



CASE

Competencies for a sustainable
socio-economic development

Protocol CASE Workshop

Location: Wiener Stadtwerke Holding AG, Forum (Ground Floor)

Thomas Klestil Pl. 14, 1030 Wien

Date and time: 20.10.2015, 09:30-13:00

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1 Reports from table moderators

Workshop discussions about four proposed CASE modules (see Graphic 1) were based on the graphics attached in each chapter 1.1.-1.4. Participants got introduced to the modules in the beginning of the workshop. Discussions about module aims and corresponding thematic fields are summarized in the following chapters.

Module Structure

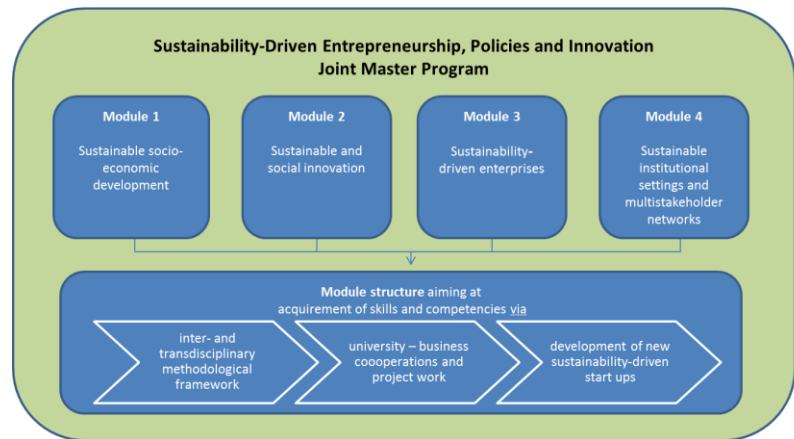


Figure 1: CASE modules overview

1.1 Module 1: Sustainable socio-economic development

Moderator: Claudia Lintner

Participants:

Djordjevic	Mina	Student Sozioökonomie
Halla	Pekka	Seep Student
Prantl	Nina	Seep Student
Schöllenger	Barbara	Die Netzwerkerin

Module 1

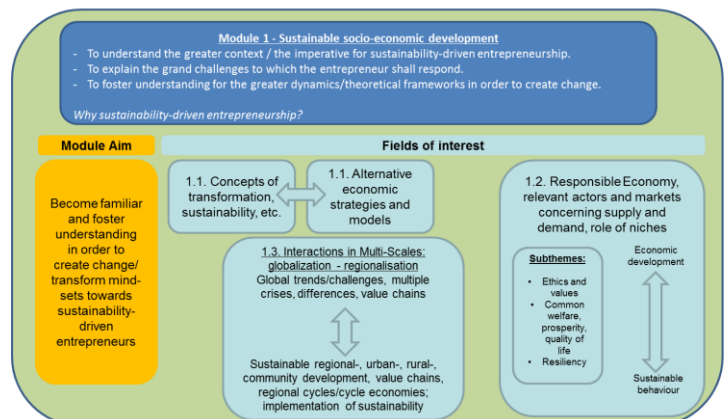


Figure 2: Module 1 – Sustainable socio-economic development

- The participants were very critical concerning the title of Module 1

Sustainable socio-economic development is a very broad concept. The title for the first Module should be more specific. There are too many contradictory terms in it, like social and economic, sustainable and development. The title should indicate a clear aim of the module.



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- Not only in the title, but also in the description of the Module, participants need a clear definition of the concepts. Especially concerning the term “Sustainability”. Participants claim that the term “Sustainability” very often just replaces something, where the core aim is to produce just another market in order to earn money (“it’s just green washing”, Nina). For the participants the concept of sustainability is closely linked to terms like responsibility, commitment AND good life. The central question was, what do we intend with good life? Good life intended not only for the single person but also for the society (sustainable socio- economic development/ economy should aim for a responsible society/ common goods).
- Also the term entrepreneur was reflected in a critical way: who is an entrepreneur? Only a person who owns an enterprise or also someone who brings in something new? Also concerning the term sustainability-driven entrepreneurs, it is important to explain or give a clear definition by underlining the social aspect of sustainability-driven entrepreneurship. For the participants it is not only a job but it is based on a social/ ideological aspect. Participants connect sustainability-driven entrepreneurship with a bottom up approach, which is able to break down power dynamics.
- The aim of the module should be, to see the world within a bigger picture, to understand the system, power dynamics in economy. Important in this discussion was also the inclusion of gender aspects (feminist economic models), which is based on the perspective of plural economies. The aim of the model should be on the one hand the understanding of the system and on the other hand to create new mind sets, what an entrepreneur does.
- Concerning the formulation of the aim of the module, the participants would emphasize the creating part and leave out the two terms to change and to transform.

