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NEOLAiA

Transforming Regions for an Inclusive Europe

WORK PACKAGE 6

Entrepreneurship - NEOLAiA Capabilities for the society of tomorrow

Deliverable 6.3.

Standard operational TAFE procedure

June, 2024

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1. Used terms and abbreviations

EU – European Union

GDPR – General Data Protection Regulation

MOU – Memorandum of Understanding

MS Teams – Microsoft Teams

SAG – Student Advisor Group

SOP - Standard Operational Procedure

TAFE - Taskforce for Entrepreneurship

WP – Work Package

WPL - Work Package Leader

WPD - Work Package Delegate

WPTF - Work Package Task Force

WPTL - Work Package Task Leader

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4. Introduction

NEOLAiA, with its brand promise 'Transforming Regions for an Inclusive Europe', is an Alliance of nine European Universities cofounded by the European Commission in its 2023 call for the period 2024-2027. The aim of NEOLAiA is to transform regional connectivity by embracing (i) digital transformation, through (ii) inclusion and diversity in a context of (iii) enhanced mobility, which are the three pillars of the project. To achieve this end, "NEOLAiA" is based on ten lines of action:

- WP1 Project Management.
- WP2 Improving Teaching and Learning
- WP3 Diversity and inclusion - Overcoming barriers to participation
- WP4 Enhanced Mobility
- WP5 Increasing Regional Research Impact
- WP6 Entrepreneurship - NEOLAiA Capabilities for the society of tomorrow
- WP7 Towards a plurilingual and intercultural European university
- WP8 Adopting and Sustaining Open Science
- WP9 Digital Transformation
- WP10 Sustainability and dissemination

The NEOLAiA Alliance consists of nine partners: University of Jaén, Örebro University, Bielefeld University, University of Ostrava, University of Nicosia, Ștefan cel Mare University of Suceava, University of Tours, University of Salerno, and Šiauliai State University of Applied Sciences.

As an Alliance of universities, NEOLAiA has a profound commitment to society. This mission of any university is intrinsically connected with its bridging role between academia, regional economic participation and social development via local entrepreneurial ecosystems. This will be achieved by supporting aspiring entrepreneurs in our regions and helping them cope with a broad range of obstacles to economic inclusion. Defining the common core values and strategy for regionally integrated entrepreneurship specialization will be key for a SMART (Sustainable, Managed, Accountable, Resilient, and Transitional economic development) regional economic growth and employability strategy. With this vision, WP6 will aim at:

- Mapping and fostering synergies (T6.1 Taskforce for Entrepreneurship - TAFE) and best practices (T6.2) among alliance partners, identifying the internal strengths and regional needs;
- Improving the quality of entrepreneurial competencies (among entrepreneurs and alliance partners) via best-practice sharing and a training toolkit (T6.3);
- Increasing the ability of partner universities to provide better entrepreneurship training by creating joint training curricula and a toolkit that will provide additional support for trainers, students and entrepreneurs from NEOLAIA regions (T6.3);
- Fostering connections between alumni-entrepreneurs from all countries with students at partner universities by creating a framework for cross-national entrepreneurship internships, organized as shadowing programmes with mentorship support (T6.4);

- Providing increased opportunities for students to participate in mobility, testing and analysing business ideas among partner universities, by creating international/multicultural entrepreneurship boot camps such as the Summer Entrepreneurship Challenge (T6.5).

5. Introduction Taskforce for Entrepreneurship (TAFE)

5.1. Presentation of Taskforce for Entrepreneurship (TAFE)

The NEOLAIa European University project sees entrepreneurship, through **WP6 Entrepreneurship - NEOLAIa Capabilities for the Society of Tomorrow**, as a key engagement tool with its local communities, bridging academia, research and the local institutions. By supporting students and citizens with expertise, training and infrastructure to develop ideas into products and businesses, the nine NEOLAIa partner universities will enable stronger connections and partnerships with local private and public agents.

TAFE is a core group of experts from all partner universities, who will become entrepreneurship leaders at their home institutions. These leaders are involved in the co-creation of entrepreneurship training and an internship system, as well as strategically coordinating and supervising the WP implementation.

The TAFE will act as a self-managed team, with the moderation of the working process entrusted to the WP6 leader. An important backstopping role will be played by the NEOLAIa associate partners network that are part of the regional innovation ecosystem for entrepreneurship. All the activities of TAFE are meant to strengthen the existing international structures and to create synergies within the partner universities.

5.2. The Role of TAFE in the Work Package “Entrepreneurship – NEOLAIa Capabilities for the Society of Tomorrow”

In the pre-project stage, NEOLAIa carried out a preliminary inventory of existing resources in partner universities for entrepreneurship training (infrastructure, training programs, and academic programs). These WP activities will integrate such existing resources and foster know-how exchange among all the NEOLAIa partners. It will aim to achieve entrepreneurship excellence via newly developed support programs that will be adapted to regional realities and focused on the three key NEOLAIa Pillars. The project will encompass experiences of all partners and contribute to a best practice exchange for both university-university and society-university relations. The catalyst factor for this will be the TAFE, as a joint working group of entrepreneurship experts from all universities.

According to the NEOLAIa project Grant Agreement (2023), the pre-requisite for the implementation of the WP6 activities is the creation of the TAFE joint team of entrepreneurship experts. The TAFE will include one representative from each partner institution who will have the role of cross-analysing entrepreneurship actions and programs in partner universities, as well as analysing the regional context and potential for innovation. In addition, TAFE will mediate the outreach of the entrepreneurship opportunities and expertise to the local innovation ecosystem in each partner region, connecting the universities with the associated partners.

5.3. Importance and role of the TAFE Standard Operational Procedure (SOP)

The **Standard Operational Procedure (SOP)** is a critical tool for the TAFE, providing a structured approach to managing operations, ensuring quality and consistency, and fostering a culture of continuous improvement and innovation.

The role of the TAFE SOP is to create the framework for an efficient cooperation among the partners, for fulfilling the project goals and for improving in the long run the entrepreneurship skills of different target groups in the partner universities¹. The SOP will ensure:

1. Guidance and Consistency

The SOP provides a standardized set of procedures that all members of the TAFE follow, ensuring consistency in operations and decision-making processes. By clearly outlining tasks, roles, and processes, the SOP eliminates ambiguity and ensures that all members understand their responsibilities and the steps they need to take.

2. Efficiency and Productivity

With predefined procedures, the TAFE can operate more efficiently, minimizing delays caused by uncertainty or miscommunication. The SOP helps in the effective allocation and utilization of resources, including time, personnel, and finances, by outlining specific processes for resource management.

3. Quality Control

By following the SOP, the TAFE ensures that high-quality standards are maintained in all its activities, from project planning to execution and evaluation. The SOP includes mechanisms for regular review and updates, fostering a culture of continuous improvement and adaptability to new challenges and opportunities.

4. Accountability and Compliance

By detailing roles and responsibilities, the SOP promotes a sense of ownership and responsibility and ensures that the TAFE's operations comply with relevant laws, regulations, and organizational policies, reducing risk and enhancing credibility.

5. Documentation and Reporting

The SOP ensures systematic documentation of all activities, decisions, and outcomes, creating a reliable record that can be referred to for future projects or audits, according to the project management quality plan. Regular reporting as outlined in the SOP fosters transparency within the TAFE and with external stakeholders, building trust and accountability.

