

COL-CREATION



**LEARN, SHARE AND CREATE
FOR YOUR
FUTURE SUCCESS**

Teaching Guide

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INTRODUCTION

The COL-CREATION Training Course has been developed within the development of the COL-CREATION Project, launched with the main objective of increasing the competences (attitudes, skills, knowledge) of Professionals in the Creative Industry on how to develop successful Business Models based on Collaboration supported by Co-Creation, innovative Sharing Economy Platforms and Open Innovation and promoting the proper use of these models and platforms as part of global and sustainable self-employment and entrepreneurship project.

The Training Course is divided in several Experiential Training Activities, to be supported by the training materials that you can find in the Student Manual and additional assignments, questionnaires and other tools which are also available in the e-Training Platform.

Experiential Training Activities are based in collaboration among trainees and “learning by doing”, where they put into practice the knowledge and tools along the training course, focusing in the development of creative solutions to real market problems while they develop the targeted collaborative competences.

Experiential Training Activities are specifically addressed to trainers and include the design of the activities to be implemented and guidelines for their implementation, in order to facilitate their conduction. They include Face-to-Face (F2F) Sessions and Online Sessions to be implemented with the support of the e-Training Platform, with an estimated duration of 30 to 40 hours, although the training course is flexible and could be adapted to different duration, depending on the characteristics of the training group, availability or areas where the trainer would like to make more stress.

The Experiential Training Activities are structured as follows

- 1. DISCOVERY (1 F2F + 1 Online Session).** Including practical training on creative industries and trends, collaboration, co-creation, open innovation, collaborative business models, online platforms/sharing economy and brief outline of the Human Centered Design methodology.
- 2. DEVELOPING COLLABORATIVE AND TEAMWORK COMPETENCES (1 F2F + 1 Online Session).** Including practical group dynamics on collaborative teams, communication skills, team building and self-assessment on the collaborative competences of the members of the team.
- 3. HUMAN CENTERED DESIGN METHODOLOGY; INTRODUCTION, DIVISION OF LABOUR AND CLIENT BRIEFING (2 F2F + 2 Online Session).** Including practical training on design thinking/human-centered design to tackle wicked problems, division of labour, team creation, preparation and interpretation of a briefing from a client.
- 4. FINDING THE PROBLEM; RESEARCH AND DEFINE (2 F2F + 2 Online Session).** Including practical training on defining the problem and perform practical research for it using the Human Centered Design approach.
- 5. FINDING SOLUTIONS AND PROTOTYPE; (2 F2F + 1 Online Session).** Including practical training on generation of ideas based on research, creation of quick prototypes so ideas can be validated in the real world, application of certain analytical skills to their own professional work, creativity in problem solving and application creative skills in prototyping.
- 6. IMPLEMENTATION AND PRESENTATION (2 F2F + 2 Online Session).** Including practical training on making a business model of the idea and how to bring it to the market and present it in a dynamic and clear way, creation of successful unique selling proposition for promotion of service and/or product

The Student Materials developed to be used along the Experiential Training Activities are designed to be modular and adaptable. We mean that the Student Materials should not necessarily be treated 'as is', but teachers and learners are invited to adapt them and to select elements they find valuable and skip other elements. While this is true for the isolated module in the learning materials, the other modules are part of a larger human-centered design process. While this process can of course be adapted or cut short, we do recommend running this whole process, especially if you have no prior experience with human-centered design.

Student groups, in our experience, tend to skip or rush certain steps in the human-centered design process, and it is the task of the teacher guard the quality of the design process. This can for instance be done by questioning the conclusions the student reach to make the students see that their work is not done, and more analysis is needed. The five why's approach (see learning material text book) can work for the teacher as well to question the students' results.

For the development of their own "col-created" projects, the student teams need good places to work. Ideally, each time would have their own space or room, with walls they can hang flipcharts on. Especially during the next lessons, students will need flipcharts, post-its (preferable different colors) and markers.



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TRAINING ACTIVITY 1. DISCOVERY

DURATION

- 1 Face to Face Session of 4 hours
- 1 Online Session of 4 hours

OBJECTIVES

The main objective of this introductory session is to create awareness on the relevance and potential of collaboration, co-creation, open innovation, collaboration business models, Human Design Thinking method and online platforms within the sharing economy for professionals in the creative industry.

Other objectives are

- to increase motivation towards collaboration for the participation in the further stages of the Training Course.
- to get basic knowledge about Collaboration, Co-Creation, Open Innovation, Collaboration Business Models, Human Design Thinking Method and Online Platforms-Sharing Economy.

COMPETENCES

Awareness

Positive attitude towards collaboration

Knowledge about collaboration, co-creation, open innovation, collaboration business models, Human Design Thinking method and online platforms-sharing economy.

TRAINING TOPICS

Topic 1; Creative Industries and trends

Topic 2; What are collaboration, co-creation, open-innovation and platform economy

Topic 3; What is human centered design methodology (brief outline)



STEP

TRAINING SESSION 1.1 FACE TO FACE SESSION- DISCOVERY

GUIDELINES, TIMING AND TOOLS

1.1.1 OPENING

Trainees introduce themselves specifically focusing on their background as professionals in the Creative Industry and their motivation to participate in the training.

The trainer introduces the training course and organization aspects.

The trainer introduces the objectives and contents of Training Session 1.

1
00:30

The trainer confirms that partners have received their users and passwords for the e-training platform.

Duration: 30 minutes.

Training Materials and Tools:

- Ppt.1.1_Presentation of Training Course
- Ppt.1.2_ Presentation of Training Activity 1

1.1.2 CREATIVE INDUSTRIES AND TRENDS

The trainer comments on trends affecting the business models and working conditions within the Creative Industry which justify the need of collaboration between professionals.

2
00:45

As the trainees are likely highly trained professionals with multiple-years of experience this session should be organized highly participative. Inputs of the trainees on their own experiences (of difficulties and failures and what to be learned of them as well as of successes) in the field are very valuable and should be discussed openly.

