

STUDENT STARTUP MONITOR 2024



Psychology of
ENTREPRENEURSHIP



Universität
Münster



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PREFACE FROM PROF. DR. THORSTEN WIESEL

Start-ups are becoming an increasingly important part of a successful economy and are essential for a sustainable society. Knowledge and technology-based start-ups are key drivers of Germany's innovative strength. Universities have the special task of combining research and practice and bringing together start-up teams from different disciplines. Incubators and start-up centers, such as those being set up at more and more university locations, play an important role in this. The option of founding a start-up themselves is still less present among many students – not only in the field of business – as an alternative to more “traditional” career paths. The challenge for universities is to anchor entrepreneurship as a serious career option in the minds of students and to support them on this journey.

In this context, the Student Startup Monitor is an important indicator of start-up activity at German universities and, with 2350 participants, provides exciting insights into the student start-up landscape. Two results were in particular memorable for me: Firstly, the high number of students who have no personal contact with founders. If you want to break new ground and are prepared to take risks, you need inspiration from real founders who share their story. Secondly, I am delighted with the increasing number of start-ups that pursue a social or sustainable purpose. Starting your own business is not only for profit, but also for reasons of self-realization – but above all to actively contribute to solving social challenges.

I hope you enjoy reading this year's Student Startup Monitor.

Yours



Prof. Dr. Thorsten Wiesel



PROF. DR. THORSTEN WIESEL

PROJECT MANAGER
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GOALS AND FEATURES OF THE MONITOR

The crisis-ridden last few years have not spared the start-up landscape either. But right now, innovations driven by start-ups and jobs created are more important than ever. Many of these innovations have their origins in research, as empirical surveys show (Veugelers, 2014). Start-ups often represent the link between science and practice: The German Startup Monitor (DSM) 2023 shows that universities and universities of applied sciences are valuable start-up locations (Kollmann et al., 2023). Many start-up projects are already developed during the student years. The Student Start-up Monitor (SSM) has set itself the task of taking a closer look at this special student ecosystem. By surveying students at German universities, the SSM aims to provide an overview of the student ecosystem in Germany and identify potential for optimization. How extensive are entrepreneurship programs at German universities and how well are they accepted?

272

ARE STUDENT
FOUNDERS

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GERMANY-WIDE ONLINE
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2350

STUDENTS FROM
UNIVERSITIES OF
APPLIED SCIENCES
AND UNIVERSITIES
SURVEYED ACROSS
GERMANY

456

ARE INVOLVED
IN STUDENT
INITIATIVES

327

HAVE ALREADY TAKEN
ADVANTAGE OF
ENTREPRENEURSHIP
PROGRAMS AT THEIR
UNIVERSITY

6 KEY FACTS IN THE SSM

1.

80% OF STUDENT FOUNDERS HAVE A ROLE MODEL FROM THEIR PERSONAL ENVIRONMENT.

2.

THE PROPORTION OF FEMALE STUDENT FOUNDERS IS JUST UNDER 29%.

3.

40% OF STUDENT FOUNDERS HAVE A SOCIAL OR SUSTAINABLE FOCUS.

4.

ENTREPRENEURSHIP INITIATIVES ARE THE MOST POPULAR STUDENT INITIATIVES.

5.

MOST STUDENT START-UPS ARE IN THE SEED PHASE. ONLY 12% OF START-UPS WERE FOUNDED BEFORE 2020.

6.

SALES AS THE BIGGEST CHALLENGE FOR STUDENT START-UPS, RAISING CAPITAL IS A PROBLEM FOR LESS THAN HALF OF THE FOUNDERS.

4 STUDENTS IN GERMANY

DIVERSITY OF STUDENTS

AGE AND GENDER

A total of 2350 students from all over Germany took part in the Student Start-up Monitor. The average age of the participants was 24, with the age distribution ranging from 18 to 53. This is slightly above the average age of students in Germany of 23.6 years in the winter semester 2022/2023 (Destatis, 2023). In comparison, the average age of self-employed people in Germany is 50 years (Destatis, 2018).

Among the participating students, 56% identified themselves as female, 41.9% as male and 1.1% as diverse. This corresponds to a slight overrepresentation of women compared to the national average of 50.5% female students (Destatis, 2023).

AIMED EDUCATIONAL QUALIFICATION AND FIELD OF STUDY

More than half of the 2350 participants were studying for a Bachelor's degree and over a quarter were studying for a Master's degree at the time of our survey. A further 6.5% stated that they were currently working on their doctorate and 5.5% were on their way to the state examination.

Students of mathematics, computer science and natural sciences (STEM subjects) were the most strongly represented in the study at just under 40%, whereas only around 4% of law students and 2% of medical students were represented. The representation of STEM subjects and law is therefore in line with the German average. However, medical students, who make up around 4.2% nationwide, are underrepresented (Destatis, 2023).

The distribution of the desired educational qualifications and study subjects largely corresponds to the distribution determined in the SSM 2022, so that comparisons with the previous year's survey are possible (Overwien et al., 2022).

FIG. 1 FIELDS OF STUDY

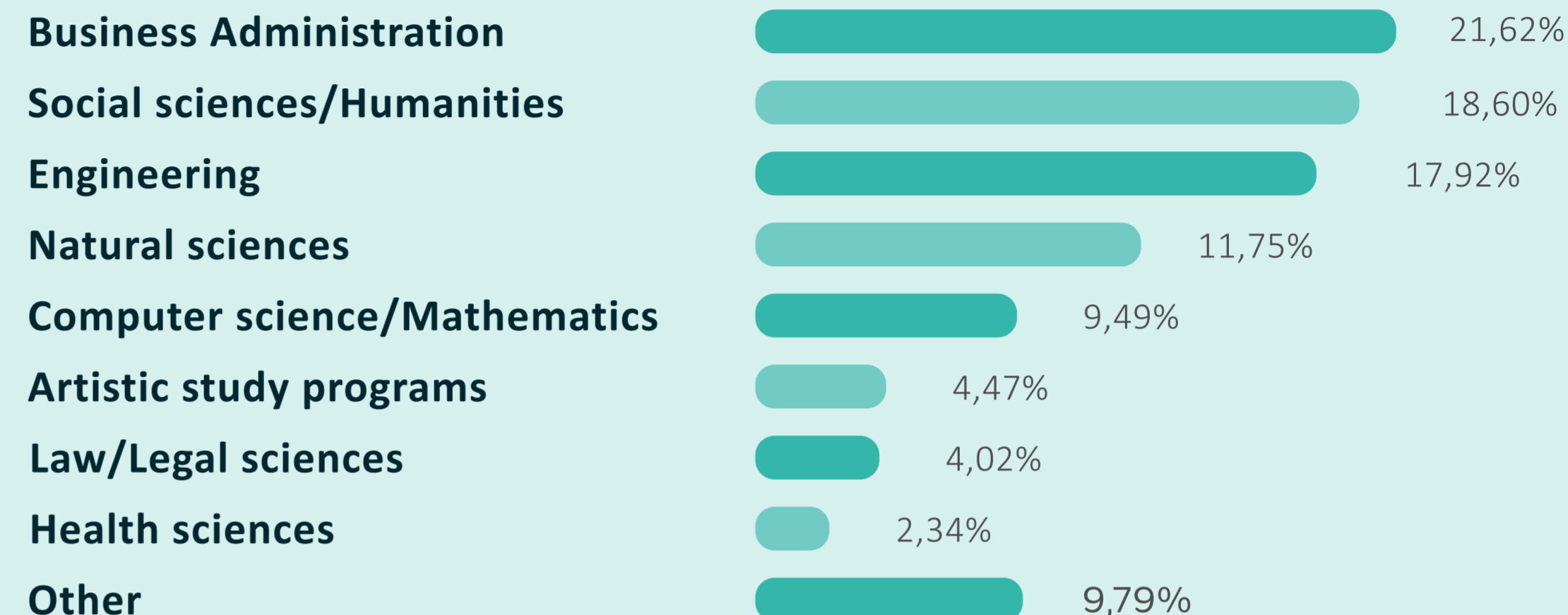
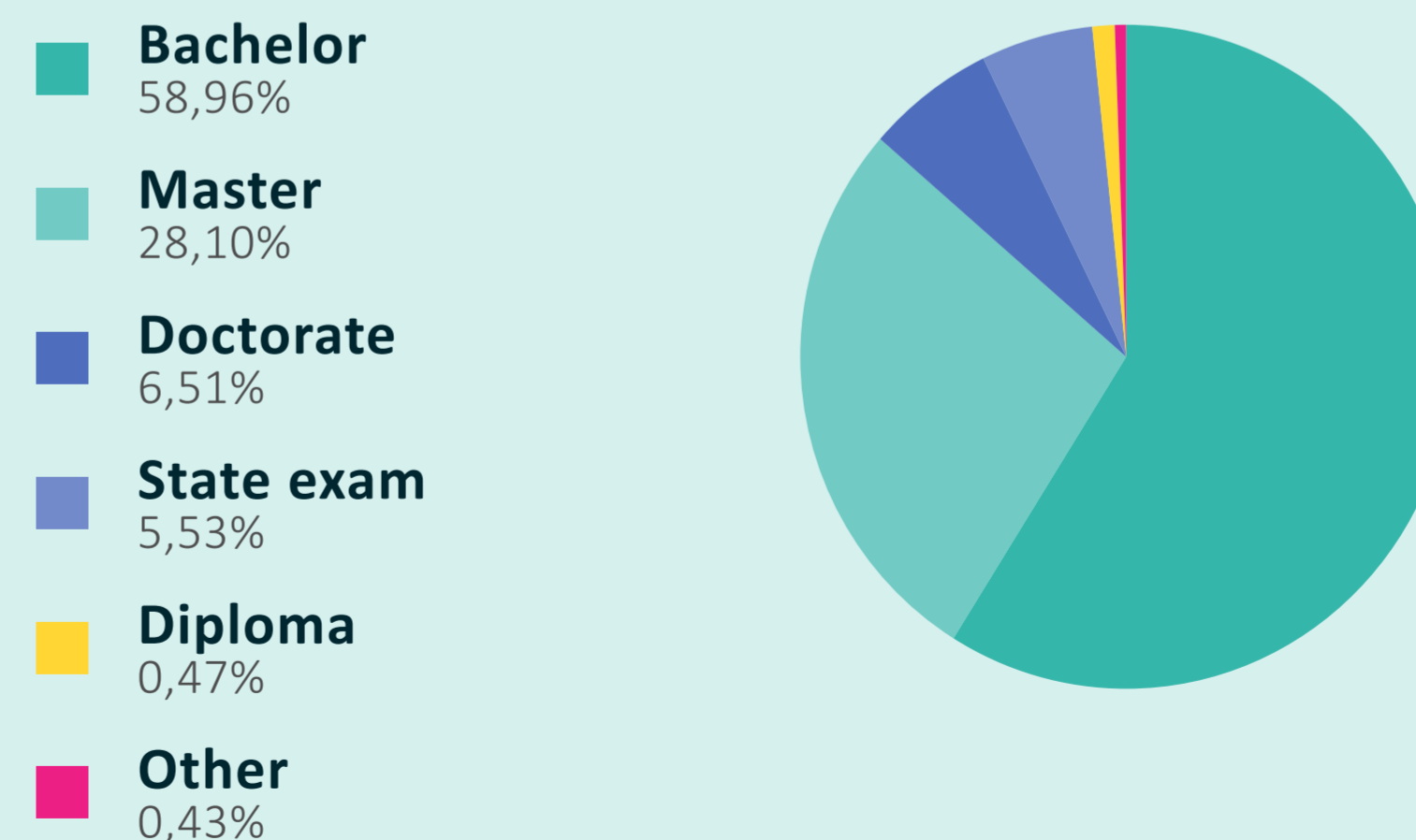


