COP4HL

WP 7 - Entrepreneurship
Student competition
Intensive program
Open access training material

COMMUNITIES OF PRACTICE FOR HEALTHY LIFESTYLE

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

Index

COP4HL

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

Entrepreneurship student competition, intensive program & open access training material

Introduction

By the start of COP4HL it was stated that the Entrepreneurship student competition was to be seen as a major driver and innovative element to raise student interest in the development of CBI in the field, and to directly test their behavior and skills of entrepreneurship. Furthermore, it was labelled to contribute to sustainability of CBI. By organizing local activities (e.g. workshops on entrepreneurship and competitions), developing open access supporting materials as part of a support system and an intensive program the aim was to enable entrepreneurship from students around the field of Healthy Ageing.

In this document firstly the student competition at local level is described (Chapter I). Subsequently the intensive program, the main outcomes and the impact of student involvement on sustainability are explained in Chapter II. A manual for creating a student competition, including open access training materials is described in chapter III.

Figure 1: Malaga Student Competition

I.   Towards a student competition

Involving students

Involving students in the development of CBI basically started by inviting universities and vocational education to participate in COP4HL. They were asked to decide what courses and students should be selected and connected to the community. Raising students' interest in the development of CBI and increasing knowledge as well as skills regarding entrepreneurship was done by initiating competitions at local level.

Local activities

The associated consortium partner CUBE050 developed and facilitated five live workshop weeks on entrepreneurship for students (twice in Groningen, once in Malaga, Alcobaça and Cascais); similar workshops were conducted using the developed open access training material in Kaunas and Odense. Over 280 students from different sectors, which included health, well-being, sport, ICT, engineering, and marketing participated. Real-life questions or issues from the local COP were the respective starting points of these competitions. Teams of students from different sectors had to cooperate and design in co-creation different prototypes plus a final version of a product or service that was linked to the COP shared goal. Including the input of end users (e.g., older adults, children, adolescents et cetera.) was new to most partners.

o   **Local COP Groningen**
From the beginning of COP4HL, master students of the master Healthy Ageing Professional were included in the whole process. Furthermore, two student competitions on entrepreneurship, coordinated by CUBE050, were rolled out in September 2018 and February 2019, respectively. Healthy Lifestyle related questions from the neighbourhood and their end users were gathered by the students and solutions and prototypes were developed and pilot tested. This student competition was the prototype for the other communities of practice. When considering the number of stakeholders of the community of practice Groningen, a clear increase of the amount and different types of stakeholders was seen.

o   **Local COP Alcobaça and Cascais**
In February 2020 workshops on Entrepreneurship were executed for both Portuguese COP. Students, teachers and staff worked together on HA-related issues using Effectuation and Design thinking. There was no difference in roles of the participants to ensure a mutual experience; in this way teachers experienced the models themselves before applying them in their curricula. As an outcome of these
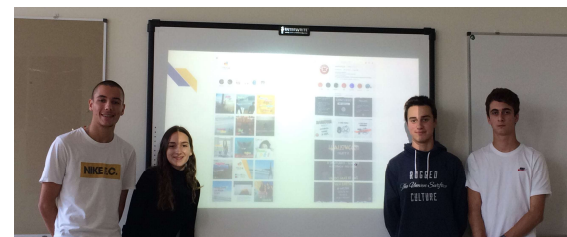

Figure 2: Presentation of a communication review by students - Alcobaça

COP4HL

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

workshops and the student challenge 4 students participated in the online intensive program in October 2020.

o **Local COP Malaga**

The student competition was carried out 'live' in May 2019. A total of 140 students from the University department of sport together with student from the technical engineering sector participated in this entrepreneurship week. Teams of students were formed and tasked with real-life problems and questions regarding outdoor fitness. At the end of the competition the groups handed in innovative solutions, product or service. After a staged selection procedure, the best prototype was chosen. Those students were invited for the intensive course on entrepreneurship in Groningen in 2020.

o **Local COP Odense**

The local COP of Odense stimulated Entrepreneurship amongst students by executing a student competition for students from SDU that originated from the active healthy aging module and from a talent program. Both the talent program and the newly developed module involves senior citizens for the students to get experience from working with the target group. In the Danish student competition, students were asked to write an assignment within the field of active healthy ageing taking their knowledge from the module and the talent program into consideration. The winning students were chosen based on the theoretical foundation of their assignment, the reflections on how to involve society as a whole and seniors as the target group, and for the originality of their ideas. In total, 6 proposals were forwarded of which two proposals were announced as the winners to take part in the Intensive Program in Groningen in October 2020.

o **Local COP Kaunas**

At LSU students of 'Sports management' and 'Physical activity and lifestyle counseling' study programs participated in the Student competition. Supporting material on Entrepreneurship developed by CUBE050 was used. Students were challenged to find ways to involve senior residents and organizations in improving HA for senior citizens. The 2 winning students were chosen based on the theoretical foundation of their presentation, the reflections on how to involve seniors as target group into physical activities and for the originality of their ideas. They participated in the Intensive Program in Groningen October 2020. Furthermore the study program committee of LSU included an analysis of COP activities in the

Figure 3: Student involvement at LSU

study module "Management and Human Resource Management". The students had to perform mandatory tasks and was rated for, which contributes to sustainability of CBI.

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

II.   Intensive program

As described at the end of each local student competition students presented the outcomes of the competition, e.g. a prototype as an innovative approach of stimulating HA. Based on a selection procedure the winners were invited to join an intensive training program on entrepreneurship in October 2020 in Groningen, parallel with the final conference during which students shared their outcomes and insights.

