



DANISH FOUNDATION FOR ENTREPRENEURSHIP
MEMBER OF JA WORLDWIDE



GUIDE FOR TEACHERS

START UP PROGRAMME AND ENTREPRENEURSHIP EDUCATION



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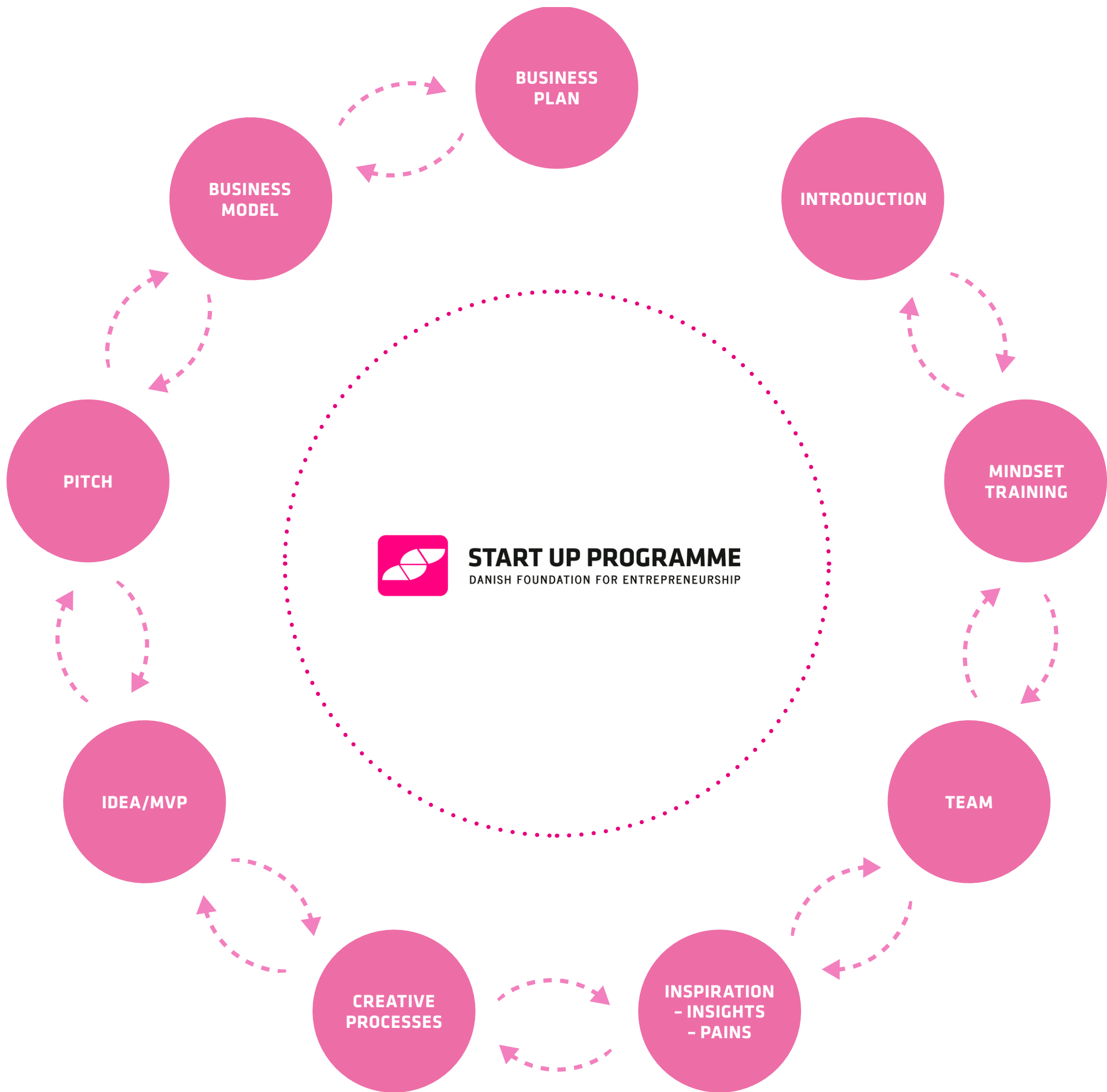
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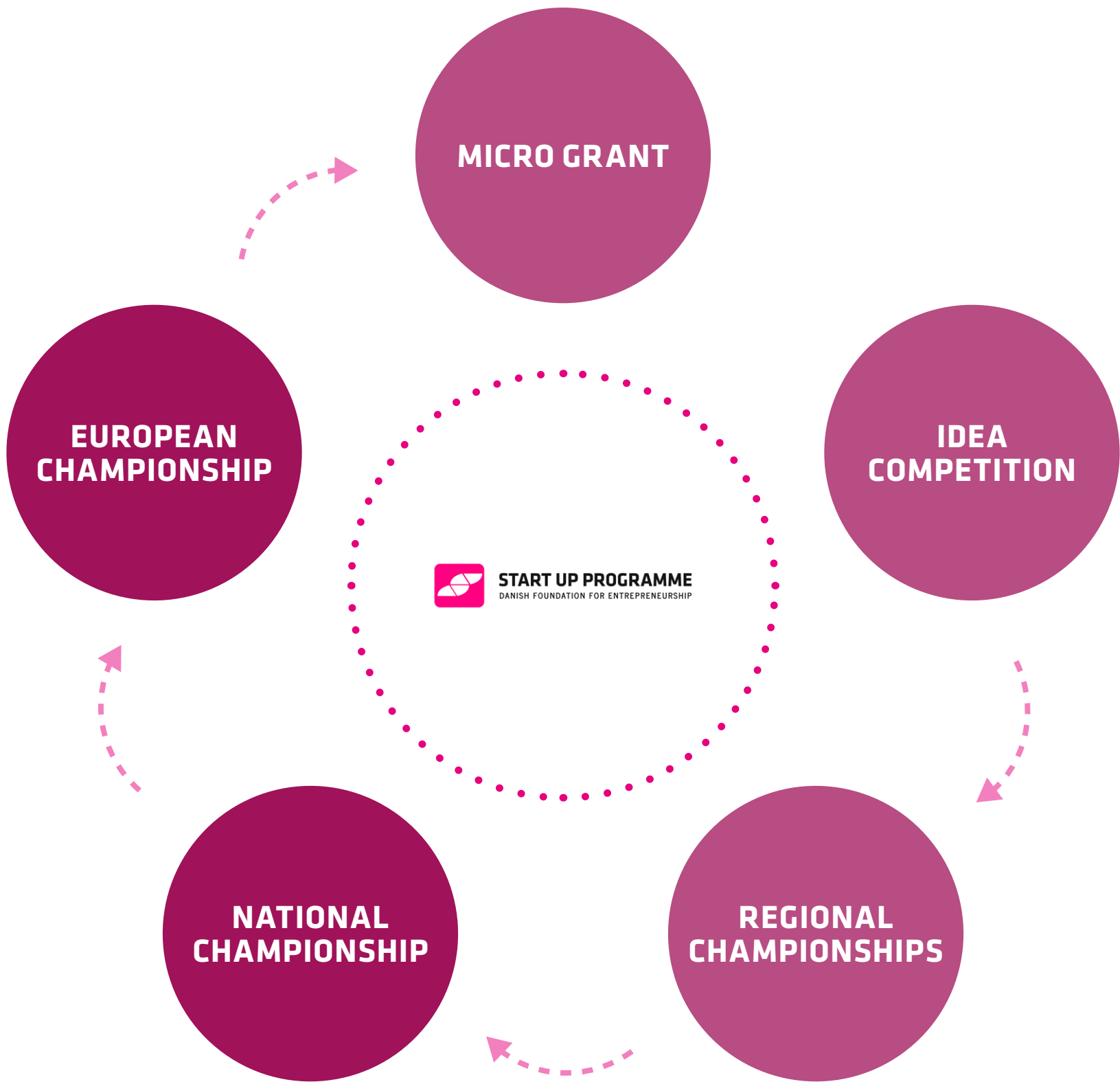
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The material is developed by Jesper Nørskov, consultant and lecturer at Business Academy Aarhus for the Danish Foundation for Entrepreneurship in collaboration with Start Up Programme.



The Danish Foundation for Entrepreneurship is the national knowledge centre and focal point for the development of entrepreneurship teaching at all educational levels, and the Foundation participates in the creation and distribution of new knowledge and research about entrepreneurship in education. The Danish Foundation works actively to ensure that the ability to be innovative is a fundamental element in all educations from primary school to PhD. Innovation and entrepreneurship must to a higher extent be implemented in the educations and become deeply embedded at the educational institutions.





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FOR WHOM?

This education material is aimed at teachers who want to implement or work with entrepreneurship education and Start Up Programme (SUP) as part of their teaching. The teaching material is primarily meant for new teachers but is also developed to inspire experienced teachers of the programme.

The teaching material can be used in the teaching of all subjects. We will guide you as teacher through different processes and exercises in order that you and your students can work entrepreneurially with the subject knowledge and participate in Start Up Programme's competitions.

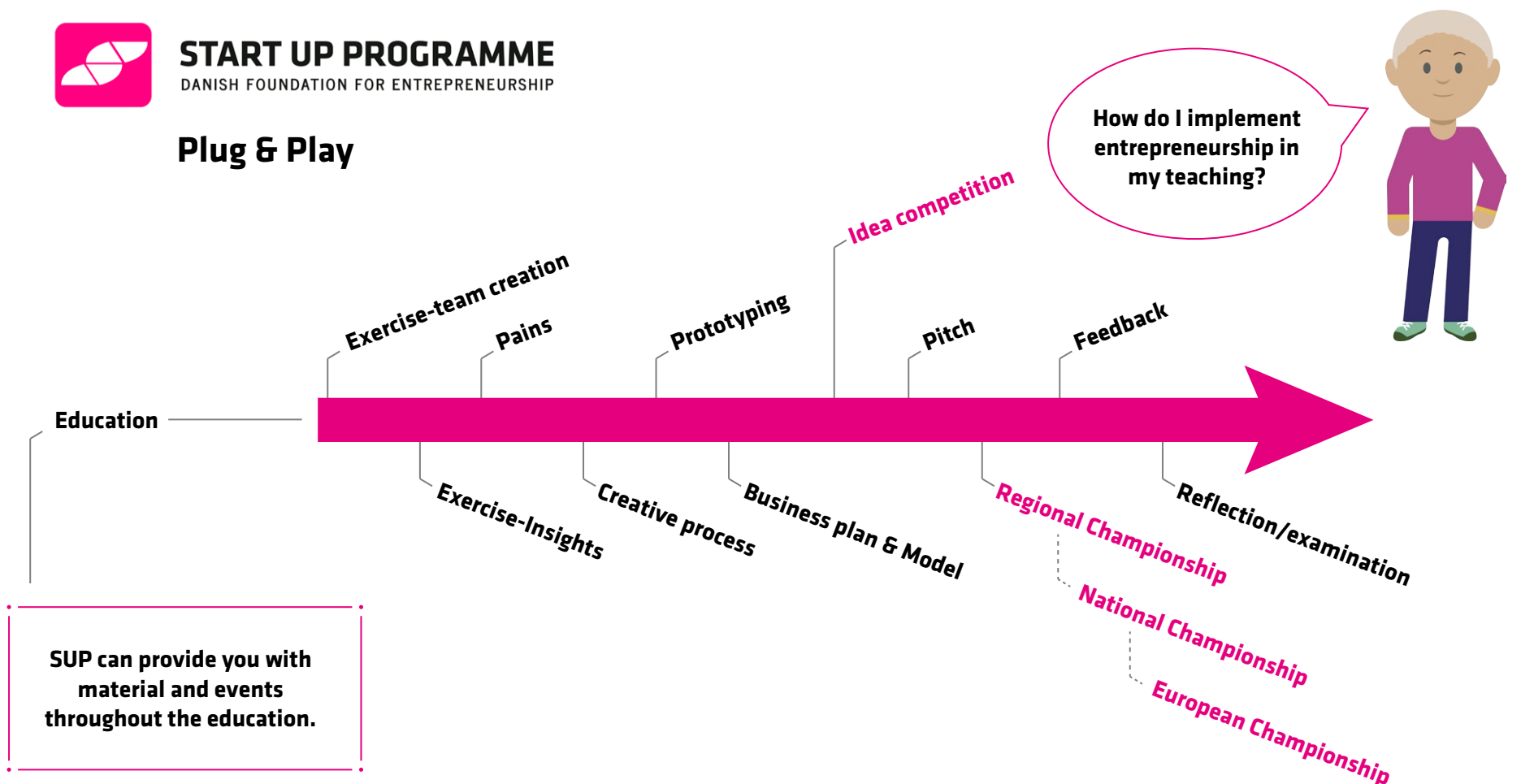
SUP can be adapted to and used in courses with different goals and of different lengths, whether it is a short camp, an introductory course, or a course in which SUP is fully implemented as part of the education.

