

Opportunities and Challenges for Entrepreneurial Universities

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My Background.....

As Entrepreneur in the Science & Technology Field

Trading Platform (1997-1999), Instrumentation for Nanotech Companies (1998-), Positioning System (1998-2001), T-cell Manipulation (2004-), Column Therapy (2005-), Diagnostics, health-care services and higher education through smart phones (2007-)

As Consultant to Science & Technology-based companies

Automotive (Volvo and Volvo Cars 1997-2001), Telecommunication (TeliaSonera 1994-2003, Ericsson 1994-, BT & Telefonica 2006-), Defence (EMW 1994-, Saab 2006-, FMV 2006-2008, Thales 2005-2006), Pharmaceuticals (AstraZeneca 1998-2005, NovoNordisk, 2003-2005, Boeringer-Ingelheim 2003-2005, UCB Pharma 2006-2008, BP 2007-)

As Researcher, Research leader and Academic Entrepreneur

Stockholm School of Economics (1994-2007), Chalmers University of Technology (1997-2003), Stockholm School of Entrepreneurship (1998-2001), Cambridge University (2001-2004), Ecoles des Mines de Paris (2002-) and Jönköping International Business School (2007-)

Main point for todays presentation

Despite the many global opportunities, the acknowledged value of entrepreneurial universities and many different types of initiatives

- there are very few examples of sustainable successes**
- and there are some important reasons for that.....**

Some observations

- There is a great and growing need for higher education and R&D in most sectors and regions – also acknowledged in most political agendas
- There is a growing agreement that the most reasonable way forward is through Mode 2, triple-helix or knowledge triangle based efforts and many initiatives have been launched to increase entrepreneurial activity in and around universities
- However, the dominant management and governance principles based on silos for functional specialization, prime management (and board) attention to control and predictability, leaders minimizing deviations from plans and clear incentives for extrapolation - still prevails!

Challenges for Innovation and Entrepreneurial Activity in Universities

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Universities, Faculties and Departments are built on the assumption that complex problems are best handled through hierarchical break-down

... and on the assumption that efficiency (and effectiveness) best is achieved through functional specialization and minimized dependencies

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Universities, Faculties and Departments are built for control and predictability rather than for experimentation

... where planning and minimized deviation from plans become more important than to search for or to capture emerging opportunities

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Universities, Faculties and Departments are built on accumulated solutions to historic problems in their specific contexts

... and there are strong defense systems for these solutions that earlier have shown to work

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Decision-makers in Universities, Faculties and
Departments normally overrate opportunities with
doing **what** and **as** they have done before and risks
with doing differently

....even if new opportunities often are identified
somewhere in an organization, they will seldom get
any resources or be captured

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Distinct borders in Universities, Faculties and Departments is the basis for responsibility, expectations, decision-making, resource allocation and evaluation...

...even if entrepreneurship, new ideas, innovations and breakthroughs most often happens in the boundaries and in the interaction

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There are few incentives for challenging the dominant approaches and established structures

... but quite many to preserve and protect them...

Necessary prerequisites to establish and sustain innovation and entrepreneurial activity in universities

It will take success cases... quite many of them

It will take systematic and convincing evaluation...with
quite clear results

It will take a formal legitimacy for alternative models for
managing entrepreneurial activities

...so that the innovative and entrepreneurial activities
become less threatening for senior faculty members,
and management and become less dependent on single
enablers taking individual risks

Possible tracks?

New collaborative set-ups for regional development and economic growth, leveraging groups of universities and additional stake-holders interests

New and more integrated use of the large student population

New business models and risk sharing arrangements, maybe necessitating new actors

Probably easier in less established and growing economies and for less established and growing universities