BREAKING THE FEARS OF BEING
A YOUNG FEMALE SOCIAL ENTREPRENEUR

CREDITS:

Two partner organizations: Dramblys (Coordinator) and PRIME Stichting respectively from Spain and the Netherlands, have worked together to develop this publication. A toolbox is addressed to youth women mentors, based on methodology of BRICKMe, which combines LEGO® Serious Play®, Business Model You, Gamification and Design Thinking.

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ABOUT WOMCA PROJECT

WOMCA project has been financed within the framework of ERASMUS+ programme, Strategic partnership in the field of youth, ref. 2017-2-ES02-KA205-009971. The project is addressed to Youth Women Mentors, working and dealing with young women entrepreneurs.

Entrepreneurship can be a very lonely path. Besides, like most other things in life, it "takes a village" to succeed as a start-up. Entrepreneurs are constantly breaking rules and making mistakes in an effort to drive their businesses forward. For this reason, having a mentor is invaluable. Having a mentor easies this initial way as they have an advisor, that can help them to make less mistakes, take the right risks, to organize and manage their time better or even, to lead better teams. A mentor can provide with less subjective opinions and vision about decisions to take, and even if it is not possible to know everything. The connection entrepreneur-mentor is a key point to achieve the success.

The project aims to develop a training programme based on present and future market requirements for Social Entrepreneurs trainers, focusing on entrepreneurship, creativity, innovation and soft skills and based on a unique methodology, which will integrate the methodologies such as BRICKMe, LEGO® Serious Play®, Business Model You, Gamification and Design Thinking.

Through a 30 hours training programme, WOMCA intends to implement the experience of 5 entities in 4 countries (Spain, Austria, The Netherlands and Lithuania) that are working on Social Innovation and Entrepreneurship, by a mix of sharing methodologies to work with Youth. Thus, WOMCA will develop a training programme for trainers and mentors on Entrepreneurship from a different point of view, focusing on Soft Skills, training educators to answer, "what skills need to be taught or learned", teaching to tackle with the not so nice face of being an entrepreneur, and how to face the risks. Soft Skills are related to fear, stress, gender or emotional management.

Hard Skills will also be included in this training program; those related with innovative business models, new financing tools and other new emerging issues.

INTRODUCTION TO MENTORING

What is mentoring?

Mentoring can be defined as a professional partnership in which an experienced person **(the mentor)** assists another **(the mentee)** in developing specific skills and knowledge that will enhance the less-experienced person´s professional, personal and career growth.

Unlike coaching, mentors are permitted to offer advice and guidance, although it is always the mentee´s choice whether to act on the advice, or not.

Mentoring can also be described as informal yet structured conversation, where a mentee can discuss with the mentor, issues that they would like to explore, relating to their career aspirations, current job role, or any other topic of relevance. The role of mentor is to help the mentee gain clarity on actions that they would like to take to achieve their goals, helped by tapping in to the mentor´s experience, skills and knowledge.
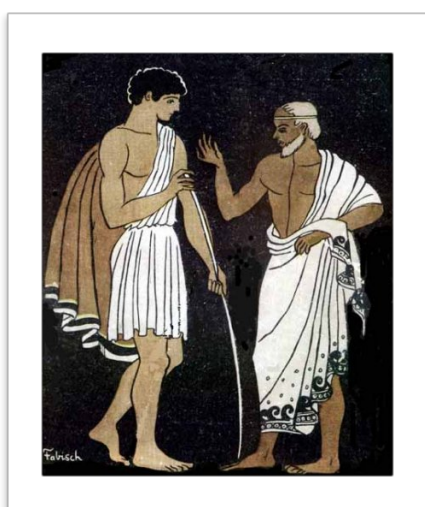
The term *mentor* has a long history dating back to 800 B.C. It was derived from the character "Mentor" in Homer´s epic tale *The Odyssey*. Mentor was a trusted friend of Odysseys, the king of Ithaca. When Odysseus went to fight In the Trojan War, Mentor served as friend and council to Odysseus´s son Telemachus. The image of the benign helper has been enduring. Indeed, whenever and wherever an older and more mature guide provides direction to a younger charge, it is likely in today´s times to be described as mentoring.

Mentoring is a concept we use in our everyday language that has developed over time. In the Middle Ages craft guilds took on young boys and they learned from a

master who acted as a mentor. The young man lived in the master´s house and was guided by him until the young man became a master himself. Through this process developed the merchants, goldsmiths and lawyers that became part of our structured society. Using this approach to mentoring, the next generation of skills developed. The craft guilds controlled and maintained the quality of work and the wages of their profession. It was later that the word mentor was added to the Oxford English Dictionary as a noun in 1750[1].

AS A CURIOSITY...
There are several mentoring models apart from the traditional guru, that implies a hierarchal, one-way relationship.
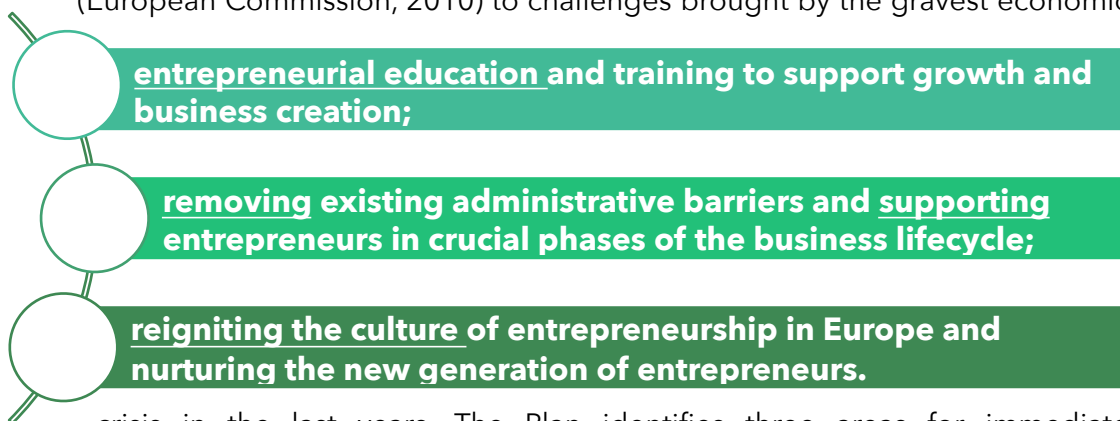We can find:
•Network-Based Mentoring
•Cross-gender Mentoring
•Remote Mentoring
•Group Mentoring
•Mosaic Mentoring

Be that as it may, mentoring is a concept that we use nowadays in a variety of fields, including vocational education, artistic careers, entrepreneurship or non-formal education. The development and its complexity as theoretical model of support has expanded greatly.

Why a training project focused on women and entrepreneurship?

The Entrepreneurship 2020 Action Plan is the European Commission's answer (European Commission, 2010) to challenges brought by the gravest economic

entrepreneurial education and training to support growth and business creation;

removing existing administrative barriers and supporting entrepreneurs in crucial phases of the business lifecycle;

reigniting the culture of entrepreneurship in Europe and nurturing the new generation of entrepreneurs.

crisis in the last years. The Plan identifies three areas for immediate intervention:

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[1] Owen, H. (2011*): The Complete Guide to Mentoring – How to Design, Implement and Evaluate Effective Mentoring Programmes*, Kogan Page: London.

