

IO1. Innovative methodology to evaluate an entrepreneur

idea



CRAYON'S

Project Title

**CRAYON'S - CREATIVITY IN
ACTION TO PROMOTE YOUNG
ENTREPRENEURSHIP**

Project N°. 2015-1-ES01-KA203-016056

the IO1 journey

**4 Steps
Methodology
Definitions for
Crayon's**

Playing Lego®

**Reviewing Business
Models**

**Using Canvas and LSP
to evaluate the
entrepreneur idea.**

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- 1.1.Reinforcing aspirational identity
- 1.2.Defining what your product or service is
- 1.3.Business Model Value Proposition with Lego®
- 1.4.Stakeholder map and best customers

2

- 2.1 Preparatory tasks before workshop
- 2.2 Alignment game
- 2.3 Energy inner Journey
- 2.4 Johari Window

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- 3.1 Rules for Drawing Good Canvases
- 3.2 Facebook & Ryanair models
- 3.3 Business Cycle model

4

- 4.1 Defining what your product or service is.
- 4.2 Your Business Model Value Proposition.
- 4.3 Defining the Stakeholder map and best customers.
- 4.4 Evaluation

Situation/ Environment

The main aim of the CRAYON's project is to develop a training material with the aim of boosting entrepreneurship amongst young students. The training material will integrate new methodologies: Motivation 3.0, a recent theory currently used in the USA whose object is generating entrepreneur behaviours fed by intrinsic wants (basically it depends on three different driving forces: autonomy, mastery and purpose); creativity (Business Model You and Lego® Serious Play®); innovation; entrepreneurship and social responsibility. It is envisaged that the training is nationally and internationally tested in the form of an Intensive Study Programme and to offer students the opportunity of virtual mentoring of the generated business ideas.

Purpose of Learning Objective

This methodology is addressed to two different types of users:

A. Teachers, Team's facilitators, Departments of HHRR that can apply the methodology in teams that are trying to develop and launch an idea.

B. To individuals going through an entrepreneurial process.

We think Business Model Innovation, Gamification, Design Thinking and LEGO® SERIOUS PLAY® (LSP) are the perfect match.

9 concepts to understand

2

It's an iterative tool: By building prototypes all solutions are made visible in the landscape, participants can easily see how different builds influence each other and identify disconnects, imagine alternative scenarios or identify areas that are not resolved. LSP is an iterative tool. Models built can be easily modified on the landscape, connected and combined/ clustered with others.

1
It helps you to image alternate solutions: Design Thinking is about identifying and working within given constraints to arrive at new and better solutions. Once the problem or question is presented, using LSP is a great way to create new ideas, imagine alternate solutions & build prototypes. Perfect for shaping different business model options.

3

You construct, deconstruct and reconstruct: Seeing things differently requires to deconstruct the current reality and reconstruct it again. Deconstructing helps to break our preconception so we can see the same thing from a whole new perspective or have the freedom to change things by examining all parts, keeping some and adding new ingredients. LSP enables problem resolution using insights, which require cognitive restructuring and reinterpreting one's view of the problem. Insights are important because people tend to remember them better and more clearly.

Purpose of Learning Objective

4

It creates commitment and alignment: Shared models need to get the agreement or understanding from all participants in the room. That achieves a commitment, as the conclusions are ultimately agreed and understood by all, everyone is able to tell the story again and has a common base to take the next steps going forward. It also creates alignments and strategic clarity.

5

It's serious play: Strategy "making" exhibits many traits of playing with a purpose. During the process participants imagine what customer segments they could potentially serve, what products, experiences or value propositions they might offer and what each would cost, and how competitors, clients and suppliers would respond. The process of LSP prepares the participants for making better decisions, which align their goals, challenge established plans and create new learning. Playing seriously helps teams bring more imagination into their strategy development.

6

The use of metaphors creates engagement: Collaborating and communicating with others make ideas richer. Design requires to put yourself in the shoes of other people and see things from their perspective. The use of LEGO® provides equal support for a variety of communication styles (auditory, visual and kinaesthetic) and with visual metaphors, participants become emotionally engaged. Engagement grows when there is a clear connection between the organization's and the employee's purposes and more meaningful relationships between all parties involved are created. That benefits everyone, including the customer.

Purpose of Learning Objective

7

It helps you to tell the storytelling: Thinking through metaphors allow perspective shift and generate new ways of understanding things. We understand new or complex things in relation to things we already know. LSP uses metaphors as part of its Storytelling, a form of thinking and language through which we understand or experience one thing in terms of another, which allows for one object to borrow the qualities from another object.

8

It's thinking by doing: Strategy is something you live, not something that is stored in a document. LSP and design is about thinking by doing, about building knowledge by building things, something physical and concrete that is external to us, using the hand as the leading edge of the mind.

9

It's perfect for strategic imagination: One of LSP's goals is to support the strategic imagination, ways of forming images of what is not, which combines:

- a) Descriptive imagination: describing something existing, making sense of things and of what is happening (for Example by rearranging data and information, identifying patterns)
- b) Creative imagination: Creating something new, seeing what is not there and evoking new possibilities from the combination, recombination or transformation of things or concepts (visioning, brainstorming, thinking out of the box)
- c) Challenging imagination: Challenging something existing, dismantling what is there, starting from scratch and assuming nothing.

CCONTENT

The meaning of the content

Is it the INDEX that explains what the Methodology contains?

The meaning of the word content is used here in a very broad sense because we aim to draw your attention on the following:

contents of this **Methodology** are conceptual in nature.

Understanding the concepts introduced is the key for the understanding of CRAYON'S and the key to move on in developing an enhanced experience in the process of valorizing an ENTREPRENEUR idea.

Some BASIC CONTENTS are:



- ▶ Essentials
- ▶ The Switchers
- ▶ The Integrated Toolkit
- ▶ Holistic
- ▶ Creative Crowds
- ▶ Creative Strategies
- ▶ Addressing the Switchers
- ▶ Prosumers
- ▶ Visibility-Flexibility
- ▶ Negotiation
- ▶ Appropriation
- ▶ Transmedia Navigation
- ▶ Social Graph
- ▶ Gamification
- ▶ Valorization
- ▶ Prototyping
- ▶ Contextual Information
- ▶ Co-creation of Contents
- ▶ The Narrative
- ▶ The Storytelling
- ▶ The Hero
- ▶ Challenges
- ▶ Journey Map
- ▶ Stakeholder Map
- ▶ Game

4 Steps Methodology
Definitions for Crayon's

Chapter



WHAT THIS CHAPTER IS ABOUT

4 Definition Concepts to visualize

- 1.1.Reinforcing aspirational identity
- 1.2.Defining what your product or service is
- 1.3.Business Model Value Proposition with Lego®
- 1.4.Stakeholder map and best customers

In order to implement this methodology we need to understand the following concepts:

- 1.The Core Process and the Seven LSP Application Techniques
- 2.The relationship between the methodology and its standard applications
- 3.The experience of LSP as an end user
- 4. Client experiences with LSP



1.1 Reinforcing aspirational identity

Is a process to understand one of the main components of entrepreneurship model, the team you need to make it happen your idea. It includes:

- who you are,
- what the others know about you that you don't know,
- what you don't know that you know
- what you know about you that the others don't know
- what you don't like in a working team/worst project nightmare
- what could be your contribution

1.2 Defining what your product or service is

Students give a preliminary information about their product/service/idea by creating a model. That defines what kind of entrepreneur they are and the possible synergies we have on the group. An affinity map can be created looking for touch-points.

Lego® Serious Play® operates at limbic system extracting information you don't know you have.

1.3 What is your Value Proposition in your Business Model.

Students construct a model explaining what is unique in their business model. That will enable us to group them by sectors to identify synergies and common challenges and go deeper in the Value Proposition. A landscape or share model of value propositions is created.

1.4 Defining the Stakeholder map and best customers

One of the problems entrepreneurs have is to identify properly who is the right stakeholder map (key partners) and the best primary customers. One common mistake is do not understand the customer Journey for who they are creating value until they iterate the model.

This exercise will teach them how to adopt a customer-driven strategy that involves **four steps:**

- a) Identify the customer group that best fits their business value proposition
- b) Understand what primary customer values most by tracking purchases and preferences and studying behaviour. Lego Serious Play® (LSP) will define the pattern and BIG DATA and Web scraping will extract the data. They will learn how to combine the data with a real life prototype of the Business Model with an anthropological walk to identify what makes their customer "Click" by observing them in their natural environment.
- c) Adopt the business model that best allows you to satisfy your primary customer's needs and preferences. LSP will teach how to identify the satisfaction but Business Model Canvas and Design Thinking will enable them to map the satisfaction through a series of tools.
- d) To check the systems they have to put in place to identify and respond to shifts in those needs. BRICKme platform will help them to get the insights.

