



مجلس التعليم العالي
Higher Education Council

THE UNIVERSITY ENTREPRENEURIAL TOOLKIT

2030
البحرين
BAHRAIN

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Introduction

The Higher Education Council (HEC) is delighted to introduce this self-assessment toolkit to the higher education sector in Bahrain as we look to support universities improve. This toolkit will enable institutes to assess internal capacity and capability and then put in place plans to improve over time. This toolkit is for your use only and HEC does not require you to send us any report, all that we ask is that you apply honesty when using it and to use its findings constructively to help make positive changes. The content of the toolkit is only a starting point and we encourage you to build on it and adapt it for your own use.

Finally HEC wishes to thank our partners who have worked with us to develop this toolkit, we are confident that it will produce improved outcomes.

Secretariat General of the Higher Education Council

Introduction and Concept of the Self-Assessment Toolkit

This Self-Assessment tool has been devised to be as practical as possible, it:

1. Is not time-consuming to use.
2. Offers practical suggestions so that HEIs can move to a higher level on the entrepreneurship agenda
3. Can be used effectively by a variety of HEIs.
4. Is about furthering thinking and practice, not just assessment.
5. Enables reflection on the areas, perceived to be essential for faculty and practitioners in delivering entrepreneurial education.

Instructions for Use

1. Terminology is standardised in the tool; however please feel free to adapt it to reflect your HEI's own usage.
2. The self assessment tool was developed through work with international partners who have unique insight into entrepreneurship education.
3. The tool provides a multi-dimensional profile rather than a uni-dimensional score and should be used by leadership and academic staff to self-assess
4. Your overall assessment should identify key areas of strengths and weaknesses which would lead to the formulation of a institute wide improvement plan
5. Each question should be tackled with honesty and should accurately reflect your institutes attitudes, behaviors and procedures.
6. This toolkit is for your use only and you do not need to reply to HEC, the content and questions should be continually reviewed and contextualised for your institute
7. Value will only be gained by having an open mind to self improve by using your answers as a tool to drive improvement.
8. This Toolkit should be seen as a starting point and not as the answer to solving all problems with entrepreneurship education.

Special thanks to the University of Durham and the Network for Teaching Entrepreneurship for valuable input and contribution

Score Card

Parameters	Average Score
Concept, Vision, Mission, Strategy	0
Governance	0
Organization Design	0
Multidiscipline	0
Leverage & Collaboration	0
Alumni	0
Knowledge Transfer	0
Incubation across all departments / Spin Off venture Funding	0
Internationalization	0
Enterprise Entrepreneurship Education	0
Overall Institution Average	0

Self - Assessment Evaluation Form			
STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
CONCEPT VISION MISSION STRATEGY	1	Strategic commitment in the university’s vision statement to the “imaginative use of knowledge and development from research”	
	2	Strategic commitment to achievement of university status via wide stake holder credibility	
	3	Clarity in the strategy of recognition of the scholarship of relevance and integration	
	4	Clarity of shared concepts of enterprise and entrepreneurship across the university	
	5	Degree to which enterprise and entrepreneurship are seen as Central to the university strategy	
	6	Degree to which innovation in the broadest sense is seen as central in university strategy	
	7	Strategic commitment to knowledge exchange	
	8	Strategic commitment to local and regional development	
	9	Strategic commitment to business development and partnerships	
	10	Strategic commitment to leveraging private and fee incomes	
	11	Strength of university strategic and practical focus upon the problems and opportunities of business in Bahrain and the region	
	12	Commitment to a broad stakeholder view of university excellence	

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
GOVERNANCE	1	Understanding of, and support from, President the VP/Principal and Executive team for the Entrepreneurship/enterprise concepts	
	2	Level of understanding of the relevance of the entrepreneurial agenda by the executive and Board of Trustees	
	3	Level of understanding of the Chairperson of the Board of Trustee or executive of the relevance the entrepreneurial concepts and its associated agenda (including active engagement)	
	4	Strength of entrepreneur membership of Board or Council	
	5	Level of active engagement of entrepreneur members of BOT Or executive within the University	
	6	Strength of active engagement of University staff in local /regional economic, social and cultural development.	
	7	Level of trust and active relationships between professional staff charged with external links and academic staff	
	8	Existing working relationships and synergies between those Engaged in employability, business development, knowledge Exchange and regional and local development	
	9	Level of commitment of Deans, faculty heads and departments to the entrepreneurial agenda as above	
	10	Overall active leadership of the enterprise and entrepreneurial agenda in the university	

STRENGTH OF		RATING (1 to 5) (1 being Lowest & 5 Highest)	NOTES & ACTIONS
ORGANISATION DESIGN	1	Organization design to facilitate and support bottom-up entrepreneurial and innovative behavior	
	2	Decentralization in decision making	
	3	Development of responsibility for the employability, knowledge exchange local and regional interface and business and Organization development agendas to departments	
	4	Degree to which bottom-up risk taking behavior is rewarded and protected in general	
	5	Reward systems for wider forms of innovation in the university	