FIG. 2 EDUCATION QUALIFICATION

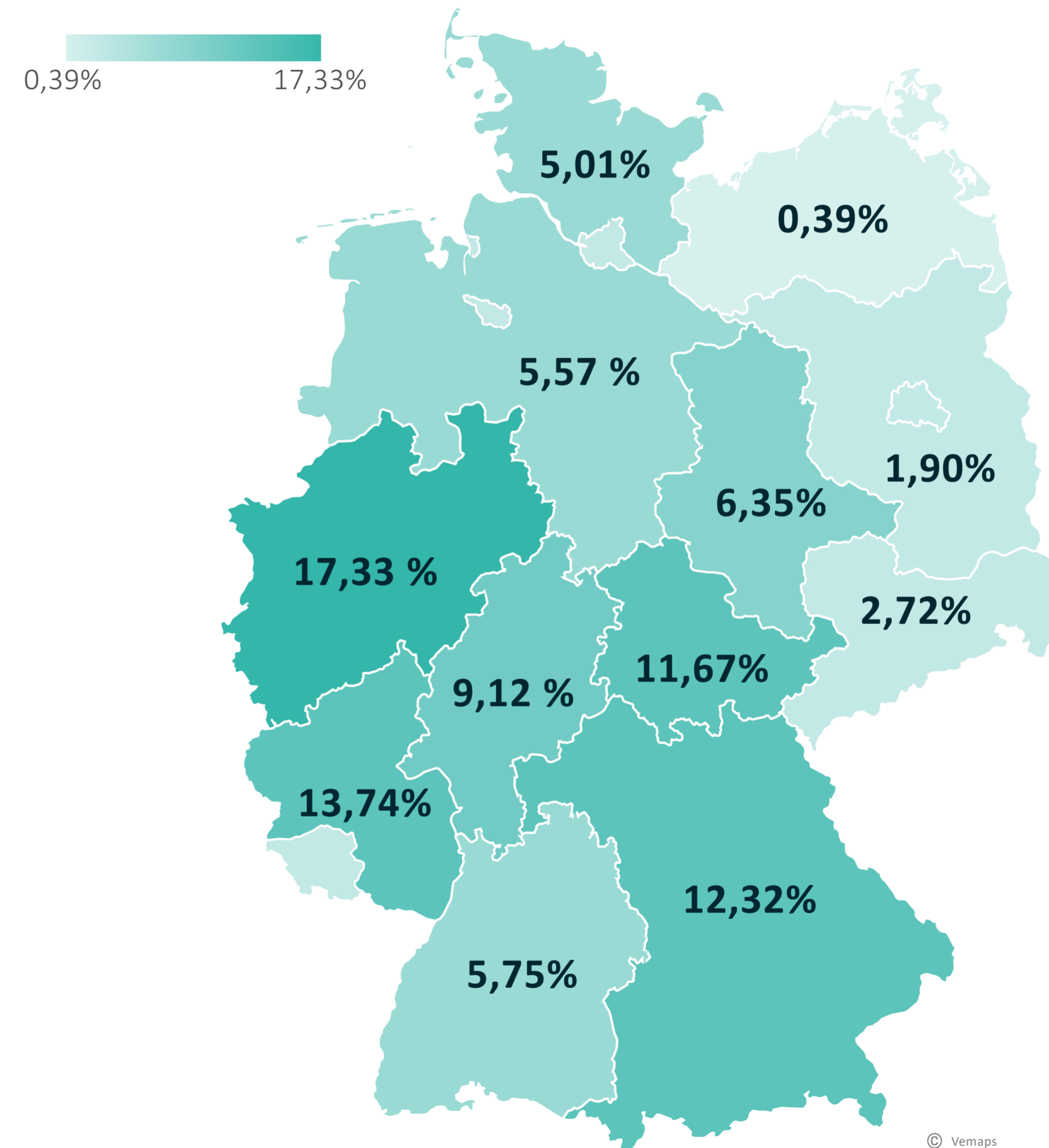


PARTICIPATION BY FEDERAL STATE AND UNIVERSITY

UNIVERSITIES IN GERMANY

In our sample, 45% were studying at a university of applied sciences and 55% at a university. The distribution roughly corresponds to the data from the Federal Statistical Office, for the winter semester 2022/2023 (57% University; Destatis, 2023). The most strongly represented federal states in the study, with over 10% each, are NRW, Rhineland-Palatinate, Bavaria and Thuringia. Individual federal states are over- or underrepresented in the distribution. According to data from the Federal Statistical Office, around a quarter of students are enrolled in NRW, but only around 4% in Thuringia and Rhineland-Palatinate. Therefore, we cannot rule out a sampling bias in our sample.

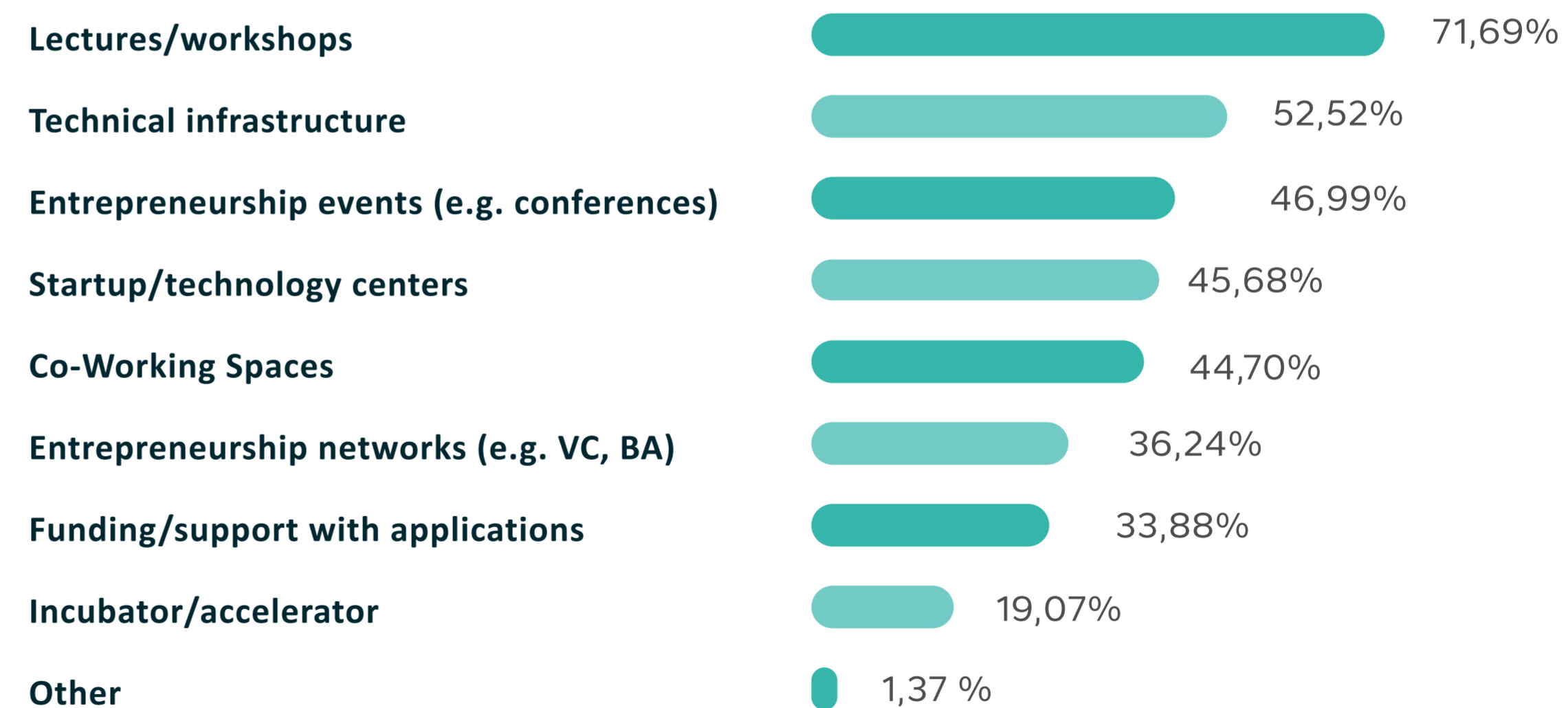
FIG. 3 DISTRIBUTION OF FEDERAL STATES



POINTS OF CONTACT WITH THE ENTREPRENEURSHIP ECOSYSTEM

Just under a fifth of those surveyed were not aware of any entrepreneurship courses at their place of study. Compared to the SSM 2022, this is a remarkable decrease of 5 percentage points (Overwien et al., 2022). Fortunately, the majority of students are familiar with start-up centers and entrepreneurship events such as conferences. Incubators or accelerators, on the other hand, are only known to a minority.

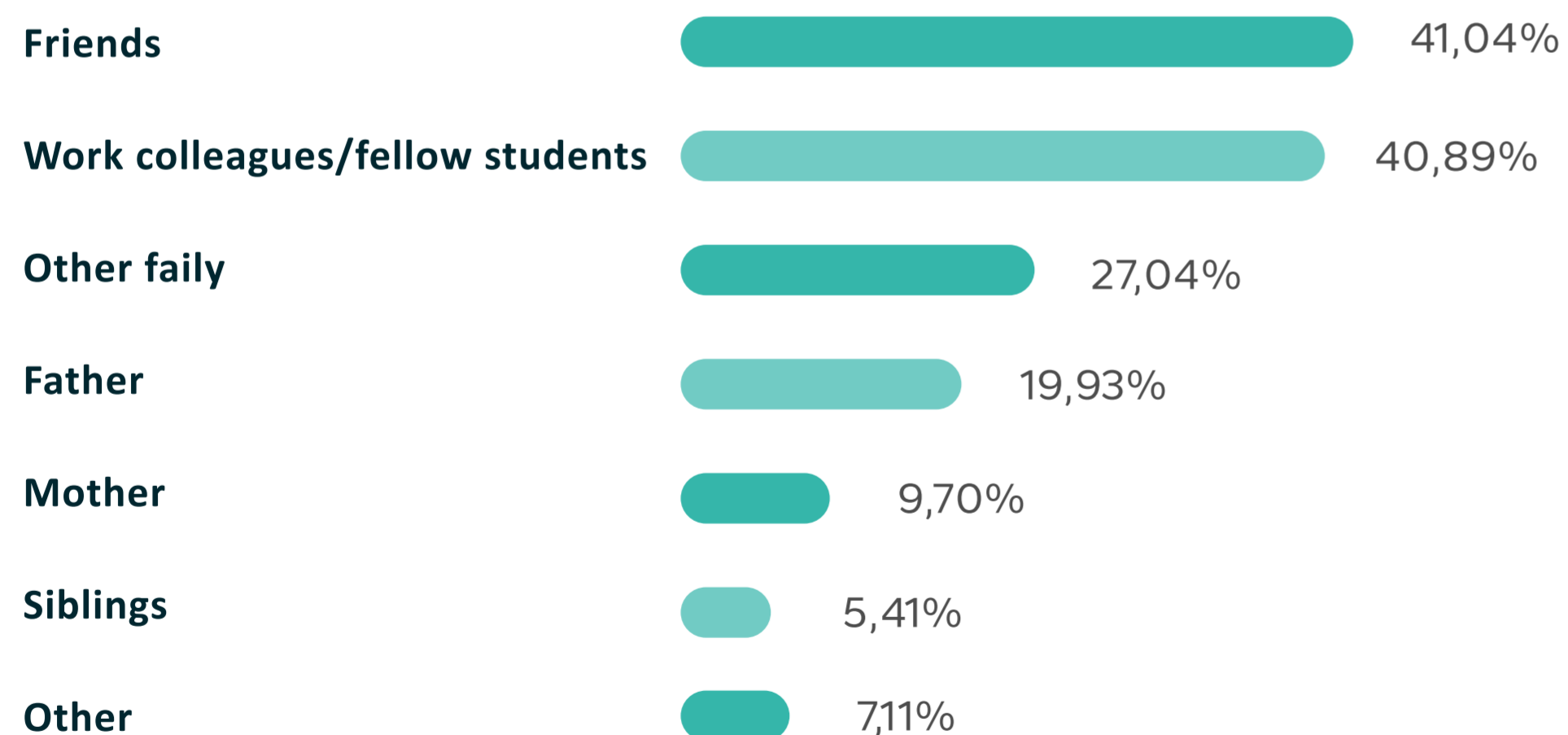
FIG. 4 OFFERS AT UNIVERSITIES



POINTS OF CONTACT WITH THE ENTREPRENEURSHIP ECOSYSTEM

Many students do not have access to role models from the start-up sector. Around 40% do not know any founders personally. If founders are known, they usually come from the family or extended circle of friends. It is remarkable that fathers were named as role models twice as often as mothers. This is due to the significantly lower start-up activity of women compared to men. Although there has been a noticeable increase in the number of female founders in recent years, their share stagnates at around 20% in 2023 (Kollmann et al., 2023).

FIG. 5 **ROLE MODEL OF STUDENTS**



Our results show that entrepreneurship offers are still not very visible. In addition, students seem to have difficulties making contact with role models outside their personal network. According to the results of the DSM, this has consequences for women in particular, as the relevant contacts are often missing (Kollmann et al., 2023): More than half of all female founders are solo founders, compared to only one in ten male founders (Kollmann et al., 2023).



5 ENTREPRENEURSHIP OFFERS

ENTREPRENEURSHIP OFFERS

The range of entrepreneurship offerings at German universities is broad, including start-up talks, conferences and idea competitions. Around 14% of students stated that they had already taken advantage of at least one offer, which corresponds to 327 out of 2350 participants. This represents a slight increase compared to the SSM 2022 (13.1%).

AGE

The average age of students who have already participated in an entrepreneurship program (e.g. idea competition) is 24.61 years.

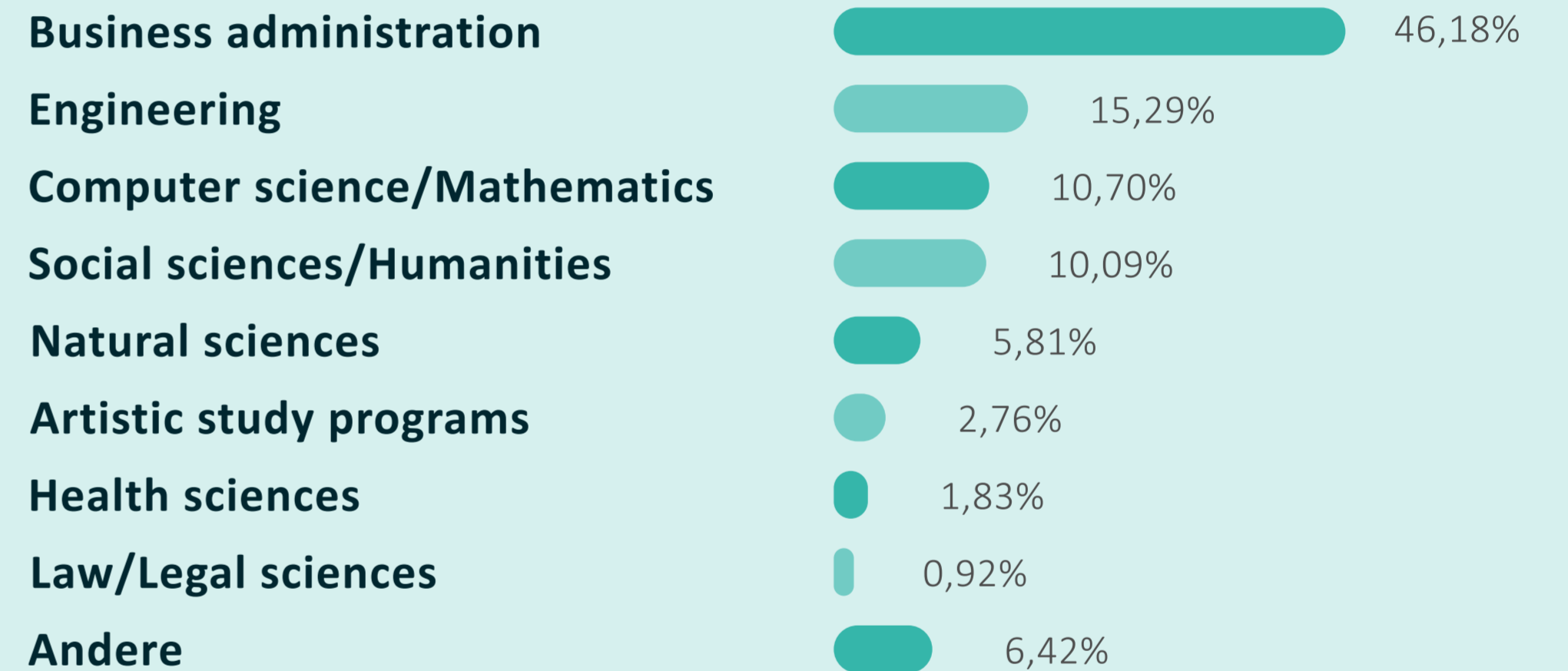
GENDER

Of those surveyed, 56.88% identify as male, 41.59% as female and 0.92% as diverse. Compared to the overall sample, it is noticeable that significantly more men took part in entrepreneurship programs than women. One possible reason for this is that women are less willing to start a business, as shown by the results of the SSM 2022, for example.