- Fields of interest

1.1 It should be about a critical reflection on the terms we use (entrepreneurship, sustainability, socio-economic development). Further it is important that the module provides the student with a clear picture of the system (economic, political...) he or she is in, in order to start thinking outside the box. So, not emphasize only on alternative economic strategies, but use the concept of plural economies in order to give a broader picture (interdisciplinary perspectives).

1.3 This whole part should be part of module four, it goes too much into details and it is very close to the institutional settings

- Teaching

It is important to overcome a disciplinary approach and to learn thinking within an interdisciplinary perspective. It would be very useful not just to have front lectures, but starting with challenges, where people have to find solutions such as problem oriented learning.



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1.2 Module 2: Sustainable and social innovation

Moderator: Kathrin Brunner

Participants:

Brenzel	Sylvia	Plenum/ Moderation
Hofer	Bernhard	Talentify.me
Schneider	Nina	Seep Student

Module 2

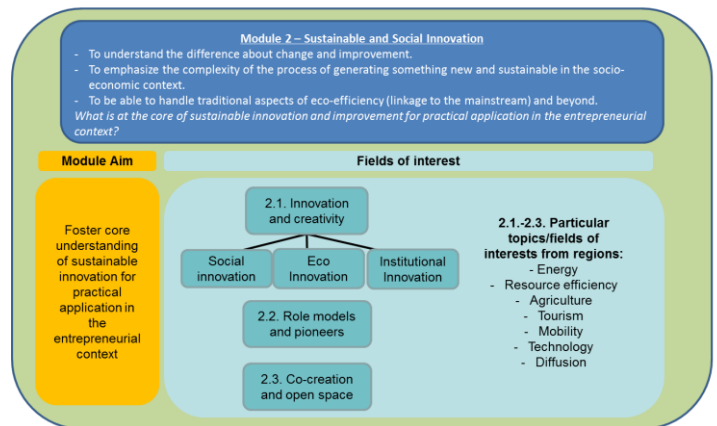


Figure 3: Module 2 – Sustainable and social innovation

- Everyone agreed module aim is focused.
- Interest is innovation and creativity.
- Sometimes institutional and social innovation is mixed up, can't always be separated.
- Role models & pioneers are very important aspects in this module.
- In 2.3. it is mentioned that students should learn about co-creation and open Space. But these are only two – currently quite popular – methods of innovation management. Therefore we strongly recommend, that students should learn at the beginning of module 2 the basics of innovation management:
 1. What is innovation management?
 2. How does an ideal innovation process look like?
 3. What kind of innovation management methods exist? Beside start-ups (which are only a small field) consider also the aspects of intrapreneurs!!! Not every student will be an entrepreneur after his/her master program.
- In this module it's important to think out of the box. Leave the university behind, students should be encouraged to go out, do all sorts of activities and thereby get new perspectives. Start with a journey? Building up a culture of listening to each other, harvest "collective wisdom", see that students have and share knowledge too.
- Module 1 needs to be taught before module 2, because module 1 is the precondition for model 2.
- Impact assessment: Students should learn that their work is about impact and not only about output → differentiate between change and improvement.



