

## Annex II – HERE Case studies

### Case 1: Entrepreneurship Education @ Free University of Tbilisi (Georgia)

ESM-Tbilisi was established in 1992 as one of the first private business schools in the entire post-Soviet area in partnership with ESM-Avignon, the member of ESM-International. It was an entrepreneurial venture, with the mission to create a critical mass of business literate people representing the driving force for the emerging market economy in Georgia. Students of ESM-Tbilisi were inspired at large by its mascot, Jonathan Livingston Seagull, the protagonist of Alexander Bach's novel. The curriculum incorporated the courses in business studies, business planning, small business management, entrepreneurship, fostering the development of entrepreneurial skills in students. Within some of the courses there was a requirement for students to invite speakers who were self-made entrepreneurs or officials influencing the business environment in Georgia. A part of the course assessment was based on the given component.

International Business Planning and Development Institute was established within Tbilisi School of Management, one of the founders of ESM-Tbilisi, with the mission to promote entrepreneurship in Georgia. Students of ESM-Tbilisi participated in all the consulting projects within this Institute. As a result, by the 10<sup>th</sup> graduation from ESM-Tbilisi, in 2007, 16% of graduates had jobs in a category of entrepreneurship, with a total employment rate of 96%. Several consulting companies that currently operate and support entrepreneurship development in Georgia (GCG Audit now acquired by EY Georgia, Innova, Advertising Agency "Sarke", Advertising Agency "Leavingstone" etc.) were founded by ESM graduates in partnership with the faculty members.

In 2007 ESM-Tbilisi was acquired by Knowledge Fund, founded and owned by Kakha Bendukidze, an entrepreneur, businessmen, former Minister of Economy of Georgia, an author of Georgian Reforms, that brought Georgia to the 9<sup>th</sup> place in the world according to Doing Business ranking (The World Bank Economy Rankings). Today Georgia holds the 4<sup>th</sup> place in Starting a Business sub-ranking. A high ease of doing business ranking means the regulatory environment is more conducive to the starting and operation of a local firm. This is one of the bases for the development of entrepreneurship in the country. ESM-Tbilisi became a Business School (ESM) within Free University of Tbilisi, again the entrepreneurial venture.

A part of the mission of Free University is to develop values, based on free and critical thinking, in students in order for them to be able to orientate and adapt to different environments, make important decisions and respond creatively to the challenges offered by the modern, quickly changing world. One of the means for achieving this, we believe, is the liberal arts education as part of the required curricula for all the educational programs, including the business program. Through this part of the curricula Free University of Tbilisi gives its students an opportunity to explore diverse areas of the surrounding world. They will learn about the modern developments in natural sciences, society, humans and arts. They will learn about the mathematical way of

thinking, written and oral communication, critical and analytical thinking while acquiring new knowledge about making decisions based on moral values, acknowledging differences in society and being tolerant. Courses that develop these skills and knowledge comprise about 21% of the whole curriculum.

Being a biologist by education, the founder was personally involved in the curriculum design for the business program, taking into consideration all his entrepreneurial experience and views regarding entrepreneurial education.

While planning business curriculum, and not only business, we believed in what Aristotle said: “For the things we have to learn we can do them, we learn by doing them”. Alongside with the specific courses that enable students to acquire and develop entrepreneurial skills, we offer specific, participative teaching methods. By teaching methods, we mean both, vicarious and experiential learning (or practice-based learning).

Regarding the courses, there are required courses such as Business Studies (4 ECTS), Business in Action I, II, III (8 ECTS), Leadership and Motivation (1 ECTS), Negotiations and Conflicts (1 ECTS), Working in the Organization (10 ECTS), IT Project (2 ECTS), as well as other classic business administration courses. The required courses comprise around 10% of the whole business curriculum. In addition, we offer some new, innovative courses on elective basis such as Digital Marketing, Marketing Communication in Practice, Business Models, Blockchain and Innovative Business Models.