Furthermore, according to the study on "Statistical data on Women entrepreneurs in Europe"[2], women continue to be held back from launching their own companies by a range of barriers such as education, stereotypes, lack of confidence and difficulties with access to finance and access to networks. The study suggests that women only represent **the 34,4% of entrepreneurs, and the 30% of startups.**

As follows, the Commission identifies some factors than can hinder women entrepreneurship:

- access to finance

- access to information

- training

- access to networks for business purposes

- reconciling business and family concerns
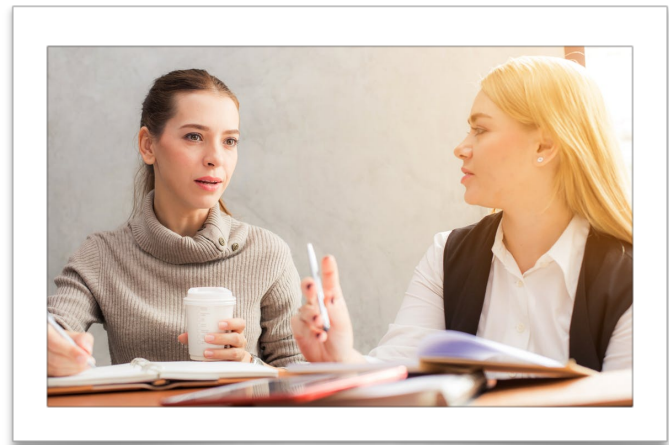
Deeper reasons as for example, traditional gender roles (invisible or unseen labour, caregiving tasks, double and triple work shifts or unpaid work), need to be considered as part of an empowerment strategy.

Nevertheless, the creativity, the entrepreneurial potential and the resilience capacity could be important mobilizers of change.

In the light of the foregoing, WOMCA Project arises in response to the challenges that young entrepreneurs women have to face with, and the elements that mentors need to take in considerations to play a relevant role in their careers.

TALENT + GUIDANCE + RISK TAKING = SUCCESS

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[2] Study on "Statistical data on Women entrepreneurs in Europe, extracted from: http://ec.europa.eu/growth/content/study-statistical-data-women-entrepreneurs-europe-0_es

Who can be a mentor?

Effective mentoring is multidimensional. The best mentors adjust their role to meet the mentees needs. However, two elements must converge: the strong mentors' will and their expertise.

Mentors are individuals willing to help, listen, observe and guide someone's potential skills. But all the actions to be taken in the future will depend on the background and the development progress of the trusting relationship.

There is no single formula for good mentoring, yet key characteristics and behaviours build a foundation for good mentoring[3].

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[3] Mentor Toolkit, The Ohio State University, extracted from: https://hr.osu.edu/public/documents/learning-development/mentoring-mentor-toolkit-%20final-508.pdf

KEY CHARACTERISTICS AND BEHAVIOURS FOR MENTORS

Approachability	Let your mentee know you are interested and available. Share personal information and relate to them. Let them know they can come to you and you care.
Sharing	Share experiences, feelings, observations and knowledge openly. Establish a pattern of mutual information exchange. Encourage trying new things and expanding their knowledge.
Confidentiality	Honour sensitive personal or professional information either of you might share
Openness	Find ways to make sure contact is regular and meaningful
Trust	Ensure your mentee feels free to discuss issues without fear of reprisal or judgment. Create an atmosphere where it is comfortable to test ideas and explore
Respect	Let your mentee know you respect their time and opinions. Acknowledge their skills and progress
Appropriate feedback	Express how you feel in a respectful and gentle manner. Timely, assertive, empathetic and honest information is important
Technical expertise	Remain current with your own knowledge (or acknowledge if you might be and suggest where your mentee might seek additional information)
Support	Be motivating, encouraging, positive and empowering. Provide emotional, intellectual and practical support.
Commitment	Invest sufficient time in the relationship…mentor regularly
Desire	Be truly interested in helping someone else, without promise of help in return
Reliability and consistency	Both you and your mentee should carry out agreed-upon actions

What is the role of a mentor?

Mentors are volunteers. They can be more senior within the organization or external to the organization, may offer insights into skills and experiences and they can be from a different affiliate.

The relation that must be built is a two-way relationship, and both, mentor and mentee, will bear equal responsibility for making it works effectively. The profit will be as well for both, learning in the process of taking decisions together.
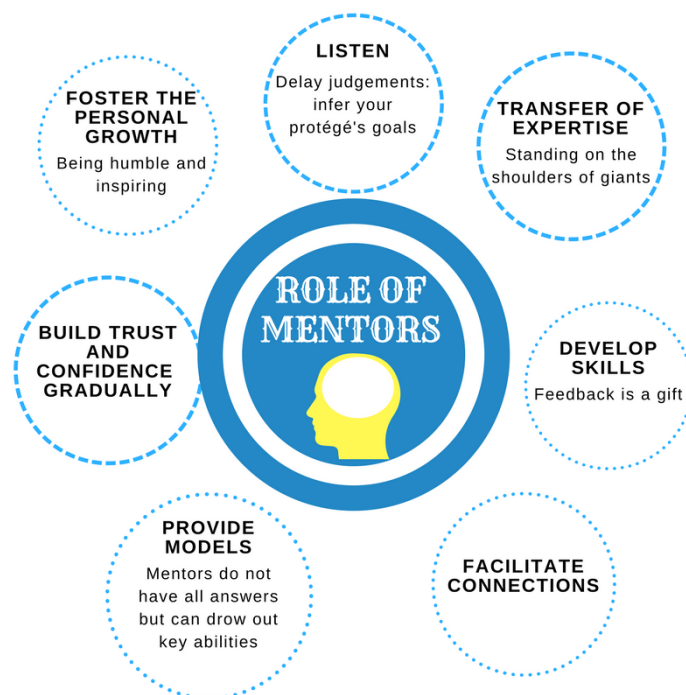
Mentors are guides, who are expected to:

✓ listen and challenge

✓ act as a sounding board

✓ question

✓ provide professional and personal support

✓ encourage independent thinking

✓ keep to boundaries and principles

- ✓ encourage their mentee to come up with their own solutions to problems
- ✓ coach the mentee to make the most of their talents
- ✓ build the mentees self-confidence
- ✓ act as a role model
- ✓ be someone to talk to outside the line management structure
- ✓ offer insights into the culture and values of the organisation
- ✓ share their experience and expertise
- ✓ give feedback
- ✓ provide advice where possible and relevant
- ✓ indicate additional resources.

What is the role of a mentee?

As highlighted previously, there is no set way to play this role because you cannot act or behave as you are not. Even though, when someone decides to begin this journey is due to that person is keen to learn, succeed and ready to accept someone's guidance.

Therefore, mentees are expected to:

- ✓ have inquiring mind
- ✓ be patient in pursuing goals
- ✓ be attentive and responsive
- ✓ be clear in roles and expectations
- ✓ be a good listener and assertive
- ✓ be able to accept criticism
- ✓ when the time comes, be autonomous and resolutive

Stages of mentoring

American Psychological Association (APA)[4] defines the 4 following stages of mentoring:

1 In the initiation stage, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are "coachable." Mentoring research describes this stage as a period when a potential mentee proves him- or herself worthy of a mentor's attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring.

Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests. The assignment of a mentee to a mentor varies greatly across formal mentoring programs. Mentors may review mentee profiles and select their mentees or program administrators may match mentors and mentees. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

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[4] Retrieved from: http://www.apa.org/education/grad/mentoring.aspx

MENTOR	MENTEE
Why do I want to **be** a mentor?	Why do I want to **have** a mentor?
What do I want and expect from you?	
What communication rules are we going to lay out?	

