

The Type of Collaboration that Business Students Want in a Business Incubator Program

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Abstract

In business assistance in the business incubator, students are required to collaborate that can improve their business development. There is a matchmaking process to help students find the best partner. This study aims to see the pattern that occurs in business students about what type of collaboration they want. This study involved 73 students at a business incubator at a private university in Bandung, Indonesia. The research uses qualitative methods assisted by qualitative analysis software for data processing. The results of the study show several major themes regarding the type of collaboration desired by business students in business incubators, namely in the same or different industries, the same vision, sales channels, innovation, and being able to increase sales. This research is useful for facilitators in business incubators to map student businesses according to their needs and desires, so that they can meet each other with their respective partners so that they can carry out the desired collaboration. Scientifically, this research is useful to increase knowledge about the process of entrepreneurship education in the Business Incubator.

Keywords

Entrepreneurship education, business incubator, collaboration, coaching, entrepreneurial ecosystem

1. Introduction

In the Covid-19 pandemic, it is a challenge for all industries to develop new opportunities and boost the economy again (Popov, 2021). Universities are required to have an impact on the social problems that need to be resolved. Collaboration between universities and industry is one of the most important things (Gibb et al. 2013). University as an entrepreneurial ecosystem has an important role in the birth of new businesses and fosters cooperation between parties (Davey, 2016). Entrepreneurship education is not only about building a business, but also helping to improve entrepreneurial skills and competencies (Lackeus, 2015). Program providers must continuously evaluate what students need in order to know the impact of entrepreneurship education (Williams and Kluev, 2010). Business incubators at universities act as drivers of innovation and assist in the development of entrepreneurial skills so that many new start-ups are born (Theodoraki & Messeghem, 2018).

Entrepreneurship is now developing in the creation and application of creative solution ideas and collaboration for their development (Kuratko, 2014). The entrepreneurial ecosystem needs networking opportunities between prospective entrepreneurs (Haines, 2016). One of the most important steps in entrepreneurship education is helping students to develop the ability to see business opportunities and apply them (Raposo and Paco, 2011). An important part of the entrepreneurial ecosystem is the birth of new innovative ideas (Ylinenpaa, 2009). A culture that needs to be built so that the spirit of entrepreneurship is born by building values and trust (Brownson, 2013). There needs to be support from universities to provide programs that can make students network, especially with industry and those who are already running their businesses (Saeed et al. 2015). Collaboration is an important part for companies to compete in today's era. Companies are now difficult to run alone (Penin et al. 2011). Collaborating can increase competitiveness in the midst of competition (Wirtz, 2011). This study aims to determine the type of collaboration desired by students in participating in the program at the Business Incubator, to help them in developing their business.

2. Literature Review

Character development and entrepreneurial attitudes can be developed from teaching techniques in entrepreneurship education (Fayolle et al. 2006). There are hard skill programs such as business plan preparation, management, etc. As well as soft skills such as leadership, human relations, negotiations, communication skill and others to be included in

the curriculum (Hood and Young, 1993). In the learning process, the business plan becomes important because it can affect the effectiveness of the program in forming entrepreneurs. Entrepreneurs are those who take calculated risks (Wee et al. 1994). There is a need for external parties to assist in the entrepreneurial ecosystem, ranging from legal experts to consultants (Isenberg, 2010). Entrepreneurship education helps to increase student confidence and also how to have skills to solve business problems (Gamede and Uleanya, 2019). Support from the business development structure can influence students to become entrepreneurs, starting from the incubator, funding, to relations with industry (Guerrero, 2021). Networks are important in innovation (Raghuvanshi and Prakash Garg, 2022).

Collaboration is a form of cooperation to achieve strategic goals together by sharing existing resources (Hillman et al. 2009). Being able to collaborate with each other is a skill that students need for character development, skills, and expertise (Menziez and Gasse, 1999). Open collaboration facilitates companies, communities, and industries to network, discuss and collaborate for business and knowledge development. Collaboration is the search for partners who can increase resources (Elia, 2021). Mentors provide intensive directions to participants to progress towards achieving their goals (Sulivan, 2000). Networking can increase innovation capabilities (Forsman, 2011).

Small businesses need to collaborate in order to produce new innovations in the midst of limited resources (Vanhaverbeke, 2012). Collaboration can increase the ability to know consumer needs, exchange resources and increase knowledge of each collaborator (Narayanan et al. 2015). Currently there is e-collaboration that can facilitate communication and exchange of information between companies (Raymond and Bergeron, 2008). Collaboration can be effective with the involvement of the many disciplines involved. There are discussions with various partners (Fay et al. 2006). Collaboration with partners can reduce the costs of technology development and innovation within the company (Kumar and Subrahmanya, 2010).

3. Methodology

The research uses qualitative methods assisted by qualitative analysis software for data processing. Data collected through an online form, then analyzed through two stages of coding to obtain themes. After that, the data were analyzed using cross-case analysis to see the relationship between the theme and the existing variables.

4. Data Collection

This study involved 73 students at a business incubator at a private university in Bandung, Indonesia. Data collection uses open-ended questions through online forms. The added variable is the business category of the respondent. The data is then processed using the help of qualitative data analysis. Coding data is processed and quantified in order to get data in the form of numbers.