6. Communication and Collaboration

The SOP establishes clear communication protocols, ensuring that information flows efficiently within the task force and with external partners, being coherent with the NEOLAIa Plan for Dissemination and Communication (D10.1). By defining collaboration processes and tools, the SOP facilitates effective teamwork, both within the task force and in cooperation with external stakeholders, enhancing overall productivity and innovation.

The benefits of SOP are the following:

- **Improved Decision-Making:** the TAFE can make more informed and timely decisions, reducing the likelihood of errors and enhancing strategic outcomes.

¹ This tool will also provide, when necessary, flexibility for TAFE members to agree upon modifications.

- **Enhanced Performance:** The clarity and efficiency provided by the SOP lead to improved performance and higher success rates for entrepreneurship activities within WP6 and intra-project, in the other NEOLAIa WPs.
- **Increased Sustainability:** By promoting consistent and high-quality practices, the SOP helps ensure the long-term sustainability and impact of the TAFE's entrepreneurial efforts, meant to produce positive effects in the post-project life.

The SOP will define and bring clarity on the following points related to the TAFE:

- Vision and values;
- Roles and responsibilities;
- Decision and working process;
- Principles of project management;
- Communication channels and structures;
- Documentation and reporting.

It will also provide a general framework for cooperation with relevant external stakeholders.

TAFE: Vision and values

Until 2026, TAFE will create a comprehensive framework to foster a dynamic and innovative entrepreneurial support system that empowers aspiring entrepreneurs to transform visionary ideas into sustainable and impactful ventures driving economic growth and social progress in the regional ecosystems of NEOLAIa partner universities.

The **key components of the framework** are:

1. Dynamic and Innovative Ecosystem:

The TAFE aims to create an adaptable and responsive environment that evolves with changing market trends and technological advancements. The TAFE will encourage creativity and out-of-the-box thinking to develop unique solutions and business models.

2. Empowering Aspiring Entrepreneurs:

The TAFE will create the tools and structures that will provide entrepreneurs with the resources, knowledge, and support needed to succeed.

3. Transforming Visionary Ideas and Structures:

The TAFE will create structures able to support ideas that have the potential to make a significant impact and change industries or societal norms and will assist entrepreneurs in turning their ideas into viable and successful businesses.

4. Sustainable and Impactful support measures within NEOLAIa Universities:

Promoting support structures and practices that are supported by NEOLAIa project and NEOLAIa Universities, that will be economically viable, environmentally sound, and socially responsible.

5. Driving Economic Growth and Social Progress:

Contributing to the economic development and social challenges of the home communities and regions through successful entrepreneurial activities.

TAFE shared values

To achieve its vision, the TAFE will promote and embrace the following values:

- **Cultivate Talent:** Identify and nurture entrepreneurial talent through mentorship programs, workshops, and networking opportunities.
- **Facilitate Access to Resources:** Provide access to funding, technology, market insights, and other essential resources.

- **Encourage Collaboration:** Foster partnerships between NEOLaIA partner universities, Alumni entrepreneurs, associated partners, industry experts, investors, and government bodies.
- **Promote Best Practices:** Advocate for sustainable and ethical business practices that contribute to long-term success and positive societal impact.
- **Measure Impact:** Regularly evaluate the outcomes of entrepreneurial initiatives to ensure they align with the vision and contribute to broader economic and social goals.

The vision and values serve as guiding principles for the TAFE, driving its initiatives, strategies, and daily operations towards creating a vibrant and supportive environment for entrepreneurs.

6. Roles and Responsibilities of TAFE members

6.1. Roles associated to the TAFE members

The main roles of the TAFE members will be to:

- Coordinate the WP implementation in the partner universities.
- Act as leaders in the relevant activities within the process.
- Identify the necessary resources for the implementation and the sustainability of the WP6 activities.
- Advocate the WP vision among external and internal stakeholders.
- Cross-analyse entrepreneurship activities and programs at partner universities and analyse the potential for innovation within the regional context.
- Define the basis for a mutual learning process (as online webinars, summer schools, conferences etc.), with the aim of implementing the principles of a “learning organization” in the TAFE.
- Facilitate knowledge and best practice exchange, via newsletters, with a focus on entrepreneurial success stories – including examples of innovative start-ups, patents, and spin-offs involving alumni and local entrepreneurs.
- Coordinate the support system “We Start-You-Up” that will enable internships, shadowing programs, start-up support, and incubation activities.

To give everyone involved in WP6 a better understanding of the division of tasks, we use defined terms according to the level of involvement of each person, as explained in Figure 1.

WP Role	Responsibility
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WP Leader (WPL)	Responsible for the WP Coordinating the WP
WP Task Leader (WPTL)	Responsible for the task Coordinating the task
WP Delegate (WPD)	Coordinating activities at their own university. Forwarding information from WPL & WPTL to the TAFE
WP Task Force (WPTF)	Working for the task at their own university, including collaborators and experts.

Figure 1: Terminology for the different levels of involvement of people in WP6.

Detailed description of each role

WP Leader (WPL):

- Oversee the overall monitoring strategy.
- Ensure that the ecosystem monitoring aligns with project objectives.
- Coordinate with WP Task Leaders to gather and analyse ecosystem data.
- Provide data and information available for dissemination and communication to their institution's WP10 delegate.

WP Task Leader (WPTL):

- Focus on specific tasks related to ecosystem monitoring.
- Responsible for collecting data and insights from relevant sources (e.g., market trends, competitor analysis, and start-up activities).
- Report findings to the WP Leader.

WP Delegate (WPD):

- Act as a liaison between the central project team and local universities or institutions.
- Communicate information about the WP.
- Gather localized data and insights.
- Include experts and collaborators to provide specialized insights.
- Forward relevant information from the WP Leader and WP Task Leaders to the WP Task Force.
- Include experts and collaborators to plan activity according to decided plan.

WP Task Force (WPTF):

- Conduct ground-level data collection and analysis.
- Experts and collaborators will provide specialized insights.
- Include experts and collaborators to plan and implement activities.
- Share findings with the WP Delegate and WP Task Leaders.

6.2. Responsibilities of TAFE Members

6.2.1. Implement a Structured Monitoring Process:

- **Data Collection:**
 - Identify key indicators of the entrepreneurial ecosystem (e.g., number of start-ups, funding trends, regulatory changes, technological advancements) according to the milestones of WP6.
 - Utilize multiple sources such as academic research, industry reports, surveys, and direct interactions with entrepreneurs.
- **Regular Reporting:**
 - Establish a regular reporting schedule (e.g., monthly, quarterly) to review ecosystem data.
 - Use dashboards or reporting tools to visualize trends and insights.
- **Feedback Mechanism:**
 - Implement a feedback loop where the WP Task Force can provide ground-level insights (during the project).
 - Ensure that feedback is communicated up the hierarchy to the WP Leader for strategic adjustments.

6.2.2. Collaboration and Communication - Responsibilities (WPTL, WPD)

- Facilitate regular meetings and workshops to discuss ecosystem trends and their implications for the project.
- Use collaborative tools (e.g., Microsoft Teams) to ensure continuous communication among all WP positions.
- Encourage sharing of knowledge and best practices (connected to the milestones) within the team to stay updated with the latest ecosystem developments.