2 The **cultivation stage** is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition.

Exchange of experiences, background, interests, targets
Scheduling, networking

Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee. The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function**, the mentor accepts and confirms the mentee's professional identity** and the relationship matures into a strong friendship.

The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

3 The **separation stage** generally describes the end of mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult child.

If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the

mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.

4 During the **redefinition stage**, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship.

If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.
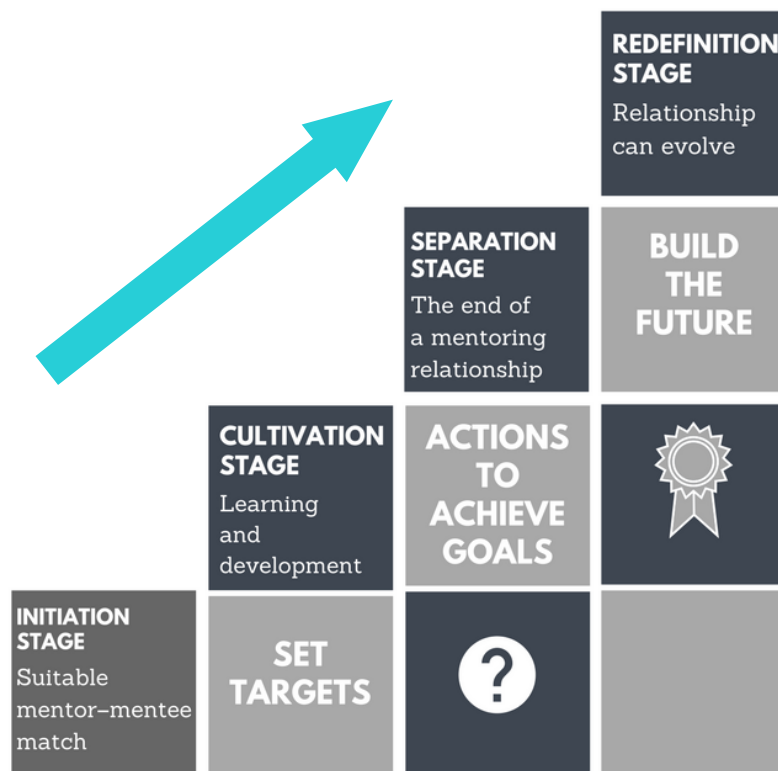
As with all major projects, there must be critical points in the process that allow mentor and mentee pause for thought about progress made. That critical points can be all along the relationship and are chances for the self-criticism, listen and seek new ways if necessary.

Some proper questions could be:

What are the benefits until now of the mutual relationship?

How is the mentor helping the mentee?

Is the agenda being fulfilled?

What changes has the mentor observed in the mentee?

This intermediate stage can be understood as a time-out in the process, so it can be located several times in some point between initiation stage and the separation stage.

INTRODUCTION TO THE TOOLBOX

With this Tool Box Youth Women Mentors will obtain a non-formal methodology to break the barriers of their potential and hypothetical *mentees*. It will help them to develop the "Building Resilience Co-Creation Knowledge Methodology" - *BrickME* as a first step, that means to break the initial fears, improve communication skills, self-confidence and self-awareness of their mentees.

The methodology to be used is addressed to two different types of users: on one hand to the mentors, trainers, team's facilitators, on the other hand, to individuals going through an entrepreneurial process. In this instance, any youth woman entrepreneur.

WOMCA project proposes that Business Model Innovation, Gamification, Design Thinking and LEGO® SERIOUS PLAY® (LSP) are the perfect match to identify several important elements in both, mentoring and entrepreurship processes:
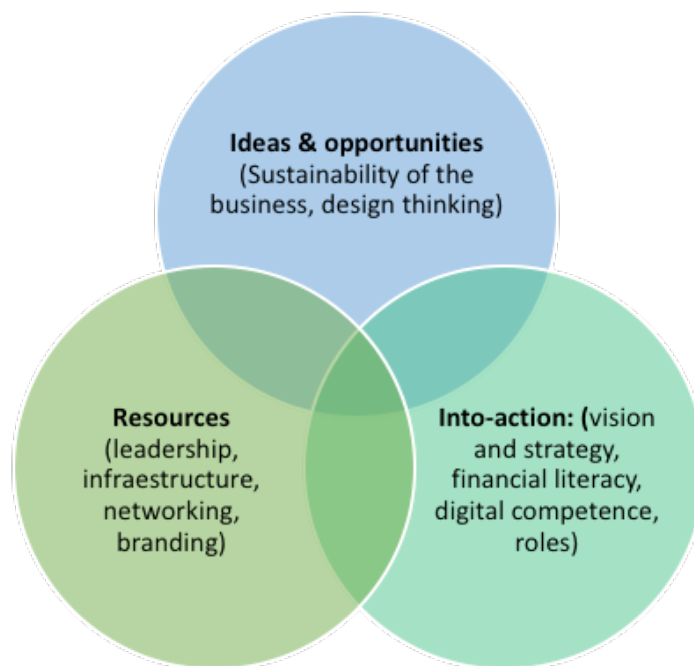
Any entrepreneur who wants to undertake a journey like this, needs to project a sustainable business model, find out how to differentiate themselves, develop a product and define a go-to-market strategy. To achieve this, the beginners need to design a local stakeholder map and identify customers that will buy their products or services.

The Tool Box provides the mentors with a a set of training activities that will train them on:

1. The Core Process and the Seven Lego Serious Play (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.

The available tools will help to transform the knowledge that mentors have gathered along their careers into an effective learning process. To know something or having expertise, is not the same than know how to **transfer it,** and that is a key point to understand the training programme for Mentors.

The LSP Techniques are suitable for our aims because:

✓ They help you to image alternate solutions

✓ It creates commitment and alignment

✓ You construct, deconstruct and reconstruct

✓ Iterative tool

✓ Brings more imagination into their strategy development.

✓ It fosters the strategic imagination

✓ It promotes "thinking by doing"

✓ Collaborating and communicating with others make ideas richer.

Implementing a Lego **Serious Play** exercises means that the use of this methodology is not at the expense of the achievement of goals, which is providing mentors with skills and aptitudes enough to lead their future mentees. Indeed, there is certainly evidence that gamification helps in the learning process. According to BJ Fogg's Behaviour Model, three things are needed to change behaviour:

motivation, ability and a trigger[5]. Gamification can help to gather all of them.

> *"You can discover more about a person in an hour of play than in a year of conversion".*
> **Plato**

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[5] For further information visit: http://www.growthengineering.co.uk/bj-foggs-behavior-model/

WHAT LEARNING PROCESS IS FOLLOWED IN THE TOOLBOX?

1. Team building

Its related with the stage we named **"initiating stage"**. It is about to set up an action plan to define the team needed to make the idea happen. In this part of the activity some questions must be answered:

- Who you are;

- What image do I project;

- What the others know about you that you do not know;

- What you do not know that the you know;

- What you know about you that the others do not know;

- What you do not like in a working team

2. Defining the Product or Service

The second stage named as "**cultivation stage**" corresponds to defining the product, defining its value proposition and defining the Stakeholder map. To obtain all the information needed about the product or service. This will be done learning how to create a model with LSP, which will define what kind of entrepreneur they are and the possible synergies that can be created for mutually beneficial relationships.

