

**HANDBOOK
“METHODODOLOGICAL
GUIDELINES FOR
YOUTH WORKERS TO
CONSULT AND INSPIRE
YOUNG PEOPLE TO
DEVELOP THEIR
BUSINESS IDEAS”**

CONTENTS

PART I: Introduction

1. DESIGN THINKING METHODOLOGY FRAMEWORK
2. GLOBAL ECONOMIC AND TECHNOLOGY TRENDS

PART II: Understand

3. YOUTH WORKER'S ROLE
4. CONCEPT AND BEST PRACTICE OF MULTIDISCIPLINARY CO-CREATION APPROACH
5. TEAM FORMING AND TEAM BUILDING TECHNIQUES

PART III: Create

6. METHODOLOGICAL GUIDELINES (INCLUDING THE MOST SUITABLE DESIGN THINKING METHODS AND GUIDANCE FOR RUNNING BUSINESS DEVELOPMENT WORKSHOPS FOR YOUNG PEOPLE, TIPS AND TRICKS FOR SUCCESSFUL FACILITATION AND METHODS' APPLICATION)

PART IV: Deliver

7. CASE STUDY EXAMPLES SHOWCASING HOW SPECIFIC METHODS WORK IN REAL-LIFE PRACTICE, DEMONSTRATING THEIR UTILITY AND IMPACT
8. DESIGNED CANVASES NECESSARY FOR THE HANDS-ON UTILIZATION OF THE METHODS IN WORKSHOPS

WHAT IS IT? FOR WHOM?

This is a handbook for youth workers to help them to consult and to inspire youth in developing their business ideas. The aim is to give some wider background to the topic, more theoretical knowledge, as well as to inform about trends, and also provide youth workers with hands-on tools they can use when working with young people.

The structure of the handbook is based on basic design thinking approach and is following:

PART I: Introduction

Introduction to the topic.

PART II: Understand

This part will equip youth workers with methods to use working with young people necessary for understanding the approach of problem solving, better understanding people - empathizing, deep insight of user persona and problem definition, as well as user research methods.

PART III: Create

In this part we will provide youth workers with the methods to utilize for idea generation, brainstorming sessions, identifying design opportunities, fast prototyping, user testing and feedback generation and validation of assumptions.

PART IV: Deliver

This part will offer tools to facilitate testing, live prototyping, piloting and getting the solution to market.

ABOUT THE PROJECT

The toolkit for business idea development using design thinking is conducted within the Erasmus+ strategic partnership project “Youth BIZ Skillset” implemented starting from September 2017 till February 2019. The objective of the project is to facilitate development of business mind-set and skills among young people by creating methodological tools and by training young people and youth workers. To achieve this objective, the following activities have been implemented:

- 1** ELABORATION OF THE STUDY ON SKILLSET REQUIREMENTS FOR BUSINESS AND EMPLOYMENT.
- 2** DEVELOPMENT OF THE TOOLKIT ON BUSINESS IDEA DEVELOPMENT AND STARTING A BUSINESS.
- 3** DEVELOPMENT OF THE METHODOLOGICAL GUIDELINES FOR YOUTH WORKERS TO CONSULT AND TO INSPIRE YOUNG PEOPLE TO DEVELOP THEIR BUSINESS IDEAS.
- 4** TRAINING VISIT IN SPAIN ON GLOBAL ECONOMIC AND TECHNOLOGY TRENDS THAT CHALLENGE AND DRIVE NOWADAYS' ERA AND LIFE OF YOUNG PEOPLE.
- 5** TRAINING SEMINARS FOR YOUNG PEOPLE.
- 6** COACHING SEMINARS FOR YOUTH WORKERS.

The project implementation is based on the strategic partnership where leading partner is the non-governmental organisation New Entrepreneurs Center “Jobs & Society” whose aim is to support entrepreneurship development in Latvia through professional start-up advice to people thinking about starting a business. The partnership includes the Estonian Business School that is one of the biggest private universities in the Baltic countries, teaching entrepreneurship and business administration at all academic levels. In the project implementation also Spanish private company “IN&S Comunicación e innovación sostenible” is involved whose aim is to help SMEs and entrepreneurs to develop their projects in the fields of communication, innovation and sustainability.

AUTHORS OF THE HANDBOOK

Kristiina Urb
Toomas Danneberg

Co-authors:

Signe Adamoviča
Līva Stūrmane
Gints Klāsons
Anna Pavlina
Mārtiņš Stūrmanis
Jorma Sarv
Tamara Rodriguez Silva

The project “Youth BIZ Skillset” was financed with the support of European Commission’s “Erasmus+ Youth in Action” administered in Latvia by the Agency for International Programs for Youth. This publication reflects only the author’s views, and the Commission cannot be held responsible for any use which may be made of the information contained there in.



PART I: INTRODUCTION

1. DESIGN THINKING METHODOLOGY FRAMEWORK

In a very simple terms design thinking = problem solving. And for business modelling we need to find a problem to resolve for our potential customers.

According to Tim Brown who is the CEO of the global design and innovation company IDEO “design thinking is a human-centered approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”

Design thinking helps us locate and resolve problems more easily. Since finding business opportunities is very much linked to finding problems to resolve for others design thinking links nicely also with business modeling. It allows people who are not trained as designers to use also creative tools to address a huge range of challenges.

Design thinking is a creative and collaborative way to come up with solutions to solve problems, develop products and services, as well as improve processes by stepping into the shoes of users and co-creating together with them instead of for them.

Design process has many interpretations but the idea in all cases is similar. In this handbook, we will use a 5-step design thinking approach.



1. **EMPATHISE** – getting to know your users, understanding the bigger context around the challenge you would like to solve and offer solution to, and exploring market opportunities;
2. **DEFINE** – making sense of all the learnings of the research phase and digging into the real problem you wish to solve;
3. **IDEATE** – generating lots of ideas and choosing the best one to go further with;
4. **PROTOTYPE** – equipping you with rapid prototyping tools to test your solutions with users without major financial investment: fail fast and improve;
5. **TEST** – testing your prototype with users and getting feedback for your idea’s further development or improvement.

We also added the 6th step, a very important though, **ITERATE**, which means you can return back to any step of the design process at any time to improve your solution. Design process is all about iteration, changing and improving things constantly. Eventually, there will come a point when you need to show your product and service to the world. Therefore we decided to combine **ITERATE and DELIVER** – time to finalize your trials and iterations and launch your idea to the market.

2. GLOBAL ECONOMIC AND TECHNOLOGY TRENDS

Before starting to work with young people and do business modelling with them it is good to know and understand the bigger picture and framework we are operating in.

