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FRAMEWORK FOR EMBEDDING EMPLOYABILITY INTO UNIVERSITY OPERATIONS
POSSIBILITY FOR MAINSTREAMING ENTREPRENEURSHIP EDUCATION

UNIVERSITY OF PERADENIYA, SRI LANKA

Integrating Talent Development into Innovation Ecosystems in Higher Education

586227-EPP-1-2017-1-BG-EPP

INNOTAL

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The framework is a strategic document presenting the University plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. Its overall objective is to ensure that the University effectively promotes graduates' employability while contributing to national and regional developmental priorities.

The framework seeks to devise a feasible plan for including both external stakeholders (business, the citizen sector and the public sector) and students/recent graduates in employability strategies. It is focused on 'embedding' employability into various institutional activities rather than on devising ad hoc initiatives and measures for employability promotion.

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OBJECTIVES OF THE STRATEGY

University of Peradeniya is committed to improving employability through existing and new institutional policies. Among the university's priorities is to deliver entrepreneurship and innovation training in different faculties, integrating these areas in their curricula. Apart from the Faculties of Arts, Agriculture and Management (which have already started teaching entrepreneurship), the Faculties of Science and Engineering have recently developed curricula for entrepreneurship training. In order to facilitate university spin-offs and knowledge spill-over, the University has recently approved a Business Incubation and Technology Transfer Centre to promote and facilitate business-oriented and outcome-based research within the university and develop award schemes to recognize researches who introduce commercially viable products and services.

Further, the Accelerating Higher Education Expansion and Development (AHEAD) project and the Department development projects funded by the World Bank directly address employability issues in social science and pure science faculties by improving the quality of research, development and innovation. One of the distinctive features of this grant is to support the University to link with the industrial and service sectors. Such linkages in terms of academic programs, staff and student interactions with industry, as well as research, development, and innovation linkages between universities and industry, still need to be developed in Sri Lanka.

The University of Peradeniya has a corporate plan, a strategy plan and an action plan for different spans of time for continually improving the university operations. The main areas of development outlined in these plans are:

- Quality and relevance of all undergraduate & postgraduate programs in the University, enhanced to achieve international recognition in Higher Education
- Developed resources to enhance the quality of research to respond to national and international requirements
- Enhanced administrative and financial efficiency within the framework of corporate governance
- Increased opportunities for a wider range of educational programs to contribute to the development of a knowledge- based society
- Physical & human resources to offer a conducive environment for academic pursuits

The first two goals above are directly related to entrepreneurship and innovation training and teaching. In 2019, the university in addition established a Business Linkage, Innovation, Incubation and Technology Transfer Office (thereafter referred to as BLII-

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TTO). The main aim of BLII-TTO is to ensure that the productive outcomes of research at the University of Peradeniya are transferred to society as products and services that can enhance quality of life, create new job opportunities through promoting start-ups and internationally uplift the image of the University of Peradeniya as the best Entrepreneurship university in Sri Lanka.

The BLII-TTO is established under the directives given by the UGC Commission Circular 10/2016. Focal areas of work of the BLII-TTO are:

- Developing practice and promoting and facilitating business- oriented and outcome-based research within the University; developing award schemes to recognize researchers who introduce commercially viable products and services
- Organizing training workshops and coaching camps for disseminating state-of-the-art research, knowledge and best practices for business organizations
- Implementing, facilitating and coordinating technical consultancy services for business organizations
- Implementing, promoting, monitoring and managing IP Policy within the University and sharing the benefits of technology transfers among relevant researches
- Promoting incubation and creation of university spin-offs, as well as social entrepreneurship projects in collaboration with the Career Guidance Units (CGU)
- Promoting research cooperation between businesses and the University
- Promoting strategic alliances with the national and international private sector in order to develop the research infrastructure and capacities at the University.
- Carrying out coordination between faculty-level business centres / units and reporting progress of the activities to the University community and UGC
- Promoting, facilitating and advising on the establishment of faculty level business centers
- Conducting/promoting seminars, workshops, conferences, exhibitions, publishing magazines, etc. aimed at creating awareness for the development of university business linkages.

The University of Peradeniya has responsibility to engage in research and innovation to help industry to introduce best practices in organizational management. In turn, such interaction is crucial for improving the quality of work at the university and

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its global standing. Recent studies point out that while spin-off company formation is motivated exclusively by commercialization, joint research, contract research and consulting are strongly motivated by research.

