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UNIVERSITY ENTREPRENEURSHIP: APPLYING THE 2030 AGENDA IN THE CORPORATE ENVIRONMENT

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Abstract: The article discusses the evolution of university models from the University of Bologna to contemporary models, emphasizing the need for universities to adapt to rapid social and economic changes. In this context, entrepreneurial universities are seeking to break paradigms, creating values and redefining the role of higher education institutions. This redefinition goes beyond teaching to address social issues, including sustainability. The Business Administration course at Faculdade de São Bernardo do Campo (FASB) implemented a multidisciplinary approach for first-year students, focusing on entrepreneurship and the Sustainable Development Goals. The research, entitled “Developing Startups for the Future,” used business games to simulate organizational reality, allowing students to experience decision-making and its consequences. The FASB startups demonstrated entrepreneurial skills, applying the principles of the 2030 Agenda and proving that academic research can meet society’s needs. The experience provided a simulated environment for developing creativity and innovation, in line with current needs.

Keywords: University entrepreneurship. Agenda 2030. Sustainable Development Goals.

INTRODUCTION

The middle of the 20th century saw radical changes in the social, political and economic contexts, above all due to globalization and technological developments. In this sense, higher education had to look for new methodological procedures to meet the changes.

Audy and Ferreira (2006) state that these changes lead to the expansion of knowledge, which becomes the foundation of society. In this context, companies are looking for professionals with knowledge in their fields.

The role of universities is fundamental in meeting these demands, but higher education institutions are trying to break paradigms and

seek greater flexibility in their methodological teaching-learning procedures. Institutions that emerge from academic rigidity come to be called Entrepreneurial Universities (AUDY; ERREIRA, 2006).

Clark (2004) considers that Entrepreneurial Universities focus on the need to adopt actions aimed at changing the posture of organizations.

For Etzkowitz (2003), the knowledge disseminated by the Entrepreneurial University is transformative, as it fosters innovation by harnessing the intellectual knowledge of students as a source of entrepreneurship. According to the author, the main characteristic of these institutions is the strong connection with the market, they seek to understand its needs and adapt academic practices in order to meet them.

Entrepreneurial universities play a new role in society, as they seek to transform the academic role of the professor into an entrepreneurial researcher (ETZOWITZ, 2016). Entrepreneurial universities bring academia, public authorities and society closer together, with the aim of disseminating knowledge and stimulating economic and social development.

The general aim of this research is to demonstrate that educational institutions can stimulate entrepreneurial behavior in their students through interdisciplinary work that will lead to action in society. The specific objective is to demonstrate that the fusion of theoretical knowledge with practical work stimulates the teaching-learning process, as the student has the feeling of being at the center of the process, ceases to be a mere spectator and begins to play a relevant role in the quest to meet society’s needs.

It is understood that teamwork and the practical application of management concepts have been widely recognized as key factors in increasing productivity and solving complex

challenges in organizations. Within this context, business games have emerged as valuable tools for developing cross-functional teams, providing simulated experiences that resemble organizational reality. This article highlights the entrepreneurial approach of four startups from the Faculdade de São Bernardo do Campo (FASB), who came together in the Business Game/2023 to explore the application of the 2030 Agenda in the corporate environment.

DEVELOPMENT

This section presents the various structuring models for universities and the 2030 Agenda with a focus on sustainable development.

According to Martins (2022), universities originated in Europe, when the University of Bologna, considered the oldest in the world, was founded in 1808, with a focus on teaching Canon Law.

The author highlights the structuring models of universities, starting with the Napoleonic model, which focused on training professionals for public administration; the British model that gave rise to Oxford and Cambridge, which applied a general education rather than courses for specific professions; the North American model that promoted a diversification of higher education, enabling each educational institution to have different objectives and audiences; the German model which originated in 1810 and was created by Alexander von Humboldt and Friedrich Schleiermacher, who saw the university as the ideal place for the development of an individual and autonomous personality, based on the student's process of self-education and continuous interaction with the academic community and teachers.

According to Terra (2019), the German model, or Humboldtian model, known as the research university, sought to change the concept of teaching in the universities that existed at

the time, with models that separated education and research; the model preached the inseparability of teaching and research, with a holistic vision. The author states that the model's major challenge was to reconcile the demands of the state and society with the internal demands of the sciences. Just as we face today, universities need to meet society's demands in the face of countless and accelerating social, economic and political transformations.

In view of the concepts listed above, it is imperative that contemporary universities change the way they act and think, because the world is constantly undergoing transformations, creating new sciences, new products, new products and, above all, needing to meet social and economic needs. Class formats have changed, space is no longer a limiting factor for learning, technology expands spaces and connects the various types of knowledge in every part of the world. Ways of working and organizations have been transformed in recent years, especially in the wake of the pandemic. For some organizations and individuals, entrepreneurship is no longer an option, but a necessity. Educational institutions have also had to adapt to the new requirements and have had to move from the traditional model to the new entrepreneurial model.

