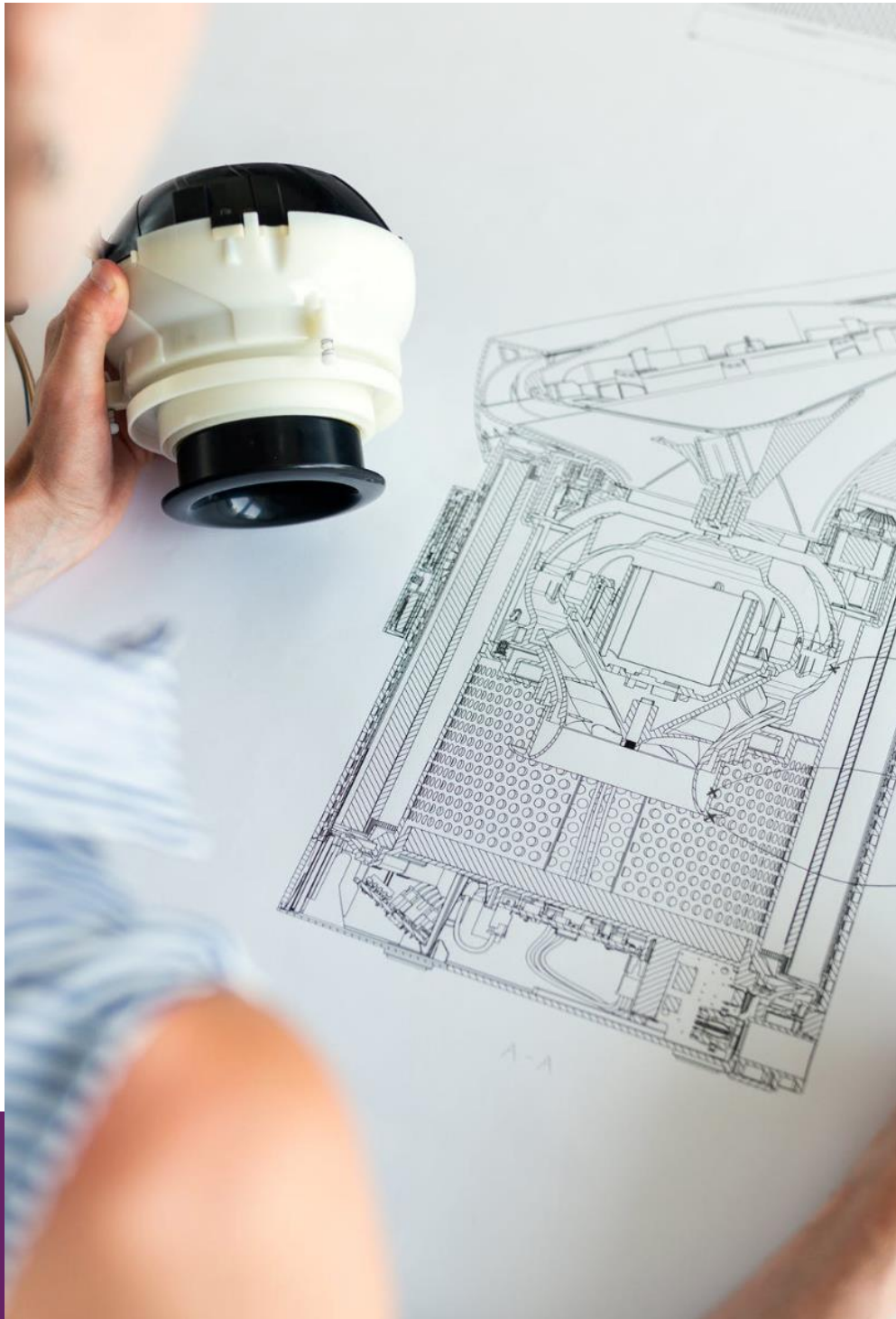


|  
**SME**  
CLUSTER  
GROWTH  
EMPOWERED ENGINEERING  
|



**TRAINING AND MOBILITY PROGRAMME TOOLKIT**

[www.SMEclustergrowth.eu](http://www.SMEclustergrowth.eu)



# INTRODUCTION

**This toolkit was prepared as part of SME Cluster Growth (<https://smeclustergrowth.eu/>), an ERASMUS+ Knowledge Alliance project that empowers SMEs in the engineering sector to grow and compete.**

Spanning nine partners across seven European countries, SME Cluster Growth is an ambitious collaboration with higher education institutions (HEIs), future skills and business growth professionals and university-industry relationship experts to advance engineering SMEs' capacities.

As identified by an investigation (<https://smeclustergrowth.eu/download/1176/>) undertaken by the project in 2021, small and medium sized enterprises (SMEs) form the backbone of the European economy. Improving their competitiveness has been a main objective of European cohesion, R&D, Industrial and ICT policies, among others. SMEs remain a dominant employer contracting around 94 million people and generating around 56.4% of the total added value (€4.4 trillion). However, SMEs face obstacles to growth, including a shortage of skilled staff and limited access to information amongst others.

The Mobility and Training Programme of the SME Cluster Growth project seeks to support SMEs in meeting these challenges. This toolkit was prepared as a resource for HEIs and relevant agencies across Europe to run similar programmes in their regions and clusters or university-business-collaboration.



# ABOUT THE TOOLKIT

**The SME Cluster Growth Training Programme is for engineering SMEs to develop a growth mindset and growth skills.**

## **Purpose of the toolkit**

This is a toolkit for higher education institutes, regional developers and cluster organizations interested in delivering the programme locally.

As the programme is to be delivered across Europe in diverse environments, it was intended that delivery can be adjusted according to local needs and context.

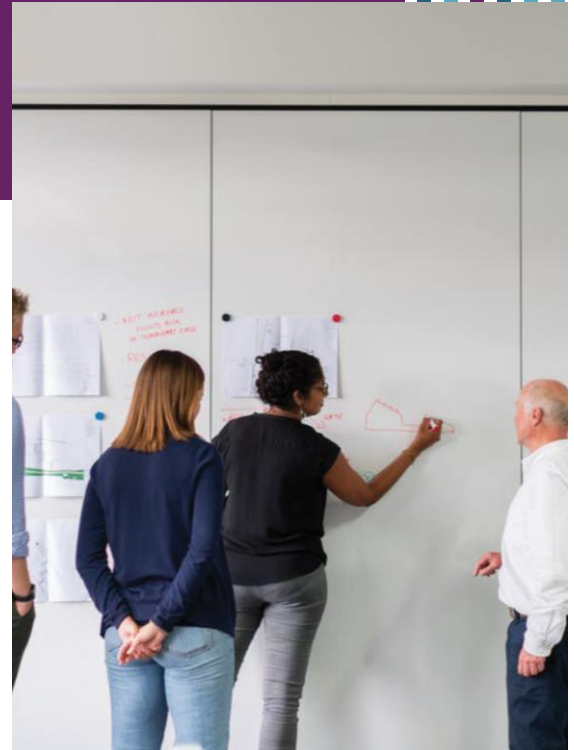
## **Background**

The Toolkit was created based on the growth needs of engineering SMEs identified by a European study, while taking into account practicalities (e.g. What is viable for company participants?) and finding a balance between universal and local content.

## **How to use the Toolkit?**

Chapter 1 introduces the overview of the program. Chapters 2-6 describe the methods and tools.

Note that this Toolkit contains primarily *recommendations*, as the local organizer always knows best what is viable and beneficial for their participants.



“

***You cannot have an economy without engineering...***

”

**Professor Calestous Juma  
Hon FEngFRS,  
Harvard Kennedy School**

Programme Overview

Master Classes

Training Sessions

Bootcamps

Growth Roadmap

Mentoring

Mobility Scheme



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

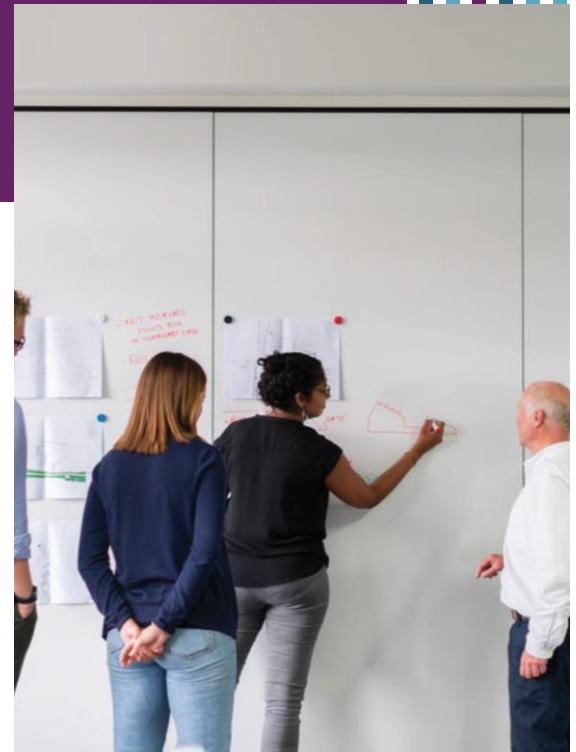
# 1. PROGRAMME OVERVIEW: How to get started?

**The SME Cluster Growth Training Programme is for engineering SMEs to develop a growth mindset and growth skills.**

As the programme is to be delivered across different European regions, the content is designed to be highly flexible. Each partner can localize the delivery to meet local needs.

## **Checklist for local partners when embarking on the delivery**

- ❑ Set the goals for your own organization: How will you use the programme to boost the local ecosystem and your partnerships with engineering SMEs?
- ❑ Select a local theme for your local program if you wish to focus on a certain industry or field in your region (optional).
- ❑ Set the exact dates for delivery of the program between September 2022 - February 2023
- ❑ Recruit your local 2-person core team, who are responsible for facilitation and practicalities with the participant. One person should have facilitation skills.
- ❑ Localize the content for 4 x training sessions and 2 x Bootcamps.
- ❑ Recruit guest experts and speakers for training sessions and Bootcamps, as well as mentors.
- ❑ Recruit participants - engineering SMEs, who would benefit from participation and with whom your organization wishes to build a partnership.
- ❑ Implementing continuous evaluations throughout the training programme to monitor progress in SMEs and provide immediate feedback is interesting for their growth. This approach empowers trainees to recognize areas for improvement and make necessary adjustments. Regular feedback also enables trainers to adapt their instruction and support to effectively address individual needs.
- ❑ Schedule an initial mentoring session with each company. This helps in gaining a better understanding of the them and their growth requirements. A preliminary speed dating activity before the program commences could serve as an effective option.



# 1. PROGRAMME OVERVIEW: Schedule and framework

The program contains 6+1 training days for a total of 20 hours of mandatory sessions and optional content.

## Delivery combines

- Peer-learning: Integral part of all the training sessions, Bootcamps and mentoring.
- Applied learning and learning by doing: Participants learn by applying everything into their own personal and company development.
- Traditional learning: Short presentations during master classes, and some of the training sessions / Bootcamps.

Ideally, the programme sessions should be held on a monthly basis, but the schedule could be adapted to the particular context of the audience.

DAY 0	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
	<b>1. How to build sustainable growth?</b>	<b>2. How to collaborate with ecosystems and clusters?</b>	<b>3. How to go international?</b>	<b>4. How to engage with universities?</b>	<b>5. How to finance growth?</b>	<b>6. How to utilize the value of knowledge and talent?</b>
Orientation video (30 min)		Master Class (1 hour)	Master Class (1 hour)	Master Class (1 hour)	Master Class (1 hour)	Master Class (1 hour)
	Bootcamp (4 hours + optional social activity)	Training session (1.5 hour)	Training session (1.5 hour)	Training session (1.5 hour)	Training session (1.5 hour)	Bootcamp (4 hours + optional social activity)
>> Growth Roadmap >>						
>> Mentoring >> (OPTIONAL BUT RECOMMENDED) (30-45 min)						
>> Mobility scheme >> (6 x virtual week; virtual week = 4-5 hours in total)						
>> Digital platform >> (OPTIONAL BUT RECOMMENDED)						

# 1. PROGRAMME OVERVIEW:

## Recruiting participants and local theme

### MAIN TARGET GROUP: ENGINEERING SMES

The **main target group** of the training programme is established engineering SMEs with 50-250 staff, €10-50M turnover.