CURRENT INEFFICIENCIES AND GAPS

1. Entrepreneurship education and innovation training

University of Peradeniya has identified entrepreneurship education as a focal area relevant to graduates' employability and it is in the process of introducing it in different degree programmes. At present, there are courses conducted by the Faculties of Management and Arts for their Undergraduate Programmes on Bachelor of Business Administration and Bachelor of Commerce Degree respectively (Entrepreneurship is a compulsory course unit for those specialising Management and Commerce). The Faculty of Engineering offers an optional course on 'engineers as entrepreneurs'. Moreover, entrepreneurship is included in all five Master's degree Programmes conducted by the Faculty of Management. The faculties of Arts and Agriculture have also included entrepreneurship as compulsory modules in their higher degree programmes. After the establishment of BLII-TTO, the University has prioritized the incorporation of entrepreneurship education into other programmes.

However, the following inefficiencies and gaps were identified by students (through brainstorming sessions), as well as internal and external stakeholders:

- Lack of business incubation for career development
- Lack of identification of entrepreneurship opportunities within different subject disciplines
- Disparity between the curricula and the real world of work
- Insufficient linkages between faculties and industries
- Insufficient number of invited guest lecturers and talks from industry
- Lack of practical experience during the University education due to lack of industry training
- Poor student attendance and motivation for entrepreneurial activities
- Insufficient links between students and industries due to the location of University of Peradeniya far away from the commercial hub located in Colombo
- Students and graduates do not possess sound knowledge on creating business plans, marketing

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plans, budgets, life cycles of business, HRM and administrative skills, etc.

- Poor attitudes of graduates at the workplace, etc.
- Very limited number of joint-venture activities at present.

2. Learning process

University of Peradeniya is continuously improving its learning environments and teaching/learning practices. The learning process in entrepreneurship education is primarily outcome-based and student-centred and relies on case studies, field exposure, focussing on recognising entrepreneurial opportunities.

The majority of practitioners believe that entrepreneurship education should produce measurable outcomes. Thus, the university believes that outcome-based teaching (OBT) is the ideal method to be applied in teaching entrepreneurship and innovation. Knowing what is expected from the entrepreneurship course helps learners to stay motivated. The learning process also promotes an integral view of entrepreneurship as a combination of new business start-up, employability, innovation, corporate entrepreneurship and venture creation.

However, there are still some inefficiencies and gaps that need to be addressed in the future.

- Inadequate interfaculty/cross-faculty teaching to widen the knowledge base by crossing disciplinary boundaries
- Lack of close relationship between academics and students
- Inefficient number of inter-faculty /cross-faculty teaching programmes
- Lack of courses focusing on identifying entrepreneurship opportunities in the fields of health care sciences, tourism, etc.
- Insufficient linkages between faculties and industries with respect to teaching process.

3. Student talent development

Student talent development is vital for enhancing graduates' employability. University of Peradeniya conducts talent development programmes as part of different activities. There is no well-planned and coordinated strategy and approach. Therefore, the following current inefficiencies and gaps need to be addressed with respect to students' talent development:

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- Insufficient opportunities for students to demonstrate their creativity
- Insufficiently developed interpersonal relationship and communication skills of graduates
- Insufficiently developed communication skills and English communication skills of students and graduates
- Insufficiently developed general soft skills of students and graduates, such as team work, creative thinking, leadership, etc.
- Insufficiently developed critical thinking skills of students and graduates
- Poor attitudes of students towards extracurricular activities
- Insufficiently developed computer skills.

4. Relations with external stakeholders

At present most of the technology-related faculties have their own industrial linkage units. A limited number of joint research projects, industrial labs and consultancy projects are being implemented by those industrial linkage units. At this stage, internal and external stakeholders have identified the following inefficiencies and gaps in relations with external stakeholders:

- More work needs to be done on learning to create partnerships with industries that can be mutually beneficial
- Insufficient number of industry sponsored projects per year
- Lack of coordination among the industrial cells of the different faculties and insufficient sharing of information among them
- Inefficiencies in the process of securing student internships; lack of Memoranda of Understanding with industries, lack of proper evaluation process for internships, etc.

The BLII-TTO is expected to become the institutional mechanism to enhance future relations with external stakeholders, including through the online platform developed in the INNOTAL project.