Duration: 15 minutes

Training Materials and Tools:

- Ppt 1.3_ Creative Industry (Summary Topic 1)

1.1.3 COLLABORATION, CO-CREATION, OPEN INNOVATION, COLLABORATIVE BUSINESS MODELS

The trainer explains the concepts and relevance of Collaboration, Co-Creation, Open Innovation, Collaborative Business Models for the Creative Industry

3
01:30

Trainer asks trainees to give their opinion about their own opinion and experiences. The problems raised in 1.1.2 can be addressed again and scrutinized in the light of the collaboration and co-creation concepts.

Duration: 45 minutes.

Training Materials and Tools:

- Ppt 1.4_ Collaboration, Co-Creation, Open Innovation, Collaborative Business Models for the Creative Industry (Summary Topic 2)

Break
02:00

BREAK

Duration: 30 minutes.



1.1.4 ONLINE PLATFORMS/SHARING ECONOMY

4
03:30

The trainer talks about the concepts of Online Platforms/Sharing Economy for the Creative Industry, both generically and specifically in the context of co-creation, collaboration and open innovation. In this vein, the class also discusses the uses and ultimately the viability of digital tools for first the creative production process and second collaboration with other creative professionals. Besides discussing online platforms and tools by providing some examples, the trainer might also raise discussion on the discrepancies between collaborating face-to-face and collaborating online. Concepts that may support the discussion include 'tacit knowledge', 'co-presence', 'co-location' and social milieu on the one hand and 'death of distance' or the digitalization of working tools.

The trainer asks trainees to give their opinion about their own opinion and experiences

Duration: 90 minutes.

Training Materials and Tools:

- Ppt 1.5 Online Platforms/ Sharing Economy (Summary Topic 1-2)
- Presentation of applicable Online Platforms/Sharing Economy previously identified by the trainer

1.1.5 OUTLINE OF THE HUMAN CENTERED DESIGN METHODOLOGY

5
03:45

The trainer makes a very brief explanation of the Human Centered Design Methodology for boosting collaboration and co-creation in the Creative Industry as an outlook of what's to come.

Trainer show some examples about wicked problems and ask trainees to start thinking in their own possible challenges to be addressed along the next Training Activity

Duration: 15 minutes.

Training Materials and Tools:

- Ppt 3.1_ 4.1_5.1 Human Centered Design Methodology

CLOSURE

6
04:00

The trainer summarizes the main conclusions of the training session.

The trainer introduces the e-Training Platform and explain the activities to be done in the Online Session (Homework).

The trainer invites trainees to the next session.

STEP

TRAINING SESSION 1.2 ON LINE SESSION (HOMEWORK)
GUIDELINES, TIMING AND TOOLS

1.2.1 READING

Trainees read the Training Materials (Topics 1, 2)

1 Duration: 2 Hours

Training Materials and Tools:

- Training Materials (Topic 1,2)

1.2.2 EXPLORATION OF ONLINE PLATFORMS/SHARING ECONOMY

Trainees will search the Internet and find Online Platform that could be useful for the collaboration between creative industry professionals. The trainees are given leeway in deciding which platforms are deemed useful and they might include platforms and tools for facilitating communication, for sharing work materials and documents, for co-creation and collaboration or for organizing work etc.

2 Trainees will share and discuss about their findings in an online forum created in the e-Training Platform for the purpose

Duration: 2 Hours

Training Materials and Tools:

- Forum created on the e-Training Platform

1.2.3 FINDING A WICKED PROBLEM/CHALLENGE (PREPARATION FACE2FACE 3.3)

Trainees will start thinking about a challenge (defining a wicked problem to solve) that will be addressed along the further training modules through the implementation of the HCDM. The trainer can decide, depending on (the commitment of) the group:

- whether the group will have an existing challenge of their own
- a client brings in a real challenge
- the teachers bring in a pre-defined challenge

3 The challenge has to be organized before the start of the Training Activity 3.

When there are several students challenges the teacher/group of students has to choose.

Trainees could share and discuss about their challenges in a Forum created in the e-Training Platform for such a purpose

Duration: 60 minutes.

Training Materials and Tools:

- Learning material textbook
- Forum created in the e-Training Platform



TRAINING ACTIVITY 2. DEVELOPING COLLABORATIVE AND TEAMWORK COMPETENCES

DURATION

- 1 Face to Face Session of 4 hours.
- 1 Online Session of 4 hours.

OBJECTIVES

- To promote the self-assessment of the “team work” competences of the trainees.
- To know each other in terms of “team work” competences and also of professional profiles.
- To determine the roles to be played by the trainees within the collaborative teams.
- To train some specific collaborative “team work” competences.

COMPETENCES

- Self-knowledge
- Contributing to team success
- Building partnerships.
- Teamwork/Collaboration.
- Building trust.
- Coaching.
- Communication.
- Managing conflict.
- Adaptability.
- Continuous learning.
- Decision making
- Facilitating change.
- Gaining commitment.
- Initiative.
- Innovation.
- Leading the vision and values.
- Planning and organizing.
- Risk taking.

TRAINING TOPICS

Topic 4; Management of collaborative teams



TRAINING SESSION 2.1 FACE TO FACE SESSION – DEVELOPING COLLABORATIVE AND TEAMWORK COMPETENCES.

STEP

GUIDELINES, TIMING AND TOOLS

2.1.1 OPENING

- 1
00:15
- Duration: 15 minutes.
- Training Materials and Tools:
- Ppt.2.1_Presentation of Training Activity 2 (COORDINA)

2.1.2 COLLABORATIVE GROUP DYNAMIC

- 2
01:15
- The “X & Y Group Dynamic” will be implemented. 4 teams, winning through cooperation
- The trainer will open and manage a debate about the process and share the theory bases.
- Duration: 60 minutes
- Training Materials and Tools:
- Instructions for “X & Y Group Dynamic”, included as Annex
 - Ppt.2.2_Cooperation Skills

2.1.3 COMMUNICATION GROUP DYNAMIC

- 3
02:15
- The “Shelter Group Dynamic” will be implemented. 1 team with 5 participants with assigned roles (communication, negotiation, cooperation...)
- Alternatively, the “Crazy Group Dynamic” will be implemented, based on a newspaper information, 1 team with 6-8 participants agree in a common decision (communication, negotiation, cooperation...)
- The trainer will open and manage a debate about the process and share the theory bases.
- Duration: 60 minutes.
- Training Materials and Tools:
- Instructions for “The Shelter Group Dynamic”, “The Crazy Group Dynamic”, included as Annex
 - Ppt.2.3_Communication Skills

- Break
02:45
- BREAK**
- Duration: 30 minutes.