*"Engineering SME: An SME providing engineering services and products within all industries. For use in this project, partners have decided to take a broad understanding of engineering, being from all sectors."*

### LOCAL THEME

We recommend each partner to have a **local theme**. For example, if "circular economy" is important for your local ecosystem and your organization, consider recruiting SMEs working on that. The local theme helps to target local content and benefits, leverage ecosystem and potentially increases peer-to-peer learning between participants.

### PAY ATTENTION TO THESE POINTS WHEN RECRUITING THE SMES

- Look for SMEs that are open to collaboration and learning with peers. This leads to better group dynamics and commitment to the training programme.
- All participants don't need to be at the same growth stage, or have equal capability / experience, but they should have an interest in exploring growth mindset and university-business-collaboration. Gathering feedback on how the programme is going immediately after delivery is useful to go one step further
- What SMEs are you interested in developing a long-term partnership with? → Use the program to generate more university-business-collaboration.



# 1. PROGRAMME OVERVIEW: Template for promotion - modify accordingly

## SME Cluster Growth Training Programme: Supporting SMEs in the engineering sector to innovate and grow

### Join a unique hands-on training and networking programme

- Develop the innovation and growth capability of your company.
- Network, collaborate and learn with other businesses. Locally and internationally.
- Learn how to engage and collaborate with universities and ecosystems to foster growth.

### What will you learn?

The programme is dedicated to developing your and your company's growth mindset and skills essential for growth in six topics:

- Building sustainable growth
- Collaborating with ecosystems and clusters
- Going international
- Engaging with universities
- Financing growth
- Utilizing the value of knowledge and talent

You will be learning side-by-side with other peers, experts and mentors.

**What?** A training program to develop growth mindset and growth skills.

**For whom?** SMEs working in the engineering sector (MAY INCLUDE A SPECIFIC LOCAL THEME)

**Duration?** From [month 1 to month 6], for a total of 20 hours of mandatory sessions.

**Location?** [your location] and online

**Language?** In your national language, with some elements in English.

*The programme is implemented by a unique international network from France, Ireland, Italy, Spain, Turkey, Finland and the Netherlands. Content will be local with international elements. Activity is made available through co-funding from the ERASMUS+ Programme of the European Union.*



# 1. PROGRAMME OVERVIEW: Themes, mastery and skills

**TABLE: An overview of learning outcomes that the programme hopes to accomplish. Themes & masteries are based on project's study regarding the topics that are important for SME growth.**

	TIMELINE	DURATION	THEME & MASTERY	FUTURE / SOFT SKILLS
TRAINING DAY 0		30 min	<b>Orientation</b> How to build sustainable growth? Future trends & future-proofing the company. Setting sights on growth.	
TRAINING DAY 1	Month 1	4 hours + social activity (optional)	<b>1. How to build sustainable growth?</b>  <b>Mastery of growth.</b> Ability to conceptualize growth, being aware of reasons for growth and identifying / anticipating opportunities. Setting the future goal, communicating it, preparing the organization and executing the plan.	Critical thinking Emotional intelligence Strategic thinking Developing perseverance
TRAINING DAY 2	Month 2	2.5 hours	<b>2. How to collaborate with ecosystems and clusters?</b>  <b>Mastery of ecosystem collaboration.</b> Taking full advantage of the local ecosystem. Ability to acquire and mobilise necessary resources to initiate, coordinate, support and drive cooperation with other ecosystem players.	Strategic thinking Social and cultural awareness Collaboration Creativity and curiosity
TRAINING DAY 3	Month 3	2.5 hours	<b>3. How to go international?</b>  <b>Mastery of internationalisation.</b> Ability to identify opportunities, networks and act upon them across countries. Immersing SMEs in new networks, building international connections and helping them to use the MOBILITY part of the program.	Engaging and mobilising others and resources Communication
TRAINING DAY 4	Month 4	2.5 hours	<b>4. How to engage with universities?</b>  <b>Mastery of university collaboration.</b> Ability to design, launch and manage successful university-business-cooperation. Managing expectations and overcoming potential cultural mismatch between HEIs / SMEs.	Strategic thinking Social and cultural awareness Collaboration Creativity and curiosity
TRAINING DAY 5	Month 5	2.5 hours	<b>5. How to finance growth?</b>  <b>Mastery of resource acquisition.</b> Ability to acquire and mobilise necessary resources to initiate, coordinate, support and drive growth. Utilizing different financing instruments, building partnerships and leveraging resources.	Technical finance knowledge Partnering Creativity Taking initiative
TRAINING DAY 6	Month 6	5 hours + social activity	<b>6. How to utilize the value of knowledge and talent?</b>  <b>Mastery of innovation and knowledge management.</b> Understanding the value of tacit and explicit knowledge. Identifying, anchoring and articulating existing knowledge within the organization to make it readable, understandable, communicable and easily usable. Using universities to the full extent.	Identifying opportunities Strategic thinking Analytical and problem-solving skills

# 1. PROGRAMME OVERVIEW: Delivery and responsibilities

LEARNING FORMAT	DELIVERY		RESPONSIBILITY
<b>Orientation video</b>	Online, pre-recorded	Universal (English language)	IMTBS
<b>Master Class</b>			
<i>FACILITATION</i>	Online / Onsite (offline)	Local (Native language or English)	Each HEI partner
<i>KEYNOTE</i>	Online, pre-recorded	Universal (English language)	Each HEI partner but IMTBS (one Master Class keynote per partner)
<b>Training session</b>			
<i>FACILITATION</i>	Onsite (offline)	Local (Native language or English)	Each HEI partner
<i>GUEST SPEAKER(S)</i>	Onsite (offline)	Local (Native language or English)	Each HEI partner
<b>Bootcamp</b>			
<i>FACILITATION</i>	Onsite (offline)	Local (Native language or English)	Each HEI partner
<i>GUEST SPEAKER(S)</i>	Onsite (offline)	Local (Native language or English)	Each HEI partner
<b>Mentoring</b>	Online / Onsite (offline)	Universal (English or native language)	All partners provide 2+ mentors; each HEI partner supports implementation
<b>Growth roadmap</b>	NOT APPLICABLE	Universal (English or native language)	Each HEI partner supports implementation

## 2. MASTER CLASSES: Introduction to the growth themes

### CONCEPT AND METHODOLOGY

Master classes provide **an expert introduction** to the six themes relevant for engineering SME growth:

1. How to build sustainable growth? (as orientation video is without interaction)
2. How to collaborate with ecosystems and clusters?
3. How to go international?
4. How to engage with universities
5. How to finance growth?
6. How to utilize the value of knowledge and talent?

Master classes contain **20-25 min pre-recorded keynotes**, as well as facilitated discussion between participants. Local partners may decide to implement master classes online or onsite (offline). If latter, they can be held on the same day as a training session / Bootcamp.

### GENERAL STRUCTURE

**5-10 min, Introduction:** Why is the theme relevant for SMEs? What is the role of the theme in the big picture?

**20-25 min, Pre-recorded keynote:** Master Class presentation by the expert on "How to?"

**15 min, Group discussion:** Reflecting the learning points from the presentation

- What was the most interesting point in the presentation and why?
- How could I use what I have learned from the presentation in my work/company?

**10 min, Wrap-up:** Remarks from the group discussion and next steps

### CHECKLIST FOR ORGANIZING THE MASTER CLASS

*Before the session*

- Decide if you are holding the whole Master Class online or onsite.

- In most cases, you are the facilitator. If you are not a facilitator, who will run the Master Class, do you need to book one?
- As a facilitator, get to know the pre-recorded keynote and slides beforehand. Translate materials if needed.
- Customize the introduction and bridging of the content locally for each Master Class (what content is relevant for your region / SMEs).
- If you hold a Master Class onsite, book the premises.
- Inform the participants in advance (send preliminary tasks if applicable).
- Make sure you run a technical test.

*During or after the session*

- Engage actively with participants.
- Emphasise the discussion of real cases and debates as a way of enriching the companies.
- Connect participants with mentors and services, based on identified needs (if needed.)
- Ask for feedback, send materials and information about next steps.

## 2. MASTER CLASSES (continued)

### A) ONLINE DELIVERY

#### PREPARATION

The facilitator gets to know the pre-recorded keynote beforehand and make notes to themselves about why the theme is relevant for SMEs and what is the theme role in the big picture (also reflecting the local context).

The facilitator (or facilitation team) will organise and set-up the virtual place of the Master Class session and make sure that technical elements are set-up. The choice of the virtual place is free, however it has to be easily accessible to the participants and offer a possibility of breakout rooms.

#### IMPLEMENTATION

The facilitator opens the Master Class session with a welcome and introduction (see INTRODUCTION).

The facilitator shares a link to a pre-recorded keynote with the present participants and asks them to watch it immediately (see KEYNOTE).

The facilitator sets the time when all the participants should be back online again. The facilitator makes remarks about the keynote, sets the task for the discussion and divides participants into breakout rooms (groups of 3-4 people) (see GROUP DISCUSSION). During the group discussion, the facilitator visits the groups, listens and initiates discussion if needed. The facilitator can also make remarks for the purpose of the final wrap-up etc. The facilitator keeps track of time.

The facilitator calls for the final wrap-up. The facilitator asks groups to sum-up what they were discussing and makes their own remarks as well. In the end, the facilitator informs the group about the next steps (see above WRAP-UP).

### B) ONSITE (OFFLINE) DELIVERY

#### PREPARATION

The facilitator gets to know the pre-recorded keynote beforehand and make notes to themselves about why the theme is relevant for SMEs and what is the theme role in the big picture (also reflecting

the local context).

It could be useful to send the videos in advance of the session to the participants. This allows them to preview the videos, including by enabling automatic subtitles if needed.

The facilitator (or facilitation team) will organise and set-up the physical place of the Master Class session and make sure that technical elements are set-up.

#### IMPLEMENTATION

The facilitator opens the Master Class session with a welcome and introduction (see INTRODUCTION).

The facilitator plays a pre-recorded keynote to the present participants (see KEYNOTE).

The facilitator divides participants into groups of 3-4 people and sets the task for the discussion (see GROUP DISCUSSION). During the group discussion, the facilitator visits the groups, listens and initiates discussion if needed. The facilitator can also make remarks for the purpose of the final wrap-up etc. The facilitator keeps track of time.

The facilitator calls for the final wrap-up. The facilitator asks groups to sum-up what they were discussing and makes their own remarks as well. In the end, the facilitator informs the group about the next steps (see above WRAP-UP).