The purpose of SUP is that the teacher can use entrepreneurial events and competitions as part of his or her curricular teaching. SUP can also be used as a programme running in parallel with the curricular teaching, or it can be used as a completely extracurricular programme. SUP is targeted educational programmes and students with completely new ideas. The ideas that are part of Start Up Programme must all have been developed within the current school year.

Below we have sought to illustrate the many ways in which SUP can be used in an educational programme. Start Up Programme is moreover built up in a way that makes it possible to join the programme at different points of time in a school year..



Plug & Play



How?

The material is compiled and organised according to the process which students usually go through when participating in SUP. We suggest starting an introductory programme to activate the students' mindset. Therefore, to start with there are exercises that can be used to activate the students' mindset.

Following that, the process is divided into phases: Team creation – Insights – Pains/disharmonies – Creative processes – Idea/prototype – Pitch – Business Model – Business Plan.

The programme has many things in common with the design company IDEO's design thinking process: inspiration, Ideation, Implementation and design thinking processes in general. For each module there is a short description of the purpose and access to different exercises.

It is possible to choose between different modules and exercises depending on how far in the process you have come with your teaching. For instance, students of pedagogy will have to start in one place; innovation and entrepreneurship students in another. It is also possible to let the modules overlap, since the process is very seldomly linear.

Learning goals

The level of knowledge, skills and competences achieved by the students who participate in the programme depends on the individual student's background and experiences with entrepreneurship education. If the full programme is completed, there is a good match between the material and the goals described in the Foundation's Taxonomy of Entrepreneurship Education at the medium-length educations. See page 19 in the Taxonomy [here](#).

Make the learning and competences visible to the students

We recommend that teachers use the Taxonomy to make the learning outcome of entrepreneurship education visible to the students. Use and articulate competences, learning and skills in the communication with students when their motivation and engagement decrease. Articulate and discuss moreover the different competences with the students after completion of the programme. Use it as an element of evaluation.

If you wish to measure the students' entrepreneurial competences before, during and after your programme, you can use OctoSkills, an app and tool for teachers and institutions.

Read more on the OctoSkills website [here](#).

Use of the material

The material contains a number of links. We therefore recommend that you have internet access when using the material.

NQF 6	Competences	Learning	Skills
Medium-length higher educations		The student has knowledge about	The student can
Action	The student can independently and in cooperation with others initiate, organise and implement value-creating projects in a professional context as well as relate to and reflect on the connections between resources, relations, process and results.	<ul style="list-style-type: none"> • Theories, concepts within innovation and entrepreneurship • Different types of projects, administration and management • Finances, budget and accounting in a professional context • Cooperation and communication forms at different levels • Network and professional cooperative relationships. 	<ul style="list-style-type: none"> • Initiate, organise, lead and carry through projects within a profession • Analyse and estimate own and others' activities based on relevant professional criteria • Use different subject-specific terminologies in the presentation of relevant results • Use strategic communication with a specific target group • Use and analyse budgets and accounts for complex activities • Analyse risks and opportunities based on evidence • Develop and use professional networks • Analyse and estimate resources and set up alternative solutions for the allocation of resources.
Creativity	The student can take responsibility for processes that create and estimate new uses of professional learning and can work persistently with creative processes based on a professional background learning.	<ul style="list-style-type: none"> • Creativity in correlation with own professional learning • Creative and innovative processes and models for these • Creativity in a professional context. 	
Environment	The student can from an understanding of own and others' cultural background interact in professional, social, cultural and economic contexts and analyse these for opportunities.	<ul style="list-style-type: none"> • Cultural, social and economic conditions in an international context • How professional learning in relation to cultural, social and economic conditions can create opportunities and challenges • Business models, market and market conditions in relation to professional knowledge. 	<ul style="list-style-type: none"> • Analyse and estimate economic, social and cultural phenomena as a basis for new opportunities on a professional foundation • Challenge own and others' basic assumptions about the environment on a relevant professional level • Estimate the meaning of own and others' cultural background and values • Analyse and estimate connections between professional knowledge and possible business models.
Personal attitudes	The student has a well-founded knowledge about own resources, can independently and in collaboration with others be responsible for and work persistently with uncertain and open tasks and can reflect on and handle own and others' emotional reactions in this connection.	<ul style="list-style-type: none"> • Own and others' personal resources and the consequences of these • Methods for developing personal and professional resources • Emotional reactions in relation with working forms and tasks with a professional and contextual complexity. 	<ul style="list-style-type: none"> • Use own and others' resources in relation with the solution of tasks • Reflect on own and others' dreams and visions and indicate examples of ways to use and realise these • Analyse and evaluate own and others' mistakes and successes and use this as a basis for learning • Use knowledge about own and others' emotional reactions in relation with complex working forms and uncertain tasks • Analyse and evaluate ethical issues in relation to personal, professional and global phenomena.

MINDSET TRAINING

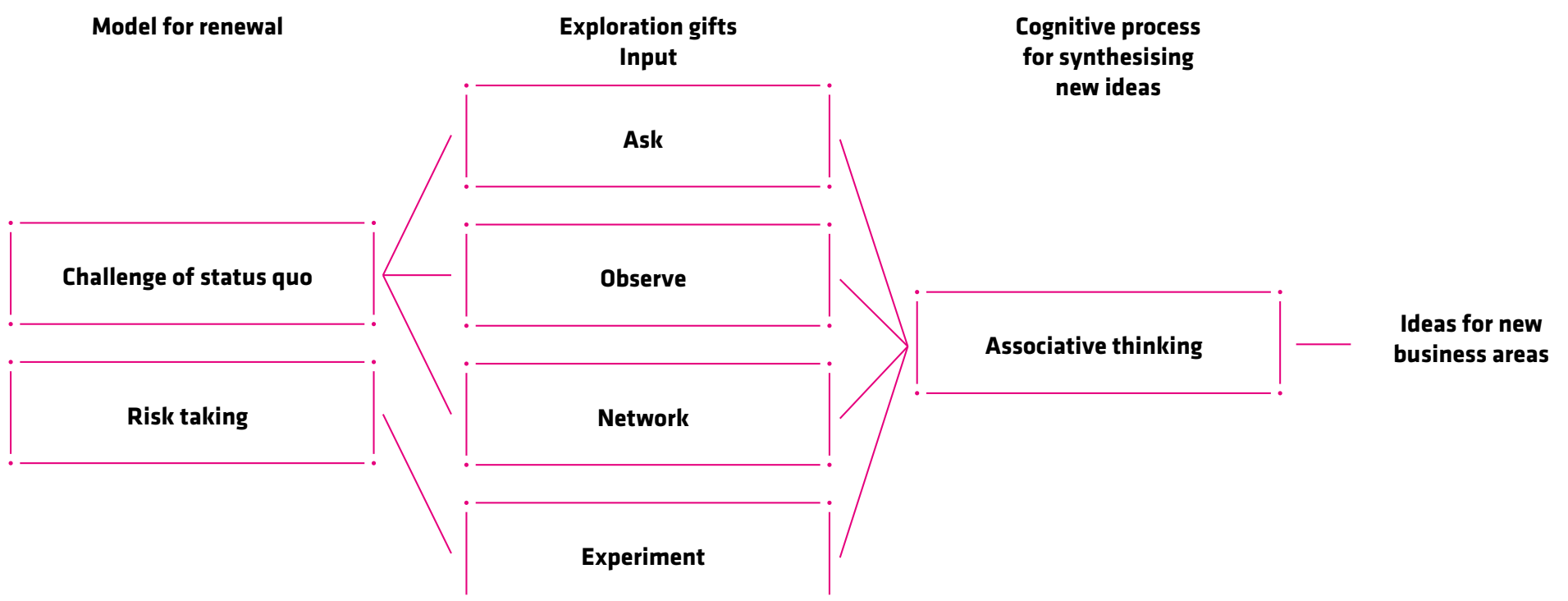
Introduction

Education and training in entrepreneurship is often a question about challenging an existing mindset. To be willing to take risks, able to handle uncertainty, able to network, etc. are necessary competences, and competences that can be trained and learned. This section presents models and exercises that can help to train and perhaps challenge the students.

An American researcher team (Clayton Christensen, Jeff Dyer & Hal Gregersen) has for 8 years tried to find a broader understanding of innovative entrepreneurs. Who are they, and how did their innovative and often revolutionary ideas arise? Results of their research are gathered in the book from 2011: *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators*). The article from HBR can be found [here](#).

The five skills or abilities are:

- Ability to ask questions
- Ability to observe
- Ability to network
- Ability to experiment
- Ability to associate



The Innovator's DNA. By: Dyer, Jeffrey H.; Gregersen, Hal B.; Christensen, Clayton M. *Harvard Business Review*. Dec2009, Vol. 87 Issue 12, p. 60-67

An essential conclusion from their research is that “the ability to generate ideas is not only a brain function, but also a behavioural function”. So, the good news is: the skills can be trained. But it requires a lot of training.

The exercises below are examples of how students can work with the skills. “Asking questions” is one of the most important skills to learn, and a prerequisite for many of the other skills. Ask “Why?” and “Why not?” and “What if?” – Keep asking “Why?” until you get to the core.

Children are very good at this, but they stop at a certain point. The ability to wonder and be curious decreases with age for many people. Exercises in associative thinking can be found in the section about creative processes.

Another very inspiring researcher is Tina Seelig from Stanford University. She has developed the model “Invention Cycle” which she talks about in this [TedTalk: A crash course in creativity](#). She comes up with examples of exercises, and many more can be found in her books.

Exercises

Interview questions (network)

5-5-5 (experiment (network))

Observation (observe)

Network (1) personal/team

Network (2)

EXERCISE: Interview with an entrepreneur

Purpose

This exercise trains the ability to observe, network and to ask good questions. The purpose is to be networking. To work with the ability to ask questions. Gather knowledge about and be inspired from how somebody else did it.

Duration

Variable. Time is needed for introduction, recapitulation (presentations) and evaluation.

Activity

The students (individually or in small groups) must (on their own) make an appointment with an entrepreneur (minimum 5 years' activity and preferably with several employees) and prepare an interview. The interview can be based on the guide in this document. It is often a barrier for students to make the first contact – but experience shows that most people are glad to help the students. (1+4+5+6: teacher-controlled).

1. Introduce the task (2-3 weeks before presentations and recapitulation – preferably earlier)
2. Find (on your own) an entrepreneur and make an appointment for an interview (not someone from your own network)
3. Carry out the interview (record it, if possible – otherwise take notes)
4. Present the most important insights, statements and conclusions in class (10 min.)
5. Recapitulate and estimate whether conclusions/statements share common features with The Innovator's DNA.
6. Evaluate the course and the learning. Make the students write a thank you note to their contact (network).