2.1.4 TEAM BUILDING GROUP DYNAMIC

The “Competitive Tender Group Dynamic will be implemented”. 4 teams create an offer for building a Tower, including a limited budget of several consumables (paper, clips, glue, etc...) and they must build it during the session with the selected quality and quantity of materials.

4
03:45

The trainer will open and manage a debate about the process and share the theory bases.

Duration: 60 minutes.

Training Materials and Tools:

- Instructions for “A Competitive Tender”, included as Annex
- Ppt.2.4_ Team Building Skills

CLOSURE

5
04:00

Trainer summarizes the main conclusions of the training session

Trainer explain the activities to be done in the Online Session (Homework)

Trainer invite trainees to the next session



STEP

**TRAINING SESSION 2.2 ON LINE SESSION (HOMEWORK)
GUIDELINES, TIMING AND TOOLS**

2.2.1 READING ABOUT COLLABORATIVE TEAM MANAGEMENT

Trainees read the Training Materials (Topic 4)

1

Trainees fill a basic questionnaire for testing the understating of main concepts

Duration: 2 Hours

Training Materials and Tools:

- Training Materials (Topic 4)

2.2.2 SELF-ASSESSMENT

Trainees make a self-assessment of their “team work” competences through the Self-Assessment Tool provided in Topic 4 and share the result with the trainer

2

Duration: 2 Hours

Training Materials and Tools:

- Self-Assessment Tool is filled, printed and send to the trainer and it can be used for creating the collaborative teams (this could be done again at the end of the Training Course)

2.2.3 READING ABOUT HUMAN-CENTERED DESIGN METHOD (PREPARATION F2F 3.1)

The students must read: What is the HCD methodology (Topic 3)

3

Duration: 60 minutes.

Training Materials and Tools:

- Learning material textbook



**TRAINING ACTIVITY 3.
HUMAN CENTERED DESIGN
METHOD; INTRODUCTION,
DIVISION OF LABOR AND
CLIENT BRIEFING**



TRAINING ACTIVITY 3. HCDM: INTRODUCTION, DIVISION OF LABOR AND CLIENT BRIEFING

DURATION

2 Face to Face Session of 4 hours

1 Online Session of 4 hours as preparation before the next lesson

OBJECTIVES

To make students aware of the HCDM process they will follow throughout the rest of the course

To create the collaborative teams

Students learn how to prepare for and interpret a briefing from a client

COMPETENCES

- Awareness
- Teamwork
- Client-orientation
- Knowledge on HCDM, roles and teamwork, client-interaction

TRAINING TOPICS

Topic 3; What is human centered design methodology (Introduction and client briefing)

Topic 4; Management of collaborative teams (Division of labor)



STEP

FACE TO FACE SESSION 3.1
GUIDELINES, TIMING AND TOOLS

TRAINERS INFORMATION

The Training Activity consists of a theoretical part and assignments. We suggest 45-60 minutes per module theory, and spend the rest of the hours working on the assignments in a workshop setting. This means that your role as a teacher, for a large part will be that of a coach. With your knowledge and experience you will guide the student teams through their own assignment. This requires competences from teachers, and if you need it, you might expand or update your schooling on topics like coaching and providing feedback.

The module focuses on a wicked problem. In this course COL-CREATION there are three options to get a wicked problem / challenge:

1. One or more participating students have their own challenge. During the course these challenges will be discussed and one or more challenges will be chosen (depending on the group size). These students are at this moment the client.
2. The students or the teacher brings in a real client with a wicked problem / challenge.
3. The students didn't bring in a challenge and there is no client available. The teacher will bring in a wicked problem. At this moment the teacher is the client.

The wicked problem will be presented by the "client". The students work in teams to propose a solution to the problem, using a typical design thinking/human-centered design methodology. In this COL-CREATION course, this methodology is extended with literature and exercises focusing on the topics, that were found to be extremely relevant and lacking in many current entrepreneurship learning modules: team composition and complementarity.

SUMMARY

WICKED PROBLEMS

The course requires you to provide clients who provide wicked problems your students will work on. A wicked problem is a problem that is not straightforward to solve, due to a variety of reasons, like:

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

The problem the students work on should be wicked and open. Ideally, they are questions starting with 'How...'. They should not point towards one immediate solution but be open for wide interpretations. Good wicked problems are for instance:

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

Be careful to not already mention potential solutions in your problem description. The students should be open in their problem analysis and solution development.

3.1.1 OPENING AND INTRODUCTION TO DESIGN THINKING/HUMAN-CENTERED DESIGN TO TACKLE WICKED PROBLEMS

- 1
01:00
- Students learn the general process of design thinking/human centered design. In this stage, students need to understand the general process and its applications and benefits. They will discover the practical details in later stages.
- The teacher gives interactive presentation and check on students learning through discussions and questions-answers.
- Duration: 60 minutes.
- Training Materials and Tools:
- Ppt 3.1_ 4.1_5.1 Human Centered Design Methodology

3.1.2 DIVISION OF LABOUR, CREATE A TEAM

- 2
02:10
- Based on the previous actions implemented in Training Activity 2, now that students know what the HCDM is and got an impression of the kind of problems they have to solve, they need to divide roles in their team. They will analyse both their technical skills needed for the assignment, as well as their personal soft skills.
- The group can be made in two ways:
- 1; Students make the groups
 - 2; Teacher makes the groups.
- Assignment:**
1. The students present themselves with a focus on HCDM. Elements: work- experience, knowledge and skills in and outside the work situation.
 2. Create a team: the students create teams in a decision-process. First, they have to determine the criteria relevant in how to form a team. Depending on the total amount of participants between 4-8 participants per team would participate.
- Duration: 70 minutes.
- Training Materials and Tools:
- Learning material textbook
 - Flip overs, markers etc.
 - Several spaces for group working

- Break
02:40
- BREAK**
- Duration: 30 minutes.