World Economic Forum (2016) report, EU Lifelong Learning Strategy 2020 (European Commission, 2016), Phoenix Institute for a Future report on Future work skills 2020 (Davies, Fidler and Gorbis, 2011), and others, emphasise the need to address 21st-century skills development in educational settings. It is important to mention that in the context of 21st century technology, demographic and socio-economic trends, the classical (e.g. high-school and university education) educational settings have faced considerable change, innovation that has brought new forms and ways to acquire not only knowledge, but also skills. E.g., online learning platforms by world's top universities, microdegrees by unconventional education providers, collaboration spaces, hackathons provided by public and private stakeholders to foster the development and creation entrepreneurial mindset in the context of social learning. These developments strongly support the development of the skills and thus the increase in employability of young future workforce.

Among 21st-century skills there are many closely related to the entrepreneurship education and development of entrepreneurial mindset, namely, complex problem solving, critical thinking, creativity, people management, coordinating with others, negotiating, social intelligence, etc. (WEF, 2016; European Commission, 2016; etc.). In particular social learning, critical problem solving and creativity, are believed to strongly relate to entrepreneurship and innovation, for solving social problems and enforcing economic growth (see Ederer, 2015). In the era of digitization, the distance work and learning has become inevitable part of our lives, but it also may lead us to the situation where teamwork, peer-to-peer learning, collective learning and development face negative trend. Therefore, the creativity and thus innovation becomes tangible when we are able to support and facilitate the development of team skills in the context of social learning and by new formats (e.g. incubators, accelerators, hackathons, online courses and programs supported by online teamwork tools, etc.). Thus, the afore-mentioned unconventional educational settings complement to traditional ones and will create an opportunity for blended learning models.

Competence-based education by developing specific professional job-related and personal skills (e.g. that support entrepreneurial mindset) has become widely spread throughout different fields of education as a strategic tool for educational development, integrating education with training and lifelong learning and preparing learners for the future professional careers in rapidly

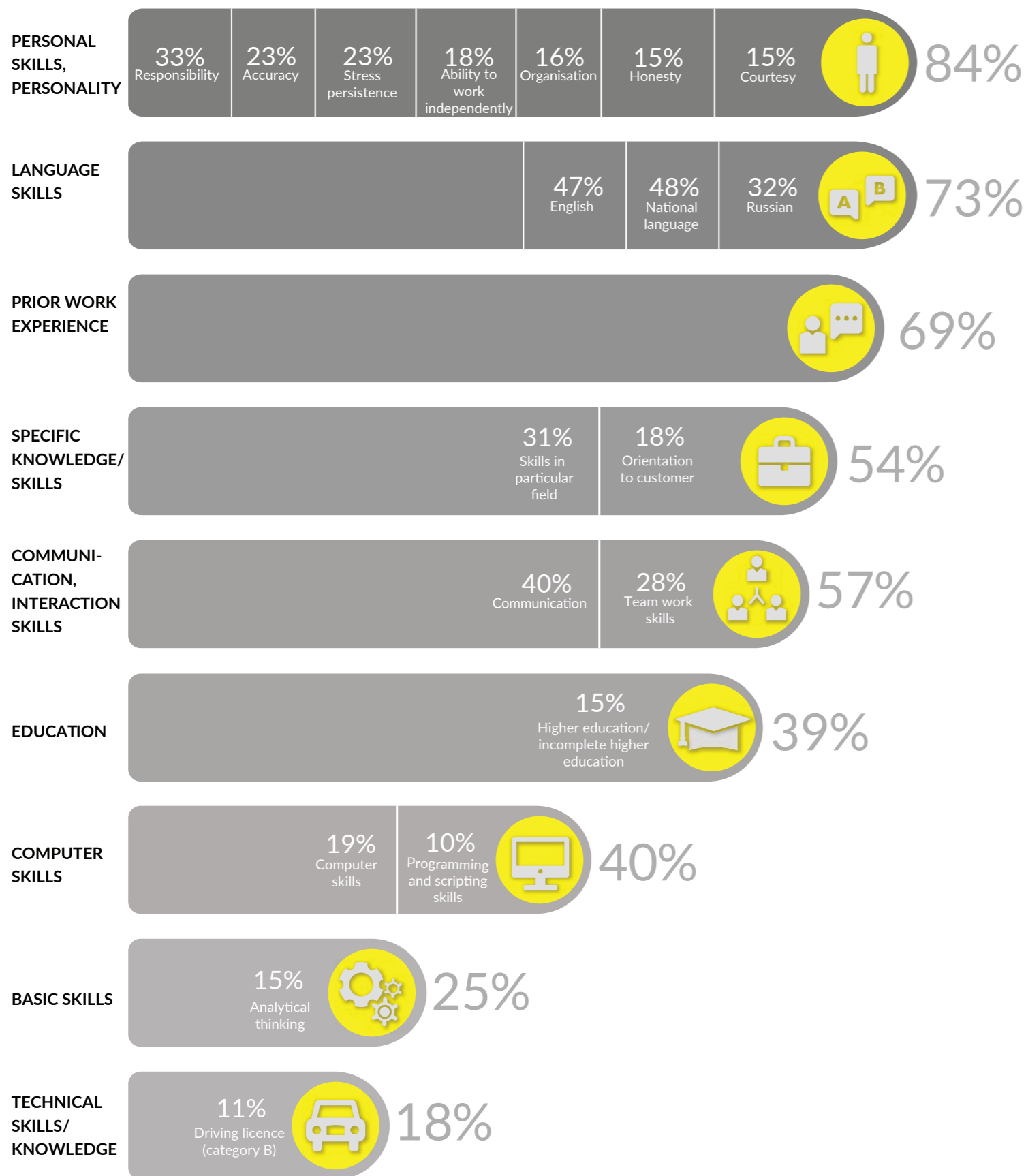
evolving digital economies (European Commission, 2016; OECD, 2002; WEF, 2016). At the same time, entrepreneurship education is seen as a central tool for modernising education and enhancing the entrepreneurship competence development (Herrmann, Hannon, Cox, and Ternouth, 2008; Draycott and Rae, 2011; Lackéus, 2015; European Commission "Eurydice", 2016). Thus the perspective of learning and acquisition of skills and knowledge has evolved and it is crucial that we consider the learning as a logical and well-integrated process into a person's personal and professional development journey. Therefore, the project "Methodological guidelines for youth workers to consult and inspire young people to develop their business ideas" fits perfectly into the new paradigm of learning and supports the development of business mindset and skills among young people by creating methodological tools and by training young people and youth workers.