Evaluation

Follow up on the students' own learning – how did they experience establishing and carrying out the interview? Do they recognise elements from the DNA?

Further reading /Inspiration

[The good interview](#) (article in Danish)

[Informational Interview Questions for Entrepreneurs](#)

Interview guide

Start – opening questions

- What did you do before you started the business? Education, job, hobbies etc.

Idea, history and team

- Describe your idea
- How is the “business” set up?
- What is your position in the overall value chain/supply chain?
- How was the idea created?
- How long did it take from idea to action?
- What are the most important milestones in the history of the business (good and less good)?
- How do you work on new ideas (innovation)?
- What are the most important goals of the business?
- Personal goals?
- Why did you become entrepreneur(s)? (background, family relations, education, knowledge of the line of business...)
- How did you build your team (historically and today)?
- Have you worked with/elaborated a business plan? Why/why not?

Market and competition

- Which market do you operate on?
- Do you sell to private, business customers, or both?
- Who do you regard as your most important customers (target group)?
- How has demand developed and in which direction is the market moving?
- Trends/tendencies/socioeconomics/legislation?
- How big is your market share? (locally, nationally)
- Who is your biggest competitor (locally, regionally, nationally, internationally)?
- On which parameters do you compete (price, design, taste, marketing)?

Action plan

- Do you have a plan for the development of the business?
- How do you work with the marketing mix (product, price, place, promotion)?

Economy

- Where do you earn money?
- What is your business model?
- What is a typical price calculation?
- How do you make the sales forecasts?
- Do you work with budgeting – why/why not?
- How do the company's accounts look?
- What is your financing?
-

Concluding questions

- What is the most important reason why you have come to where you are today?
- If you could do it all over again, would you do it in the same way?
- When you look back, what is the most important competence, ability or knowledge that has contributed to creating the company? To making it grow? And what is the most important competence, ability or knowledge for the next 5 years? To which extent do you believe they can be learned?
- Many people think that there is a lot of stress related with being an entrepreneur. What are your experiences? Can it be compared to other jobs?
- Which things or areas do you personally find most rewarding about being an entrepreneur?
- Who should venture into becoming an entrepreneur? And who should not?
- Which advice would you give a future entrepreneur?
- What are your three most important experiences? Can they be learnt by others – without experiencing them on their own?
- Can you recommend another entrepreneur with whom I ought to talk and learn from?
- Are there any other questions I ought to have asked you to learn even more?

EXERCISE: 5-5-5

Purpose

To train the students' ability to experiment – Action competence

Duration

Five complete days – can be used as an introductory course (Monday to Friday)

Activity

5 days – 5 students – 500 DKK (other number combinations may of course be used). The students must in groups of 5 members make 500 DKK grow as much as possible in 5 days. No rules apart from the Danish legislation and that all activities must take place outside the school area.

Evaluation

A 5 minutes presentation of process, idea and result. The winner is found by looking at the final result. Apart from this, the innovative quality, future business opportunities, the team collaboration or other things may be evaluated.

Follow-up

In the period following 5-5-5, it would be useful to evaluate the team collaboration and try to identify reasons for the achieved result – no matter what the result.

EXERCISE: Observation

Purpose

To train the ability to observe – to observe something unexpected or surprising. The better you are at observing, the better you get at identifying disharmonies and perhaps potential business opportunities.

Duration

The students can use one to several hours for observing. The teaching must set aside time for the students' presentations and for recapitulation. The amount of time depends on the number of students. An estimate is 3-5 minutes per group and then 20-30 minutes to look for patterns (if the same activity is observed) and recap.

Activity

Activities should at first be carried out in a not too familiar territory where students are not too familiar with the "routines" that must be observed. The students can either choose a destination, or they can visit the same "activity" or the same place at different places in the area.

Choose a place or an "activity" and start to observe human behaviour. It could be for instance a petrol station, a self-served library, a bottle refund machine, a cash dispenser, or similar. It could also be behaviour in a queue in the supermarket, in a waiting room, in a café or pub, fitness centre, museum, or other places.

Observe for at least one hour and try to identify puzzling or surprising behaviour. Write down the observations. If there is a really surprising action, the student can interview the person doing the act.

Evaluation

Afterwards the students present their insights or puzzling observations in class. Are there any common characteristics? Do the observations inspire further research?

Further reading/inspiration

More academic approach (English version to come)

How to Be an Explorer of the World

The Magic of Observation

EXERCISE: Map your own network

Purpose

That the student becomes aware of his own network (and the total network of the team). It is often the case that students overlook the value of their already existing network. Often because they see the person as an individual and not think about the person's knowledge, skills or competences as an active they can draw on.

Duration

Variable. The teacher can start the exercise, but after that it is the responsibility of the students. The overview must be continuously updated as the network increases. It is the students' investment of energy and effort in this exercise that determines the time used.

Activity

The students must map their own network on a sheet of A3 or larger paper or in a mindmap programme. This must be based on the contact person's skills or knowledge.

The best way is to start the circle with the closest network (family), then the circles will increase concurrently with the student's "life story". It will end up with a professional facebook – more personal than LinkedIn.

The students are normally very surprised by the size or extent of their network. For instance, when they suddenly remember that the father of their high school classmate is accountant. And so on.

When the students subsequently build teams, they discover that their common network contains a whole lot of competences.

Evaluation

No immediate direct evaluation. The evaluation happens gradually when the teams start to use their network. Then it becomes evident whether they have completed the exercise in a satisfactory way. The teacher can ask more into the network of the team.

Further reading/inspiration

[The Innovation Caravan \(page 22\)](#) (English version to come)

[Your Network Is Your Net Worth: 7 Ways To Build Social Capital](#)

EXERCISE: Establish a network and participate in a network meeting

Purpose

To train the ability to establish and maintain a network. This exercise requires courage. To prepare, search for contacts and participate in such an activity can be challenging for many. But normally the process goes really well, and the students learn a lot from it.

Duration

Must be introduced and terminated by the teacher. The exercise takes place in the students' spare time.

Activity

The students must identify network in their local area. It can be of professional or social character. It is a requirement that networks are personal and not digital. The focal point of the network can be business, sports, support, help to others, or other things. In the links below there are lists of several networks.

Ideally, the students' interests or focus areas coincide with the network domain.

Subsequently, the students will participate in a network meeting and talk to at least 3-5 members of the network. To be allowed to participate or be invited is also a good social exercise.

Evaluation

The students must then reflect on the entire process – did they experience insecurity or fear in the process? Which team members took care of which tasks? Why? Did the team increase their network – with potential collaborative partners, sparring partners or future business partners?

Further reading/inspiration

[The Network Portal](#) (in Danish)

[Overview of networks](#) (website of the Confederation of Danish Industry)

TEAM

The team is often much more important than the idea. Potential investors of any kind invest in people and teams, not in products or ideas.

As participant in SUP it is important to be in a good team. This goes for the Start Up process as well as for the participation in competitions.

Teams can be created based on an infinite number of criteria – the safe method has yet to be found. A mutual passion for a domain or an idea is often a positive driver for the process.

The exercises in this phase can be a help to establish, maintain and develop the collaboration in the team.

Exercises

Principles for team creation

Clarification of competences

Collaboration agreement

Team development

EXERCISE: Principles for team creation

Purpose

To create teams for the process (SUP)

Duration

Depending on the method and the group of students.

Activity

How teams are assembled of course depends on the actual situation and the task to be solved. From the start it will probably be more a question of groups and group formation than of teams.

To develop a team takes time. Team can stand for: Together Everybody Achieves More. In SUP the teams must consist of 2-6 students. However, it is also possible for an individual person to sign up for the Idea Competition.

The team or group building can take place in a process that is anywhere between 100% student-controlled and 100% teacher-controlled. If the teachers mix the groups, it can happen based on the following criteria depending on how much data is available on the individual student:

- Gender
- Age
- Last completed education
- Average grades
- Hobbies
- Interests
- **Personality test**
- Team role test
- Passion
- Or other

The below example is from an introductory course in which three teams (two Danish and one international) were to be mixed and regrouped. The groups were made by the teachers. There were available data on age, gender and qualifying education.

To start with, the students (teamwise) were to interview and present one another based on the following exercise:

Round of interviews

Get together two and two. Find someone you don't already know. Use the distributed questions and interview each other – 10 minutes in total.

Then each student presents their partner for everyone else in two minutes.

1. What is your name?
2. How old are you?
3. What did you do before you came here (from youth education forward (travels, work, etc.))
4. What do you do in your free time?
5. Why did you apply for the education?
6. What are you doing in 5 years?

This gave everyone a bit more insight in their partner as a person. Then each student were to present a one-minute "Passion pitch" for the following day. What am I passionate about, from where do I get my energy, when am I most happy? The passion exercise can be difficult for many, as they don't necessarily know yet what their passion is.

The collected data and the pitch can be used to form the first teams/groups for the activity 5-5-5 on page 10.

EXERCISE: Competence triangle – clarification of competences

Purpose

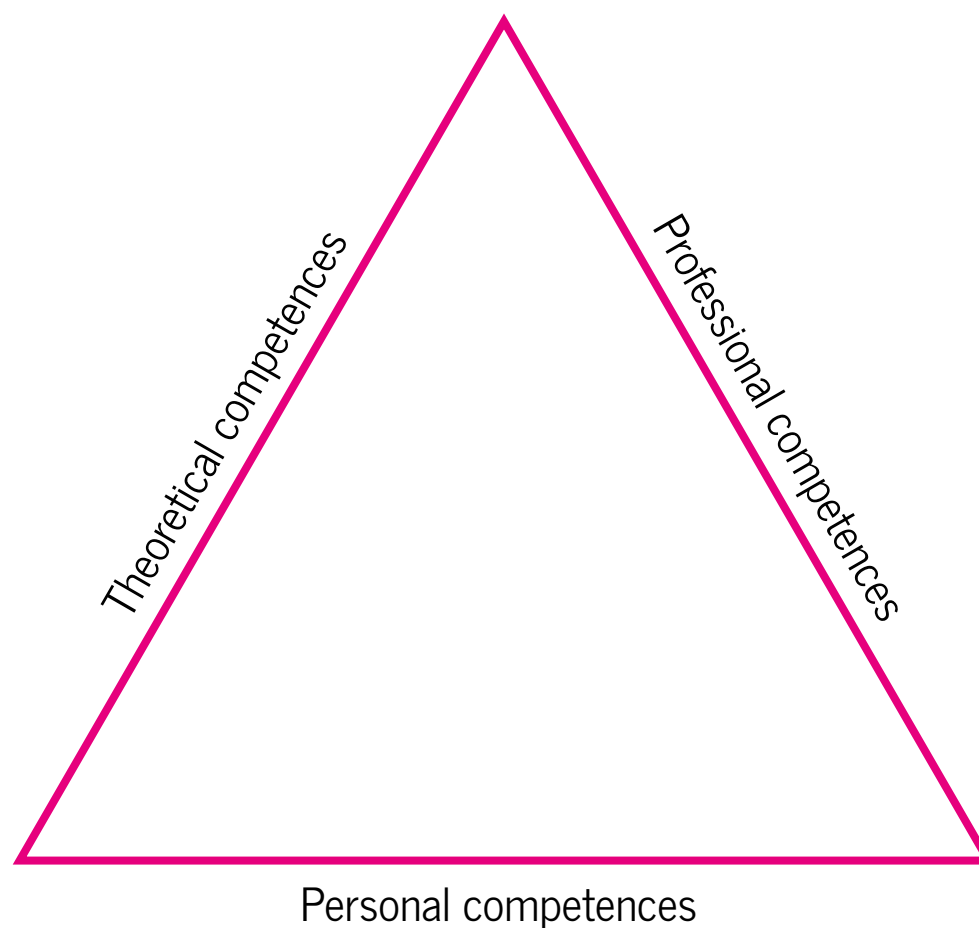
That the team gets an overview of the competences of the team – generally (as a team building exercise) and in relation to an actual domain (for instance recycling). There can also be a focus on the competences that are lacking in the team for the solution of an actual challenge.