3.1.3: DIVISION OF LABOUR IN YOUR TEAM

Students will also analyse which competences they lack in their team, and how they will deal when these competences will be required. The student will understand the importance of balanced team skills and the personal soft skills needed to motivate and get the best out of a team. This will be especially important in a real-life situation when working team members who are independent sub-contractors whose motivation may be different to the employed members.

Mindsets

- 3
03:50
- Everyone is creative! Everyone is able to formulate ideas and can get started with it. When you realize that, you have "creative self-confidence".
 - Learn from the people you design for. New ideas do not come out of the blue but arise from insight, empathy and understanding of the motives of your user.
 - If you don't know the solution to a problem, do your research! Only then will you come up with new and often unexpected solutions.
 - Bring ideas to life! Do not stick to long theories, but make a sketch, model or any prototype.
 - Show your idea instead of telling it.
 - Embrace ambiguity. Each design issue has several useful answers, do not assume that there is only one good solution.
 - Failure is experimentation. You can learn from mistakes.
 - Find early and ongoing confirmation during the design process. Ask the people you design something for feedback so that you can always make adjustments and end with an approved product.
 - Optimism is your motivation and progression is always possible!

Assignment: Make a team canvas

Duration: 70 minutes.

Training Materials and Tools:

- Learning material textbook
- Flip overs, markers etc.
- Several spaces for group working

CLOSURE

- 4
04:00
- Trainer summarizes the main conclusions of the training session
 - Trainer explain the activities to be done in the Online Session (Homework)
 - Trainer invite trainees to the next session

STEP

TRAINING SESSION 3.2 ON LINE SESSION
GUIDELINES, TIMING AND TOOLS

3.2.1 READING

1 The students must have read the learning material HCD: What is the HCD methodology (Topic 3)

Duration: 60 minutes.

Training Materials and Tools:

- Learning material textbook

3.2.2: FINDING A WICKED PROBLEM/ CHALLENGE: (PREPARATION FACE2FACE 3.3)

2 Continuation and closure of finding a challenge based on the work already started in DETA 1 (defining a wicked problem to solve).

Duration: 60 minutes.

Training Materials and Tools:

- Learning material textbook

3.2.3: CREATE A TEAM (when it has not been fully completed in the F2F)

3 Depending on the number of students and their background, competences, skills etc.

Duration: 90 minutes.

Training Materials and Tools:

- Learning material textbook

3.2.4: CLIENT INTRODUCTION (PREPARATION FACE2FACE SESSION 3.3)

4 The students must have read the learning material HCD: Client introduction and project briefing and prepare the sector and other information related to the client(s) challenge).

Timing: 30 minutes.

Training Materials and Tools:

- Learning material textbook



**FACE TO FACE SESSION 3.3
GUIDELINES, TIMING AND TOOLS**

TRAINERS INFORMATION

The problem(s) the students are working on should be presented as possible by real clients. These do not need to be commercial enterprises, but they should be professional organisations active in the field of the problem. Businesses are fine, but so are governments, governmental organisations and NGOs.

The reason for working with real clients is that students are more motivated to create valuable solutions and learn when they feel their work is meaningful. This is stipulated by the value creation pedagogy by Martin Lackeus. He describes this as 'learning through creating value for others', based on the ten elements below (taken from Lackeus (2016), p. 53):

When finding real clients is not realistic for your teaching setting, then alternatives can be found. Examples are challenges proposed by the school, challenges proposed by other students, or challenges that students face in their companies (if they are in a dual system).

3.3.1 OPENING AND INTRODUCTION TO HCDM: CLIENT INTRODUCTION

Students have learned the general process of design thinking / human-centered design. In this stage the client and his/her question are the central theme.

- Short presentation of each team on the division of tasks of training session 3.1
- Check on students learning homework: question and answer.
- Teacher presents short repetition of the power point presentation: HCDM-process focus on client introduction and project briefing.

1
00:45

Timing: 45 minutes.

Training Materials and Tools:

- Ppt 3.1_4.1_5.1 Human Centered Design Methodology
- Presentation of each team: how did the process go? Discussion with the students, question-answer with the students.

Break **BREAK**

01:00 Duration: 15 minutes.

3.3.2: CLIENT INTRODUCTION AND PROJECT BRIEFING

Students will learn who the client is, and what the problem is they are going to provide a solution for. This module will include preparation work by the students to make a professional impression and ask relevant questions after the briefing. This will involve an understanding of the roles that the complementary skills of the team can play in a team investigation and presentation.

Assignments:

- Prepare the questions to the client
- Prepare information on the sector, trends, etc of the client
- Execution of the client introduction and briefing
- Analyse the briefing
- Quick definition of the challenge/question/problem.

2
03:45

Timing: 165 minutes. Preparation and client introduction, analyse, define the problem. Include a Break

Training Materials and Tools:

- Learning material textbook
- Flip overs, markers etc.
- Several spaces for group working

CLOSURE

- 4
04:00
- Trainer summarizes the main conclusions of the training session
 - Trainer explain the activities to be done in the Online Session (Homework)
 - Trainer invite trainees to the next session

STEP

**ON LINE TRAINING ACTIVITY 3.4
GUIDELINES, TIMING AND TOOLS**

3.4.1: READING

1

The students must have read the learning material HCD: Finding the problem, Discover, Define,

Duration: 30 minutes.

Training Materials and Tools:

- Learning material textbook





TRAINING ACTIVITY 4. FINDING THE PROBLEM; RESEARCH AND DEFINE



TRAINING ACTIVITY 4. FINDING THE PROBLEM: RESEARCH AND DEFINE

DURATION

2 Face to Face Session of 4 hours
1 Online Session of 4 hours,

OBJECTIVES

Students learn to empathize with target audiences and perform practical research for a specific (entrepreneurial) problem.