Within the "Youth BIZZ Skillset" project in Spring 2018, a study on skills requirement in Latvian and Estonian job market was carried out.

2. GLOBAL ECONOMIC AND TECHNOLOGY TRENDS

SKILLS REQUIREMENT

IN ESTONIA



The study on skill set requirements for business and employment revealed following trends:



- The need for specific personal skills, characteristics is mentioned more often than certain education, technical or basic skills (77% of advertisements in Latvia and 84% in Estonia). The second most common requirement is language knowledge (77% and 73%, respectively). Specific knowledge and skills are mentioned in 63% of advertisements in Latvia and 54% in Estonia, and approximately so often communication and interaction skills (59% and 57%) are required. Particular education is required in 53% of vacancies in Latvia and 39% in Estonia. Computer skills are mentioned in 38% of advertisements in Latvia and 40% in Estonia. In turn, the relatively rarest requirements are basic skills (16% and 25%) and technical skills (15% and 18%).

- The detailed analysis of the skills requirements shows that the most common job advertisements include the requirement for prior work experience (75% in Latvia, 69% in Estonia). The national language requirement is mentioned 52% of advertisements in Latvia and 48% in Estonia. English language skills, meanwhile, is required 55% of advertisements in Latvia and 47% in Estonia. The need for Russian language skills is mentioned in 32% of advertisements in Estonia, but in Latvia – 42%. Prior work experience and language skills are the requirements that are specifically indicated in more than the half of all job advertisements.

- In the analysis of the mutual combinations of requirements included in job advertisements, it can be observed that the need for prior work experience, language skills, knowledge in the specific field, communication skills and the sense of responsibility (in the case of Latvia – also higher education) are the requirements demanded the most in the advertisements.

- When analysing the requirements included in the advertisements in the breakdown of the occupational groups, that one part of the requirements are expressed in almost all groups of professions, but some part of the requirements are specific. As horizontal requirements (repeated in all or almost all groups of professions) can be identified – prior work experience, national language skills, responsibility and accuracy. English language skills are required for higher qualification vacancies, but less frequently – for lower qualification. Similarly also Russian language skills. Communication and interaction skills requirements are also more often required in higher qualification workplaces.

The study demonstrates and supports the general trends in personal and professional skills development. In order to achieve and develop the skills along personal and professional development, new methodologies and formats, like current

2. GLOBAL ECONOMIC AND TECHNOLOGY TRENDS

project, are crucial part of the today's educational settings.

To zoom out from the Baltic region then the four major trends in global economy and technology are following (<https://www.weforum.org/agenda/2017/09/global-competitiveness-report-2017-trends/>).

1 The productivity paradox

Global productivity is not growing as fast as it used to be, instead it has slowed down. This is a paradox because the world has seen extremely rapid technological innovation. However, how is it possible that all these new technologies are not resulting in higher productivity? There are few explanations:

1. innovations are simply not making us more productive;
2. today's innovations are making people's jobs obsolete;
3. population is ageing in Asia, Europe and the United States;
4. we don't measure GDP correctly:

GDP measures the value of goods and services produced in a country over a year. But in today's world we have so many innovations that produce things that are for free. To the national accounts, the value of the services Google provides to its users – its contribution to GDP – is zero, because those services are for free. The contribution of Facebook and Twitter services are also zero. But Google makes our life easier in significant ways. We no longer have to go to the library to search for hours for the documents we need, for example; but the productivity we have gained by using Google's search engine is not counted at all. This is the case with many innovations - and so it could be that a large element of GDP is going undetected, and that economies are actually growing a lot faster than we think and numbers are showing. In fact, the evidence suggests that globally we are missing as much as a full percentage point a year: instead of growing at 2%, we are growing at 3%. Compounded over years, this is a huge difference.

2 The Fourth Industrial Revolution

The appearance of very disruptive technologies has been incredibly rapid. It is no longer the case that only the US and Europe are innovate; the new industrial revolution has created opportunities for nations across the globe. This is a hugely important trend. Along with this industrial revolution where the new technologies and its applications and automation change the way of production, product and service development and delivery, it requires to become more agile both the way we learn and the knowledge and skills we acquire. Existing knowledge may become worthless almost overnight, e.g., machines can calculate accounts, for example, or tax returns, and accountants are no longer needed for these tasks. However, we still need to

manage the whole process of digitization across all industries. Therefore, the 21st century skills are still relevant despite the technological change. Moreover, the managerial knowledge and skills managing the change and innovation becomes crucial and not only in large companies, but mostly among SMEs to be able to understand and being capable to implement these digital technologies in the context of fourth industrial revolution. The necessity for the change management knowledge and practices, skills is especially important in the context of the private sector in Baltics.

According to the European Commission DESI (Digital Economy and Society Index) Report 2018, Estonia, Latvia and Lithuania perform in "Integration of Digital Technologies in private sector" below the EU average. This is especially interesting in case of Estonia, whose public sector digitalisation is one of the leading in EU.

Therefore, the transformation of the best-practices and knowledge and skills acquired by public sector has not been made to private sector. The transformation of knowledge and skill, and the secondly, the life-long learning approach and development of entrepreneurial mindset, experiential learning in change management and new educational settings could provide a good platform to accelerate the integration of technologies.

3 Growing income inequality

This is partly a consequence of the Fourth Industrial Revolution, which is taking away middle-class jobs. This is different from previous industrial revolutions, by which essentially benefited the poor. The growing income inequality could also be managed by systematic development of life-long learning approach and strategies and making that in use already among youth due to the rapid changes in the market that require constant learning process and systematic development of your career profile. Education models, approaches in public and private collaboration would definitely support the re-skilling and up-skilling of the workforce and in return would have a positive impact on income distribution and would support the decrease of income inequality.