3. Defining the Value Proposition in the Business Model

In this second phase of cultivation stage, mentors will learn how to help their mentees to construct a model explaining what is unique in their business model. That will enable to identify common challenges.

4. Defining the Stakeholder map

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

- Identify the customer group that best fits their business value proposition

- Understand what primary customer values most by tracking purchases and preferences.

- Adopt the business model that best allows to satisfy primary customers' needs and preferences. LSP will help with the identification of satisfaction, but Business Model Canvas and Design thinking will enable them to map the satisfaction.

LSP is the beating, engaging and revealing heart of a co-creation experience, helping users and future mentors to engage in constructive conversations together.

The journey

4 Steps Methodology Definitions For WOMCA

1. Reinforcing aspirational identity
2. Defining what your product or service
3. Business Model Value Proposition with Lego®
4. Stakeholder map and best customers

Playing LEGO®

1. Preparatory tasks before workshop
2. Alignment game
3. Energy inner Journey
4. Johari Window

Reviewing Business Models

1. Rules for Drawing Good Canvases
2. Facebook and Ryanair models
3. Business Cycle model

Using Canvas and LSP to evaluate the entrepreneur idea

1. Defining what your product or service is
2. Your Business Model Value Proposition
3. Defining the Stakeholder map and best customers
4. Evaluation

PURPOSE OF LEARNING OBJECTIVE

This methodology is addressed to the mentors who can adapt and apply it:

a) To teams that are trying to develop and launch an idea.

b) To individuals going through an entrepreneurial process.

WOMCA Project is designed to combine Business Model Innovation, Gamification, Design Thinking and LEGO® SERIOUS PLAY® (LSP).

LSP builds on a set of basic values, which can be summarized as follows:

- The answer is in the system.

- Everyone has to express his/her reflections.

- There is no ONE right answer.

The LSP Core Process is based on four essential steps: the facilitator poses a challenge; participants build their answers using LEGO bricks; participants share their answers with other participants; participants reflect on what they have seen and heard.

9 concepts to understand the Methodology

1

It helps you to imagine 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.

2

It's an **iterative tool**: By building prototypes all solutions are made visible in the landscape, participants can easily see how different buildings influence each other, isolate disconnections, imagine alternative scenarios or identify areas that are not resolved. LSP is an iterative tool, which means that for arriving at a decision or a desired result we must repeat rounds of analysis. Models can be modified, connected and clustered.

3

You construct, deconstruct and reconstruct: Seeing things differently requires deconstructing 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.

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 is **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. That benefits everyone.

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 o n e 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.

CONTENT

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 WOMCA and the key to move on in developing an enhanced experience in the process of MENTORING an ENTREPRENEUR idea.

In the following pages, we are going to tackle the elements needed to layout, develop and evaluate an entrepreneurial idea, in order to equip mentors with analytical capability and empowerment skills so they can lead their futures mentees to the success. Some key concepts are essential in developing an enhanced experience in the process of

Some BASIC key concepts 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

Some clues to comprehend key concepts:

✦ The Switchers: in LSP methodology, a switcher is the way facilitators have for encouraging and fostering creativity and out of the box thoughts. It can be presented as videos, images, models or even through simple but challenging questions.

✦ Creative crowds: project management can be a source of enrichment if different individuals get to work as a team. With the proper tools and guidance, a real team can take the different insights and construct something new. It is about channeling the different and diverse visions of a group.

✦ Prosumers: is a mixture of the words producer and consumer. Prosumers are active consumers who are involved in the product design and its value, through their active role. They are highly demanding and discerning.

✦ Iterative process: something that is repetitive. The idea or model that participants create is upgraded when the process is done after exchanging ideas within the team.

✦ Storytelling: In the field of marketing, is the art of crafting a story of your product. It is not about inventing a story but telling the real roots about your product or service engaging on an emotional level. It must be compelling and usually it is planned in three acts: set up the situation, chronicle the conflict and offer a resolution.

✦ Transmedia storytelling: is a technique of designing, sharing, and participating in a cohesive story experience across time and using multiple traditional and digital delivery platforms - for entertainment, advertising and marketing, or social change.

✦ Gamification: in our case, it is a tool that uses game-design elements and game principles to find new perspectives for a product/service/idea. It is about to take that already exist in our mind as an image transforming it in something visual and tangible improving the participants' motivation, engagement and creativity.

✦ The Hero Game: is one of the LSP games implemented to raise awareness of participants for already known and as well-hidden own powers/ competencies, the divergence between self-perception and public image, and team member's diversity of strengths.

4 Steps Methodology Definitions for WOMCA

1.1 Reinforcing aspirational identity

1.2 Defining what your product or service

1.3 Business Model Value Proposition with Lego®

1.4 Stakeholder map and best customers

i

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

1. The Core Process and the Seven LSP Application Techniques: building individual models; building shared models; creating a landscape; making connections; building a system; playing emergence and decisions; and extracting simple guiding principles.

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

One of the main components that everyone needs to start with an entrepreneurship project is a diverse team that can bring valuable different views to make the idea work. The team will help to answer:

- 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

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 are the key partners and the best primary customers (Stakeholder map). One common mistake is do not understand the customer Journey for who they are creating value until they iterate the model.
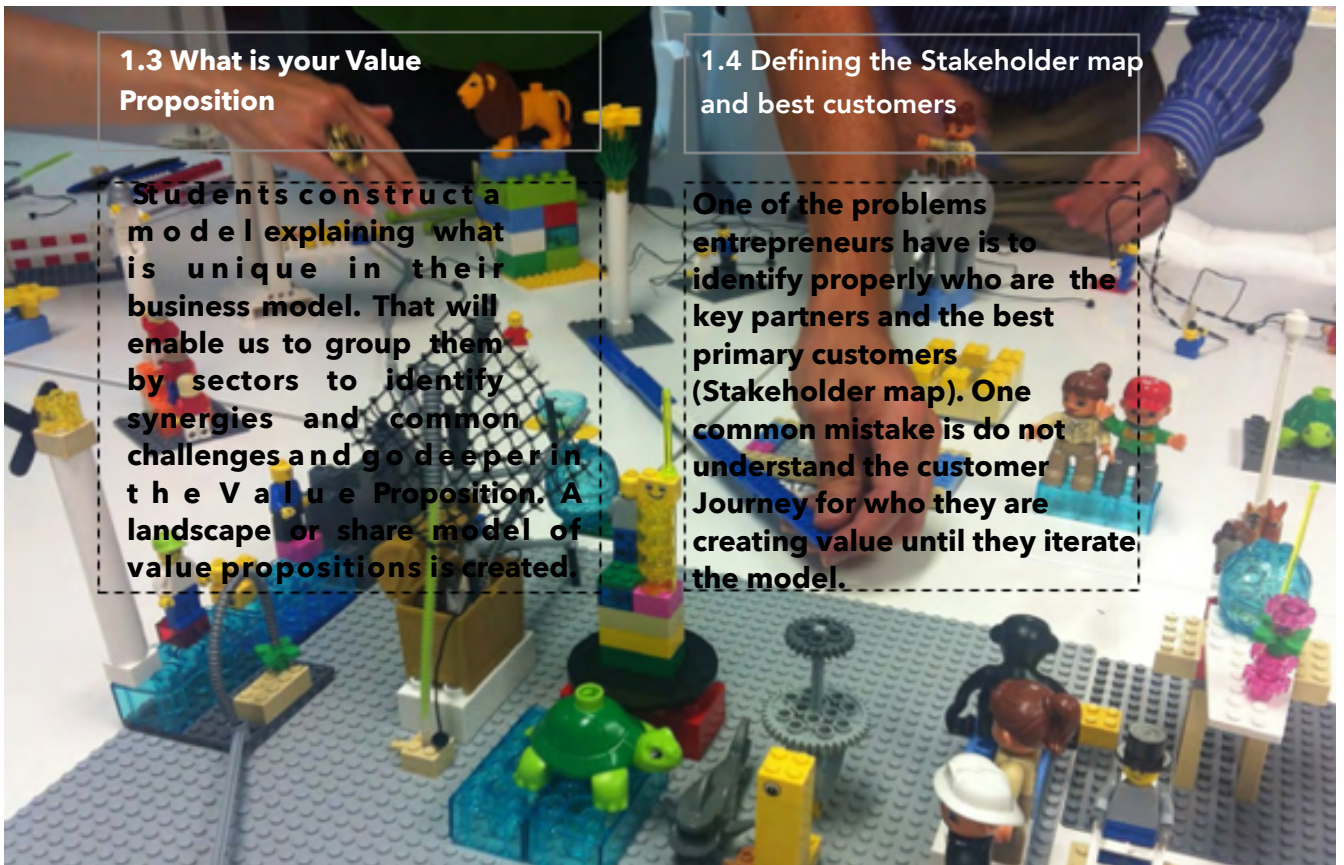
LSP teaches them how to adopt a customer-driven strategy that involves **four steps:**