To achieve all mentioned above they build the landscape model, the connections, and the systems.

The main purpose with the Building System are to:

1. Concretise complexity by creating a 3D overview with Lego, which allow students to see things that otherwise probably wouldn't see.
2. Build understanding of how the multiple components in a system and how they are connected.
3. Build and understanding of how the system reacts to changes by playing out a number of scenarios.
4. What Problems the valuable proposition has.

What is important here is what happen in these situations:

- When multiple connections are put under stress when a model changes position.
- When a connection is directly or indirectly linked to multiples models.
- When there is an interwoven web of connections and models that make it impossible to imagine the impact and ripple effect of a change in the landscape without physically trying it out.
- Imaging events that could happen in the future
- Bring the event to life, "It just happened, right now"
- Playing out the event and its impact on your system, including its models, and connections.

What is the purpose with playing emergence and decisions?

1. To gain insights about their system on multiple levels regarding how the system reacts to changes from inside as well outside.
2. To use this insight to guide your strategic behavior.
3. To mentally prepare for making better and faster decisions.

LSP is the beating, engaging and revealing heart of a co-creation experience, helping organizations and users to engage in constructive conversations to build together, iteratively, the next user experience, innovating services and products together.

Participants will bring to the training their ideas connected to any subject including Entrepreneurship to redesign HE teaching/learning, enhancement of curricula, improvement of skills, on line training design, new educational materials, and new carrier development.



Playing Lego®

Chapter



WHAT THIS CHAPTER IS ABOUT

4 Concepts to visualize

2.1 Preparatory tasks before workshop

2.2 Alignment game

2.3 Energy inner Journey

2.4 Johari Window

- First insight into the team's characteristics and profile.
- Understand the value of "download" learning to listen.
- Understand the importance of communication and empathy.

This activity goes deeper in the emotional side of the "persona" in order to understand if they can cooperate together and identify the proper role inside the team. It fosters communication, tolerance, integration and cohesion.

What we mean is more what is expressed in these videos.

[http://vimeo.com/148923142,](http://vimeo.com/148923142)

<https://vimeo.com/149256352>

Warm-up introduction as part of the emotional journey

Participants enter into the room, you have to cheer them, you have to engage them by giving some words from minute one. There is not a predefined speech.

The Facilitator talks to the participants to put them in a confidence, participative, and expecting attitude. During this introduction participants will know the objective of the working session, the main point is to avoid SCARF. Status, Certainty, Authority, Relatedness and Fairness because any of them generates **fear**.



2.1

Preparatory Task



THE ROOM & MATERIALS

BEFORE THE WORKSHOP

Note: The materials created for this methodology works in a transversal way since they are used in three different scenarios. As a document, as module 4 of the training sessions and as part of a MOOC.

Before your start there are many tasks need to be accomplished in advanced.

1. Setting the room properly including tables, materials , video projector, audio, WIFI and smart devices (phones, ipad), batteries, charger.
2. Video camera, photo camera devices are needed to document properly all the activities. Yes, you can use your phone but is not the same quality no matter how many megapixels your phone has.
3. A team of people that previously has designed the journey of the workshop knowing what happen exactly on each minute of the workshop. These people will play a key role in; observing the development of the workshop, taking post it notes collecting the "statement of significance" based on the reflexions of the participantes. They will collect all of them and create and emotional map.
4. Start on time, if not you will run out of time.
5. Select the right facilitator to engage people and keep them on the flow, it is not an easy task, acknowledge not all people can do this task.
6. Consider the workshop as a performance everything must work synchronized.

2.2

Alignment Game at play



YOU ARE THE PUPPET MASTER

12 COMPATIBLE MISSIONS

Aim: To understand the value of cooperation, communication and co-creation.

Resources: 120 Lego brick pieces 8 different colors + 60 pieces different from bricks + one lego plate 25 x25 cm. One big table 4 sides accessible.

Facilitator's role: Plays the role of a Puppet Master Game facilitating the reflexion and explaining why the mission is not accomplished and how does it affect the working team.

Timing: 20-30' Refers to 12 players.

Game Play:

- Each player is given a personal unique "mission" (instruction), written in a piece of paper. Nobody knows each other missions.
- Players can't talk to each other while playing the game, neither to show their mission to the other players.
- The time provided for playing the mission is 5 minutes.
- After the time is over the player who is the observer is asked to reflect on what is happening.
- The Puppet Master ask who has accomplished the mission and all together analyze one or two missions. A second chance is given to the players at this time the players will know that each one have different mission concerning the construction (however they will not know what the different missions are and talking is still not allowed). Allow another 5 minutes to play and the purpose of this second chance is to see if a way of communication arises on the table.
- Stop the game and make final reflexions based on the model. The main message is they are not constructing and architectural model but an alignment team. Without finding a way of communication is not possible to create the alignment team.
- The activity was prepared for groups of twelve students, however this number can vary and be adapted to other groups' size.

Twelve players with one individual mission each:

1. You are the only person allowed to build (put together pieces) in the first 3 layers of the structure.
2. You are to ensure that the 3rd and 4th layers in the structure consist only of yellow pieces.
3. You are to ensure that the 2nd and 6th layers of the structure are made up of exactly 8 pieces.
4. You are the only one allowed to build (put pieces together) on layers 5 and 6 of the structure.
5. You are to ensure that a maximum of 8 pieces are used in layers 3 and 5 of the structure.
6. You are to ensure that any pieces next to each other in the 1st, 6th and the layers are not the same color.
7. You are to ensure that you, and only 2 others build in layers 4 and 8.
8. You are to ensure that layers 2 and 5 of the structure consist only of red pieces.
9. You are to ensure that the construction is completed as fast as possible.
10. You are the leader of the group.
11. You are to ensure that maximum 3 people build (put together pieces) in layers 4 and 7.
12. You are the observer and you will tell what is going on and what the problem is when I ask you.

Notes: Some words may require a different definition according to the country.

1. Structure = building, construction

2. Layers = level, floor plant, deck, tier

2.3

An insight into one's energy, beliefs and visions at play

Notes:

1. Knowledge of NLP is suggested.
2. A Coach finds easy to do this activity.
3. Questions can be customized according to countries' reality.

The results of this activity are going to be reflected in the comments on the different Lego® models created by the participants during the workshop. The facilitator must be aware of the touch-points between these results and the Lego® models.

MASTERING YOUR LIFE

8 ONLINE QUESTIONS

Aims: To sense the level of energy in the different teams or workshop participants.

Resources: A Mentimeter account and a computer connected to a video projector. Most participants have a smartphone but just in case have a couple of smart devices in the room. You need a Mentimeter paid account.

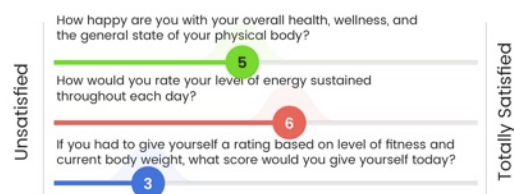
Facilitator's role: To reflect in real time about the results collected on the answers and extract the "statement of significance".

Timing: 40' Independent of the number of players since you allocate a fixed time to answer.

WI-FI: Free connection must be available in the case participants has no roaming.

Physical Body

Mentimeter



Description of the activity

Each participant got connected to the Mentimeter application and access to an online questionnaire about different aspects in the present moment of their life and more specific today.

Each person will answer the questions included in the below seven categories using the "Go vote" in www.mentimeter.com application. Facilitators guide students through the process and manage the transition of questions.

This application allows to have the results of voting in real time, and shows graphs of the responses to each of the questions. The different responses in each block are commented by facilitators with the whole group.

