

Newsletter 5

CEDIT: the piloting phase	CEDIT
<p>CEDIT invited two groups of young people, participating in two transnational mobility projects, to take part in the BMC MODEL tests. Precisely, the two groups were composed of:</p> <ul style="list-style-type: none"> - 8 English young people, participating in a Leonardo Da Vinci mobility project (9 weeks internship in Tuscany) - 11 South American young people, participating in a Tuscany Region mobility project (called “Mario Olla” project). These people were in Italy for a 12 weeks internship period. <p>Even if the participants came from different geographical areas, they had a common feature: they were in the same status and in a process of improvement of business-related skills. That is the reason why CEDIT decided to choose this peculiar target: it seemed very interesting to introduce the BMC Model to people that are now defining their future activity. In addition to that, we thought it would be easier for these people to have innovative ideas, since they were living a real work experience and, for that reason, they could have good causes for thought.</p> <p>BMC Model tests were structured as a process composed of 3 different phases:</p> <ol style="list-style-type: none"> 1) Explaining to the group the features, functioning and aims of the tool 2) Autonomous work at home for the participants; filling in the questionnaires 3) Group discussion about BMC Model results, return of filled questionnaires <p>This 3-phases operating method resulted to be very telling in allowing young participants to reflect about innovation and business modelling. In particular we think that asking participants to take as starting point the companies where they were doing their internships was a winning idea, because this allowed them to be more concrete and more engaged.</p> <p>For what concerns Innovation Camp, CEDIT found it interesting to test it with a target of young entrepreneurs (under 40 years old), in order to understand the efficacy of this tool also on people who had already established their own businesses.</p> <p>The competencies trained during the Innovation Camp were, then, those related to innovation, which is strictly linked to education to entrepreneurship and sense of initiative (7th key competence for lifelong learning of the European Union).</p> <p>Entrepreneurs were divided in 3 groups, 2 out of them were composed of 5 people (4 in the afternoon session, after Session 1) and one was composed of 4 people from the beginning.</p> <p>The challenge was related to the “Made in Italy” protection and to the possible actions against falsification of Italian goods.</p> <p>The Innovation Camp was held in a quiet but competitive environment. Young entrepreneurs worked in 3 different meeting rooms, in order to not influence each other. The “hand in sessions” were held in a common meeting room, with all the participants, the Camp Leader and the Facilitators.</p> <p>The entrepreneurs worked with the materials delivered by Camp Leader (IDEA sheets, post-it, etc.) and</p>	

had internet access to develop their ideas.

During “Ideas Generation” session (morning) participants demonstrated a great innovative competency, creating many ideas. During “Idea selection and concept formulation” session participants had some problem to select the idea to develop in session 3. In this phase, facilitators helped them to work with IDEA sheets (above all “Idea sieve”) in order to select the most suitable idea.

The “Final pitch” session was held in front of Camp Leader, Facilitator and one external member (they all composed the Jury). The latter didn’t participate to the daily activities so that she could give a totally independent evaluation on the ideas presented.

Business incubator system in Tuscany and BMC Model

TUSCANY
REGION

Tuscany Region chose as main target for the BMC Model tests the entrepreneurs and would-be-entrepreneurs that participate or go asking information to tech parks or business incubators managed.

Business incubators are bodies localized in Tuscany Region that, independently to juridical form, have the following features:

- owning and managing spaces to host productive activities for new enterprises;
- borrowing some spaces to the new entrepreneurs, in order to help them to start their business;
- offering specific services to the new entrepreneurs to support them in developing their business;
- scouting of enterprises that could join the structure and scouting of new business ideas

Tech parks were awarded by Tuscany Region after a call for proposal and have a fundamental role in the Region for the developing of new start-ups.

BMC users have been contacted by the responsible of Tech parks and business incubators, since they are entrepreneurs in a pre-incubation phase or would-be-entrepreneurs who are trying to understand if their business ideas are feasible. This procedure was chosen because it allowed Tuscany Region to reach two targets: informing the business development actors (incubators and tech parks) in order to contribute to the sustainability of the tools also when the EEC project will be finished and informing and supporting the final users about the tool, giving them the opportunity to develop in an innovative way a business model.