5. Results and Discussion

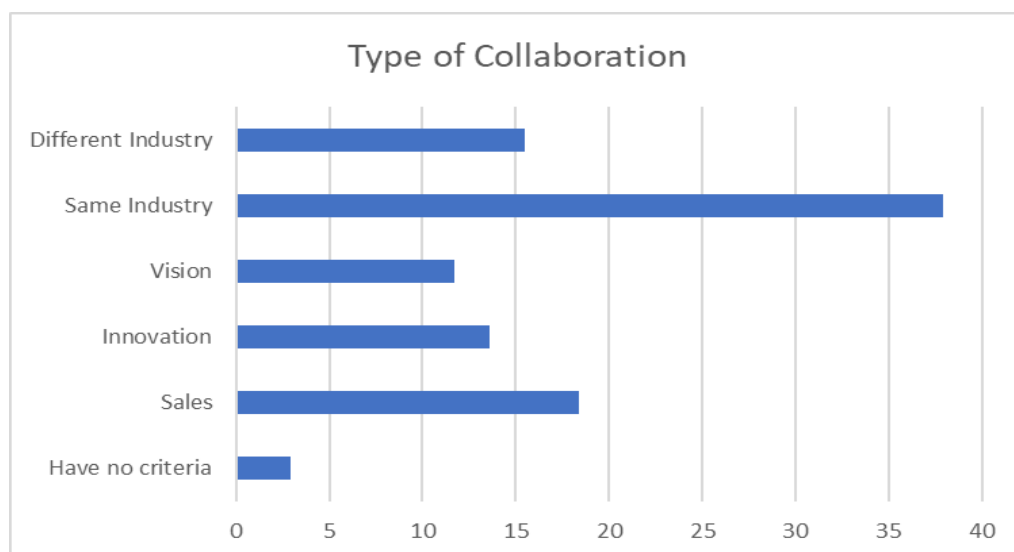


Figure 1. Type of Collaboration

The graph above illustrates the number of students in choosing their type of business collaboration. X-axis indicates number of students, and y-axis indicates types of collaboration. Participants mentioned six main considerations in their answers: same industry, different industry, sales, innovation, vision, and have no specific criteria. Same industry means, students want to collaborate with the same industry as them. Different industry means they can get collaboration with different industries with their business. Sales here means that the collaboration is with anyone and aims to increase the sales of each collaborator. The common vision is one of the reasons they collaborate. In addition, there are types who want collaboration for new innovations. And there are those who do not have the criteria for now.

One of the respondents expressed the need for collaboration in the same industry, "The target of collaboration is, of course, those who run in the fnb world as well, want to find partners who can be invited to seek joint ideas and do not only prioritize their personal interests but move in one team". One of the respondents from the fashion category wanted to collaborate with different industries, "The first collaboration wanted to make a fashion printing line up with a "story telling" illustrator to make the pattern". Respondents from F&B revealed that their collaborators must be able to increase sales. Together, "We are looking for partners for collaboration that can be mutually beneficial, both increasing in terms of sales and branding". The same vision is also one of the types needed, "Looking for collaborators who have the same vision". And on the type of innovation, one respondent from IT services said, "Those who can make new innovations through joint discussion, want to be more inclined to technology such as making predictions of patterns that match the shape of the face."

Table. 1 Document Variables Statistics

Code	Frequency	Percentage	Percentage (valid)
Same Industry	39	37,86	37,86
Sales	19	18,45	18,45
Different Industry	16	15,53	15,53
Innovation	14	13,59	13,59
Vision	12	11,65	11,65
Have no criteria	3	2,91	2,91
TOTAL (valid)	103	100,00	100,00
Missing	0	0,00	-
TOTAL	103	100,00	-

Table. 2 Business Categories

Type of Collaboration	Business Categories		Total
	F&B	Non F&B	
Have no criteria	2,6%	3,8%	2,9%
Sales	22,1%	7,7%	18,4%
Innovation	13,0%	15,4%	13,6%
Vision	10,4%	15,4%	11,7%
Same Industry	39,0%	34,6%	37,9%
Different Industry	13,0%	23,1%	15,5%
SUM	100,00	100,00	100,00
N = Documents	72	25	97

From the table, it is clear that the majority of students are likely to collaborate with businesses in the same industry with them (37.9%). About twenty per cent difference with the first preference, 18.4% students prefer to consider the number of sales before deciding to collaborate. Different industry considers for 15.5% of students preferred collaboration, with each two per cent differences for innovation (13.6%), and vision (11.7%). Only few students have no criteria to take into account.

The table 1 shows students' type of collaboration for F&B and Non-F&B business categories. According to the data, we can see both F&B (39%) and Non-F&B (34.6%) mainly choose businesses in the same industry to collaborate. Although both have the same main consideration, the rest participants' answers show dissimilar preferences. For F&B group, sales (22.1%) come as the second reason, follows by innovation (13.0%), different industry (13.0%), and vision (10.4%). In the other side, more than quarter participants from Non-F&B group prefer to collaborate with businesses form different industry (23.1%). Both innovation and vision accounts for 15.4% of students preferred type of collaboration. This shows a contrast situation as sales showed less sign of consideration in 7.7%. However, only small minority from both business categories have no criteria to collaborate other than the main five.

6. Conclusion

The results of the study show several major themes regarding the type of collaboration desired by business students in business incubators, namely in the same or different industries, the same vision, sales channels, innovation, and being able to increase sales. The various types of collaboration needed can be linked by the business incubator manager to make existing businesses complement each other internally. Externally, existing businesses can develop their collaborations because they understand the partners they need. This research is useful for facilitators in business incubators to map student businesses according to their needs and desires, so that they can meet each other with their respective partners so that they can carry out the desired collaboration. Scientifically, this research is useful to increase knowledge about the process of entrepreneurship education in the Business Incubator.

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Biography

Puji Prabowo is a creativepreneur lecturer, and also a sociopreneur who has been working for 10 years. He is also a coach for business incubator at Binus University. He is enthusiastic about the entrepreneurial ecosystem, entrepreneurial skills, innovation, creative ideas, and business development.