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 behavior. 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 methodology 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. Concretize complexity by creating a 3D overview with Lego, which allow students to see things that otherwise they probably wouldn't see.

2. Build understanding of how the multiple components in a system work together and how they are connected.

3. Build and understand how the system reacts to changes by playing out a number of scenarios.

4. What problems the valuable proposition have.

What is important here is to observe what happens in these situations:

• When multiple connections are placed under stress, when a model changes its 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 has 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?

Emergence and Decisions is a technique to simulate the consequences of decisions by playing scenarios and to explore how the models or the landscape responds to dynamic changes / events. Its aims are:

✓ To gain insights about their system on multiple levels regarding how the system reacts to changes from inside as well outside.

✓ To use this insight to guide your strategic behavior.

✓ 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.

To make this technique work, participants are expected to 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 career development.

STEP 2: WHAT THIS CHAPTER IS ABOUT?

Playing LEGO®

1. Preparatory tasks before workshop
2. Alignment game
3. Energy inner Journey
4. Johari Window

Through the proposed exercises the participants will gain:

- 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

https://vimeo.com/149256352

Warm-up introduction as part of the emotional journey

When participants enter into the room the facilitator has to cheer them and 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

BEFORE THE WORKSHOP

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 or 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 participants` reflections/thoughts . They will collect all of them and create and emotional map.

4. Start on time, if not you will run out of time.

5. Selecting the right facilitator to engage people and keeping them on the flow is not an easy task; acknowledge that not all people can do this task.

6. Consider the workshop as a performance where everything must work synchronized.

2.2

Alignment Game at play

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: He/she plays the role of a Puppet Master Game facilitating the reflection 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" (instructions are shown in annex), written on a piece of paper. Nobody knows each other's 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.

- When time runs out, the player who is the observer is asked to reflect on what is happening.

- The Puppet Master asks 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 has a 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 as a second chance to see if a way of communication arises on the table.

- Stop the game and make final reflections based on the model. The main message is they are not constructing and architectural model but an alignment. Unless other way of communication is found out, it will not be possible to create the alignment.

- The activity is conceived for groups of 12 people, though this number can vary and be adapted to other groups' size.

Annex: the missions

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 have to ensure that the 3rd and 4th layers in the structure are only yellow pieces.

3. 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. Make sure that to ensure that a maximum of 8 pieces are used in layers 3 and 5 of the structure.

6. Ensure that any pieces next to each other in the 1st, 6th and the layers are not the same color.

7. You have to ensure that you and only 2 others, build in layers 4 and 8

8. Ensure that layers 2 and 5 of the structure consist only of red pieces.

9. You must ensure that the construction is completed as fast as possible.

10. You are the leader of the group.

11. You must 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 (Natural-Language Processing) is suggested.
  2. A facilitator finds easy to do this activity.
  3. Questions can be customized

The results of this activity are going to be reflected in the comments of 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.

MASTER YOUR VISION

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.
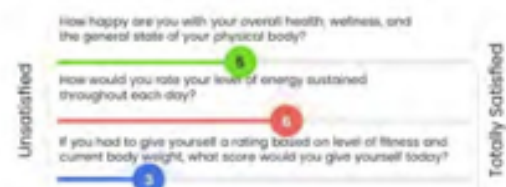 *https://www.mentimeter.com/
   https://www.menti.com/

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

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

WI-FI: Free connection must be available.

Description of the activity

Each participant gets 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 is asked to 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.

The 8 Questions

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 not 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)

- 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 Questions

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

Reflection and evaluation has to be done on each set of questions. 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 that their phones don't get registered and all answers are anonymous, so speak from the heart.

IT´S ABOUT YOU

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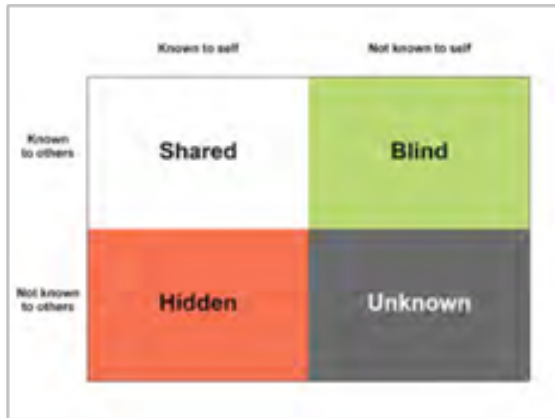
About Johari Window: The Johari Window is a tool used for the understanding of ourselves and of interpersonal relations. It consists of quadrants, as shown in the picture, which are based on the horizontal scale "known or unknown to us" and the vertical scale "known or unknown to others."

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*

Description of the process:

The process is highly emotional so people usually express their deepest emotions, fears, crying; it is a kind 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: those who have worked together the previous year have to be on a different team this year, randomly chosen 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 results. 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 listen to the stories.

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

Two main concepts to keep in mind: record in good video quality all the presentations in a wide-angle capture 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 participants, otherwise you will not get the very core of the feelings.

2.4

JOHARI Window

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

Facilitator's role:

- The facilitator must articulate a clear vision of the emotional state of the participants and knows the strengths and limitations to one's creative capabilities.
- In generating solutions, he/she 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.

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 working 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

IT´S ABOUT YOU

AND OTHER'S PEOPLE PERCEPTIONS

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 and stick it to the person

4. Allow them to make connections and reflect on it.

STEP 3: WHAT THIS CHAPTER IS ABOUT?

Reviewing Business Models

3.1 Rules for Drawing Good Canvases

3.2 Facebook

3.3 Ryanair models

3.4 Business Cycle Model

The Business Model Canvas is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a value proposition, infrastructure, customers, and finances. It was created in the late 2000s by Alexander Osterwalder, Yves Pigneur and a team of 470 co-creators (Pigneur was the thesis supervisor of Osterwalder).

In this section, some ideas or general rules will be tackled to learn how to design a Canvas with optimal results. For this purpose, three models are implemented to put theory into practice and as for examples.