COMPETENCES

- Basic business skills.
- Self-management, project and team management.
- Analytical skills.
- Networking.
- Knowledge on finding and judging information.

TRAINING TOPICS

Topic 3 What is human centered design methodology (Finding the problem: research and define)



STEP

FACE TO FACE TRAINING SESSION 4.1
GUIDELINES, TIMING AND TOOLS**4.1.1 OPENING**

Presentation per team of the results of Training Activity 3: dividing the tasks and client introduction.

The trainers check on students doing the homework: question and answer

Teachers presentation Ppt 3.1_ 4.1_5.1 Human Centered Design Methodology, focus on: Finding the problem

1
00:45

Duration: 45 minutes.

Training Materials and Tools:

- Learning material textbook
- Ppt 3.1_ 4.1_5.1 Human Centered Design Methodology
- Information students in team presentations
- Discussion with students, question and answers

Break

BREAK

01:00

Duration: 15 minutes.

4.1.2 DEFINING THE PROBLEM: RESEARCH

This is the first 'diamond' of the methodology. Via a process of divergence and convergence, students will analyse the problem and find its root causes to be tackled. The practical work for this component will run for two periods, Training Sessions 4.1 and 4.3

2
03:45

Timing: 165 minutes. Preparation and client introduction, analyse, define the problem. Include a Break

Training Materials and Tools:

- Learning material textbook.
- flipcharts, post-its (preferable different colors) and markers
- different spaces to work.

CLOSURE

3
04:00

Trainer summarizes the main conclusions of the training session

Trainer explain the activities to be done in the Online Session (Homework)

Trainer invite trainees to the next session



STEP

ON LINE TRAINING ACTIVITY 4.2
GUIDELINES, TIMING AND TOOLS

4.2.1: WORK ON THE DIFFERENT PARTS OF THE HCDM

The students in a team have to work on the different parts of the HCD- method if the work is not finished in the classroom.

2

Duration: 30-240 minutes.

Training Materials and Tools:

- Learning material textbook
- Other materials



STEP

FACE TO FACE TRAINING SESSION 4.3
GUIDELINES, TIMING AND TOOLS**4.3.1 OPENING**

Presentation per team of the results of Sessions 4.1 and 4.2 dividing the tasks and client introduction.

The trainers check on students doing the homework: question and answer

1 Teachers presentation Ppt.3.1 Introduction HCDM-process repeat part, focus on: Defining the problem
00:45

Duration: 60 minutes.

- Training Materials and Tools:
- Learning material textbook
- Ppt 3.1_ 4.1_5.1 Human Centered Design Methodology

Break **BREAK**

01:00 Duration: 15 minutes.

4.3.2 DEFINING THE PROBLEM: DEFINE

This is the first 'diamond' of the methodology. Via a process of divergence and convergence, students will analyse the problem and find its root causes to be tackled. The practical work for this component will run for two periods, Training Sessions 4.1 and 4.3

2 Timing: 165 minutes. Preparation and client introduction, analyse, define the problem. Include a Break
03:45

Training Materials and Tools:

- Learning material textbook.
- Flipcharts, post-its (preferable different colours) and markers
- Different spaces to work.

CLOSURE

3 Trainer summarizes the main conclusions of the training session

04:00 Trainer explain the activities to be done in the Online Session (Homework)

Trainer invite trainees to the next session



STEP

ON LINE TRAINING ACTIVITY 4.4
GUIDELINES, TIMING AND TOOLS

4.4.1: WORK ON THE DIFFERENT PARTS OF THE HCDM

The students in a team have to work on the different parts of the HCD- method if the work is not finished in the classroom.

1

Duration: 30-240 minutes.

Training Materials and Tools:

- Learning material textbook
- Other materials

4.4.2: READING

The students must have read the learning material HCD:

2

- Finding the solution: ideate, decide and prototype

Duration: 30 minutes.

- Training Materials and Tools:
- Learning material textbook





TRAINING ACTIVITY 5. FINDING SOLUTIONS AND PROTOTYPE



TRAINING SESSION 5.1 FINDING SOLUTIONS AND PROTOTYPE: IDEATE AND PROTOTYPE

DURATION

2 Face to Face Session of 4 hours
1 Online Session Homework of 4 hours,

OBJECTIVES

- Students know how to generate ideas based on research, and how to create quick prototypes so ideas can be validated in the real world.
- Students learn about perseverance and can apply certain analytical skills to their own professional work.
- Students learn about creativity in problem solving and can apply certain creative skills in prototyping, useful to their own professional work.

COMPETENCES

- Creativity
- Self-management, project- and team management
- Analytical skills
- Decision-making
- Knowledge on finding solutions and prototyping

TRAINING TOPICS

Topic 3; What is human centered design methodology (Finding solutions and prototype)



STEP	FACE TO FACE TRAINING SESSION 5.1 –GUIDELINES, TIMING AND TOOLS
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5.1.1 OPENING

Presentation per team of the results of Training Activity 4: how did the research phase go and what problems did you encounter in defining the question/challenge?

Check on students doing the homework: question and answer

1
00:45

Teachers presentation power point presentation Ppt.3.1 Introduction HCDM-process repeat part, focus on: solving the problem

Duration: 45 minutes.

Training Materials and Tools:

- Learning material textbook
- Ppt 3.1_ 4.1_5.1 Human Centered Design Methodology
- Discussion with students, question and answers

Break
01:00

BREAK

Duration: 15 minutes.

5.1.2 FINDING THE SOLUTION: IDEATE AND DECIDE

The second 'diamond' again follows a process of divergence and convergence. Students will brainstorm and develop multiple solutions through cheap prototypes, test them, and come up with their best solution. The practical work for this component will run in Training Sessions 5.1 and 5.3

2
03:45

Timing: 165 minutes. Preparation and client introduction, analyse, define the problem. Include a Break

Training Materials and Tools:

- Learning material textbook including assignment in the textbook
- flipcharts, post-its (preferable different colours) and markers
- different spaces to work.