In this sense, Audy and Ferreira (2006) outline the five dimensions for transforming traditional universities into entrepreneurial universities:

1. Administration must be carried out in a cohesive manner, with a focus on results, and management positions must be held by specialists, managers and qualified teachers; there is no room for amateurism.
2. The entrepreneurial culture needs to be integrated, the aim is to constantly seek out new opportunities in the market, valuing the entrepreneurial spirit of the academic community.

3. The development of self-sustainable and decentralized peripheral units means a strong connection with the needs of society, making use of technologies and stimulating creativity, innovation and entrepreneurship.
4. Motivate academia to develop a profile that is prepared to take risks, encouraging proactive and entrepreneurial behavior.
5. Finances are not only based on student fees, but are diversified, such as public resources, partnerships, development agencies, extra services and technological contributions.

The five dimensions make it possible to infer that the entrepreneurial university focuses on encouraging research, fostering entrepreneurship with the support of students and teachers from different areas of knowledge.

Martins (2022) lists works that have contributed to the transformation process, as shown in Chart 1:

Year	Author	Focus
1963	Clarck Kerr	He formulated the principle of Multi-versity: universities not only perform teaching and research functions, but also train specialists in various professional fields.
1969	Peter Drucker	He uses the term knowledge society; for him, knowledge is the main strategic resource. Universities have the role of promoting economic and technological innovation.
1988	Nico Stehr	Knowledge is considered the central element in the economic process and in society's behavior.
1992	Gary Becker	Investment in education increases society's cognitive capacity, leading to higher incomes and economic productivity.
2008	Kathrun Mohrmann and Gary Backer	They formulated the concept of the <i>Emerging Global Model</i> - EGM. Universities act as strategists in the processes of economic development and competitiveness between countries.

Table 1 - Works that have contributed to the transformation of universities

Source: Prepared by the author, based on Martins, 2022.

Martins (2022) emphasizes that this work focuses on research, knowledge and meeting the demands of society, in line with the work carried out by the Organisation for Economic Co-operation and Development (OECD), the World Bank and the United Nations, which address the need for universities to interact with the demands of the economic sector.

It is clear that research involving the academic community (educational institution, teachers and students) leads to practices that are different from the routine ones presented by universities.

In this sense, teamwork is a widely studied topic and is considered an important tool for increasing productivity and solving complex problems. According to Santos (2003), business games can be used to form multifunctional teams, as their objectives address various aspects related to the development of organizational teams.

Business games are characterized by their forward-looking nature, in which we try to anticipate various situations that reflect the organizational reality as accurately as possible during the simulations produced. During a business game, participants are provoked by a proposal that seeks to reproduce, in a simulated way, the circumstances of day-to-day organizational life, experiencing a here-and-now type of training, in which they suffer or benefit from the good or bad consequences of the decisions made. In this way, simulations provide an experiential situation structured around a decision-result mechanism that defines consequences which, processed by analogy, can facilitate the perception and internalization of significant and meaningful learning (BOOG, 1994).

It should be noted that the teamwork provided by entrepreneurial universities seeks to break paradigms, create values and attributes aimed at redefining higher education institutions (MARTINS, 2022).

The redefinition of educational institutions is aimed not only at the teaching-learning process, but also at solving the problems that afflict society.

Among these problems, those related to sustainability emerge, the United Nations (2015), presents the commitment made by the 193 countries that make up the United Nations Summit on Sustainable Development, five principles were presented: People, Planet, Prosperity, Peace and Partnerships. Table 2 shows the 17 Sustainable Development Goals.

1	No Poverty
2	Zero Hunger
3	Good health and well-being
4	Quality education
5	Gender equality
6	Clean Water and Sanitation
7	Affordable and Clean Energy
8	Decent Work and Economic Growth
9	Industry, Innovation and Infrastructure
10	Reduced Inequality
11	Sustainable Cities and Communities
12	Responsible Consumption and Production
13	Climate Action
14	Life Below Water
15	Life on Land
16	Peace, Justice and Strong Institutions
17	Partnerships for the Goals

Table 2 - Sustainable Development Goals
Source: Prepared by the author based on UN data, 2023.

It is understood that all the objectives can be worked on by the academic community, so that the objectives are achieved and consequently society will have its pains minimized.

In view of the concepts presented, the Administration course at the Faculdade de São Bernardo do Campo - FASB, located in the city of São Bernardo do Campo - SP, worked with its first-year Administration students in a multidisciplinary way on entrepreneurship with a focus on the objectives of sustainable development.