Duration

Depending on the group size. Approximately 20-30 minutes per member.

Activity

The sides of the triangle are named theoretical, professional and personal competences. The group members take turns to present their theoretical, professional and personal competences.



1. Draw the triangle. Write the domain/challenge in the middle (if it has been determined)
2. The students fill in post-its with actual examples of what they can contribute with. If they have knowledge about for instance pedagogy, they write “pedagogy” on a post-it and fix it to “theoretical competences”. If a student has a spare time job working with telemarketing, he/she writes “experience with telemarketing” on a post-it and fixes it to “professional competences”. If a student is an energetic person, he/she writes “energetic” on a post-it and fixes it to “personal competences”.
3. When everyone has finished, each member presents his/her post-its and attaches them to the common team competence triangle. Along the way, probably more competences will come up and may be added.
4. When everyone has finished, the group will have an overview of the team’s total competences in relation to the problem, and they will therefore see what is lacking.

Evaluation

Process task – can be presented to the class, if it makes sense.

EXERCISE: Cooperation agreement

Purpose

To elaborate a cooperation agreement/group contract.

Duration

Variable. The activity can be started by the teacher as part of the programme. The students can then work with the contract after the teaching.

Activity

A cooperation agreement can have many facets. It can be elaborated as a group contract, if the students view the project as a “school project”, or more professionally, if the project is more than school (Read more about group contracts [here](#) (Danish website of the Technical University of Denmark)). The agreement will contain rules on how the group/team must solve a particular task/project. How do we for instance respond to the fact that someone always shows up late? What do we do, if the product that someone submits is not okay?

If the focus is on a project that can evolve into a future business, there is need for another type of contract or agreement. The students must also deal with the possibility of a “divorce” – how to divide the estate? – and how to split up if there is no estate.

Perhaps an idea was created in the team or was brought into the team by a student, perhaps agreements were made with external partners, perhaps money was invested in making the first prototype, etc. It is allowed for some of the team members to continue working with the idea? Or not?

Normally, the rule is that an idea is worth nothing without execution. Timing is also important (watch relevant TED talk [here](#)), but, still, it doesn't work without a team.

There are many examples of students who didn't take the time to discuss a possible split-up before it suddenly became reality, resulting in broken friendships and year-long disputes.

The below links are standard examples of contracts that can be adapted to the students' needs.

[Template for cooperation agreement](#) (in Danish)

[Template \(partnership\)](#) (in Danish)

A good exercise is to ask the students to make a mutual contract. It may be a mix of the above templates – adapt it to the situation.

Normally, conflicts are about idea ownership, workload versus the value of your input (measured in time as well as money), school versus project, etc.

There is no definitive solution to this, but the more aspects the students can make agreements about in advance, the better - even if they don't see any problems now.

Comment

If the students are taught about law, commercial law or the like, this activity can be linked to the subject.

EXERCISE: Team development (dialogue tool)

Purpose

To help the team in working with/preventing/analysing conflicts or disagreements.

Duration

Variable. The teacher or facilitator can start the dialogue after presenting the tools, but it ought to be the students themselves who discuss their team process.

Activity

The team cooperation does not always evolve as expected. Perhaps the cooperation does not go well, and the team becomes a group without common main goals. This may be due to many things, but the reason is often within one of these categories: chemistry in the team, lack of synchronisation between efforts and goals, different ways to handle adversity and changes, requirements about the input of extra resources (time and money), etc.

As teacher or guide it can be difficult to intervene, and the role as facilitator may feel awkward in the situation. It is crucial that the team tries to solve conflicts on their own and find solutions in order that everyone leaves the situation with an okay feeling.

As a dialogue tool we can recommend the following:

As the model shows, three focus areas must be considered:

Getting along

- How is the chemistry among the team members?
- To which extent is there a civil tone among the team members?
- Is there social contact after “work”?

Getting aligned

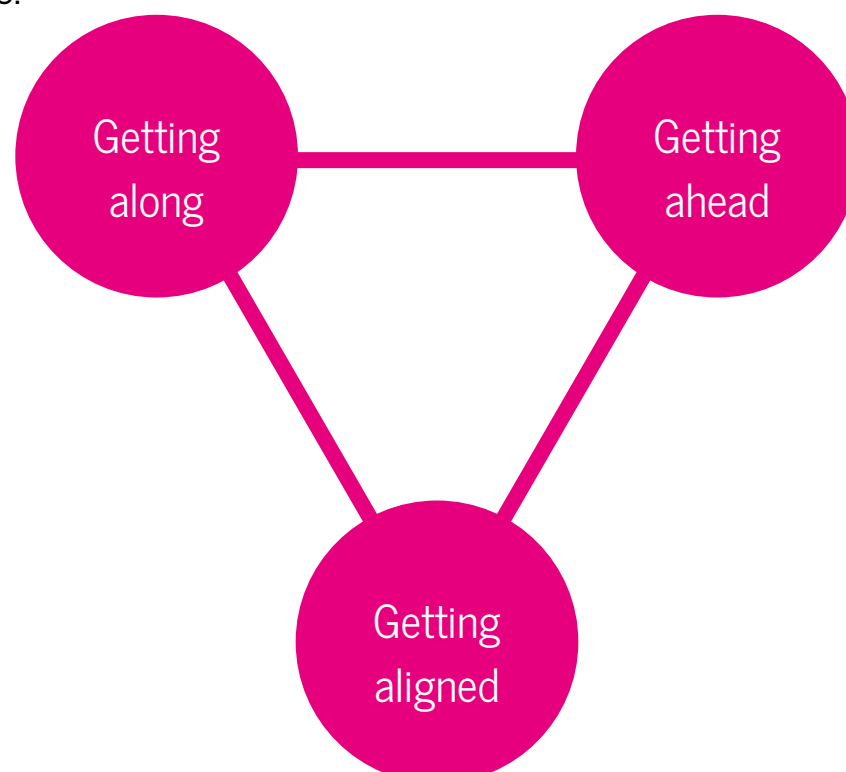
- Are the team members all working towards the same project goals?
- Do they agree on the effort needed?

Getting ahead

- Is the project moving ahead, are deadlines kept, do the team members solve the tasks satisfactorily?

First, each team member makes his or her own individual estimate of the three focus areas answering the questions. The estimate can be in written or oral form (10-15 minutes). Experience shows that the written estimate works better.

Then, the team members take turns presenting and arguing for their individual estimate. Normally, not all team members agree in the estimates, and this paves the way for good discussions. The discussion can further develop if “why” questions are posed in order to identify the team’s challenges.



The individual members may have personal preferences within some of the focus areas, and this is completely alright and may be a strength for the team, if they are conscious about and accept the differences.

If the team cannot find a solution to their challenges, a discussion about trust in the team may be valuable. Trust in one another is the most important factor for a team's success. As a starting point for the discussion, the students can mark their individual estimate of the level of trust in the team.

Distrust

Neutral

100% trust

The markings are often discussed in the team, and the cooperation agreement can be adjusted if necessary.

Inspired by Tom Cook, A&D Resources.

Comments

The exercise can be used in connection with the elaboration of a cooperation agreement or adjustments of such an agreement.

Literature

The below links may give inspiration to additional tools that can be used in the process. Both articles are inspired by the book "The Five Dysfunctions of a Team" by Patrick Lencioni.

[5 signs of an unhealthy management team](#) (in Danish)

[5 dysfunctions in teams](#) (in Danish)

INSPIRATION – INSIGHTS – PAINS

Ideas for products, services or concepts may come up and be created from many different sources. In his book *Innovation & entrepreneurship* (1985), Peter Drucker presents seven sources for innovation. The good ideas or innovation stem from one of the following seven sources:

Inside the company

- The unexpected
- Incongruity
- Process needs
- Changes in the market

Outside the company

- Demographic changes
- Changes in the perception
- New knowledge

The seven sources can be used as an inspirational source for the students who are going to start creating a new idea. They can help to structure the process of creating an idea.

Normally, you come across different types of students. Those who have an idea; those who have come across or work with a new technology but who don't know what to use it for; those who have a passion for a type of sport, an art form, a certain professional competence, or something else, and who want to do something within this area; and finally those who want to do good for someone or something - it may be the homeless, abused women, refugees, bullying, waste, the environment, animals, etc. The last group, social entrepreneurship, has been steadily increasing the last years.

In addition, many students come without any of the above – they need to find a domain or area from which they can create an idea that can give value to someone or something.

Whether the students belong to one or the other category, it is always a strength to gain insights from different domains. Either to identify possibilities within the domain or to strengthen or change a perception of an existing idea.

The exercises are about “getting out of the building”. This can be through an anthropological approach (to identify pains or disharmonies), or through an actual task to understand a potential customer or trade.

No matter what exercise is used, it requires for the students to be open and positive and to have the right mindset (see page 5 on mindset training).

Interesting links

[Short interesting article about “Anthropology today”](#) (in Danish)

[Steve Blank about the importance of “Getting out of the Building”](#)

[Short programme \(9 min.\) about 3 researchers who work with anthropological methods](#)

Exercises

Domain visits

Own and others’ pains

EXERCISE: Domain visits – Insights and pain search

Purpose

To train the students in working in an anthropological/ethnographical way and with an entrepreneurial mindset.

That the students work with identifying pains with the purpose of getting a better starting point for idea generation. They must follow employees during a working day – observing and making questions. The more knowledge the team gains, the better the questions or the challenge which the idea generation can be built on.

Duration

Can take place during various periods of time, but as a minimum one or two weeks after presentation of the task.

Presentation (teacher), 1 hour

Student, 1 day (homework or preparation)

Recap and presentation for all groups (teacher), 2+ hours – depending on the number of groups.

Activity

The students should view themselves as explorers in a village with natives who have never seen a stranger before. The visitor must now find out what is happening, and why it is happening in this way.

Either the teacher presents different domains that need to be explored, or the students choose their own domain.

Sometimes it is rather easy to choose a domain, other times it is challenging. In order to define a domain, it is necessary to know who and what to contact. If for instance the team members have a mutual interest in design, they need to first find out how each of them understands design. Is it design of furniture, lamps, clothing, housing, kitchens, software or websites, etc.? Is it the function of an advisor, designer, producer of the design, or seller of the design? What stage in the process are they most interested in?

A group who had “reuse” as their domain ended up visiting an auction house, while another group with the same domain went to the recycling centre.

Possible domains:

Health, care and education

Maternity ward, eye operations, emergency ward, duty doctor, old people’s home, sheltered housing, home health care, nursery, day care, after-school care, public school, high school, university.

Private business

Craftsmen, auditors, lawyers, designers, production companies, farming, fishery, gardeners, distributors and retailers, the amusement and experience industry, and other things.

Each of the above can be divided into subcategories. Craftsmen, for instance, is a way too broad term for a domain/industry.

When the domain has been chosen, the students must contact a person or company from the domain and make an agreement. The person/company of course gets a copy of the following report/presentation.

The task is about experiencing, or exploring, a working day (being open and curious, observing) and taking notes along the way. Notes can be in writing, sound, video, etc. What is important is that the students are open to the host’s “points of irritation”, that is, they must be attentive to possible aspects where the host expresses discontent. It could be processes, products, suppliers, customers, etc. These may not always be evident, so questions are important.

Evaluation

After the visit the students must collect, structure and evaluate all their observations, notes, etc.

A 15-minute presentation is (can be) prepared, in which the domain, the visit and most important conclusions, findings etc. are presented. Were the students puzzled about something? Were there any expressions of irritation?