5. Career orientation

The Career Guidance Unit (CGU) of the university of Peradeniya is closely working with the British Council, the National Enterprise Development Authority (NADA -

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https://www.neda.gov.lk/web/index.php?lang=en), the NGO/INGO USAID-YOULEAD - www.iesc.org/youlead, the UNDP (HACKADEV - National Youth Social Innovation Challenge https://hackadev.lk/#!/) and other private-sector agencies such as John Keels. The purpose of these collaborations is to support students who are interested in creating their own business start-up. Support can come in different forms, such as start-up interns and seed capital.

In the area of career orientation, several inefficiencies and gaps were identified at the University of Peradeniya. Although at present there are faculty coordinators, student ambassadors at Department level, and web-based communication mechanisms, there is lack of awareness about the career orientation activities conducted by the University Career Guidance Unit (CGU). There is lack of interest and poor attendance of students in career orientation activities. These are issues that are critical for improving graduates' employability skills.

The CGU plans to conduct a number of programs on various aspects of career aimed at increasing students' soft skills, such as personality development, qualities of authentic leadership, communication and presentation skills. Further, the CGU is also expected to conduct entrepreneurship cup, innovation day and competition to motivate students to become entrepreneurs.

FEASIBLE FUTURE IMPROVEMENTS, MEASURES AND ACTIONS

1. Increasing the number and quality of entrepreneurship courses and innovation trainings

As explained earlier, a few Faculties at Peradeniya already teach Entrepreneurship as a compulsory module. While increasing the number of courses related to entrepreneurship, the respective faculties are also concerned about increasing of the quality of delivery of these courses. As a result of discussions, it was suggested to improve quality instead of increasing the number of entrepreneurship courses. Those courses should become more focused on interested groups of students rather than targeting large groups of students who have no interest at all in the subject. In addition, the following activities were proposed by the stakeholders during the consultation sessions:

- Increasing the number of hours for trainings (increasing duration of the courses)
- Promoting attendance of students by adding credits
- Initiating a dialog with students in order to identify their training needs and knowledge gaps and develop the best training modules to meet those needs
- Demonstrating successful entrepreneurship stories to motivate students

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- Offering a common training by mixing all faculty students together as it can help inter-faculty and inter-disciplinary learning
- Embedding entrepreneurship learning in undergraduate research.

Through international projects such as AHEAD and INNOTAL, the university intends to improve the soft skills of undergraduates, which include communication skills, interpersonal skills, multicultural skills, leadership development, industrial education, online marketing and entrepreneurship, environment management, etc.

2. Introducing entrepreneurship education and innovation training in more disciplines

There are faculties at University of Peradeniya where Entrepreneurship is not being taught. Several of those faculties intend to introduce Entrepreneurship in their curricula, either as a compulsory or an optional module. The following short-term future improvements, measures and actions were proposed as feasible:

- Encourage the students' clubs and societies to engage in entrepreneurial activities throughout the year
- Direct the students to industrial working environments as volunteers
- Encourage students to do jobs during their vacations
- Link students with online marketplaces as their sales agents and product suppliers, (i.e. Daras.lk)
- Include liberal (creative) art courses as part of entrepreneurship-related teaching such as art and ecology, imaging nature and imaging ourselves, sport and literature, constructing and performing the self. It is believed that liberal arts programs should help students to cultivate practical reasoning and prepare them for the world of work
- Expand partnerships with corporate organizations
- Provide proper internship trainings (at least 6 months) for students.

In the medium term, we propose the following Entrepreneurship courses to be introduced at each Faculty in University of Peradeniya:

Faculty	Name of the Undergraduate Degree Programme	Priority areas of entrepreneurship courses

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Agriculture	Bachelor of Science in Agricultural Technology and Management	Entrepreneurship and Venture creation through Agri- Business Centre
	Bachelor of Science in Food Science and Technology	
	Bachelor of Science in Animal Science	
Engineering	Bachelor of Science of Engineering	Technology Entrepreneurship Engineers as Entrepreneurs
Arts	Bachelor of Arts	Community Entrepreneurship Entrepreneurship and Poverty Innovative Thinking and Liberal Arts Entrepreneurship and Tourism Development
Management	Bachelor of Business Administration	Special degree in Entrepreneurship Strategic Entrepreneurship and Entrepreneurship and Venture Creation
Medicine	Bachelor of Medicine and Surgery	Entrepreneurship in Health Care Sector
Allied Health Science	Bachelor of Medical Laboratory Science	Entrepreneurship and Supply Chain Management Strategic Management and Entrepreneurship
	Bachelor of Pharmacy	
	Bachelor of Science in Nursing	