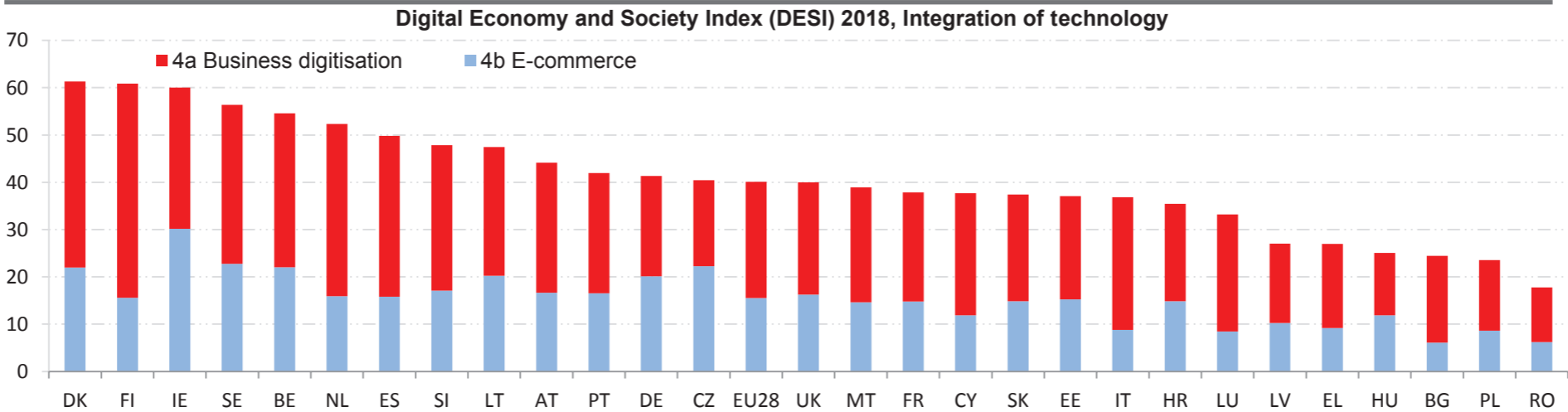
4 A massive increase in the working population

Over the last few decades 4 billion people, especially people in Asia, have entered the world's labour market. These people are highly skilled, well trained and educated, and they have taken jobs from developed countries. However, we see the evidences that in Europe we still lack high-qualified, entrepreneurial minded youth and already experienced workforce to cope with the technological developments and its implementation. Therefore, as mentioned previously agile and new educational

2. GLOBAL ECONOMIC AND TECHNOLOGY TRENDS

settings, formats could support the up- and re-skilling to cope with the change. Secondly, from the perspective of education, collaboration modes that allow cross-cultural and national and interdisciplinary collaboration by bringing together youth and experienced workforce by using the means of digital technologies need to be developed and implemented. This way we can complement to each others' strengths and competencies.

2. GLOBAL ECONOMIC AND TECHNOLOGY TRENDS



Source: European Commission services based on Eurostat data



PART II: UNDERSTAND

3. YOUTH WORKER'S ROLE

Assuming that we implement agile and new learning methodologies and formats educating the youth, it is important to define the roles of youth workers and other stakeholders supporting the acquisition of knowledge and skills in team-based learning.

- 1 Youth workers are expected to act as facilitators to support the youth in team development as well as in personal development by using supervision and coaching tools. This also requires training for youth workers that they have common understanding and approach in supporting youth in the development of their entrepreneurial mindset.
- 2 Secondly, there is a need for mentoring. Mentors mostly come with industry or very specific competence/ skill experience (e.g. project management) to support the youth with industry, sector specific experience and with specific competence, like project management, because one of the basic success criteria of the project is the way you structure and manage the project.

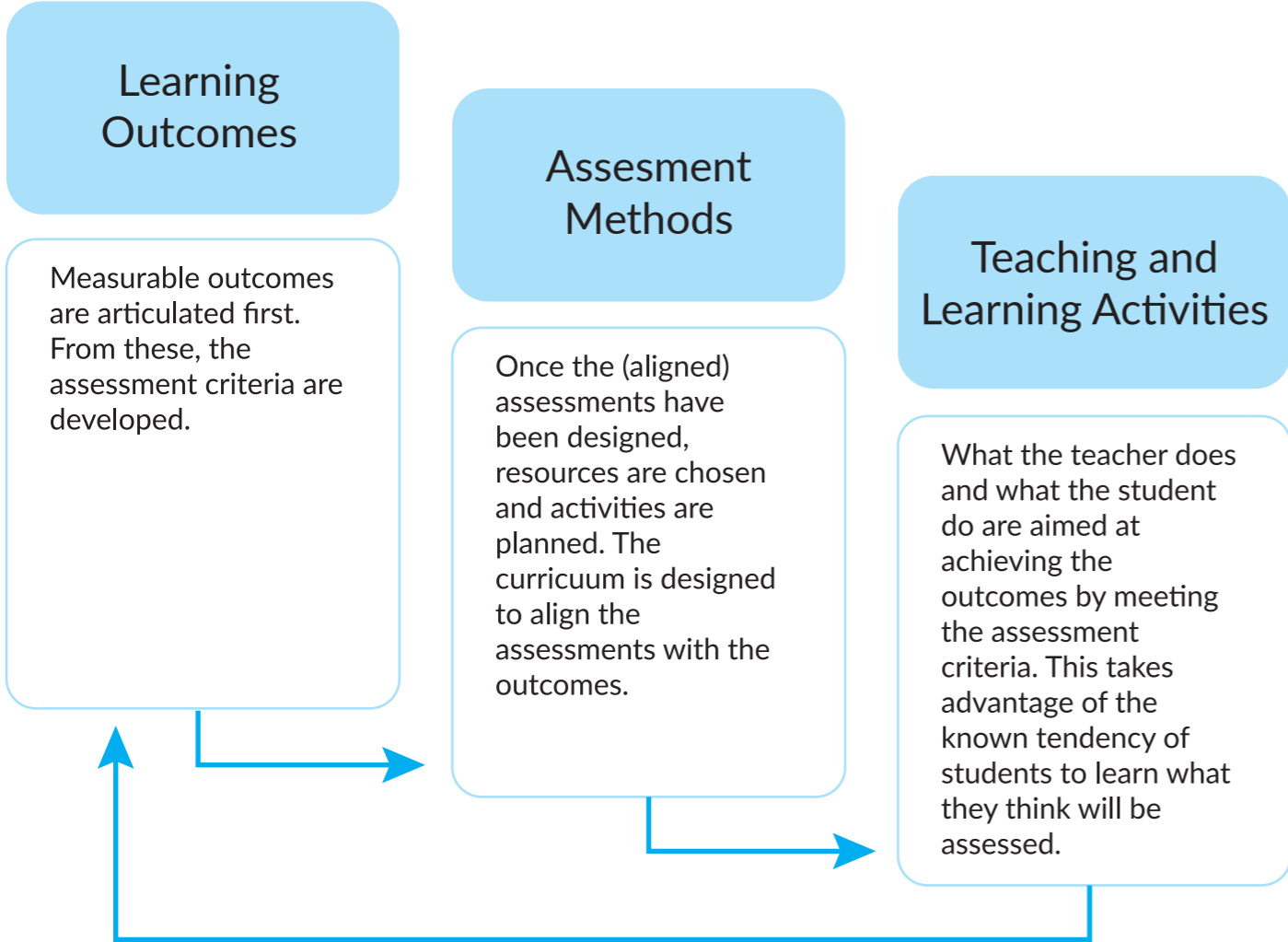
Now we zoom in a bit more to some theoretical background that is important to understand when we start to work with young people and hope to give them new skills and knowledge.