FIELD OF STUDY

The majority of participants who have already taken part in entrepreneurship courses are studying economics (46.2%) or a STEM subject (31.8%). Compared to the overall sample, there is an overrepresentation of students who have chosen business administration, economics or a related degree program. In contrast, the natural sciences, arts courses and law are significantly less represented than in the overall sample. This could be due to the fact that there are fewer special courses in other subject areas that are geared towards starting your own business. In addition, there still seems to be little awareness of alternative career paths – such as founding your own start-up – in these specialist areas.

FIG. 6 FIELDS OF STUDY



ENTREPRENEURSHIP OFFERS AT UNIVERSITIES

OFFERS TAKEN UP AND REASON FOR PARTICIPATION

Students most frequently attended start-up talks (57.5%), where founders share their personal experiences. It seems that the direct insights into the world of start-ups arouse interest and enthusiasm for the topic of entrepreneurship. Workshops that impart practical skills and knowledge in the area of business start-ups were also attended by more than half of those surveyed.

Almost on in three (31.2%) attended compulsory entrepreneurship courses, while 46.8% took part in voluntary entrepreneurship courses. These can presumably be found predominantly in economic subjects. The main reasons given by students for participating in entrepreneurship programs were access to information (73.1%) and networking opportunities (62.2%). Around a third named the refinement of their own start-up idea (37.6%) and the acquisition of ECTS points for their studies (31.2%).

FIG. 7 OFFERS BY PARTICIPATION OF STUDENTS

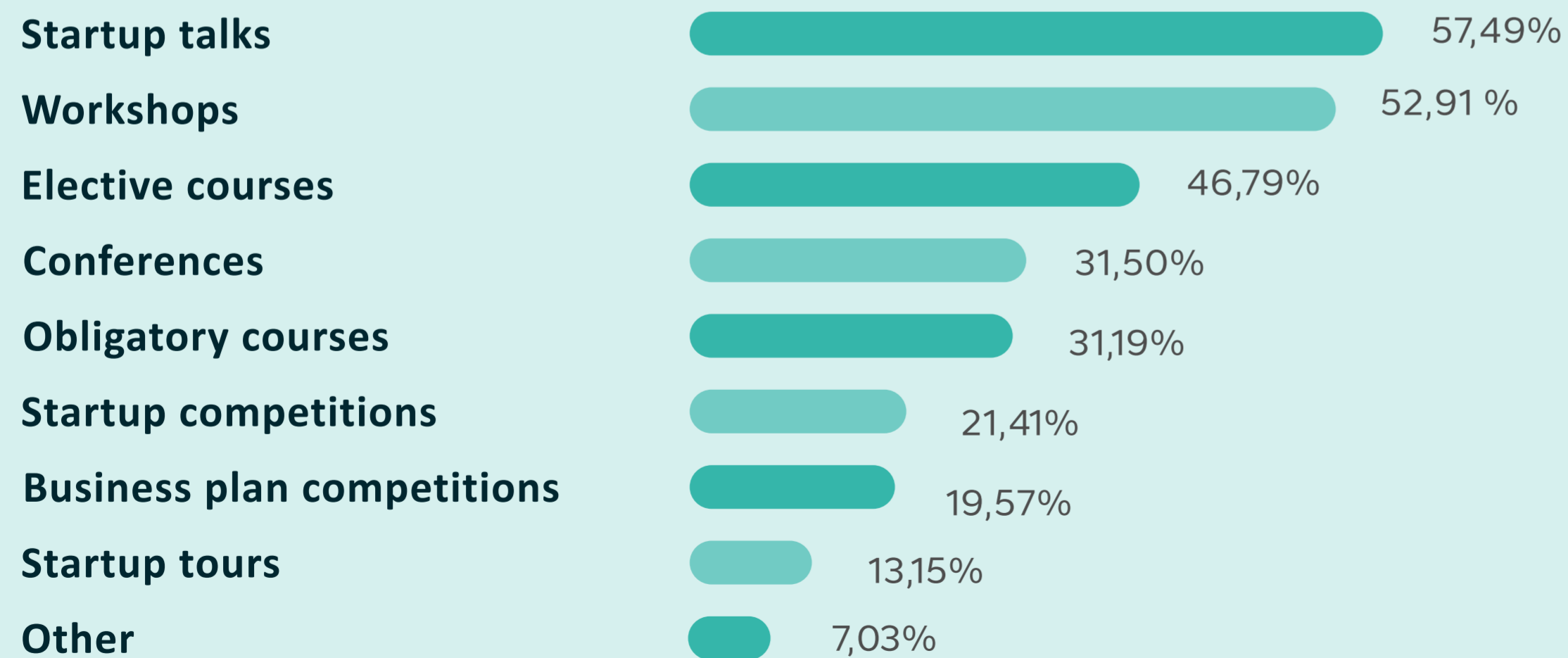
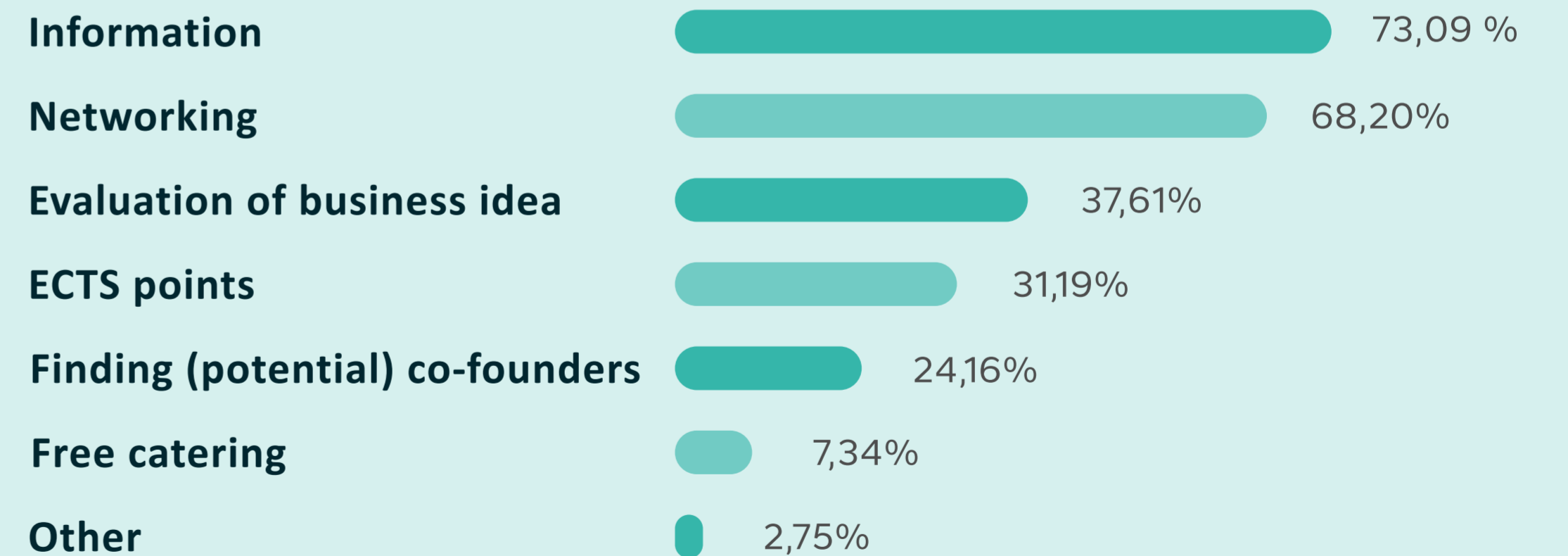


FIG. 8 REASON OF PARTICIPATION



According to the students, attending entrepreneurship programs helped them in particular to find potential co-founders. This makes entrepreneurship offers particularly relevant for women to make appropriate contacts (Kollmann et al. 2023). The students also stated that the events gave them a better understanding of potential funding opportunities for their own start-up idea and enabled them to expand their personal network. Empirical results show that attending start-up talks and workshops was associated with higher start-up intentions than attending curricular entrepreneurship courses (Overwien et al., 2024).

FIG. 9 EFFECT OF PERCEIVED OFFERS

Showing opportunities of setting up a company



Showing funding opportunities for the startup



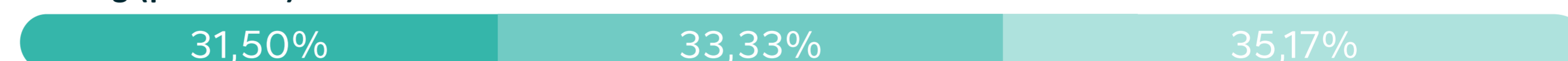
Expansion of professional network



Evaluation of the business idea



Finding (potential) co-founders



● (strongly) disagree ● neutral ● (strongly) agree

STUDENTS WISH FOR:

“ Presentations by successful but also failed founders and programs/ events to increase creativity and exchange ideas.”

Student

“ More basic information events, even at the beginning of the course, to raise awareness of this exciting topic among the wider student body.”

Student

“ Practical testing of mini business ideas.”

Student

“ Network of successful founders with whom you can talk about your career and who are available as mentors.”

Student

“ More modules, including elective modules, where you learn and apply the first steps of a start-up.”

Student

“ Presentations by founders who have achieved their current success through common goals and healthy cooperation. The opportunity to look inside such companies.”

Student

6 STUDENT INITIATIVES

DIVERSITY OF MEMBERS AND INITIATIVE FOCUS

The SSM is also dedicated to the involvement of students in student associations and their significance for the start-up landscape. Around one in five of the overall sample is involved in a student initiative (19.02%), roughly the same proportion as in the SSM 2022. Among student founders, the proportion was significantly higher, with almost a third (32.45%) stating that they were involved in an initiative, which indicates a positive correlation with a later or parallel start-up. At 47.65%, the proportion of women among the initiative members is significantly lower than the proportion in the overall sample of 56%. This shows open potential for student initiatives to attract even more women as members.

FIELDS OF STUDY

Most of the initiative members in this sample are studying in an economics degree program (158 out of 447). However, there are also many students from the humanities (15.21%) and engineering (16.78%) among the initiative members. This ranking is in line with the results of the SSM 2022, whereby the proportion of economists has risen further.

FOCUS

Among the student initiatives, consulting (21.35%) and entrepreneurship initiatives (22.7%) are particularly popular. This is followed by political initiatives, in which 10.79% of initiative participants were involved. This means that initiatives with a focus on start-ups are the most popular initiatives in SSM 2024 and have improved from second place to first place compared to the SSM 2022.