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Science	Bachelor of Computer Science	Entrepreneurship and Innovation
	Bachelor of Science	
Dental Science	Bachelor of Dental Science	Skills in Entrepreneurship
Veterinary Medicine and animal science	Bachelor of Veterinary Medicine and Animal science	Farm Management and entrepreneurship

3. Improving students' learning experience through practice-based methodologies, extra- and co-curricular activities, or more practical training and internships

The university intends to provide practical training and hands-on experience as much as possible by introducing new training programmes related to current demand on the market, e.g. training on sustainability issues (sustainable consumption and production, industrial symbiosis, ecotourism, etc.). The following measures are suggested in order to improve the students' learning experience:

- Set the curriculum as per the practical requirements of the world of work
- Improve team working skills through practical workshops
- Enhance participation in sports activities to make students active and dynamic
- Initiate debates and similar activities encouraging critical thinking
- Use of audio visual equipment and displays.

Outcome-based teaching focused on areas such as innovation and prototype development, is considered crucial for improving students' learning experience, as it utilizes and creates linkages between the university and industry. Teaching Entrepreneurship by using real-world case studies is also an effective tool to enrich the learning environment. A key task will be to find ways to integrate Entrepreneurship courses seamlessly into Art and Science courses. Along with core entrepreneurship skills, students can thus develop new perspectives and insights into their specific field of interest.

University of Peradeniya needs to form mutually beneficial partnerships with industry and to ensure that each party

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(university, industry, students) will benefit by enhancing technological development, internship or other collaborative activities. Such partnerships will encourage students to directly address the industry requirements, to get involved in practical R&D work, or to engage in solving challenges/problems posed by a company. It is also beneficial to periodically invite successful entrepreneurs to lead knowledge sharing sessions for students where students can focus on real-world examples.

3. Promoting student talent development by involving them in innovation and research activities in cooperation with external stakeholders (business, the community and the public sector) and other activities aimed at improving students' employability (including career orientation)

External parties are willing to cooperate with the university and they have proposed different ways of collaborating such as internships and employment opportunities, interactions with students at the university, sharing information, presence in gatherings, signing Memoranda of Understanding or partnership agreements, linking with university incubators, joining projects and joint ventures, inviting experts from diverse areas of employment and exposing students to jobs beyond the government sector.

The Talent Co-Creation Lab should provide students with access to research addressing industry-specific issues. The topics and areas should reflect the demand by industry. If students work on projects that are requested by industry and get opinions on their work, this can boost their career chances. Sri Lanka is an agricultural country, so students should be made aware of farmer-school business concept, climate smart agriculture (tackling climate change in agriculture), social entrepreneurship ideas, etc. External stakeholders would benefit from the efforts of students to identify current trends at the national and global level to develop suitable solutions to industry problems. Creating an online platform to connect students with the world of work is also important and tis should be one of the main tasks of the Lab. The Lab should also organize competitions for students, link to other relevant co-curricular activities, promote innovative findings/products developed by the students, visits to companies, and facilitate external sponsors to award students' talents. Lab activities should also be designed so that they can develop team work and project management skills.

Culture, traditional/conventional arts, and traditional customs are among the areas proposed for future research with the participation of students. However, students in these areas need to improve their management and marketing skills so that they become suitable employees. As these students have no understanding of entrepreneurship, there is a need to change the

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methods of teaching and delivering the courses, link the students with different faculties and with students with different talents, encourage voluntary work, maintain a database of former graduates working in industries, and link the students with the Alumni Association through enhanced informal networking.

PRIORITY AREAS OF STUDY IN WHICH ENTREPRENEURSHIP COURSES SHOULD BE INTRODUCED

Teaching entrepreneurship in any degree programme would enrich students' employability, especially if the concept of entrepreneurship is linked to real-life outcomes. The priority areas of entrepreneurship should be Business, Engineering and Applied Science areas. Entrepreneurship itself is a result of many influences, and different views on entrepreneurship outcomes exist. Therefore, a single model cannot meet the requirements of a wide stakeholder group and of different science areas. Special attention should be paid to finding the best ways to integrate Entrepreneurship seamlessly into the main curricula in science-based faculties.