6.2.3. Risk Management: Responsibilities (ALL)

- Identify potential risks within the entrepreneurial ecosystem that could impact the project. Report to WPD and WPL when necessary.
- Develop mitigation strategies to address these risks (e.g., policy changes, market shifts).
- Regularly update the risk management plan based on new data and insights.

6.2.4. Continuous Improvement: (WPL, WPTL and WPD)

- Regularly review and refine the monitoring process to enhance its effectiveness.
- Incorporate feedback from all WP positions to improve data collection and analysis methods.
- Stay adaptive to changes in the entrepreneurial ecosystem to ensure the project remains relevant and impactful.

7. Meetings

Regular meetings will be held to ensure effective communication and collaboration among universities involved in NEOLAiA. The frequency and type of meetings (online/on-site or hybrid) will be determined based on the project timeline and requirements. The organisation of the meetings will be made using specialized tools (Doodle is an example of tool used for choosing the dates for both types of meetings).

7.1. Types and frequency of meetings

Online (MS Teams)

Regular online meetings will be held to ensure effective communication and collaboration between the universities involved in the NEOLAiA project. These meetings will typically occur on a monthly basis, depending on the project's timeline and requirements.

Participation on site

In-person meetings may be scheduled as needed for critical project milestones or face-to-face collaboration sessions. The frequency of on-site meetings will be determined based on the project needs, minimum one per year and related to the budget and the availability of stakeholders. The online connection will be assured to support the *hybrid mode*.

7.2. Agenda-creation process

Online (MS Teams)

The agenda for online meetings will be defined collaboratively using MS Teams. Prior to each meeting, all participants will be invited to submit agenda items or topics for discussion. The WP6 leader will then compile these submissions into a comprehensive agenda, which will be shared with the participants in advance, three to seven days before the meeting.

Participation on site

For in-person meetings, agendas will be created and distributed using traditional email or document sharing platforms (MS Teams). Participants will have the opportunity to contribute items of agenda prior to the meeting, and the finalized agenda will be distributed before the meeting date.

7.3. Attendance requirements

Online (MS Teams)

Attendance at online meetings is highly recommended to all TAFE members, minimum one delegate for each partner. Participants are expected to join the meeting using the MS Teams link provided at the scheduled time. Participation of other members of the university's project team is optional.

Participation on site

For physical meetings, it is recommended the attendance of TAFE members. Participants should attend the meeting at the designated location unless prior arrangements have been made for remote participation. Participation of other members of the university's project team is optional.

7.4. Decision-making process during meetings

Online (MS Teams)

Decisions related to NEOLAIa deliverables and milestones will be made collaboratively during online meetings using MS Teams. Discussions will be facilitated by the WP6 leader and decisions will be reached through consensus whenever possible. In cases where consensus cannot be reached, the WP6 leader will facilitate a vote with the majority opinion prevailing.

Participation on site

Similarly, decision making during in-person meetings will follow a collaborative process facilitated by the WP6 leader or designated moderator. Attendees will participate in discussions, and decisions will be made by consensus or, if necessary, by a majority vote.

7.5. Documentation of meeting minutes

Online (MS Teams)

Meeting minutes for online meetings will be documented digitally using the features available within MS Teams. A designated note-taker will be responsible for capturing key discussion points, decisions, and action items directly within the MS Teams environment.

7.5.1. Meeting recording

All project meetings conducted through MS Teams will be recorded to ensure accurate documentation of discussions and decisions. The recording feature within MS Teams will be activated at the start of each meeting by the meeting organizer or a designated moderator. The recorded meetings will be made available to all participants for reference purposes.

7.5.2. Live transcription

MS Teams offers a live transcription feature that automatically transcribes spoken words into text during meetings. This feature will enable the provision of real-time transcription of the discussions, making it easier for participants to follow along and refer to key points during and after the meeting.

7.5.3. Sharing meeting notes

During each meeting, a designated note-taker will be responsible for creating and updating shared meeting notes directly within the MS Teams environment, accordingly with the WP1 guidelines. The note-taker will use the "Meeting Notes" tab within the MS Teams meeting interface to record key discussion points, decisions, action items, and any other relevant information.

7.5.4. Review and distribution after meeting

Following each meeting, the completed minutes of the meeting will be reviewed by the WP6 leader or designated moderator for accuracy and completeness. Once approved by the WP6 leader, the meeting minutes will be distributed to all participants via the MS Teams platform, ensuring that everyone has access to the documented outcomes of the meeting.

At each meeting, the minutes of the previous meetings (sent together with the agenda) will be approved by all the participants.

Participation on site

For in-person meetings, meeting minutes will be recorded using traditional note taking methods or collaborative document sharing platforms. A designated note-taker will document key discussions, decisions, and action items during the meeting. Once approved by the WP6 leader, the meeting minutes will be distributed to all participants via the MS Teams platform, ensuring that everyone has access to the documented outcomes of the meeting.

By dividing the SOP between online (MS Teams) and on-site participation, the NEOLAIA project can effectively manage communication and collaboration regardless of location.

8. Project Management

Project management is required to deal with the management and the efficient and effective organization of the various activities to be carried out within WP6 – Entrepreneurship, in order to ensure high quality and decision-making structures throughout the project. The main objectives are:

- To carry out the tasks described in WP6 to successful completion. This involves:
 - Identification of entrepreneurship activities and outline of a methodology for choosing the ones to be implemented;
 - Identification of synergies with other WPs of NEOLAIA;
 - Identification of synergies and collaborations with other projects (other than NEOLAIA);
- To ensure good co-ordination of the partners' activities;
- To ensure efficient legal, contractual, financial and administrative management of WP6 (e.g. data privacy issues, staying within budgets, meeting deadlines);
- To assure high quality of WP6 work and results;
- To supervise the progress of WP6, to guide and direct the partners, and to lead them towards accomplishment of the goals and towards success of the WP6 to advise and help the partners in performing their project work;
- To regularly report on WP6 activities to the NEOLAIA coordinator;
- To establish and maintain effective communication between WP6 partners, and other project participants;
- To organize project and review meetings.

The Management activity is built around a two-level structure: WP6 will be managed by (a) the WP Leader, namely Ștefan cel Mare University in Suceava, and (b) the TAFE. These activities will be regularly consulted by the rest of the NEOLAIA WP Leaders to identify synergies of their work and ensure no overlaps in activities. TAFE will be chaired by the WP6 Leader who has full executive responsibility for WP6. This structure is illustrated in Annex 2.

8.1 Tasks and Activities within WP6

Planning process for entrepreneurship projects.

WP6 is made up of five tasks. Each task has several activities which are outlined in Annex 3.

8.2 Resource Allocation

The resource allocation was made in the project application. For additional activities, new resources will be discussed and identified by partner universities.

8.3 Risk management

8.3.1 Purpose and Objectives

This Section aims to define a risk management plan identifying how the member partners of WP6 will handle the risks to achieve quality outputs on time.

8.3.2 Potential risks

Table 1 shows the potential risks that we may have to face. Please note that probabilities have been assigned based on the knowledge of the partners working on the project.