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Module 2/2

Moderator: Christian Rammel

Participants:

Depisch	Alexandra	Insettos
Frankova	Eva	Uni Brno
Medek	Michal	Kapraluv mlyn
Ware	Sarah	Seep Student

- Module 2 should have a framework to support a “reality check” and encourage students with real-life feedback. Bring their ideas to the public, check the innovation, if it is even needed. Innovativeness is a question of believe.
- For this focus on a “reality check” two aspects have been identified as crucial: 1) That the involved learning-by-doing processes should aim at motivating the students rather than on testing. And 2) That students should get self-confidence as “pioneers” and would need guidance and consultancy by mentors (successful SD entrepreneurs)
- The overall learning process should also take place in different settings, should tackle surprise and uncertainty as substantial experiences of SD entrepreneurs and should be linked to network activities (for SD entrepreneurs the connections to NGOs, civic society and other change agents was very much highlighted -> these are all significant elements of the dynamic markets SD entrepreneurs will have to deal with)
- Students need pioneers and mentors, therefore a framework for mentor-mentee systems was suggested. Intrepeneurs learn inside, entrepreneurs have their own company. This needs to be reflected in the curriculum as well.
- For module 2 learning by models is a good focus.
- The master should function with different universities etc., so e-learning will be very important.
- Separate compulsory and additional knowledge.
- Hub's and co-working spaces can create communication between students studying at different universities in the same program.





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1.3 Module 3: Sustainability-driven enterprises

Moderator: Lisa Bockwoldt

Participants:

Module 3

Altman	Mischa Oliver	Resonanz
Kaffke	Marten	Wirtschafts-agentur
Preissler	Richard	BOKU ECN coordinator
Wawer	Christi an	Sozioökonomie Student

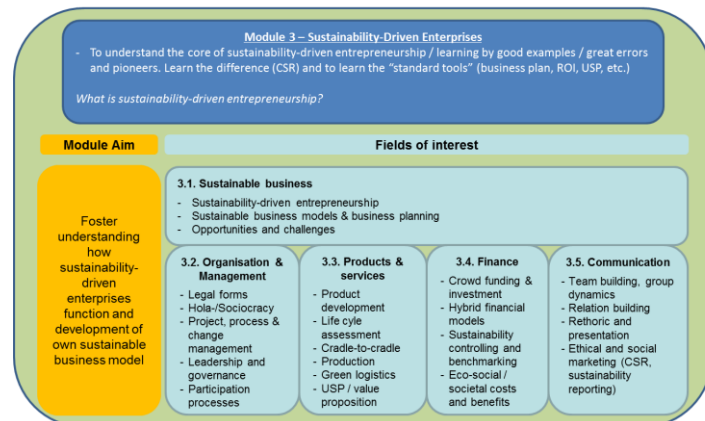


Figure 4: Module 3 – Sustainability-driven enterprises

General Remarks and Questions:

- Is there anything new, sustainable in module 3 or is it a classic business plan?
→ Teach the classical information, but from a critical angle and adapt the classical tools to sustainability (→ reflection needed).
- Is there a definition of entrepreneurship or sustainability-driven entrepreneurship that we can offer to the students? So they don't forget about the sustainability part, which they learn about in module 1? They might already have forgotten it by the time of module 3.
- Awareness of the need: tackling socio-ecological problems vs. complying to norms and legislation
- What is the mission of a sustainability-driven enterprise? It is different from the mission of a normal enterprise?
- Where do students practice and not just learn? Do they work on a project – developed in module 2? Is it a study project or a real-life project?
- The module should consist of a circle of try&failure (project in interdisciplinary teams - > failure -> evaluation with tools and learning reflection → try again)
- Tools that are included work in combination with bigger companies. The first phase of financing in just developing, very small companies that don't want to grow that big is not addressed.
- Suggestion for a sixth box (an out of the box – box), which is a reflection box, where students reflect what they learned and worked on in the module. Is sustainability still what they imagined in the beginning? What we think, sustainability is, changes every day, so the reflection never ends. Are there completely different economic models to those they learned in module 3 (compare with Module 1)? Do students have critique on concepts of sustainability and sustainability-driven enterprises? → Integrate the reflection into the learning phase (holistic), integrative perspective!



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Comments

- Module 3 should be the biggest module with 60 ECTS
- How do the contents of module 3 come together time-wise? Is 3.1 the introduction or is it accompanying the parts 3.2-3.5?
- Differentiate between internal (3.2) and external communication (3.5).
- 3.2 should include the topic of building a common vision of the enterprise, aspects of sustainable human resource management, sustainable salary models etc.
- Basics in accounting, project management etc. seem to be missing somewhere (e.g. 3.2)
- Participation processes in 3.2 are seen as part of 3.5 (external communication) → what do your stakeholders expect from you?; but not relevant for small start-ups
- Marketing and its tools are missing and should be included in 3.5 as one aspect of external communication of an enterprise.
- Contents in 3.3 should be optional concerning the students projects and future plans
- Impact assessment should be much more stressed, maybe as a separate part?

