

Learning Materials for **Starters / Young Entrepreneurs**



Agenda

- Idea Factory
- Background for the course: research and other details
- Rationale of the course
- Try it out:
 - Getting to know each other
 - Briefing
 - Finding the problem
 - Finding the solution
- (ca. 16u Campus Tour by Luk Bouters)



Background for the course



Starters / Young Entrepreneurs

- Higher education
- Vocational education (VET)
- Not following any education





Sources / background

Horizontal
integration or
specialisation.

Digital economy
and digital skills.

O1 - How
futureproof is the
Creative Industry?

O1 -
Developments,
future company
profiles, and
entrepreneurial
skills in the creative
industries

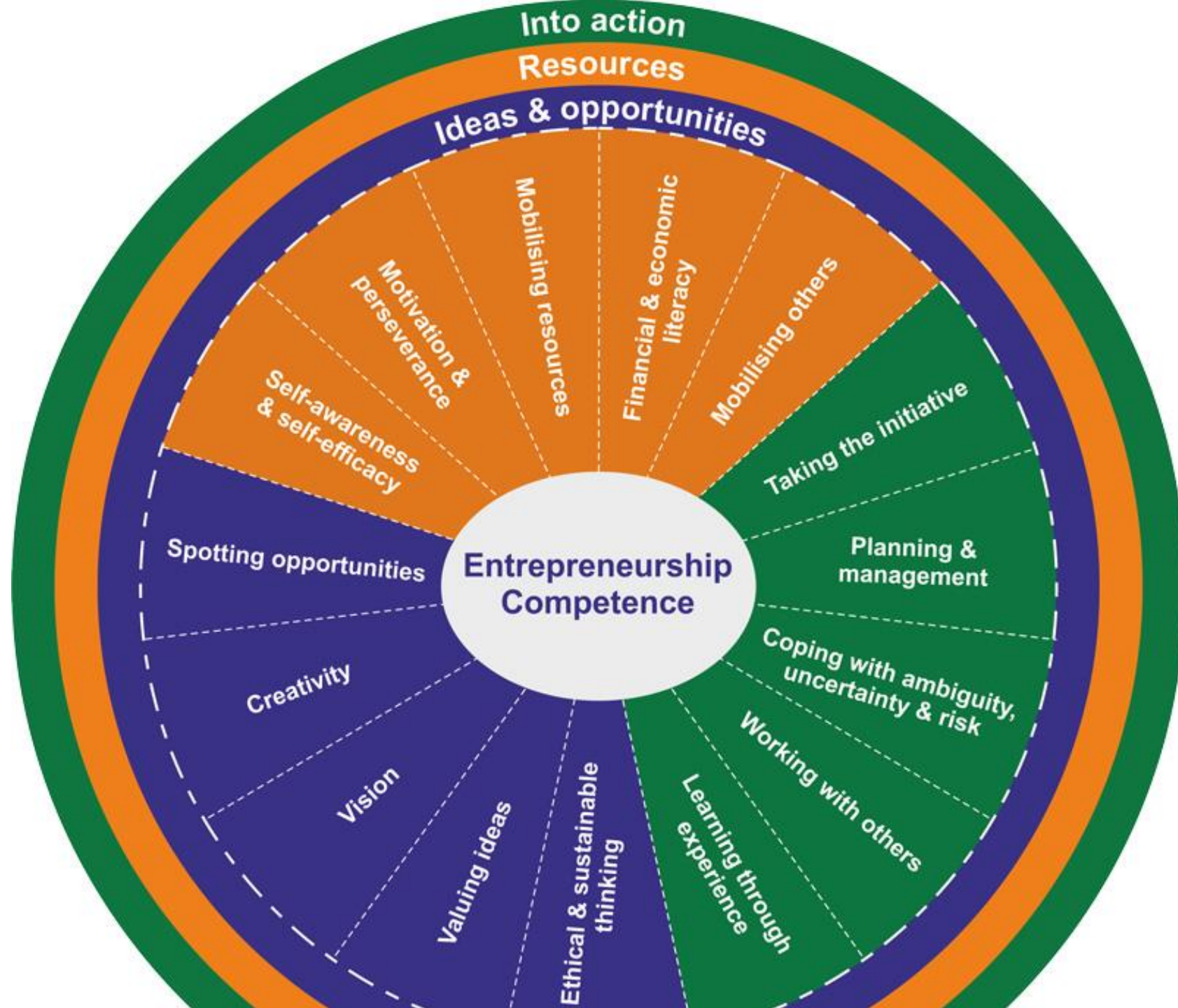
Understanding of
business models
and BMI.

Digital
competences
(e.g., adaptivity,
design thinking)

Self-management
skills.

Platform and
networking skills.

Teamworking and
PM skills.



EntreComp survey

- Which of the 15 EntreComp competences do you find most relevant for young entrepreneurs like you?
- How would you rate your own competence in the 15 EntreComp competences?

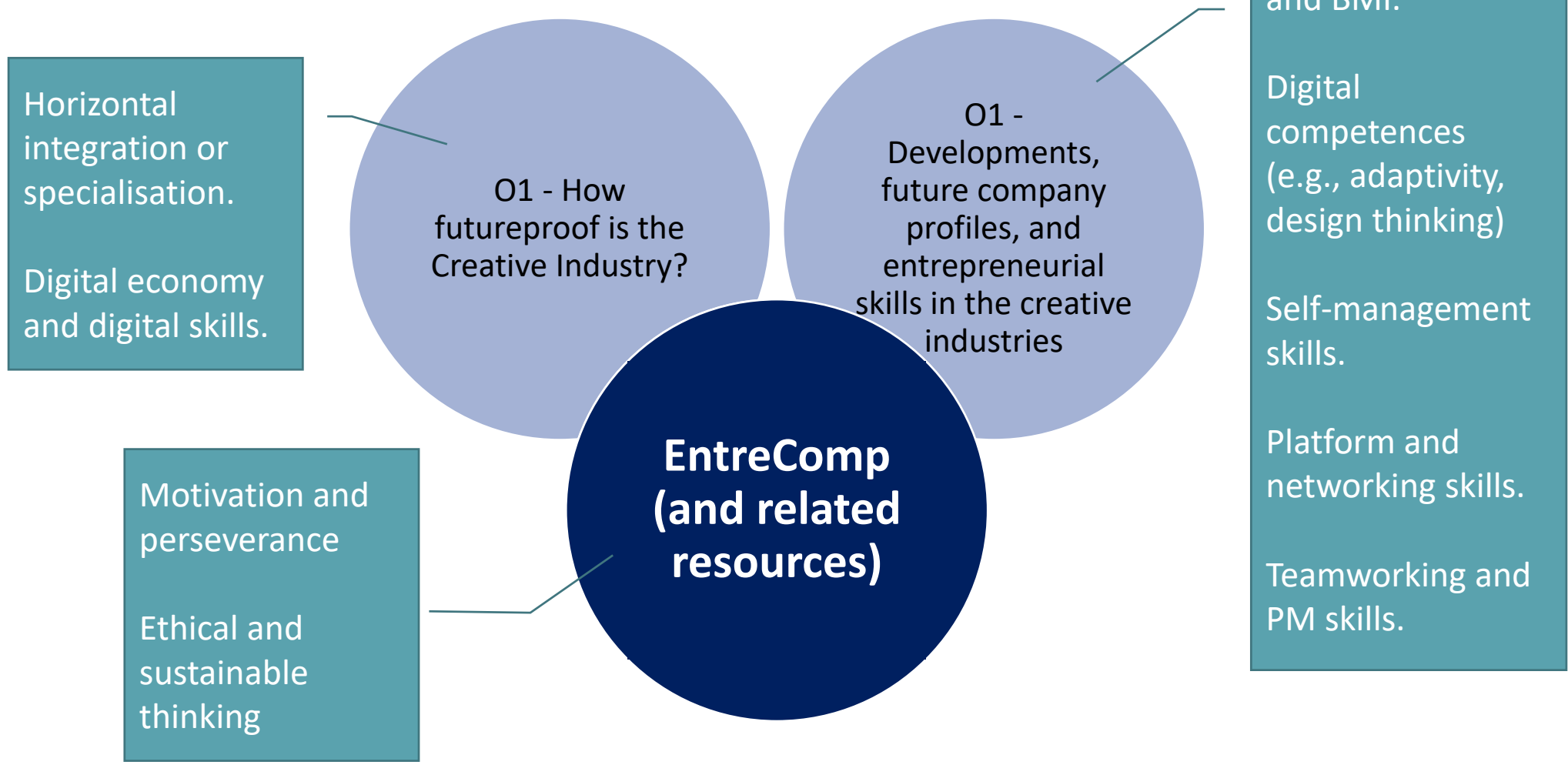
Biggest gaps in importance vs. competence:

- **Motivation and perseverance**
- **Ethical and sustainable thinking**





Sources / background



Learning materials summary

- 3 ECTS (\approx 3x 28 hours of student work)
- Course consisting of eight components.
Can be eight weeks, days, etc.
- Based on human-centered design / design thinking.
- Teacher acts mainly as a coach. Possibly optional.
- Including the two results from the EntreComp survey, and one bonus on *team composition and role division*.