Perhaps the students got inspired for new processes, products, services that can be developed.

Further reading/inspiration

Some links to further definition and understanding:

[Anthropology/ethnography](#)

[Exploration strategy - Ethnography](#) (in Danish)

[Exciting company, Red Associates, that uses the methods as part of their work](#)

EXERCISE: Own and others' pains

Purpose

That the students work out a list or overview of everyday problems for the individual to global challenges and the coming generations.

This exercise is only a suggestion for how you can facilitate a process for the students to begin an idea process. There are many different ways in which to do this, and you must find the one that fits your and your students' temper.

If you need inspiration and inputs for your facilitation of a creative process, you can always contact the Project Manager of Start Up Programme.

Duration

Can be implemented as a workshop of varying length. It depends on the presentation form in the end. Should the challenges be shared with the team or are the students in set teams, and should it be implemented as a team exercise?

For the entire team (30 persons – 5-6 teams) it could look like this (workshop 2 x 90 minutes):

1. 30 minutes approx. a week before the workshop
2. Approx. 2 hours' workshop followed by an official "opening" (50 minutes)
3. Evaluation (10 minutes)

Activity

1. The student needs time before the workshop to identify challenges/problems for him- or herself, in his/her role as student, in the teaching, at the place of internship, on his/her professional subject area, within the family and closest acquaintances. What do they complain about, what would they like to do something about? Write down, document, make photos.

It can be anything from lipstick brands in your handbag, cable mess in your home, mess in the drawers, problems finding and remembering things, forgetting to do your school homework, lack of control with medication, limescale in the taps, lacking resources at your work, sickness absence, stress, bullying, food waste, pollution, etc.

Every student must bring at least three problems/pains.

2. The workshop starts in groups which the teacher has made (unless it takes place with already set groups). The groups are placed around the room.

Every group member presents his or her pains to the group. Make a comment on to WHOM and WHY it is a pain. Each pain (perhaps presented through a picture) + to whom and why, is written on a sheet of A4 paper and stuck to a wall.

If the members or the group are inspired to new challenges, they write them down and stick them to the wall.

When all members have presented their pains and the wall is filled with A4 sheets, the group identifies patterns in the chosen pains. The A4 sheets are grouped and gathered.

At the official "opening" after the workshop the group presents their three most "exciting" pains for the other groups. As a help for the selection, the group can discuss the below questions and perhaps use the answers.

- a. Is it a real pain, or is something underlying it the real pain? Ask "why" to all answers, until you get to the fundamental pain.
- b. To WHOM is it a pain? Is it a general pain to all who are similar to the "owner"?

- c. To how many is it a pain? Is it also a pain with contagious effect? (e.g. back problems is a big problem for the affected person but also for the company he or she works for as well as for society that pays for the sickness leave and presumably the treatment).

The group chooses three pains and presents them for the other groups.

3. Now the fundament has been laid for group formations, since the different pains can attract group members who have an interest in one or the other challenge. Perhaps it is also possible to see that it is necessary to seek more knowledge regarding some domains.

Evaluation

How big is the spread in the chosen pains? It often depends on the composition of the class. In a class with several subject areas, the spread will often be bigger. It also depends on the extent to which the homework has been done properly, and that the student has not just asked him- or herself and two roommates.

Gathering of spontaneous comments from the students. With this, you now ought to have a good starting point for building teams.

Comments

If a team already has an idea, they must put it aside in this exercise.

The exercise allows to make teams based on the chosen pains/challenges.

To use the questions at the end of this material the students must take on other identities, because the students were not the ones who identified the pains.

The students should not discuss solutions – although it may sometimes be hard not to. The spontaneous solutions are often not the best ones; it is important that the team works to find the “right” pain/challenge, before they turn to solutions.

CREATIVE PROCESSES

The competence to discover and create ideas and opportunities is a sought-for competence, and an attitude to life and work. From divergent to abductive thinking. Creative processes can be furthered in many different ways. This is just a suggestion of how to do it through entrepreneurship didactics.

Creativity is part of the Taxonomy of the Danish Foundation for Entrepreneurship and is an important component of an entrepreneurial mindset. See page 5 (see mind-set training).

Tina Seelig from Stanford University combines fantasy, imagination and creativity: "Imagination is envisioning things that don't exist. Creativity is applying imagination to address a challenge".

In the process of accumulating knowledge and insights the students may now have identified a challenge or a concrete pain. The creative processes are meant to help finding one or more solutions to the challenge. Now the focus is to work on idea creation and idea development, and this requires creative thinking.

Other students who participate in SUP perhaps already have an idea for a product or concept which they would like to improve or develop in some direction. It is beneficial to go through a creative process whether you are working on unknown solutions for a concrete problem or on further development of solutions.

This material uses the 3-zone tool. The zone tool is used to implement a structured idea generation process. This introductory part will introduce the 3 zones. Examples of tools to implement the creative process (green zone) will be the exercises attached to this part.

The below table shortly describes the 3 zones and the mindset each of them requires.

ZONE	WHAT HAPPENS?	REQUIRED MINDSET
YELLOW	Clarification zone – definition of the problem Explore and define the challenge/problem	Curious, exploring, investigating, setting the frames, sensible, discovering connections
GREEN	The creative zone where anything is possible Create hundreds of ideas for solutions of the problem	Think creatively, be crazy, open-minded, use your imagination, consider possibilities
RED	The critical zone, selection and evaluation Select, combine and evaluate ideas	Realistic, specific, critical, use facts, agree with one another

Each zone has its own rules, and it is important that the students know which zone they are in. It is allowed (and necessary) to change zones from time to time, but as mentioned it is important that everyone in the team is involved in the “move”, otherwise the process is interrupted.

The yellow zone is where you collect knowledge and discuss the challenge. What do the words mean? Do all team members have the same understanding of the problem? Experience shows that the challenge must be well phrased in order for the students to benefit the most from the process. Sometimes a team needs more knowledge and therefore stays longer than other teams in the yellow zone. The earlier exercises on inspiration and insights may in this way be a part of the activities in yellow zone. The yellow zone is finished when the problem is written on a piece of paper and all team members agree on what the problem is.

Green zone is the “playground”. Here everything is possible, and anything can be done. The thoughts must be allowed to fly, and the goal is to generate as many ideas as possible. When the green zone is finished, you will probably have hundreds of post-its with ideas.

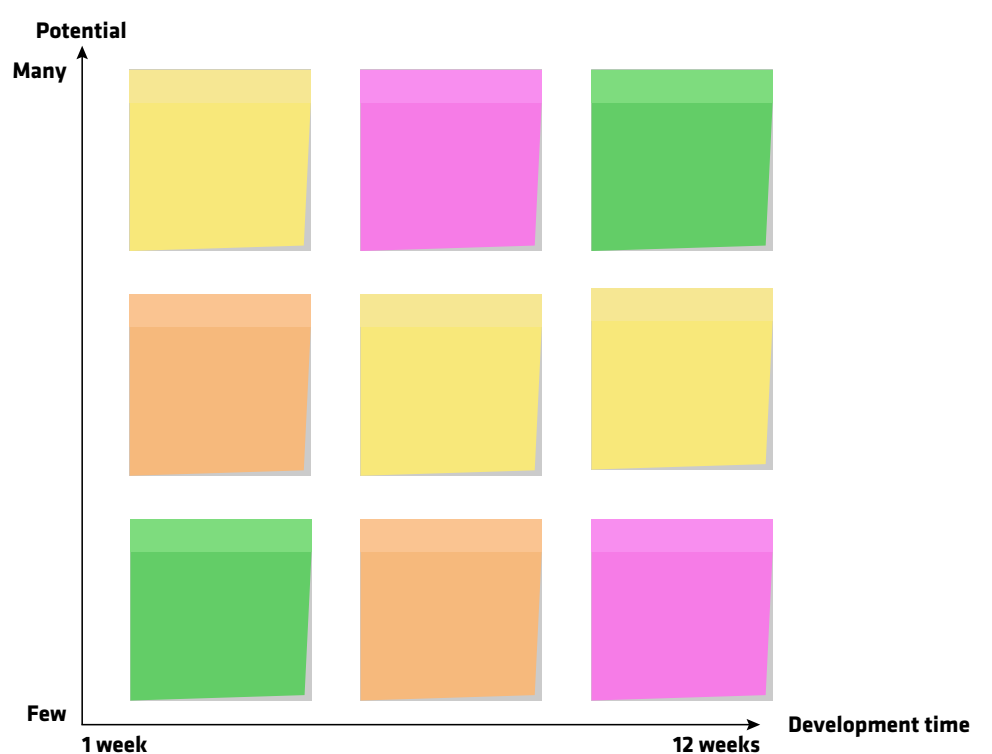
The most important rule and biggest challenge for the process is for the students to remain “green” during the process. It is difficult to keep thinking creatively. Almost all of us have grown up with logical and systematic thinking, which is forbidden in the green zone. The exercises below (especially the word+image association) are examples that can be used in the green zone and that help to generate as many ideas and solutions for the challenge as possible. The scenario exercise and “take a walk in the future” can also be used independent of the zones – but the rules from the green zone also apply here.

In the red zone the systematic thinking is welcome. The ideas must be selected and evaluated. The first exercise could be to sort the ideas in three piles (yes – maybe – no). Someone from the team reads the idea aloud and asks whether this idea is the solution to the problem/ challenge. Yes? Maybe? No? When the exercise has been finished, the ideas are sorted in three piles.

Perhaps new ideas come up during the process, when you suddenly discover connections between ideas. Write down the idea at once and put it in the Yes-pile. Afterwards evaluate the Yes-pile. This may take place by means of the idea box. The team must agree on evaluation criteria in order to sort the ideas further. The criteria could be for example innovation degree, potential, development time, development costs, degree to which the team are able to execute on their own, etc.

Draw a table of coordinates with criteria on the x-axis and the y-axis. Then take an idea from the Yes-pile and place it in the table.

See example:



The team chooses development time: How quickly can this idea be executed? And potential: How big is the market measured in DKK, or how many people can we help? The ideas are sorted and placed, and the “red zone” is chosen. Quick development + big potential.

When this exercise is finished, two new criteria can be chosen, and the selected ideas from the last coordinate system can be sorted and placed again. In the end the team will have one idea to work on and to use for their participation in SUP. However, please remember that all ideas – also the ones you as a teacher don’t like – can participate in SUP. Focus is not on the idea, but on the development of the students’ competences.

Links

Tools to use in all zones

Exercises

Word+image association

Scenario technique

Change the lens

EXERCISE: Word and image association

Purpose

To produce as many ideas as possible for the solution of the chosen challenge (evaluation of the ideas in red zone, which is presented in the introduction).

Duration

Normally 2-3 hours, but it varies depending very much on how far the students are – has the challenge/question been defined? That is, have they finished the yellow zone or not?

The below time schedule requires that the challenge has been defined and the teams have been built.

1. Intro (5-10 minutes)
2. Brainstorm (10 min.)
3. Word association (60 min.)
4. Image association (60 min.)
5. RED ZONE (60 min.)

Activity

1. The teams gather and find their chosen problem. It must be written on a piece of paper. If training of the process is more important than the product, the teacher can in advance prepare a challenge/problem written on a piece of paper and place it on the table.

Green zone and its rules are presented. Distribute post-its and pens for all.

2. "Clear your mind". Start with an individual brainstorm where all solutions to the challenge/problem are placed on the table. Write one idea per post-it. No talking.

All ideas are gathered on one paper and put aside (don't throw away).

3. "Word fantasy (association)". The paper with the challenge/problem is still on the table. The teacher makes sure that 20 words are written on the blackboard (or each team does it on a piece of paper).