LEARNING AND CONSTRUCTIVE ALIGNMENT

When you start to work with young people then you need to understand what is the aim of this process, what do you want them to gain. This will be your destination you want to reach and constructive alignment means that for reaching this destination you need to align your teaching and learning activities, assessment methods and measurable learning outcomes to that goal. As you can see on the figure "Constructive alignment" you should first decide what will the learning outcomes be and then from that decide how you are going to assess young people progress. The whole content should be designed so that the assessments align with the outcomes. And finally, taking that all into account you decide on the teaching and learning activities - what you will do and what young people will do to achieve the outcomes by meeting the assessment criteria.

We will talk more about learning outcomes, what they are and how to set them next.

3. YOUTH WORKER'S ROLE



Constructive alignment

HOW TO SET LEARNING GOALS? HOW TO MAKE LEARNERS AWARE OF THEIR INTENDED LEARNING OUTCOMES? BLOOM'S TAXONOMY.

Pohl, M., 2000. Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking. Hawker Brownlow Education.

Learning outcomes have to be measurable, this is the only way to guarantee that envisioned new knowledge and skills can be achieved.

Here is a potential example how the overall goal and learning outcomes could be aligned when it comes to working with young people and help them with business modelling.



Aim:
The objective is to give an overview of the business idea developing process and to introduce practical tools and methods for business modelling as well as to give a practical experience in developing a business model in multidisciplinary teams.

Description:
Covering all the key aspects of planning and developing a business model, including the development of the business idea, modelling it on different business canvases, analysing business models, presenting ones business model to the others. Young people will also learn about different support mechanisms available for creative enterprises,as well as create their own business model in teams consisting of young people from different disciplines.

Learning outcomes:
Upon learning young people:
 - remember and understand basic terminology and processes of developing an enterprise;
 - can evaluate and plan business models in creative industries;
 - can create his/her own business model within creative industries;
 - know how to present his/her business model to the others;
 - can apply methods for developing a business model together with people from different disciplines.

3. YOUTH WORKER'S ROLE

3. YOUTH WORKER'S ROLE

Learning outcomes should also take into consideration something that it called Bloom's taxonomy.

Bloom's taxonomy is a taxonomy of cognitive objectives and it provides a way to organise thinking skills into six levels, from the most basic to the more complex levels of thinking. It continues to be one of the most universally applied models. In 1990 one of his former students Lorin Anderson revisited the taxonomy and as a result some changes were made. Therefore, we should think about learning and acquiring new skills in following steps or levels:

1	Remembering	Recalling information
2	Understanding	Explaining ideas or concepts
3	Applying	Using information in another familiar situation
4	Analysing	Breaking information into parts to explore understandings and relationships
5	Evaluating	Justifying decision or course of action
6	Creating	Generating new ideas, products, or ways of viewing things

Ideally, each of these levels should be covered when working with young people and aiming to give them new knowledge and skills. From our previous example we can see how learning outcomes can address these levels:

- remember and understand basic terminology and processes of developing an enterprise;
- can evaluate and plan business models;
- can create his/her own business model;
- know how to present his/her business model to the others;
- can apply methods for developing a business model together with people from different disciplines.

When doing business modeling with young people you can use following activities to help them go through different levels.

3. YOUTH WORKER'S ROLE



Knowledge level	Activities to do with young people
1 Remembering	<ul style="list-style-type: none"> » Make a list of the main events in your business modelling. » Make a timeline of events. » Make a facts chart. » Write a list of any pieces of information you can remember. » Make a chart showing...
2 Understanding	<ul style="list-style-type: none"> » Write a summary report. » Prepare a flowchart to illustrate. » Illustrate what you think the main idea is.
3 Applying	<ul style="list-style-type: none"> » Construct a model to demonstrate how it works. » Take a collection of photographs to demonstrate a particular point. » Design a marketing strategy for your product using a known strategy as a model.
4 Analysing	<ul style="list-style-type: none"> » Design a questionnaire to gather information. » Write a commercial to sell a new product. » Make a flowchart to show the critical stages. » Construct a graph to illustrate selected information. » Prepare a report about the area of study. » Conduct an investigation to produce information to support a view.
5 Evaluating	<ul style="list-style-type: none"> » Prepare a list of criteria to judge the potential of your business idea. » Conduct a debate about an issue of special interest. » List five aspects you see as important in your business model. Convince others. » Form a panel to discuss views on your business idea. » Prepare a case to present your view about business opportunity.
6 Creating	<ul style="list-style-type: none"> » Create a new product or service. Give it a name and plan a marketing campaign. » Sell your business idea. » Devise a way to launch your product or service.

3. YOUTH WORKER'S ROLE

Once working with young people on their acquiring new knowledge and skills about business modeling you also need tools to assess whether they have learned what you intended them to learn. Here are some questions you can use and can assist yourself to understand it better:

3. YOUTH WORKER'S ROLE

Knowledge level	Questions to ask
1 Remembering	<ul style="list-style-type: none"> » What happened after...? » How many...? » What is...? » Can you name ...? » Find the meaning of... » Describe what happened after... » Which is true or false...?
2 Understanding	<ul style="list-style-type: none"> » Can you write in your own words? » How would you explain...? » Can you write a brief outline...? » Who do you think...? » What was the main idea...? » Can you clarify...? » Can you illustrate...?
3 Applying	<ul style="list-style-type: none"> » Do you know another instance where...? » Can you group by characteristics such as...? » Which factors would you change if...? » What questions would you ask of...? » From the information given, can you develop a set of instructions about...?
4 Analysing	<ul style="list-style-type: none"> » If. ..happened, what might the ending have been? » How is...similar to...? » What do you see as other possible outcomes? » Why did...changes occur? » Can you explain what must have happened when...? » What are some or the problems of...? » Can you distinguish between...? » What were some of the motives behind..? » What was the turning point? » What was the problem with...?



Knowledge level	Questions to ask
5 Evaluating	<ul style="list-style-type: none"> » Is there a better solution to...? » Judge the value of... What do you think about...? » Can you defend your position about...? » Do you think...is a good or bad thing? » How would you have handled...? » What changes to.. would you recommend? » Do you believe...? How would you feel if. ...? » How effective are. ...? » What are the consequences..? » What influence will....have on our lives? » What are the pros and cons of....? » Why isof value? » What are the alternatives? » Who will gain & who will lose?
6 Creating	<ul style="list-style-type: none"> » Can you design a...to...? » Can you see a possible solution to...? » If you had access to all resources, how would you deal with...? » Why don't you devise your own way to...? » What would happen if ...? » How many ways can you...? » Can you create new and unusual uses for...? » Can you develop a proposal which would...?