The course Business in Action is taught in three parts during three semesters, starting from the 3<sup>rd</sup> semester of study. The course focuses on generating business ideas, exploring their viability, learning about implications of starting a new business, learning how to look for business opportunities, learning about the mistakes in starting business, strengthening business spirit among the students and better understanding business as a whole, developing team working skills through real-life projects. During the course students learn through practice and learn about practice. As a result, we have many start-ups founded by students (“bachelorette party”, “indie mindie hostel” etc.). Some of the startup ideas won competitions for 100000 GEL financial award (“triplay”, “cnick”, “hands 4 help” etc.), offered by Startup Georgia (<http://startup.gov.ge/geo/home>). Many real-life projects have been made by students within the course. Students have written business plans for the existing businesses and startups in financial services, hospitality, car services, production, regional development through small business development. Often these businesses are the places where students work for the required course in last semester of the curriculum “Working in the Organization”.

One more tool for developing entrepreneurial skills for students, is taking minors offered by other programs at Free University. These are minors in Computer Programming, International Relations,

Business Law, Eastern Languages etc. We also offer interdisciplinary courses such as “IT Project” for business and computer science students that deals with real-life projects.

There are a large number of companies started by our students after the graduation from the university, outgrowing the 16% that we had in 2007.

#### Case 2 - Innovative system development in the research-based university (Moldova)

<b>Name of the case study</b>	<b>INNOVATIVE SYSTEM DEVELOPMENT IN THE RESEARCH-BASED UNIVERSITY</b>
<b>Case study focus</b>	(A) Creating an enabling institutional environment as an entrepreneurial ecosystem
	(B) Developing entrepreneurial teaching and learning practices
<b>Author (s)</b>	<b>Florentin PALADI</b>
<b>Institution</b>	<b>Moldova State University</b>
<b>Country</b>	<b>Republic of Moldova</b>
<b>Date</b>	<b>April 06, 2018</b>
<b>Short description (Max. 300 characters)</b>	The Tempus Project “Technological Transfer Network (TecTNet, <a href="http://www.tectnet.unisannio.it/">http://www.tectnet.unisannio.it/</a> )” was implemented in the Republic of Moldova during 2013-2016 by an EU-Moldova consortium composed of eleven partners. Main achievements consist in enhancing institutional capacities of the Moldovan universities to deal with knowledge and technology transfer, intellectual property and innovation management. The sustainability of the knowledge triangle education –innovation-research was also supported by participation in the project of the Moldovan Agency for Innovation and Technology Transfer, State Agency on Intellectual Property of the Republic of Moldova, and local NGO “Moldovan Technology Transfer Network”. The beneficiary universities, including the Moldova State University, succeeded in exploiting their educational and research capacities by building up the necessary competencies and infrastructure that include (i) deployment of the interuniversity master program “Innovational Management and Technological Transfer”; (ii) establishment of university-business collaboration, and (iii) development of Technology Transfer Offices within four Moldovan universities, e.g. <a href="http://ott.usm.md/">http://ott.usm.md/</a> .

[Research and Innovation Strategy at the Moldova State University \(MSU\) for the period of 2015–2020](#), approved by the MSU Senate on 31 March 2015, addresses the scientific research development at the university which means research and innovation to become efficient, effective and also represent an