1. Physical body (how I am now; energy) <https://vimeo.com/149256561>

- How happy are you with your overall health, wellness, and the general state of your physical body?
- How would you rate your level of energy sustained throughout each day?
- If you had to give yourself a rating based on level of fitness and current body weight, what score would you give yourself today?
- Where do you want to be in your physical life in the next 1-3 years? (text)

2. Emotion and meanings <https://vimeo.com/149256560>

- How would you rate your overall peace of mind, emotional stability, and minute-to-minute psychology?
- How would you rate your emotional well-being?
- How poised are you when juggling the emotional challenges and mental tests you are tasked with each day?
- Where do you want to be in your emotional life in the next 1-3 years? (text)

3. Relations (family, colleagues, friends, love)

- How would you score the quality of your current or past romantic relationships on a scale of 1-10?
- If you have never been in a relationship, that's OK; on a scale of 1-10, is that (10) because you choose no to be, or (1) you wish you were involved with someone romantically but you haven't been?
- How would you rate the quality of relationship you sustain with your family members on a scale of 1-10?
- Where would you rate quality of your personal relationships right now? (this includes your friends, co-workers)
- Where do you want to be in your relationships in the next 1-3 years? (text)

4. Time management (for yourself)

- How effectively do you meet and complete each outcome you set for yourself each day?
- How do you feel about the time you make available to pursue your life purpose and passions outside of the daily demands?
- How would you rate your overall ability to multitask results and fulfil your responsibilities both personal and professional?
- How do you see your time management changing in the next 1-3 years? (text)

5. Work career

- How happy are you with your current career situation, whatever it may be?
- How would you rate the excitement and fulfilment you get from your current job? 10 being I can't wait to go to work every day and 1 being I dread going to work.
- What score would you give yourself in regard to living up to your full potential and carrying out your mission/purpose? 10 being I am presently carrying it out each and every day, and 1 being I'm not sure I even know what my purpose/mission is right now.
- Where do you want to be in your work/career in the next 1-3 years? (text)

6. Economy/Finances

- How much peace of mind do you have right now about your financial security? 10 being completely secure, 1 being no financial security at all.
- How would you rate your current income in regard to what you believe you are capable of or deserve? 10 being I'm absolutely being paid what I am worth, 1 being I absolutely deserve more compensation for the work that I do.
- Rate your level of approval of your financial wellness, 10 being your money is completely managed, your assets are healthy, your debts are all in-check and your finances are unfaltering; 1 being your finances are completely unstable, your debts are not balanced and you feel financial discomfort/anxiety regularly.
- Where do you see yourself financially in the next 1-3 years? (text)

7. Contribution (to celebrate)

- Contribution & Celebration:
- How would you rate your ability to celebrate the gift of life - whatever that means to you personally - on a scale of 1-10?
- How would you rate your ability to connect and share your personal talents, specific gifts or your time with the world? That is, how masterful are you in making sure that you are regularly contributing Beyond Yourself?
- What score would you give to your sense of purpose and meaning in life?
- Where do you want your contributions to be in the next 1-3 years? (text)

8. Final Question:

- "what would you like to do if *money* were no object? How would you really enjoy spending your life? (text 140 characters)

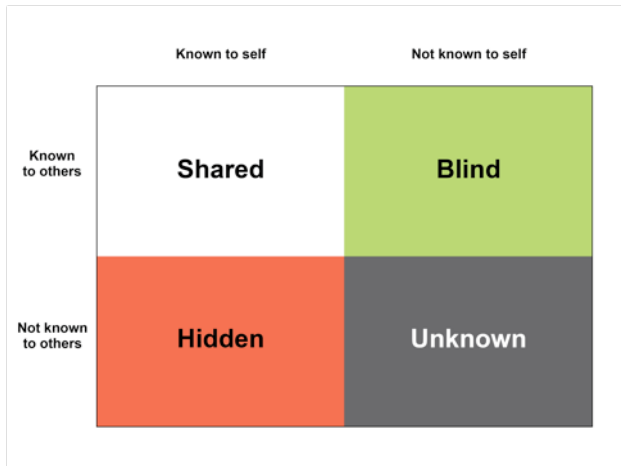
Reflexion and evaluation Has to be done on each set of questions and extract the statement of significance to define an energy - emotional profile.

Notes: It is important before you make them vote to explain the meaning of each question and connect the question with their reality.

It is important you tell them thier phones don't get registered and all answers are anonymous, so speak from the heart.

2.4

JOHARI Window



About Johari window: The Johari Window is a tool used for understanding of ourselves and of interpersonal relations. It consists of quadrants, as shown in the picture, which is made based on the horizontal scale "known or unknown to us" and the vertical scale "known or unknown to others."

The 4 steps process is:

- 1. I ask you a question*
- 2. You build a model*
- 3. You tell the story*
- 4. We reflect on your story*

IT'S ABOUT YOU

AND OTHER'S PEOPLE PERCEPTIONS

Description of the process:

The process is highly emotional people use to express their deepest emotions, fears, crying, it is a sort of emotional catharsis what you experience in the room. The team gets emotionally naked. It is very important to understand that what is really going on, on each team.

Most of the time the "criteria" to organize the teams are connected to rules such as; the ones who has worked together the previous year have to be on a different team this year, or chosen by random or by filling a set of questionnaires. The big question is how long does it take for a team to adjust in order to be able to perform as a team and deliver their result. It takes longer than expected and the team works under tension and fear. Another important observation is the body language of the participant who tells the story and the rest of participants who take the story.

Sharing emotions enables to shift the boundaries of the quadrants (upper left, upper right, bottom left) and the team generates trust and confidence, key elements of becoming a team.

Johari window works very good because it gives you a clear picture of the situation in a very fast way with all participants sharing their emotions.

Two main concepts have in mind, record in good video quality all the presentations in an open take so you can see the person and the model metaphor. Later on you can extract very useful information. Play Johari window always in the mother tongue of the participant otherwise you can't get the real substance of the feelings.

2.4

JOHARI Window

Resources: 12 Starter Kit of Lego® Serious Play® <http://shop.lego.com/en-US/LEGO-SERIOUS-PLAY-Starter-Kit-2000414>

Facilitator's role: Articulating a clear vision of the emotional state of the participants. Knows the strengths and limits to one's creative capabilities. In generating solutions is able to switch between a focused, alert style and an unconstrained sub-conscious style. And also between an open, connected approach and a more individual, isolated one.

Proactively leads the creation process. Teases out creative conflict, in the belief that it leads to innovative, out-of-the-box solutions. Manages the creative energy of the team, pushing it to, but not over the edge. Can lead from behind. Does not assume to have the monopoly on the right answer, but coaches the team to perform towards break-through ideas. Finds a system solution beneficial to all important participants and rallies them to action. Identifies and acts upon opportunities that trigger an accelerating rate of improvement, working toward a tipping point where the change becomes unstoppable. Identifies and challenges assumptions that underpin perceived realities.

Can control own emotions, stay connected, has an agile flexible balance. Can show guts and vulnerability.

Timing: 120' Refers to 12 participants.

IT'S ABOUT YOU

AND OTHER'S PEOPLE PERCEPTIONS

Aims: The pace and complexity of life now challenges most of us, with ever more to be done, more decisions to be made and more information to sift through. We experience continual change and uncertainty and dwindling security. This activity aims to help to discover on each "persona" in the context of a workign team the following:

- Increased self-awareness
- Having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- Increased social awareness
- Appreciating and interacting positively with diverse groups
- Improved self-management
- Handling emotions so they facilitate rather than interfere with the task at hand persevering in the face of setbacks and frustration.
- Improved relationship skills
- Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure.
- Responsible decision-making
- Responsible decision-making: Assessing situational influences and generating, implementing, and evaluating ethical solutions to problems that promote one's own and others' well-being.

2.4

JOHARI Window

Participants are asked always to build a model individually:

About the individuals:

- Tell us who you are: Build a model of yourself. <https://vimeo.com/149256193>
- What the others know about you: Pick and choose a name and build a model of this person.
- <https://vimeo.com/149260004> ,
- <https://vimeo.com/149256356>
- What you know about yourself the other don't know about you?

About the team work:

- What is your worst nightmare when working in the Integrated Project team?
- <https://vimeo.com/149256198>,
- <https://vimeo.com/149256195>
- What is your contribution to the team?
- What would you change in the team?

At this point we suggest you create a large empathy map doing this:

1. Take one polaroid photo of each.
2. Place it in paper creating a large wall.
3. Write only one word per post it and stick it to the person.
4. Allow them to make connections and reflect on it.

IT'S ABOUT YOU

AND OTHER'S PEOPLE PERCEPTIONS



Chapter

Reviewing Business Models



WHAT THIS CHAPTER IS ABOUT

4 Concepts to visualize

3.1 Rules for Drawing Good Canvases

3.2 Facebook & Ryanair models

3.3 Business Cycle model

The scenario where CRAYON (Creativity in Action to promote Young Entrepreneurship) is being tested, implemented and iterated starts just right after the Business Model creation. Most partners organisations are using some kind of canvas. Business Model Canvas (original Osterwalder and Pigneur) Business Model YOU (Dr. Tim Clark), Lean canvas or even Zen canvas.

Therefore this chapter do not address the conceptual information about the 9 building blocks, meaning what Key Partner is, Value proposition, Customer Segment and others.

Most of the partners at institutional level have already provided this kind of information/training to their students or graduates.

However we have detected that there are some minor key issues that are relevant to include in this part of the methodology and that is related to points 3.1, 3.2 and 3.3.

On point 4 we move directly into Using Canvas and LSP to evaluate the entrepreneur idea.