Rationale behind of the course





Design thinking

1: Introduction

4: Find the problem

6: Find the solution

Focus topics

2: Division of labour

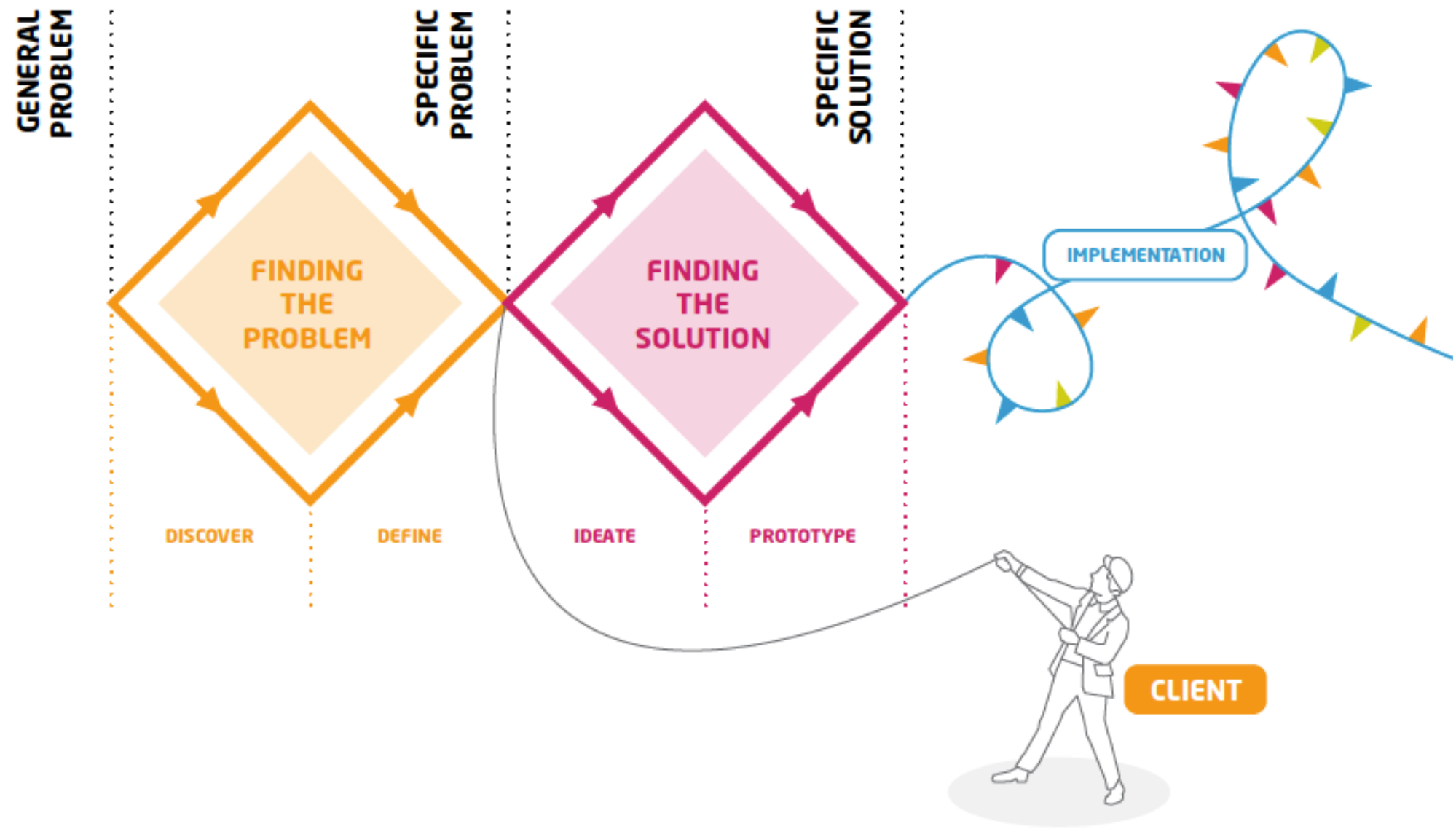
5: Ethical sustainable

7: Motivation persevere

Client interaction

3: Briefing

8: Presentation



Wicked problems

A **wicked problem** is a problem that is not straightforward to solve, due to a variety of reasons, like:

- incomplete or contradictory information,
- a complexity involving a variety of stakeholders,
- changing or unknown requirements,
- a relation with other problems, obscuring the root cause.

Ideally, they are questions starting with 'How...'. **They should not point towards one immediate solution but be open for wide interpretations.**



Good examples of wicked problems

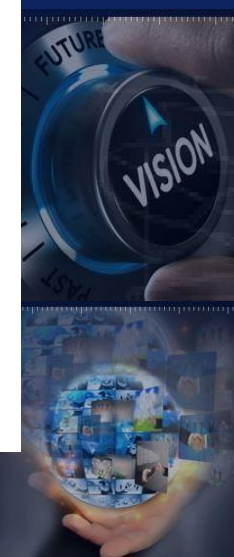
- How can we improve the ecological footprint of print shops in region X?
- How can we spark an interest in art and design in school children between the ages of 12 and 16?
- How can we create more visibility for marketing agency Y?



Real clients / value-creation pedagogy

Table 6. Definition of value creation as educational philosophy. Ten elements constituting a defining of value creation as educational philosophy.

No	Definition	Explanation / clarification
<i>Learning-through...</i>		
1	Let students learn...	The purpose is learning. Value creation is the means.
2	...by applying their existing and future...	Existing before the course, or future as a result of course.
3	...competencies...	In- or extra-curricular knowledge, skills and attitudes.
<i>...creating value...</i>		
4	...to create...	This is a creative assignment.
5	...something...	A physical, intellectual or cultural artifact (ie human creation)
6	...preferably novel...	The more novel, the more it is deemed "entrepreneurship".
7	...of value...	Value is subjective and intersubjective; decided by recipient.
<i>...for others.</i>		
8	...to at least one...	Someone(s) or something(s) capable of giving feedback.
9	...external stakeholder...	The more external, the more powerful but also the more scary.
10	...outside their group, class or school.	Three progression levels; in class, in school or outside school.





Design thinking

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Getting to know each other



Getting to know each other

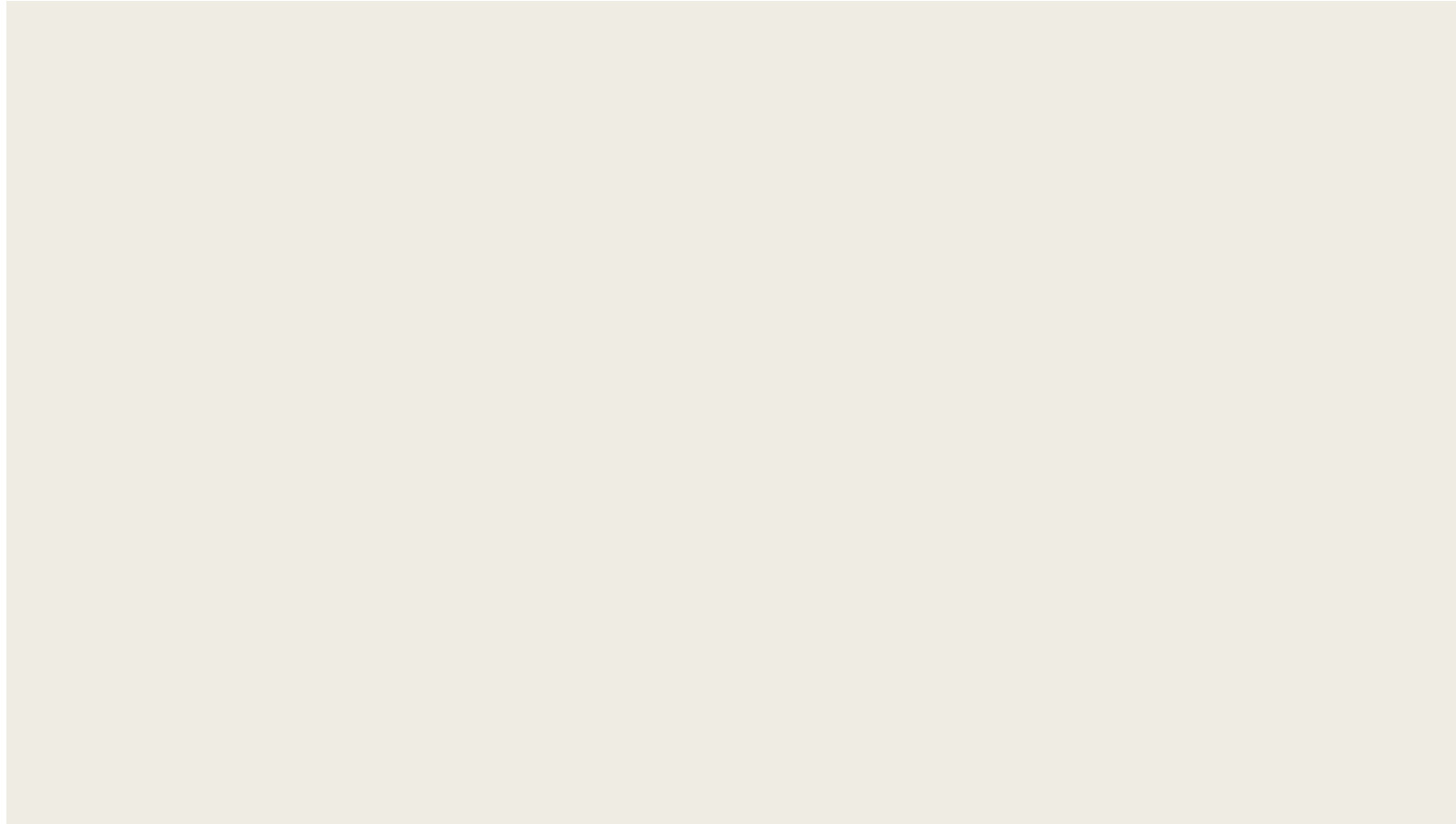
- Introduce yourself to a team mate (3 min.)
- This person makes a poster about you
- Reverse
- Introduce each other to the whole team
- For each team member, identify **two unique expertises**.
- For the team, find **three shared expertises or ambitions**.
Something that the whole team identifies with.