4. CONCEPT AND BEST PRACTICE OF MULTIDISCIPLINARY CO-CREATION APPROACH

How can you help young people to find real-life problems that they can resolve for their potential customers and therefore build a sustainable business model based on it? We will now explain in practical terms what you could be doing together with young people to help them co-create a business model.

HOW?

Suggested format: Hackathon

Description:

2-5 days long intensive and rapid version of business plan development. As with any design thinking approach, the aim is to have as fruitful divergent and convergent thinking exercises as possible in a small period of time to open up the creative and innovative thinking of young people and give them overview of all necessary steps.

When possible it is always a good idea to involve in hackathon also people from the industry because it is very beneficial for both parties. Young people learn from representors of industry what are the actual challenges they are facing and what real-life problems they could help them resolve. In turn, industry will learn about new creative ideas proposed by young people that they could implement for resolving their business challenges or invest in them. This is called reverse mentoring - it is beneficial for both parties through the knowledge exchange that will take place in this format.

Suggested method: Business idea modeling

Description:

Multidisciplinary teams go through the following topics of business modelling deriving from the design thinking approach. It is done during the hackathon and supported by the youth workers.

STEP I

What does it mean to be an entrepreneur? How do teams work? Team building and leadership dynamics. The team creation process. What are business models and why do we need them? What are the business model components and how do they fit together?

STEP II

EMPATHISE - getting to know your users, understanding the bigger context around the challenge and exploring market opportunities.

DEFINE - making sense of all the learnings of the research phase and digging into the real problem you wish to solve.

IDEATE - generating lots of ideas and choosing the best one to go further with. What do you do and for whom? How do you do it and why is it better than the things your competitors do? Learning to put together a value proposition for your product

or service.

STEP III

PROTOTYPE - creating a prototype to test with users without major financial investment: fail fast and improve.

TEST - testing your prototype with the users and getting feedback for your idea's further development or improvement.

STEP IV

Building a business model for your idea - it's about putting together a right puzzle.

STEP V

The basics of marketing and sales. How to get noticed when you have zero budget? How to sell your product when nobody knows who you are?

STEP VI

Finances - cost structure and revenue streams.

STEP VII

Pitching your idea, e.g. for potential investors. How to present your idea to people who don't know you? What are the common pitfalls and how to conquer them?

4. CONCEPT AND BEST PRACTICE OF MULTIDISCIPLINARY CO-CREATION APPROACH

5. TEAM FORMING AND TEAM BUILDING TECHNIQUES

When starting to work with the business idea development it usually is beneficial to do it in teams and not alone. The reason is very simple - different people bring together different competences and experience that is necessary for building a sustainable business model. Therefore, you should also encourage young people to work in teams. Here are some suggestions and ideas what to pay attention to when facilitating team forming and building.

GOOD TEAM

One main characteristic of a good team is diversity because it allows the team to benefit from its members different knowledge, experience, networks, skills and etc. Therefore, a good team has a variety in gender, age and nationality. As a youth worker facilitating the team forming process encourage them to think about the diversity in the group.

You can also, for example, give them an exercise to form teams that have:

- » at least one female and one male member;
- » a local and a foreigner (also just someone from a different city);
- » someone with dark hair and someone with light hair.

This kind of exercises force young people to think more about diversity and you end up with teams that have more variety.

Also, it is beneficial to think about good teams in a context of innovation according to the following model:

Economics + creativity + engineering = innovation

Therefore, when possible try to make sure that every team has a young person who is more prone to:

- » economics, and not just numbers but also strategic thinking, problem resolving and etc;
- » creativity and creating;
- » engineering, meaning interest or skills in technology and solutions.

MYERS-BRIGGS TEST

https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs_Type_Indicator

According to Myers-Briggs test different team members can be defined according to four different domains, which are not polar opposite but a gradual continuum. Keeping this in mind also helps you to facilitate formation of diverse teams. They are

following:

1. Extraversion/ Introversion

- » The extraverted types learn best by talking and interacting with others.
- » The introverted types prefer quiet reflection and privacy.

2. Sensing/ Intuition

- » Sensing types enjoy a learning environment in which the material is presented in a detailed and sequential manner.
- » Intuitive types prefer a learning atmosphere in which an emphasis is placed on meaning and associations.

3. Thinking/ Feeling

- » Thinking types desire objective truth and logical principles and are natural at deductive reasoning.
- » Feeling types place an emphasis on issues and causes that can be personalized while they consider other people's motives.

4. Judging/ Perceiving

- » Judging types will thrive when information is organized and structured, and they will be motivated to complete assignments in order to gain closure.
- » Perceiving types will flourish in a flexible learning environment in which they are stimulated by new and exciting ideas.

TECHNIQUES

Here are some ideas for team building techniques that you can use:



Make teams do role plays to understand how to distribute roles in a team in the best way. Games and playing approach help to break social barriers between team members and also help to reveal in which roles team members feel the most comfortable in.

Make each team members do a personality poster, that in a creative way introduces them to other team members. You can give them topics to cover with the poster: previous experience, hobbies, biggest fear, dream job and etc. After creating the posters each team member should present it to other members and in the end team votes or decides through discussion who should take which role based on their personality posters.

5. TEAM FORMING AND TEAM BUILDING TECHNIQUES

PART III: CREATE

6. METHODOLOGICAL GUIDELINES

Here we give some guidelines what kind of methods and tools to use when doing business idea modelling with young people. We also give suggestions to different canvases that you can use during this process.

We also suggest you take a look at the complementary toolkit “Design Thinking for Developing Your Business Ideas”, which was developed as part of the same “Youth BIZ Skillset” project.



Important reminders when doing business idea modelling with young people.

- » Do not be too judgemental about their ideas.
- » Do not be too official, be approachable and open.
- » Use the language they understand, avoid difficult terms.
- » Try to create trustful bonds between yourself and young people.
- » The attention span for young people is shorter.
- » Instead of reading off the paper speak by heart.
- » Be inspiring.

HOW?

STEP I

What does it mean to be an entrepreneur? How do teams work? Team building and leadership dynamics. The team creation process. What are business models and why do we need them? What are the business model components and how do they fit together?