*Continuing with training session / Bootcamp, if possible.*

# ORIENTATION VIDEO

## How to build sustainable growth?

<b>Learning format</b>	Orientation video
<b>Theme</b>	How to build sustainable growth?
<b>Length</b>	30 min
<b>Compulsory / Optional</b>	Compulsory
<b>Overall delivery</b>	Online, Pre-recorded
<b>Keynote content</b>	Universal, Pre-recorded
<b>Orientation video facilitator</b>	Todd Davey or Adeline Leroy
<b>Potential keynote speaker(s)</b>	Pierre-Yvers le Daeron / Jacques-Robert Moulinet / Adeline Leroy / Emile Karam
<b>KEYNOTE</b>	
<b>- Topic (short description)</b>	<p>Building sustainable growth is supposed to address different but intertwined subjects:</p> <ul style="list-style-type: none"> <li>- Willingness of the SME and the SMEs Stakeholders to grow</li> <li>- A clear definition of what growth means for the company - Preparedness to grow</li> <li>- A clear vision of what growth management means for the company</li> <li>- Building a sustainable growth objective</li> <li>- Business environment studies</li> <li>- Coherence of the general strategy with the already existing assets and capabilities of the SME</li> <li>- The right KPIs to assess</li> </ul>
<b>- Objective(s)</b>	The primary objective of this Master Class is to help SME owners to understand that managing sustainable growth needs to be clear both for the project of growth and the implication of growth for the company itself as it is going to change the SME radically.
<b>- Future skills</b>	Critical thinking, Emotional intelligence, Strategic thinking, Developing preservice
<b>- Subject(s)</b>	<p>The topics addressed by this Master Class include:</p> <ul style="list-style-type: none"> <li>- Prepared for growth. Define growth and the Growth roadmap</li> <li>- Analyse already existing assets</li> <li>- Align the growth strategy with the SME's capabilities</li> <li>- Prepare a plan to manage growth properly</li> <li>- Prepare a plan to consolidate growth after the growth phase</li> <li>- What to measure? What to secure?</li> </ul>

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# ORIENTATION VIDEO (continue)

## How to build sustainable growth?

<b>- Relevant literature / links</b>	<ul style="list-style-type: none"><li>- Greiner, L.E. Evolution and revolution as organizations grow. Harvard Business Review. 50 (4): 37-46.</li><li>- Jarillo, J.C. Entrepreneurship and growth: The strategic use of external resources. Journal of Business Venturing, 4: 133-147.</li><li>- Mintzberg, H. 1994. The size and decadence of strategic planning. Translation by Pierre Romelaer. Paris: Dunod. Original title: The rise and fall of strategic planning. NY: Prentice Hall.</li><li>- Porter, Mr. 1980. Competitive Strategy. NY: The Free Press.</li><li>- Scott, M., Bruce, R. 1987. Five stages of growth in small business. Long Range Planning, 20 (3): 45-52.</li></ul>
<b>- Further reading</b>	<ul style="list-style-type: none"><li>- Ansoff matrix, 1957</li><li>- Chandler, A.D. Strategy and Structure: Chapters in the History of the American Industrial Enterprise. Cambridge, MA: The MIT Press.</li><li>- Chandler, A.D. 1991. The functions of the HQ unit in the multibusiness firm. In Rumelt, R.P., Schendel, D. Teece, D.J. Strategic Management and Economics. Strategic Management Journal, 12: 31-50.</li><li>- Churchill, N.C., Lewis, V.L. 1983. The five stages of small business growth. Harvard Business Review, 61 (3): 30-51.</li><li>- Clifford, D.K., Cavanaugh, R.E. 1985. The Winning Performance. NY: Bantam Books.</li><li>- Davidsson, P. Entrepreneurship and after? A study of growth willingness in small firms. Journal of Business Venturing, 4: 211-226.</li><li>- Hambrick, D.C., Crozier, L.M. 1985. Stumblers and stars in the management of rapid growth. Journal of Business Venturing, 1: 31-45.</li><li>- Kolvereid, L. 1992. Growth aspirations among Norwegian entrepreneurs. Journal of Business Venturing, 7: 209-222.</li><li>- Maidique, M.A. 1980. Entrepreneurs, champions and technological innovation. Sloan Management Review, 21 (2): 59-76</li><li>- McCarthy, A.M., Schoorman, F.D., And Cooper, A. Reinvestment decisions by entrepreneurs: Rational decision-making or escalation of commitment? Journal of Business Venturing, 8: 9-24.</li><li>- McDougall, P.P., Covin, J.G., Robinson, R.B., and Herron, L. 1994. The effects of industry growth and strategic breadth on new venture performance and strategy content. Strategic Management Journal, 15: 537-544.</li><li>- McKelvie, A.; Wiklund, J. 2010, Advancing firm growth: a focus on growth mode instead of growth rate, Entrepreneurship Theory and practice</li><li>- Porter, Mr. 1990. The Competitive Advantage of Nations. London: The MacMillan Press.</li><li>- Powell, T.C. 1992. Strategic planning as a competitive advantage. Strategic Management Journal, 13: 551-558.</li><li>- Rumelt, R.P., Schendel, D. Teece, D.J. Strategic Management and Economics. Strategic Management Journal, 12: 5-29.</li><li>- Scott, B.R. 1973. The industrial state: Old myths and new realities. Harvard Business Review, 51 (2): 133-148.</li><li>- Toulouse, J.M., Bourdeau, G. 1994. Growth rates and strategic behaviours of new technology companies. Proceedings of the third international strategic management conference, Lyon, 9-11 May.</li><li>- Uddenberg, A.; A., A.; Almes-ker, G.; 201, Explanatory Factors for Small Firms' Sustainable Growth: Developing an Assessment Model for Established SMEs, Proceedings of ICSB Conference 2011: "Back to the Future: Changes in Perspectives of Global Entrepreneurship and Innovation"</li></ul>

# MASTER CLASS I

## How to collaborate with ecosystems and clusters?

<b>Learning format</b>	Master Class
<b>Theme</b>	How to collaborate with ecosystems and clusters?
<b>Length</b>	1 h
<b>Compulsory / Optional</b>	Compulsory
<b>Overall delivery</b>	Local
<b>Facilitation</b>	Local, Online / Offline
<b>Keynote content</b>	Universal, Pre-recorded
<b>Master Class' facilitator</b>	[to be added by each local HEI partner individually]
<b>Potential keynote speaker(s)</b>	[to be added by a local HEI partner responsible for the keynote]
<b>KEYNOTE</b>	
<b>- Topic (short description)</b>	What type of ecosystem players exist? How to use local and international ecosystems to support growth? What kind of support mechanisms exist to collaborate with the local and international ecosystem players? How to effectively engage with ecosystem stakeholders?
<b>- Objective(s)</b>	The main objective of this Master Class is to provide participants with the tools to promote effective collaboration with ecosystem actors, in particular with local and international clusters. To this end the keynote speaker will provide relevant information around the business and innovation ecosystems configuration, the support mechanisms that are frequently used to promote cooperation among actors, as well as the mechanisms for connecting with international players.
<b>- Future skills</b>	Strategic thinking, Social and cultural awareness, Collaboration, Creativity and curiosity
<b>- Subject(s)</b>	The topics addressed by this Master Class include: <ul style="list-style-type: none"> <li>- Overview of the local ecosystem</li> <li>- The role of clusters</li> <li>- Drivers and barriers to collaborate with ecosystem actors</li> <li>- Access to existing local growth resources / initiatives /funding programmes</li> <li>- Connections between SME and local &amp; international ecosystem players and preliminary partnership discussions</li> <li>- Good practices in cooperation with ecosystems</li> </ul>

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# MASTER CLASS I (continue)

## How to collaborate with ecosystems and clusters?

<p>- Relevant literature / links</p>	<ul style="list-style-type: none"><li>- Porter, M.E. (1998) "Clusters and the New Economics of Competition", Harvard Business Review, Available at: <a href="https://hbr.org/1998/11/clusters-and-the-new-economics-of-competition">https://hbr.org/1998/11/clusters-and-the-new-economics-of-competition</a>.</li><li>- Franco, S., Murciego, A., Salado J.P., Sisti, E. &amp; Wilson, J. (2021) European Cluster Panorama Report. Available at: <a href="https://clustercollaboration.eu/sites/default/files/2021-12/European_Cluster_Panorama_Report_0.pdf">https://clustercollaboration.eu/sites/default/files/2021-12/European_Cluster_Panorama_Report_0.pdf</a></li><li>- Ioannis Makedos (2014) "The Collaboration of SMEs through Clusters as Defense against Economic Crisis", Economics Research International, vol. 2014, Article ID 407375. <a href="https://doi.org/10.1155/2014/407375">https://doi.org/10.1155/2014/407375</a></li><li>- OECD (2004) Networks, partnerships, clusters and intellectual property rights: Opportunities and challenges for innovative SMEs in a global economy. Available at: <a href="https://www.oecd.org/cfe/smes/31919244.pdf">https://www.oecd.org/cfe/smes/31919244.pdf</a></li><li>- Radziwon, A., and Borges M. (2019) Open innovation in SMEs: exploring inter-organizational relationships in an ecosystem. Technological Forecasting and Social Change. Volume 146, Pages 573-587. <a href="https://doi.org/10.1016/j.techfore.2018.04.021">https://doi.org/10.1016/j.techfore.2018.04.021</a>.</li></ul>
<p>- Further reading</p>	<ul style="list-style-type: none"><li>- Autio, E. and Thomas, L.D.W. (2021), "Researching ecosystems in innovation contexts", Innovation &amp; Management Review, Vol. ahead-of-print No. ahead-of-print. <a href="https://doi.org/10.1108/INMR-08-2021-0151">https://doi.org/10.1108/INMR-08-2021-0151</a></li><li>- Cross R., &amp; Carboni, I. (2020) When collaboration fails and how to fix it. MIT Sloan.Management Review. Available at: <a href="https://sloanreview.mit.edu/article/when-collaboration-fails-and-how-to-fix-it/">https://sloanreview.mit.edu/article/when-collaboration-fails-and-how-to-fix-it/</a></li><li>- Dias Sant´Ana, T., de Souza Bermejo, P.H., Moreira, M.F. and de Souza, W.V.B. (2020), "The structure of an innovation ecosystem: foundations for future research", Management Decision, Vol. 58 No. 12, pp. 2725-2742. <a href="https://doi.org/10.1108/MD-03-2019-0383">https://doi.org/10.1108/MD-03-2019-0383</a></li><li>- Eamonn Kelly, "Introduction: Business Ecosystems Come of Age", Deloitte Insights, April 16, 2015, Available at: <a href="https://www2.deloitte.com/us/en/insights/focus/business-trends/2015/business-ecosystems-come-of-age-business-trends.html">https://www2.deloitte.com/us/en/insights/focus/business-trends/2015/business-ecosystems-come-of-age-business-trends.html</a>.</li><li>- Ferreira, J.J., Fernandes, C.I. and Peris-Ortiz, M. (2018) 'How agents, resources and capabilities mediate the effect of corporate entrepreneurship on multinational firms' performance', European J. International Management, Vol. 12, No. 3, pp.255-277.</li><li>- Galan-Muros, Victoria &amp; Plewa, Carolin. (2015). What drives and inhibits university-business cooperation in Europe? A comprehensive assesment. R&amp;D Management. 46. 10.1111/radm.12180.</li><li>- Michael G. Jacobides, "In the Ecosystem Economy, What's Your Strategy?" Harvard Business Review, September-October 2019, Available at: <a href="https://hbr.org/2019/09/in-the-ecosystem-economy-whats-your-strategy">https://hbr.org/2019/09/in-the-ecosystem-economy-whats-your-strategy</a>.</li><li>- David Clough, "Reflections on Hannah and Eisenhart's 'How Firms Navigate Cooperation and Competition in Nascent Ecosystems': Exploring Bottlenecks as a Central Concept in Innovation Ecosystem Theory", Strategic Management Society Blog, Available at: <a href="https://strategicmanagementsociety.wordpress.com/2018/06/21/reflections-on-hannah-and-eisenhardts-how-firms-navigate-cooperation-and-competition-in-nascent-ecosystems-exploring-bottlenecks-as-a-central-concept-in-innovation-ecosyste/">https://strategicmanagementsociety.wordpress.com/2018/06/21/reflections-on-hannah-and-eisenhardts-how-firms-navigate-cooperation-and-competition-in-nascent-ecosystems-exploring-bottlenecks-as-a-central-concept-in-innovation-ecosyste/</a>.</li></ul>



# MASTER CLASS II

## How to go international?

<b>Learning format</b>	Master Class
<b>Theme</b>	How to go international?
<b>Length</b>	1 h
<b>Compulsory / Optional</b>	Compulsory
<b>Overall delivery</b>	Local
<b>Facilitation</b>	Local, Online / Offline
<b>Keynote content</b>	Universal, Pre-recorded
<b>Master Class' facilitator</b>	[to be added by each local HEI partner individually]
<b>Potential keynote speaker(s)</b>	[to be added by a local HEI partner responsible for the keynote]
<b>KEYNOTE</b>	
<b>- Topic (short description)</b>	How to align business models with the target markets? How to think global from the start? How to use local and international ecosystems to support growth. Which type of ecosystem players exist?
<b>- Objective(s)</b>	The primary objective of this Master Class is to increase awareness about the local and international ecosystems for firms to go international.
<b>- Future skills</b>	Strategic thinking: Engaging and mobilising others and resources, Communication
<b>- Subject(s)</b>	The topics addressed by this module include: -The global mindset -Overview of the local ecosystem - Access to existing local growth resources / initiatives - Connections between SME and local & international ecosystem players and preliminary partnership discussions

# MASTER CLASS II (continue)

## *How to go international?*

### **- Relevant literature / links**

- Hessels, J., & Parker, S. C. (2013). Constraints, internationalization and growth: A cross-country analysis of European SMEs. *Journal of world Business*, 48(1), 137-148.
- Bagheri, M., Mitchelmore, S., Bamiatzi, V., & Nikolopoulos, K. (2019). Internationalization orientation in SMEs: The mediating role of technological innovation. *Journal of International Management*, 25(1), 121-139.
- Felício, J. A., Caldeirinha, V. R., & Ribeiro-Navarrete, B. (2015). Corporate and individual global mind-set and internationalization of European SMEs. *Journal of Business Research*, 68(4), 797-802.