FIG. 10 FIELDS OF STUDY

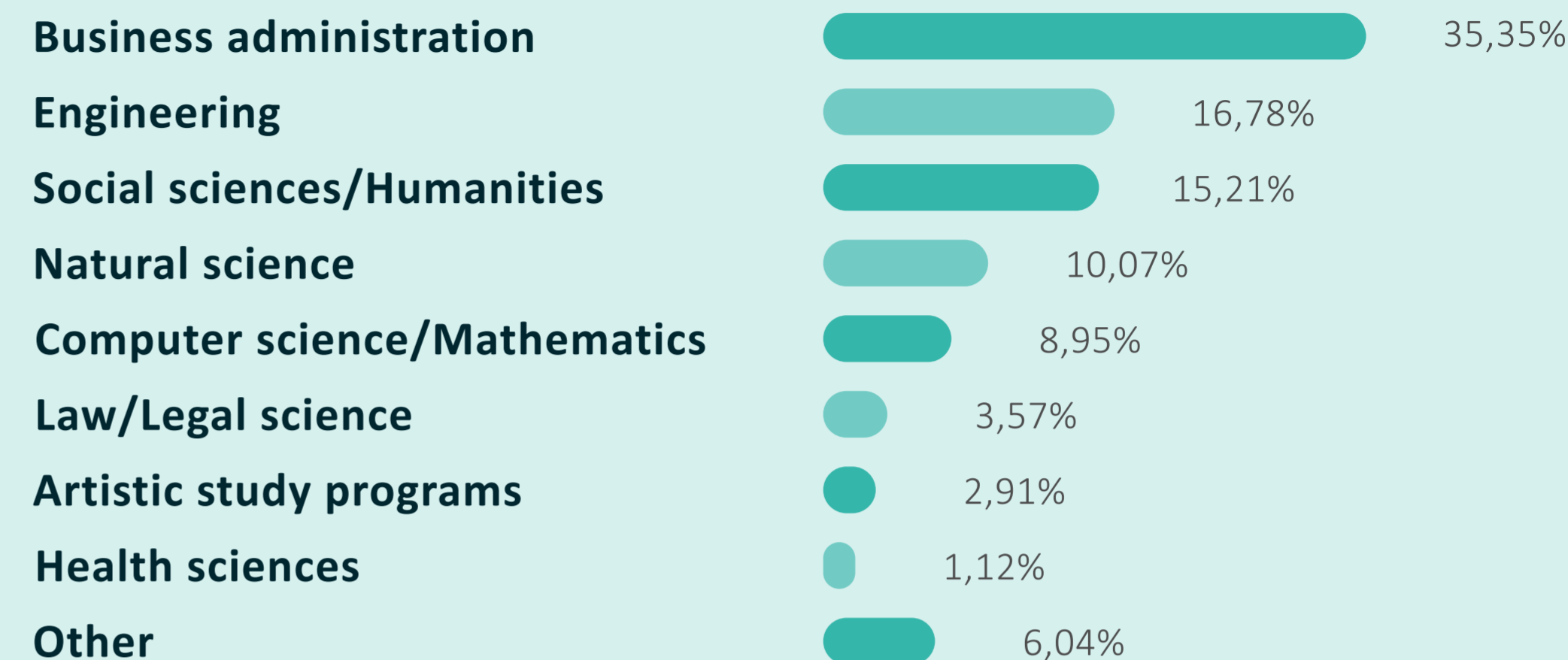


FIG. 11 TYPES OF STUDENT INITIATIVES

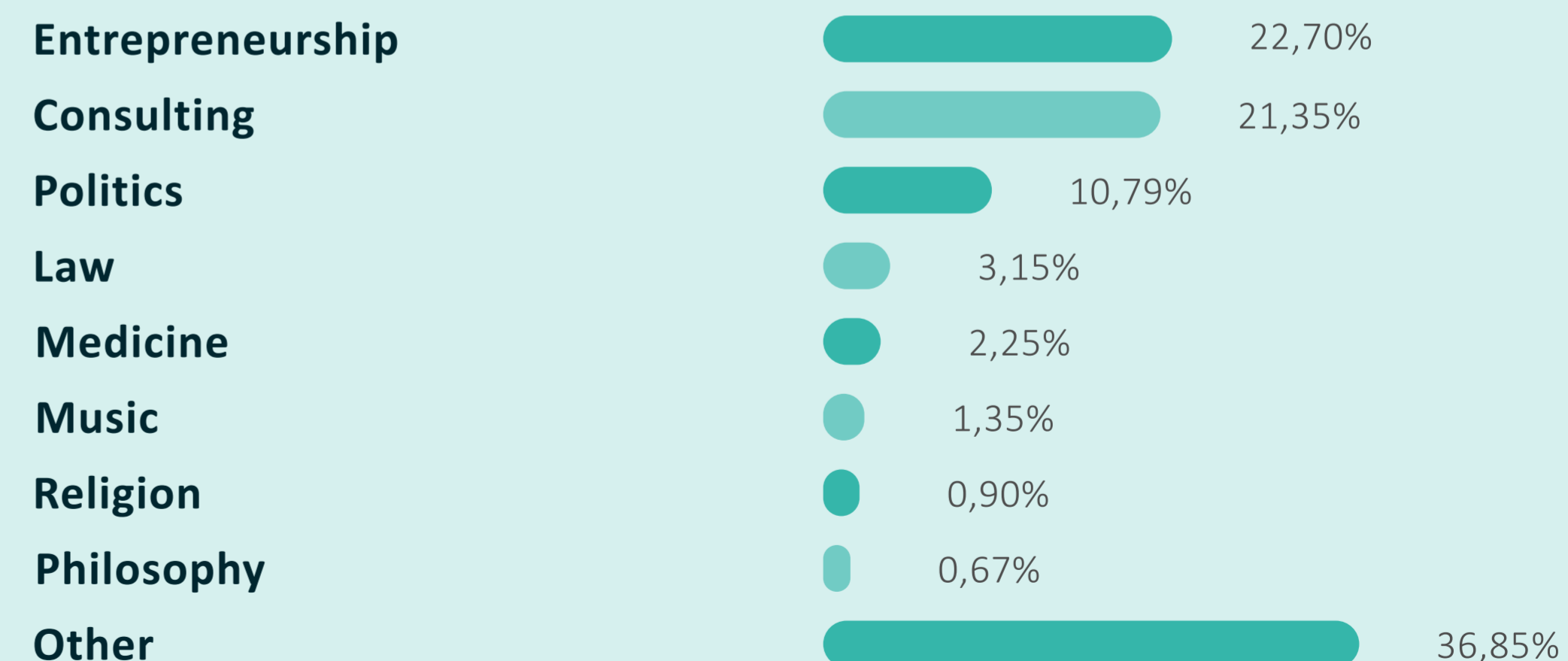
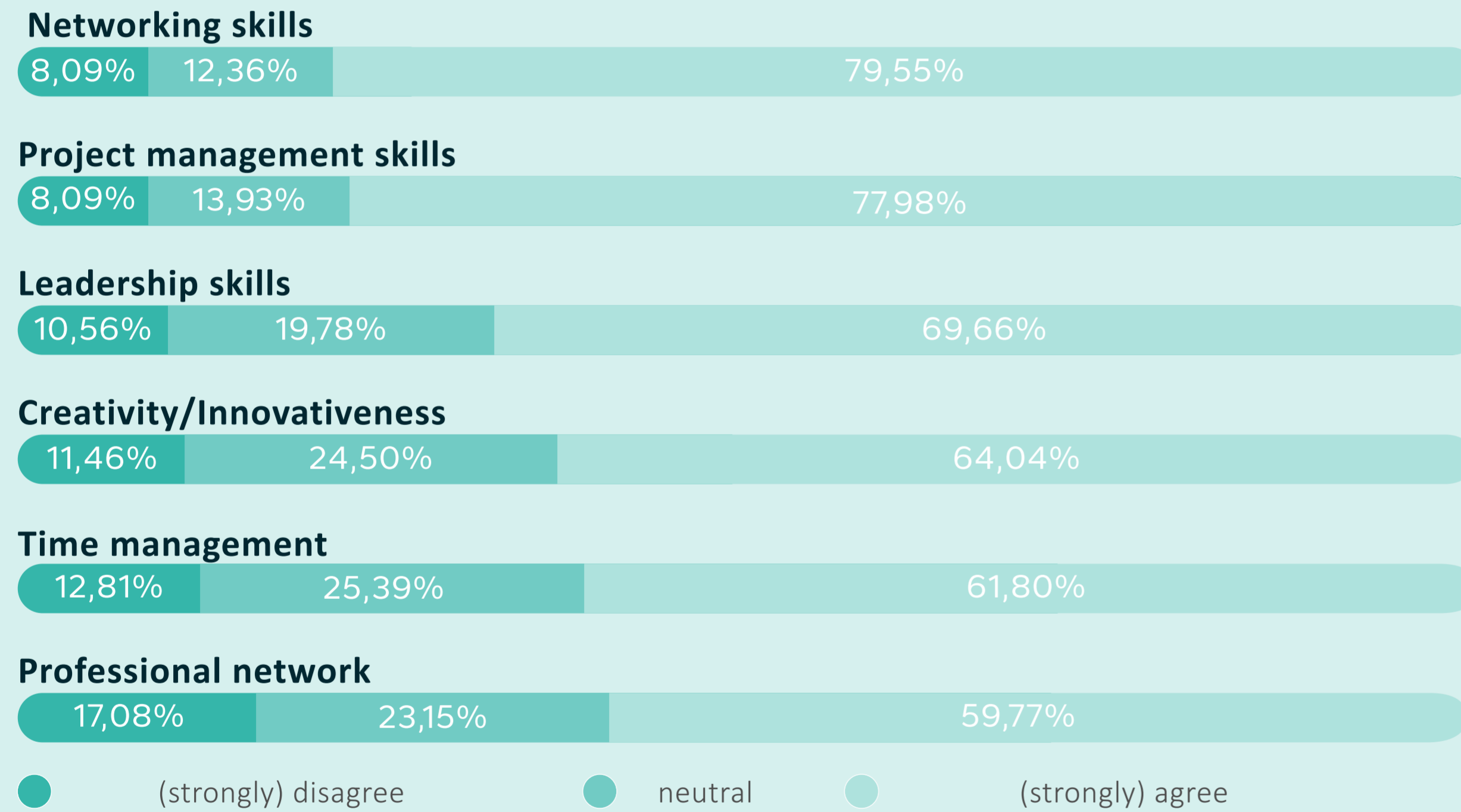


FIG. 12 IMPACT OF INVOLVEMENT IN STUDENT INITIATIVES



POSITIVE EFFECTS

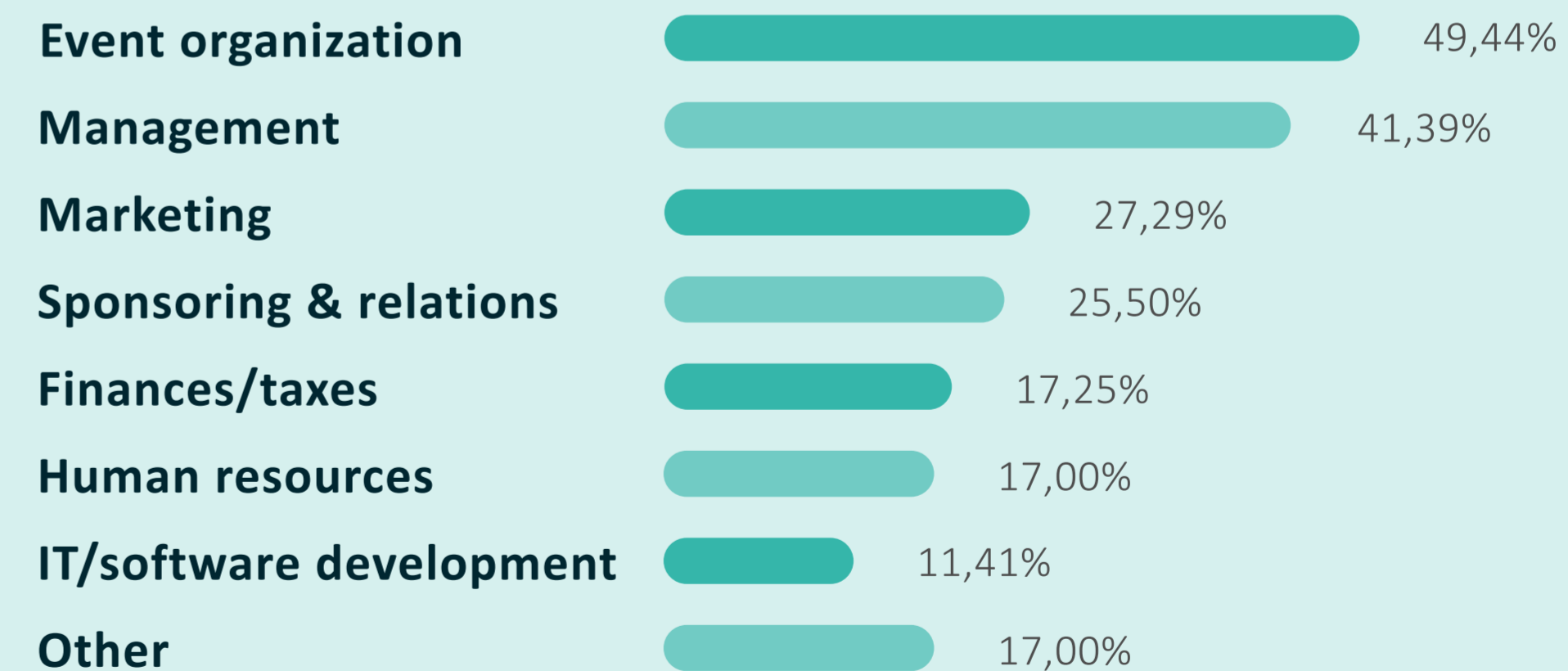
Students report a number of positive effects as a result of their involvement in a student initiative: Students use the independent work in the initiatives to apply and improve their project management, time management or leadership skills in practice. Almost 78% of all initiative participants reported that they were able to improve their project management skills. The participants see a second main benefit in the impact on their professional network. 79.55% stated that their networking skills had improved, 59.77% even reported a direct positive impact on their professional network. The SSM 2024 thus provides further evidence that involvement in a student initiative has a positive impact on start-up-relevant skills (Pittaway et al., 2015).



TASK WITHIN THE INITIATIVE

The specific tasks taken on by the members of the initiatives varied, with many involved in several areas of activity. The initiatives offer a low-threshold opportunity to immerse yourself in different roles and test out your own preferences. Just under half of the initiative members were involved in organizing events, 41.93% also took on management tasks. By taking on various tasks in the initiative, future founders learn which tasks they can best fulfill using their skills; which is also helpful for putting together the founding team (Reese et al., 2021).

FIG. 13 TASKS OF INITIATIVE MEMBERS



7 STUDENT FOUNDERS

STUDENT FOUNDERS

AGE AND GENDER

Of the 2350 students who took part, 272 stated that they had already founded a start-up or were currently in the start-up phase. On average, the student founders are 25.38 years old, which is just under 2 years above the average of the overall sample.

70.22% of participants identify as male, 28.68% as female, one person as diverse. The proportion of female founders thus roughly corresponds to the results of the SSM 2022 (Overwien et al., 2022), without a recognizable increase. In the DSM, the proportion of female founders was significantly lower at around 21% (Kollmann et al., 2023). The significantly higher proportion of women in our study could be due to the focus on female entrepreneurship and the sensitization of female students to the alternative path of starting their own business at German universities. The results show a promising trend among the future generations of female founders.

FIELD OF STUDY AND DESIRED EDUCATIONAL QUALIFICATION

More than half of the founders surveyed are currently studying for a Bachelor's degree, and around a third are studying for a Master's degree. The data from the current DSM shows that the entrepreneurship ecosystem is generally strongly characterized by academics, which is why we focus on students in this data collection. In the DSM, 84.5% of all founders have an academic degree and almost two thirds even have a Master's degree (Kollmann et al. 2023).