Further suggestions and questions

- Who are you trying to attract to the MSc?
- What are students meant to walk out with?
- Have a mission statement in the beginning of the module/master: Where do I picture myself and my enterprise in 10 years? Do I want to grow with my business? Will I later be the CEO? What do I have to learn according to my envisioned later role?
- Mentor-imitation would be very interesting and helpful.
- Foster personal development for self-expression, resilience, self-assurance through self-reflection, peer coaching, etc.
- Show 3.1-3-5 in a circle: Marketing, financing & controlling is moving....
- Students might do a marketing project in a company they accompany, so that they work with real numbers
- Another best-practice Master program might be: Master of Strategic Leadership towards Sustainability in Sweden (not preparing for Entrepreneurship)

Module 3/2

Moderator: Michael Ambros

Participants:

Khazen	Elias	Uni Wien Student Bildungswissenschaften
Olsson	Mikael	Uni Göteborg
Vandor	Peter	WU Vienna
Wudy	Julian	BOKU Startup Collective Energy



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Feedback to the proposition of the CASE team

- Integrate experience-based (experiential) learning
- Clearly communicate the possible “tracks”
 - Entrepreneurship in start-ups
 - Entrepreneurship in institutions (e.g. public, commercial; → intrapreneurs)and address the respective target groups
- Don't scare people with jargon (classical business terminology)
- Which skills/competencies are expected as outcomes?
- Where is the idea content coming from? → cross-/trans-disciplinary approach

Suggestions

- Own ideas versus external ideas for experiential learning
- Give the students space to work on own idea
- Focus on individual traits and competencies – dealing with stress, ambiguity etc.

Personal development of students and teamwork. Martial Arts as a role model for personal training? (balance mind & body / think – act – feel)

- Managing mission-drift
- Self-experience (individual level)
- Role play – with special focus on critical roles
- Integrate: internships, team ventures, competition elements
- Invite “real” people with practical experience → conveying authenticity and emotion
- NGC: work packages for start-ups, taking the role of consultants
- Content:
 - different forms of exploitation
 - philanthropic landscape
 - business modelling
 - finance
- Organisational focus:
 - Start-ups
 - SMEs
 - large companies
 - personal & team development
- Support for start-up teams:
 - Income for students to concentrate on idea-to-business development (e.g. Social Impact Award)
 - Funding (e.g. Uni Gothenburg)
 - Mentoring



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Target groups

- Junior: after bachelor degree, with no/few working experience
- Senior: bachelor/master, after several years of professional experience
 - could act as mentors for juniors
 - possible source of revenues (e.g. for paid MBA)

Should participants only be the “normal” life curriculum-students (coming directly from their bachelor’s degree) or perhaps also “seniors” that have experience in the job world? This could be very fruitful and interesting for a program like this too. Then the program as currently imagined might not be the right format, but maybe seniors could still contribute in one way or another?

1.4 Module 4: Sustainable institutional settings and multistakeholder networks

Moderator: Petra Biberhofer

Module 4

Participants:

Doppler	Elisabeth	BMFWF
Hübl	Miriam	WU Vienna, RCE Vienna
Kaupa	Isabella	Melange C Sustainable Consulting
Kohlenberger	Judith	WU Vienna - Seep Coordinator

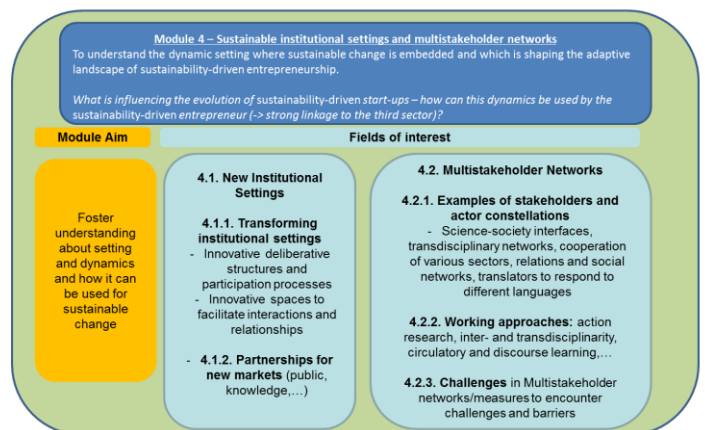


Figure 5: Module 4 – Sustainable institutional settings and multistakeholder networks