Regardless of the concrete area, Entrepreneurship learning at undergraduate level must be oriented toward developing multiple skills, such as improving communication skills, interpersonal skills, team working skills, computer literacy, multicultural skills (cultural and social pluralism), negotiation skills, leadership skills. The curriculum should incorporate interview facing assessment tools, data collection and analysis, and industrial training for all degree programs. Online marketing and online entrepreneurship should also be covered in the study programs.

PRIORITY AREAS FOR RESEARCH, INNOVATION AND OUTREACH IN WHICH STUDENTS COULD GET ENGAGED TOGETHER WITH EXTERNAL STAKEHOLDERS

Based on consultations with external stakeholders and university stakeholders, we have identified the following areas as best suited for activities involving collaboration between faculty, students and external stakeholders:

- Sustainable development issues such as poverty and livelihood development, social entrepreneurship, renewal energy, environmental management (air quality control)
- Digitalization of businesses such as online marketing, IT, vendor management, block chain technology, sharing online platforms and android platforms, industrial automation
- Food industry, coir based industry, machinery development, value addition for products, project evaluation and project identification, baseline surveying
- Emerging industries such as ecotourism, agro tourism, value chain development, organic farming.

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- Promoting democracy, peace and multiculturalism
- Social responsibility
- Quality assurance and ISO systems, accreditation
- Traditional and creative industries and handicrafts industry.

AVAILABLE FINANCIAL AND ORGANIZATIONAL RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

University of Peradeniya is a state university funded by the treasury. Each year, budget proposals are submitted by the Faculties and the University in order to obtain funding for new projects and activities. The current assessment is that the university has enough resources, but there are limited opportunities. There are self-finance activities such as postgraduate institutes, distance educations units, BLIT-TO etc. within the university system. It is up to the Faculties to reserve additional funding required for new activities.

AVAILABLE HUMAN RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

The existing human resources are sufficient to carry out teaching and research activities in some faculties such as Agriculture. However, other faculties such as Arts need additional faculty members to undertake the proposed activities. Training of trainers is essential to provide the necessary guidance to engage in entrepreneurship and innovation exercises. The Industry Cell of the faculty of Science has staff members who can develop IT products.

GOVERNANCE AND MANAGEMENT OF THE IMPLEMENTATION OF THE PROPOSED NEW ACTIONS

Formal statutory decision makers by regulation do exist in the university. However, the proposed changes must be implemented through a democratic participatory decision making process. The BLII-TTO is an important stakeholder at the university level as regards implementing the proposed changes.

LEADERSHIP IN THE PROCESS OF INSTITUTIONAL CHANGE

Each respective Faculty is responsible for entrepreneurship education. All Faculties are connected with the BLII-TTO, which is the apex body within the University in terms of implementing activities related to entrepreneurship and innovation teaching. The advisory board of the BLII-TTO is chaired by the Vice-Chancellor/Deputy Vice Chancellor of the University and represented by Directors of the Faculty-level business centers/units or members nominated by Deans of Faculties where Faculty level business centers/units are not available.

- BLII-TTO is headed by a Director
- Functions of faculty-level business centers/units are

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coordinated and monitored through the BLII-TTO

- Faculty-level business centers/units are headed by a Director or a Coordinator. One of the Directors/Coordinators of faculty level business centers in each faculty or a representative nominated by the dean of the respective faculty represent the faculty as the Faculty Coordinator at the BLII-TTO Advisory Board
- Faculty-level business centers/units have autonomy to expand their services, improve service procedures through the recommendations of faculty-level BLII-TTC and with the approval of relevant entities of the University. But they are expected to report any developments to the BLII-TTO through the faculty coordinator.

STAKEHOLDER ANALYSIS

The following tables present the basic stakeholders and their expected effective power to influence the implementation of the framework.