Introduction and Briefing

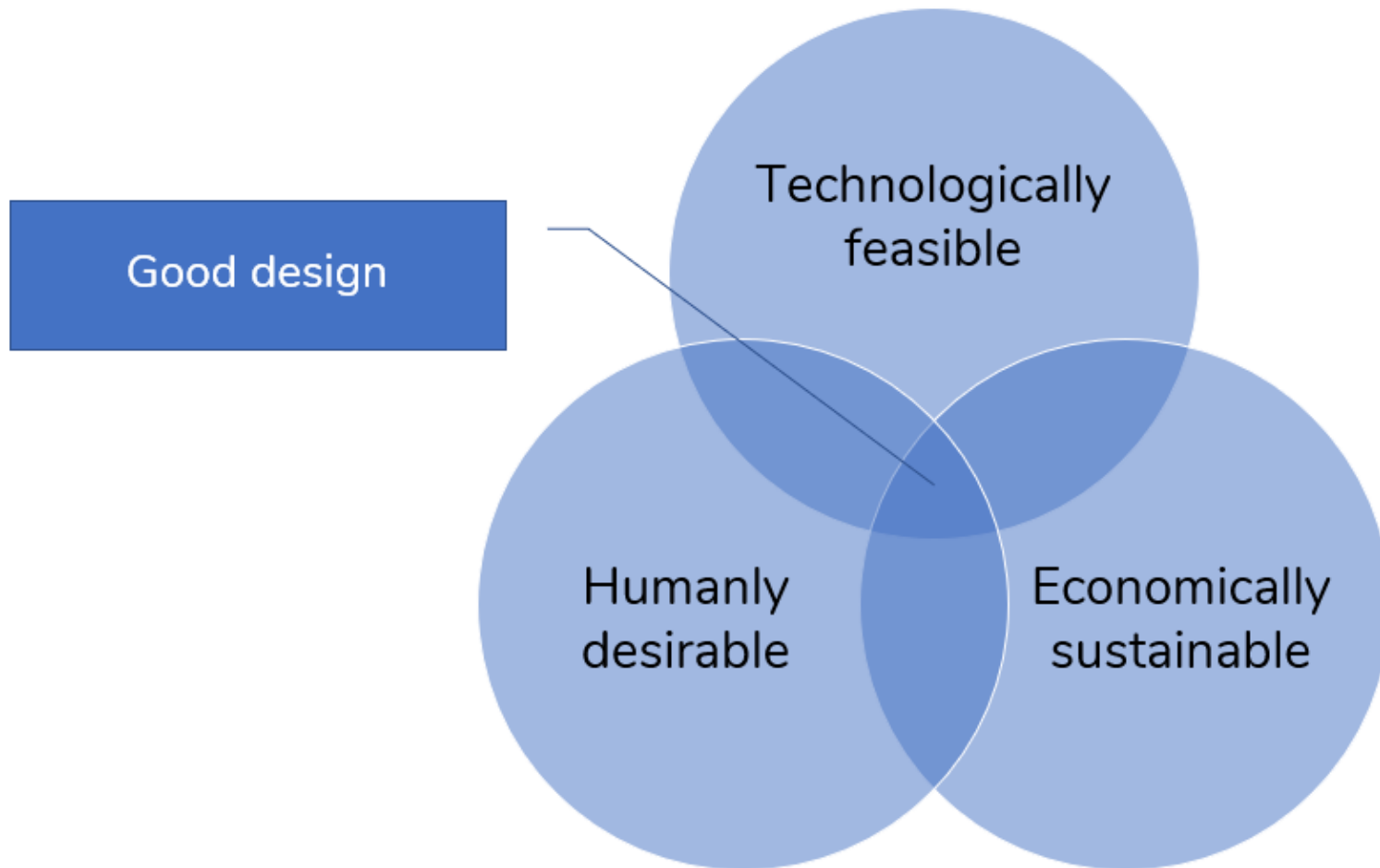


Human-Centered Design



Source: <http://www.designkit.org/>





~~Designing the thing right.~~

Designing the right thing!



*“Research is
the fuel for your ideas.”*



We've been using HCD for...

- Research projects
- Bachelor thesis (audiovisual and new media)
- Photography
- ...
- Entrepreneurship



Design challenge

**How might we improve health in
everyday life?**



Networkspin Allo Inno



My customers



Who is involved in my business?



My competition



My partners

Accountant
Freelancers
Suppliers
Formal Network



My Channels

Sales, distribution, communication



Who is innovative in my area?



Ik

Family

Acquaintances (Informal Network)

National Network

International Network

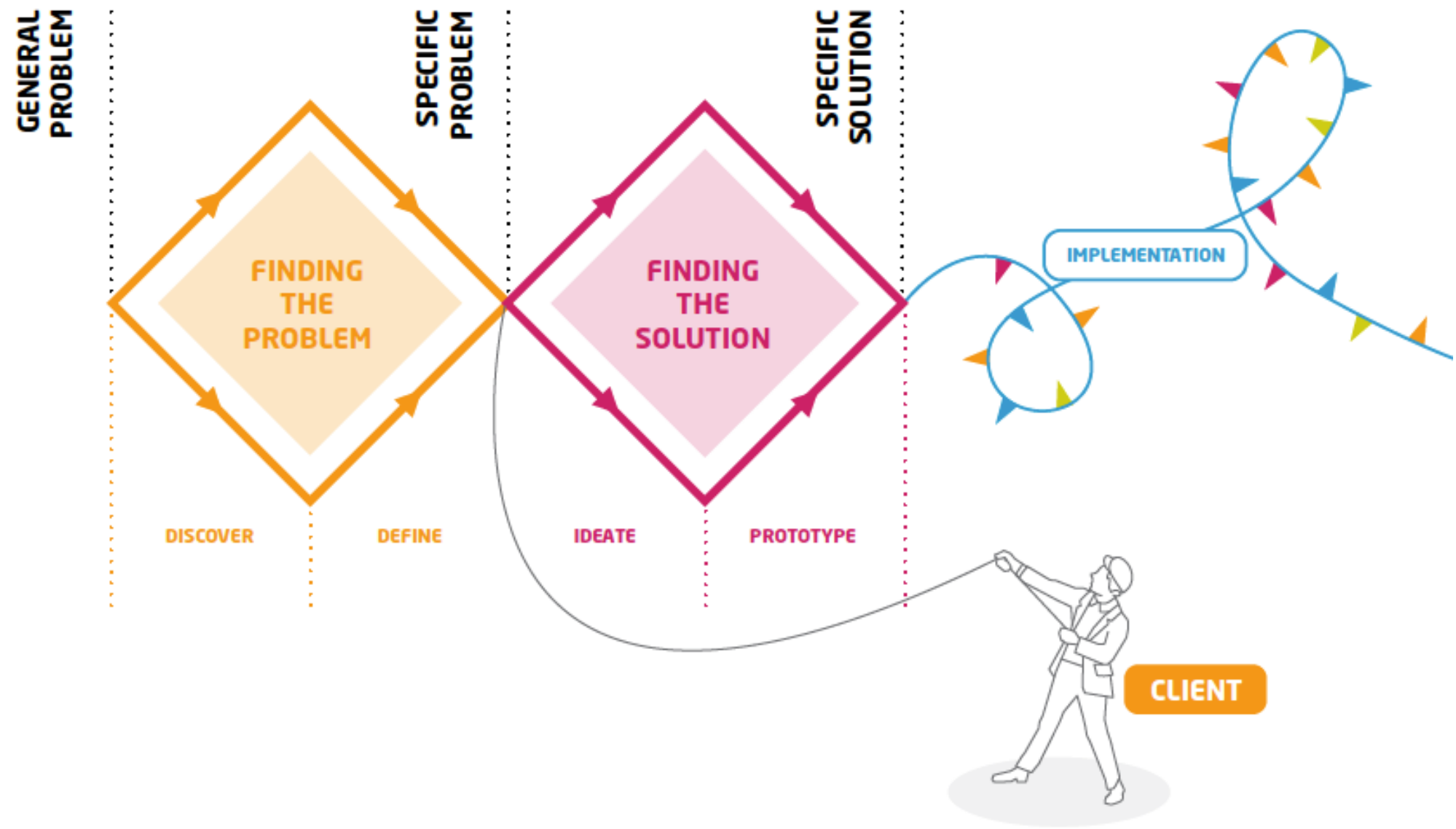


www.thriveproject.eu



Part 1: finding the problem





1A Discover



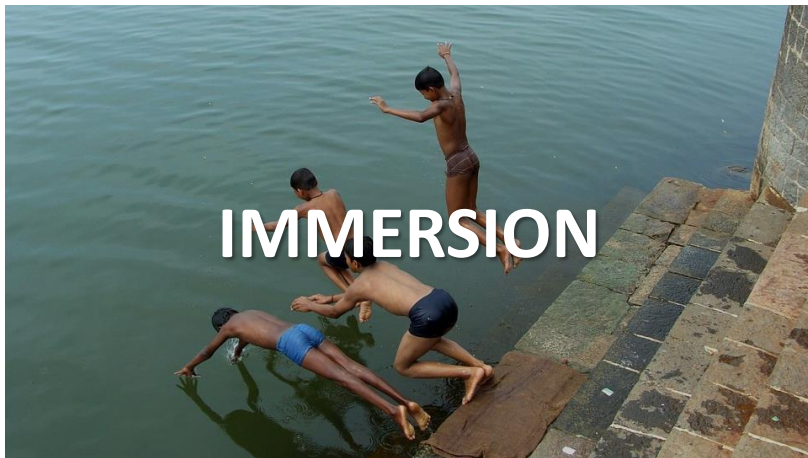
Explore for inspiration

In the Inspiration phase,
you'll explore different ways
to **understand people**.