3.1

Rules for Drawing Good Canvases

Notes:

1. Additional information might be needed to explain the 9 blocks.
2. State the difference between business canvas and personal canvas.
3. Print canvas A0 size.
4. Provide them with the right black color pen.
5. One word per post it.
6. One or two post it per block maximum.
7. Use different post it colors.
8. Use different dot colors for Pain, Points & Feedback when getting insights.

The results of this activity should give a straight forward knowledge of the Value Proposition of the business model and Customer Segments.

BUSINESS MODEL

SUGGESTIONS & RECOMMENDATIONS

Aims: To provide a series of key recommendations in how to draw proper canvases content.

Resources: Canvases, post it, black pen

Facilitator's role: To explain these rules with examples.

Timing: 10' to explain the main concepts

WI-FI: Free connection must be available.

Key Partners: It's a relational tool.

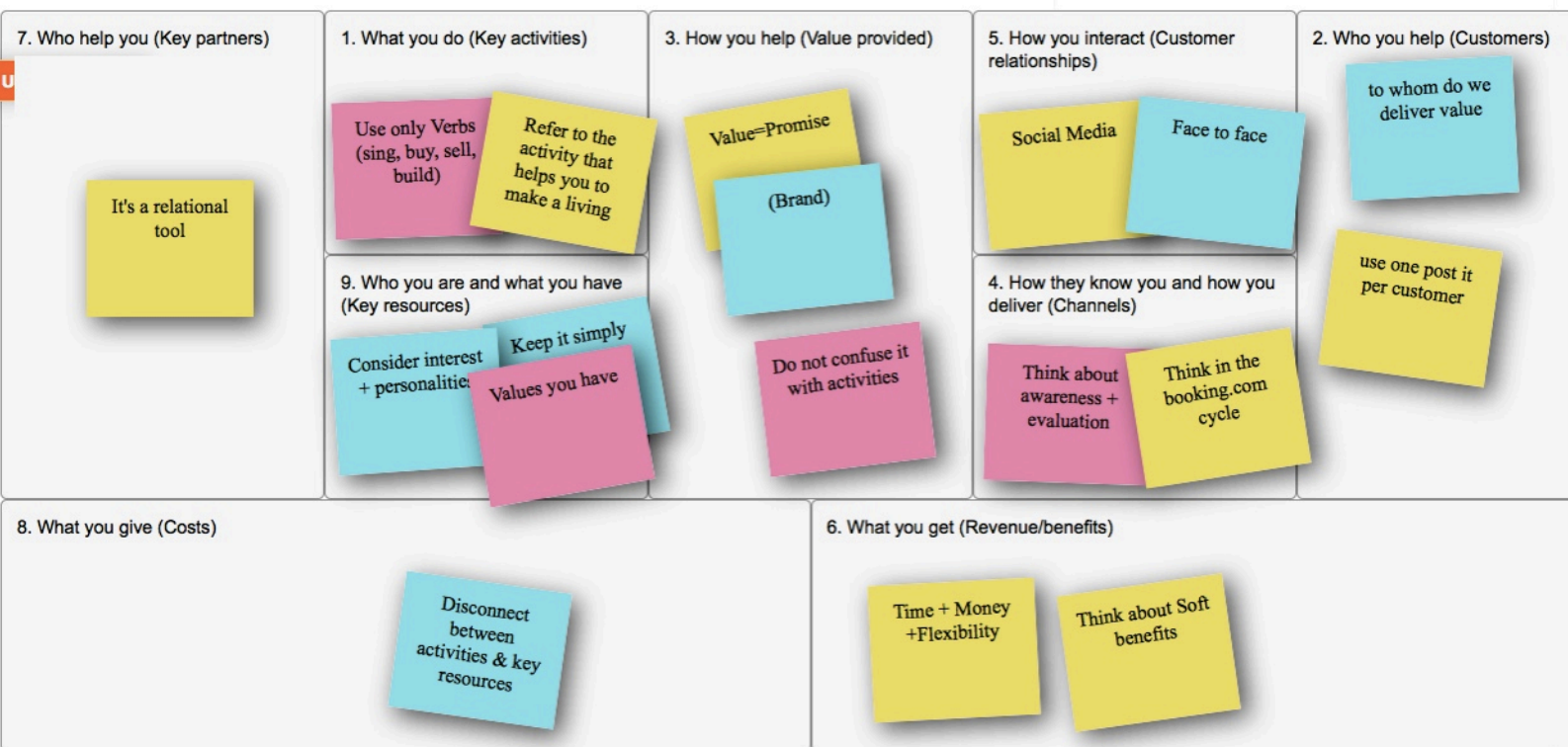
Key Activities: Use only verbs.

Value Provided: Promise=Brand.

Customer Segment: To whom you deliver value.

Channels: Be aware of the cycle's business.

Cost: Disconnect between activities & key resources.



3.2

FACEBOOK

Notes:

1.You can design your own images for this activity and print it in A4 size on adhesive labels.

2.The way to explain why "**the platform**" is the most important resource more than employees is to ask what could happen if Facebook goes off line for hours?

3.The key point of this exercise is to learn to use the tools, not to create the right model. Since right models comes out after multiple iterations based on insights from potential customers.

BUSINESS MODEL

PRACTICAL ACTIVITY

Aims: "A picture is worth a thousand words", it's said. This activity is about using images and not words to draw a canvas. We choose one business model that almost everybody is a client of.

A set of images- stickers are provided there are two Customer Segments and one Value Proposition for each segment.

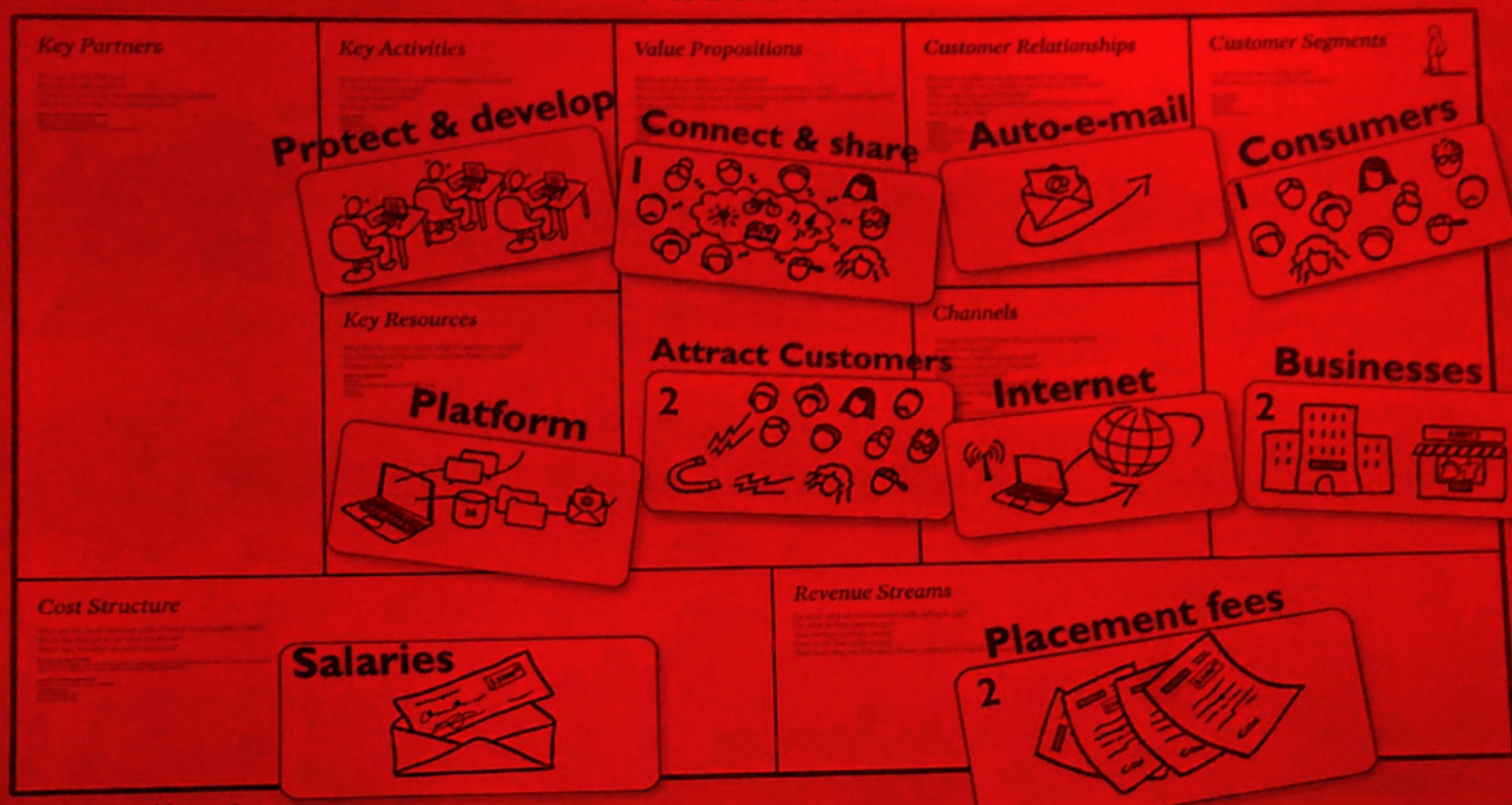
Resources: Stickers and Canvas A1 size.