For delivering this step you can take a look at the previous chapter about team building and give young people an overview what business models are, why we need them and what are their components. We will discuss it further under STEP IV. We also recommend you take a look at the book “Business Model Generation”, written by Alexander Osterwalder and Yves Pigneur (<https://strategyzer.com/books/business-model-generation>).

STEP II

EMPATHISE – getting to know your users, understanding the bigger context around the challenge and exploring market opportunities.

DEFINE – making sense of all the learnings of the research phase and digging into the real problem you wish to solve.

IDEATE – generating lots of ideas and choosing the best one to

6. METHODOLOGICAL GUIDELINES

go further with. What do you do and for whom? How do you do it and why is it better than the things your competitors do? Learning to put together a value proposition for your product or service.

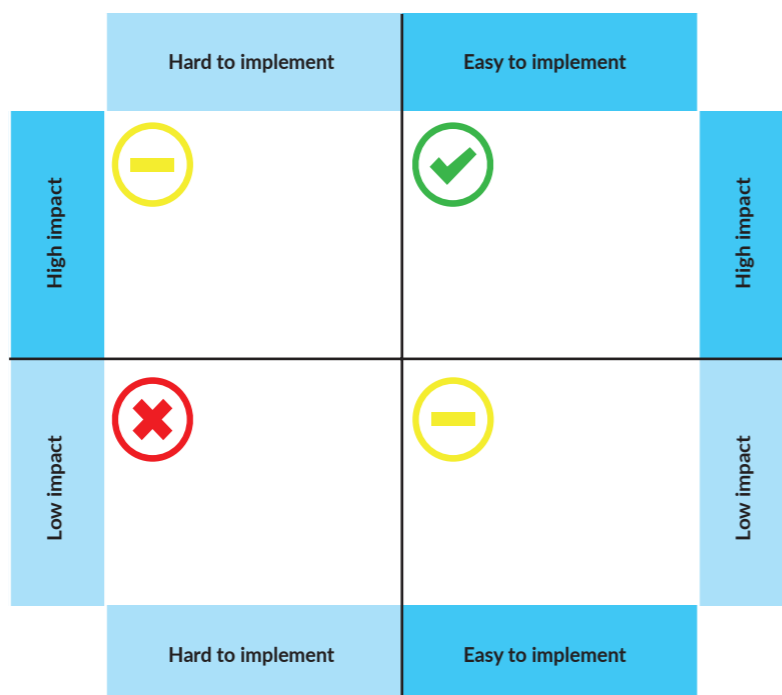


Detailed suggestions for different methods to use in this step can be found from the toolkit "Design Thinking for Developing Your Business Ideas".

1

Business idea selection

There is a simple visual tool you can use that helps teams of young people to organise their ideation process and sort out their different ideas for problem solving and then building a business model on it.



2

Who is your customer?

For designing the best possible service young people really need to understand who their customer is and what kind of problems they face. This way they can design a solution that customers are willing to pay for, which is crucial for the business model to be sustainable. A good method to use here is USER PERSONAS with detailed description in the "Design Thinking for Developing Your Business Ideas" toolkit.

DRAW YOUR USER	NAME SURNAME; PROFESSION; AGE;	MINI LIFE STORY (personal background, family status, education, hometown etc.):
INTERESTS AND HOBBIES	VALUES	NEEDS
DREAMS	INFLUENCE	HOW COULD YOU IMPROVE USER'S EXPERIENCE?

STEP III

PROTOTYPE – creating a prototype to test with users without major financial investment: fail fast and improve. **TEST** – testing your prototype with the users and getting feedback for your idea's further development or improvement.

Prototyping

When delivering business development workshops it is important to get young people also to prototype their ideas. It should be done fast and with minimal tools: foam sheets, paper bots, scissors, duct tape. The idea is that money should not become an issue when creating a prototype - be creative, do it fast and do it cheap.

6. METHODOLOGICAL GUIDELINES

6. METHODOLOGICAL GUIDELINES

Prototyping:

- allow concept to be experienced
- encourage feedback early and often
- fail safely – quickly and inexpensively

How to prototype:

- Be positive
- Work rough
- Work rapid
- Work right

Testing

The aim is to test your product or service as soon as possible with your potential users. Tell young people to go out on the street and ask people what they think of their solution!

STEP IV

Building a business model for your idea - it's about putting together a right puzzle.

Business model canvas

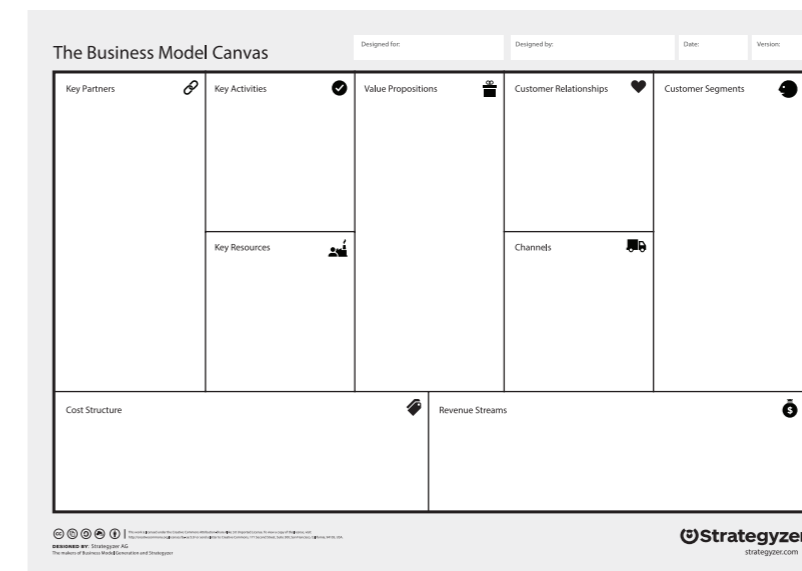
<https://strategyzer.com/canvas/business-model-canvas>

Business Model Canvas is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing business idea value proposition, infrastructure, customers, and finances. Therefore, it is a good tool to use with young people to help them to understand and visualise their business model.

- 1 You start with Value Proposition and describe what kind of value you are going to deliver to your customers, what kind of a problem you are going to resolve for them.
- 2 Then you move on to describing your Customer Segments meaning your clients.
- 3 Describe what Channels you are going to use to reach your client and deliver your products, services to them. It can be for example an online shop, mobile app or a cafeteria.
- 4 Describe your Customer Relations - how are you going to reach and communicate with your clients? It can be for example via social media platforms, your website or customers' area in your store.
- 5 Describe the Key Activities you need to carry out to be able

to provide your service or deliver your product and bring it to market.