The following is how the research was carried out.

THE RESEARCH

- Developing Startups for the Future

Business games stand out for their forward-looking nature, where participants are challenged to anticipate situations that faithfully reflect the organizational environment. Through this simulation, the FASB startups had the opportunity to experience real decision-making situations and their consequences. This “here and now” training allowed the entrepreneurs to explore a range of challenges, from the division of roles and positions to strategic planning and product development.

- Entrepreneurial steps

Planning and Division of Sectors: the startups formed cross-functional teams, each focusing on sectors such as marketing, finance, logistics, among others. The division of positions was based on the skills of the members, seeking to optimize collaboration and the expertise of each one.

- Idea generation: the *brainstorming* process allowed the teams to explore market trends, business objectives and target audiences. Ideas were generated based on solving unmet problems, ease of use and competitive differentiation.
- Design and Prototyping: the final idea was structured and transformed into a prototype. Modern *software* was used to simulate the product’s behavior and determine the most suitable materials.
- Market research: continuous analysis of the market and the competition guided the development of the product, ensuring that it met the demands and gaps identified.

- Product launch and differentiation: market tests provided valuable *insights* from customers. Based on this *feedback*, final adjustments were made to ensure that the product met expectations. Differentiation was emphasized, highlighting the unique benefits the product offered.
- Use of ChatGPT: the integration of ChatGPT AI in various areas, such as customer service, task automation, technical support, data analysis and employee training, has been exploited to increase efficiency and improve the customer experience.

- Justification

The Business Game aims to develop decision-making skills through simulations that mirror reality. The justification for the project was based on the need to promote the practical application of theoretical concepts studied in the classroom, preparing students for the business environment.

- Project evaluation

The success of the startups' work was assessed on the basis of criteria such as planning, project stages, creativity, marketing, customer service and the delivery of minutes. The Business Communication processes were also assessed across the board, taking into account the instructions given in the classes.

The subjects included in the project are: Business Communication, Introduction to Administration, Economics, Computer Science and Mathematics. The teachers made use of materials that would contribute to the students' needs. The Business Administration course coordinator and the Business Communication teacher invited experts in Entrepreneurship and Startups to give lectures and train students.

At the end of the project, the students presented their startups to a judging panel that included a representative from SEBRAE and lecturers from Marketing and Processes.

The event was open to the public and was attended by family, friends and businesspeople from the region. There was a great response due to the quality of the work presented, mainly due to the fact that the students were in their first semester of Business Administration. The students felt at the center of the teaching/learning process and were pleased to present entrepreneurial projects focused on solving society's problems.

The projects were also presented to the Presidency of the São Bernardo City Council, which issued a message of congratulations to the FASB academic community for the great service it has provided with a focus on the community.

There were 4 projects, bringing together 90 students, under the guidance of Professor Rita Arantes from the Business Communication subject. It is worth mentioning that before choosing the product/service, the groups carried out field research. The Startups are presented below

HYDROCLEAN

Hydroclan is a portable filtering device designed to fit into water bottles, with the aim of providing access to drinking water for the population. This innovation is inspired by Agenda 2030, specifically theme 6 which deals with water and sanitation, as well as the goals of the United Nations Organization for Sustainable Development.

The project's objectives are: to provide clean drinking water that is easily accessible and low cost to produce; to develop an adaptable filter to meet hydration needs during activities such as camping, traveling or in transit; and to guarantee user safety by preventing contamination from diseases transmitted by untreated water.

The initial steps of the Startup:

- 1 - Market research to understand the needs and preferences of the target audience. Demographic data, consumer behavior and market trends were analyzed. This information guided strategic decisions and made it possible to offer the right product to meet market demands.
- 2 Visual identity, an attractive logo was created, a catchy *slogan* was developed, prototypes were produced to ensure an attractive, coherent and distinctive visual identity.
- 3 Technical Research, a chemistry professor from FASB was contacted for the process of making the filter and to validate and prove the effectiveness of the filtering system. Rigorous tests were carried out in different conditions and water sources, obtaining positive results that back up Hydroclean's quality and safety.
- 4 Competitor Analysis, in-depth research was carried out into the current market and the competition. The main competitors were assessed, identifying their strategies, strengths and weaknesses. This made it possible to position Hydroclean in a unique and competitive way, as well as identifying opportunities for differentiation and innovation.

DINNER APP

Jantei APP is a sustainable startup dedicated to promoting food donations to people in need, with a focus on guaranteeing daily access to at least one meal. Its mission is to develop innovative solutions that make it easier to help families in need, through strategic partnerships with charities and non-profit organizations, as well as actively promoting the project in communities.

Preliminary research shows that 13.01% of residents in the Southeast face severe food insecurity.

