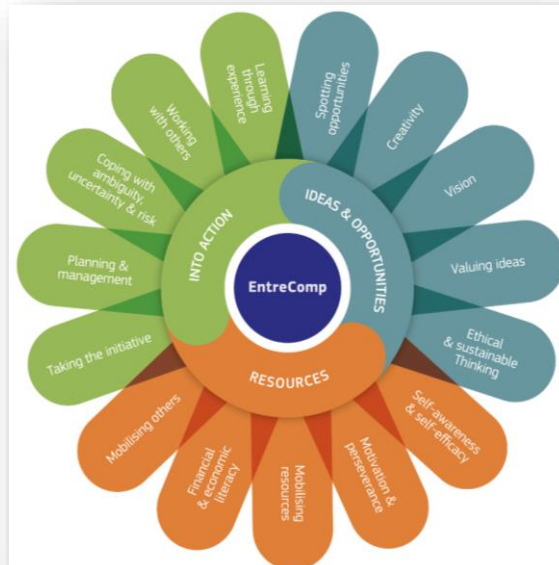
Programme evolution



	INDIVIDUAL STRAND	VENTURE STRAND	TEAM STRAND																		
LEVEL 1	Managing My Learning & Development (30 Credits) (Module Leader: Adrian Rivers) <table border="1"> <tr><td>1. Learning Contract</td><td>25%</td></tr> <tr><td>2. Research Undertaking (self-managed)</td><td>25%</td></tr> <tr><td>3. Learning Contract Workbook</td><td>50%</td></tr> </table>	1. Learning Contract	25%	2. Research Undertaking (self-managed)	25%	3. Learning Contract Workbook	50%	Creating a Venture (30 Credits) (Module Leader: Adrian Rivers) <table border="1"> <tr><td>1. Team Company Leading Thoughts (Group)</td><td>25%</td></tr> <tr><td>2. Team Company Project Report (Group)</td><td>25%</td></tr> <tr><td>3. Project Reviews</td><td>50%</td></tr> </table>	1. Team Company Leading Thoughts (Group)	25%	2. Team Company Project Report (Group)	25%	3. Project Reviews	50%	Working in Teams (30 Credits) (Module Leader: Sandra Parry) <table border="1"> <tr><td>1. Training Session Delivery (Presentation)</td><td>25%</td></tr> <tr><td>2. Portfolio of Team Working Practice</td><td>75%</td></tr> </table>	1. Training Session Delivery (Presentation)	25%	2. Portfolio of Team Working Practice	75%		
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LEVEL 2	Developing Personal Effectiveness & Resilience (60 Credits) (Module Leader: Gina Burns) <table border="1"> <tr><td>1. Learning Contract</td><td>10%</td></tr> <tr><td>2. Research Undertaking (guided)</td><td>10%</td></tr> <tr><td>3. Research Undertakings (self-managed)</td><td>20%</td></tr> <tr><td>4. Personal Enquiry Project</td><td>60%</td></tr> </table>	1. Learning Contract	10%	2. Research Undertaking (guided)	10%	3. Research Undertakings (self-managed)	20%	4. Personal Enquiry Project	60%	Growing a Venture (30 Credits) (Module Leader: Adrian Rivers) <table border="1"> <tr><td>1. Team Company Strategy Review (Group)</td><td>10%</td></tr> <tr><td>2. Team Company Project Report (Group)</td><td>25%</td></tr> <tr><td>3. Project Reviews</td><td>50%</td></tr> </table>	1. Team Company Strategy Review (Group)	10%	2. Team Company Project Report (Group)	25%	3. Project Reviews	50%	Developing Performance in Teams (30 Credits) (Module Leader: Sandra Parry) <table border="1"> <tr><td>1. Coaching Logs</td><td>25%</td></tr> <tr><td>2. Portfolio of Team Working Practice</td><td>75%</td></tr> </table>	1. Coaching Logs	25%	2. Portfolio of Team Working Practice	75%
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LEVEL 3	Developing Specialist Knowledge and Understanding (60 Credits) (Module Leader: Ian Brooks) <table border="1"> <tr><td>1. Learning Contract Review</td><td>10%</td></tr> <tr><td>2. Creative Learning Enquiry Project Proposal</td><td>15%</td></tr> <tr><td>3. Creative Learning Enquiry Project</td><td>75%</td></tr> </table>	1. Learning Contract Review	10%	2. Creative Learning Enquiry Project Proposal	15%	3. Creative Learning Enquiry Project	75%	Sustaining a Venture (30 Credits) (Module Leader: Berbizne Irzelai) <table border="1"> <tr><td>1. Team Company Strategy Review (Group)</td><td>10%</td></tr> <tr><td>2. Team Company Project Report (Group)</td><td>25%</td></tr> <tr><td>3. Project Reviews</td><td>50%</td></tr> </table>	1. Team Company Strategy Review (Group)	10%	2. Team Company Project Report (Group)	25%	3. Project Reviews	50%	Leadership in Practice (30 Credits) (Module Leader: Georgina Dance) <table border="1"> <tr><td>1. Storyboard presentation of leadership learning</td><td>100%</td></tr> </table>	1. Storyboard presentation of leadership learning	100%				
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Transitioning to a competence-based model