# MASTER CLASS III

## How to engage with universities?

<b>Learning format</b>	Master Class
<b>Theme</b>	How to engage with universities?
<b>Length</b>	1 h
<b>Compulsory / Optional</b>	Compulsory
<b>Overall delivery</b>	Local
<b>Facilitation</b>	Local, Online / Offline
<b>Keynote content</b>	Universal, Pre-recorded
<b>Master Class' facilitator</b>	[to be added by each local HEI partner individually]
<b>Potential keynote speaker(s)</b>	[to be added by a local HEI partner responsible for the keynote] An expert responsible for University-industry transfer and cooperation to be determined.
<b>KEYNOTE</b>	
<b>- Topic (short description)</b>	This topic deals with understanding how to find, contact and interact with Universities for the purpose of collaborating in achieving growth objectives at the short and medium term, both for concrete R&D&I needs or to establish long lasting co-operations.
<b>- Objective(s)</b>	The primary objective of this Master Class is to: <ul style="list-style-type: none"> <li>- Understand the means by which Universities can be partners in SME growth plans and projects.</li> <li>- Be able to locate Universities, centers or research groups that match the needs for growth.</li> <li>- Have an understanding on how R&amp;D&amp;I funding can be used to boost growth in cooperation with Universities.</li> <li>- Instruments and strategies to remain connected and foster cross-fertilization with Universities.</li> </ul>
<b>- Future skills</b>	Strategic thinking, Social and cultural awareness, Collaboration, Creativity and curiosity
<b>- Subject(s)</b>	The topics addressed by this module include: <ul style="list-style-type: none"> <li>- Finding HEIs that match growth needs</li> <li>- Better understanding of how to engage HEIs for collaboration</li> <li>- New joint projects with HEIs</li> <li>- Readiness to make use of WP 5-6 activity</li> </ul>

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# MASTER CLASS III (continue)

## *How to engage with universities?*

- |                                      |   |
|--------------------------------------|---|
| <b>- Relevant literature / links</b> | <ul style="list-style-type: none"><li>- Mascarenhas, C., Ferreira, J. J., &amp; Marques, C. (2018). University–industry cooperation: A systematic literature review and research agenda. <i>Science and Public Policy</i>, 45(5), 708-718.</li><li>- Franco, M., &amp; Haase, H. (2015). University–industry cooperation: Researchers' motivations and interaction channels. <i>Journal of Engineering and technology Management</i>, 36, 41-51.</li><li>- Doutriaux, J. (2008). Knowledge clusters and university–industry cooperation. <i>Handbook of research on innovation and clusters: Cases and policies</i>, 149-166.</li></ul> |
|--------------------------------------|---|

# MASTER CLASS IV

## How to finance growth?

<b>Learning format</b>	Master Class
<b>Theme</b>	How to finance growth?
<b>Length</b>	1 h
<b>Compulsory / Optional</b>	Compulsory
<b>Overall delivery</b>	Local
<b>Facilitation</b>	Local, Online / Offline
<b>Keynote content</b>	Universal, Pre-recorded
<b>Master Class' facilitator</b>	[to be added by each local HEI partner individually]
<b>Potential keynote speaker(s)</b>	Rosa Grimaldi or Hérica Righi
<b>KEYNOTE</b>	
<b>- Topic (short description)</b>	This topic supports the SMEs in identifying the different types of financial instruments and funding sources that will help them to boost their growth process.
<b>- Objective(s)</b>	The main goals of this masterclass are: <ul style="list-style-type: none"> <li>- Differentiate financing instruments;</li> <li>- Present European funding sources;</li> <li>- Emphasize the importance of partnership on the growth process and how to finance joint projects.</li> </ul>
<b>- Future skills</b>	Technical finance knowledge, Partnering, Creativity, Taking initiative
<b>- Subject(s)</b>	The topics addressed by this module include: <ul style="list-style-type: none"> <li>- Types of financing instruments</li> <li>- Readiness to prepare and submit funding projects</li> <li>- Cooperative projects' funding</li> </ul>

# MASTER CLASS IV (continue)

## *How to finance growth?*

### **- Relevant literature / links**

- European Commission Financial Instrument: [https://ec.europa.eu/info/funding-tenders/find-funding/financial-instruments-equity-guarantees-and-loans\\_en](https://ec.europa.eu/info/funding-tenders/find-funding/financial-instruments-equity-guarantees-and-loans_en)
- Luukkonen (1998). The difficulties in assessing the impact of EU framework programmes. *Research Policy*
- Rupeika – Apoga and Saksonova (2018). SMEs' Alternative Financing: The Case of Latvia. *European Research Studies Journal*.

# MASTER CLASS V

## How to utilize the value of knowledge and talent?

<b>Learning format</b>	Master Class
<b>Theme</b>	How to utilize the value of knowledge and talent?
<b>Length</b>	1 h
<b>Compulsory / Optional</b>	Compulsory
<b>Overall delivery</b>	Local
<b>Facilitation</b>	Local, Online / Offline
<b>Keynote content</b>	Universal, Pre-recorded
<b>Master Class' facilitator</b>	[to be added by each local HEI partner individually]
<b>Potential keynote speaker(s)</b>	Andrew Lynch or Helen McGuirk
<b>KEYNOTE</b>	
<b>- Topic (short description)</b>	The value of knowledge and how to mobilise it?
<b>- Objective(s)</b>	<p>The primary objective of this Master Class is to articulate the value of internal (institutional) and external (network) knowledge, how to capture it, and how to use it for business advantage.</p> <p>Attendees will develop a deeper understanding of the nature of the knoweldge they may already have but be unaware of; an appreciation of the ways they can identify such knowledge; and the strategies they can use to extract useful insights from such knowledge.</p>
<b>- Future skills</b>	Identifying opportunities, Strategic thinking, Analytical and problem-solving skills
<b>- Subject(s)</b>	<p>The topics addressed by this module include:</p> <ul style="list-style-type: none"> <li>- Increased innovation and growth capability</li> <li>- New networks and collaboration with businesses, ecosystems and universities</li> </ul>

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# MASTER CLASS V (continue)

## *How to utilize the value of knowledge and talent?*

### **- Relevant literature / links**

- Kroll, H., Copani, G., Van de Velde, E., Simons, M., Horvat, D., Jäger, A., Wastyn, A., PourAbdollahian, G., Naumanen, M. 2016. An analysis of drivers, barriers and readiness factors of EU companies for adopting advanced manufacturing products and technologies. European Union. Available at <https://op.europa.eu/en/publication-detail/-/publication/29e4d66e-dd4a-11e6-ad7c-01aa75ed71a1#document-info>
- OECD, 2019a. SME and Entrepreneurship Policy in Ireland ... Available at <https://www.oecd-ilibrary.org/sites/e726f46d-en/index.html?itemId=/content/publication/e726f46d-en>



# 3. TRAINING SESSIONS: New skills and insight delivered locally

## CONCEPT AND METHODOLOGY

Training sessions provide **local & sector-specific content** for participants. They are always **hosted locally, preferably face-to-face (online also possible)**. Keeping in line with the style of the overall program, they should take into account peer-to-peer learning and building connections.

**Local organizers can structure the training session to include these elements:**

- Site visits to relevant locations
- Networking between participants and university / ecosystem experts
- Content delivered by university / ecosystem experts, guest speakers from Cluster Council or industry

In accordance with the focus on soft skills, the training sessions should always empower participants to be curious and creative on the theme. They should be the spark for getting things started. Don't try to accomplish too much in a short time. Demystify, avoid jargon and encourage progress.

Delivery can be in an online format also since that allows for recording, as it was sometimes difficult for participants to attend all sessions

**A 1.5 hour session can be roughly divided accordingly:**

- 1/3 presentations
- 1/3 group discussions / group work
- 1/3 joint dialogue

For example, if the training session is about theme "2. How to collaborate with ecosystems and clusters?", it could introduce the relevant players from the local ecosystem to the SMEs; help them to understand what services and resources the ecosystem has to offer; what is the "low-hanging fruit" for starting the collaboration; and what could be the first steps for each participant.

## DURATION

1,5 hours, organized 4 times

## SESSION SETTING

Host the session at a location that is relevant for the theme. This way you can combine appropriate site visits as well. For example, if your session is about "engaging with university", make use of a space that is part of your

university's offering.

Training sessions could be teamed with other events/activities to entice participants, as career fairs, which gets brilliant traction because it promises to address the area of talent.

Remember to choose a space that is sufficiently large and offers room for engaging discussions, interaction and creation. Avoid boring meeting rooms if possible.

## ORGANIZERS

- 1-2 facilitators from the local partner
- Guest experts / speakers: Either from the ecosystem, university, Cluster Council or SMEs with interesting cases.

## AGENDA - HOW TO RUN THE SESSION

### 1. Introduction & check-in discussion

We recommend starting each session with a facilitator's introduction that bridges content to the overall program and why it's relevant.

After presenting a short agenda, it is good to have a short "check-in discussion" between SME participants (in pairs or 3-person groups) about their expectations and what they are looking forward to learning about. Combined, these should not take more than 10 minutes.

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# 3. TRAINING SESSIONS (continue)

## 2. Presentations & case stories

As a general rule, keep presentations and case-stories short. Communicate this to the guest speakers and case stories. Encourage questions and comments during the presentations. Ask presenters to prepare good discussion topics in advance.

General tips:

- Hands-on approach and learning points should be the focus
- If you have case stories and speakers, try to avoid the usual suspects – use "underdog stories"
- If you have an ecosystem service provider or university on the stage, remind them to avoid jargon and have a call-to-action at the end. What can the SMEs do next with them? Peer-to-peer learning and building connections.

## 3. Group discussions

Always have plenty of engagement and peer-learning between participants with invited presenters, service providers and case stories participating in the discussion.

## 4. Wrap-up

End the session with shared dialogue about key insights, next steps and learning points. Facilitators should pay attention to possibly identified needs and opportunities for mentoring.

## CHECKLIST FOR ORGANIZING THE SESSIONS

*Before the session*

- Customize the content locally for each session (what content is relevant for your

region / SMEs)

- Book 1-2 facilitators, who will run the session
- Book guest experts and speakers, if needed. Don't forget to include success stories to learn from good practices.
- Book the premises, remember that you can combine a site visit with the session
- Brief guest experts and speakers in advance
- Inform the participants in advance (send preliminary tasks if applicable)

*During or after the session*

- Connect participants with mentors and services, based on identified needs (if needed)
- Ask for feedback, send materials and information about next steps.
- Foster a collaborative learning environment in which participants can interact and learn from each other.
- If you are conducting the sessions online, don't forget to record them.

*After the session*

- Provide, as far as possible, tools for ongoing communication and collaboration which can support the connections made during the event

### 3. TRAINING SESSIONS (continue)

**Examples of a setting:** Choose physical settings that are appropriate for the theme. Combine site visit with training session. Make sure that the space is sufficiently large and offers large walls, working areas and room for discussions.



### Guest experts & speakers

Bring onboard people either from the ecosystem, university, Cluster Council or peer SMEs with interesting cases. Make sure they avoid death by PowerPoint.

Invite national/regional stakeholders to provide companies with practical information and tools to enhance SMEs' capacities to sustain growth.

### Group discussions

Leave enough room for dialogue between participants and/or guests.



Photos: Crazy Town Oy

# TRAINING SESSION I

## *How to collaborate with ecosystems and clusters?*

Tailor this session for your local needs using this template.