The majority of student founders study a STEM subject (38.61%) or economics (33,09%). Similar to the participation in entrepreneurship offers, this indicates a clear overrepresentation of economics. Other degree programs are still underrepresented. For example, only two founders from the medical sector are represented in our sample. In the DSM, medical students also make up only 1.1% of founders (Kollmann et al. 2023). One possible reason for this is that the career path after studying medicine is usually predetermined.

FIG. 14 FIELDS OF STUDY

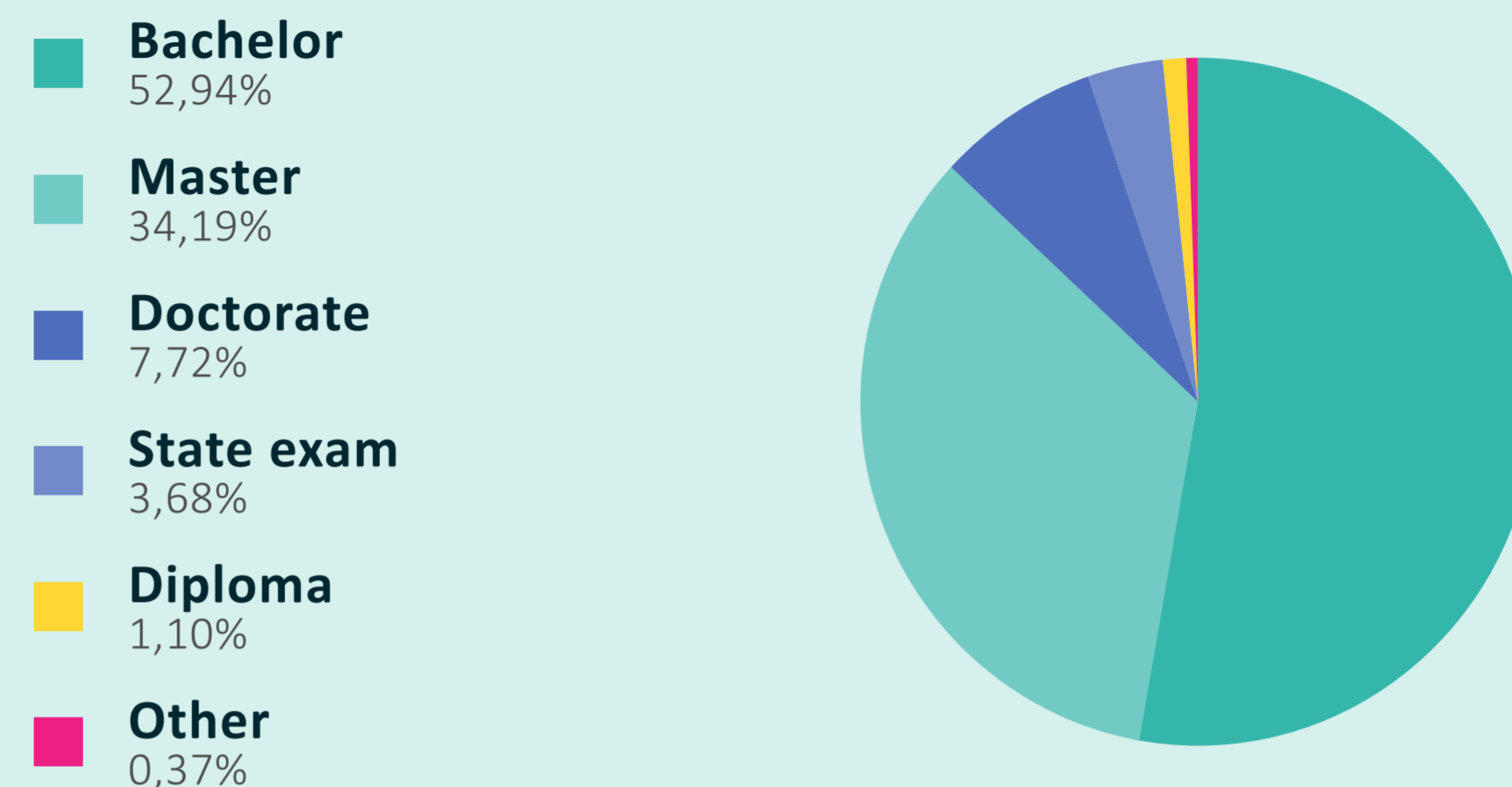


FIG. 15 FIELDS OF STUDY

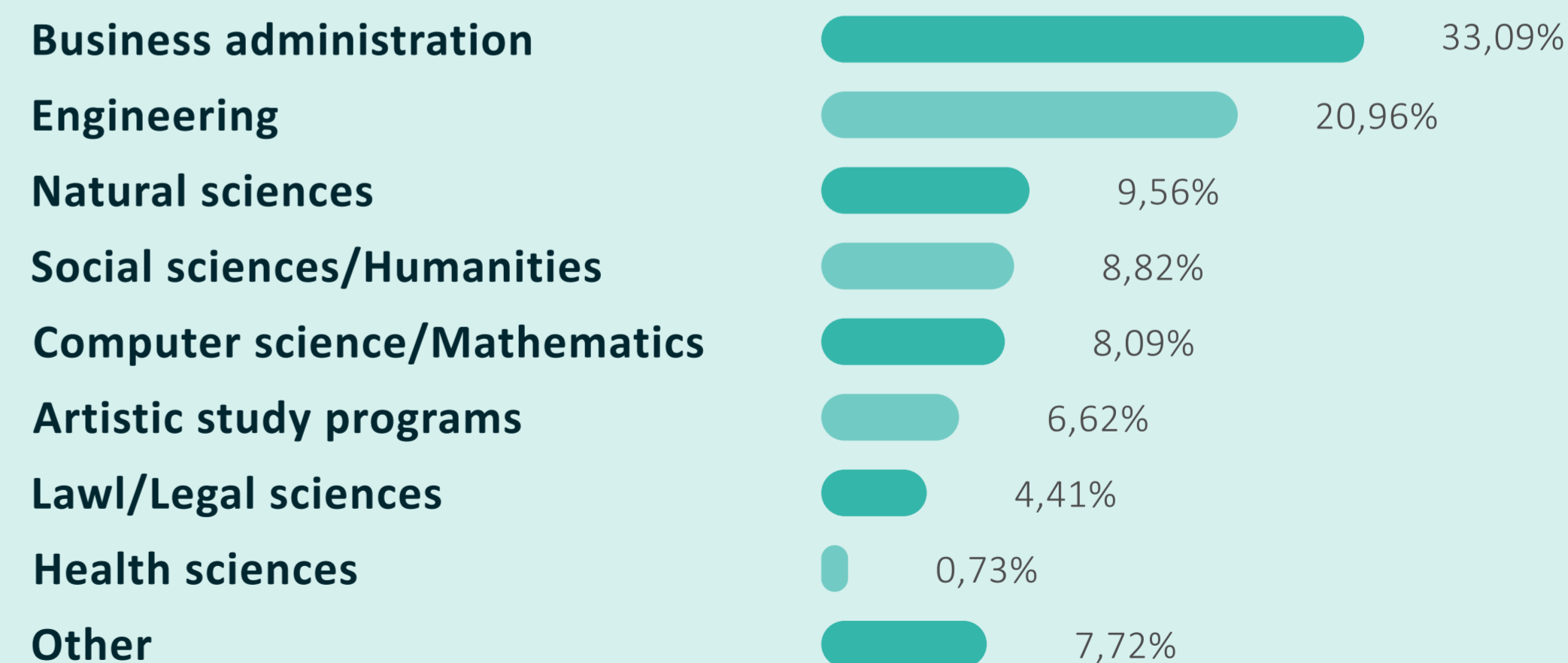


FIG. 16 ROLE MODEL OF STUDENT FOUNDERS

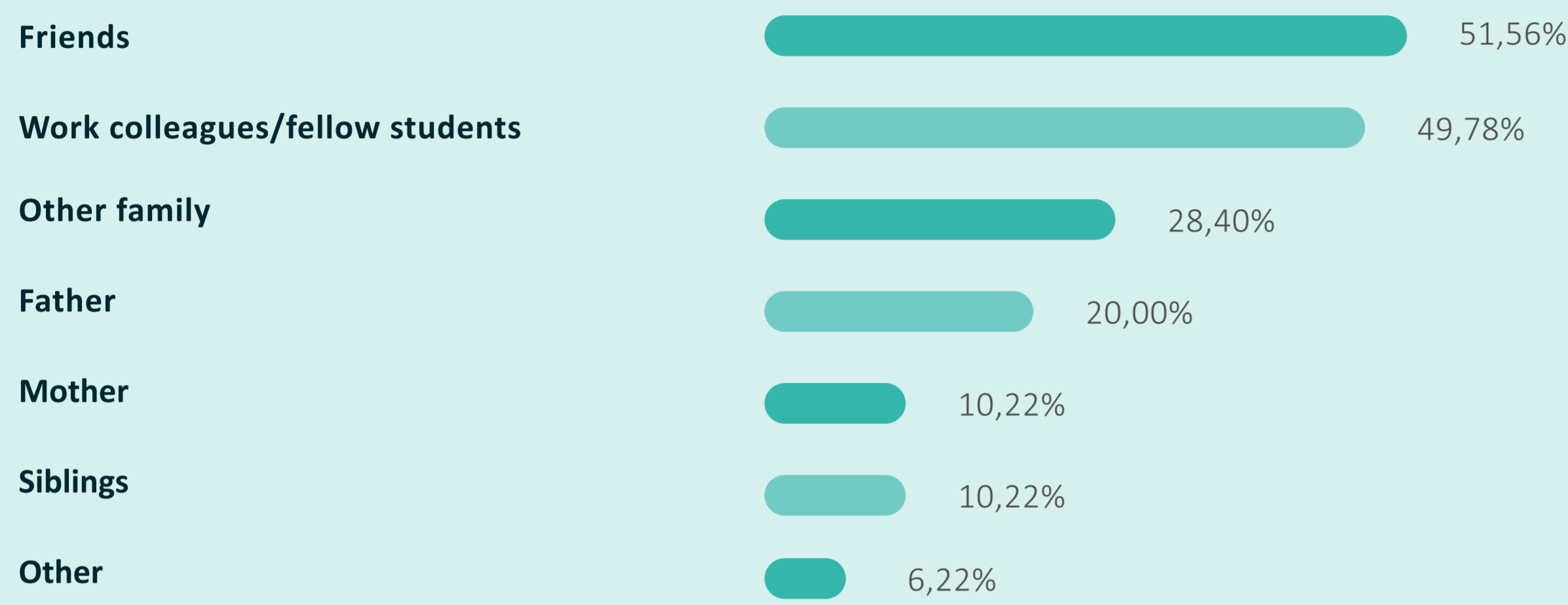


FIG. 17 PERCENTAGE OF SOCIAL ENTREPRENEURSHIP



ROLE MODELS

At 82.72%, most founders know another person who has already founded their own company. This proportion of role models for student founders is significantly higher than the average figure of around 60%. The most common role models are fellow students, friends or other family members.

SOCIAL ENTREPRENEURSHIP

Many student founders want to actively contribute to solving social challenges: 41.18% of student founders classified themselves in the *social entrepreneurship* category. Social entrepreneurship describes the achievement of social or ecological value creation with the help of innovations, whereby the pursuit of profit is not excluded (Estrin et al., 2013; Mair & Noboa, 2006). The proportion of social entrepreneurs is slightly lower than in the DSM, in which 45% of start-ups are dedicated to solving social problems, with an upward trend in recent years. The reasons for the slightly lower rate in the SSM could be that the student founders do not yet have mature business models and are therefore not yet able or willing to finalize the direction of the company.



FOUNDING PERSONALITY AND SATISFACTION

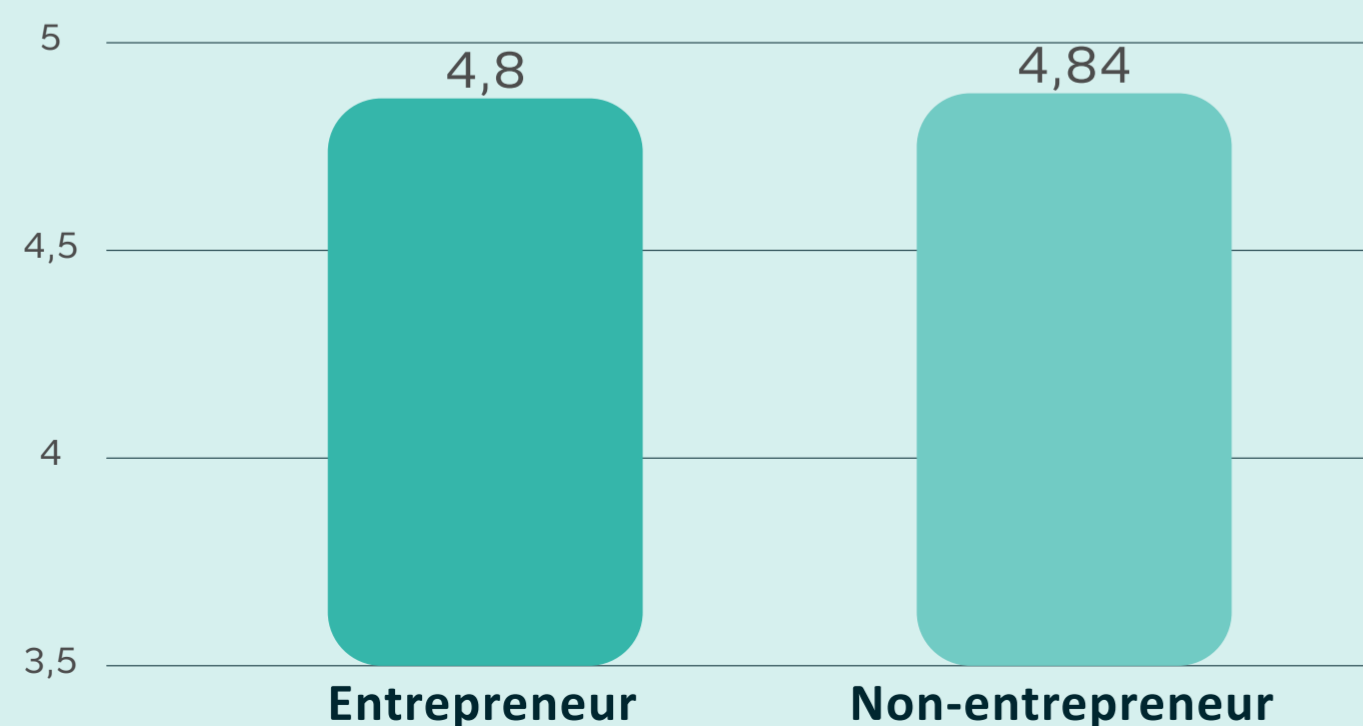
Psychological research has shown that start-up founders differ systematically in their personality from people who take a different career path (e.g. employees, Frese & Gielnik, 2014). In addition to a high level of self-efficacy and a high need for autonomy, the most defining characteristics of founders include their creativity and their ability to deal with constantly changing situations. We also highlighted these characteristics, as well as the well-being of student founders, in the SSM.