Facilitator's role: Describe the activity, allow them to place the stickers. Reflect showing the image with stickers correctly placed on Canvas. Explain why Key Resources is the most important.

Timing: 2' to describe the activity, 8' to diagram, 10' to reflect on Canvases.

The Business Model Canvas

Facebook



3.2

RYANAIR

Notes:

1. Instead of using standard post it you can use (as in this example) <http://www.stattys.com/products/stattys-notes.html>, to produce the presentation.

2.I have chosen this video because it shows the evolution of the Ryanair's business model. Evolving the model is key for any business surviving.

3. Link to the video, <https://vimeo.com/86706877>, even if being in Dutch you can understand the concept.



BUSINESS MODEL

PRACTICAL ACTIVITY

Aims: "*A picture is worth a thousand words*", it's said. This activity is about using images and not words to draw a canvas. We choose one business model that almost everybody is a client of.

A set of images- stickers are provided there are two Customer Segments and one Value Proposition for each segment.

Resources: Stickers and Canvas A1 size.

Facilitator's role: Describe the activity, allow them to place the stickers. Reflect showing the image with stickers correctly placed on Canvas.

Timing: 2' to describe the activity, 8' to diagram, 10' to reflect on Canvases.

A set of images- stickers are provided there are two Customer Segments and one Value Proposition for each segment.

Resources: Stickers and Canvas A1 size.

Facilitator's role: Describe the activity, allow them to place the stickers. Reflect showing the image with stickers correctly placed on Canvas.

Timing: 2' to describe the activity, 8' to diagram, 10' to reflect on Canvases.



3.3

BOOKING.COM

BUSINESS CYCLE

Aims: To explain the business cycle using booking.com as an example

1. You search and choose your product / service.
2. You see the product/service quality.
3. You buy, you are mentored while buying.
4. You get purchase confirmation.
5. You are requested to give feedback.

Each of these steps has a place on the Canvas.

Now think on Amazon.com

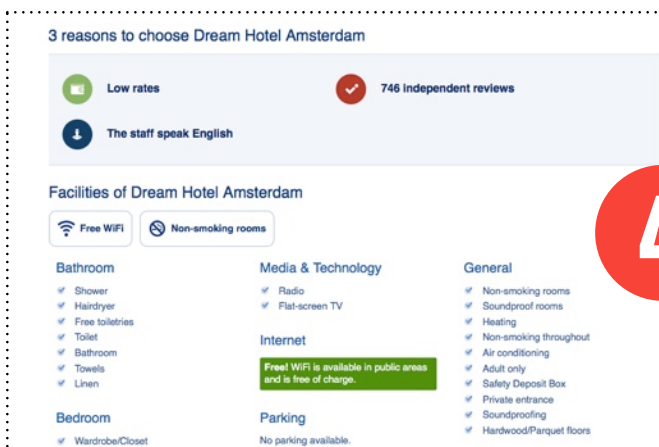
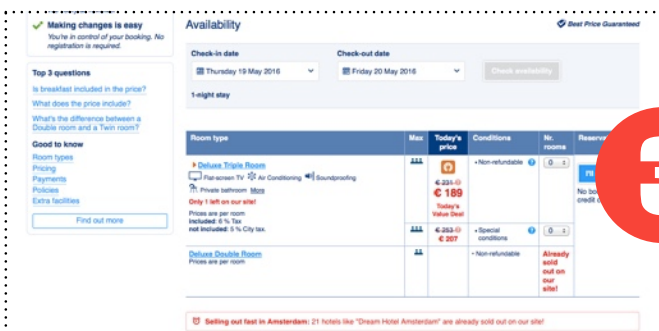
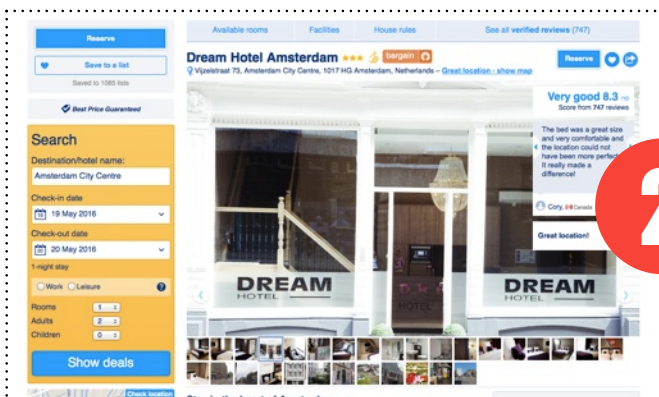
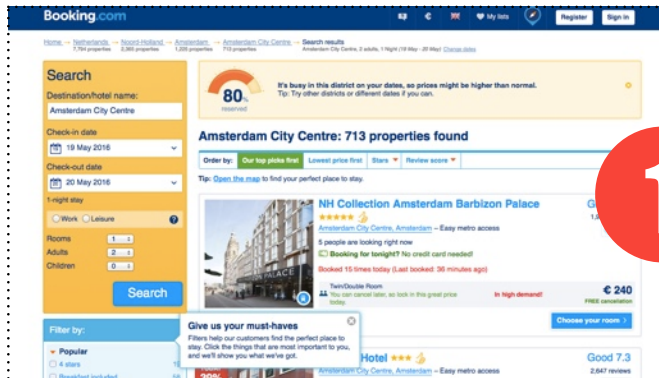
Resources: Internet conexión, execute and cancel the "booking room" to show how the business model works.

Facilitator's role: Describe the example and explain how gamification is included in the business model to drive the purchase and gain engagement. Ask the participants if their business model contains any of these steps. Explain Branding, Customer Service, customer Journey, Insights concepts.

Timing: 20'

WIFI: Available

The results of this activity helps the entrepreneurs how top leading services companies are dealing with their customers. Since most people are customers of these two companies.



Using Canvas and LSP to
evaluate the entrepreneur
idea

4

Chapter



WHAT THIS CHAPTER IS ABOUT

4 Concepts to visualize

- 4.1 Defining what your product or service is.
- 4.2 Your Business Model Value Proposition.
- 4.3 Defining the Stakeholder map and best customers.
- 4.4 Evaluation of the process

explain these concepts

If we want to learn from the emerging future we need to shift our conversation (and awareness) from:

1. downloading - talking nice
2. debating - talking tough and
3. dialogue - reflective inquiry, to finally
4. collective presence, in which the group cocreates something new



To check teams' alignment around the projects' idea and proposals.

Resources: Business Canvas Model & Business Canvas Model You. Lego® bricks starter kit with connections.

Facilitator's role:

Explains:

1. Business Model Canvas & Lego® are used to generate a 3D model of the business/service/idea/ product.
2. Visualise stakeholder map & customers.
3. Connect the system to understand synergies.
4. Visualise risk scenarios to generate a list of To Do actions.

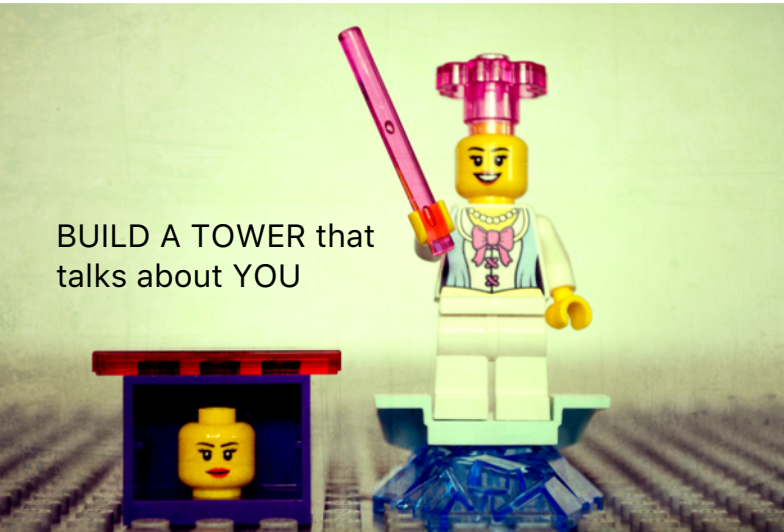
Timing: 20'



4.1

Defining what your product or service is.