You'll observe and ask about
their hopes, needs, feelings,
and desires, all of which will
**inspire ideas that improve
lives.**

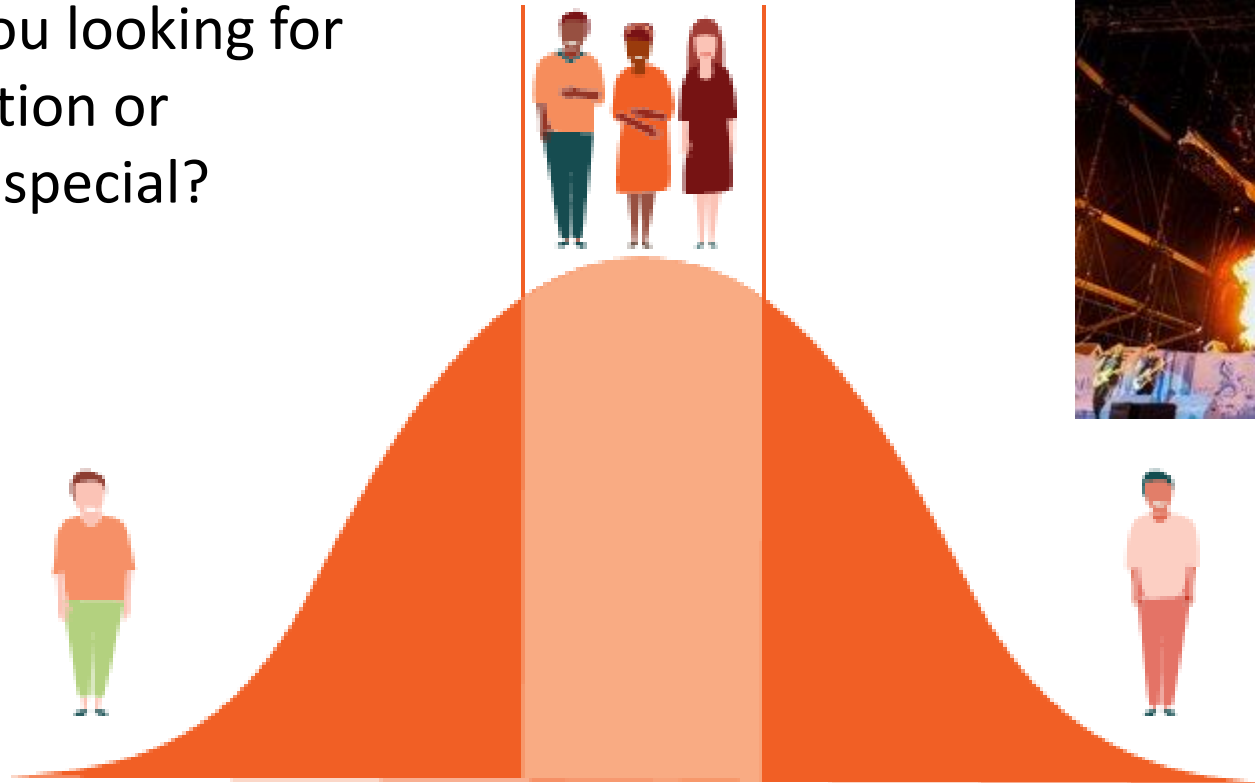


Where to look for inspiration



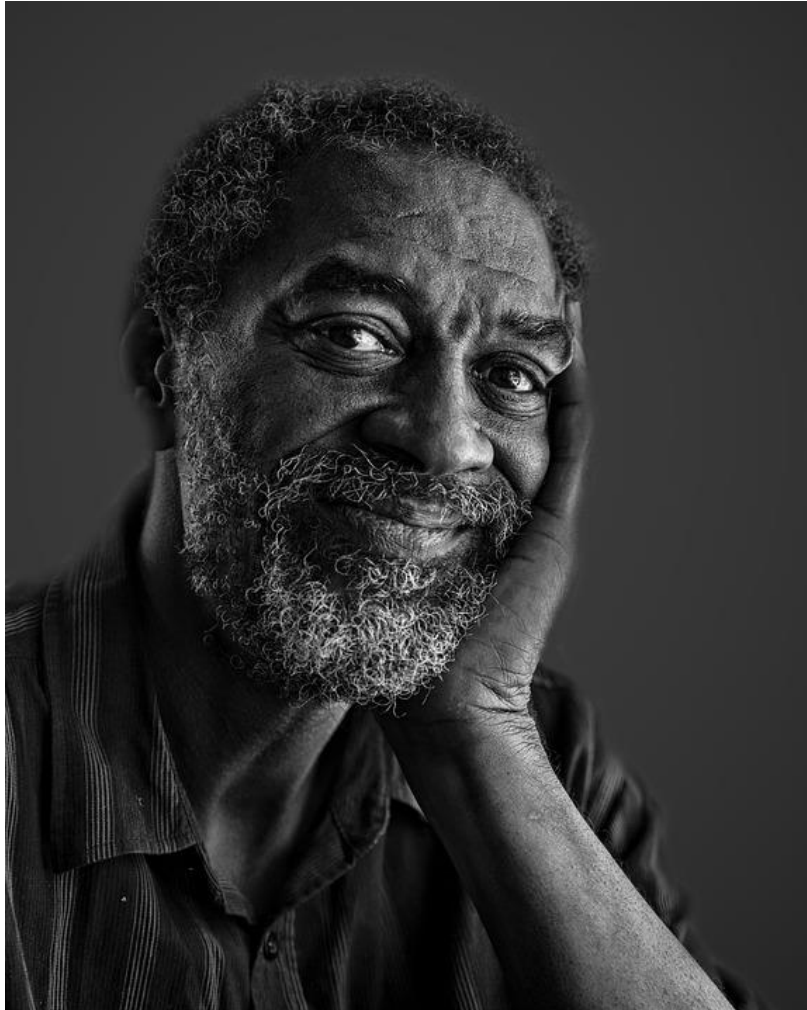
Who to learn from

Extremes and outliers can be as useful as the average user. Are you looking for representation or something special?



Understanding the whole person

- Understand values, needs, desires, aspirations.
- How do they spend their time and money? It shows their priorities.
- People are experts on their own lives.
Don't judge. Don't steer.
Just listen and learn.





Understanding context

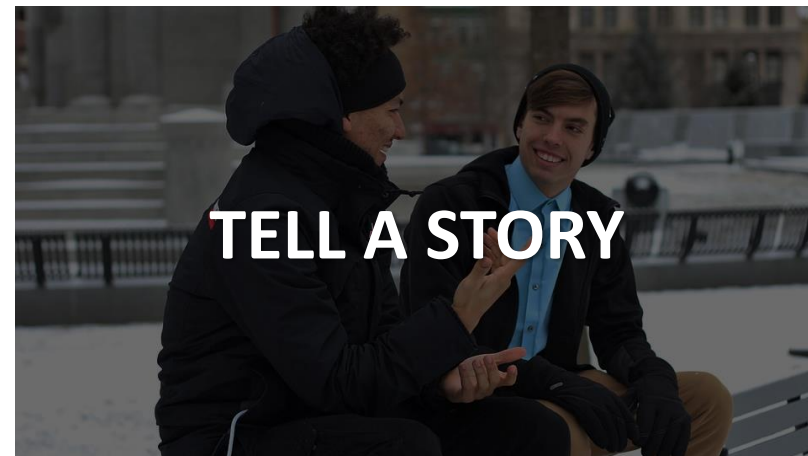
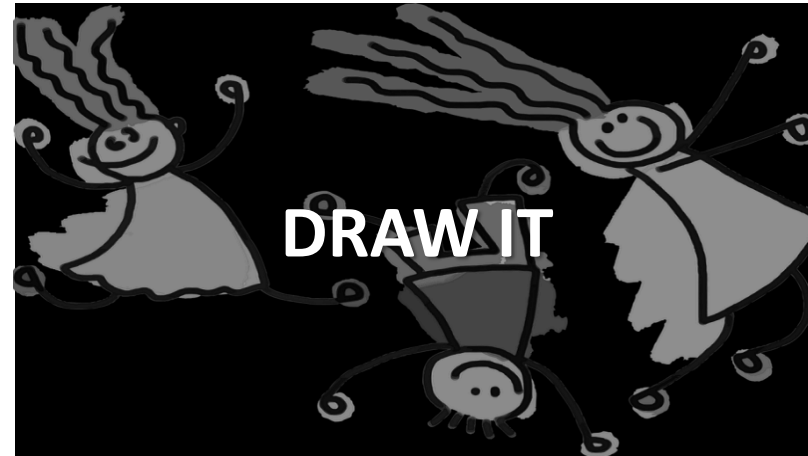
- Empathize with people in their homes, workplace, or other natural surroundings.
- It helps them feel comfortable; it helps you understand them better.



**Ask the person next to you:
What is stopping you from being a healthier person?**



Some interview techniques

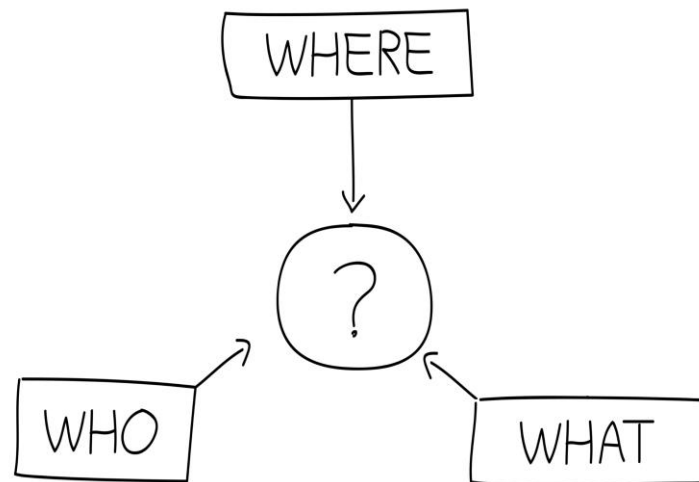


New exercise


**Using the new techniques, ask the person next to you:
What is stopping you from being a healthier person?**



Plan your research



- Who do you want to talk to?
- Where might you find them?
- What questions do you want to ask?



Plan Your Research

Work with your design team to identify potential people you want to talk with and places or activities you want to observe as part of your field research. Then, brainstorm questions you would like to ask.

Who?
When considering who to talk to and learn from, seek out the voice of both extreme as well as mainstream users.

Where?
Think of where you might go and what you might observe to get a fresh perspective. Consider learning from analogous experiences, too!