Normally, this can be done quickly by having the teacher mention the first word, for example rabbit. Then the closest student says what he/she thinks of when hearing the word rabbit, for example Easter, and after hearing the word Easter, perhaps the next student says egg, and in this way the process continues until there are 20 words on the blackboard.

Each team now takes the first word rabbit and combines it with their challenge/problem. A rabbit is quick, it jumps, has long ears and hears well, etc. If any solution to their challenge arises, they write it down. This is a team exercise, so the students can associate on each other's train of thought.

Remember the rules – the students should think in a positive way and maintain a positive mood – negatively loaded questions are strictly forbidden. Now take every word and relate it to the challenge. One idea per post-it.

4. Image fantasy (association). Team exercise. Once again, put the challenge/problem on the table. You can use common images (preferably a bit offbeat images) by means of a projector or cards with images which you distribute to the teams.

Take one image at a time. Choose one person in the team to tell about the image. Description, thoughts, associations. Another person in the team writes down all the thoughts. Together the team members look at the image, the words and the associations. They combine the words with the challenge/problem, so that new ideas come up. One idea per post-it. The person who mentions the idea first, writes it down. Crazy and half ideas are good! Help each other to concretise the ideas.

Evaluation

You can of course evaluate on the actual number of ideas created in the process (output). Otherwise, it is a good idea to get the students' evaluation of the process. When do they think it goes well and less well? Why did it go well or less well? What was the hardest thing to do?

Comments

The biggest challenge is to keep the students "green". This is very important for the process, otherwise the team's work is disturbed/interrupted.

Then the students must take all ideas (also the ones from the "clear your mind" exercise) and go through red zone.

EXERCISE: Scenario thinking

Purpose

To identify megatrends and use scenario thinking for idea generation.

(Can be carried out on team level or on class level (teacher challenge)).

(A definition of megatrends: Megatrends are trends that characterize the time spirit (or zeitgeist) during a period of 3-7 years. These trends are often used for the development of products, communication and design where the development process takes some time and the goal is sometime in future. Megatrends are primarily related with lifestyle and time spirit and not with defined product categories. Source: PEJ gruppen).

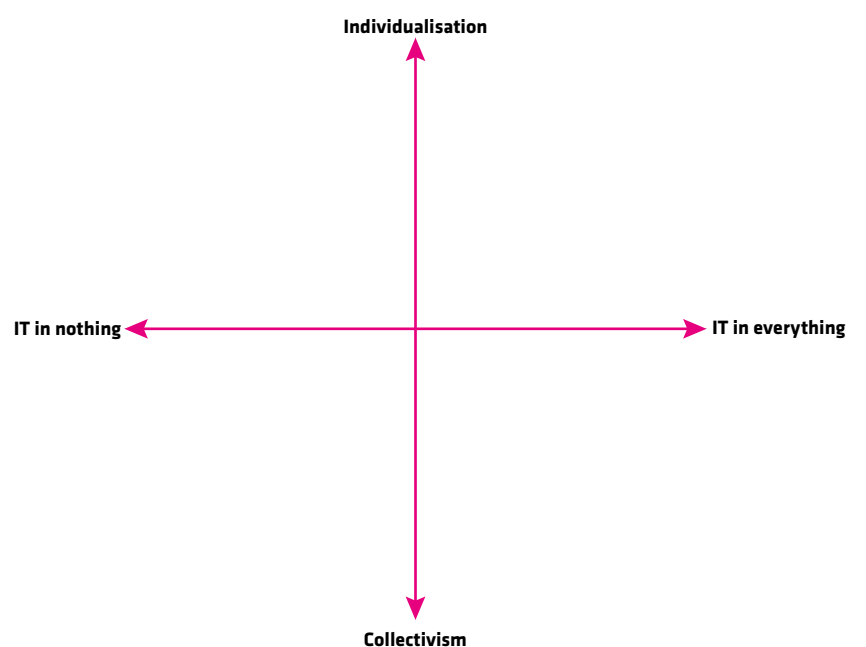
Duration

Variable – depends on evaluation form (see evaluation).

1. Identify trends (20 min.)
2. Find the four futures (40 min.)
3. Implement an idea generation process in each future (60 min.)
4. Presentation? The teacher determines the evaluation form

Activity

1. The team identifies megatrends that are likely to have an impact on their domain, field of interest, subject area. Use the internet if in doubt. The team selects two megatrends and articulates the antithesis to each megatrend. Then the team draws a coordinate table with the four futures. The futures might be close.



2. How does the domain look in the four futures, for example in a future characterised by individualisation and where there is IT in everything? For example, the state school of the future – the classroom of the future, hospital of the future – waiting room of the future, eating place of the future – kitchen of the future, gardener of the future – kitchen garden of the future.
3. What is required in each future? In a kitchen where everything is individualised and there is IT in everything? What do you make there and how? Write down the ideas. Which future does the team believe in? Or will all the futures come into being?
4. If the teacher has decided that the teams must present, each team can present the four futures in the future in which they believe most. The teams present the products/services/concepts which they think are required in this future.

Evaluation

A process tool that can perhaps generate an exciting output. Afterwards the students can use some time to discuss the different scenarios and what is required of them as students in each scenario.

Further reading/inspiration

[Exercises in megatrends](#)

[Exciting report about megatrends that challenge the health system](#) (in Danish)

EXERCISE: Change the lens

Purpose

To view a problem/challenge from several different angles in order to strengthen an existing idea or develop a new one.

Duration

60 minutes depending on the number of lenses.

Activity

Write down the problem/challenge on a piece of paper.

Perhaps the team has already found a solution to the problem, but then try to challenge the solution with new lenses.

The lenses can be chosen based on the alphabet. The students choose a letter and find jobs, roles, animals, celebrities etc. to look at the problem.

A: How would an Ape, Astronaut, Architect, Arnold Schwarzenegger, Acupuncturist, American, Artist, Accountant, Actor, Alice in Wonderland, Anna (from Frozen) solve the problem?

Write down all the spontaneous answers and continue to another letter.

Evaluation

Number of new solutions – or combinations of new solutions.

IDEA – VALUE PROPOSITION – MVP

Now the students have created an idea, and it needs to be qualified. In the first competitions in SUP, such as the Idea Competition at the Danish Entrepreneurship Award, there is a focus on the idea and the problem which the idea solves.

It is therefore important that the students are very clear on who the potential customer is, what the customer's "problem" is, and how it is solved. Often ideas are within categories where it is possible to help the user or customer do things in a cheaper, easier or more effective way.

First of all, the "customer" must be understood in a broad sense. For example, a self-serve system in a café will make it easier and faster for the café customer, while the café owner will save money on salaries. In order to make the idea ready for the competition, it must be totally clear what is offered, at which value and to which customer segment.

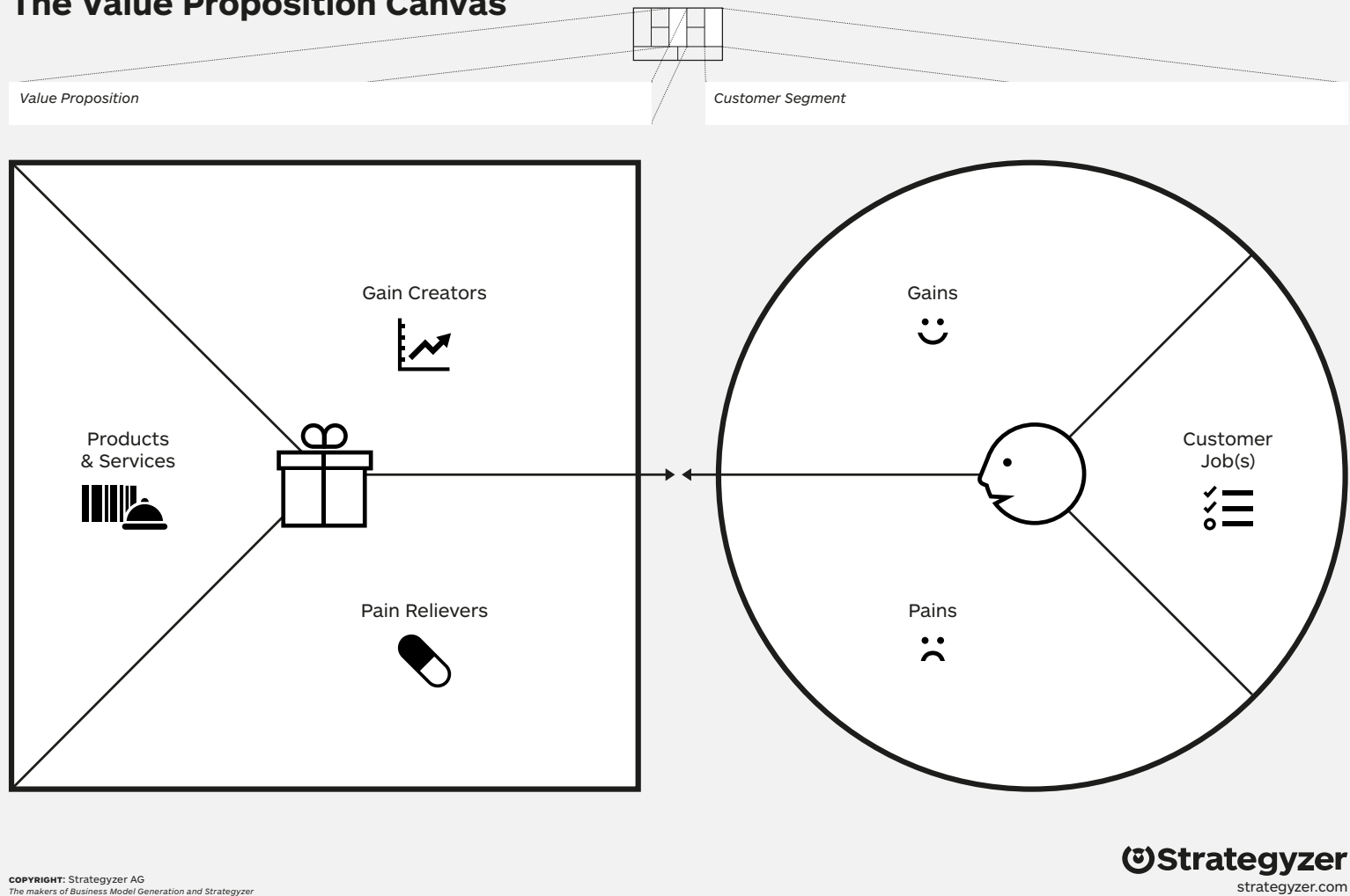
Defining the above is one of the most important exercises in the process of finding a business model. What value proposition are we offering to which customers? Who are the customers? (See exercise on [page 46](#))

In the exercise "Make your value proposition" the students have to work on a VP-canvas, which is presented on the following page ([Download VP-canvas here](#)). Here they need to view their potential customers from new perspectives. The customer profile now contains jobs, pains and gains.

The ideas are constantly developing. It is crucial that the students test their assumptions or hypotheses with future customers. It is not enough to interview each other and fellow students. "Get out of the building".

As a help for testing it is beneficial to elaborate a proto- or pretotype. Often called a MVP – Minimum Viable Product. This can be anything from a drawing on a napkin, a false website, a clay figure, a 3D print, or other.

The Value Proposition Canvas



The most important thing is that the MVP can help to test the hypotheses (Exercise: Build an MVP). The principles of Lean Startup are the basis for this process (Build-Measure-Learn) – read more [here](#). To be able to show a prototype is always an advantage at the competitions of Start Up Programme.

Exercises

- Who are your customers?
- Make your value proposition
- Build an MVP

Interesting links

In this link to Strategyzer you can find templates under "get free resources"

[More about prototypes](#)

[A prototype exercise aimed at pupils at the lower levels, which can also be used by others](#)

EXERCISE: Who are your customers?

Purpose

As part of elaborating the value proposition canvas and determining a business model, it is important to identify the right customers.