essential support of the training process in order to increase the performance of educational services. The technology transfer activities are performed in the newly established [Technology Transfer Office](#) (TTO or 'Oficiul de Transfer Tehnologic' (OTT) in Romanian) of the MSU, and by the staff of the MSU [Research and Innovation Institute](#). The TTO regulations stipulates that TTO activities, as a part of the Institute, are headed by an administrator appointed by the Rector of MSU, and the work is conducted in accordance with the annual work plan, developed by the administrator and approved by the university vice-rector for research. TTO administrator prepares and submits to the rector and vice-rector for research and, upon request, to the Senate Committee on Science or other organizational structures within USM, reports on the promotion and enhancement of the achievements and results of the activities on innovation and technology transfer, together with necessary measures to continuously improve the degree of exploitation of these achievements and results. In exercising its activities, TTO has direct cooperation with councils in the administrative structure of the University, faculties, dean's offices and departments in the University. Also, TTO collaborates with the [Agency for Innovation and Technology Transfer](#) (AITT) of the [Academy of Sciences of Moldova](#) (ASM), the [State Agency on Intellectual Property of Moldova](#) (AGEPI), [Moldovan Chamber of Commerce and Industry](#) (CCI), and other bodies and organizations, at the national or international level, in order to achieve its goals and objectives. Taking that into account, the progress and success will be evaluated by TTO administrator and vice-rector for research, and finally approved by the university rector and Senate.

The major difficulties refer mainly to the external constraints and challenges, which relate especially to the small national market, the lack of traditions and the weak presence in IT, or even the absence in other fields, of the angel investors in the country. A possible solution could be boosting cooperation at the regional level, i.e. with Romanian counterparts in the first instance, and in such a way attracting foreign investors. The further risks are foreseen mainly in collaboration with the external partners, including reduced funding from the ASM, working with potential angel investors, as well as in the licensing innovations to a small and low demand national market, and weak cooperation with the CCI. Furthermore, the projected long-term impact would be dissemination and support of the state-of-the-art best practices in technology transfer and research commercialization, an increase in the number of startups in the MSU Incubator and, hopefully, the commercialization of the research results, and the enhancement of the MSU collaboration with the above-mentioned stakeholders. The current MSU [HRS4R Action Plan](#) (2018) includes clear targets and milestones for technology transfer, collaboration and commercialization, and these will also be considered in the further annually updated plans. Also, the social media maintenance / communications plan has to be developed as a part of the annual Activity Plan of the MSU Research and Innovation Institute (<http://usm.md/wp-content/uploads/ICI-PLAN-2018-pdf.pdf>).

It is worth mentioning that a new web portal for the knowledge and technology transfer activities at the Moldova State University, including TTO and the Incubator, has been developed last year with kind support from the International Research and Exchanges Board Inc. (IREX), USA: <http://ott.usm.md>. The website is written in Romanian and contains the following webpages: [HOMEPAGE](#); [DESPRE NOI – ABOUT US](#); [ECHIPA & CONTACTE – STAFF & CONTACT INFO](#); [TEHNOLOGII – TECHNOLOGIES](#); [PROIECTE – PROJECTS](#); [SUPPORT](#). This web portal contains information on intellectual property rights and tech transfer to be shared with all interested stakeholders from the universities, R&Ds and industry. Also, the webpage <http://ott.usm.md/contacts> contains **Staff & Contact Info** ([ECHIPA & CONTACTE](#)) about the employees of the university Office of the Research Activity Management, as well as of the Office of the Protection and Valorisation of Scientific Elaborations, who are the core team working for the Incubator and the TTO within the MSU Research and Innovation Institute, in order to incentivize scientists and engineers to extend their

focus beyond the laboratory, to help researchers translate discoveries into technologies with near-term benefits for the economy and society, and to broaden the impact of select basic-research projects, such as to identify valuable product opportunities that can emerge from academic research, and to offer entrepreneurship training to participants by combining experience and guidance from established entrepreneurs through a targeted curriculum, and finally to strengthen the innovation ecosystem at the institutional and national level. In addition, the website is optimized for mobile devices, and there are five links to the newly developed MSU TTO social media accounts, such as Facebook, Skype, Google+, LinkedIn and Twitter. The further promotion of this university website, as well as the best practices in knowledge and technology transfer, have been done at the [Innovation and Technology Transfer Week](#), a key event on innovation and tech transfer organized at the Moldova State University during the period of October 02 – 06, 2017. The related dissemination materials, activities and presentations enhanced the knowledge and technology transfer impact at the national level.