ENTREPRENEURIAL WELL-BEING

Many studies have shown that starting your own business often goes hand in hand with increased well-being (Stephan, 2022, Shir et al., 2019, Nikolaev et al., 2020, Hessels et al., 2018). The results of the DSM 2019 also show that founders are more likely to be satisfied compared to the rest of the population (Kollmann et al., 2019). This effect was not found in the SSM: The average life satisfaction of the entrepreneurs was not higher than that of the other participants. This could indicate that the effect only becomes apparent in later phases of the start-up.

Interestingly, however, we found that social entrepreneurs reported significantly higher life satisfaction than commercial entrepreneurs. Our findings could possibly be because socially oriented entrepreneurs act even more in line with their values (Hoogh et al. 2005).

FIG. 18 LIFE SATISFACTION

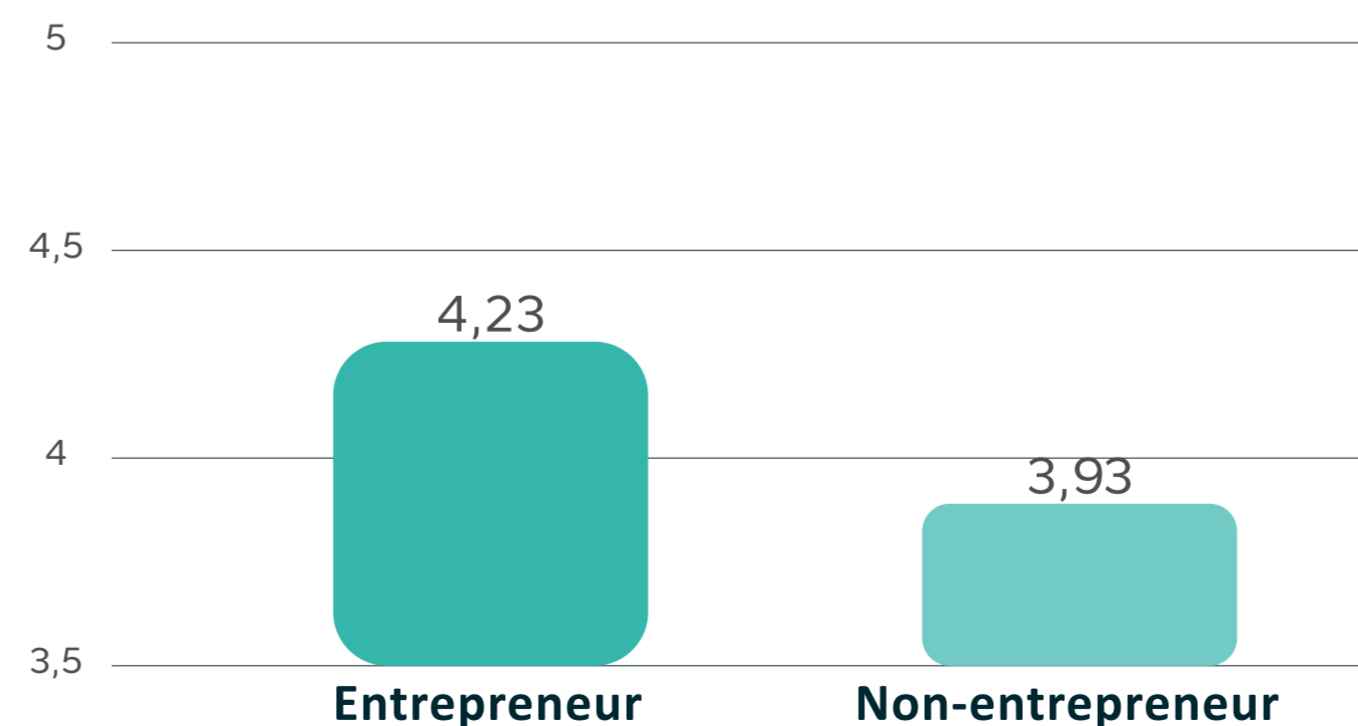


DEALING WITH TURBULENCE

Ambiguity tolerance describes the tendency to perceive ambiguous situations as desirable (Budner, 1962). This can occur, for example, when a person is confronted with information that is very complex or contradictory (Norton, 1975). While other people experience such situations as stressful, people with a high tolerance for ambiguity find them challenging and interesting.

Founders are constantly confronted with uncertainty, change and risks. (Markman & Baron, 2003). The results of the SSM show that student founders are also significantly better able to deal with sudden changes or unforeseen events or to continue working under stress and pressure.

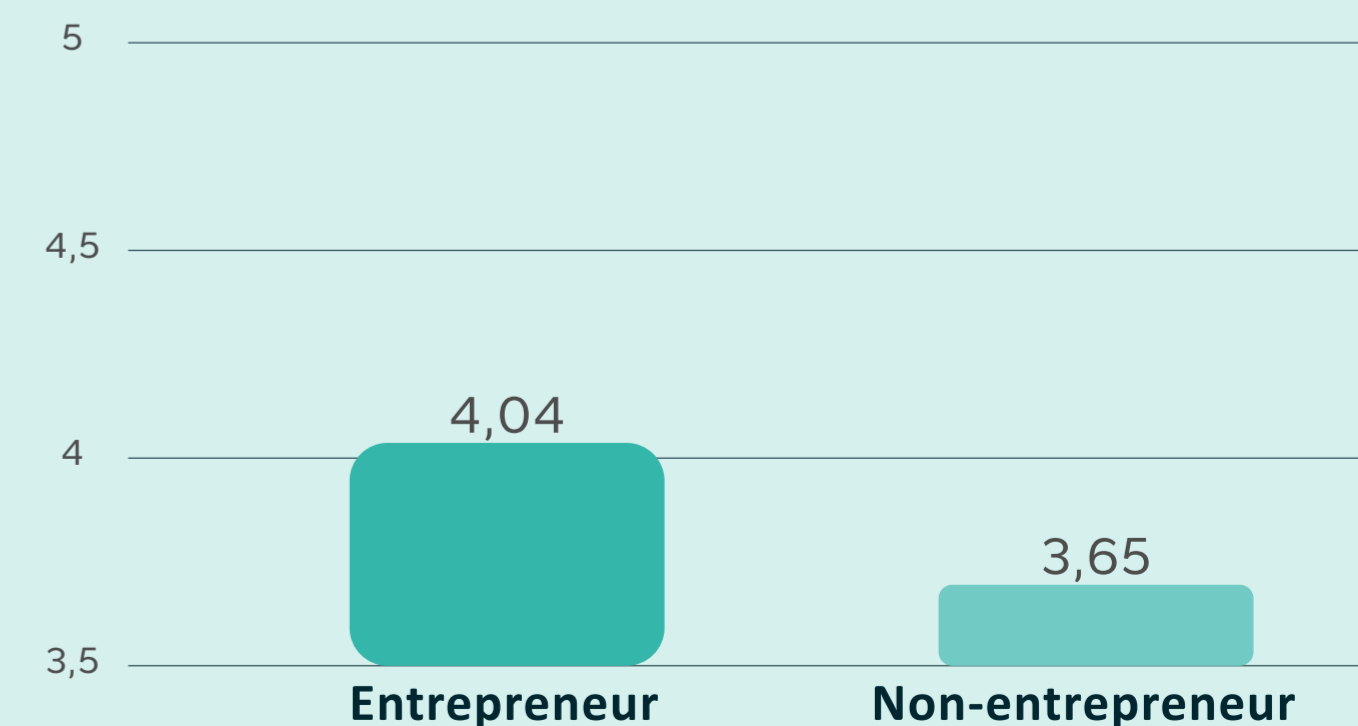
FIG. 19 AMBIGUITY TOLERANCE



FOCUS ON CREATIVITY

Creativity is defined as the ability to generate new and useful ideas (Amabile, 1996). In the start-up context, many founders use creative methods such as brainstorming to develop innovations (Shane, 2003). As early as 1934, Schumpeter, one of the pioneers in the field of entrepreneurship, emphasized that founding your own start-up is tantamount to “creative destruction” in which new innovations are created. Our results confirm that founders think “out of the box” more often or are particularly imaginative.