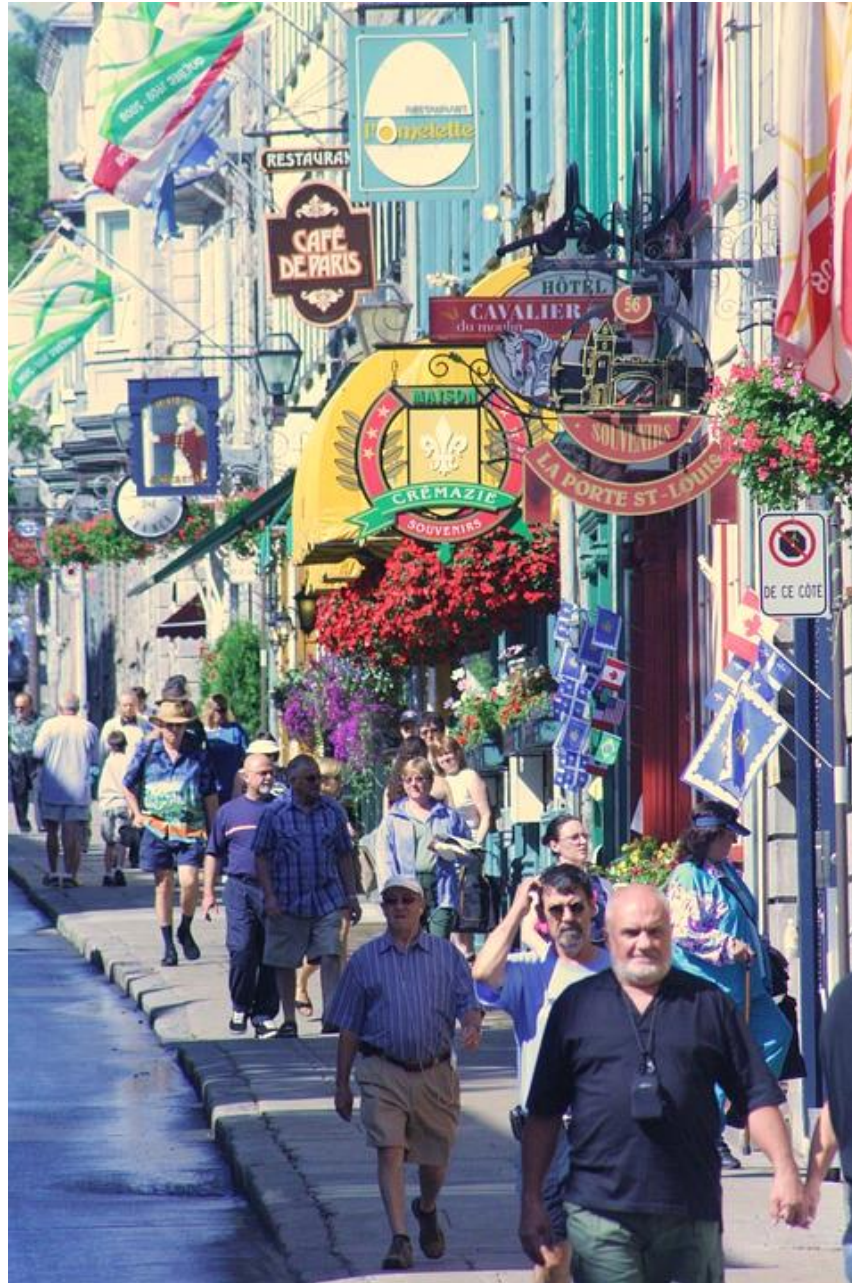
What are you curious to learn?
Before heading out to talk with people and make observations, capture some of the questions you want to ask. Start off with easy, nonintrusive warm-up questions and make people feel comfortable before jumping into some of the larger, aspirational questions relevant to your design challenge. Try asking "Draw me", "Show me", "Tell me a story", and "5 Whys" questions.

DESIGN KIT Human-Centered Design Resources



Tips

- Be pro-active, don't be shy.
- Introduce yourself and explain why you want to talk to them.
- Make the other feel comfortable.
- Respect their expertise.
- Capture what you learn.
- Ask before taking pictures.
- Improvise.



Roles – agree before each interaction

WHO LEADS



WHO DOCUMENTS



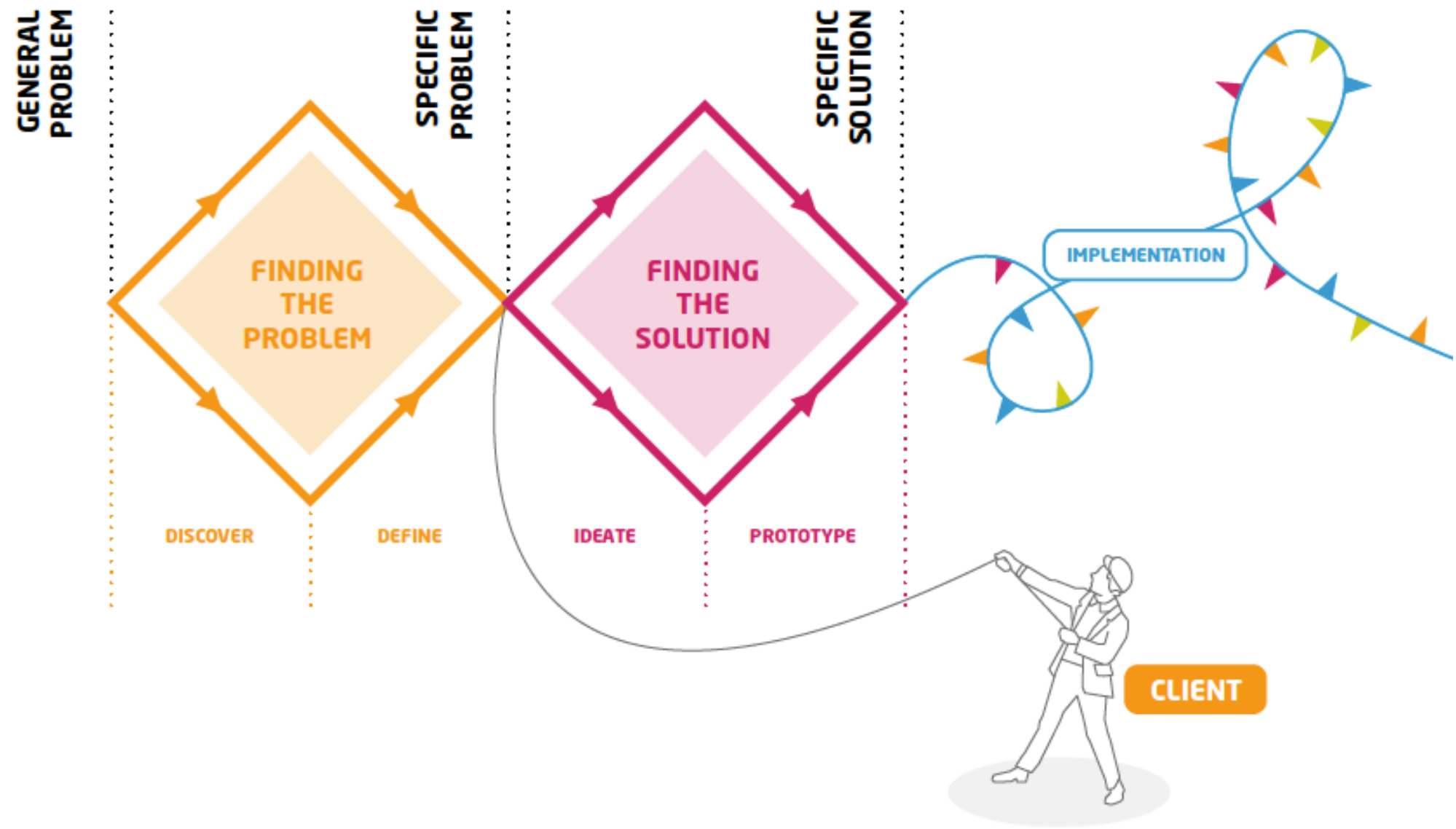
A person with short brown hair, wearing a blue and white checkered shirt, dark blue jeans, and a purple backpack, is seen from behind walking on a dirt path. The path leads up a grassy hillside with some evergreen trees on the left and various shrubs on the right. In the background, there are rolling hills and a valley.

Time to hit the road.

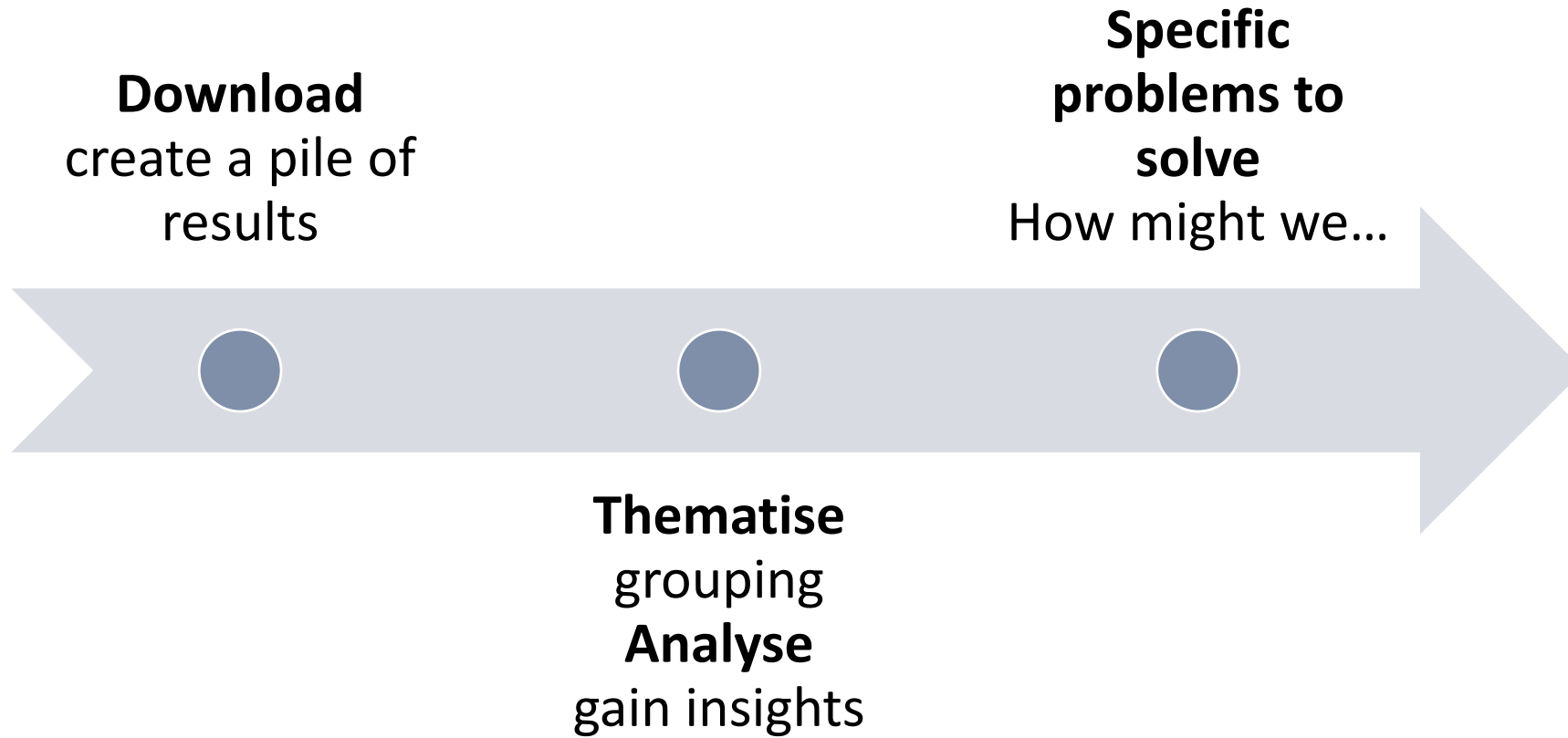
Please be back at... 14h00!