<b>Learning format</b>	Training session
<b>Theme</b>	<i>How to collaborate with ecosystems and clusters?</i>
<b>Length</b>	1.5 h
<b>Compulsory / Optional</b>	Compulsory
<b>Content delivery</b>	Local, onsite (offline) / online
<b>Objective</b>	<p><b>Mastery of ecosystem collaboration.</b> Taking full advantage of the local ecosystem. Ability to acquire and mobilise necessary resources to initiate, coordinate, support and drive cooperation with other ecosystem players.</p> <p>By the end of the session, SMEs should have:</p> <ul style="list-style-type: none"><li>- An overview of the local ecosystem that they can use to support growth</li><li>- Connections to existing local growth resources / initiatives</li><li>- Increased motivation to use these connections to initiate preliminary partnership discussions</li></ul>
<b>Future skills</b>	Strategic thinking, Social and cultural awareness, Collaboration, Creativity and curiosity
<b>Recommendations for the content and delivery</b>	<p>Ideally, this session should physically <b>take place at the venue of a local ecosystem player</b> that is relevant for SMEs.</p> <p>You should bring in ecosystem actors, clusters and service providers as guest experts to present themselves to SMEs so that they have a good overview of what kind of services are available.</p> <p>Throughout this session it is important to demystify and avoid jargonize about what "ecosystem" means by focusing on actual services, how they can be accessed and what is required for SMEs.</p>

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# TRAINING SESSION I (continue)

## How to collaborate with ecosystems and clusters?

<b>Example of structure</b>	<p><u>This is an example of the structure, modify accordingly.</u></p>
	<p><b>Introduction &amp; check-in:</b> Introduction to the theme. Check-in discussion on expectations of the participants about what they would like to learn about.</p>
	<p><b>Ecosystem presentations:</b> A short overview about different types of local ecosystem players and activities available for supporting growth of SMEs. This can be followed by 3-5 short "pitches" from local ecosystem players and actors about how they can help SMEs to grow and what services they offer.</p>
	<p><b>Group discussion:</b> Meeting the ecosystem players. Opportunity for 1-on-1 / group discussions between SMEs and ecosystem actors.</p>
	<p><b>Wrap-up:</b> Remarks from the group discussion and next steps</p>
<b>Background materials</b>	<p>As per WP2 report: In the context of a growing company, it is necessary for the entrepreneur / manager to understand that building and maintaining contacts, networks, clusters and an ecosystem is vital, but requires foresight, trust, investment and persistence to access that value.</p> <p>To take full advantage of an ecosystem necessitates that the owner or senior management need to develop a certain number of soft skills, such as communication and sales skills, the ability to understand the ecosystem and its dynamics and to see opportunities for potential partnerships in a logic of co-construction and establishment of strong links.</p>

# TRAINING SESSION II

## *How to go international?*

Tailor this session for your local needs using this template.

<b>Learning format</b>	Training session
<b>Theme</b>	<i>How to go international?</i>
<b>Length</b>	1.5 h
<b>Compulsory / Optional</b>	Compulsory
<b>Content delivery</b>	Local, onsite (offline) / online
<b>Objective</b>	<p><b>Mastery of internationalisation.</b> Ability to identify opportunities, networks and acting upon them across countries. Immersing SMEs in new networks, building international connections and helping them to use the MOBILITY part of the program.</p> <p>By the end of the session, SMEs should have:</p> <ul style="list-style-type: none"><li>- Understanding of different ways to internationalize business</li><li>- Overview of the project network</li><li>- Readiness to utilize Mobility program (WP4)</li></ul>
<b>Future skills</b>	Engaging and mobilising others and resources, Communication
<b>Recommendations for the content and delivery</b>	The session should allow export intermediaries, sales offices, alliances, licencees, recruiting international talent locally, etc

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# TRAINING SESSION II (continue)

## How to go international?

<b>Example of structure</b>	<u>This is an example of the structure, modify accordingly</u>
	<p><b>Introduction &amp; check-in:</b> A short overview to the theme. You may refer to a Master Class and SME Growth Cluster's own network in five countries / 6 regions and how it can help participants to internationalize activities (note that training participants can always access the mobility program!). Check-in discussion about expectations of the participants.</p> <p><b>2-3 short case stories from SMEs in different stages of internationalization:</b> Relatable examples of how local SMEs have internationalized their activities. Case stories should offer different viewpoints on the topic (e.g. export intermediaries, sales offices, alliances, licencees, recruiting international talent locally, etc)</p> <p><b>Group discussion:</b> Identifying internationalisation opportunities and steps SMEs could take, considering their individual situation</p> <p><b>Wrap-up:</b> Remarks from the group discussion and next steps, signing-in participants for mobility program (if applicable)</p>
<b>Background materials</b>	<p>As per WP2 report: It is necessary for the entrepreneur / manager to understand the importance of international business as a path to growth as well as the likely challenges to international growth. International growth can have a large impact on the structure and organization of the company, the finance required, and the skills required within the growing firm.</p> <p>To expand the business internationally, information on support structures and resources that are available through governmental agencies, and to organize and participate in awareness campaigns/events can be highly useful. Partners and networks can also be an excellent source of knowledge for the growing SME, especially supply chain partners.</p> <p>Finally, it is important to rely on and promote digitalization as a key tool for lowering barriers for going international.</p>

# TRAINING SESSION III

## How to engage with universities?

Tailor this session for your local needs using this template.

<b>Learning format</b>	Training session
<b>Theme</b>	<i>How to engage with universities?</i>
<b>Length</b>	1.5 h
<b>Compulsory / Optional</b>	Compulsory
<b>Content delivery</b>	Local, onsite (offline) / online
<b>Objective</b>	<p><b>Mastery of university collaboration.</b> Ability to design, launch and manage successful university-business-cooperation. Managing expectations and overcoming potential cultural mismatch between HEIs / SMEs.</p> <p>By the end of the session, SMEs should have:</p> <ul style="list-style-type: none"><li>- Better understanding of how to engage HEIs for collaboration</li><li>- Ability to initiate new joint projects and long-term collaboration with HEIs</li><li>- Readiness to make use of WP 5-6 activity</li></ul>
<b>Future skills</b>	Strategic thinking, Social and cultural awareness, Collaboration, Creativity and curiosity
<b>Recommendations for the content and delivery</b>	<p>For this session, as guest experts you should bring in your university's intermediaries, engagement services or academic staff with a high degree of university-business-cooperation skills. These guest experts can work side by side with SMEs during the session.</p> <p>Note that if participants have zero / low prior UBC experience, focus on low-hanging fruit and easier forms of engagement (e.g. student collaboration or simple projects), so that they feel comfortable about taking the first step.</p> <p>NOTE: Use this session to help your institution to start building potential long-term UBC with the participating SMEs.</p>

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# TRAINING SESSION III (continue)

## How to engage with universities?

<b>Example of structure</b>	<p><u>This is an example of the structure, modify accordingly</u></p>
	<p><b>Introduction &amp; check-in:</b> A short overview to the theme. Check-in discussion about expectations of the participants.</p> <p><b>Short presentation</b> on different ways that universities and SMEs can collaborate from straightforward student activities (projects, traineeships) to more complex strategic ones. This can be done by guest experts. Note that WP5-6 activities of the SCG project can be among these services.</p> <p><b>Group discussion:</b> With the help of the guest experts, SMEs identify opportunities where they could utilize UBC and make their individual plans for how they could engage with university in the short (and long) term. Busting myths about expectations and cultural mismatch. Matchmaking university and SME representatives.</p> <p><b>Wrap-up:</b> Presenting the ideas and setting up next steps. Note: it's very important that universities follow-up with SMEs' requests. "Close the sale!"</p>
<b>Background materials</b>	<p>As per WP 2 report:          Whilst not always obvious higher educational institutions (HEIs) have a role to support SMEs in innovation, learning, knowledge transfer and knowledge acquisition. Usually, HEIs provide support to SMEs through collaboration activities, networks, and direct knowledge provision that either come in the form of employee education, blue-sky and applied research, IP licensing, spin-out and startup acquisition, network supports and talent recruitment. As a result of working with HEIs, SMEs can increase their knowledge capital, absorptive capacity and competitive advantage.</p> <p>Factors that foster university-business collaboration (UBC) include mutual commitment and trust, effective communication and mutual goal setting, as well as the availability of resources. Conversely, the barriers are lack of absorptive capacity, confidentiality issues and a lack of resources.</p>

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# TRAINING SESSION III (continue)

## How to engage with universities?

### Background materials

The State of University-Business Cooperation in Europe study from 2018 offers a wealth of information on the topic:

Davey T., Meerman A., Galan Muros V., Orazbayeva B., Baaken T. (2018) The State of University-Business Cooperation in Europe.

[http://publications.europa.eu/resource/ellar/1b03ee59-67a4-11e8-ab9c-01aa75ed71a1.0001.01/DOC\\_1](http://publications.europa.eu/resource/ellar/1b03ee59-67a4-11e8-ab9c-01aa75ed71a1.0001.01/DOC_1)

Additional case studies can be found from: <https://www.ub-cooperation.eu/>

University Industry Innovation Network is an international community dedicated to the topic. Their website contains several case example and links to further studies on the subject: <https://uiin.org/>

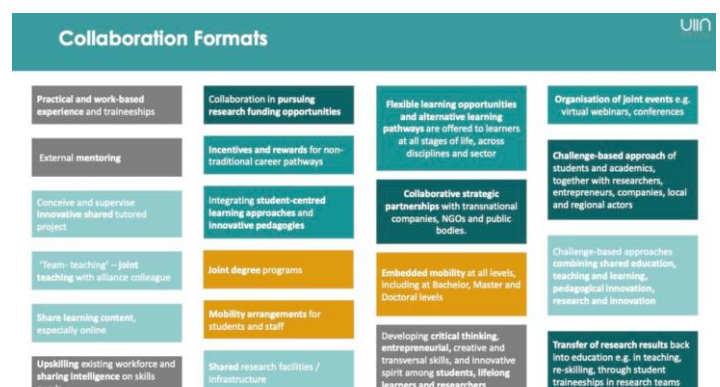
In particular, the different UBC activity types might be helpful in showcasing the various ways how universities can collaborate with businesses. (Davey T., Meerman A., Galan Muros V., Orazbayeva B., Baaken T. 2018)

Another example from UIIN that demonstrates different collaboration formats. (Copyright: University Industry Innovation Network)

Coming from the literature review and aligning with the UBC Ecosystem framework, 14 UBC activities have been identified, which are grouped into the following areas:

UBC AREAS	UBC ACTIVITIES
Education	<ol style="list-style-type: none"> <li>1. curriculum co-design (e.g. employers involved in curricula design with HEIs)</li> <li>2. curriculum co-delivery (e.g. guest lectures)</li> <li>3. mobility of students (e.g. student internships/placements)</li> <li>4. dual education programmes (e.g. part academic, part practical)</li> <li>5. lifelong learning for people from business (e.g. executive education, industry training and professional courses)</li> </ol>
Research	<ol style="list-style-type: none"> <li>6. joint R&amp;D (incl. joint funded research)</li> <li>7. consulting to business (e.g. contract research)</li> <li>8. mobility of staff (i.e. temporary mobility of academics to business and of business people to HEIs)</li> </ol>
Valorisation	<ol style="list-style-type: none"> <li>9. commercialisation of R&amp;D results (e.g. licencing/patenting)</li> <li>10. academic entrepreneurship (e.g. spin offs)</li> <li>11. student entrepreneurship (e.g. start-ups)</li> </ol>
Management	<ol style="list-style-type: none"> <li>12. governance (e.g. participation of academics on business boards and business people participation in HEI board)</li> <li>13. shared resources (e.g. infrastructure, personnel, equipment)</li> <li>14. industry support (e.g. endowments, sponsorship and scholarships)</li> </ol>

Table 2: UBC areas and activities



# TRAINING SESSION IV

## *How to finance growth?*

Tailor this session for your local needs using this template.