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. 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, 3.3 and 3.4.

In chapter 4 we will move directly into Using Canvas and LSP to evaluate the entrepreneur idea.

For further information about The Business Model Canvas watch TEDxPlainpalais by Tim Clark: "Say goodbye to career planning" at: https://www.youtube.com/watch?v=JJsuWB3LQ_o
Or visit: http://businessmodelyou.com/

3.1

Rules for Drawing Good Canvases

BUSINESS MODEL

Suggestions & Recommendations

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 participants with the right black color pen.
5. One word per post it.
6. One or two post it per block max.
7. Use different post it colours
8. Use different dot colours 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.

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

3.2

FACEBOOK

Notes:

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

1.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?

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.
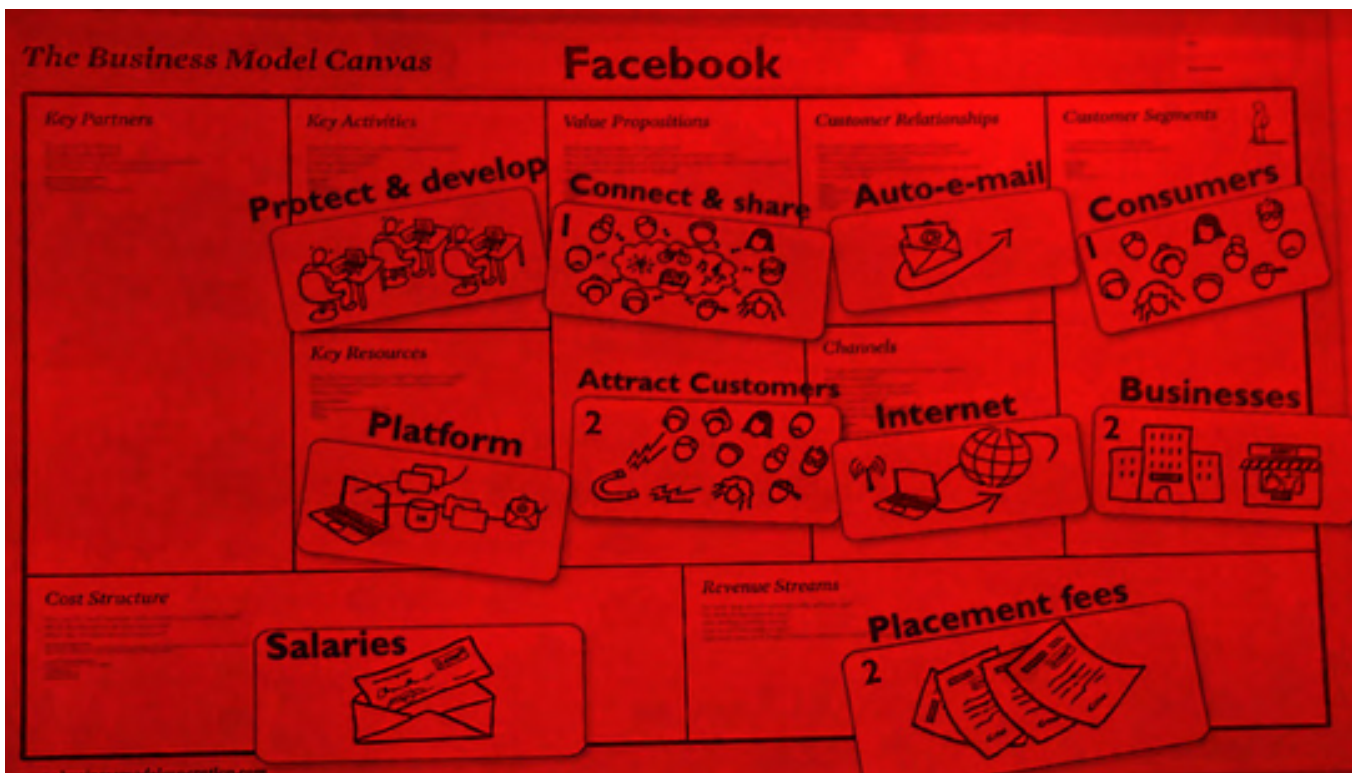
PRACTICAL ACTIVITY

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.

3.4

RYANAIR

BUSINESS MODEL

Notes:
1. Instead to use standard post it you
can use (as in this example)
http://www.stattys.com/products/stattys-notes.html to produce the presentation.
2. We 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.

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.

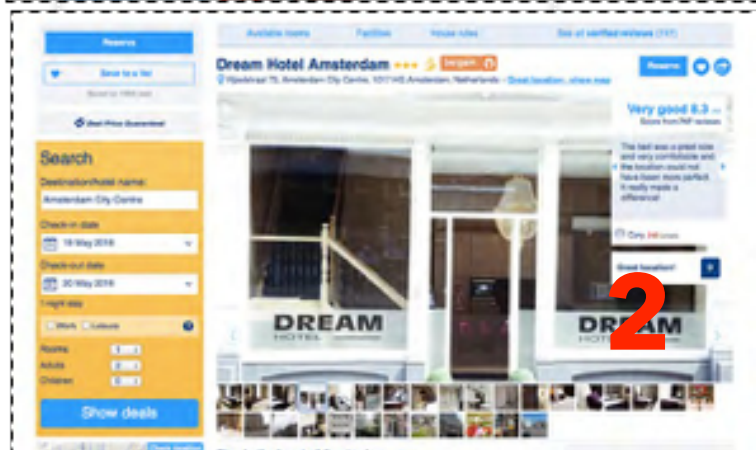**Resources**: Stickers and Canvas A1 size.

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.

3.4
BOOKING.COM
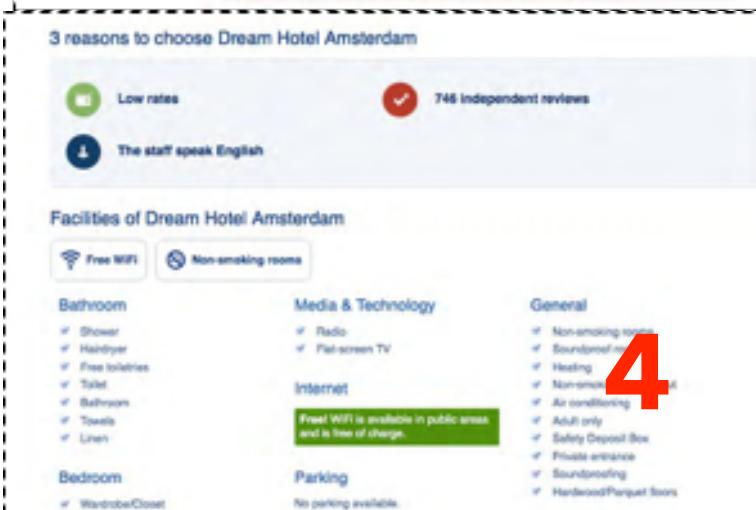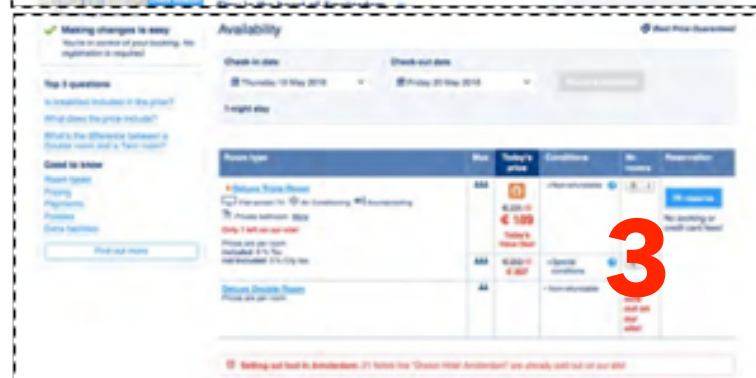
Aims: To explain the business cycle using booking.com as an example

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 connection, 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.