### Case 3 - Experiential Learning at University of Prishtina - Lessons learned from Business Consulting Pilot Course in cooperation with Tuck Business School (Kosovo)

<b>Name of the case study</b>	Experiential Learning at University of Prishtina - Lessons learned from Business Consulting Pilot Course in cooperation with Tuck Business School
<b>Case study focus</b>	(A) Creating an enabling institutional environment as an entrepreneurial ecosystem
	(B) Developing entrepreneurial teaching and learning practices
<b>Author (s)</b>	Besnik A. Krasniqi
<b>Institution</b>	University of Prishtina
<b>Country</b>	Kosovo
<b>Date</b>	16.04.2018
<b>Short description (Max. 300 characters)</b>	Tuck Business School at Dartmouth, a leading US MBA program, set up a consulting business pilot project with University of Prishtina in Kosovo. The aim of the Business Consulting Pilot Course was to promote Experiential Learning at University of Prishtina in cooperation with Tuck Business School at Dartmouth (USA). The aim of the experiential learning at Tuck is to provide postgraduate MBA student with practical management and consulting skills in a global perspective. For this purpose, the three teams of Tuck students matched with and Kosovar students and worked in three business consulting projects. Tuck and UP business mentors were incorporated into the projects as supervisors and advisors. The results from the consulting pilot project shown that experiential learning assignment helped both, US and Kosovar students gain the practical experience and self-confidence necessary to implement innovative approaches in offering solution to real problems of private companies. The skills acquired through consulting projects are necessary to take active part in the developing business and

	management skills and will make easier their transition to labour market. Finally, the business pilot project showed that the US experience can be implemented successfully in transition countries' context, but with some necessary modifications to fit the context.
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## Background

Attaining practical experience working with and in businesses sector prior to graduation is more and more important for both undergraduate and post graduate level business and management students. Experiential learning through consulting projects become a popular way of promoting experiential learning in business schools. "Experiential Learning" is used to emphasize the central role that experience plays in the learning process and first is used by David A. Kolb's model of experiential learning (Kolb 1976, 1981, 1984; Kolb and Fry 1975) which still serves as the central reference point for discussion. Experiential learning opportunities are an effective and increasingly popular way to give students the "soft skills" they need to successfully operate across borders and cultures (Penh, 2016, p.1). Moreover, the experiential learning is an active learning process mainly through reflection and analysis (Mukherjee, 2016) based on real world experience. As such it is powerful way of helping students acquiring knowledge and practical experience in management and business education.

This case study draws on experiences from Business Consulting Pilot Course to promote Experiential Learning at University of Prishtina (Kosovo) in cooperation with Tuck Business School at Dartmouth (USA). This Business Consulting Pilot Course was supported by USAID project Transformational Leadership Program and implemented by the World Learning Organization. The cooperation of UP and Tuck Business School consisted of following activities. This First-Year Project (offered to the first year MBA students at Tuck Business School) was part of a two year USAID grant between Dartmouth College and the University of Prishtina. In spring 2016 Tuck Business School hosted three visiting scholars at Tuck to shadow so called first year projects (consulting projects) teams at Dartmouth, New Hampshire. In December 2016, six students of TCUK MBA program spent three intensive weeks in doing their consulting projects in Kosovo. The MBA students from Tuck were divided into three teams and mixed up with first year MSc students at UP. To satisfy the graduation requirement at Tuck, each student has to take part in project by traveling to a country in which they have not lived/worked/studied for more than 90 cumulative days prior to coming to Tuck Business School.

### Tuck Business School:

The Tuck School of Business is the graduate business school of Dartmouth College, an Ivy League research university in Hanover, New Hampshire. Founded in 1900 through a donation made by Dartmouth alumnus [Edward Tuck](#), the Tuck School was the first institution in the world to offer a



master's degree in business administration. The MBA program has held a top-10 ranking in multiple publications, including [U.S. News & World Report](#) and The Economist (U.S. News & World Report, 2018; The Economist 2017).