<b>Learning format</b>	Training session
<b>Theme</b>	<i>How to finance growth?</i>
<b>Length</b>	1.5 h
<b>Compulsory / Optional</b>	Compulsory
<b>Content delivery</b>	Local, onsite (offline) / online
<b>Objective</b>	<p><b>Mastery of resources acquisition.</b> Ability to acquire and mobilise necessary resources to initiate, coordinate, support and drive growth. Utilizing different financing instruments, building partnerships and leveraging resources.</p> <p>By the end of the session, SMEs should have readiness to prepare and submit a funding project, or proceed with other means (partnerships, leveraging resources).</p>
<b>Future skills</b>	Technical finance knowledge, Partnering, Creativity, Taking initiative
<b>Recommendations for the content and delivery</b>	<p>For this session, you should bring in an expert with experience in growth funding &amp; 1-2 case example of SMEs, who have leveraged different funding instruments together, as well as utilized partnerships in a novel way.</p> <p>See the example on one way to present different local funding instruments.</p>

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# TRAINING SESSION IV (continue)

## How to finance growth?

<b>Example of structure</b>	This is an example of the structure, modify accordingly
	<p><b>Introduction &amp; check-in:</b> A short overview to the theme. Check-in discussion about expectations of the participants.</p> <p><b>Short (guest expert) presentation(s)</b> about different funding instruments and partnering opportunities available for growth SMEs.</p> <p><b>1-2 case stories</b> from SMEs, who have utilized different funding instruments and partnering opportunities &amp; lessons learned. Ideally, should also have viewpoints on how to use e.g. social capital and partnerships in achieving elements.</p> <p><b>Group discussion:</b> Participants have an opportunity to think about their funding &amp; partnering needs and discuss with experts about their cases.</p>
	<p><b>Wrap-up:</b> Sharing key learning points. Setting up meetings with funding experts / partners who can help and draft plans for the steps.</p>
<b>Background materials</b>	<p>As per WP2 report: Growing SMEs need to understand how they plan to finance their growth, whether through equity or debt financing as well as government support. Entrepreneurs need to be able to explain with precision the financing plan, the objective they wish to reach with the financing, the details of the plan to be financed, the points to which the financing will be allocated and the expected return on investment for these financings.</p> <p>The most common forms of financing for SMEs are own organic funding, bank credits, peer-to-peer (P2P) lending, crowdfunding and supply chain finance (SCF).</p>

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# TRAINING SESSION IV (continue)

## How to finance growth?

EXAMPLE: Tommi Pajala (Fimentum) describes different funding instruments for growth companies in Finland and how they can be leveraged. Copyright: Tommi Pajala

### Categories of funding

1. **Entrepreneurs** (yes, you need to take risk)
2. **Investments from angels, VCs and similar** (FFF)
3. **Soft money: public funding, grants and loans from the government, EU, local development agencies**
4. **Loans from banks and similar**

### Funding Stages



### Who's expecting what?

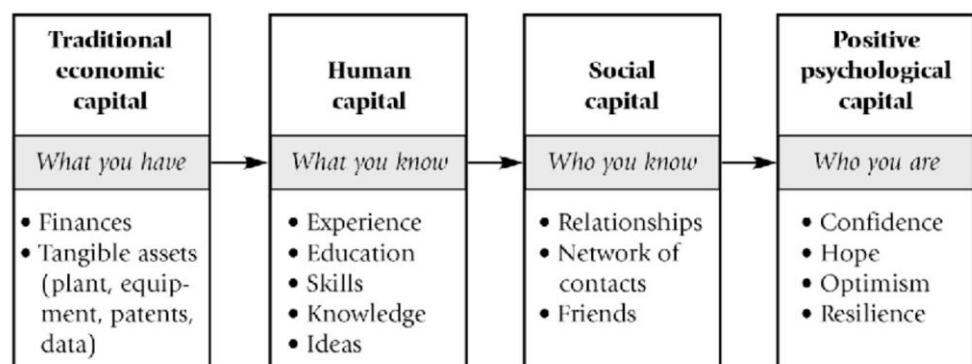
- **ALL:** A product or service with some unique selling point, scalable business model, an international market, and a team who can execute the growth plan
- **Banks:** Their money back with interest
- **ELY Centre:** New job opportunities in the local area
- **BF:** Millions of Euros (pref. +10M€) in export revenue in 5 yrs.
- **Crowdfunding and FFF:** Being part of the journey, some return
- **Angel investors and VCs:** 20-100x their money back
  - Note: use investor money for sales and marketing!

SME Cluster Growth Project, SMEs as regional engines of growth.  
<https://smeclustergrowth.eu/smes-as-regional-engines-of-growth/>

Luthans, F., Luthans, KW., Luthans, BC. 2004. Positive psychological capital: beyond human and social capital.

EXAMPLE: As per Luthans (2004), it might be worthwhile to remind SMEs that human and social allows them to also access traditional capital..

Figure 1. Expanding capital for competitive advantage



## 4. BOOTCAMPS: For launching the programme and providing closure



### CONCEPT AND METHODOLOGY

Bootcamp is an “anticonference”, where learning happens and is participant-driven. The programme contains two Bootcamps - Kickoff at the beginning and a second one as a finale to provide closure.

As a Bootcamp focuses on peer-to-peer learning, it strengthens the social bonds between participants. The programme should have a good balance between short presentations that set the agenda, group discussions and workshop-like activity, where participants work either individually or in small groups. Organizing the Bootcamp requires basic facilitation skills from local partners.

An optional social activity either before or after (e.g. dinner or lunch) the Bootcamp is recommended.

### USE THE SPACE AS AN INSTRUMENT

Intimate and inspirational workshop-like spaces with room for a dialogue ring and tables for small group-discussions work best for Bootcamps.

### CHECKLIST FOR ORGANIZING A BOOTCAMP

#### *Before the Bootcamp*

- Book facilitator(s) for the Bootcamp, as the delivery requires
- Book an appropriate venue for the Bootcamp to increase the experience. Face-to-face bootcamps are strongly recommended to facilitate co-learning and sharing experiences.

#### *During the Bootcamp*

- Engage actively with participants.
- Allow discussions to flow organically into meaningful topics.
- Do practical and hands-on sessions.
- Allow participants to share their thoughts, results of the work, remember to provide enough time to wrap-up
- Help participants to conceptualize their ideas with the help of the Growth Roadmap. Introduce the use of the self-assessment tool in the first bootcamp to put companies in context and provide information on their specific gaps, so that trainers can suggest mentoring to meet these needs effectively.

## 4. BOOTCAMPS (continue)



### Dialogue

Bootcamps emphasize dialogue and social connection between participants.

### Workshop-like activities and breakout room discussions

Bootcamps should have an intimate atmosphere. We have had best results when organizing them at countryside resorts that allow participants to distance themselves from the normal everyday hustle.



*Photos: Crazy Town Oy*

# KICKOFF BOOTCAMP

## How to build sustainable growth?

Tailor this kickoff Bootcamp for your local context using this template.

<b>Learning format</b>	Bootcamp
<b>Theme</b>	<i>How to build sustainable growth?</i>
<b>Length</b>	4 h
<b>Compulsory / Optional</b>	Compulsory
<b>Content delivery</b>	Local, onsite (offline)
<b>Objective</b>	<p><b>Mastery of growth.</b> Ability to conceptualize growth, being aware of reasons for growth and identifying / anticipating opportunities. Setting the future goal, communicating it, preparing the organization and executing the plan.</p> <p>The purpose of the Kickoff Bootcamp is to i) bring participants together to build social connections between the participants and stronger dedication to the programme. This creates ii) stronger trust and helps to maintain commitment for the duration of the program. iii) Longer duration of the Bootcamp helps participants to focus on the training when it is most important at the beginning (and at the end) of the programme.</p> <p>The objectives of the Kickoff Bootcamp are:</p> <ul style="list-style-type: none"><li>- onboarding to the programme</li><li>- meeting the peers</li><li>- understanding conception of growth - what growth means for the SME owner/manager?</li><li>- identifying own growth path, potential opportunities, strengths &amp; shortcomings</li></ul> <p>By the end of the Kickoff Bootcamp the SME should have finished a draft of their Growth roadmap.</p>
<b>Future skills</b>	Critical thinking, Emotional intelligence, Strategic thinking, Developing preservance

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# KICKOFF BOOTCAMP (continues)

## How to build sustainable growth?

<b>Example of agenda</b>	<u>This is an example of the structure, modify accordingly</u>
	<b>Module 1</b> (45 min) Orientation and introduction to the training program: Onboarding to the programme, meeting the peers.  Check-in: Who are you? Where are you from? Why are you here?  Activity and methodology: Group discussion
	<b>Module 2</b> (1 h) Conceptualizing growth and identifying opportunities: Understanding conception of growth - what growth means for the SME owner/manager?  Working on the Growth roadmap: Identifying own growth path, potential opportunities, strengths & shortcomings. Creating the Growth roadmap for the SME.  Activity and methodology: Short presentation (based on the pre-recorded orientation video), followed by workshop-like activity
	<b>Break</b> (15 min)
	<b>Module 3</b> (1 h) Setting the future goal and growth  Activity and methodology: Workshop-like activity
	<b>Module 4</b> (1 h) Presenting the Growth roadmaps  Wrap-up: Remarks from the work session  Activity and methodology: Pitching the Growth roadmaps for other participants, followed by group discussion
<b>Afterwards</b> Optional social activity	

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# KICKOFF BOOTCAMP (continues)

## How to build sustainable growth?

### Background materials

As per WP2 report:

**SME OWNER DIMENSION:** One of the most important factors in SME growth is the attitude of the business owner including their conception of growth and desire to embark on a growth path.

There are different sources of decision-making and moral support for the owner who is on a SME growth path including the board of directors or investors, networks and associations, employees, governmental support, foreign business partners support, and support from regional agencies and think tanks.

**GROWTH MANAGEMENT DIMENSION:** The biggest challenges for growth management can be the professional and personal shortcomings and challenges that result from the changing business context of the growing company.

The owner needs to be aware of the likely impact of growth on the existing assets and the core competencies of the company, as well as the likely changes to their own role in driving and supporting growth and the knowledge requirements to manage a growing firm to ensure that the organisation is ready to support a new phase of life.

Finding key personnel and specific skills can be a major challenge for the growing business as can timing the acquisition of these key staff with the growth path of the company and the available finances.

It is important for the owner and senior management to closely manage the growth phase of the company as the structure evolves to drive the practical execution of the strategic plan, to address problems and manage risks as they arise and oversee how staff interpret and execute the strategic plan and directives. It is also important to ensure that the growing SME remains solid from a financial, structural and logistical perspective.

# FINAL BOOTCAMP

## How to utilize the value of knowledge and talent?

Tailor the final event of the programme for your local context using this template.

<b>Learning format</b>	Bootcamp
<b>Theme</b>	<i>Understanding the value of knowledge and talent</i>
<b>Length</b>	4 h
<b>Compulsory / Optional</b>	Compulsory
<b>Content delivery</b>	Local, onsite (offline)
<b>Objective</b>	<p><b>Mastery of innovation and knowledge management.</b> Understanding the value of tacit and explicit knowledge. Identifying, anchoring and articulating existing knowledge within the organization to make it readable, understandable, communicable and easy to use. Using universities to the full extent.</p> <p>The purpose of the Final Bootcamp is to i) provide and summarize the learning journey so far, ii) help participants identify what they have learned in terms of knowledge and iii) setting the next steps</p> <p>By the end of the Final Bootcamp, the participating SME should have capability to engage with universities and ecosystems for growth.</p>
<b>Future skills</b>	Identifying opportunities, Strategic thinking, Analytical and problem-solving skills
<b>Recommendations for the content and delivery</b>	<p><b>Participants:</b> For the Final Bootcamp, it would be good to bring onboard local Cluster Council representatives who can support SMEs in their growth journey.</p>

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# FINAL BOOTCAMP (continues)

## How to utilize the value of knowledge and talent?

<b>Example of agenda</b>	<p>This is an example of the agenda, modify accordingly</p>
	<p><b>Module 1</b> (1.5 h) Activity and methodology: Pitches from SME participants</p> <p>SMEs present what they have learned during the program (5 minutes each + 5 minutes of discussion on next steps) and what will happen next.</p> <p>In the audience are the peers and local cluster council representatives, who help to connect SMEs with the next steps.</p>
	<p><b>Break</b> (15 min)</p>
	<p><b>Module 2</b> (1 h) Activity and methodology: Workshop-like activity on the next steps</p> <p>Working in small groups and supported by the cluster council members, SMEs identify the next steps on their growth journey. They also focus on how they can make use of the local university and ecosystem for growth.</p>
	<p><b>Break</b> (15 min)</p>
	<p><b>Module 3</b> (1 h) Activity and methodology: Presenting the next steps, group dialogue and thank yous.</p>
<p><b>Afterwards</b> Optional social activity</p>	
<b>Background materials</b>	<p>As per WP2 report:</p> <p>The entrepreneur / manager of the growing SME should understand that knowledge is the first asset of the company. It is this knowledge that makes all the value and on which the innovation capacities of a company are based, whether for incremental or disruptive innovation, business model innovations or technological innovations.</p> <p>Growth SMEs require a robust management structure for innovation management, external sourcing of (open) innovation and co-creation and to proliferate and disperse internal knowledge capital. The HR function needs to identify the gaps in knowledge and provide the training on knowledge capital for its management staff.</p>

# 5. GROWTH ROADMAP

## GROWTH ROADMAP HELPS TO APPLY LEARNING TO WORK

At the beginning of the training, during the first Bootcamp, SME representatives (ideally, the owner) **prepare a Growth Roadmap** for their company and self-evaluate their individual readiness.