Risk Identification	Risk Response	Probability of Occurrence	Impact on WP	Follow ups
Partner withdrawal	Corresponding work will be assigned to some other partner after consultation with NEOLAIa coordinator;	Very low	~ 2-3 weeks delays	
Lack of interest from partners to do their corresponding work	Dissemination campaigns will escalate after consultation with NEOLAIa coordinator;	Very low	Effect performance indicators	
Lack of interest from stakeholders to participate in trainings	Dissemination campaigns will escalate after consultation with NEOLAIa coordinator;	Low	Effect performance indicators	
Lack of interest from stakeholders to participate in internships and shadowing	Dissemination campaigns will escalate after consultation with NEOLAIa coordinator;	Low	Effect performance indicators	

Lack of interest from stakeholders to participate in bootcamps & international competitions	Dissemination campaigns will escalate after consultation with NEOLAIa coordinator;	Low	Effect performance indicators	
Delays in deliverables	Continued monitoring of deliverables by the TAFE coordinator; Inform NEOLAIa coordinator	Low	Delays deliverables	

Table 1: Potential Risks

*Probability of Occurrence scale:

- 0-15%: very low
- 16-35%: low
- 36-65% mid
- 66-85% high
- 86-100% very high

8.4. Decision Making Process

Due to the nature of WP6 being a joint training and entrepreneurship work-package, the decision-making has been selected to be an open process performed continuously during online and face-to-face meetings. Flexible and dynamic processes are necessary for the collective decisions required by the various activities.

In the case a decision is required, and consensus is not possible, voting among the partners takes place. For the voting 50% + 1 of the WP6 member partners (six of the nine partner universities) are required to be present. If the quorum is not satisfied, then an ad-hoc meeting is called at a point in time when quorum is possible.

9. Communication

The communication procedure for the TAFE is aligned with the Plan for Dissemination and Communication (Deliverable 10.1), developed within WP 10, and will be personalised accordingly to each target group, as explained in D10.1, point 4, page 11.

9.1 Communication channels

To establish standardized communication protocols that ensure clarity, consistency, and efficiency in all internal, and external communications within WP6, the TAFE will use the following guidelines and communication channels (as seen in Figure 2 - internal communication represented with yellow colour and external communication with green colour).

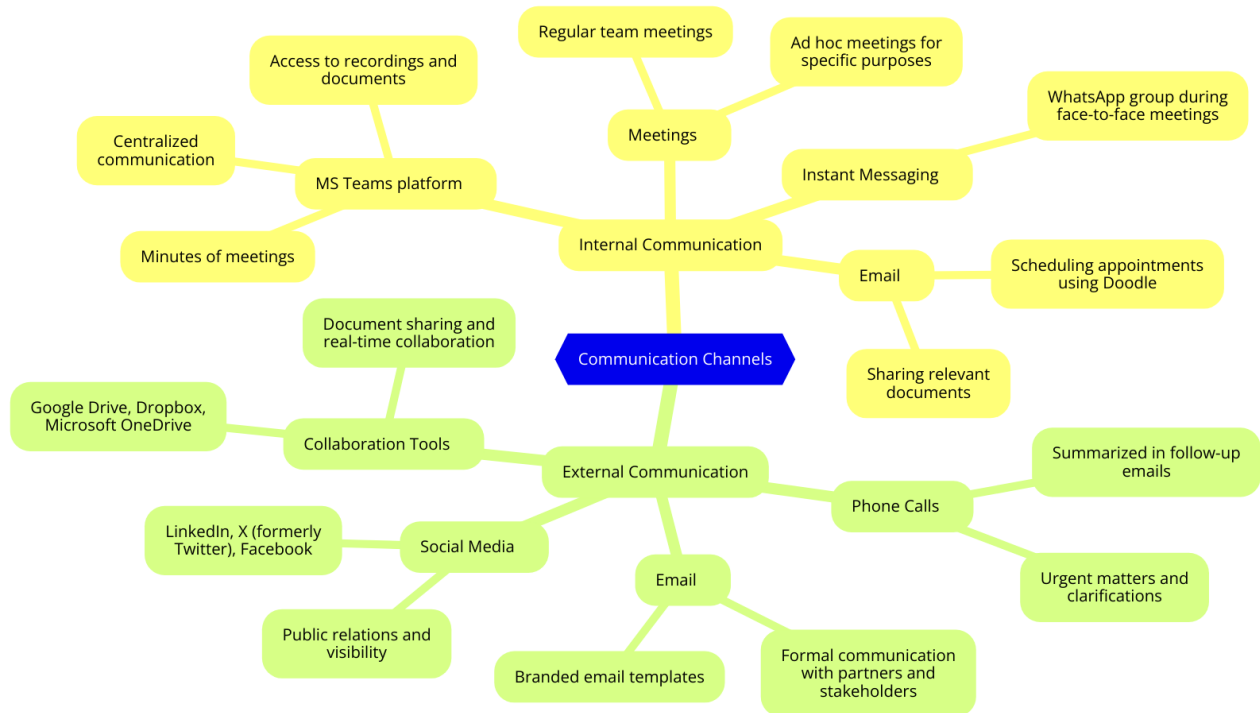


Figure 2. TAFE Internal and External Communication Channels

Internal Communication Channels

- **MS Teams platform**

It centralises the communication and the information that is developed by the TAFE, as well as any type of material that must be shared by the WP6 members. MS Teams will host the recordings of the online meetings, share folders, documents, and also the official deliverables and milestones. The TAFE members will have access to documents that are jointly developed and will operate in the online format all the changes and improvements. MS Teams will also be used for day-to-day communication, using the “Posts” function.

- **Email**

This will be a secondary way of communication, to avoid overloading the TAFE members with messages, or for issues what are difficult to handle or to process. Email will also facilitate scheduling of appointments using Doodle (or similar tools with the same opportunity of sharing dates and times). Additionally, it will be used to share documents containing relevant information for the convenience of the TAFE.

- **Meetings**

For the current implementation of WP6 and TAFE activities, online meetings and physical meetings will be organised according to the project specifications. The TAFE meetings are moderated by a representative of WP6 Coordinator, the University Stefan cel Mare of Suceava. The points in the agenda that were proposed by other TAFE members, will be moderated or presented by this TAFE member.

Two types of meetings will be organised:

- Regular team meetings. For the first six months, these will occur twice a month, and thereafter, once a month.
 - Ad hoc meetings. These will be held as needed for specific purposes. For example, online ad hoc meetings outside the typical schedule may be held to finalise milestones/deliverables. Any TAFE member may suggest an ad hoc meeting, which is to be put forward by the WP6 Leader.
- **Instant Messaging**

In exceptional cases and for the sole purpose of sharing relevant information, a WhatsApp group may be used, e.g. during face-to-face meetings, but only among members who choose to participate. *For example, to help members to find the venue, inform them about last-minute changes in the schedule, etc. The tool may also be used in urgent cases or when information needs to be disseminated quickly outside of normal working hours.*

External Communication Channels will address the target groups (TG) as described in D10.1., point 4, p. 9: TG3 (Researchers outside NEOLAIa), TG4 (Industries, including spin offs, start-ups and SMEs), TG5 (local authorities and policy-makers at the national and EU level) and TG6 (citizens, associations and NGOs), all members of the Ecosystem for entrepreneurship.