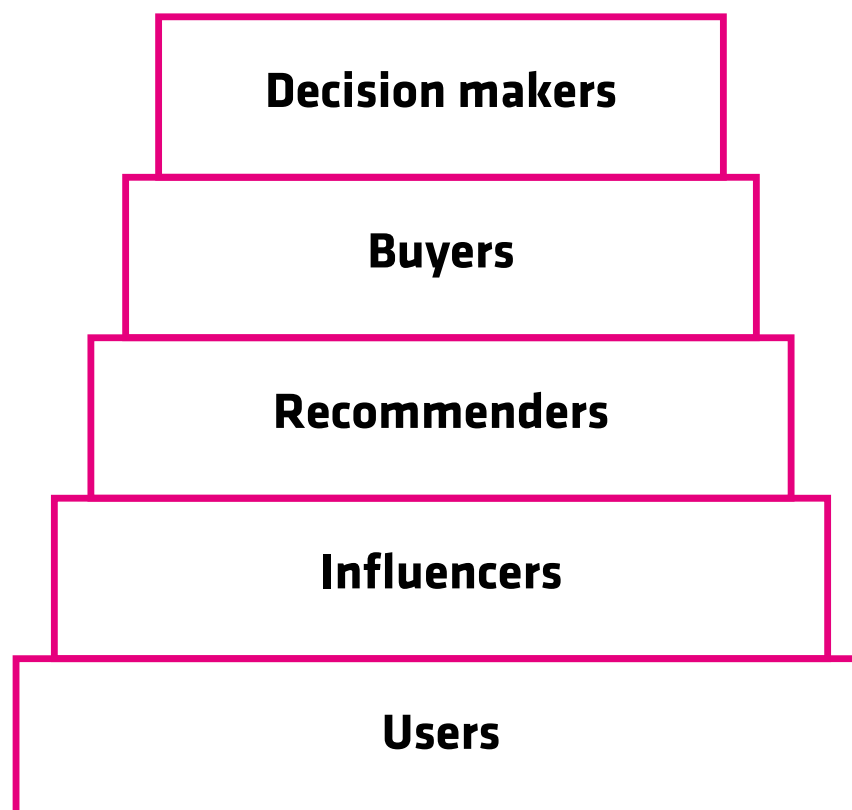
This exercise should help the students begin the mapping. The best way to do it is of course if the students have their own idea, but you can also do the exercise with a case where the students go through the same processes as they would go through with their own product/idea.

Duration

1. Introduction to the task (10 min.)
2. Work on the customer types (40 min.)
3. Purchasing process/customer journey (20 min.)
4. Segmenting/BtB/BtC/CtC, Personas (40 min.)
5. Presentation (3-4 min. per group)

Activity

1. The teacher introduces the task. The purpose is for the team to get much more certain who their potential customers are. The mapping of the customer types can use the below figure as a basis.



2. The students work with the pyramid. It can be used both when you work with sales to users or to companies.

User

Who is the everyday user of the product? It is the person who eats it, applies it to his body, turns the buttons, plays with it, hates it? It can be a warehouse worker who hates the registration system, or children who play with the bricks. In both examples they will be the users, but not the buyers. The users are of course important, as they can have or do have great influence on the decision-making process.

Influencer

The person who influences the decision in the company or in the household.

Recommender

Stronger than the influencer, as he/she can have strong preferences. Either for doing business with a certain company or for buying a specific brand.

Buyer

The person with the required budget for making the purchase and the one who approves the purchase.

Decision maker

The person who has the final power of decision, no matter what the others said. It may be an administrative director or the mother in a household.

Some of the above types may coincide.

3. Map the customer journey (user journey). How is the process from the moment they identify their need until the moment they hold the product in their hand or have had the service delivered. Where in the process do the different customer types appear? Draw the whole process.

4. Select the primary target group – is it sales through intermediaries or do you sell directly to the consumers? Or should the product be sold to companies?

How do they look? How many are they? Let the students explore this [link](#). Can a persona be made?

If we are talking about sales to companies, perhaps you have access to a database of companies at your educational institution. Otherwise, you can start [here](#) (in Danish)

5. Presentation. The students present the chosen customer/persona/business customer. Why were they chosen?

Further reading/inspiration

[Read more about the customer journey – also the digital](#)

[Other tasks about the user journey](#)

[Segmentation](#) (in Danish)

EXERCISE: Make your value proposition

Purpose

That the students phrase a value proposition for their idea.

Duration

1. Homework for the students (60 min.)
2. Work out a Value Proposition Canvas (90 min.)
3. Presentation and feedback (10 min. per group)

Activity

1. The students should watch Osterwalder's presentation of Value Proposition Canvas (60 min.) The video gives the students a good presentation of the canvas. The video is however also a sales video, and there are some technical problems now and then:

Strategyzer Webinar – Mastering Value Propositions

2. The students must make a VP-canvas for their idea which of course must be entered later. Each team gets a canvas to work on.
3. Each team makes a short presentation and gets feedback from their fellow students and the teacher.

Evaluation

A short recap on the team.

The following “real” evaluation must of course happen with the potential customers. Have the right jobs, pains and gains been identified?

Further reading/inspiration

In this link to Strategyzer you can find templates under “get free resources”

Shorter video edition but without the good examples

A couple of good questions – with EFU model (in Danish)

EXERCISE: Build an MVP – the first prototype (one hour)

Purpose

That the students make some kind of prototype.

A physical expression of their idea will make it much easier to test the ideas quickly and is an advantage at competitions and pitches.

Duration

You have one hour for this exercise and 5 min. per group for the presentation.

Different material needs to be at your disposal (paper, cardboard, bricks, clay etc.). The time for this exercise can vary and depends very much on the access to workshops, material and the like.

Can be made at educational institutions or be homework for the students.

Activity

The students must produce a prototype in one hour.

6 pieces of good advice

1. Make a quick sketch with the material (forget the details)
2. Keep it simple
3. Use the material around you. The coffee cup is a supermarket, a mobile phone a surveillance camera, a pen is a customer, etc.
4. Make a prototype of the prototype.
5. The presentation is important; you must be able to make a story out of a napkin.
6. Keep the time

After an hour each team presents (5 min.)

Evaluation

It is a good idea to ask each team to record their presentation of their prototype.

It is always nice to have something physical (besides the prototype) to reflect on.

Further reading/inspiration

Fine description of the process and good links to free programmes that can help with modeling (in Danish)

PITCH

To be able to make a presentation that catches the audience at once is crucial for success. The audience may be investors, cooperation partners, staff or other. This is also the case in SUP. At all competitions, there will be a pitch of some kind. Here the pitch should be well prepared for, probably with a visual presentation running in the background.

And the students ought to be ready to deliver a pitch anywhere. Many factors can influence the pitch. The audience, the disposable time, the location where it takes place, and are there any tools at your disposal? All these factors may vary a lot. Below is a definition:

An evaluator speech (or pitch) is an ultrashort presentation of 2-6 minutes with the purpose of selling an idea or a concept. The elevator speech is used in many connections, for example when a person goes to a job interview or must present an idea to an investor.

The evaluator speech must be so short that you can present during an elevator trip from 1st to 7th floor – hence the name.

- What is the challenge?
- What is your solution?
- Why is it a good idea?
- What is in it for me? (for the company, the trade, society, Europe, the world?)
- Who are your team?
- What is next step?

On the internet there are numerous recipes and recordings of good pitches of different lengths. If you need to make a longer pitch, Guy Kawasaki gives a good example in the book Reality Check. He calls it "The 10/20/30 Rule of Pitching". 10 slides, 20 minutes and 30-point font. Read more [here](#). It can also be used as guideline in teaching, if teaching can be compared to pitching. There are good videos on YouTube where Guy Kawasaki presents the concept.

For the exercise “First pitch”, use the guidance from SUP (2018) as a basis. Be aware that time, resources and target group may change quickly in different contexts. The question whether the entire team should be on “stage” is often discussed.

It is of course important that all team members are able to “sell” the idea, but this is experienced in very different ways in the competitions. Some teams put great emphasis on having everyone on stage, others think that the best “seller” ought to be on stage.

Exercise

Train your pitch

EXERCISE: Train your pitch (SUP rules)

Purpose

That the students get to train and practise their pitch.

At the Regional Championships there are two pitches. One in front of the judges' panel and (probably) another one in front of the audience.

Duration

Either the students have prepared their pitch at home, or the teaching can be about the good pitch (see pitch intro) and the students work with it during the lessons. Both 2-minute and 4-minute pitches.

Activity

The students must prepare two pitches. A 2-minute and a 4-minute pitch. See the evaluation criteria below.

Elaborate a 2-minute precise pitch:

Criteria (FFE Taxonomy, action, environment, personal attitude)	Feedback	Point 1-10	Weighting	Advice to the team
Communication To which extent can the team present their concept clearly?			2	Work on streamlining your concept and presentation form – do you have a visual identity?
Communication To which extent does the team illustrate professional knowledge and creativity through sketches, modes and prototypes?			2	Work on creating a prototype that is as realistic and functional as possible. Seek out experts and resources to develop a prototype.

Elaborate a 4-minute pitch. See schedule on the next page.

Criteria (FFE Taxonomy, action, environment, personal attitude)	Feedback	Point 1-10	Weighting	Advice to the team
Communication To which extent can the team present their concept clearly?			2	Work on streamlining your concept and presentation form – do you have a visual identity?
Communication To which extent does the team illustrate professional knowledge and creativity through sketches, modes and prototypes? possible. Seek out experts and resources to develop a prototype.			2	Work on creating a prototype that is as realistic and functional as
Target group To which extent does the team show understanding and knowledge about target group, social and cultural context? To which extent has the team acted to get knowledge about the market?			4	The greater the knowledge you have of your target group, the better you will be able to argue for your idea's value.
Market knowledge To which extent does the team show understanding and knowledge about the market and the competitors? To which extent has the team acted to get knowledge about the market?			4	Work on getting a large understanding of the existing market. Maybe talk to competitors or fellow business people.
Finances To which extent can the team explain an ambitious and economically viable business plan?			5	Be critical when it comes to earnings; how will you make earnings? Which posts will you show and why?
Strategy To which extent has the team reflected on, planned and acted on a strategy in relation with scalability nationally and internationally?			5	Can you show a plan for how you will make it succeed? Have you considered possible challenges in a critical and realistic way? How will you handle them?
Cooperation and relations To which extent has the team analytically and critically related to knowledge from and in dialogue with external resources/ external network?			5	Establish contact with relevant networks and persons and explain or show how you plan to use them.
IPR-rights To which extent has the team analysed, evaluated and acted on IPR for their idea?			2	Can your idea be protected? How and why? Have you acted on it?
Communication and marketing To which extent has the team been able to relate to and develop a communication strategy?			2	How are you going to market your idea? Which methods are you going to use and why?
Total points				
OVERVIEW OF POINTS				

Evaluation

The students can evaluate each other's presentations (if they are not too much each other's competitors – otherwise make someone film the presentations).