BUILD A TOWER that talks about YOU



What do you LOVE about your product/idea/service



What is your worst nightmare/issue/challenge



Your last activity was the Business cycle to make them to understand the interconnection among the 9 blocks.

After a short break you reload the workshop asking them to build individually the three questions.

Resources you need:

- 120 LEGO® brick pieces 8 different colors + 5 packs of 2000414 Starter Kit
- (<http://shop.lego.com/en-US/LEGO-SERIOUS-PLAY-Starter-Kit-2000414>)
- One big table for each team, 4 sides accessible.
- One A0 business canvas model colored each table. (see attached pdf)
- Color pens and adhesive paper notes.
- Three poster sheets for each groups, that must be place on the wall to collect the ideas that participants expose connected to their projects.

Facilitator's role: Plays the role of a Puppet Master Game facilitating the reflection around the project proposals and definition of the idea. There is no "what to ask" for this, it belongs to the facilitators to know what to ask. However we give some starting questions to trigger reflection.

Timing: Between 3-5 minutes allowing participants for creating a construction with LEGO® in response to each of the questions.
One minute for each participant to explain his/her construction for each question.

The WHY of these 3 questions: You may find yourself evaluating an entrepreneur idea - one single man show - however most project have at least 2 people involved or a wider team idea.

It is worth check whether participants share a common idea about the service/project they are dealing with. This a key point for observing and analysis if there is a shared vision of the project they are working on.



If you are testing this methodology by parts, the first activity should be to know who are they, then the question is: **Build a tower that talks about You.** At the same time you reflect on the model, you gain knowledge on the team profile. For the builder it is must to make a first contact with the Lego® bricks via this question. You can easily identify the "entrepreneur identity" based on their model description. You could draw a feelings empathy map to have a whole picture of the team.

Each entrepreneur idea comes with pro and cons. In order to start to understand what is the **uniqueness** of their project idea you can place this question: **Build a model about**

What do you **LOVE** most about your
product/idea/service

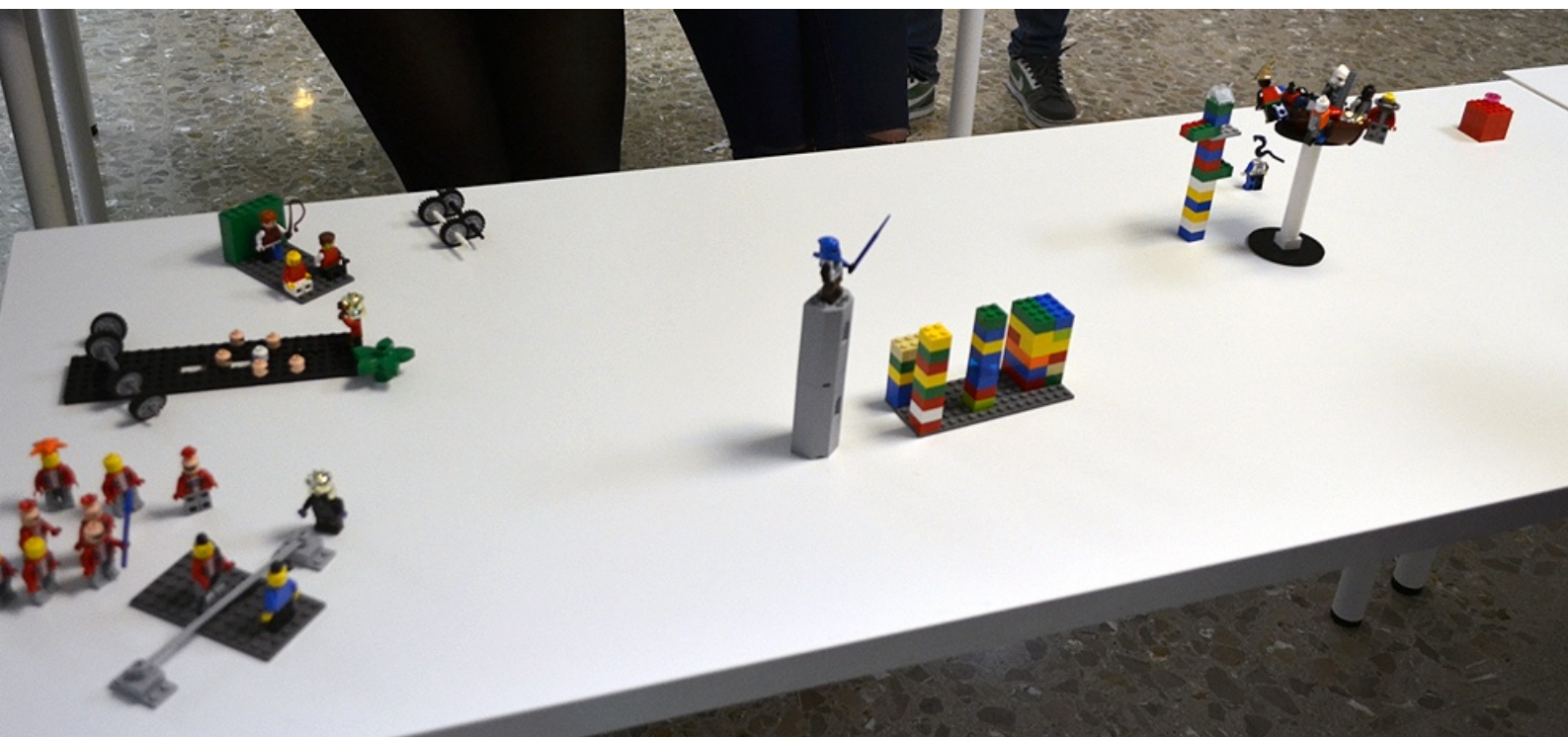
Development: If you have three team members you may get 3 different “aha” LOVES. You ask them to write in a post it a key word concept to define it.

With the models you create a landscape vision of the project and then reflect again asking to one of them to tell the story of this uniqueness value.

The reflections of the team helps you to visualize if the team is aligned showing a common vision, if there is a leadership role and how this connect with activity 1.

The love they describe represents their dream, trying to target a market niche, either blue or red ocean.

Ask them to create a sort of “Love maps associated to red & blue oceans”. What do they love not necessarily is loved by the client. To prototype “the love” it is highly recommended.



Nightmares are the problems they are facing under the flag of FEAR. Some may not even be a problem but a weakness (SWOT) connected to many different things. Some entrepreneurs (wantpreneurs) may have the vision but not the strenght to implement it. You can place this question:

Build a model about

What is your **worst**
nightmare/issue/challenge

Development: You can make a list of all perceived nightmares at the time you create a new Lego® landscape model. Some of the nightmares can be connected to the project itself, but others might be connected to the person. Your reference is always the link to who they are.

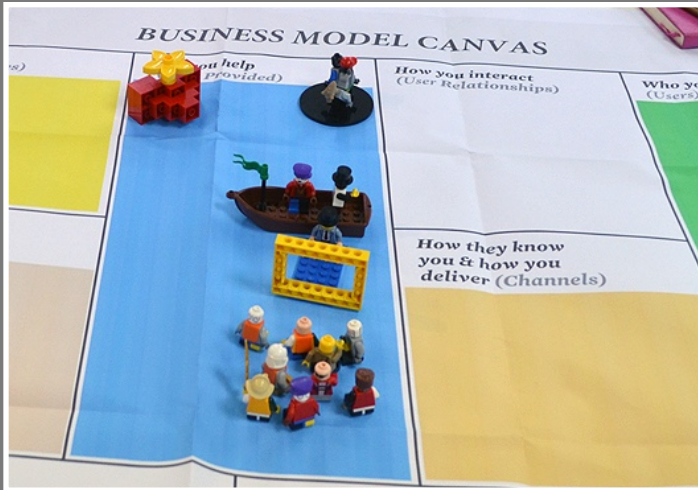
You can ask the others (assuming you have more than one team) to post it a possible solution to overcome the nightmare.

The loves and nightmares open the door to understanding what could be the real value proposition of their project and how to make a graphical representation of the nine building blocks of the canvas model.



4.2

Your Business Model Value Proposition



Name: _____

BUSINESS MODEL CANVAS

Who helps you (Key Partners)	What do you do (Key Activities) 2	How you help (Value Provided) 4	How you interact (User Relationships)	Who you help (Users) 3
	(Key Resources) 1		How they know you & how you deliver (Channels)	
What you give (Costs)		What you get (Engagement and Benefits)		

Four main questions (1 to 4) are posed in this part of the workshop and you ask them to build a model of each question and put the result on canvas model. Each team explains its project and the different parts of the CANVAS.