FIG. 20 CREATIVE PROBLEM SOLVING

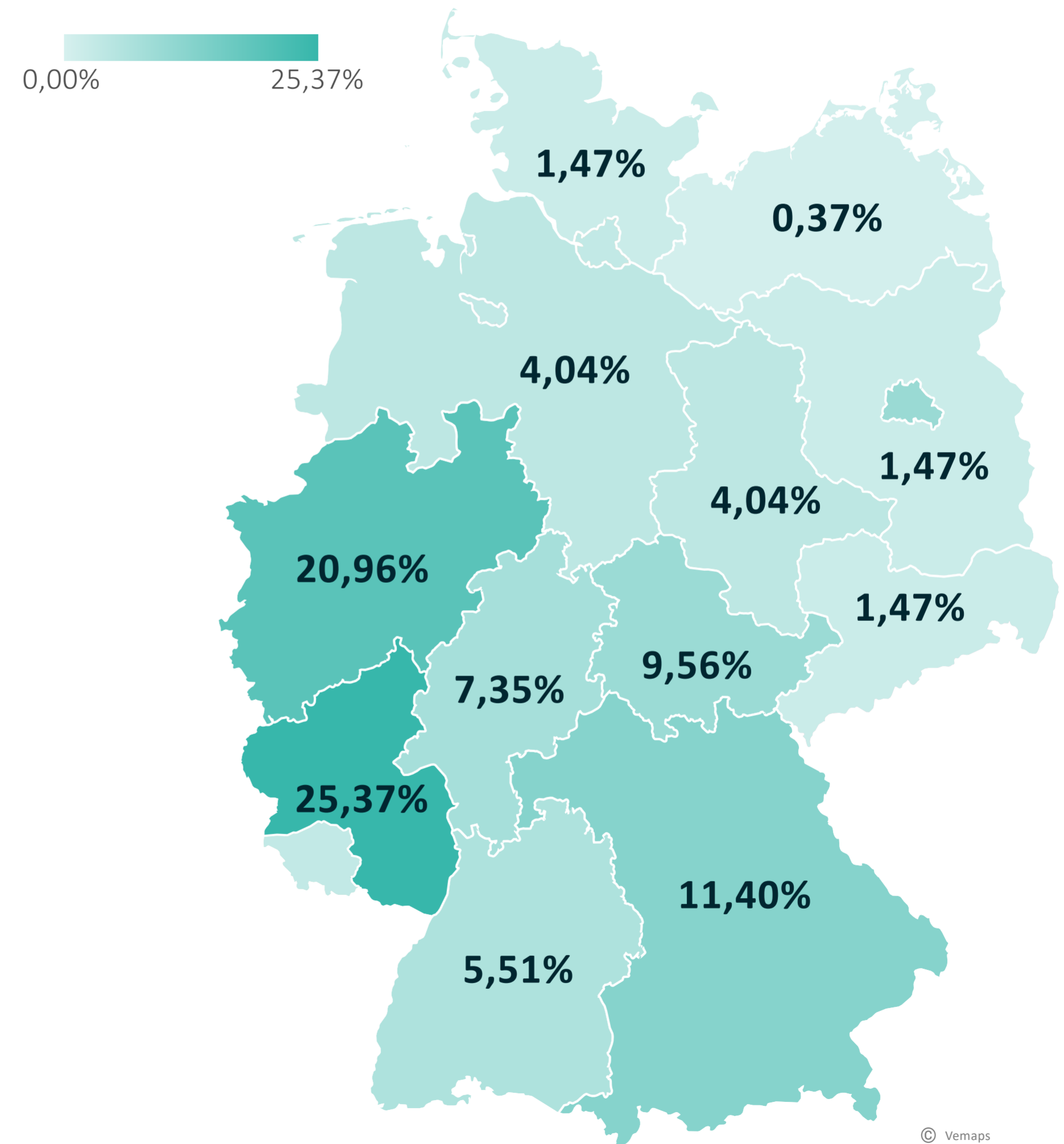


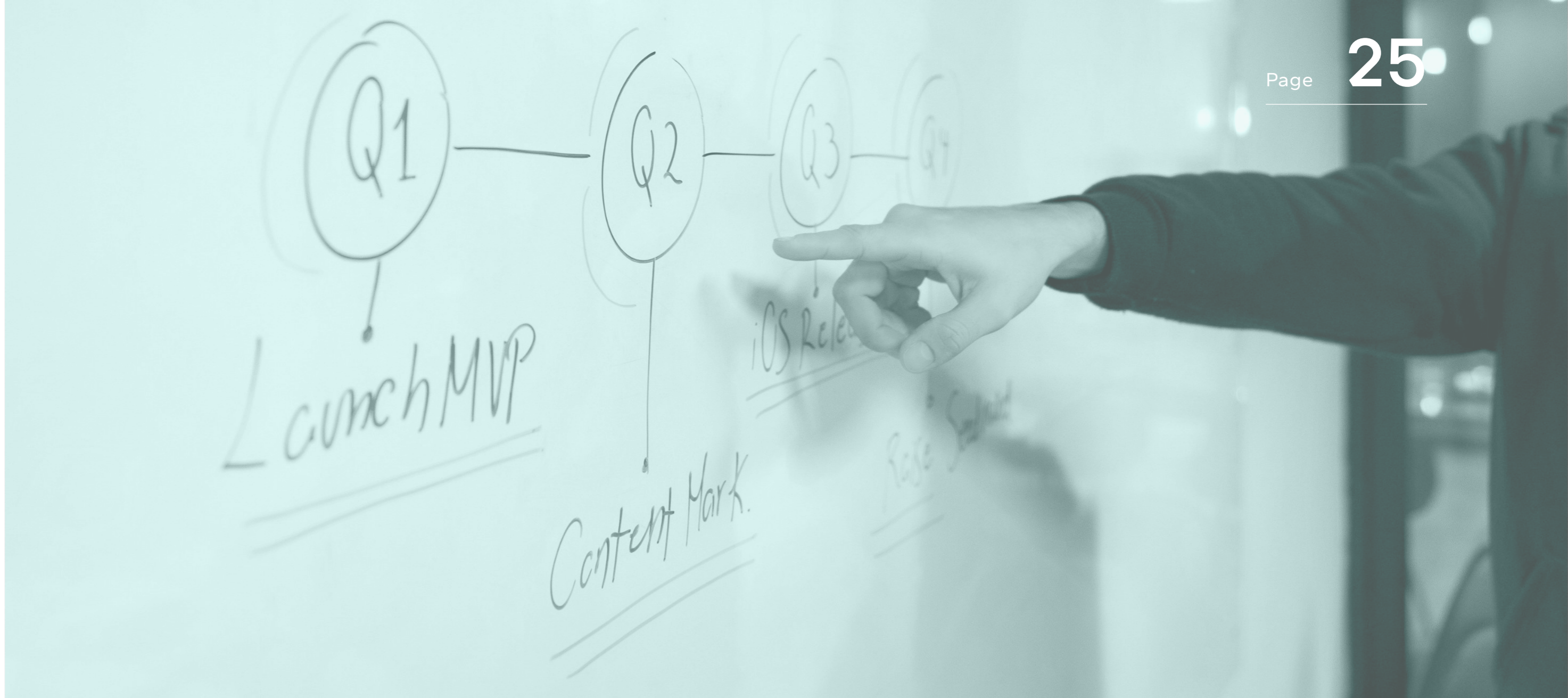
UNIVERSITIES OF STUDENT FOUNDERS

FEDERAL STATES

The three federal states with the most student founders in our study are Rhineland-Palatinate (25.37%), NRW (20.96%) and Bavaria (11.4%). The high density of start-up founders in NRW was already evident in the SSM 2022 with 28.8%. The state of NRW already offers a wide range of support and networking opportunities, e.g. the Gründerstipendium.NRW, which has already provided financial support to over 3600 founders since 2018 (Ministerium für Wirtschaft, Industrie, Klimaschutz und Energie des Landes Nordrhein-Westfalen 2023). In other studies, Bavaria has also already proven to be a location with high start-up activity, with a share of 13.4% (Kollmann et al. 2023).

FIG. 21 DISTRIBUTION OF FEDERAL STATES





However, Rhineland-Palatinate achieved the highest start-up density in the SSM 2024, to which WHU – Otto Beisheim School of Management, which is also among the top start-up universities in the DSM (2023), made a significant contribution. A possible sampling bias cannot be ruled out, for example, the low number of start-ups from Berlin (2.94%) in our study is striking. In the DSM 2023, Berlin had the highest proportion of start-ups at 20.8%.

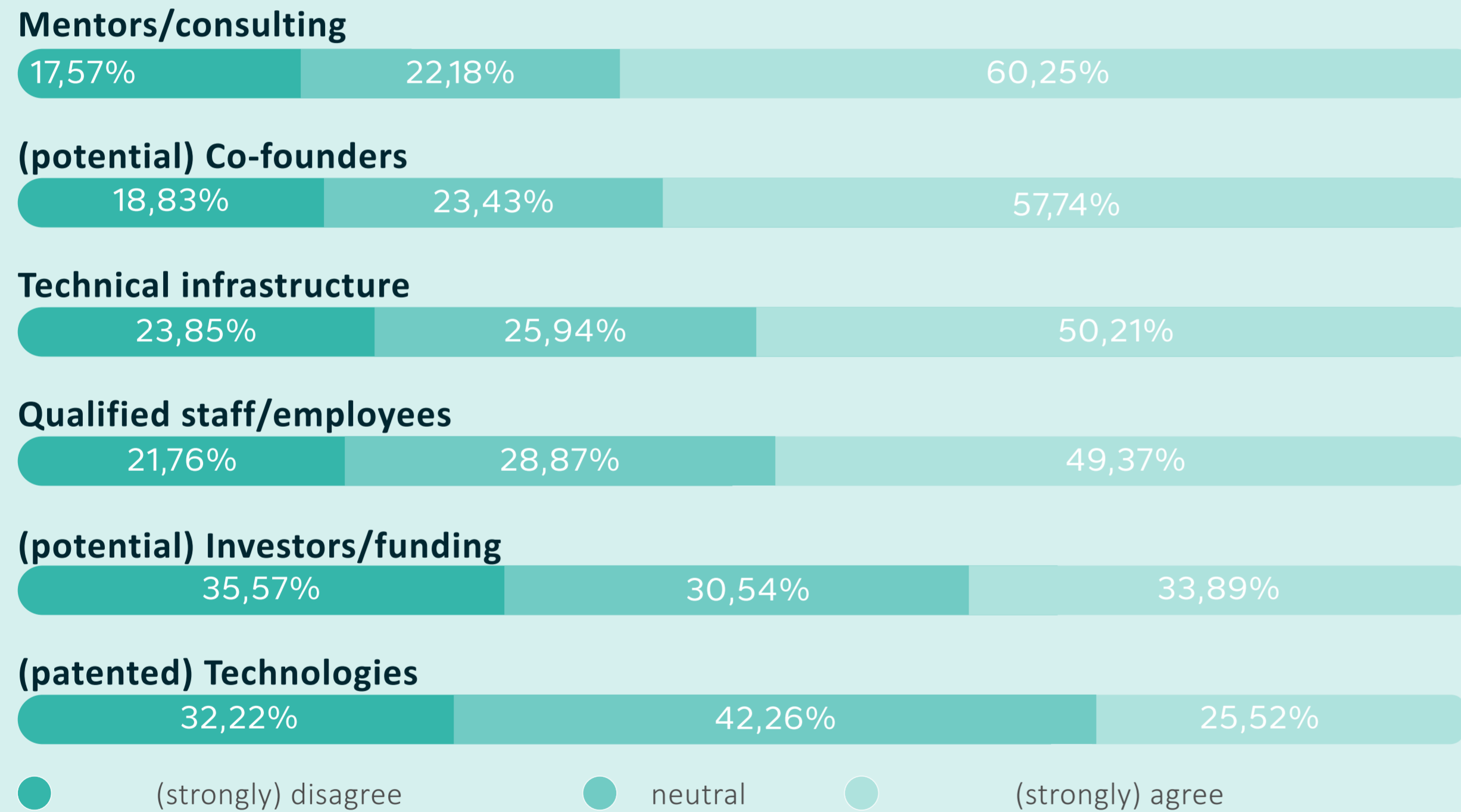
In addition to WHU, Erfurt University of applied sciences (9.56%), RWTH Aachen University (6.99%) and Trier University of applied sciences (6.99%) also achieved very good rankings in the SSM 2024. Mnster is also represented as an up-and-coming location for start-ups, both with university of applied sciences (6.25%) and the university (4,04%) placing Münster in the top 10 start-up universities. Alongside five other locations in NRW, Mnster was named one of the Excellence Start-up Centers in 2019, a five-year funding program to strengthen academic start-up landscape (Exzellenz Start-up Center Nordrhein-Westfalen, 2023).

With regard to our list of the best start-up universities, the high proportion of universities of applied sciences should be emphasized. This suggests that the practical approach and close networking with industry at universities of applied sciences have a positive effect on student’s start-up intentions.

FIG. 22 TOP 8 FOUNDING UNIVERSITIES



FIG. 23 ADVANTAGES AT UNIVERSITIES



THE ROLE OF THE UNIVERSITIES

Universities in Germany offer various support options in the start-up process nationwide, but these often remain unused. As in SSM 2022, it is clear that access to patented technologies remains difficult. As a result, universities, as drivers of innovation, often lack a decisive factor for start-ups in the scientific field. Simplifying patent rights in favor of founders could help to improve this picture, which could be enhanced.

A positive trend can be seen in access to co-founders, which results from contacts and events at the university. Compared to 49.6% in the SSM 2022, 57.7% rated this option as extremely positive this year. We assume that the end of the coronavirus pandemic and the return to physical presence have contributed to this development. Another improvement compared to the previous year is access to technical infrastructure, which 50.2% now see as positive, compared to 39.6% 2022.

When it comes to access to qualified employees, financing options and consulting options, the mood has hardly changed. 60% rate access to mentors and counseling opportunities as very positive. As social networks are a key factor in the success of start-ups (Abou-Moghli & Al-Kasabeth, 2012), this could also be further optimized.

START-UP PHASES AND CHALLENGES

The student founders we surveyed are predominantly in the early stages of the start-up process. Around 52.22% (compared to 47.5% in 2022) are in the so-called seed phase, i.e. the orientation and planning phase in which resources are procured to turn the business idea into reality. A further 30.37% (compared to 28.8% in 2022) are in the start-up phase, which focuses on establishing themselves on the market and gaining their first customers.

The current data set contains even more early-stage start-ups in percentage terms than in 2022 (Overwien et al., 2022). One possible explanation for this shift could be that start-up centers have gained in visibility and reach, which means that start-up teams tend to take advantage of support services at an earlier stage. Only around one in twenty start-ups has already reached the steady-state phase, in which it has established itself on the market. In the DSM 2023, only 3.6% were in the steady phase, 24.5% stated that they were in the growth phase (Kollmann et al. 2023). By comparison, only 6.3% of the SSM are in the growth phase.

The fact that our sample mainly comprises start-up teams in the early start-up phase is also reflected in the years of foundation: Over 80% of respondents founded their company in 2021 or later. The proportion of start-ups that were founded in 2019 or earlier, i.e. before the outbreak of the global coronavirus pandemic, is only 12,27%.