STRENGTH OF		RATING (1 to 5) (1 being Lowest & 5 Highest)	NOTES & ACTIONS
MULTIDISCIPLINE	1	Levels and active co-operation between faculties and departments in teaching and research	
	2	Numbers of multidisciplinary degrees	
	3	Numbers of transdisciplinary research and/or teaching centres	
	4	Number of departments engaged in vocational /professional development areas	
	5	Level of commitment across the university to creating opportunities for student to explore the relevance of their knowledge	
	6	Level of intellectualism in the University	

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
LEVERAGE and COLLABORATION	1	University commitment and capacity to raising revenue from the private sector or other sources	
	2	Delegation of revenue raising activity to departments (with targets)	
	3	Proactively of Deans and Faculty heads in fund and revenue raising	
	4	Degree to which university assesses its value on the basis of wide legitimacy with stakeholders	
	5	Active partnership with Key stakeholders across the university	
	6	University active engagement with individual SMEs	
	7	University active partnerships with SMEs and associations	
	8	Level of active engagement of arts and humanities departments in regional culture initiatives	
	9	Levels of consultancy activity (and revenue from) across the university	
	10	Relative scale of R and D funded work with business	
	11	Strength of students, interface (across faculties) with local business	
	12	Numbers of programmes with active business and professional engagement	
	13	Strength of university extra mural training partnerships with external organisations excluding the business college	
	14	Engagement of the business college in SME and local enterprise development	
	15	Active partnerships with local vocational or training institutes	
	16	Level of active engagement with local entrepreneurs in teaching and research	

	17	Status given to local entrepreneurs through 'associateships; 'fellowships; professorships or teachers of practice		
	18	Engagement across the university in social enterprise		
	19	The university as learning organization		

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
ALUMNI	1	Strength of Alumni office and its related activity across the University	
	2	Ability to Alumni department to identify and build relationships With entrepreneurs locally, nationally and internationally	
	3	Active engagement of Alumni in the university	

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
KNOWLEDGE TRANSFER	1	University Technology transfer and knowledge exchange activity	
	2	Degree to which knowledge transfer and exchange is deeply embedded in departments	
	3	Level of active student and staff engagement with science focused organisations	

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
INCUBATION ACROSS ALL DEPARTMENTS/ SPIN OFF VENTURE FUNDING	1	Openness of IP for staff and students	
	2	Support office for IP and licensing	
	3	Numbers patents and licenses and revenues received	
	4	Student engagement in knowledge transfer activity	
	5	University rewards for knowledge transfer performance	
	6	Doctoral student exposure to the relevance of their research to 'The real world'	
	7	Staff numbers with business ownership stakes	
	8	Numbers of spin offs recorded	
	9	Support for spin-off activity	
	10	Incubator support, physical and/or virtual	
	11	Clarity in incubator targeting	
	12	Clarity in incubator performance indicators	
	13	Incubator mentoring and service support	
	14	Joint venture funding partnerships arrangements	
	15	Links to and /or provision of, funding arrangements for graduate/staff enterprise	
	16	University engagement in public/private seed capital activity	

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
INTERNATIONALISATION	1	University focus upon internationalisation	
	2	Level of activity	
	3	Levels of international staff	
	4	International research and development links	
	5	Engagement with local players in international activity	
	6	University support system for international activity	
	7	Impact of internationalism on the curriculum of the university	
	8	Revenue from international activity	
	9	Number of joint ventures with overseas universities	
	10	Overseas MOUs and joint degrees	
	11	International campus initiatives	
	12	Overseas alumni relations	
	13	Student exchanges	
	14	International educational partnerships	
	15	International business partnerships	

STRENGTH OF		RATING (1 to 5) <i>(1 being Lowest & 5 Highest)</i>	NOTES & ACTIONS
ENTERPRISE ENTREPRENEURSHIP EDUCATION	1	Entrepreneurial skills agenda accepted across the university	
	2	Each department with entrepreneurial curriculum champion	
	3	Entrepreneurship education embedded in each department curriculum	
	4	Entrepreneur self-efficacy training embedded across the university	
	5	Start up new venture training availability for all staff and students	
	6	Enterprise educator training opportunity for all staff	
	7	Student entrepreneurship society activity	
	8	Active student engagement and leadership in the entrepreneurship field	
	9	University personal development contract and related activity with students in general	
	10	Central support unit activity for entrepreneurship and enterprise education	
	11	Placement activity in SMEs and small organisations across the university	
	12	Careers services engagement with SMEs and entrepreneurship training	
	13	Employability agenda addressing the self -employment and entrepreneurship option	
	14	Use of external partnerships in enterprise training	
	15	Wide use of enterprising pedagogies across university (embedded in teaching and learning strategy?)	
	16	Capacity for entrepreneurship education beyond the business school	
	17	The university as an entrepreneurial organisation	





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