1B Define



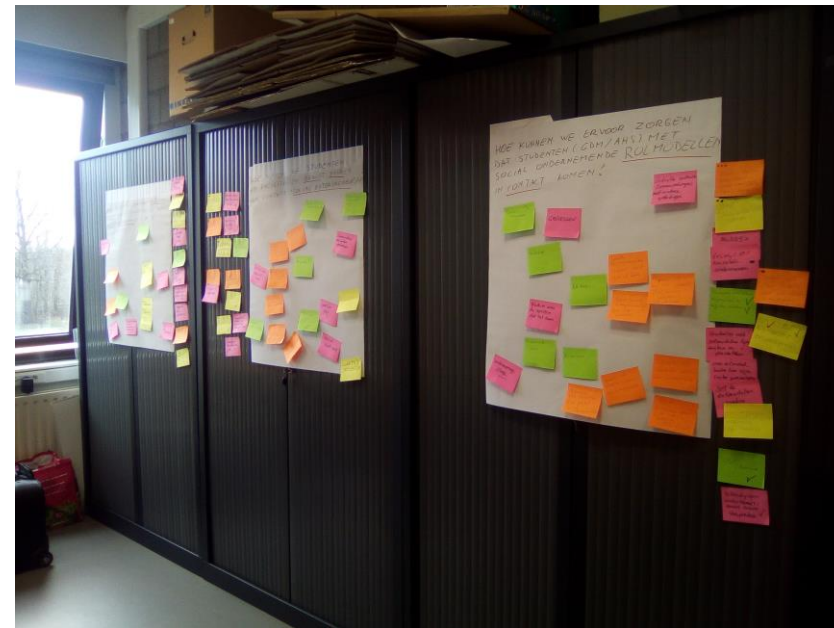


Steps in synthesis



Download

- Discuss your interactions with the group
- Write down anything you find **interesting, important, strange** or **surprising** on a post-it.
- One post-it, one idea.
- Just create a whole bunch of post-it's. Don't worry about importance or structure.





Thematise and analyze



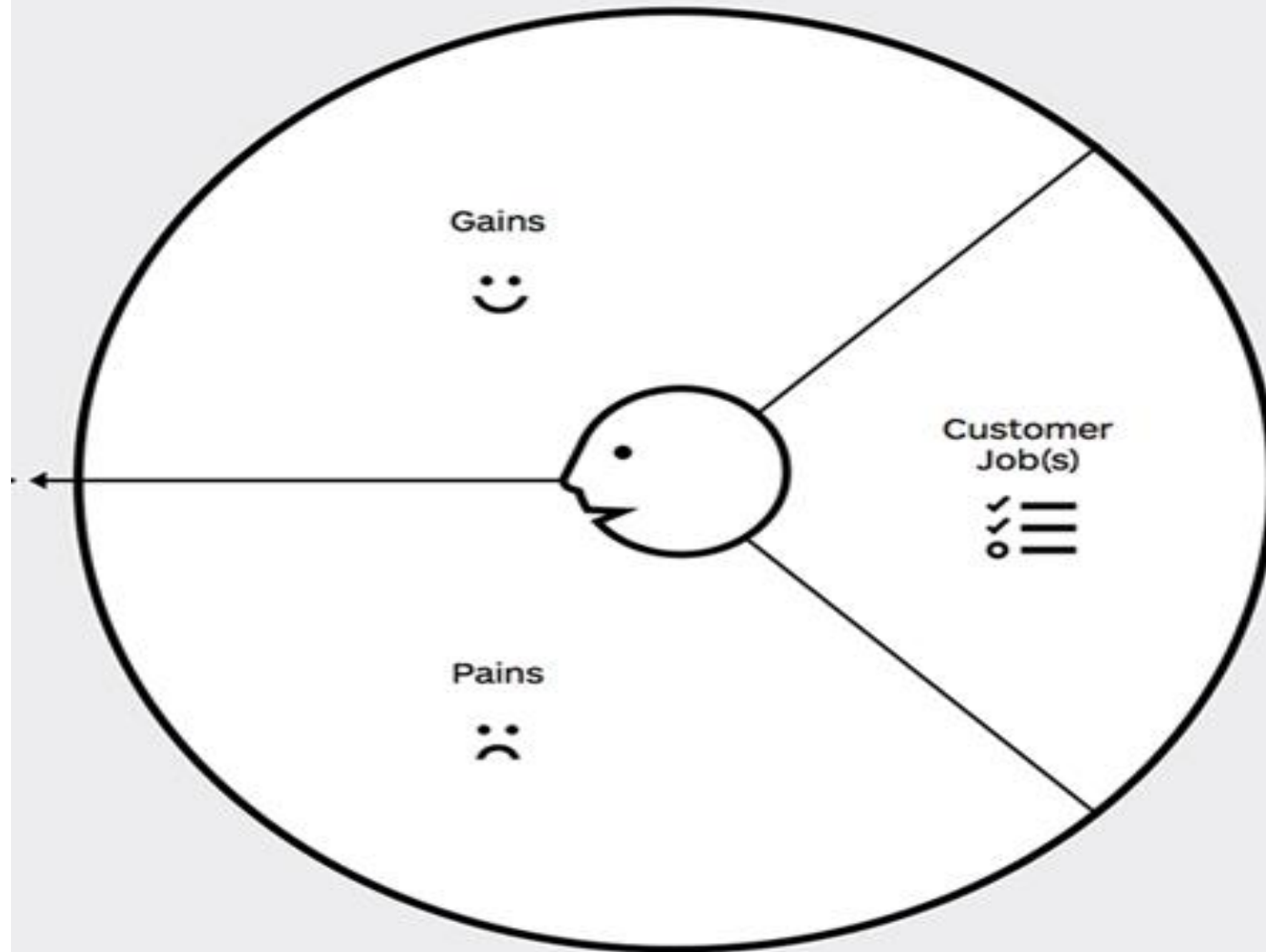
- Move post-its so that related topics are close to each other.
- Continue until you have between 5 and 10 clusters.
- Give your clusters a good title. These are your themes.
- Try to write one or two insights or conclusions per theme.

Crafting 'How might we' questions

- Identify the most interesting themes and insights
- Turn them into HMW questions.
- A good HMW is like a faucet.
 - Too narrow?
Ask 'Why do we want this?'
 - Too broad?
Ask 'What's stopping us?'