The results of this activity help the entrepreneurs to understand how leading service companies are dealing with their customers. Since most people are customers of these two companies.

STEP 4: WHAT THIS CHAPTER IS ABOUT?

Using Canvas and LSP to evaluate the entrepreneur idea

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 co-creates something new

4

WOMCA

Aims:

⁻To have a first insight into the project's idea.

⁻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 better understand synergies.

4.Visualise risk scenarios to generate a list of To Do actions.

Timing: 20 min

4.1

Defining what your product or service is.

1. Who are you? BUILD A TOWER that talks about YOU

2. What do you LOVE the most about your product/idea/service?

3. What is your worst nightmare, issue or challenge?

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

After a short break you reload the workshop asking them to build individually three prototypes (based on the three questions proposed at the left side) using the provided Lego pieces.

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 coloured each table. (see attached pdf)
-Color pens and adhesive paper notes.
-Three poster sheets for each groups, that must be placed 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 single-handedly

evaluating an entrepreneur idea, however most projects have at least 2 people involved or a wider team idea. This is indeed, the way we will be working in the following activities. Team participants should agree in a common idea or project to work on. If they would have different ones, facilitator can encourage them to negotiate and choose as part of the process.

It is worth checking 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 they are, then the question is **Build a tower that talks about You.** At the same time, you reflect on the model and you gain knowledge on the team profile. For the builder it is a 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 feelings in an empathy map to have a whole picture of the team.

To undertake this section, it may be desirable that facilitator gives some clues about what the components of an entrepreneur's identity are. That may arise simple things such as:

• WHO I am? The name of the project/idea/service.
• HOW I am? The personality of the project. Branding.
• How will I be remembered? Positioning

Each entrepreneur idea comes with pro and cons. In order to start to understand what the uniqueness of their project idea is, 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 help 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 they love is not necessarily loved by the client. To prototype "the love" it is highly recommended.

Blue and Red Ocean concept is a well-known marketing theory that was coined by W. Chan Kim and Renée Mauborgne to describe market space.
For further information visit:
https://www.blueoceanstrategy.com/book/

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, so-called wantrepreneurs, may have the vision but not the strength 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.
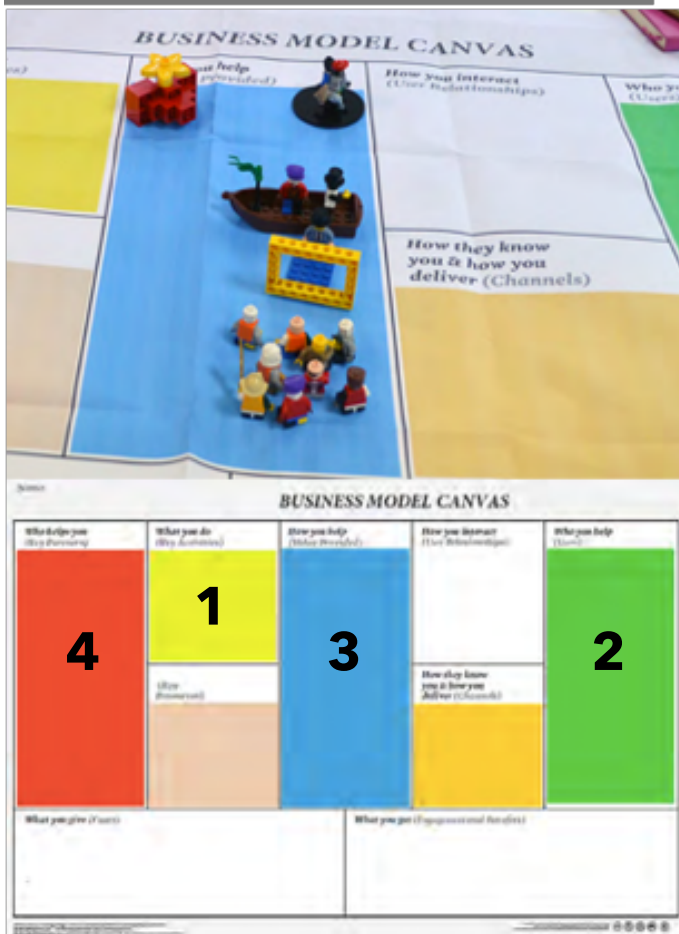
You can ask the others (assuming you have more than one team) to post it a possible solution to overcome the nightmare.

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

4.2

Your Business Model Value Proposition.

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.

Aims:
- To define their 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 group, 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 and 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 (of all or part of the Canvas depending on the characteristics of the teams and their level of comfort with this tool). At the same time the teams use LEGO® bricks to build prototypes of their projects/proposals. In this moment, each team develops their projects.

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. Facilitator ask them to build a model of each question and put the result on Canvas model.
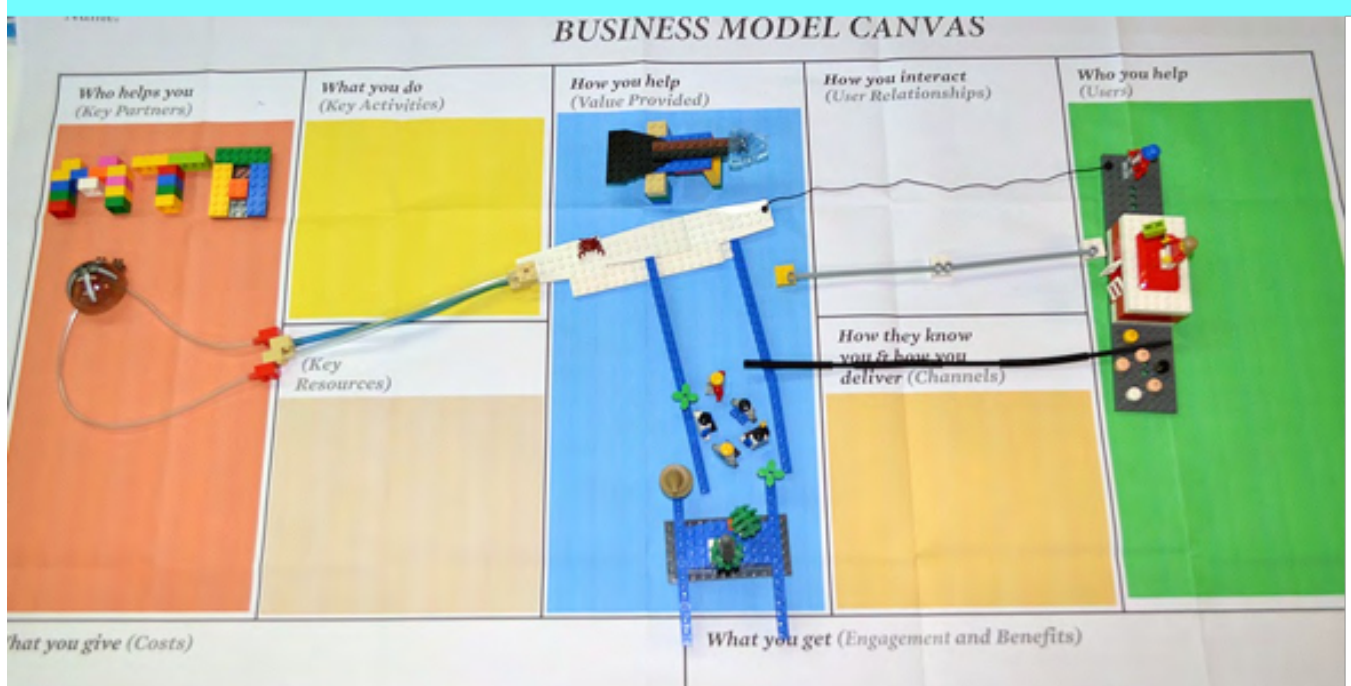
1.What is your value proposition? (VP)