Concerning the target group of CASE:

- “Young people want to leave footprints in the sand”, one participant mentioned, highlighting that the target groups (students) are very open, not only care about ECTS, but want to change something in their surroundings, they want to create something out of it, that they can use for their start-up or in their future work life.

How opportunity spaces can look like:

- Creating zones (“Begegnungszonen”) where people (students, companies and teachers) meet each other is very important



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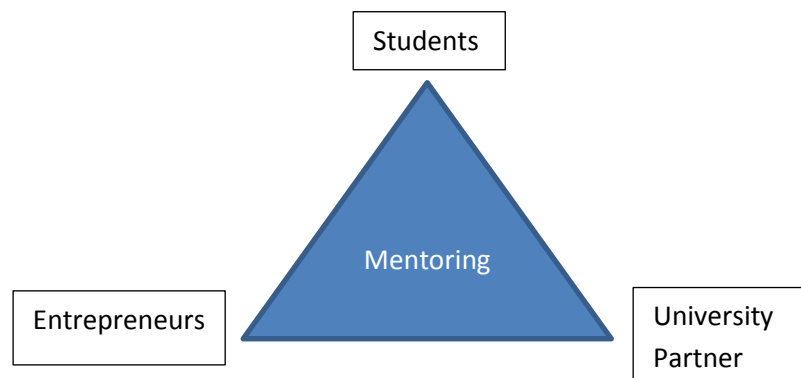
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- Collaboration and networks should not be an add-on, but easily accessible.
- Module 4 should focus on teaching students how funding works, or how they can lobby for funds and for their causes.
- Networks/spaces should not only focus on material but also non-material incentives
- Challenges for spaces: one dominant actor, balance discussion and energy, clear hierarchy necessary vs. everyone has same rights, bottom up needs funding for facilitator/moderator

Culture of university has to change in order to support/provide such spaces!

- University partners should identify with students and meet each other at eye level, also invite entrepreneurs and appreciate their approaches.
- University culture would have to change to collaborative, open culture, allowing to make mistakes, where you have someone really supporting you, communication with external partners has to be increased (relevance of science-society interfaces)
- Facilitator role was discussed and particular profiles which go beyond moderator role but have to be trustful etc. -> also not everything can be planned on purpose -> innovation needs openness (Zufälligkeit), but benefit of space must be obvious
- Reflective role of university: what kind of knowledge should be created, what is its role? Codified knowledge vs. practical knowledge -> Popularization of knowledge versus single fighter mentality @ universities
- Co-Supervision: Scientist & Practitioner should share the supervision of students. Therefore, they also have to learn a lot from another. But methods & didactics must be trained! -> training the trainers!
- **Mentoring program** in the master program should support students with mentors who give advice on which people are important to get to know and where to go. Failure culture has to be accepted.



Practice examples of spaces:

- “Sororities” & others: create rooms, provide tools & stuff that benefit the entrepreneurs, provide attractive offers, something they cannot get on their own, things that need to be shared (big, expensive machines), these facilities should not work as add-on's

Methods for teaching:

- In general innovative and creative methods are needed for module 4
- No frontal lectures but field research -> coupling of content and methods is necessary! -> reflected and applied, critical aspects from practitioners are needed



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- Provide mini projects (1 weekend): How to interact with public? Easy tasks from concept to implementation
- job-shadowing with entrepreneurs: reflecting team of entrepreneurs
- role play for multistakeholder networks (Roles: Administration, entrepreneur, science/researcher)
- theoretical input on inter- and transdisciplinary methods/approaches of innovative networks

Module 4/2

Moderator: Johanna Bernhard

Participants:

Boman	Johan	Uni Göteborg
Havelka	Andreas	WU Vienna, RCE Vienna
Sahbegovic	Adila	Sozioökonomie Student
Svacinka	Rainer	BOKU & Entrepreneur