Business incubator staff adopted the BMC Model as first contact with the new entrepreneurs or would-be-entrepreneurs, to support them to build a business model to understand if their business idea was feasible or not. In this way strengths and weaknesses were immediately clear and it was easier for incubators’ staff

to support them in examining in depth the business concept and enhance it.

The Innovation Camp at the University of Pisa

University of Pisa

Entrepreneurship, creativity and innovation in an environment different from traditional places of study and work with the first "Innovation Camp" at the University of Pisa, which took place on Wednesday, May 28th at the Polo Fibonacci.

The students were able to experience a different way of teaching, participating in a day in which they were asked to solve case studies in an innovative way, by developing the ability to work in teams and give space to creativity.

36 students participated from different degree courses - mainly from engineering, economics, and science - and divided into four groups, have carried out the activities of the "Camp" immersed in an informal and relaxed environment, designed to promote collaboration and the exchange of ideas through interaction between people from different disciplinary groups.

Take a look at the image gallery on Facebook.

<https://www.facebook.com/media/set/?set=a.331340287016747.1073741831.296868177130625&type=1>

The day was based on a detailed program and the creative process has followed the well-defined phases: in the first part of the day the participants performed team building activities to introduce themselves, know each other and start working together.

Then, two business cases, provided by the consultancy company Altran Italia, have been submitted to the teams: the first concerned a multinational company specialized in the production of biomedical equipment that was considering the idea to provide an assistance device for blind people; the second, proposed by a hypothetical company that specializes in the manufacture and sale of wines, asked to develop a new



product, making use of new information technologies and electronic equipment, enabling it to find all the relevant information to ensure and certify the quality of the product, as well as the geographical traceability and variety.

After an intensive activity of brainstorming, each team has chosen an idea formulating a brief conceptual description and then moved on to the definition of the Business Model, in which they specified the potential of the idea. The teams finally worked on the production of the material needed to present the idea (using slides, video and even drawings) to the final pitch performed in front of the jury presided over by the Vice Rector for Applied Research and Innovation, Paolo Ferragina, which has declared the winning team.

The Innovation Camp, organized by the Research Sector and the Job Placement Service of the University of Pisa, has been coordinated by the researcher of the University Gualtiero Fantoni.

They talked about it: <http://www.paginaq.it/2014/05/30/innovation-camp-come-imparare-seminare-idee/>

Here are some video interviews to the Innovation Camp participants posted on the YouTube channel of the University:

<https://www.youtube.com/watch?v=xyiHqiVBmSM>

<https://www.youtube.com/watch?v=4ZfTzyriKsl>

<https://www.youtube.com/watch?v=dz3dwcr2hXQ>

<https://www.youtube.com/watch?v=FP92zDY1ha0>

VSFS: Project Tools Implementation

VSFS



From the beginning of the project we knew that Business Model Creator and Innovation Camp are great tools that we can use in our education plans. We decided that we will implement them to seminars of our study programs. Both tools fit very well into overall Business Management and Corporate Finance study program at our University, which is most successful study program and reflects needs of the market. Both tools help to strength practical business orientation of the study program and therefore quality of education as such.

We have implemented the BMC model to seminars and students project of bachelor study program. We informed students during course opening presentation and later during relevant seminars. The information is also part of syllabus of the courses.

Target group was selected due to significant relation of BMC model to the Change and Innovation Management course in case of graduate study program and new course of “Business Model” was designed at undergraduate level and BMC was successfully used as part of this course.

Students were informed about this tool and instructed how to use it during their seminars. They also used this tool independently during their project and final presentation preparation.

We think that BMC Model will be useful for teachers and we expect use of this tool in our lectures and implementation of this tool into more courses. After successful testing in “Business model” course taught in English language, we are going to expand it into the Czech language Business Management study program as well.

Testing of Innovation Camp on our University were mostly focused on our university students. We have adapted the Innovation Camp into five seminars as a part of standard lectures (so it means that its 5 of 12 lectures in a semester). It was adopted to Management of Innovations and Changes course and teachers were instructed to follow Innovation Camp methodology. We think that students can easily use gained skills during their work after the study.

We assume that it is realistic to share this model on national levels in partners’ states. We also think that impact of project on users of the products will be long term at regional and national level. Project results should be promoted to other users and explained all benefits. In this case we assume that personal experience with BMC and IC is the best way for sharing these products.

We found out that products are useful part of education with positive acceptance from students.