2.Who are your Customers? (CS)

3.Key activities are? (KA)

4.Which Channels? (KC)

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

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 and the business interdependences in three steps in order to feed the iterative process:
• Consider the points you want to connect and the length of the connection
• Consider the nature of the connection: is it strong, weak, flexible or rigid?
• How does the connection respond to change: its impact, is it predictable or not?

4.3

Defining the Stakeholder map and best customers

The photo shows the comparison between the Canvas and the Circular Model.

By using a Circular Model, you locate in concentric rings your key partners. While we move away from the inner ring the influence of the key users is diminished. So, we move from the center outwards; from key users (best customers) to secondary ones. Explain the why.

Build & Identify the internal/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.
-Color pens and adhesive paper notes.
-Three poster sheets for each groups, that must be placed on the wall to collect the ideas that participants expose connected to their projects.

Facilitator's role:
To explain the definition of a stakeholder: It is a person who has an interest or a concern in our business idea/project/service and who is impacted by and cares about how it turns out.
The different elements in the Canvas are in concentric rings in terms of project impact. As we identify and locate the stakeholders in the circles, new connections could become clearer.
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 stakeholder map and their connections.

Timing:
-   10 minutes to convert the CANVAS model and building the ring prototype.
-   20' for explaining each model and discussion
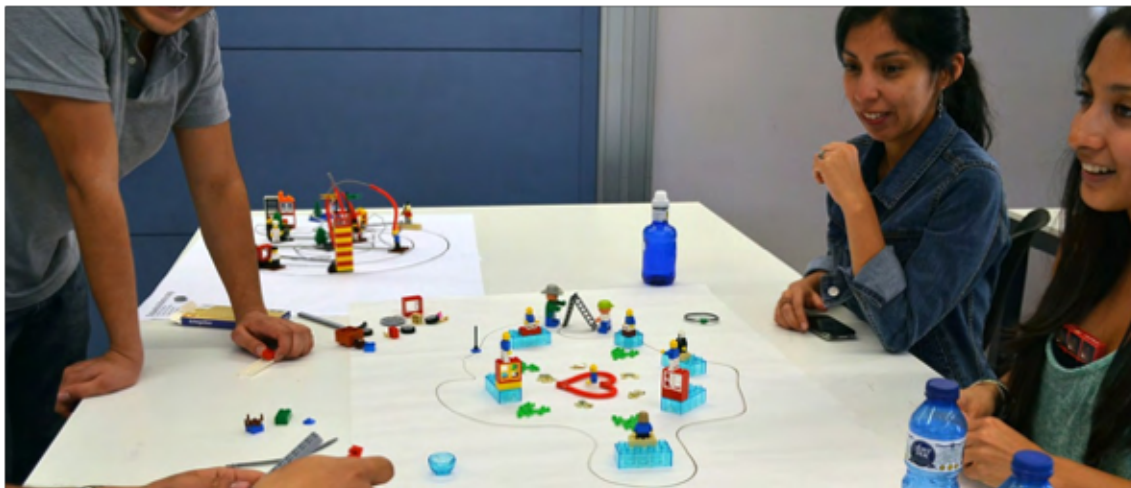
The combination of Lego design creating the stakeholder map, enables the possibility to develop a new scenario called "the magic island". The magic island represents how the final product /service should work. By knowing how the different elements are connected and located in the island new critical 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/96437528
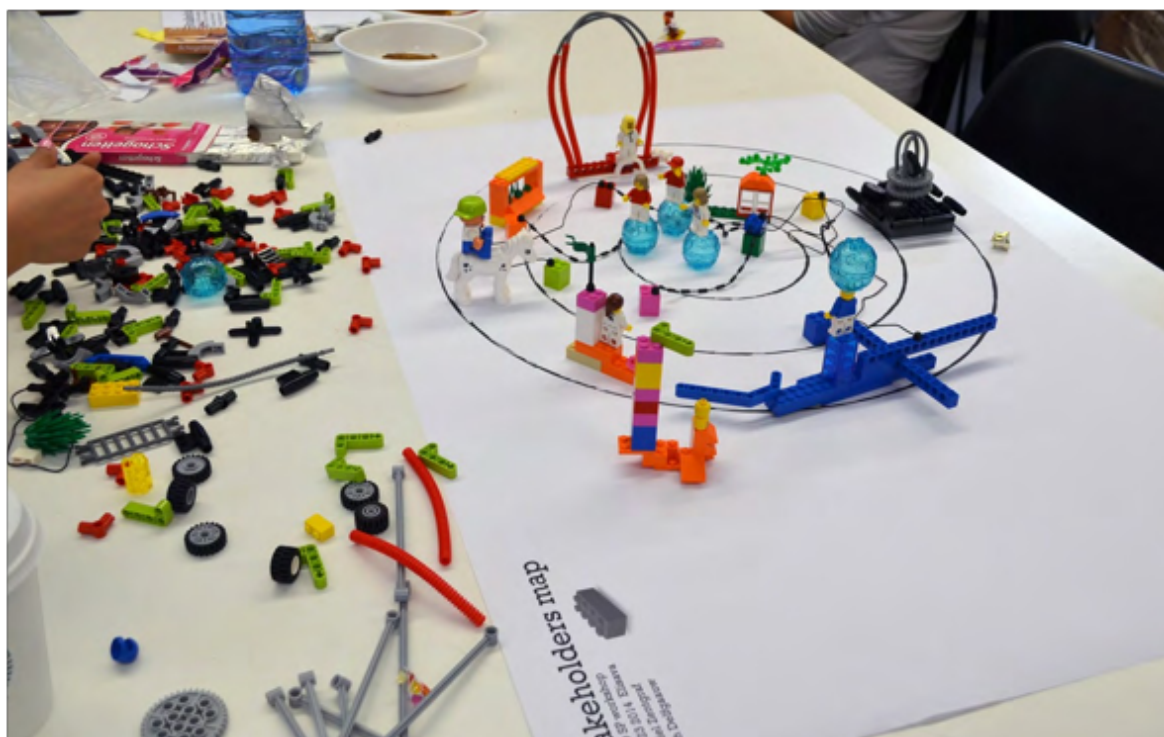
The discussion and the exchange of ideas amongst participants and facilitators will encourage the emergences of new questions and new ideas for the project.

As a key outcome of the developed activities, is vital to make a final suggestion about how the teams have been constructing the different models.

The participants need to remember the key points and concepts that they have been working, and the meaning and value of them. The evaluation and feedback of the teams are needed to exchange good practices and to know some of the intangible outputs of the project.

WOMCA TEAM:

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

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