Competency	Level 1 (apply)	Level 2 (analyse)	Level 3 (produce)
Example learning outcomes			
Opportunity spotting	Learners can find opportunities	Learners can recognise opportunities	Learners can seize and shape opportunities
Self-awareness	Learners can define their own strengths and weaknesses	Learners can reflect on their strengths and weaknesses, and trust in their ability to generate value for others	Learners can capitalise on their strengths and compensate for their weaknesses by undertaking personal development or working with others.
Visioning	Learners can communicate their future goals/define a vision	Learners can build an inspiring vision and communicate it to others	Learners can apply their vision strategically
Creative problem solving	Learners can generate multiple new ideas	Learners can test and refine ideas	Learners can transform ideas into solutions
Taking the initiative	Learners are willing to have a go at solving a problem	Learners can initiate value creating activities in response to a problem/challenge	Learners can look for opportunities to take the initiative to add/create value
Learning through experience and reflection	Learners can recognise what they have learnt through taking part in value creating activities	Learners can reflect on their experiences and relate them to current activity	Learners can create, learn and reflect on new experiences and relate them to current activity
Planning and management	Learners can define SMART goals	Learners can create and implement an action plan with SMART goals	Learners can reflect on and refine their goals, priorities and plans to changing circumstances
Coping with uncertainty and risk	Learners can try new things and communicate the benefits/risk of an activity	Learners can critically evaluate the benefits/risks of alternative options	Learners critically evaluate benefits/risks of alternative options and make decisions despite uncertainty or ambiguity
Working as a team	Learners can work in a team to create value	Learners can identify strengths and weakness in a team and work together to create value	Learners can build a team and develop networks based on the needs of their value-creating activity
Mobilising resources & Financial literacy	Learners can find resources and draw up a simple budget	Learners can manage different types of resources, identify funding options and manage a budget	Learners can use resources strategically and plan for the financial stability of value creating activities



3 pillars of the 21 competencies covered by the Team Academy program:

Learning in teams

- o Information processing and ICT skills
- o Team learning skills
- o Personal methods and attitudes for learning to learn
- o Creativity
- o International expertise
- o Communication skills
- o Self-initiative

Team leader

- o Self-management skills
- o Project management skills
- o Team leadership skills
- o Planning skills
- o Coaching skills
- o Strategy skills
- o Courage to make choices and ambitions

Team entrepreneur

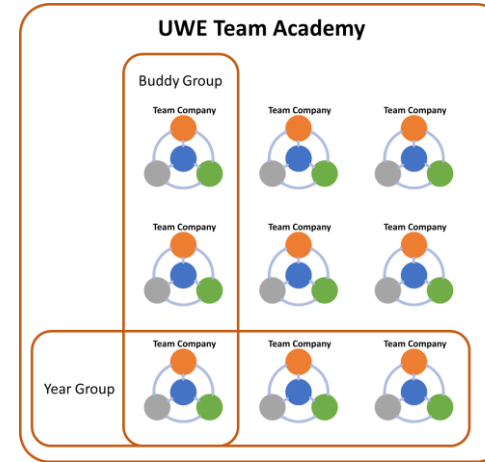
- o Customer service, negotiation and sales skills
- o Understanding financial issues
- o Marketing skills
- o Innovation skills
- o Theoretical, modelling and conceptualization skills
- o Network building skills
- o Courage and willingness to go beyond borders