CLOSURE

3
04:00

Trainer summarizes the main conclusions of the training session

Trainer explain the activities to be done in the Online Session (Homework)

Trainer invite trainees to the next session

STEP

ON LINE TRAINING SESSION 5.2 (HOMEWORK)
GUIDELINES, TIMING AND TOOLS

5.2.1: WORKING ON THE DIFFERENT PARTS OF THE HCDM

The students in a team have to work on the different parts of the HCD- method if the work is not finished in the classroom.

2

Duration: 30-240 minutes.

- Training Materials and Tools:
- Learning material textbook
- Other materials



STEP

FACE TO FACE TRAINING SESSION 5.3 –GUIDELINES, TIMING AND TOOLS

5.3.1 OPENING

Presentation per team of the results of Training Session 5.1: ideate and decide.

Check on students doing the homework: question and answer

Introduction on HCD: Ppt.3.1 Introduction HCDM-process repeat part, focus on: prototyping

1
00:45

Duration: 45minutes.

Training Materials and Tools:

- Learning material textbook
- Ppt.3.1 Introduction HCDM-process Information students in team presentations
- Discussion with students and question and answers

Break

BREAK

01:00

Duration: 15 minutes.

5.3.2 PROTOTYPING OF THE SOLUTIONS

Timing: 165 minutes. Preparation and client introduction, analyse, define the problem. Include a Break

2
03:45

Training Materials and Tools:

- Learning material textbook.
- flipcharts, post-its (preferable different colours) and markers, other materials needed by the students
- different spaces to work.

CLOSURE

3
04:00

Trainer summarizes the main conclusions of the training session

Trainer explain the activities to be done in the Online Session (Homework)

Trainer invite trainees to the next session





TRAINING ACTIVITY 6. IMPLEMENTATION AND PRESENTATION



Co-funded by the
Erasmus+ Programme
of the European Union



TRAINING SESSION 6. IMPLEMENTATION AND PRESENTATION

DURATION

2 Face to Face Session of 4hours
 1 Online Session Homework of 4 hours

OBJECTIVES

- To transmit the knowledge and ability to wrap up a large body of work into the core elements relevant for a specific audience, and to be able to present them in a dynamic and clear way.
- To provide the necessary knowledge and steps that need to be undertaken in order to create a good marketing strategy and how to use the marketing instruments in proper way, including the role of personal branding and marketing communication.
- To bring more clarity on how to make a business model of your idea and how to bring it to the market.
- To provide the necessary skills about the business model canvas and how to make a presentation to a professional audience.
- To provide the basic steps for the creation of successful Unique Selling Proposition for promotion of service and / or product.
- To define the purpose of the Elevator pitch technique and provide guidance for its creation.

COMPETENCES

- Developing a Marketing strategy
- Bringing your product to the market (Elements of the Marketing mix)
- Incorporating Personal branding in a marketing strategy
- Making use of USP (Unique Selling Proposition)
- Creating and making use of an elevator pitch
- Enlarging the entrepreneurial spirit
- Self-management, project- and team management
- Acquiring persuasiveness
- Acquiring knowledge on business modelling

TRAINING TOPICS

Topic 5; How to launch your solution on the market

STEP

FACE TO FACE TRAINING SESSION 6.1 –GUIDELINES, TIMING AND TOOLS

TRAINERS INFORMATION

The role of the trainer in business modelling becomes more and more important, according to earlier experiences. Students who are not experienced in business modelling often tend to go for obvious solutions in this respect, and it can be the role of the teacher to stimulate them to dig deeper and think more creatively. When you as a trainer feel you lack experience in this field, perhaps invite colleagues or other experts to co-facilitate lesson 11.

In addition, we noticed a minority of the students disregarding business modelling as a topic that is not relevant for them, as they claim they are students from a certain sector (for instance creative professions) and these kind of topics does not fit their profile. In those cases, it can be relevant to show them that for future job profiles in the creative industries, a certain level of business thinking becomes inevitable.

6.1.1 OPENING

The trainer welcomes the training group and introduces the topics and learning goals of the training module.

Presentation per team of the results of Training Activity 5: How did the ideate phase and the prototyping go?

1
00:45

Check on students doing the homework: question and answer

Teachers presentation: Introduction: Business modelling: Business Model Canvas

- Timing: 45 minutes.
- Training Materials and Tools:
 - ❖ Presentation ppt 6.1: How to launch your solution on the market? How to Build a Proper Marketing Strategy?
 - ❖ Topic 5: How to launch your solution on the market

6.1.2. HOW TO LAUNCH YOUR SOLUTION ON THE MARKET

Introduction; The trainer opens the session by asking the participants the following question: “How would you start selling your product/service/solution if you had to do it right now?” and writes down the answers. After that the trainer asks the participants to share their own views on marketing and guides them to the proper meaning of the concept if necessary.

The trainer explains the basic concept of marketing, what it is and what it serves for. The trainer explains the importance of choosing the right Marketing approach before launching a brand on the market.

How to build a proper marketing strategy; The trainer starts by asking the participants if their idea of a product/service/solution will need a marketing strategy. The trainer continues by making sure all participants understand that every product needs a marketing strategy.

During this part of the session, the trainer will introduce the SWOT analysis as a practical method to be used by the participants for the evaluation of their product idea. The tool should be able to direct attention and reflection toward aspects of the context that may have been overlooked or underappreciated and the results can become substantial raw material for further product marketing. The trainer will ask to participants to perform their own SWOT analysis and in addition find out who are the potential competitors and customers related to their product.

2
02:05 Elements of the Marketing mix; The trainer presents the theory of the Marketing mix i.e. the 4 Ps – product, price, placement and promotion. The trainer will have to explain the concept behind the terms and describe the advantage of using them when building a marketing strategy.

The role of marketing communication; The trainer will explain the importance of including a dedicated communication approach into the marketing mix and what are some of the modern trends used today.

How to develop a successful personal brand; The trainer will start by asking the participants if they know what personal branding is and if they have ever used it before. According to the answers received, the trainer will explain the meaning, usage and application of personal branding. A practical task shall follow: the trainer will ask the participants to describe themselves with only 3 words.