- 6 Describe what are the Key Resources you need to execute your business model. For example do you need a warehouse?
- 7 Describe who are your Key Partners without whom you definitely can not develop and execute your business model.
- 8 And finally describe your money flow - from where are you going to get your money, who and for what is going to pay for you? This goes under the Revenue Streams. Plus for what do you need to pay - what are your Cost Structures?



STEP V

The basics of marketing and sales. How to get noticed when you have zero budget? How to sell your product when nobody knows who you are?

The Marketing Mix 4P's

Marketing is a wider concept and process rather than just having your advertisement up somewhere. There are different methods that help you market wisely also in conditions when you do not have a big marketing budget. For example, a marketing expert named E. Jerome McCarthy created the Marketing 4Ps in the 1960s.

6. METHODOLOGICAL GUIDELINES

These four Ps stand for:

Product

» A product is an item aims to satisfy the needs of your customer. You must ensure to have the right type of product that is in demand for your market.

Price

» The price of the product is the amount that a customer is willing to pay for to enjoy it.

Place

» You have to position and distribute the product in a place that is accessible to potential buyers. This comes with a deep understanding of your target market.

Promotion

» Promotion is comprised of various elements like: sales organization, public relations, advertising and sales Promotion.

Help young people you are working with to become creative and help them find answers to following questions as it will give them great insights to marketing their products and services:

1. What is my product and how does it satisfy my customer needs?
2. How much are my customers willing to pay for it?
3. Where are my customers, where should I place my product to reach them?
4. How can I promote my product?

STEP VI

Finances - cost structure and revenue streams.

Help young people think through their cost structure and revenue streams for example based on Business Model Canvas:

- » From where are they going to get the money, who and for what is going to pay for them?
- » What are the planned expenditures? For what do they need to pay themselves?

Discuss with them how they need to generate enough money (investments, sales) to cover their expenses.

Simple financial planning:

	Amount	I month		II month	
		Estimate	Actual	Estimate	Actual
Revenues					
Selling my products	2000€	500€		1500€	
TOTAL	2000€				
Expenditures					
Production	1000€				
Personnel	800€				
Marketing	100€				
General	100€				
TOTAL	2000€				

STEP VII

Pitching your idea, e.g. for potential investors. How to present your idea to people who don't know you? What are the common pitfalls and how to conquer them?

Elevator pitch

An elevator pitch, elevator speech, or elevator statement is a short description of an idea, product, company, or oneself that explains the concept in a way such that any listener can understand it in a short period of time. An elevator pitch is meant to last the duration of an elevator ride, which can vary in length from approximately 15 seconds to two minutes. Therefore, the main focus of an elevator pitch should be making it short and direct (https://en.wikipedia.org/wiki/Elevator_pitch).

6. METHODOLOGICAL GUIDELINES

Some suggestions:

- » first two sentences of any elevator pitch are the most important, and should hook or grab the attention of the listener(s);
- » information should be condensed in order to express the most important ideas or concepts within the allotted time;
- » use simple language and avoiding statistics or other language that may disrupt the focus of the listener;
- » adjust the pitch to the person who is listening;
- » remain flexible and adaptable to be able to deliver the pitch in a genuine and fluent fashion.



Therefore, it is important to help young people practice telling what their business is about in a very concise way.

PART IV: DELIVER

7. CASE STUDY EXAMPLES

Here we are showcasing how specific methods work in real-life practice and demonstrate their utility and impact.

VOLKSWAGEN PROJECT

Cross-cultural and interdisciplinary team (EBS from Estonia and PolyU from Hong-Kong) worked on VW Group Financial Service project on “Mobility services” for Chinese market. Project length was 10 weeks and 9 weeks of that teams worked online and the final week they met, did final alignment and presented the project to the board. Project was very successful and out of 16 students, 4 were invited to make their internships in China and Europe. The project was aimed to master their skills and entrepreneurial mindset. For the successful result Supervisor/Coach and mentoring roles were assigned to support the project development and the final goal. University representative acted as supervisor and team coach, external consultant acted as project management mentor and VW representative as industry-related mentor to provide industry-specific expertise.

CERN PROTOTYPING CAMP

This project is aimed to master students prototyping skills in team-based settings. In one week time students from different disciplines (mechanical engineering, design and business (EBS)) and cultures (from different universities worldwide) are placed in teams to work on technology based (raspberry or arduino) product. The idea is to work out working prototype and demonstrate that after four days of development. And in order to achieve the mindset and enthusiasm and motivation by teams, this workshop is organised at Cern in Lausanne. This process is supported by mentors who provide expertise from technology, design and business perspective and also supervisor from the university to support the team work aspects.

GARAGE48

Garage48 is an event that uses hackathon format to turn participants ideas into working prototypes within 48 hours. The idea is that the events usually starts on a Friday evening and all participants gather together to pitch about 30 to 40 ideas on stage. Each idea is put on the wall and everyone can choose their favourite idea and team. Eventually, about 12-15 ideas are selected and teams start working. Facilitators provide facilities, mentors, food and drinks over the weekend, while teams work on their projects. Sunday night is the deadline for teams to step





7. CASE STUDY EXAMPLES

on the stage again and live-demo their project or prototype. There is a jury and audience to vote for their favourites and choose the winners. More information can be found <http://garage48.org/about>

DEMOLA

Demola facilitates multidisciplinary co-creation projects through bringing together industry experts from leading companies and millennials from their alliance universities around the globe. The team works together for 8 weeks in open innovation challenge initiated by the company and is using a mix of design thinking, scenario approach and demo-building. The format helps companies to see how the future will impact their business and for students, it is an opportunity to be young visionaries and participate in making the future. More information can be found <https://www.demola.net/>

8. DESIGNED CANVASES










	Hard to implement	Easy to implement	
High impact			High impact
Low impact			Low impact
	Hard to implement	Easy to implement	

BUSINESS MODEL CANVAS

USER PERSONAS

The Business Model Canvas

Designed for: _____ Designed by: _____ Date: _____ Version: _____

Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 
	Key Resources 		Channels 	
Cost Structure 		Revenue Streams 		

DESIGNED BY: Strategyzer AG
The makers of Business Model Generation and Strategyzer

Strategyzer
strategyzer.com

DRAW YOUR USER	NAME SURNAME; PROFESSION; AGE;	MINI LIFE STORY (personal background, family status, education, hometown etc.):
INTERESTS AND HOBBIES	VALUES	NEEDS
DREAMS	INFLUENCE	HOW COULD YOU IMPROVE USER'S EXPERIENCE?