Transitioning to a competence based model



Your Resources:

- A Team Coach
- An Assistant Team Coach
- A Buddy Group
- A Year Group
- Training Sessions
- The TE Hub
- Microsoft Teams and PebblePad
- Modules and Assignments
- Mentors in Residence



Modules

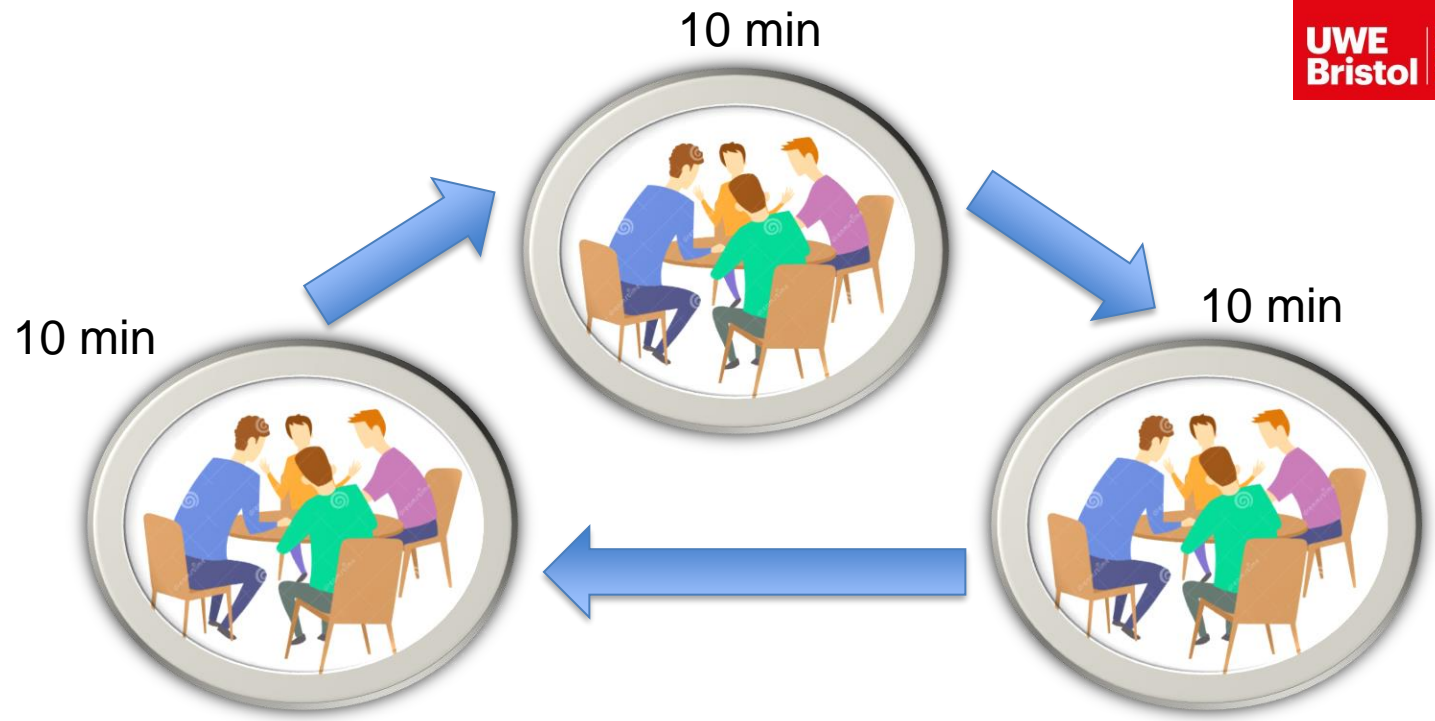
	Year 1: Level 4	Year 2: Level 5	Year 3: Level 6
"Team Company" strand	Running a Learning Organisation 1	Running a Learning Organisation 2	Running a Learning Organisation 3
"Self-Leadership" strand	Managing My Learning and Development 1	Managing My Learning and Development 2	Managing My Learning and Development 3
"Learning by Doing" strand	Enterprising and Entrepreneurial Practice 1	Enterprising and Entrepreneurial Practice 2	Enterprising and Entrepreneurial Practice 3
"Learning from Others" strand	Enquiry into Enterprise and Entrepreneurship 1	Enquiry into Enterprise and Entrepreneurship 2	Enquiry into Enterprise and Entrepreneurship 3