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Stakeholder	Stakeholder Position toward proposed actions (+ or -)	Stakeholder's level of influence	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
Vice-chancellor (internal)	Positive	High	Strong	
University Administration (internal)	Positive	High	Strong	
Directors of Career Guidance Units and other university centres (internal)	Positive	High	Strong	
Deans of faculties (internal)	Some are Positive, some are negative	High	Week	Raising awareness about the proposed actions
Lecturers (internal)	Most are positive while some are negative	High	Strong	Raising awareness about the proposed actions
Temporary staff (internal)	Positive	Low	Strong	Raising awareness is needed
Students (internal)	Positive	Low	Strong	Raising awareness is needed
Student Union leaders (internal)	Negative	Low	Week	Raising awareness is needed
Industries (external)	Positive	High	Strong	Raising awareness and emphasizing their involvement
Public-sector institutes (external)	Positive	…	Strong	Preparing strategies to get them involved
Non-government organizations (external)	Positive	Low	Strong	Raising awareness and emphasizing their involvement

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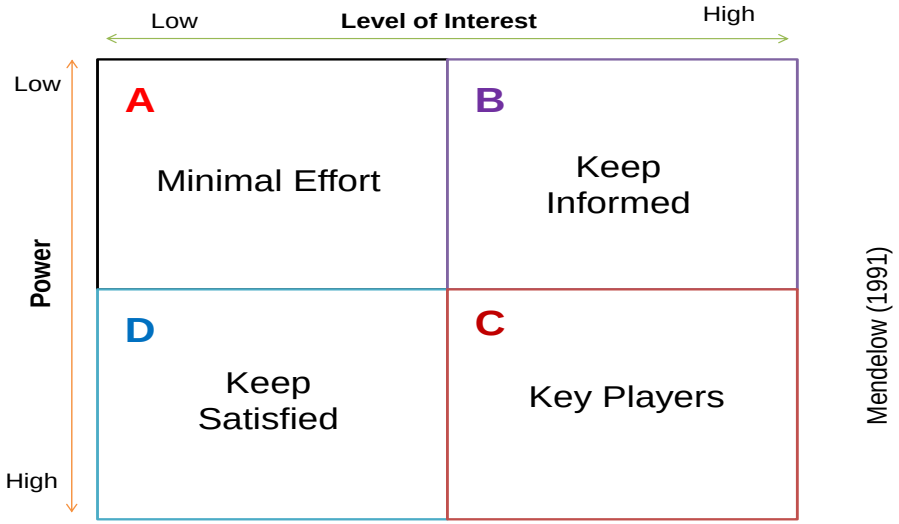
Stakeholder Analysis: Stakeholder Mapping



Stakeholder Matrix Analysis

	Latents	Promoters or Opponents
A lot of power and influence	**University administration**	**<u>Promoters</u>**
	Some industries	Vice-chancellor
	Possible actions to manage these stakeholders:	Directors of Career Guidance Units
	Developing strategies for involving them	Heads of faculties
	Raising awareness	Industries
	Regular meetings	Non-government organizations
	Inviting talks	Students
		<u>Opponents</u>

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		Some students Some lecturers Possible actions to manage these stakeholders: Raising awareness Introducing compulsory courses
Little power and influence	**Apathetics**	**Defenders or Critics**
	University union leaders Various university societies Public-sector institutes Possible actions to manage these stakeholders: Raising awareness	**Defenders** Public-sector institutes Lecturers Some students **Critics**
	Little interest in the new actions	**High interest in the new actions**

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EXPECTED IMPACT OF THE NEW ACTIONS

- Increasing number of entrepreneurship and innovation courses and trainings
- Increasing number of student innovations and university spin-offs
- Increasing number of Memoranda of Understanding and other types of collaboration with external organizations
- Increasing involvement of entrepreneurs in teaching
- Increasing number of industries benefited through BLII-TTC and the Talent Co-Creation Lab
- Increasing number of research projects for students and scholars
- More industry placements and internships relevant to the skills and interests of students
- Increasing number of graduates obtaining private-sector jobs thanks to entrepreneurial and innovation skills
- Employer satisfaction.

RISK ANALYSIS

The following risks can affect the implementation of this strategy:

- Risks related to bureaucracy and regulation
- Risks related to technical capacity and updates – the university may need to upgrade technological capacity. If not this may negatively influence many activities
- Risks related to engaging with stakeholders.