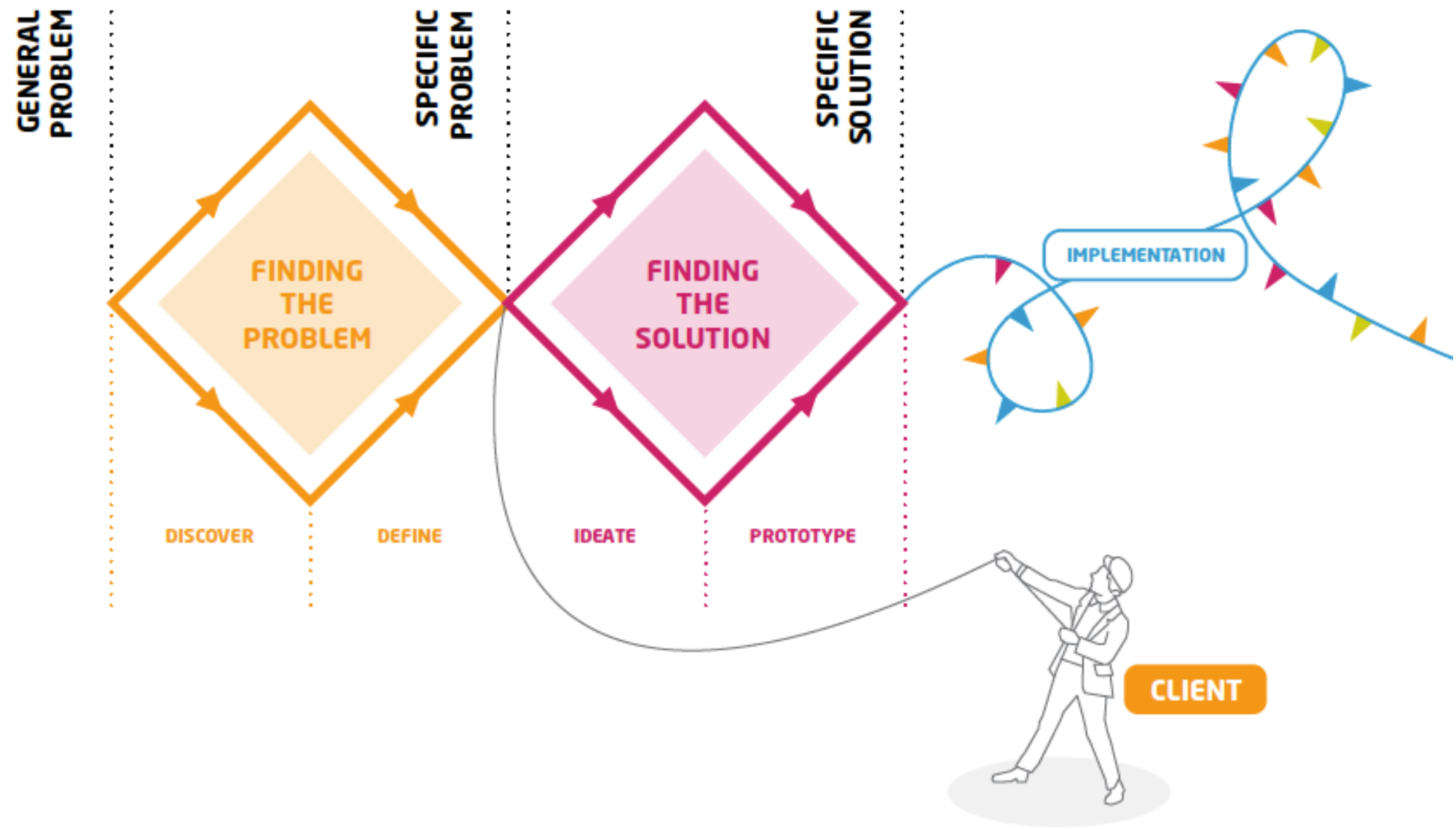


Customer Segment



2A Ideate





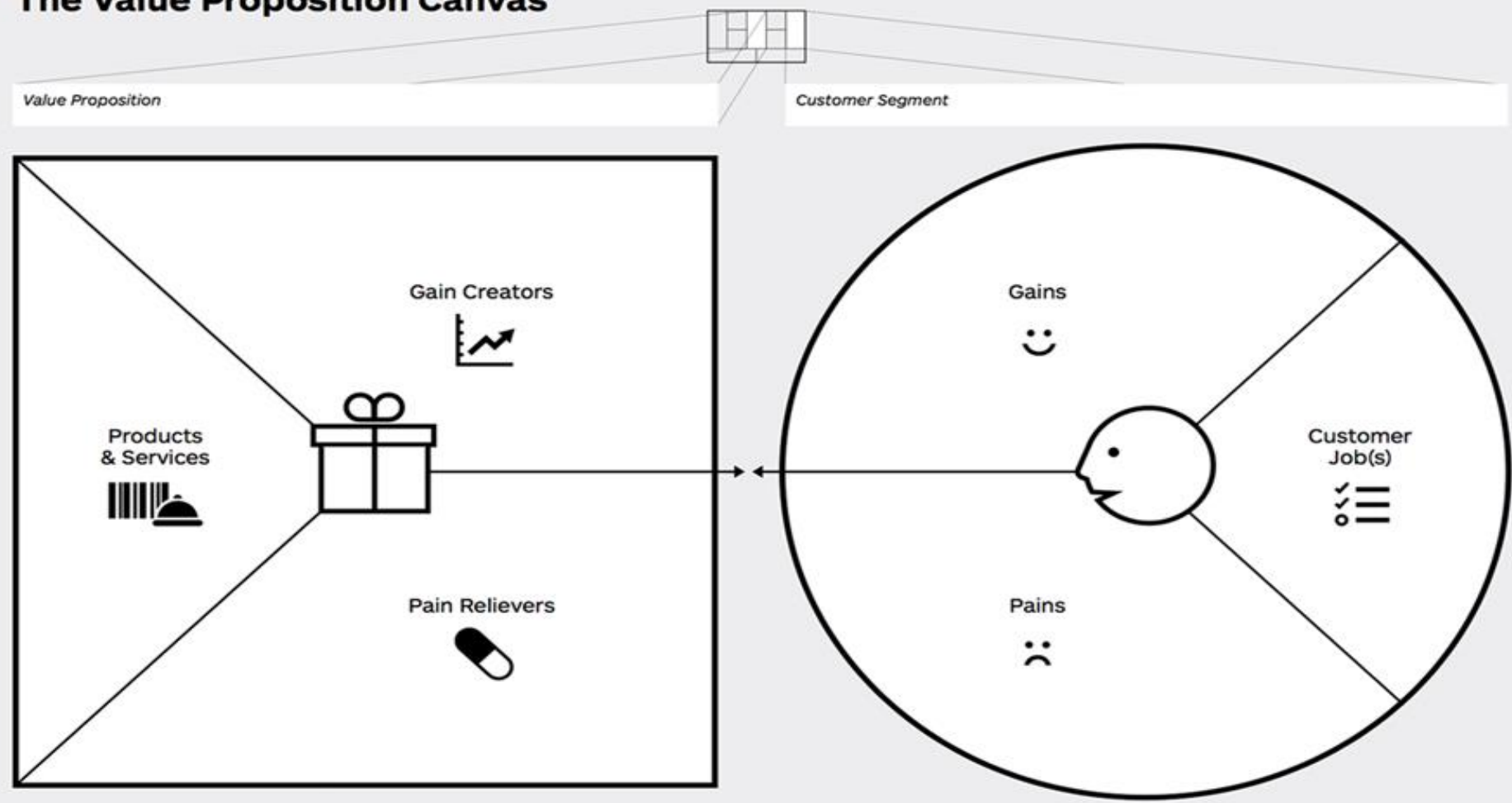
Brainstorm ideas for you to develop

- One HMW question at a time.





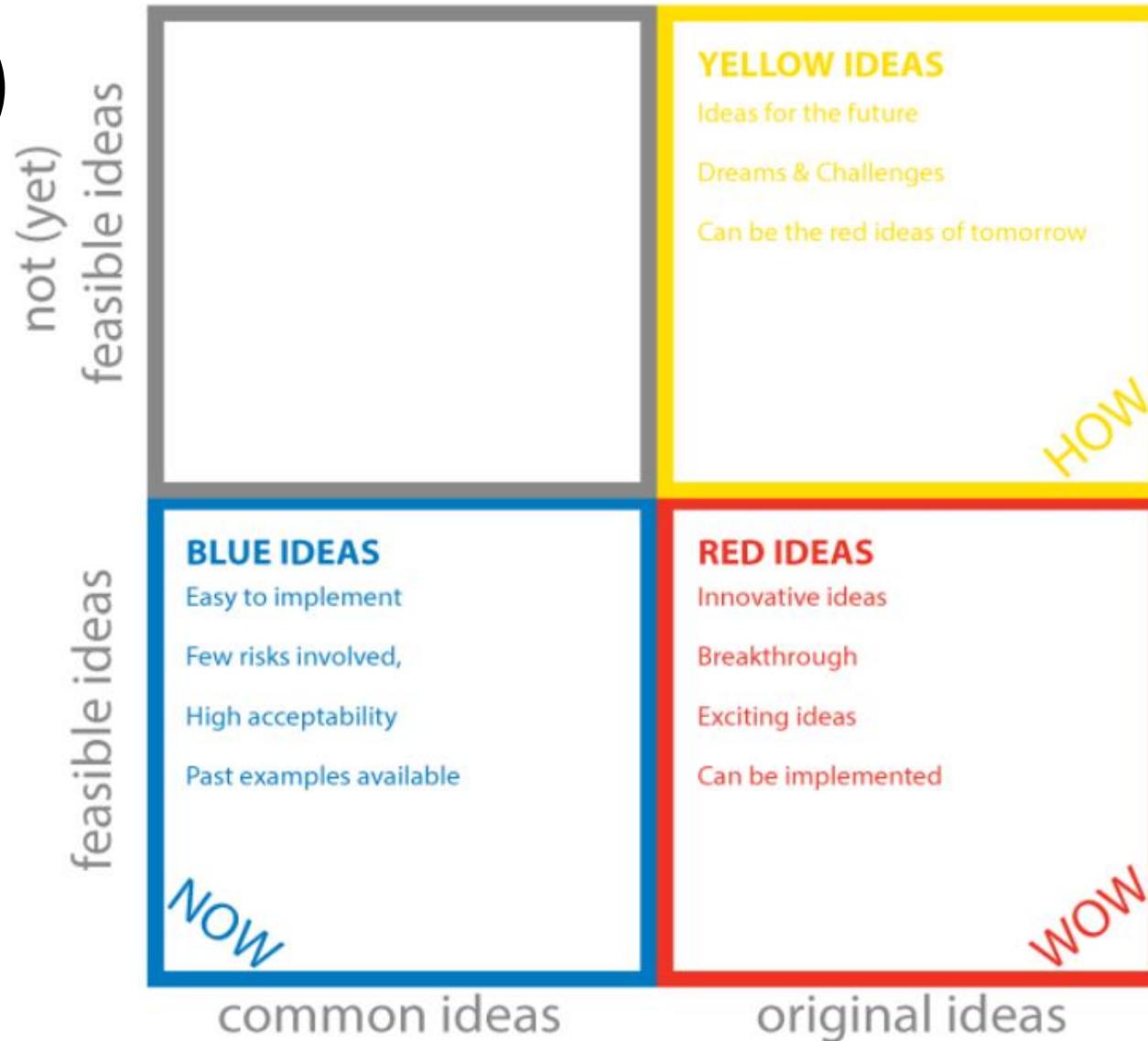
The Value Proposition Canvas



Rules



Select ideas (COCD method)