FIG. 24 STARTUP STAGE

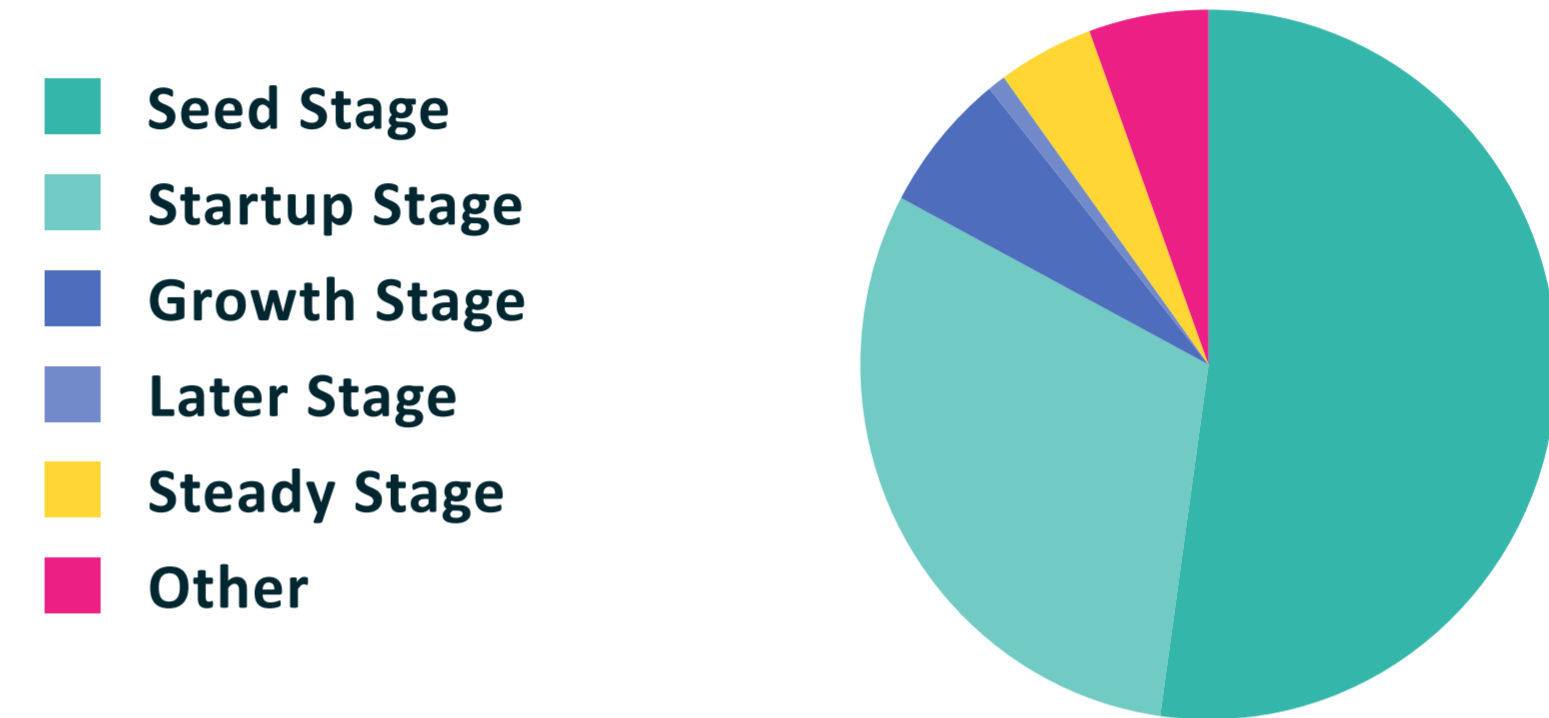


FIG. 25 FOUNDING YEAR

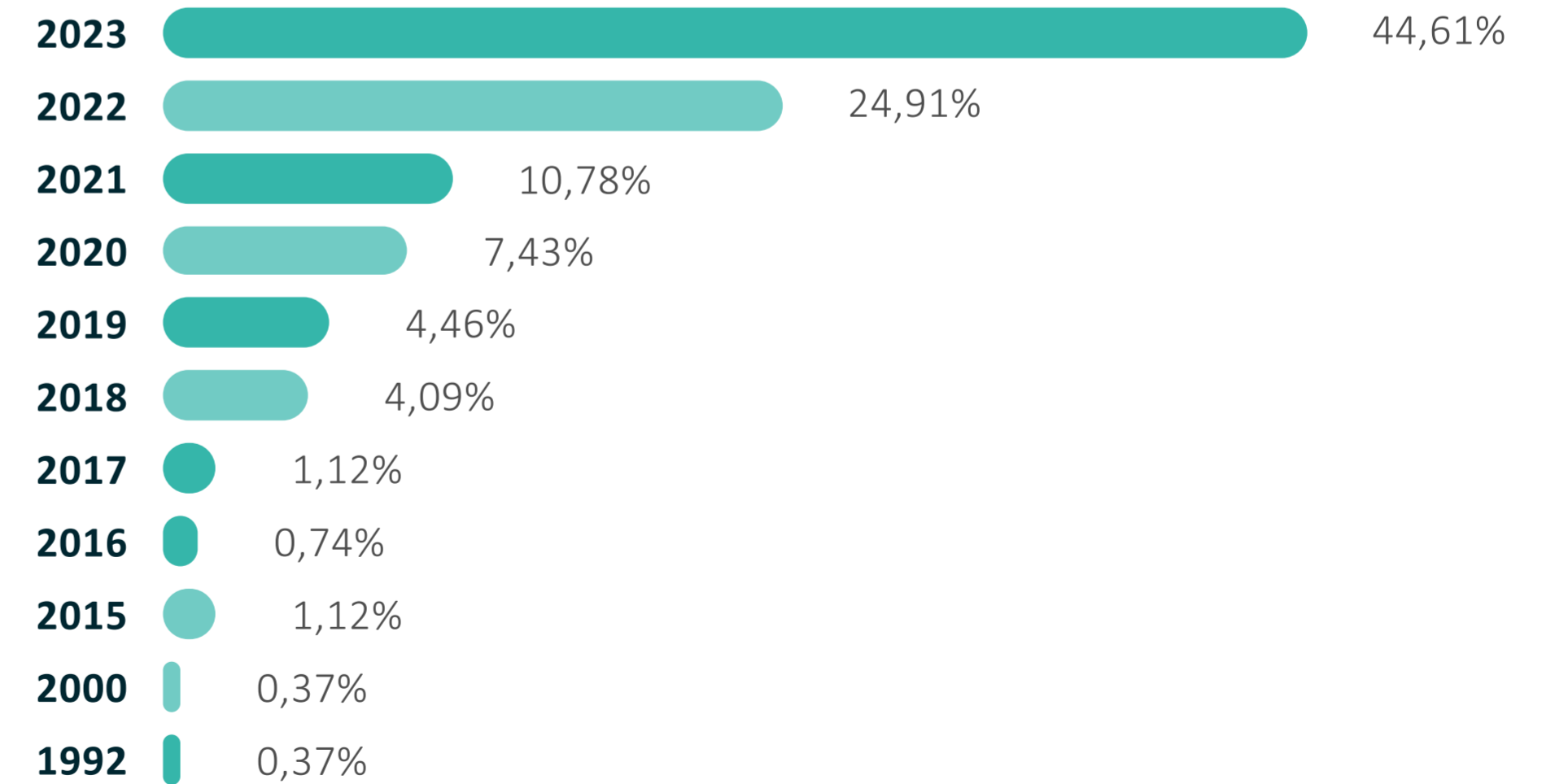
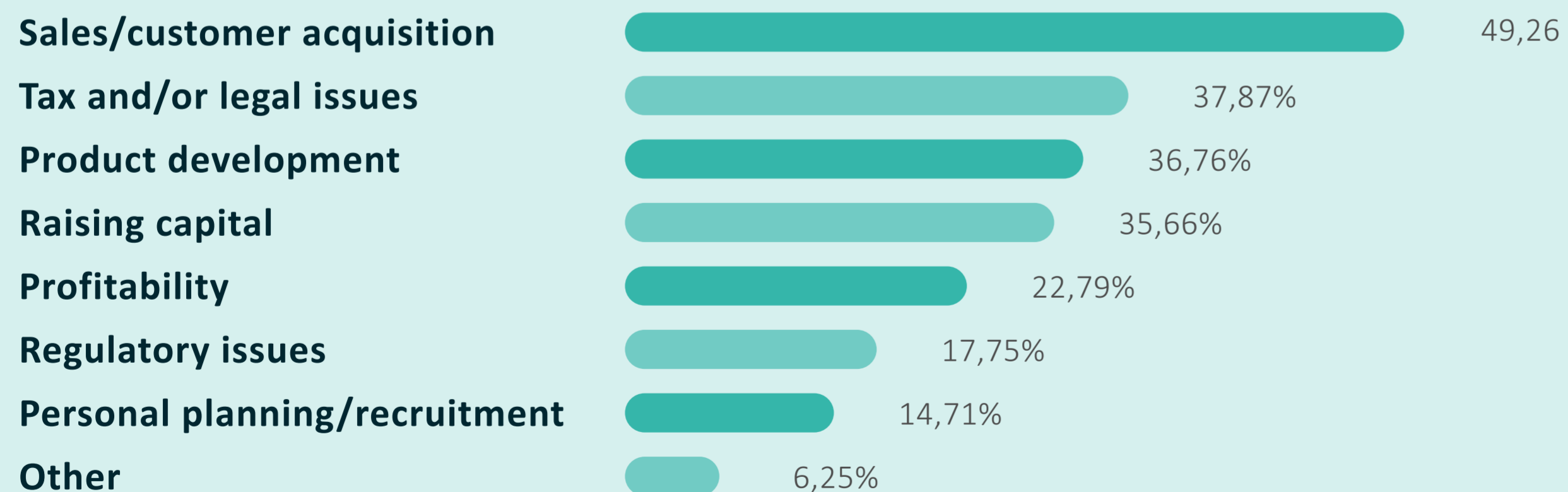




FIG. 26 TOP 3 RANKED CHALLENGES

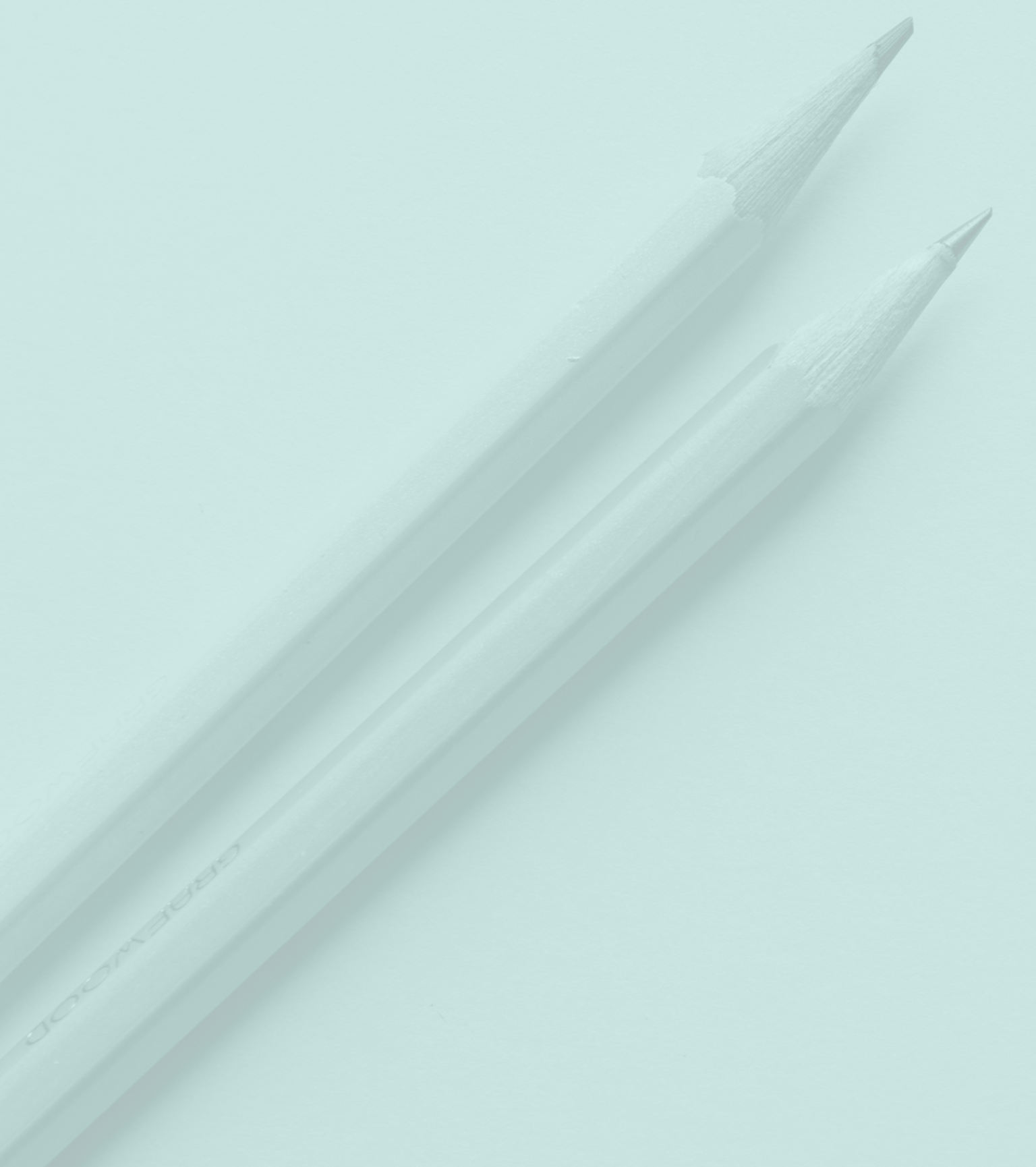


Around half of the student founders surveyed stated that sales and customer acquisition are challenges for them. In comparison, over 60% of respondents in the DSM agree with this statement (Kollmann et al., 2023). One possible explanation for this could be that many of the start-ups are in the early stages of the founding process and have not yet reached the phase in which they need to actively market their solutions.

In addition, around a third state that raising capital is a challenge. This proportion is rather low compared to the DSM 2023 (43.1%) and indicates the effectiveness of the financial support programs offered through universities, such as the EXIST grant for knowledge-based start-ups.

Another aspect that concerns student start-ups is tax and legal issues (37,9%). We conclude that, in addition to coaching and mentoring programs, start-up centers should also increasingly offer free legal advice for start-up teams.

8 CONCEPTUAL DESIGN



After its first publication in 2022, the Student Start-up Monitor enters its second round with this edition. It was carried out by academic staff at the University of Münster. The data is based on a Germany-wide online survey conducted in the summer semester of 2023. Participation was voluntary for the students and book vouchers were raffled off among all participants. The SSM 2024 was made possible by financial support from REACH Euregio Start-up Center Münster.

With a large (albeit unrepresentative) sample of over 2000 students at German universities, the SSM provides a snapshot of the student start-up ecosystem. The SSM is also intended to show students what opportunities their own university offers to pursue a start-up. Although the range of support for founders has steadily improved in recent years, the majority of students are still completely unaware of it. Degree programs that have little contact with the topic of start-ups must therefore be made more aware of existing offers. Making entrepreneurship an attractive and visible profession for all subject areas should thus be a priority task for universities.

THE TEAM

The SSM 24 was conducted by the Psychology of Entrepreneurship unit under the direction of Philipp Schäpers. Maximilian Weldert and Henrik Heinemann, supported by Anja Overwien, carried out the survey, evaluation and completion. The SSM is published in cooperation with the REACH Euregio Start-up Center.



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ANJA OVERWIEN studied business chemistry and researched how student start-ups in the natural sciences can be supported, as part of her doctorate at the University of Münster. She is one of the initiators of the SSM and currently works as a project manager at Digitalhub Münsterland.



PHILIPP SCHÄPERS is junior professor for Psychology of Entrepreneurship at the University of Münster. He completed his doctorate at the Division of Psychological Diagnostics, Differential and Personality Psychology at the Free University of Berlin. He was also a Senior Research Associate at the Singapore Management University. Much of his research is in the areas of personnel selection, management diagnostics and entrepreneurship. In addition to his work as a scientist, he also works as an HR consultant.

COOPERATION PARTNER

REACH EUREGIO START-UP CENTER

The REACH – EUREGIO Start-up Center Münster is one of six funded "Excellence Start-up Center.NRW". Through a comprehensive program of coaching, scouting, networking, research and teaching, REACH supports students and scientists in realizing their start-up ideas in the early stages.



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