Table 2. Target groups for external communication

Target group	Who	Why	How
TG3	Researchers outside NEOLAIa	Present the WP6 activities, strengthen the brand, promoting the cooperation opportunities.	Website, quarterly NEOLAIa newsletter, WP6 Newsletter, Entrepreneurship conferences, press releases, specialised magazines, forums, and social media.
TG4	Regional and local companies, including spin offs, start-ups and SMEs	To present the WP6 activities, identification of future possibilities of mutual cooperation; to implement the WP6 activities.	Website, quarterly NEOLAIa newsletter, WP6 Newsletter, social media, press releases, conferences, regional and local media
TG5	Local authorities, regional authorities and policy makers at the national and EU levels	To present the project, to gather information relevant for the WP 6.2 research; To gather support for the NEOLAIa activities and for WP6 activities (SUMMA a.o.)	Website, WP6 newsletter, social media, press releases, conferences, regional and local media

TG6	Citizens, associations and NGOs	NEOLAIa and Entrepreneurship Initiatives brand reputation; acquiring NEOLAIa supporters among NGOs and open society in the regions.	Website, quarterly NEOLAIa newsletter, WP6 Newsletter, social media, press releases, conferences, regional and local media
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Source: adapted for WP6, after the D10.1., p. 11

Additionally, other communication channels will be used, presented in Figure 2.

- **Email**

It will be used for formal communication with NEOLAIa partners and stakeholders. To ensure consistency and professionalism, branded email templates will be utilized. Responses to incoming emails will be provided within 72 hours to uphold professional standards.

- **Phone Calls**

When necessary (for urgent matters, clarifications, and writing reports), phone calls may be used. However, it is expected that the conversation will be summarised and documented in follow-up emails for record-keeping, and to outline action points.

- **Social Media**

Will be utilised for public relations and to enhance the visibility of promoted actions, with schedules pre-approved and coordinated by the TAFE. These activities will adhere to the various social media policies. The primary social media platforms are correlated with WP10 dissemination plan. Additionally, the TAFE may use other social media platforms to connect with their target groups.

- **Collaboration Tools**

When the TAFE needs to collaborate with external partners, cloud-based tools such as Google Drive, Dropbox, Microsoft OneDrive, and MS Teams can be used for document sharing, real-time collaboration, and joint projects.

9.2. Guidelines for Effective Communication

Effective communication is a cornerstone of operational efficiency and organisational success. In our dynamic work environment, clear, concise, and consistent communication ensures that all TAFE members are aligned with the WP6 goals, understand their roles and responsibilities, and can collaborate effectively to achieve pre-defined objectives. This section outlines the guidelines for effective communication within TAFE, providing a framework to enhance clarity, improve understanding, and foster a culture of openness and respect. By adhering to these guidelines, we

aim to minimize misunderstandings, streamline processes, and create a more productive and harmonious working environment.

In order to ensure effective communication, the following aspects will be considered:

Documentation and Record-Keeping

Effective documentation practices involve recording key points, decisions, and action items from meetings and significant conversations. Furthermore, archiving emails and important messages in organized folders ensures easy retrieval when needed, contributing to efficient communication and streamlined workflows.

Confidentiality and Security

Ensuring the security of sensitive information involves labelling and handling all confidential data according to organizational policies. Additionally, compliance with data protection regulations such as GDPR (General Data Protection Regulation – EU 2016/679) is essential, and encrypted communication channels should be used when necessary to safeguard sensitive data.

9.3. Reporting Structure

The reporting structure encompasses three types of reports.

Internal Reporting

- **Task Force Meetings**

These reports will be consolidated into meeting minutes, where the following information will be presented:

- NEOLAIa's logo
- Venue and time
- Participants
- Agenda of the meeting
- Outcomes (including among others progress updates, challenges faced, resource needs, and next steps)

External Reporting

- **Partner Updates**

These types of reports will encompass project milestones, accomplished deliverables, upcoming plans, and any issues requiring partner intervention. They will be presented as written reports, possibly complemented by presentations during partner meetings.

- **Regulatory Compliance Reports**

In accordance with the project requirements, reports will detail compliance with regulations, audit findings, and any corrective measures implemented. These reports will be submitted to the

designated regulatory authority, with copies retained in organisational records for documentation purposes.

Feedback Mechanisms

- **Internal Feedback**

Anonymous feedback forms, regular review meetings, and direct communication with the TAFE, are utilised for the purpose of identifying areas for improvement in communication, workflow, and overall project management.

- **External Feedback**

Feedback mechanisms, such as surveys, regular check-ins with partners and stakeholders, and feedback sessions during meetings, serve the purpose of gauging satisfaction levels, identifying potential enhancements in collaboration, and ensuring alignment with partner expectations.

10. Collaboration

This chapter explores how collaboration within entrepreneurship ecosystems is driven by individual experts and collective efforts of the TAFE to reach common alliance, and individual university goals. We describe how the collaboration between universities within the alliance supports efforts to create value and helps shape NEOLAIa network of new relationships that scaffold the entrepreneurship ecosystem.

Collaboration in entrepreneurship ecosystems is very important nowadays. In these dynamic networks, collaboration extends beyond coordination and cooperation. It not only supports the joint efforts and common goals of the group, but also enables people and organisations to pursue their own goals.

Based on the framework that will be described, we also suggest the integration of technology in supporting internal and external collaboration and communication practices.

10.1. Coordination with external stakeholders (e.g., investors, mentors, industry experts)

An ecosystem-based approach is utilised to foster new regional relationships in a cross-multiple-level network, and to co-create models to develop a common value in entrepreneurship capabilities and market credentials.

We identify three specific TAFE collaboration roles in promoting the regional entrepreneurship ecosystem: create and diffuse knowledge at the alliance level, educate partners and the community members to adopt a more unified perspective, and establish additional market-facing relationships for each region.

There is growing attention to the need for universities to collaborate closely with local entrepreneurship ecosystems and play a central role in creating and disseminating resources to local entrepreneurs, students, and non-students alike, this is why the TAFE group is a great consultancy board made by experts to address entrepreneurship needs coming from different stakeholders.

In collaborative entrepreneurship, we are in a situation where there is no specific hub support, and each expert can provide multiple points of view.

The understanding of collaboration is a multi-level approach, in which activity outcomes rooted in micro-level relationships and practices ultimately support the expert group at their macro-level collaboration role that establishes a network of relationships and contributes to value creation across the entrepreneurship ecosystem (Figure 3).

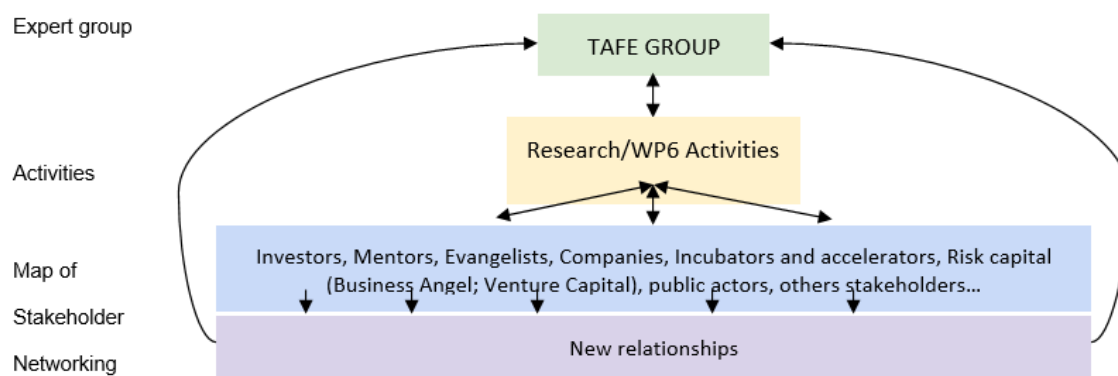


Figure 3. TAFE collaboration within an entrepreneurship ecosystem

The TAFE should be well connected in the entrepreneurial ecosystem within their university and highlight that information and innovation flow through informal and multi-level networks.