Reflecting and discussion among participants and facilitators is the most enriching part. This interaction allows the emergence of new questions and new ideas for the project. That is the main result a mindset change thinking unseen facts.

CRAYON'S WORKSHOP

Aims:

- To define the project's value proposition.
- To develop the CANVAS business model using Lego® Serious Play®

Resources you need:

- 120 LEGO® brick pieces 8 different colors + 5 packs of 2000414 Starter Kit

(<http://shop.lego.com/en-US/LEGO-SERIOUS-PLAY-Starter-Kit-2000414>)

- One big table for each team, 4 sides accessible.
- One A0 business canvas model colored each table. (see attached pdf)
- Color pens and adhesive paper notes.
- Three poster sheets for each groups, that must be place on the wall to collect the ideas that participants expose connected to their projects.

Facilitator's role: Plays the role of a Business Model Canvas facilitator for reflection around the project proposals and definition of the idea. Review quickly the blocks and concentrate 1,2,3,4.

Timing:

- 20 minutes for filling in the CANVAS model and building the prototype.
- 20' for explaining each model and discussion.

Development:

In this part participants are asked to work around the business model canvas and complete it (all or part of if depending on the characteristics of the teams and their degree of familiarity with this tool). At the same time the teams use LEGO® bricks to build prototypes of their projects/proposals. In this moment of the process the development takes place in a team way.

Business Canvas Model and LSP is the beating, engaging and revealing heart of a co-creation experience, helping organisations and users to engage in constructive conversations to build together, iteratively, the next user experience, innovating services and products together.

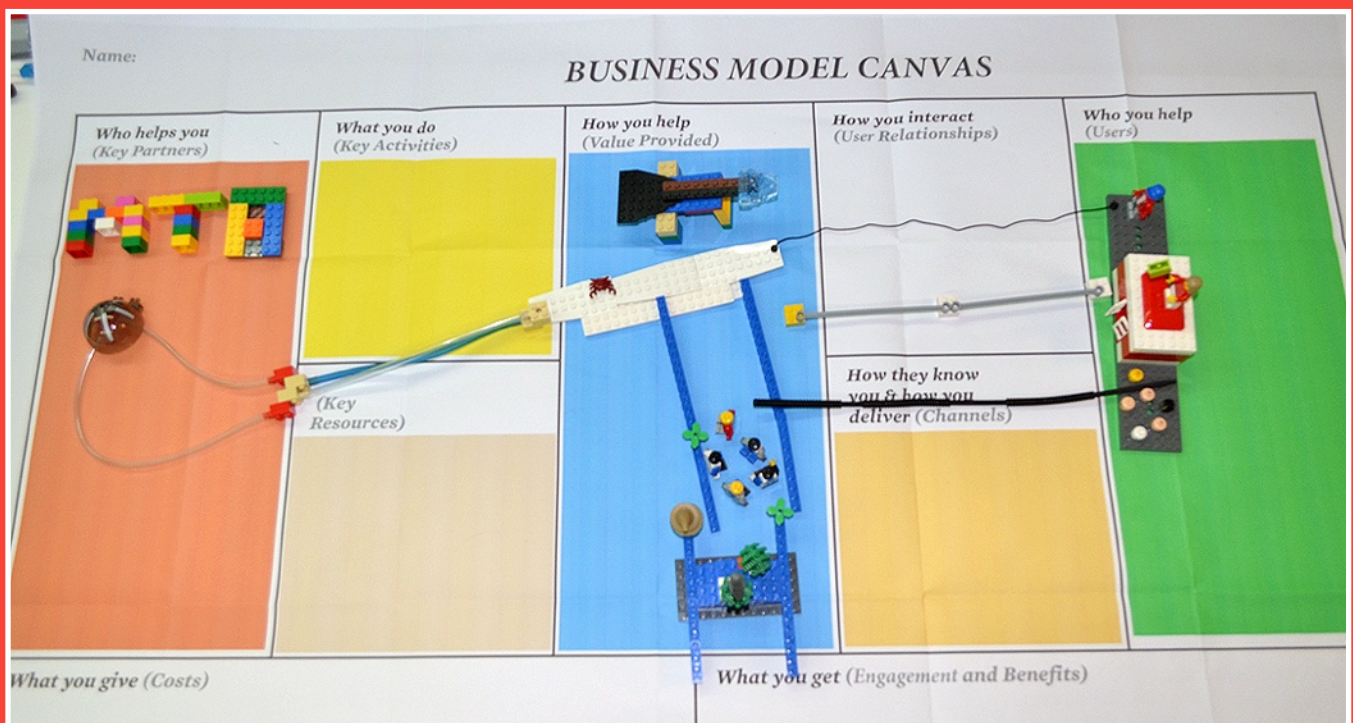
Four main questions are posed in this part of the workshop and you ask them to build a model of each question and put the result on canvas model.

1. What are your key resources (KR)
2. What are your key activities? (KA)
- 3 Who are your customers? (KC)
4. What is your value proposition? (VP)

Each team explains its project and the different parts of the CANVAS to the rest.

Reflecting and discussion among participants and facilitators is the most enriching part. This interaction allows the emergence of new questions and new ideas for the project. That is the main result a mindset change thinking unseen facts.

More than to know who is in the landscape
we want to know HOW we are doing
business with them.



We will be exploring the nature of these relationships-these business interdependence in three steps iterative process.

- Consider the points you want to connect and the length of the connection
- Consider the nature of the connection (is strong, weak, flexible, rigid)?
- How does the connection respond to change (its impact, it is predictable or not)

4.3

Defining the Stakeholder map and best customers



The photo show the comparison between the canvas and the circular model. By using a circular model you locate in the concentring rings your key partners and key users (best customers). Explain the why you put each in the different rings.



Build & Identify the interna/external agents that can affect your business landscape. These agents are not part of a SWOT analysis, they represent unseen scenarios today. The question is: **Build external and internal agents that can affect the business model.**

Aims:

- To understand the business ecosystem
- To develop a 3D CANVAS business model using Lego® Serious Play®

Resources you need:

- 120 LEGO® brick pieces 8 different colors + 5 packs of 2000414 Starter Kit (<http://shop.lego.com/en-US/LEGO-SERIOUS-PLAY-Starter-Kit-2000414>)
- One big table for each team, 4 sides accessible.
- One A0 business canvas model colored each table. (see attached pdf)
- Color pens and adhesive paper notes.
- Three poster sheets for each groups, that must be place on the wall to collect the ideas that participants expose connected to their projects.

Facilitator's role:

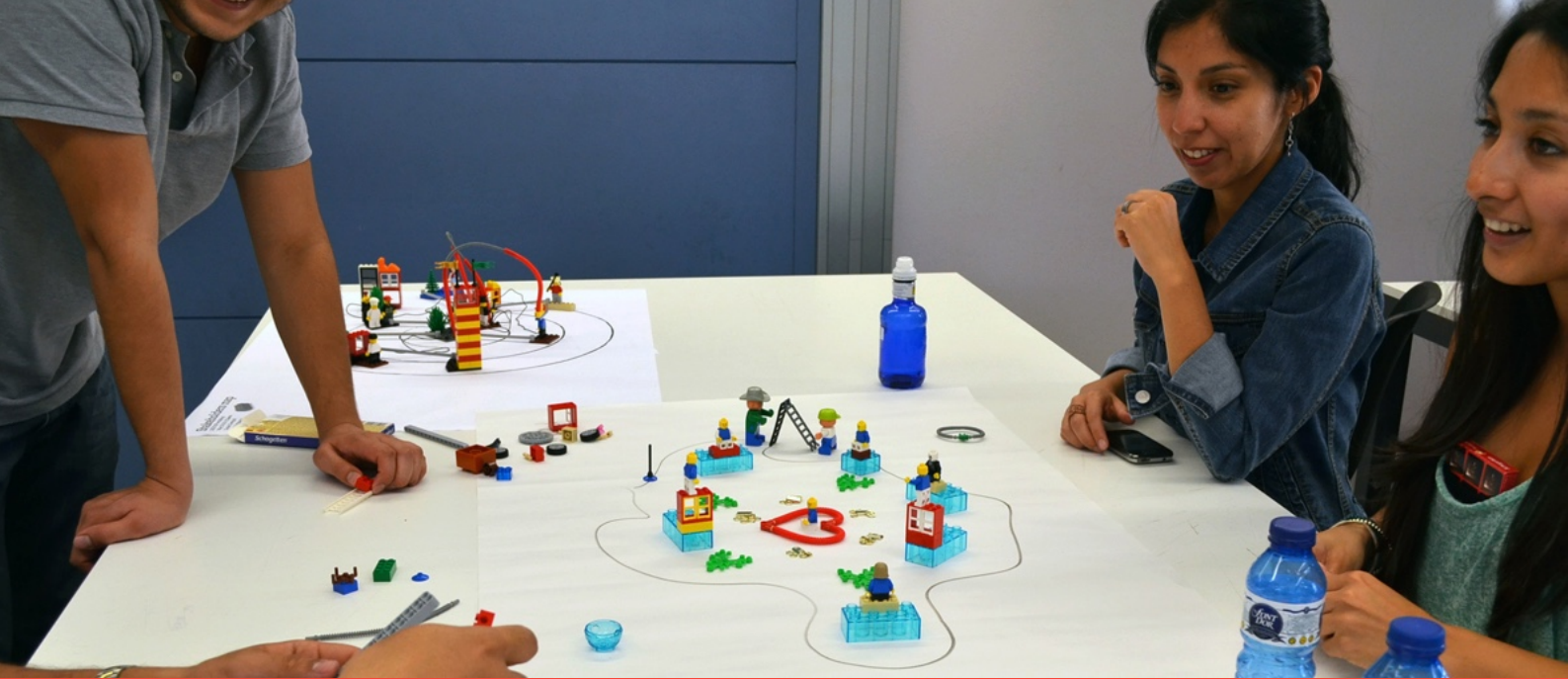
The *definition* of a *stakeholder* is a person who has an interest in or investment in something and who is impacted by and cares about how it turns out.