### **University of Prishtina:**

Since 1st October 1971, the Faculty of Economics in Prishtina has functioned as an independent institution of higher education. The Faculty has recorded great results in capacity building of educational and scientific staffs and in training of young experts. In addition to fulltime studies of three years, the Faculty of Economics also organizes post-graduate studies.

**USAID Grant:** Transformational Leadership Program (TLP): The goal of TLP is to develop the capacity of Kosovars to bring about transformational change in Kosovo through opportunities for advanced education, leadership development, and technical assistance. The partnership with Tuck is to help advance management education in the Faculty of Economics through guidance on curriculum development, consulting activities (OnSite and FYP teams), and the enhancement of teaching methods through faculty/staff fellowships, workshops and content sharing.

### **Description of business consulting projects**

This project is a classic consulting engagement with a Kosovar business client selected by the author of the study, who also served as the team's faculty advisor during the spring term. A Team of three professors also worked with the team of Tuck MBA students while on the ground in Prishtina to conduct business consulting project. Unique to this project was the opportunity for the team to be advised by author, who visited Tuck during the spring term, allowing a level of connectedness with the project that is unique for an international project.

The content of the 2016 consulting project in this international cooperation was that the Tuck student team worked with three teams of UP students – on three separate consulting engagements – as the “senior partners” on the cases, instructing the UP students on project management, secondary and primary research, consulting and presentation skills. The TUCK students’ team continued the work done by the OnSite team and the UP students with one client selected by UP professors for a follow-on engagement. The UP students were not official members of the team, but they have worked intensively with the Tuck team as appropriate for the project (as primary research subjects, interpreters, and/or as subject matter experts). The UP students were independent official team working in the same area in a formal course at UP master’s level. The both Tuck and UP students were evaluated after consulting projects and received scores for grading in their respective courses. During this consulting project there was high activity of knowledge transfers between international to local students and vice versa.

### **Lessons learned**

The three experiential learning business projects were completed by teams of Tuck and UP students in December 2016. Although project scopes for consulting projects were different, both US and Kosovar students went through similar learning experiences. They were external consultants to complete situational analysis, market research, analysis and recommendations for solutions of the problems identified in clients' projects. Consulting projects covered three sectors: services and maintenance property management, hotels and tourism, and food chain stores. Stated learning objectives for students completing these business pilot projects included:

- Understand and articulate the real problem facing the client organizations
- Apply management knowledge in new and unpredictable circumstances
- Create a project plan and meet team and individual deadlines set with clients
- Design and apply market research instruments to gather primary data relevant to the clients' strategies. In all three client organizations, students engaged in conducting interviews and survey with clients.
- Analyse primary and secondary data collected, using statistical analysis methods as well as qualities for online survey.
- Evaluate existing and potential management solutions to offer possible solution to a problem for client
- Prepare and deliver professional written and verbal presentations explaining the project to clients.

### **Key Success Factors and Recommendations**

Key to the consulting projects' success is the long-lasting collaboration with business sector which can present their students with opportunities to be a part of real life business projects. For institutions in their initial phase of development, such as Kosovo (see Krasniqi and Mustafa, 2016; Krasniqi, 2012, 2014; Lajqi and Krasniqi, 2016), the universities should work closely with industry to build reputation and trust in order to become attractive for lasting cooperation. Establishing strong links with business sector through client projects enable universities to find consulting project opportunities for their students and at the same time, if done successfully, can get funding for these projects. Another key success factor is the fact that students can receive job offers. This form of university-business cooperation will be an incentive for companies to work with universities as they can have access to qualified labour and knowledge to solve their business problems. Finally, the international MBA students from more developed countries can learn new and challenging experiences to solve problem in an unstable environment, urging the need that western universities can work closely with universities from the developing and transition countries at their mutual benefits.

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