Jantei APP's objectives are: to reach the society most in need, promoting a positive impact in both the social and environmental spheres; to use technology through a platform to connect with the low-income population; to offer quality meals, aiming to generate a significant effect in the fight against hunger (SDG 2); to improve the living conditions of people in vulnerable situations (SDG 3); to promote awareness of the importance of sustainability and helping communities in need; establish strategic partnerships with institutions to expand the reach and effectiveness of actions (SDG 17); actively publicize the project in communities in order to engage the population; develop innovative solutions that facilitate access to donations and optimize the meal distribution process; ensure that the basic needs of families in situations of vulnerability are met in a sustainable manner and contribute to reducing social inequality by promoting inclusion and equal opportunities (SDG 10).

The project is based on the 2030 Agenda, and among the 17 connected goals, Jantei APP has focused its efforts on Goal 2, which aims to achieve zero hunger.

A survey carried out by Jantei APP with 103 people shows encouraging data, as there is a strong commitment on the part of the community, with 88.3% interested in participating in projects to eradicate hunger and 72% saying they would use the app to donate meals. These results confirm the positive impact and relevance of the Jantei APP in connecting generous donors with people in need, strengthening trust and motivation in the fight against hunger, improving the lives of those in vulnerable situations.

WELL LIFE

Well Life is a startup in the field of health and well-being (SDG 3), whose mission is to transform the business mentality towards a sustainable approach that provides quality of life for all employees. Through the company's advisory services, it will provide nutritional guidance based on solid principles of healthy eating. In addition, the company has physical educators who encourage the practice of physical exercise, and psychologists on hand to understand and help clients with their specific needs. Partnerships will be established with other organizations and services focused on health and well-being.

This holistic approach aims to align body and mind, allowing clients to achieve perfect harmony in everyday life, generating a corporate quality of life benefit.

The objectives of Well Life are: to promote a sustainable and humanized mentality, aiming for quality of life and the well-being of employees, in a healthy and profitable way for the company; to present and explore a new approach to business management, aimed at a sustainable point that provides quality of life for all employees; to analyze the challenges currently faced by companies, such as stress and lack of well-being, and to seek solutions that promote positive changes in this scenario.

The following steps were taken to achieve the proposed objectives:

- Advice on good nutrition, a detailed analysis of the nutritional base was carried out, with a focus on preventive health, strategic partnerships were established with restaurants that share the same values, promoting activities to help adopt healthy eating habits.
- Encouraging movement, the team of physical educators aims to promote the practice of physical activities, introducing gymnastics at work as part of the companies' routine, as well

as offering access to partner gyms, where employees have the opportunity to develop a healthy body through activities such as yoga, pilates, weight training, meditation and massage.

- Computerization, development of personalized lectures adapted to the specific needs of each organization, covering topics that are relevant to the day-to-day work of employees.

A preliminary survey of employees from different sectors and industries showed a clear need for change in the organizational environment. 68% of those interviewed expressed the desire for a significant transformation in their companies; 77.1% expressed the desire for improvements in daily routines, seeking a better quality of life.

In view of the data collected, Well Life presents itself as an innovative alternative, offering comprehensive solutions involving nutritional advice, stimulating movement and psychological support.

ARTHEM CULTURE

Arthem Culture is a startup whose purpose is to encourage and value art by introducing artistic practices into companies, with the aim of creating a more relaxed corporate environment and improving interpersonal relationships in the workplace.

The company's mission is to increase the visibility of art and highlight its importance for the well-being of the people involved in the activities. The vision is for the company to establish itself as the main provider and intermediary of leisure services for other companies. In addition, Arthem Culture has fundamental values that guide its actions, which include: social responsibility, access to culture, creativity, well-being and personal development.

The company's 2030 Agenda goals are: SDG 3 - Health and Well-being, since the benefits of the arts reduce anxiety and depression and bring motivation; 4 - Quality Education, knowledge of the arts provides greater knowledge and develops creativity.

FINAL CONSIDERATIONS

The FASB startups showed entrepreneurial skills when they took part in the Business Game/2023, applying the principles of the 2030 Agenda to the development of products and business strategies, a fact that corroborates Santos' (2003) precept regarding business games, which encourages the formation of multifunctional teams focused on choosing the tools that need to be used to achieve the objectives set.

Joint research by the academic community of entrepreneurial universities is fundamental to society, as envisaged by the Humboltian model, explained by Terra (2019) as the research university.

The experience provided a simulated environment for making critical decisions and facing challenges, preparing entrepreneurs to face the corporate world with creativity, innovation and a vision of the future and, above all, to meet the real needs of society, especially in the 17 objectives of the 2030 Agenda, in line with the concepts presented by Martins (2022), who emphasizes the transformation of the university model, which now has research to meet the needs of organizations and society.

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