The following strategies should be used to avoid or mitigate these risks:

	Types of risks	Risk management responses and strategies **(avoidance, acceptance, transfer, mitigation)**
(a)	Technical Risks Insufficient or inadequate resources Lack of clarity or understanding within the University of the requirements and objectives of the proposed strategy and actions	Looking for funds to support the necessary actions, both from the national budget and from foreign donors
(b)	Cost Risks Exchange rate risks	
(c)	Schedule Risks	Extending the

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	Ineffective coordination Failure of planning Ineffective coordination	schedule Adopting less complex processes Developing guidelines Conducting more frequent monitoring activities
(d)	Stakeholder Management Risks Lack of support from the senior management Low motivation of faculty and staff to get involved in the implementation of the proposed actions Internal conflicts (between Departments, or between senior management and staff) Insufficient interest on behalf of target groups (students and external stakeholders) Lack of skills and experience on the part of the students Lack of skills and experience on the part of the students and external stakeholders to get involved in the implementation of the proposed actions	Clarifying requirements Changing the strategy Improving communication Carrying out trainings and awareness raising events
(e)	Regulation Risks Changing national priorities or government requirements	Continuous communication with public authorities

LOGICAL FRAMEWORK

The management indicated in the earlier sections will monitor activities proposed by faculties and the university-level BLII-TTC. However, initiation of any new degrees is the responsibility of the respective Faculty Board. Periodic programme review will be conducted by respective bodies of the UGC, Sri Lanka.

The logical framework that should guide the implementation of the proposed changes is presented below.

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Objective(s)	Activities	Indicators	Means of verification
To increase the quality of entrepreneurship courses and innovation trainings	Focusing the entrepreneurship courses on smaller but more motivated groups of students Identification of current training needs and preparation of high quality training modules Change the methods of teaching and delivering courses Promoting student attendance by adding credits for entrepreneurship-related activities Increasing the number of hours for training in courses; providing proper internship trainings (at least 6 months) for students Directing students to industrial working environment as volunteers Offering interdisciplinary training by mixing all faculty students together Encouraging students' clubs and societies to engage in entrepreneurial activities throughout the year Encouraging students to take on jobs during their vacations Establishing more partnerships with corporate organizations Providing practical training as much as possible Updating the curriculum as per industry and labor market requirements	**- Number of new entrepreneurship courses** **- Number of students trained in these courses** **- Number of internships** **- Number of new opportunities for practical training of students** **- Number of updated courses**	BLII-TTC
To improve the students'	Improving team working skills through practical	**- Number of trainings**	BLII-TTC

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learning experience through practice-based methodologies, extra- and co-curricular activities, or more practical training and internships	workshops Encouraging students to collaborate with different faculties, faculty members and other students with different talents Encouraging student participation in sports activities, debating activities exhibitions, etc. *Proposed future activities related to Talent Co-Creation Lab* Designing and delivering innovative short trainings related to Entrepreneurship and innovation, possibly with the participation of industry and external stakeholders Enhancing interaction among teachers, internship providers and students to assess the training and curriculum requirements Inviting visiting experts (successful entrepreneurs) and increasing opportunities for student trainings and knowledge sharing sessions Promoting student innovation focused on solving current issues important for the society and the economy, assisting the funding of entrepreneurial projects of student clubs and societies Organizing workshops to increase students' awareness of research and innovation Organizing study tours to visit industries and industrial parks (make it as an annual event) Development of a dedicated website, encouraging e-learning modules and new technology sharing methods.	**organized in the Talent Co-Creation Lab** **- Number of external speakers invited to lead talks, trainings or knowledge sharing sessions in the Talent Co-Creation Lab** **- Number of entrepreneurial projects by student clubs and societies developed and implemented in the Talent Co-Creation Lab**

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To promote student talent development by involving them in innovation and research activities in cooperation with external stakeholders and other activities aimed at improving students' employability	Establishing mutually beneficial linkages between UoP and industry Signing Memoranda of Understanding or partnership agreements Encouraging students to engage in industry specific R&D Linking industry with university incubators, projects and joint ventures Guiding industry to enhance technological capacity Talent Co-Creation Lab related activities Creating a platform to connect students with the world of work Involving students in live innovation projects focused on issues, challenges and problems identified by industry, business and external stakeholders Promoting innovative findings of students and assisting the search for external sponsors to award students' talents Encouraging voluntary work Inviting students from different faculties for common activities Organizing competitions for students	**- Number of students participating in collaboration activities** **- Number of industry and business entities cooperating with the Talent Co-Creation Lab** **- Active online platform for collaborative work on innovation ideas and projects** **-Number of student competitions organized** **- Number of live innovation projects developed and implemented in the Talent Co-Creation Lab with the participation of students and external stakeholders** **- Number of non-governmental organizations and other civic actors cooperating with the Talent Co-Creation Lab**	BLII-TTC

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