- Had discussion on terminology: institution change /institution. Organization/ organizational change? Wider term: the whole system! What exactly does system-change mean?
- If you want to change institutions, you have to know the status quo, the past and the starting point. Have a holistic thinking in relation to time: have in mind the past, present, and future. Cultivate a culture/ atmosphere suitable for change. Differences between USA and Europe: Transfer the benefits from USA, the positive elements of it!
- (Pre-) Conditions to change institutions: Other options apart from public funding, you don't have to wait for the money.
- Networking takes place everywhere, so it could be more structured in the Master. Gaming approach for trying things out. Basis for good networking is an attitude: Move from competition to cooperation. What can I do together with you, instead of, how can I be better than you?
- Students wouldn't understand the content of the modules: So presentation, headlines, wording, should be improved!



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2 SUMMING UP

Module 1:

- Clear definition of terms we use (sustainability, entrepreneurship) - students should understand immediately what perspective we want to transmit
- More catching titles for the Modules ☺
- Students should understand “the system” in order to learn alternative ways of acting (not concentrating on alternative economic concepts)- concept of plural economy
- Field of interest 1.3 is very close to Module 4, because of the institutional settings. Should be part of Module 4.
- In the definition of the aim the participants wouldn't use only the term *create not to change or to transform* in order to make clear that it is an innovative new process.
- It would be very useful not just to have front lectures, but starting with challenges, where people have to find a solution

Module 2:

- thinking about impacts
- checking the reality (go out, listen to your stakeholders, ...)
- being innovative is an attitude, leave the classrooms
- framework for the mentor-mentee system
- learning by doing, emphasize on ideation => project phase - competition ?!, exchange is important
- e-learning, database, hubs & co-working spaces
- Forms: should be the same for all partners, contents/tools can be different
- Role models + pioneers play an important role in this module.
- Basics of innovation management must be passed on.
- at the beginning: basic information about innovation processes => then a variety of tools & techniques now it seems only few methods are being tested
- Target group: after the master program they will work in different fields (not only entrepreneurs but also intrapreneurs!)
- It's important to reflect and admit that not only start-ups – but also big institutions – can contribute to a sustainable social-economic development.

Module 3:

- Are we really doing something new? Is there a common definition of sustainability-driven entrepreneurs?
- ! tools for start-ups, who don't want to grow
- ++ mentoring
- missing: marketing (social media, communication channels, ...)
 - external vs. internal communication of enterprises



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- !=> reflection method (What do you want to do and learn?)
 - a) teach in a creative and holistic way
 - b) vision quest/mission finding
 - a) &b) make the difference!
- ! you can use classic tools, you really need for building up a business, but adapt them to sustainable start-ups
- impact assessment should be much more stressed
- fix the content to a timetable (modules are linked)
- students work on their own project
 - Clarify the target group!!! (not all participants are entrepreneurs)
- Experience-based learning, personal development and teambuilding are essential
- in start-ups AND existing organizations (either or both)
- Wording of master curriculum is important - it should be attractive!
- Who is the target group? entrepreneurs vs intrapreneurs
- What is the background of the target group? Bachelor/master with(out) practical experience → juniors vs seniors

Suggestions:

- let the students fundraise for their living situation
- “dragon’s nest”
- personal development and teambuilding
 - self-experience, e.g. martial arts
 - be proud of your mistakes
 - role play – with special focus on critical roles
- invite “real” – experienced – people conveying authenticity and emotions
- seniors (with practical experience) could act as mentors for juniors

Module 4:

- time resources (be aware of that)
- easy accessible funding
- target group might not be the “normal” students (benefits beyond ECTS)
- space/settings are important

University => cultural change needed /what knowledge

/ \ should be created?

Students - entrepreneurs

- co-supervision (practitioners + teachers)
- supportive women entrepreneurial network
- provide tools & staff that help the entrepreneurs
 - e.g. job shadowing, role playing games, ...



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- Terminology (institutional innovation?!) - think about keywords!
- you have to know the “old” system, the status quo, the starting points in order to foster change
- it needs a change of minds
 - You don't start a business because of a funding?!
- foster networking + projects, simulation, case studies
- from competition to cooperation



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