What is in the Canvas is put in concentric rings locating by order of project impact the different elements. Connections could become more clear.

The position in the ring is directly connected to the importance of the impact that generates in your business model. The kind of connection you use represents how strong or weak is the connection or how transparent it is. This format helps you to see in 3D the stakeholdermap and their connections.

Timing:

- 10 minutes to convert the CANVAS model and building the ring prototype.
- 20' for explaining each model and discussion.



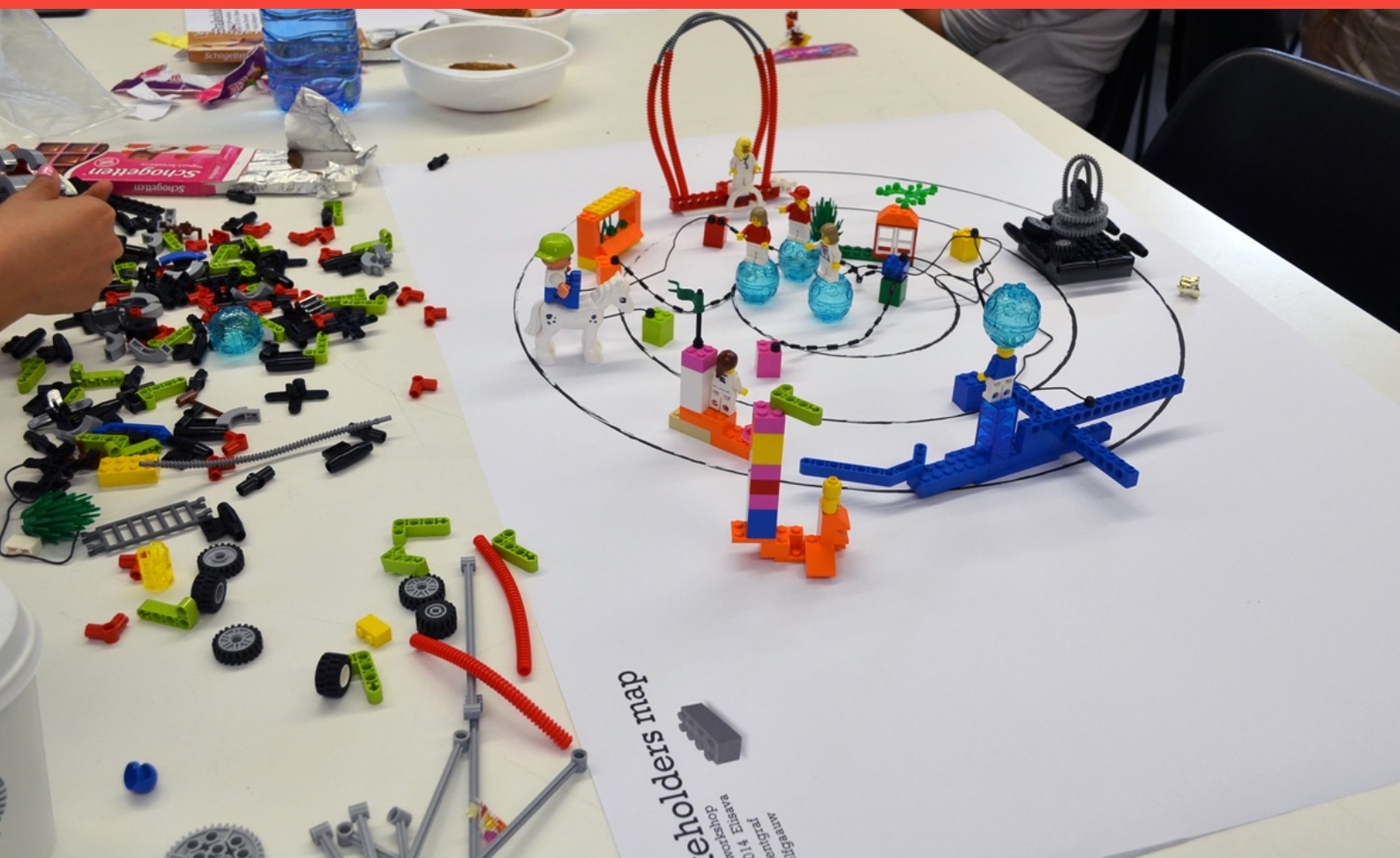
The combination of Lego design creating the stakeholder map enables the possibility to develop a new scenario called "the magic island".

The magic island represents how the final product /service should work.

By knowing how the different elements are connected and located in the island new critical thinking arises.

As an example watch the video taken at Elisava University in Barcelona during the Master of Design Thinking and Innovation.

Link: <https://vimeo.com/96475538>



4.4

Evaluation

The questionnaires used to evaluate opinions of the process are:

PART I, the questions are the following:

1. During the first activity of the session we asked you in groups of 12 to make a construction/building. Each person had a mission that the others did not know, and you could not speak during the activity. What reflections can you make about this activity?
2. The second activity presented different questions about your physical body, emotions, relationships, and your financial and professional spheres. Mark from 1 to 4 the suitability of this exercise to allow a better knowledge of the people within the team. Being 1 = very little suitable, and 4 = very suitable.
3. Do you think that having this information about the team helps to better manage possible conflicts? TRUE / FALSE
4. In the third part of the activity we asked you to build different figures with LEGO® (of yourself, other people in the team, of your worst nightmare working in the team...)
5. Do you believe that building with LEGO® allowed the emergence of issues that otherwise (with other methodologies or in a verbal or written way) would have not emerged?
6. Please, assess the general usefulness and interest of the whole activity for facilitating the management of relationships and conflicts within the group.

CRAYON'S WORKSHOP

Aims:

The evaluation of the process is registered in two ways:

- (i) After the activity participants are asked *in situ* about their feelings in relation to the practice done. We capture these feelings and emotions right after the activity, and record them in video. In this case the question is open and aims at getting fresh impressions about the benefits and utility of the methodology according to those participating.
- (ii) After, participants are invited to fill in a short questionnaire using google forms.

Resources you need: Questionnaire, online Kahoot, online Mentimeter, Mapping thinking.

Facilitator's role:

To post the question and collect the answers. provide a feedback on results.

Timing: 15' Max.

HOW TO ASSES

1. Please, now assess this general utility and interest in a quantitative way. 1= very little interesting and useful; and 4= very much interesting and useful.
2. Would you like to add any comment in relation to the activity or the way it took place?

See document:

4.4

Evaluation

The questionnaires used to evaluate opinions of the process are:

PARTS III, IV and V:

1. How useful have you found the whole process (methodology) to better define your project/idea?
2. In a scale of 1 to 5 (being 1 the lowest and 5 the highest value) assess now in quantitative terms the general usefulness and interest of the activity for achieving a better definition of the project/idea ?
3. From 1 to 5 (being 1 the lowest and 5 the highest value), please assess how meaningful the CANVAS activity has been for your project/idea ?
4. From 1 to 5 (being 1 the lowest and 5 the highest value), assess the interest of the process
5. For identifying the suitability of the stakeholders involved in the project ?
6. From 1 to 5 (being 1 the lowest and 5 the highest value), assess the interest of the process for defining the connections between stakeholders involved in the project ?
7. Has the visualization of the project/idea in 3D (prototyping the idea/project) helped you to identify some aspects that have not been seen before ?



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