Certificate in Higher Education Business (Team Entrepreneurship)

Diploma in Higher Education Business (Team Entrepreneurship)

Activity

- Interview quotes
- Students
 - Programme leaders
 - Module leaders
 - Alumni



10 min. 1 rep/ table: share in the community board

Sweet (success factors)	Bitter (challenges)

Table 1

	Let's cook!	themes
COOKING PREP	Cooking inspiration	Why do we set up TA based programmes? What drives the process?
	Salt or pepper	Dilemmas when designing the programme
	Do we have a recipe?	Is there a single TA model? What is the design model?
HUNGRY DINERS	Family meal	Self-motivation and community identity
	A dish with an identity	Entrepreneurial identity

Table 2

	Let's cook!	themes
THIS KITCHEN IS A MESS	Get the right saucepan	Institutional support and context
	The starters are not coming	Initial challenges
	An allergic guest on the table	How do we adapt the model to fit the context? Regulatory limitations, etc.
SUNDAY ROAST	Sunday roast	UK specific practices and culture

Table 3

	Let's cook!	themes
NUTRITIONISTS	Balanced diet	Theory- Practice/ Team-individual/ enterprise-entrepreneurial
INNOVATOR CHEFS	A new menu	Current UWE model



Start cooking chefs!

10 year
anniversary


*10 years of TE: its cooking process,
ingredients and flavours*

7th February 2024


Berrbizne Urzelai (berrbizne2.urzelai@uwe.ac.uk)

Lauren Caple (Lauren.Caple@uwe.ac.uk)

Post session notes (Biz):

SWEET (SUCCESS FACTORS)		BITTER (CHALLENGES)
<p>Finland, MTA, travelling Student centred driver Mission, vision, values Co-creation Critical friends Start with something Iterative process Microculture LBD central TCT coaches Uni and ethos- balance Doing and travelling Society impact- change makers Champions and leaders Role models Assessment adaptation Expectations what a TE is about Reward being enterprising Give some input, knowledge Targets: satisfaction and reward TEs motivated and driven Values alignment Community TE identity</p>	<p>Agency!! It is hard! Line up your support/ champions Team and teamwork is hard Real world is the teacher! Process and boundaries balance Self-assessment vs peer assessment Product vs process Incubator of people vs incubator of business Students in control of own learning</p>	<p>Reflection, less action Bureaucratic Top supportive, bottom not Using the ecosystem Regulations HE Fluid vs rigid Product vs process Business vs people TEs vs customers Individualistic Maturity level Gender balance Profile coaches Location on campus Role of the team Individual- team: balance Theory-practice: balance L. Journeys not curricular Attendance Authenticity in the assessment Internally focused Resource intensive Being in a bubble TE vs student identity</p> <p>Take some getting used to! Attendance vs expectations Not real teams, pseudo teams Uk not learning the theory Complexities and legal company moral balance Heavy assessment Culture UK vs Finland Space - need for belonging Collaboration Involvement Ticking boxes What is an entrepreneur? Hard and painful process Learning is slow Scary for staff and students TE the bubble</p>

Post session notes (Biz):

[Poster of the chapter:](#) Urzelai, B. and Davies. L. (2022). Programme evolution, success factors and key challenges: the case of Team Entrepreneurship at UWE, Bristol. In  Urzelai, B. and Vettraino., E. (Eds.) *Team Academy in Practice*. Routledge Focus on Team Academy. Routledge.

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