As for the Collaborative tool, we can identify three key documents: MOU (Memorandum of Understanding), Partnership, and Endorsement document.

1. **MOU** (Memorandum of Understanding) to be used for non-contractual agreements between the TAFE and parties that share the same missions/goals with the aim to enhance or support the current activities of WP6. The following aspects should be considered:
 - a. The mission and profile of the outside party must be scrutinised to ensure it is in alignment with each University Alliance member.
 - b. No conflict of interest foreseen.
 - c. Signing the MOU must be followed by specific action plans to validate the purpose of the agreement (this should be in the form of a "letter of agreement").
 - d. Publicising the relationship can be done from PR outlets of each group but does not need to be present on long-standing online or offline resources (e.g., website, stationary, shared logo space etc.).
2. **Partnership agreement** be used for relationships that share mutual benefits e.g. shared database, shared resources. The following aspects should be considered:
 - a. There is a clear exchange of benefits to each party (e.g. member outreach in return for resources to members).

- b. The relationship is to be non-exclusive (e.g., educational partnerships). For an exclusive partnership - this should be viewed as outsourcing services to a brand under NEOLAIa or equal logo presence if a quid pro quo benefit is determined.
 - c. Either a contract or letter of agreement is required.
 - d. Publicising the relationship should be done via the PR outlets of both parties (if relevant) for the duration of the partnership or activity.
- 3. Endorsement document** to be used if NEOLAIa is approached or requested to endorse certain parties, activities, or products. In this context, the TAFE must ensure that:
- a. The party, activity, and/or product to be endorsed must be scrutinised to ensure that its objectives are in alignment with the NEOLAIa aim.
 - b. The endorsement carries benefit to both the NEOLAIa and/or its members and the endorsed partner.

To start a collaboration, we suggest building an interactive stakeholder map. The first version of the map can be the sum of each regional map realised interactively, which will later be improved with an effort to leverage relationships at a European level. This could be done throughout the whole NEOLAIa project since the map is a *living* working element.

A second common practice could be to invite external stakeholders to the Consortium Conference discussion once per year to enhance networking.

The diversity of actors and network configurations of pre-existing exchange relationships within the different Universities can contribute to various innovative outcomes according to the specific needs of the regional ecosystem.

Different stakeholders can also cover specific roles during the NEOLAIa project: e.g. mentors can be involved in the writing box case for the training toolkit.

This multi-level approach can continually create value for experts, entrepreneurs, regional ecosystems, university alliances, and programs at large.

10.2. Partnership development process

The TAFE welcomes opportunities for collaboration with other experts and researchers in the field of guidelines in entrepreneurship.

The question behind this paragraph is how the TAFE collaboration role enables the development of relationships that shape the structure of an entrepreneurship ecosystem.

The efficiency within which the following main roles flow through a social network's dynamics determines how effectively the TAFE functions.

Collaboration TAFE roles:

- Coordination of the task activities remains in charge of the designed NEOLAIa Task Leaders.
- A Facilitator, from the alliance university partners, can be defined for each sub-task to be in charge of near the coordinator.

- Contributors of the sub-task activities are assigned on voluntary basis.
- Each TAFE regional member can involve their NEOLAIa partners and propose to participate, amplify, and disseminate initiatives supported by the TAFE teams.
- Each TAFE regional member can build regional relationships with partners and enlarge the interactive map of stakeholders shared with the group.
- When regional TAFE members involve multiple institutions, the other University Alliance members may agree to rely on another institution to amplify their entrepreneurship network. Each TAFE regional member can ask for help to find new partners in a specific region and for specific reasons. In collaboration with the TAFE regional colleagues, it will be possible to connect with the partners and get to know them. One of the aim of WP6 is to enlarge the relationships in place, keeping the initial TAFE regional member informed.
- A group of TAFE experts may consider the opportunity to realise initiatives (guidelines, projects etc.) in collaboration with entrepreneurship experts of the regional ecosystem. In this case, the leader of the project will initially provide a short description to the TAFE, indicating: the kind of initiative that will be realised, the original methodology that will be adopted, a methodology checklist if existing, a statement of interest, and the contacts of the project coordinators of the collaborating-built board. The TAFE will decide to agree or to not participate in the joint collaboration opportunity and, where necessary, be involved in negotiating the specific terms of the collaboration with the partners. TAFE members do not have the authority to decide to approve the collaboration opportunities and should always consult with their university governance before making any verbal or written statements regarding initiatives oversight.
- To help evaluate the collaboration opportunities, we provide a Collaboration Partners checklist:
 - Are the proposed Expert Partners members experienced in the area under consideration?
 - Do the proposed Expert Partners include members representative of all the alliances required for multi-level high-quality collaboration for this specific condition?
 - Are the proposed Expert Partners members active in entrepreneurship? If yes, what are their specific areas of expertise?
 - Do the proposed Expert Partners provide a diverse geographical representation?
 - Are all the proposed Expert Partners members willing to disclose potential conflicts of interest?
 - Do the Expert Partners, where applicable, include appropriate stakeholder maps for the identification of key needs questions?
 - Will the proposed Expert Partner define the key questions (investigation area)?
 - What system will be adopted to reach consensus on statements regarding the key questions?
 - What grading of recommendations will be adopted?

10.3. Collaborative tools and platforms

As per the collaborative tools and platform, we distinguish collaborative instruments for the internal TAFE group collaboration from the external TAFE ecosystem collaboration.

The TAFE members can have access to and use MS Teams tools as per **internal communications** and sharing activities to manage files, video calls, chats, and so on.

A dedicated channel can be created under the NEOLAIa project.

To build **external collaborations** with regional stakeholders covering all kinds of roles: such as students, PhDs, entrepreneurs, etc. For example, the collaboration platform Discourse will be leveraged. Discourse is an open-source discussion platform designed to support online communities of all types and sizes, born as a modern alternative to traditional online forums. Discourse can be either accessible from the NEOLAIa website or have its web app address.

Temporarily, the platform for the NEOLAIa group is reachable at this address: <https://discourse.di.unisa.it>.

We propose to use Discord during the SUMMA challenge to promote ideas but also to receive feedback from any participants thanks to the discussion functionalities. A description of the Discourse platform (and its functionalities) is included in Annex 4.

In Discourse, it is also possible to create user groups. Administrators can create new user groups and assign existing users to these groups. User groups can be used to manage access permissions and permissions within the forum. For example, it is possible to limit access to certain categories only to members of a specific group. User groups can also be used to send private messages or internal communications to all group members.

11. Decision Making

11.1. Framework for making strategic decisions

As a meta-organisation, the NEOLAIa alliance has a stated need to be able to rely on a structured strategy framework in order to be able to define and deploy its decisions effectively. This framework will be used to conceptualise, develop, and implement strategic plans relative to WP6 and in accordance with another WPs.