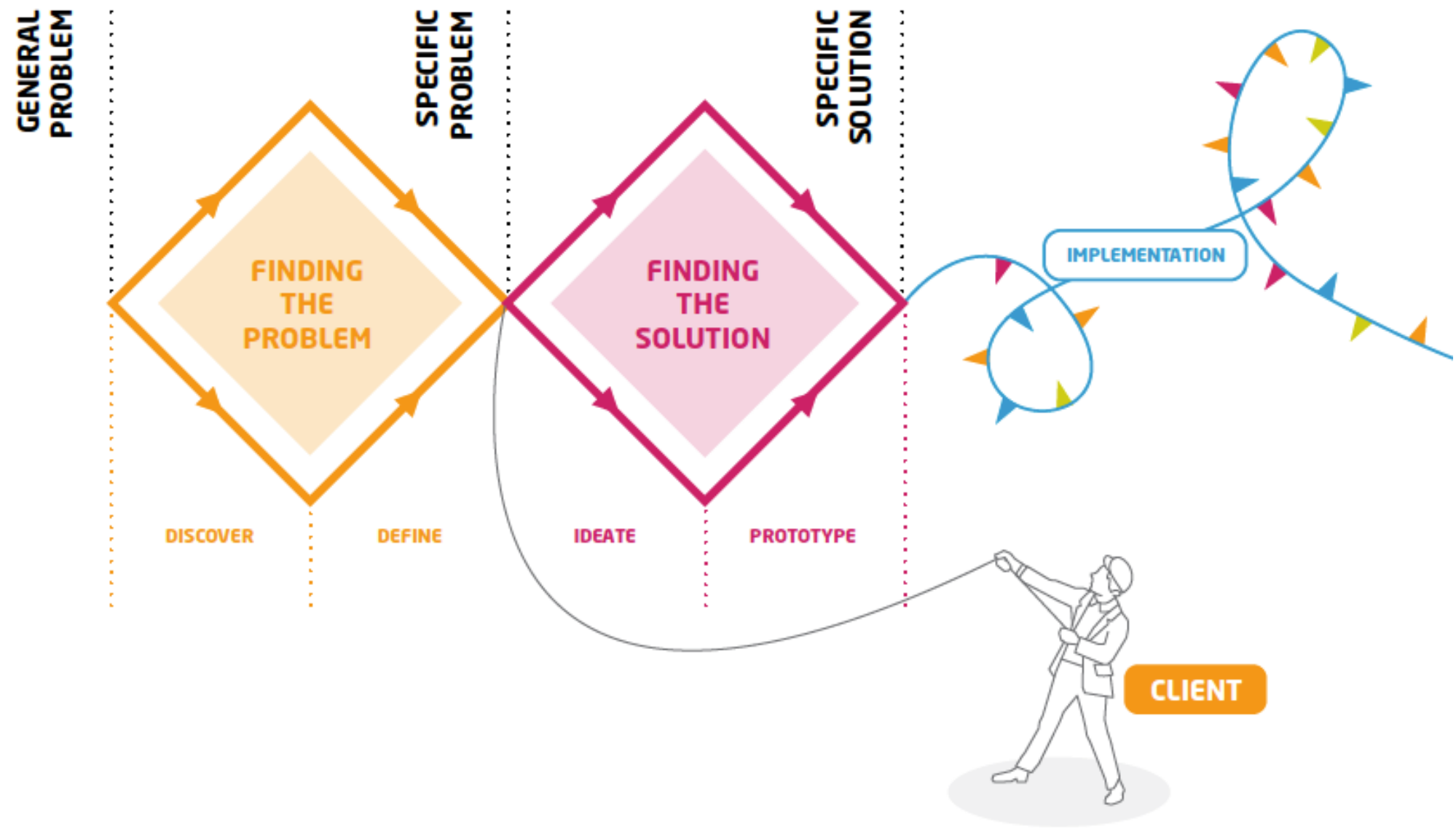
Selecting ideas

- Select two to three ideas you feel might be useful. Try to include both blue and red ideas.
- Discuss each idea with your group. Give them a short title and get agreement on the following questions:
 - How this idea would contribute to the original design challenge.
 - The specific target group of the idea.
 - One or more ways the idea could be implemented.



2B Prototype





Prototype

- Try to create a prototype for at least one of your ideas.



Prototype

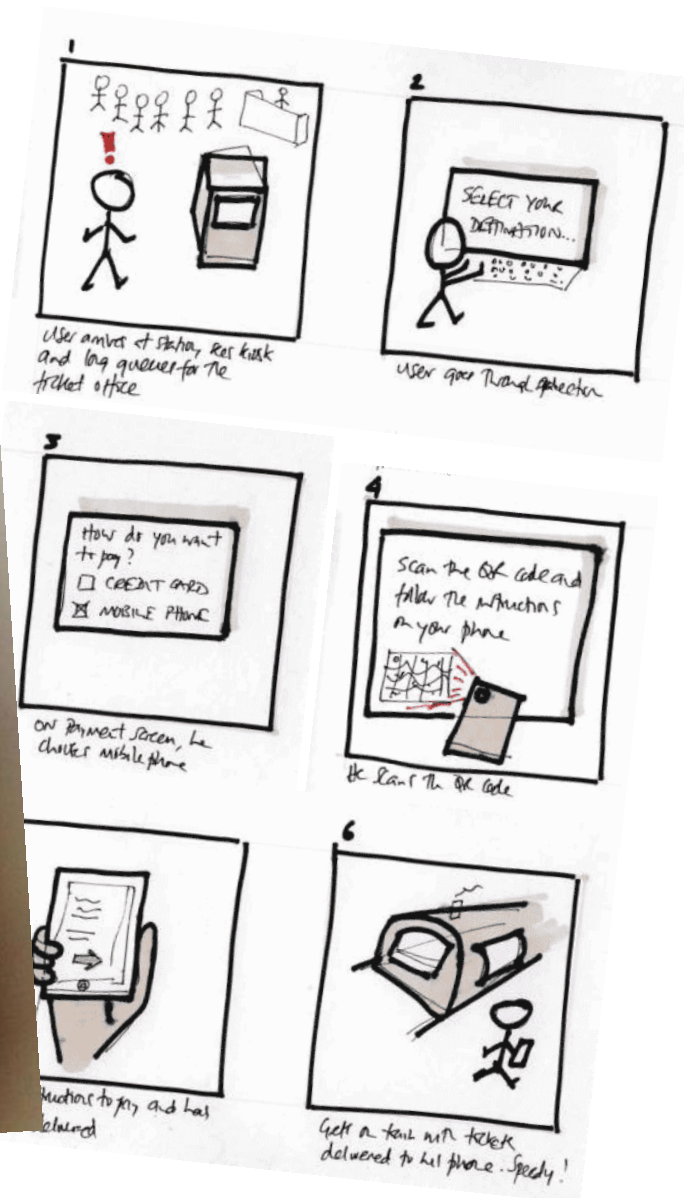
- A fast and cheap version of (a part of) your solution.
- Brings an idea to life.
- Allows your target audience to try it out and detect problems.
- Continuous improvement.



Fail fast
Fail cheap
Fail often



Don't make it perfect!



PAPER PROTOTYPE



— MAIN NAV

— MAPS + GRAPHS

— STATS

Other prototyping ideas

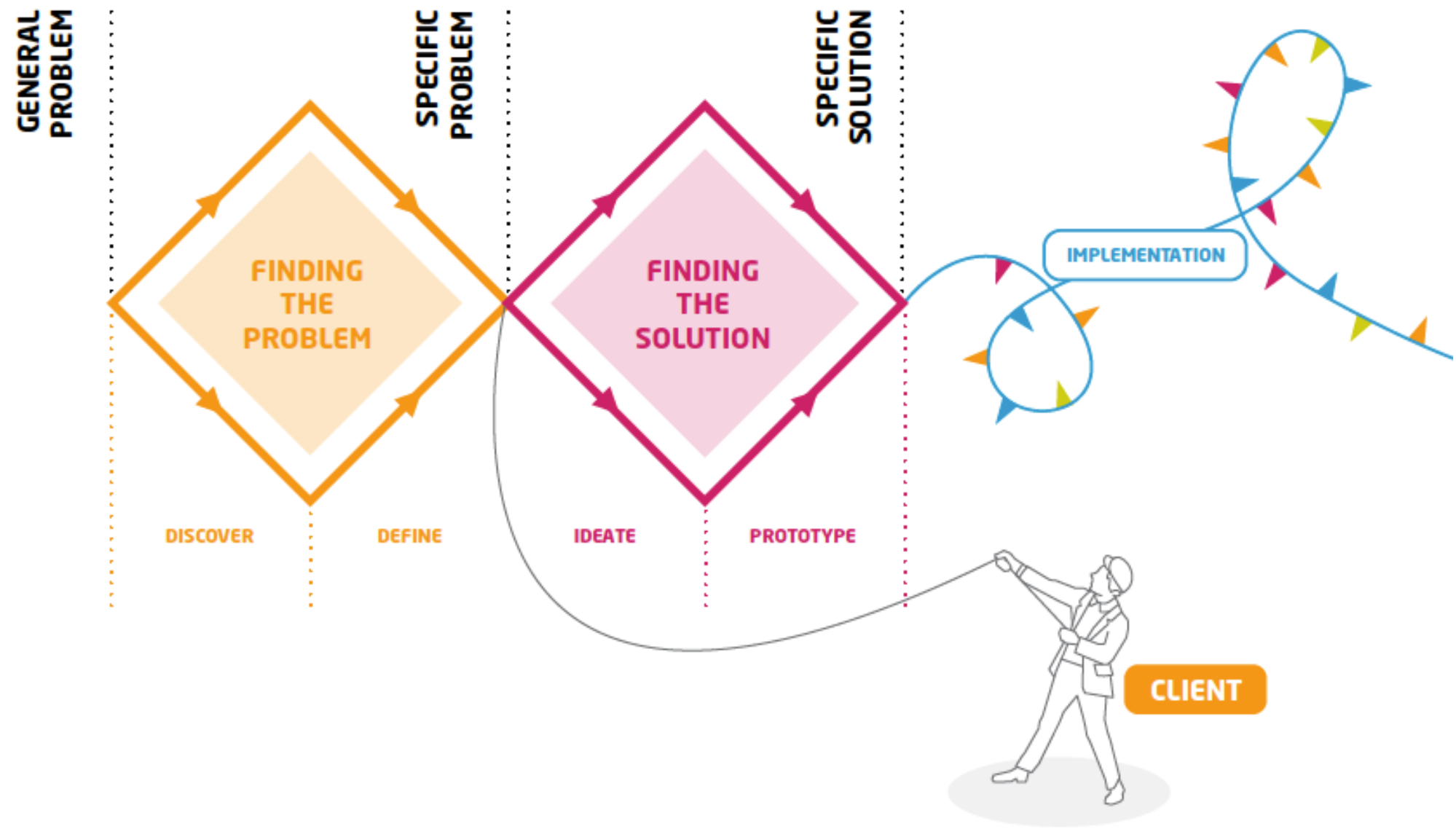
- Use lego, use cardboxes
- Role-playing
- Fake newspaper article
- Promotion poster or video



Prototyping

- Create at least one prototype of your idea.
- Go out and test it.







The Value Proposition Canvas