Final conclusions; The trainer checks if the participants have understood the concepts by going back to their answers given to the question asked in the beginning of Action 1.1 and asks them to recheck their statements. What would they do differently this time?

Timing: 80 minutes.

Training Materials and Tools:

- Ppt. Presentation 6.1: How to launch your solution on the market? How to Build a Proper Marketing Strategy?
- Col-creation Student Manual->Topic 5: How to launch your solution on the market
- [Personal Branding - why is it important?](#)
- [Personal Branding Strategy Lessons with Bigfoot](#)
- [How to Sell A Product - Sell Anything to Anyone with The 4 P's Method](#)
- [Steve Jobs' amazing marketing strategy](#)



Break **BREAK**
02:20 15 minutes

6.1.3 FILL IN A BUSINESS MODEL CANVAS (BMC)

During the last part of the HCD-method, the students of a team will plan the implementation of their idea, based on a business model. Participants will be asked to fill in a Business Model Canvas using one of the following online tools:

- <https://trello.com/b/Mj3ARCrP/business-model-canvas-template>
- <https://miro.com/templates/business-model-canvas/>
- <https://next.canvanizer.com/demo/business-model-canvas>

3
03:35 Timing: 75 minutes.

Training Materials and Tools:

- Ppt. Presentation 6.2: Fill in a BM canvas
- Learning material textbook including assignment in the textbook
- Online tool for filling in a BMC
- Different spaces to work

CLOSURE

4
04:00 Trainer summarizes the main conclusions of the training session
Trainer explains the activities to be done in the Online Training Session

STEP ON LINE TRAINING SESSION 6.2 (HOMEWORK) –GUIDELINES, TIMING AND TOOLS

6.2.1 READING

The training participants will download and read all three parts of Topic 5 and are invited to check out the rest of the additional training materials provided below.

Participants will undergo a test via the e-training platform.

Timing: 120 minutes.

1 Training Materials and Tools:

- Col-creation Student Manual ->Topic 5 How to launch your solution on the market
- [Personal branding – e-book by Colin Wright](#)
- [How to develop an effective marketing strategy](#)
- [The 4 Ps of The Marketing Mix Simplified](#)
- [Elevator Pitch - How to sell yourself and your business in 30 seconds](#)

6.2.2 FILL OUT THE TEMPLATE FOR PREPARING THE BM CANVAS AND THE PRESENTATION TO THE CLIENT

The training participants will be asked to finalize their BMC by applying the knowledge they've received from this module, to their own product idea.

2

Timing: 120 minutes.

Training Materials and Tools:

- Col-creation Student Manual -> Topic 5

STEP FACE TO FACE TRAINING SESSION 6.3 –GUIDELINES, TIMING AND TOOLS**OPENING**

The trainer welcomes the group and presents the topics and objectives of the current training session;

The trainer checks if the trainees are ready with their homework: Each team presents shortly the final version of their BMC done as part of the homework in the previous session.;

1
00:20

The trainer starts an open discussion and each trainee/team is encouraged to share if they did face any difficulties finalizing their homework.

- Timing: 20 minutes.
- Training Materials and Tools:
 - ❖ Online tool for filling in a BMC
 - ❖ Col-creation Student Manual -> Topic 5

6.3.1. HOW TO USE THE UNIQUE SELLING PROPOSITION FOR THE PROMOTION OF YOUR CREATED SOLUTION?

The trainer asks the participants what makes their product/service/solution unique and why should anyone buy it. After receiving their answers, the trainer explains that a successful advertising requires an original USP.

The trainer explains what is a USP and gives some real-world examples from famous world brands. The trainer asks the group to analyze why these examples are proven to be successful.

2
01:40

In the second part of this session, the trainer will show a video on why USP is important and ask the group to create a USP for one of their product ideas (or choose from an entirely new proposal) by applying what they've learned so far. The exercise can be done in groups or individually.

Timing: 80 minutes.

Training Materials and Tools:

- Ppt. Presentation 6.3: How to use the unique selling proposition for the promotion of your created solution?
- Col-creation Student Manual -> Topic 5: How to use the Unique Selling Proposition for the promotion of your created solution?
- [What is USP? What does USP mean?](#)
- [Why products and services need Unique Selling Proposition?](#)
- [The Competitive Advantage: Develop a Unique Selling Proposition](#)

Break

BREAK

02:00

15 minutes



6.3.2 HOW TO USE THE ELEVATOR PITCH TECHNIQUE?

The trainer will start by inviting volunteers from the group to join a fictional “elevator ride” during which person #1 will have to describe the perfect vacation place and convince person #2 to go and visit it. The volunteers will have 60 seconds for the “ride” and depending on the group, the trainer will ask for several volunteers and complete at least 3 such examples. After completing this exercise, the trainer will introduce the group to the Elevator Pitch Technique and its characteristics. The group will be shown examples of good elevator pitches and will be shown a video on how to create their own.

3
03:00

In the second part, the trainer will ask the group to redo the exercise in the beginning of the session, but this time they will have to sell their product instead. The volunteers will 30 seconds and will have bring in their USP, ideally developed in the previous action.

Timing: 60 minutes.

Training Materials and Tools:

- Ppt. Presentation 6.4: How to use the elevator pitch technique?
- Col-creation Student Manual -> Topic 5: How to use the Elevator Pitch Technique?
- [How to Create Your 30 Second Elevator Pitch](#)
- [Elevator Pitch Example - How to Create A Personal Elevator Pitch](#)

CLOSURE

The trainer summarizes the main conclusions of the training session.

4
03:30

The trainer makes sure to include time for questions and interaction with participants and tries to solve all possible doubts or questions that might arise.

The trainer thanks the group for joining the training and invites all participants to share the COL-CREATION training experience by expressing their thoughts through sharing verbal or written feedback.