Strategic decision-making applied to WP6 will be based on a rational model, chosen for its simplicity and speed of implementation.

- Step 1: Analysing the environment and defining goals
- Step 2: Generating alternative strategies
- Step 3: Reviewing the results of every alternative
- Step 4: Making decisions based on particular criteria
- Step 5: Monitoring the execution

- Step 6: Adjusting the initial decision based on feedback

- **Step 1: Analysing the environment and defining goals**

The TAFE's mission is to carry out an initial mapping of available resources and fostering synergies (T6.1) and best practices (T6.2) among alliance partners, identifying the internal strengths and regional needs. This mapping will act as a starting point for a comprehensive analysis of the external and internal environment, in order to detect the threats, strengths, opportunities and weaknesses the TAFE will face.

Regarding the goals, the Grant Agreement of the NEOLAIa projects presents a list of Key Performance Indicators (KPIs). Given that NEOLAIa is a fundamental alliance, these KPIs are determined on target values for the first 4-year funding.

WP6 KPIs

- *Min. 1 Functional TAFE group running*
- *Min. 3 Entrepreneurship conferences*
- *Min. 9 best practices identified*
- *3 pilot training courses for (1) bachelors and master students; (2) PhD and postdoc researchers; (3) aspiring and existing entrepreneurs*
- *Min. 27 attendees for NEOLAIa Entrepreneurship Pilot Training*
- *Min. 18 alumni entrepreneur beneficiaries*
- *Min. 18 students, PhD or postdoc researcher beneficiaries*
- *Min. 9 webinars / min. 10 attendees per webinar*
- *Min. 3 bootcamps (SUMMA)*
- *Min. 27 student attendees for the Summer Entrepreneurship Challenge (SUMMA)*

- **Step 2: Generating alternative strategies**

For strategic pending decision in the implementation of the project, TAFE will explore the most appropriate solutions. By combining different type of methods, TAFE members can effectively explore and identify innovative solutions to a wide range of problems (e.g., design thinking, collaborative problem solving, mind mapping).

The Student Advisor Group (SAG) included in the NEOLAIa network will have a main advisory role in the following issues:

1. Finding the most appropriate times and dates to carry out the activities scheduled within WP6.
2. Using the best means for disseminating messages and information about the activities proposed in WP6 in coordination with WP10 and using the most appropriate language and the most interesting information for students.
3. Incentives that can be offered to students to participate in the activities planned in WP6 (in line with WP10).

- **Step 3: Reviewing the results of every alternative**

Each alternative is evaluated against a set of criteria at the reviewing of the results. Here, the main objective is to evaluate all the pros and cons associated with every alternative.

- **Step 4: Making decisions based on particular criteria**

Based on the evaluation in the previous step, the TAFE must select a strategy, with the moderation of the process entrusted to the WP6 leader. Depending on their importance, decisions may be implemented by the TAFE or escalated to the WP6 Leader in order to put them up for discussion with the Executive Committee (EC) and Steering Committee (SC). Major project changes have to be submitted and approved by the EC and/or SC.

- **Step 5: Monitoring the execution**

The selected strategy is translated in actionable steps. Resources are allocated to the strategy implementation.

- **Step 6: Adjusting the initial decision based on feedback**

In the process of strategic decision-making, the last step involves monitoring the implemented strategy and evaluating its effectiveness. The TAFE makes adjustments when necessary to ensure the achievement of the strategic objectives.

An important backstopping role will be played by the NEOLAIa associated partners network. Progress reports will be sent to them so that they can give their feedback on revised courses of action. Special attention will be given to institutional partners' local networks that will receive responsibility to oversee the feedback/interlocutions.

11.2. Criteria for evaluating ideas and proposals

The TAFE can capture ideas through brainstorming sessions, reviewing project reports and logs, sending project questionnaires, etc., during the lifecycle of the project. Some of them are “quick wins” and just need to be put into practice. Others are more complex, and an idea evaluation matrix is very useful for assessing ideas and proposals against certain criteria.

In order to build the matrix, the second step, after selecting ideas, is to decide which criteria to use for scoring it. These criteria could include:

- Time management (How much time will each idea take to plan, implement and produce results?);
- Potential impact (Is this a major shift in the work plan?);
- Alignment with the NEOLAIa's mission and values;
- Feasibility;
- Budget allocation;
- Acceptance among stakeholders.

The criteria will be developed as a team effort by the TAFE.

Then the whole process will include:

- Rating each criteria;
- Scoring each idea;
- Calculating each idea's weighted score;
- Summarising the weighted scores and comparing them in order to find the best alternative.

The multi-criteria matrix is a tool that is ideally suited to collective decisions involving divergent points of view. The selection of the solution is the result of a rational comparison between options and criteria. Interpretations are avoided because the negotiation takes place at the level of the weighting of the criteria and not at the level of the analysis of the solutions.

11.3. Consensus-building process

Building consensus and alignment within the TAFE is essential for successful outcomes. A full consensus-building process is appropriate for strategic decisions.

Members of the TAFE will be invited to actively participate in making decisions together that all members can feel comfortable with.

Certain fundamental conditions need to be met in order to conduct an effective consensus-building process, including: agreement on NEOLAIa and the ERASMUS+ programme core values, willingness of members to both express interests as well as assume a “disinterested” stance, willingness to make it work, belief in the value of consensus-building, active listening, patience, trust, succinct expression of views and concerns, skilled facilitation, and conducive setting.

The role of the facilitator is very important in consensus-based decision making. This role could initially be entrusted to the WP6 Leader.

Conflict Resolution among partners

If there is a disagreement between partners during the project, then the following process takes place:

- The Partners involved in an issue/conflict that is impossible to solve between themselves informs the WPL.
- The TAFE will give guidelines on how we should try to find the best practical solution in order to ensure that the conflict does not affect any of the deliverables or the operation of the Project.
- If the TAFE Coordinator is unable to find a solution, then the following steps must follow:
 - The Project Coordinator is contacted by the TAFE Coordinator with the request to give guidelines on how to resolve the problem on hand in order to ensure that the conflict does not affect any of the deliverables or the operation of the Project.
 - If still, there is no resolution, then:
 - Partners in dispute must present their point of view on what the problem is in writing and their proposed solution
 - The TAFE Coordinator sets down the alternative solutions to be voted.
 - The members of TAFE, (except the members that opened the dispute) will receive an invitation for the voting by the TAFE Coordinator.
 - The voting will close in a week after the initialization of the voting period.

- An online voting takes place by the WP Leader and TAFE Delegates. The head of this procedure will be the TAFE Coordinator.
- The voting will be final, and the results will be shared with all the partners along with guidelines on how to proceed.

Some tools like decision matrix, scenario planning, and logic tree could be used, especially to visualise alternatives and possible solutions.