This is not intended to be an official strategy paper. Rather, the roadmap is a tool to help SME participants **reflect their individual (learning) process and mindset** during the programme with the help of mentors, peers and project partners.

## GROWTH ROADMAP NEEDS TO BE UNIQUE FOR EACH PARTICIPANT

Growth Roadmap **addresses the fact that the concept of “growth” is unique for each SME**. Depending on the company, "growth" can mean change in turnover, profit, new markets, skills & talent, or being better at something.

Furthermore, creating the growth roadmap helps SMEs and project partners to **understand what could be the role of universities and the ecosystem** in helping them to achieve their goals.

At the end of the final Bootcamp, the (learning) results are presented at the final Bootcamp and assessed by project partners, peers and participants themselves.



# 5. GROWTH ROADMAP: Elements and style

*Growth Roadmap is informal. These questions and content are for illustrative purposes. The intention is to help each participant shape their own unique and individual roadmap.*

<b>Company</b>	Name of the company.
<b>Where have we been?</b>	The history. What has led to the current situation?
<b>Where are we now?</b>	The starting point and current reality?  Position in the market?  Opportunities?  Strengths?  Weaknesses?
<b>What does "growth" mean for us and do we want it? If yes / no - why?</b>	Depending on the company, "growth" can e.g. mean improvement in turnover, profit, entering to new markets, social capital and connections, skills, new talent, and/or simply being better at some other key process.  Do we want growth? If yes, why? if not, why?
<b>Where would we like to go from here?</b>	What are our future goals?
<b>What is preventing us from reaching this goal?</b>	What does the company need to learn, overcome or create to get there?  NOTE, AS PER WP2 REPORT: The biggest challenges for growth management can be the professional and personal shortcomings and challenges that result from the changing business context of the growing company.  The owner needs to be aware of the likely impact of growth on the existing assets and the core competencies of the company, as well as the likely changes to their own role in driving and supporting growth and the knowledge requirements to manage a growing firm to ensure that the organisation is ready to support a new phase of life.

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## 5. GROWTH ROADMAP: Elements and style (continue)

*Elements of the Growth Roadmap: Self-evaluation of everyone at the start of the programme and at the end*

<b>Self-evaluation of our company + myself (1=no capability, 10=excellent capability)</b>	Managing growth	<i>Our company on scale 1-10</i>	<i>Myself on scale 1-10</i>
	Partnerships and collaboration	<i>Our company on scale 1-10</i>	<i>Myself on scale 1-10</i>
	Internationalization	<i>Our company on scale 1-10</i>	<i>Myself on scale 1-10</i>
	Collaboration with universities	<i>Our company on scale 1-10</i>	<i>Myself on scale 1-10</i>
	Financing growth and acquiring resources	<i>Our company on scale 1-10</i>	<i>Myself on scale 1-10</i>
	Innovation and knowledge management	<i>Our company on scale 1-10</i>	<i>Myself on scale 1-10</i>

It is highly recommended to encourage participants to use de Self-Assessment Toolkit available on the project site (<https://smeclustergrowth.eu/learning/>).

# 6. MENTORING

## CONCEPT AND METHODOLOGY

SME representatives have optional access to 3 x 1-on-1 mentoring sessions throughout the programme, where they can reflect their process, progression of their own project and learning points.

## WHO ARE MENTORS?

Mentors come from a shared mentor pool that is accessible for participants from all the countries.

Examples of potential mentors may include

- a business development expert in SME growth and development
- university / ecosystem RDI expert in business development or UBC
- experienced industry expert interested in coaching younger peers
- domain / technology expert

## SESSIONS

Duration: 30 - 45 min per session, between the mentor and mentee

## HOW DOES THE MENTORING HAPPEN?

Each partner designates **a minimum of 2 mentors**, who are available for mentoring during the program from September 2022 to March 2023. English language skill is recommended for mentors to provide their mentoring in English.

As the program progresses, partners ask their companies about potential mentoring needs during the sessions. Based on this information, they introduce potential mentors and mentees together.

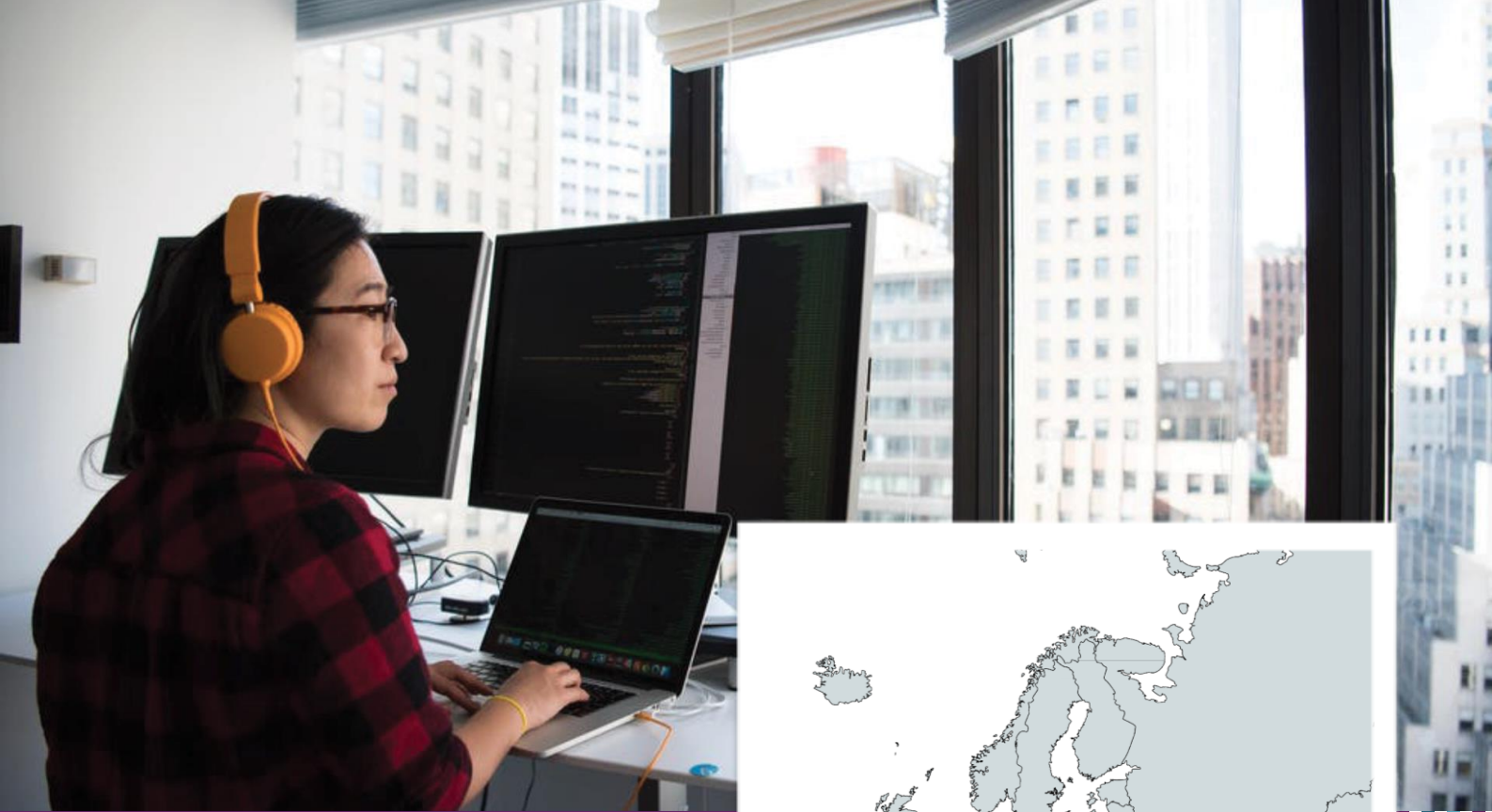
Mentors and mentees have sessions using their preferred method (Zoom, Teams, call, face-to-face meeting). Each session focuses on topics that the mentee wishes to discuss. The mentor is expected to provide insight, ideas, suggestions or share his/her contacts.

Mentors are expected to make a few notes regarding each mentee (strengths, opportunities, suggestions on what to do next).

Programme facilitators can hold a regular mentoring session with each SME to try to customise the training experience according to their progress as well as their individual needs, strengths and weaknesses.

Note: If mentors and mentees wish to meet again, they are free to continue their collaboration afterwards.





## 7. MOBILITY SCHEME

*A virtual visit to the destination of your choice*

### **BENEFITS FOR SMEs:**

- Partnering opportunities with international SMEs, universities and ecosystem actors
- Access to local market and ecosystem in the destination of your choice
- Project opportunities: European joint projects, funding and resources, RDI activity

### **TARGET GROUPS:**

- Engineering SMEs participating in the training programme
- Engineering SMEs from clusters / regions of the project

### **CONTENT DELIVERY AND FORMAT**

A series of online matchmaking and co-creation events between September 2022 - January 2023.

### **PROCESS**

1. Promotion and registrations
2. Visit day (4 h)
3. Next steps + (optional) facility-sharing

# 7. MOBILITY SCHEME: Promotion & Registration

## Marketing

Each destination is showcased on the SME Cluster Growth project website (see example next page). Partners promote mobility programme for SMEs in their region and training program. A registration form on the project website is used to collect sign-ups for each destination.

## Registration form

- Choose the destination(s) of your choice (multiple choice)
- Name of the company
- Contact person and contact details
- Short description of the company
- Link to the company website
- Expectations: What do you want to achieve with the visit?  
(Multiple choice: Customers, R&D, Talent, Market entry, etc.)
- Networking needs: What kind of partners would you like to meet?
- Other information

## After registration

A confirmation is delivered to the contact's email upon registration. Later, the registrant receives a calendar invite with Zoom / Teams link for the session.

Visiting SMEs are asked to prepare a short 1-2 minute pitch about their company in advance of the visit.

The mobility host starts preparing local ecosystem players based on the identified needs and expectations.

A week before the visit the mobility host sends an orientation email + reminder.

# SME Cluster Growth Matchmaking program connects your engineering SME with European ecosystems

Are you interested in expanding your reach to new markets and ecosystems? Our matchmaking program connects you with a high-trust network of destinations across Europe.

## Choose from six European destinations



**Paris, France**  
Infrastructure & Ecological Transition

Available Sep 2022, week 38



**Cork, Ireland**  
Smart Manufacturing and Digitalisation

Available Oct 2022, week 41



**Bologna, Italy**  
Big Data & Industry 4.0

Available Nov 2022, week 44



**Istanbul, Turkey**  
ICT & AI

Available Nov 2022, week 47



**Malaga, Spain**  
Cyber Security, Smart Cities & IT

Available Dec 2022, week 50



**Alcalá de Henares, Spain**  
Smart Energy

Available Jan 2023, week 2



# 7. MOBILITY SCHEME: Visit Day

**A 4-hour online matchmaking and cocreation session. Organized in Zoom or Teams. Use of Mural or similar virtual white board is highly recommended.**

*Participants:*

- Mobility host and 3-4 ecosystem players
- Local SMEs and businesses
- 6+ visiting SMEs

## 1) Event begins

Host welcomes everyone and provides a short introduction to the session and the local ecosystem. Poll or other activity to encourage interaction. 20 min.

Visiting SMEs present themselves with short pitches. Around a 2-minute pitch per visitor x 10. 20-30 min.