Further reading/inspiration

[The Programme Pitcherific is good for structuring and training a pitch](#) (in Danish)

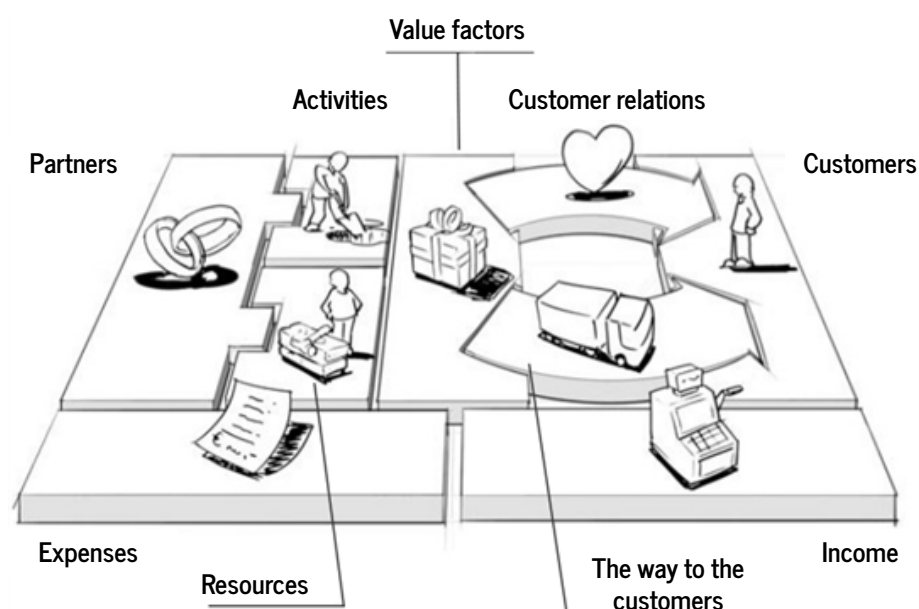
BUSINESS MODEL

A Business model describes the logic behind an organisation – how it creates, delivers and maintains value. Here we are talking about organisation in a broad sense. It may be a private business, a charitable organisation, a public organisation or institution, or another kind of organisation.

Value can be measured through different parametres such as experiential value, social value, cultural value, design value, etc. Value can also be measured in money and in speed of delivery.

As participants in SUP it is important that the students have thought about the business model for their idea, especially when they are participating in competitions, are going to pitch their idea, etc.

The word business model has been used for many years and has been translated as: How does the organisation earn money? Alexander Osterwalder has researched the subject, and in 2004 he earned his PhD with the dissertation: THE BUSINESS MODEL ONTOLOGY – A PROPOSITION IN A DESIGN SCIENCE APPROACH (see links below). The thoughts and the models in the dissertation were presented in the book Business Model Generation in 2010.



Since then, Osterwalders and Yves Pigneurs Business Model Canvas has been used worldwide. The model is usable, easy to understand and easy to apply in practice.

It is important to point out that the model is a momentary image of a business model, and that it does not show the organisation's mission, vision, strategies, budgets, etc. Business Model Canvas consists of nine "building bricks" which together show how an organisation will earn money.

In SUP (at the Regional and National Championships) it sometimes happens that some students have not properly thought through the business model or maybe are not in the process of testing a model. This Business Model exercise can give the team a common understanding of how to make ends meet in the business or project idea. The team also gets insight into what they still need to do to reach their goal. At the same time, it can function as an idea generation tool – so the business model becomes even more focused.

For any kind of idea and project, it is useful to consider the following:

When the students need to "build" the business model, it is important that it takes place in this order: customer segments, value proposition, channels, customer relations, revenue streams, key resources, key activities, key partners, cost structure.

If another order is chosen, it may be limiting for creativity, because the students will become locked - because of limited resources, activities, etc. If the case is an established company, you can start with value proposition and then customer segments.

In the links below, you can read much more about BMC – otherwise, plunge into the exercises.

Vi foreslår også at kigge på Grow a Business - en holistisk forretningsmodel udviklet hos VIA University College. Den Holistiske Forretningsmodel tager udgangspunkt i Osterwalders Business Model Canvas (BMC), Social Business Model Canvas samt teori om cirkulær økonomi fra Ellen MacArthur Foundation.

We also suggest that you look at Grow a Business – a holistic business model developed by VIA University College. The Holistic Business model takes its basis in Osterwalder's Business Model Canvas (BMC), Social Business Model Canvas as well as theory about circular economy from the Ellen MacArthur Foundation.

Find it on Start Up Programme's website

Business Model Canvas:


Forretningsmodellen

Beskriver forretningsmodel for: _____ Udført af: _____

date: ____/____/____ udgave: ____

<p>Partnere</p> <p>Hvem er vores vigtigste partnere? Hvem er vores vigtigste leverandere? Hvilke Ressourcer køber vi ind hos vores partnere? Hvilke Aktiviteter udfører vores partnere?</p>	<p>Aktiviteter</p> <p>Hvilke aktiviteter kræves af vores: - værdifaktorer? - kunderelationer? - vej til kunderne? - indtægtskilder?</p>	<p>Værdifaktorer</p> <p>Hvilken værdi skaber vi for kunderne? Hvilke af kundernes problemer løser vi? Hvilke af vores kunders behov opfylder vi?</p>	<p>Kunderelationer</p> <p>Hvad er relationen mellem kunderne og os? Hvilke relationer foretrækker vores kunder? Hvilke kunderelationer giver forretningen bedst? Hvordan skaber vi og vedligeholder vi relationer? Hvordan påvirker kunderelationer værdifaktorer?</p>	<p>Kunderne</p> <p>Hvem skaber vi værdi for? Hvem er vores vigtigste kunder? Hvad er vores kundesegmenter?</p>
<p>Ressourcer</p> <p>Hvilke Ressourcer kræves af vores: - værdifaktorer? - kunderelationer? - vej til kunderne? - indtægtskilder?</p>		<p>Vejen til kunderne</p> <p>Via hvilke kanaler foretrækker vores kundesegmenter at vi når dem? Hvordan når vi kunderne i dag? Hvordan hanger de forskellige veje sammen? Hvilke veje fungerer bedst? Hvilke veje er de mest kost-effektive?</p>		
<p>Omkostninger</p> <p>Hvor er de vigtigste omkostninger i forretningsmodellen? Hvilke Ressourcer er mest omkostningstunge? Hvilke Aktiviteter er mest omkostningstunge?</p>			<p>Indtægter</p> <p>Hvilke værdifaktorer vil kunderne virkelig gerne betale for? Hvor meget er kunderne villige til at betale? Hvilke forskellige indtægtskilder er der? Hvordan foretrækker kunderne at betale? Hvor meget bidrager hver indtægtskilde til den totale omsætning?</p>	

www.businessmodelgeneration.com

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Find BMC to download [here](#) (in Danish)

Links

[Canvas in Danish for download and print](#)

[Strategyzer is Osterwalder's \(et al.\) business where several templates are presented and can be downloaded](#)

[Osterwalder's PhD](#)

[Insero's website where you can find a presentation of Business Model Canvas](#)

[Free as business model \(Chris Anderson\)](#)

Video

Video intro to BMC (2 minutes)

Exercises

Build a BMC

Make a BMC for an existing company/organization

Make a BMC for your idea

EXERCISE: Build a BMC

Purpose

To give the students a basic understanding of the logic behind the BMC or Grow a Business model (before they build a canvas of their own ideas).

The students must build the canvas as a puzzle.

Duration

Preparation (teacher) (Building stones (cuttings) + glue and A3 paper/cardboard).

The teacher cuts the canvas into pieces and makes sure there are nine “building bricks” per team, mixed, so that they are not in the right order (which is customer segments, value proposition, channels, customer relations, revenue streams, key resources, key activities, key partners, cost structure).

1. 60 min. Build, understand and glue together.
2. 5 min. per team. Present the puzzle.
3. 10 min. Recap.

See the complete exercise below.

Activity

The teacher introduces the exercise and

1. The students get the nine building bricks, which are cut-outs from the model (in arbitrary order). They must build the canvas (as a puzzle) and at the same time try to understand the logic behind it. Why are the bricks ordered in this way? When the students have finished, they must glue their solution to a sheet of A3 paper or similar.
2. Each team presents their puzzle and explain their “structure” (order).
3. The class chooses the solution they find most right. If not everyone agrees, you must settle it by voting. The teacher then makes a recap and evaluates the process (see evaluation).

Evaluation

The teacher can present the film about BMC

Alternatively, he/she can enumerate: "Who are our customers, what value do we provide to our customers, how is the value provided, how do we expand and maintain our relation to the customers, how do the revenue streams look (where do we get the money from), which resources must be available for the company to perform the activities that create the value, which partners are needed, and what are the costs for having the resources and be able to run the activities?"

Comments

Mainly for students who don't know about business models and the canvas.

EXERCISE: Make a BMC for an existing company

Purpose

That the students get experience with the tool BMC in order to prepare them for developing their own business model.

Remember you can also use the Grow A Business Model – a holistic business model. Find it on the Start Up Programme website under Teachers.

Duration

1. (5 min.) Handing out of BMC and post-it notepads.
2. (10 min.) Choice of company – either the students choose on their own, or the teacher has one or several cases for the students to use.
3. (60 min.) Fill in BMC with post-its. If you are working with a business model with several “customer segments”, you can use differently coloured post-its.
4. (5 min. per team) Presentation of the company’s BMC.

Activity

The teacher introduces the exercise and

1. Fetch and print **BMC**. Make sure there are differently coloured post-its.
2. Ask the students to use canvases from companies with different business models, so they get acquainted with the many possibilities. You can either choose a certain line of business (dependent on education) with which the students can identify, or you can choose something completely outside their domain. If you are for instance in the line of experience or detail, the cases may be Restaurant Noma, Just-Eat and McDonald’s or H&M, Boozt and Louis Vuitton or Legoland, Conference Centre Comwell and D’Angleterre. Kort præsentation af den forretningsmodel, de studerende har identificeret. Deres forudsætninger skal også præsenteres. Hvad ved de, de ved, og hvad ved de, at de ikke ved?

3. Especially with double-sided business models, it is useful with post-its in several colours. If the students don't know and cannot find any material about the cases, they must set up preconditions or assumptions.
4. Short presentation of the business model which the students have identified. Their preconditions must also be presented. What do they know they know, and what do they know they don't know?

Evaluation

After the presentation, the different elaborated canvases are evaluated and discussed.

Comments

The students must know the Business Model Canvas before doing the exercise, otherwise it should of course be introduced to them before beginning.

Further reading/inspiration

[Case about Bone's that can be used](#) (article in Danish)

[Exercise concerning purchase of company](#) (in Danish)

EXERCISE: Make a BMC for own idea

Purpose

That the students begin to think in “business”. How should the idea be put together to a concept that is viable? The exercise can also be used for idea generation and, at the same time, give the team insight into what is lacking in order for their model to hold together.

Duration

Variable. From 1,5 hours to several days (dependent on whether hypotheses and assumptions must be tested or not).

Design and development of own business model.

(5 min. presentation + 10 min. feedback and questions per team). Presentation and “hacking” from fellow students – does the business model hold together?

Activity

See the link below as inspiration.

Dependent on how far the students are in the work with their own idea, the purpose of the exercise is to develop the first business model, to get clear about what the team can make on their own, and where they must seek help or partners, or be inspired to new and alternative business models.

After the seance: Get out and test it!

Evaluation

The feedback comes from fellow students and the teacher during the presentation. It is important that the students get out quickly (to potential customers) and test their hypotheses.

Further reading/inspiration

[Good account of BMC – can serve as basis for the exercise](#)

[Free as business model](#)

BUSINESS PLAN

There are many views about whether to make a business plan or not. The word plan as such may sound outdated to some people – it sounds as something longterm and static. As Eisenhower said, it is not the plan but the planning that is important. Discussion, synchronising of goals and resources, agreements, distribution of tasks, understanding of the market, etc. is the most important things to agree on.

For this reason, the work of making a business plan can be valuable. At the same time, there are still potential partners, investors, etc. who would like to see a business plan or business case.

In SUP, the team must deliver elements from a business plan, one or more, the further they get in the competitions. Suddenly, calculations, budgets, etc. are required. If team members don't possess the required competences, they must seek help and guidance. There are many places where you can get inspiration. See the below links, but make sure you adapt the templates to your company's present status.

Links (all in Danish)

[Business plan in 9 steps](#)

[Templates of any kind for the business plan](#)

[Free business plan](#)

[Business plan template](#)