12. Documentation and Reporting

12.1. Documentation standards for project plans, reports, and other relevant documents

“Monitor and Control Project Work” is the process of tracking, reviewing, and reporting progress to meet the performance objectives defined in the project management plan. The key benefit of this process is that it allows stakeholders to understand the current state of the project, the steps taken, and budget, schedule, and scope forecasts. The following points will be considered starting points for the reporting:

- Project documentation is the process of recording the key project details and producing the documents that are required to implement it successfully.
- Reporting Systems. Facilities, processes, and procedures used to generate or consolidate reports from one or more information management systems and facilitate report distribution to the project stakeholders.
- Set of operating procedures, and may even operate outside of the standard, formalized reporting structure during the project.
- Reporting formats should be reflected by the following:
- Define how the outcomes of the risk management process will be documented, analysed, and communicated. It describes the content and format of the risk register as well as any other risk reports required.
- The formats and frequency for the various schedule reports are defined.

13. Conclusion

NEOLAiA’s WP6 “Entrepreneurship - Capabilities for the Society of Tomorrow” places partnerships, entrepreneurship, academia, and innovation at the forefront of related tasks and deliverables. Effective communication and operationalisation of resources will ensure a strong TAFE that will actively generate additional engagement with local communities in each and every region, from each

and every NEOLAiA partner institution. With that being said, and as demonstrated, all related deliverables for WP6 focus on the smooth operations and reliable communications of TAFE, securing strong connections and partnerships with local private and public agents, whilst enhancing cross-institutional partnerships within NEOLAiA.

Annex 1

MINUTES OF X MEETING AT X

Day, Month, 202X

Attendees:

John Doe (University acronym),

Agenda:

1. - XXX

2. - XXX

Development of the session following the items included in the agenda:

1.) XXX

Decision:

Follow-up:

2.) XXX

Decision:

Follow-up:

And with no further matters to discuss, the session is adjourned.

I certify this as the Secretary, with the approval of the Chair of the Committee.

John Doe (University acronym)

John Doe (University acronym)

Chair of the Committee

Secretary of the Committee

Annex 2

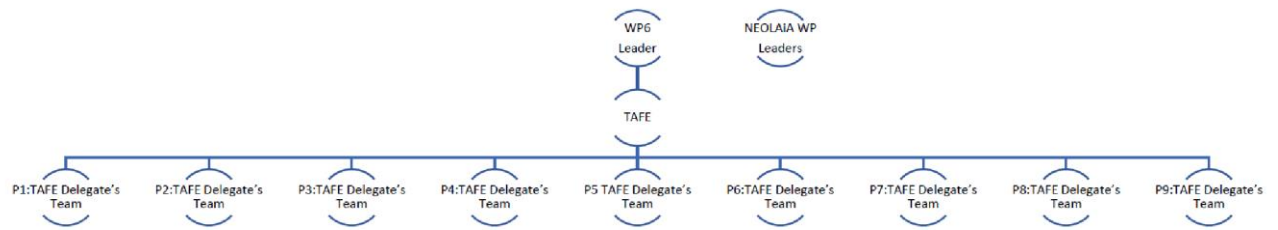


Figure 4: Management structure of WP6 and TAFE

Annex 3

Table 3: WP6 Tasks, activities and expected deliverables

Name	Description	Lead Partner	Date Scheduled	Expected Deliverables
6.1.1	Task Force for Entrepreneurship (TAFE)			Establishment of TAFE
6.1.2	TAFE physical kick off meeting			Meeting
6.2.1	Identification of best practices in entrepreneurship training and support in all NEOLAIa universities			Report
6.2.2	Investigation of the needs of internal stakeholders (students, faculty, researchers);			Report
6.2.3	Analysis of the regional innovation ecosystem and mapping of external stakeholder needs (local and regional administration, consultants, investors, existing and future entrepreneurs, alumni, NGOs).			Report
6.2.3	A common agenda for strategic entrepreneurial development in the NEOLAIa network			Report
6.2.4	A joint plan of action for the integration of existing best practices within the mentioned ecosystem - based on 6.2.2 & 6.2.3			Report
6.2.5	NEOLAIa Entrepreneurship Conference (1)			Conference
6.2.6	NEOLAIa Entrepreneurship Conference (2)			Conference
6.2.7	NEOLAIa Entrepreneurship Conference (3)			Conference
6.3.1	Train the trainers toolkit to support entrepreneurship educators and leaders within NEOLAIa universities - Resources including the training curriculum (content, objectives, and structure of the training program), presentation slides, assignments and interactive activities, guides for the instructor on how to deliver each training session effectively, assessment tools and methods, feedback forms, quality assurance procedures for maintaining the quality and			Toolkit

	consistency of the training program across different trainers and training sessions, etc.			
6.3.2	Entrepreneurship training curricula for different target groups, according to their specific needs, as identified in 6.2.2 and 6.2.3.			Set of related material as described in 6.3.1
6.3.3	Pilot training for bachelors and MSc students			Training
6.3.4	Pilot training for PhD and postdoc researchers			Training
6.3.5	Pilot training for aspiring and existing entrepreneurs			Training
6.4.1	Design and implementation of an entrepreneurship support system consisting of internships, shadowing programmes, start-up support, incubation activities and dissemination conferences (inspirational key-speaker sessions)			Planning Report
6.4.1.1	Internship and shadowing programmes (with the support of a minimum of 18 alumni entrepreneurs (Entrepre-Stars)) from all partner universities			Report on internship and shadowing programmes
6.4.1.2	Start-up support and incubation/business coaching programme Min of 18 students/PhD or postdoc researchers)			Report
6.4.1.3	Online webinar 1- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience	UNIC		Webinar
6.4.1.4	Online webinar 2- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.4.1.5	Online webinar 3- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.4.1.6	Online webinar 4- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.4.1.7	Online webinar 5- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar

6.4.1.8	Online webinar 6- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.4.1.9	Online webinar 7- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.4.1.1	Online webinar 8- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.4.1.1	Online webinar 9- Inspirational key-speaker sessions at which the Entrepre-Stars (alumni entrepreneurs) to share their experience			Webinar
6.5.1	Hybrid bootcamp 1			Report on bootcamp
6.5.2	Hybrid bootcamps 2			Report on bootcamp
6.5.3	Hybrid bootcamps 3			Report on bootcamp
6.5.4	International competition			Report on competition

Annex 4

Key aspects of the Discourse platform - functionalities

- **Thread Structure:** Discussions on Discourse are organized into "threads," logical conversation threads. Each thread can be initiated by a post and then developed through responses and comments.
- **Notification System:** Users can receive real-time notifications about new messages, quotes, or responses to their discussions. This system helps keep users engaged and informed about community activities.
- **Social Function:** Users can connect with other community members through private messages, @mentions, and the user tracking function.
- **Search:** Discourse offers a powerful search function that allows users to quickly find content within the platform. The search supports advanced queries and filters to facilitate the discovery of specific discussions.

Discussions on Discourse are organized hierarchically into categories and subcategories. Administrators can create new categories and subcategories to organize content based on topics, projects, or areas of interest to the community.

This hierarchical structure helps users easily find relevant discussions and navigate the forum intuitively. Each discussion can be placed in a particular content-relevant category, and each discussion starts with an initial post, which can be created by any authorized user. Other users can respond to the initial post or any other response within the thread. Responses can be organized hierarchically to facilitate reading and understanding the conversation.

Tags functionalities can be used to mark discussions with keywords or specific categories. Users can add tags to their discussions or use existing tags to categorize content. This feature allows users to filter discussions by tags and easily find related content. Discussions can be sorted based on various criteria, such as creation date, number of responses, or popularity.

Obs.: As an alternative, can also be used:

Shared Discussion Space or World Café