*Short break*

## 2) Opportunities in the region

Local ecosystem players will explain the type of opportunities for (international) SMEs that exist in the particular theme in the region, and what kind of services they can offer. 60 min.

*Short break*

## 3) Matchmaking and co-creation

Matchmaking based on pre-identified needs. Breakout room discussions between the visiting SMEs and local ecosystem players and businesses. Each breakout room should have a local ecosystem player as a facilitator. 60-90 min.

## 4) Wrap-up

Presenting what was learned and potential next steps. Highlighting potential funding and project instruments. Setting up calendar invites for company-specific sessions. Inviting participants for the project's digital community platform. Thanking the visitors. 30 min.



Photo: Laura Vanzo / Visit Tampere

## Tips

- Keep the atmosphere of the event informal and easygoing. Play background music at the start.
- Promote interaction. Make use of polls (e.g. Mentimeter) and address the online chat. Encourage people to comment and ask for questions.
- Make use of Mural, Miro or similar virtual whiteboards for documenting ideas & the session
- Highlight thematic opportunities and emerging trends that could be interesting for visiting SMEs
- Try to promote, if possible, mobility not only with foreign clusters but also with other national companies outside the cluster region
- Remember to keep presentations short.
- Have a facilitator in each breakout room
- Encourage networking e.g. by asking participants to share their LinkedIn profiles
- Make use of the project's digital community platform by inviting participants to join.

# 7. MOBILITY SCHEME: Next Steps & Optional Facility Sharing

**Within 1 week after the Visit Day, each program partner will contact their local SMEs who participated in the virtual visit.**

Purpose is to understand:

- Collaboration opportunities identified during the visit
- How could their university, ecosystem or other support functions help SME to make use of the opportunity?

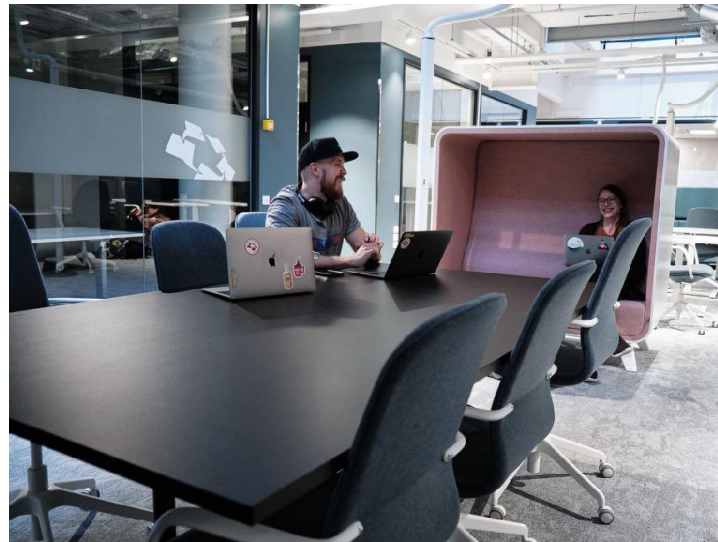
The program partner informs the destination host on the situation of their SMEs and supports in coordination of any potential actions.

## **Optional: Facility-sharing for SMEs interested in a physical visit**

If visiting SMEs come up with an interest / need to visit the destination in person, the local host can offer the SME access to their facilities for short-term use in the region, including

- Meeting rooms or event spaces
- Work space (e.g. hotdesk) for temporary use
- Introductions to local ecosystem

See next page for examples of facility-sharing opportunities.



Photos: Crazy Town Oy

# 7. MOBILITY SCHEME: Examples of Facility Sharing Opportunities

## UNIVERSITY OF MALAGA

### Facility / Mobility Destination

Malaga Tech Park

### Key selling points of the destination

Companies in IT sector in the park plus the possibility of networking with other clusters in the region.

### Facilities

The Green Ray includes meeting rooms, event spaces and other workspaces.

### What kind of (international) SME would be an ideal fit for your mobility destination?

Any company in the IT sector could be a good fit. Maybe specialised in cybersecurity or smart city can be a better fit, but not exclusively.

## UNIVERSITY OF BOLOGNA

### Facility / Mobility Destination

BI-REX is a public-private partnership on Big Data for Industry 4.0 based in Bologna.

The consortium is made of 57 players among Universities, Research Centers and companies of excellence. The site has a large and innovative space, 1.500m<sup>2</sup>, divided into different areas: a training center, pilot line and technology testing facility, offices and networking spaces.

### Key selling points of the destination

The main aim of Bi-Rex is to assist other companies, in particular SMEs, through a varied series of services linked to Industry 4.0: from consultancy to technology assessment, from design to validation of innovative solutions, from orientation to training, up to the Pilot Plant and Training Center.

BI-REX provides support to companies in digitalization and technological innovation processes, through the adoption of Industry 4.0 enabling technologies, aimed at developing higher TRL solutions (close to the market), in particular for SMEs. One of the key selling points is the co-development of R&D projects involving research institutes, large, medium and small companies facilitating the process of sharing best practices and technology transfer seeking to include the whole value chain in this process.

### Facilities

Bi-Rex has a large and innovative space and they count on several work stations that will be available for SME representatives, as meeting rooms and networking spaces.

### What kind of (international) SME would be an ideal fit for your mobility destination?

SMEs focusing on Big Data, IOT, additive manufacturing

and Robotics will be a perfect match with the activities developed inside Bi-Rex. However, companies interested in implementing or developing Industry 4.0 assets and technologies can benefit from the mobility scheme.

## ITU ARI Teknokent

### Facility / Mobility Destination

The mobility destination will be the ARI 3 building of ITU ARI Teknokent. This place is located at the Maslak Campus of Istanbul Technical University.

### Key selling points of the destination

This mobility location is the science park of Istanbul Technical University which hosts more than 300 technology companies and hundreds of startups. These technology companies are running R&D operations, collaborate with academics at the university, and make use of the laboratory infrastructure of the university and ITU ARI Teknokent where necessary.

### Facilities

The venue is on the -1 floor of the ARI 3 building of ITU ARI Teknokent. ARI 3 building has a stunning view of the Bosphorus, a food court, and a coffee shop, and it is easy to reach via both public transport and car. The venue has three meeting rooms and one conference room. There is also a hall suitable for networking where catering can also be served. So, this comfortable place facilitates face-to-face meetings.

### What kind of (international) SME would be an ideal fit for your mobility destination?

The majority of companies located at ITU ARI Teknokent are focusing on Information and Communication Technologies (ICT) and Artificial Intelligence (AI). So, companies working in these verticals will benefit most.

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# 7. MOBILITY SCHEME: Examples of Facility Sharing Opportunities

## UNIVERSITY OF ALCALÁ

### Facility / Mobility Destination

The University of Alcalá (UAH) has a range of services that can be offered to the mobility program. The School of Entrepreneurship (SoE) acts as a driving force for entrepreneurship in order to create an entrepreneurial university and aims at developing the members of the university community both individually and professionally to reach their full potential to lead their own projects.

In addition, the Office for the Transfer of Research Results (OTRI) promotes collaboration between research groups in UAH and companies in the region to promote R&D&I and technological support.

The SoE and the OTRI complement the services that are provided to business from different perspectives with regards to the kind of needs of the enterprise.

### Key selling points of the destination

Due to its multidisciplinary nature, the University of Alcalá includes several research groups focused in different aspects of engineering as well as other disciplines. In this context, OTRI-UAH can provide contact with SMEs in the technology park of the university. It also has a catalogue of spin-offs in several sectors as well as other companies and research groups that can work together with visitors in project proposals and other R&D opportunities. Particularly strong in engineering and smart energies, those spin-offs are working on topics like the control for ground vehicles and robots, indoor & outdoor self-tracking, ground control stations, the development of multiparametric biosensors in the environmental sector or precision mechanics and machining.

The SoE promotes the development of a network of professionals and companies (mainly startups) in the Henares Corridor to create, encourage and share entrepreneurial values. (Profile of startups will be provided).

The cluster council promoted by the SME project is formed by small and medium enterprises in the field of smart energies and smart infrastructures that can be put in contact with visitors.

### Facilities

The SoE provides modern physical spaces for networking and sharing knowledge and resources. The SoE can also provide a work station to the visitors.

### What kind of (international) SME would be an ideal fit for your mobility destination?

Given the strengths of the SME Cluster Growth team at UAH and the topic of smart energy chosen as our cluster theme, our destination may be more beneficial to companies that are either in the specific sector of energy and infrastructures or those with needs related to computing technologies and applied artificial intelligence (AI). For the former, they can benefit from the networks already established around the Excellence Campus in Smart Energies and the GotEnergyTalent Marie Curie program. The latter can also benefit due to the high concentration of productive research groups in these areas, that have an intense activity in transfer of R&D results, but also in undertaking projects that are close to the market and apply computing and intelligent technologies.

## INSTITUT MINES-TÉLÉCOM BUSINESS SCHOOL

### Facility / Mobility Destination

IMT Starter Incubator - Scoping - Station F - Several SMEs

### Key selling points of the destination

Acceleration good practices

### Facilities

IMT-bs - workspaces and meeting rooms

### What kind of (international) SME would be an ideal fit for your mobility destination?

SMEs interested in the question of growth - why growth and good practices to grow (not financial opportunities or internationalisation).

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# 7. MOBILITY SCHEME: Examples of Facility Sharing Opportunities

## **MUNSTER TECHNOLOGICAL UNIVERSITY**

### **Facility / Mobility Destination**

Rubicon Innovation Centre

### **Key selling points of the destination**

The Rubicon hosts a wide range of companies, and supports them as they grow and develop from start-up and early-stages. Typically the companies 'graduate' into their own premises, having been successfully incubated at the Rubicon. The duration of their stay is flexible, to suit their needs. With over 10 years' experience, the Rubicon now has a large catalogue of previous 'alumni' companies in its portfolio.

The Rubicon offers training and support services to both client companies, and to the wider community of enterprises, such as the New Frontiers programme, etc. These programmes help start-ups and new companies refine their business ideas, and link them into the large business support networks that are available in Ireland.

The Rubicon is a key member of MTU's 'Innovation Ecosystem'. It connects companies to the research and innovation centres at MTU such as MeSSO, CAPP, Nimbus, Hincks, Riomh, etc. These centres have expertise in a wide range of applied disciplines, such as Mechatronics, Photonics, Cyber-Physical systems, Artificial Intelligence & Machine Learning, Business Processes, Data Analytics, etc. They work with companies to source funding and develop prototypes of innovative products and services they wish to create. MTU research centres have a long track record of working with international partners, both Universities and from Industry, on international research projects.

Mobility programme participants have the opportunity to avail of training programmes through the Rubicon; learn about the Irish business support ecosystem; explore how MTU can assist with innovation ideas; link with technical and business departments for graduate recruitment; and explore possible collaboration on international applied research projects.

### **Facilities**

The Rubicon has an excellent set of facilities to offer companies and visiting SME representatives. For start-ups and early-stage companies, it has both individual offices, and shared office spaces for hot-desking or to be assigned to people for longer durations. All office locations are set up as workstations. There is a shared foyer with canteen and eating space, that doubles as an

informal meeting area and event space. It has meeting rooms of different sizes, including Conference Room, Rubicon Board Room, and others. It also has access to the meeting rooms in the adjoining Nimbus Research Centre, including Seminar Room, Library Room and Nimbus Board Room. The Rubicon is owned and managed by MTU, and is located adjacent to the main Bishopstown Campus in Cork, giving easy access to the wide range of business and engineering expertise and facilities that are available on the campus.

### **What kind of (international) SME would be an ideal fit for your mobility destination?**

Companies seeking to develop in areas such as Digitisation, AI & ML; Business Leadership; and Innovation.



# CONCLUSION

The SME Cluster Growth project partners hope that this toolkit will be helpful in enhancing collaboration between small and medium sized enterprises (SMEs) and higher education institutions (HEIs).

Ideally, this programme is implemented jointly by different actors of the local ecosystem such as HEIs, regional developers and cluster organizations.

Even though the SME Cluster Growth project aims at engineering SMEs, the project partners believe that the training programme can be applied more broadly

to various growth-seeking SMEs.



Follow our journey here



[www.SMEclustergrowth.eu](http://www.SMEclustergrowth.eu)



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