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ANNEXES

GROUP DYNAMICS



GROUP DYNAMICS X & Y: WIN AS MUCH AS YOU CAN

Instructions:

1. We form 4 teams.
2. 10 rounds will be held in which each team must decide whether to opt for an X or a Y.
3. Teams cannot communicate with each other; it is totally forbidden under penalty risk.
4. In each team the decision taken will be by mutual agreement.
5. No team can communicate its decision (X or Y) to the other teams until it is solicited by the moderator.
6. In each of the 10 rounds each team has 3 minutes to make the decision.
7. After each election or decision, each group will write their selected option.
8. Rounds 5, 8 and 10 are special, the results are multiplied by 3, 5 and 10 respectively.
9. The gains or losses of each round will be calculated based on the following values:

If the global choice of the 4 groups is:	The results are:
4X	Each group losses 500 points
3X and 1Y	Each X wins 500 points The Y losses 1500 points
2X and 2Y	Each X win 1500 points Each Y loss 500 points
1X and 3Y	The X wins 1500 points Each Y loss 500 points
4Y	Each Y win 500 points



	Round 1	Round 2	Round 3	Round 4	Round 5 (x3)	Round 6	Round 7	Round 8 (x5)	Round 9	Round 10 (x10)
GROUP A										
GROUP B										
GROUP C										
GROUP D										

Why are rounds 5, 8 and 10 specials?

In these rounds, each team chooses a representative that will maintain a dialogue with the other representatives (the rest of persons in the teams remain in silence listening what the representatives are negotiating) trying to reach a consensus on what each team will vote in these rounds. After the dialogue, each representative return to its team, then each team has 5 minutes to make their final decision.

GROUP DYNAMIC THE ATOMIC SHELTER

The group is in a state of national emergency, because a nuclear war has destroyed the planet. There is only one bunker or shelter, which has a capacity for four people, each group has been distributed in a total of five people, so one of the members of the group must stay out finding death.

Between this group of five people a dialogue must be initiated, each one pointing out their values to try to stay inside the bunker, since staying outside automatically means death.

Among the whole group, must choose which of the members of the group will be left out.

The five people who will have to start the dialogue and make the decision are the following:

1. A 55-year-old priest
2. A 36-year-old prostitute
3. A 30-year-old scientist who only admits to go to the shelter with his gun
4. A 20-year-old speaker from a sect
5. A 37-year-old musician junkie (drug addict).



GROUP DYNAMIC THE CRAZY MAN

A young wife, little attended by a husband too busy in his business, is seduced and goes to spend the night at his lover's house who lives in a house located across the river. To return home at dawn the next day, before her husband who was traveling on business returns, she had to cross a bridge.

When he prepared for it, a madman made threatening gestures and blocked his way. She ran terrified towards a man who carried people across the river with his boat. She got on the boat, but the boatman asked for a certain sum of money in return. The poor woman had nothing, and as much as she asked and begged the boatman, he refused to pass her if he didn't pay.

Desperate, she went to her lover's house and asked for money for the ticket, but the lover refused without explanation. Then, she remembered a single friend who lived on the same bank of the river, and went to her house. He had a platonic love for the woman, but she never gave in to his wishes. He told him what happened, and asked for money, but his friend also refused. She had totally disappointed him for his light behaviour.

Without knowing who to turn to, the woman tried again to beg the boatman, but it was in vain. She decided to cross the bridge. The madman killed her."

WHICH OF THESE CHARACTERS CAN BE CONSIDERED AS RESPONSIBLE FOR WOMEN'S DEATH?

Indicate in column A, your feeling about it, giving number 1 to the character that you believe is the most responsible, number 2 to the next, and so on, respectively, until you give number 5 to the person you consider least responsible in the death of the young woman.

After Column A is fulfilled individually, the group starts a dialogue until they arrive to a group decision about how to fill in column B (Group Order).

	(A) INDIVIDUAL ORDER	(B) GROUP ORDER
LOVER		
FRIEND		
BOATMAN		
HUSBAND		
WOMAN		



GROUP DYNAMIC. A COMPETITIVE TENDER

OBJECTIVE AND RULES

“Each team is a construction company. You present yourself for a call for an offer for a very ambitious project, build the HIGHEST TOWER at the lowest possible cost. That is to say, a technological solution is combined with a budget, as usual.

Maximum budget: EUR 1,500 million.

MATERIAL: The material that, only and exclusively, you can use is the one that appears in the ORDER SHEET that are at the end of this booklet. This means that the TOWER will be built nothing more than with those materials, of which you will be given some samples. Any TOWER containing any material that is not included in the ORDER SHEET will be invalidated.

CONDITIONS: The TOWER will have to be supported on a base supported by the table or on the floor, that is, it cannot be hung from the ceiling. This is because when the runtime passes, the TOWER built will have to be moved to the front of the room, so that we can measure them. It is imperative that the TOWER support itself throughout the exhibition. Otherwise, it will be disqualified. Each TOWER will have to be accompanied by the name of its team so that everyone can see who it belongs to.

SCORE: The height will be weighted more than the economic offer. At the end of the construction the 3 highest towers will be classified as finalists, obtaining the highest 10 points, the next 9 points and the 3rd 8 points. Subsequently, 1 point will be subtracted from the lowest budget, 2 points from the next highest budget and 3 points from the highest budget of the three. ”

A third variable is planned if there is a tie.

ORDER SHEET AND PLANNING

Duration 25 minutes

At the end of this booklet you will find 2 ORDER SHEETS. Both will be completed equally, so that one is a copy of the other. One will be for the team and the other to deliver it in exchange for the order.

Fill in the last two columns of the ORDER SHEETS indicating the TOTAL in the corresponding box. Remember that the MAXIMUM BUDGET IS 1,500 million EUROS.

You can only place an order, so you must include in it all the Kits that you think are necessary.

When you have completed the ORDER SHEETS, deliver one of them to give you the materials. The other you will use to verify that all the material we have given you is correct.

During this time each team will have to make a sketch of the tower on paper

Time for construction: 30 minutes

Order sheet

TEAM:

Material kit	Price x Kit	Ner of Kits	Total Budget
1 Scissor	200 MM		
1 Glue Stick	200		
1 stapler with staple box	200		
10 Small Cardboards	100		
1 sticky tape roll	200		
5 Medium Cardboards	100		
25 Paper Clips	50		
5 Big Cardboards (max.2 Kits)	200		
		TOTAL BUDGET	