Eleven students representing all local COP participated in an online program from Monday 5th till Friday 9th, supported by CUBE050. On Thursday a timeslot was available at the final conference, created to connect student involvement on an international stage with COP4HL. An invitation letter including an overview of the program and a list of participants are attached as appendices A and B.

The focus of the week was on (refreshing) the knowledge and experiences regarding effectuation and design thinking but also on how entrepreneurship and entrepreneurial behavior might contribute to sustainability, particular within schools and universities.

Outcomes and lessons learned

Students participating in the intensive program reflected on their experiences working with methods related to entrepreneurship. The outcomes of these reflections were described as follows:

o   Working with design thinking helped to use insights of clients right from the start of the project (clients being the audience for whom they were designing). It helped not only to use questionnaires but to go out and meet people in real life and using the opportunity to deepen their understanding.

o   It was useful to work with prototypes in an early phase of the project. Testing the prototypes helped to go 'out of the building' and learn fast.

o   Students noticed that working with the new methods led to contact and co-creation with stakeholders outside their school / university.

o   Some students mentioned that working with design thinking also helped them to be more entrepreneurial on dealing with challenges in their life.

o   It was new not to have strict guidelines on how to approach the assignment.

o   It was new to the students to actually implement their own concept in the real world e.g. testing their prototype outside the school.

o   It changed the way in how students, teachers, head of schools and external stakeholders worked together. It changed the roles they are used to.

o   It occurred that there are interesting differences between cultural background of the participants and the approach of learning within their schools / universities.

Figure 5 and 6: Sharing outcomes and insights online

The lessons learned were shared at the final conference of COP4HL on October 8th:

- o if you want to teach students to be entrepreneurial, teachers should experience it themselves. This is what makes it more sustainable.
- o it is important to detect the culture of teaching within a school / at a university: is there enough openness and is there a learning culture in which there is time for reflection on learning?
- o if students are able and willing to share their learning it gets real and valuable

Insights

The outcomes and lessons learned mentioned by students participating in the Intensive program show interesting similarities with the observations of the facilitators of CUB050:

- o The support during the challenges in for example Malaga and Portugal, was organized in a way that all stakeholders could experience what is means to use design thinking and effectuation. Therefor 'part of the deal' for participants was that applying for the workshop was only possible as participant. There was no difference between students, teachers and staff. Being in the workshop meant participating in the exercises and being present from start to finish. The goal of this was to offer a mutual experience and to help teachers to experience it for themselves before using the methods and tools themselves. Trying out, experiencing are the best way to learn and to get to questions on how to apply in your own setting.
- o It turns out that the student presentations reflecting on the value of working methods like Effectuation and design thinking, is highly motivating the audience to get into these models.
- o Doing projects outside the school with no clear outlines and outcomes are sometimes hard to assess. Therefor it is tempting to give students strict clues on how to work because this makes assessments more transparent and easy. The workshop shows participants that you can also assess projects in which there is no clarity at the start. This helps schools to be more daring in co-creating with their environment.
- o Finally, both models (Effectuation and Design thinking) offer a language that can help to work together with a heterogenous group of people and organisations. Doing a short design thinking workshop allows people to share words like prototype and empathy and test.

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

Sustainability by student involvement

When looking at the outcomes of the local activities (workshops and competitions) as well as the intensive international program on entrepreneurship, it is not to daring to state that this way of student involvement turns out to be a relevant contribution to sustainability. At several universities and vocational education relevant methods and new insights were adopted in curricula: at Kaunas university examples of working methods of COP4HL will be used in lectures on Lifestyle and Sport management:

'Specifically [for] second year students presentations regarding the evaluation of CoP4HL (e.g. elderly people) are held'.

Also students who started volunteering during their internships related to COP4HL continue to work in settlements in Kaunas region: many students receive offers to work as coaches and managers in the district. At SDU a newly developed module on active healthy aging will be integrated as part of the curricula for master students at 'Sports Science and Health'. In Groningen students of the master Healthy Aging Professional will stay connected to the future development of Europapark. When it comes to senior secondary vocational education in Groningen, 'Sports and lifestyle' have now become a permanent part of the curriculum with 8,000 students. The experience of the Malaga COP was worded as follows:

Our vocational training center partners (MEDAC and IES Fernando de los Ríos) showed us the extraordinary possibilities of involving young students to deal with huge challenges (as increasing citizens' physical activity). We have learnt the lesson and we will count on them in the future to help us to find solutions'.

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

III.   Open access training material

To enable Entrepreneurship for students a manual was developed. This manual contains open access training materials (e.g. methods and tools) for arranging a student competition (A) and creating entrepreneurial behavior (B) in local COP. The materials are available on the COP4HL project website, were you can also find some photos and videos of the materials in use.

Figure 7: COP4HL Student competition in action

A. Creating a student competition

Guidelines
When starting off a student competition focusing on CBI the following guidelines should be part of the process:
- there must be a multidisciplinary group of students or stakeholder
- arrange a real context with a client
- start the competition with a wicked problem from a client
- there has to be commitment of the students, teachers / lecturers and involved stakeholders during the whole week / competition (e.g. students do not have to attend lectures; stakeholders will be available).
- create a workspace for the students in the context
- make sure every stage of 'design thinking' is covered during the week / competition
- a clear kick off and finish of the competition

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

- focus will be on the learning process instead of a final product.
- make sure not to kick-off at school / university but arrange a working place in the context of the competition
- communicate in an inspiring and inviting way the importance of being part of this competition

Day to day script

A detailed and 'hands on' day to day script makes the competition method applicable in communities:

Before:

Make sure to communicate clearly about location, timetable and materials needed / available (e.g. a list of phone numbers or e-mail addresses of all participants is useful).
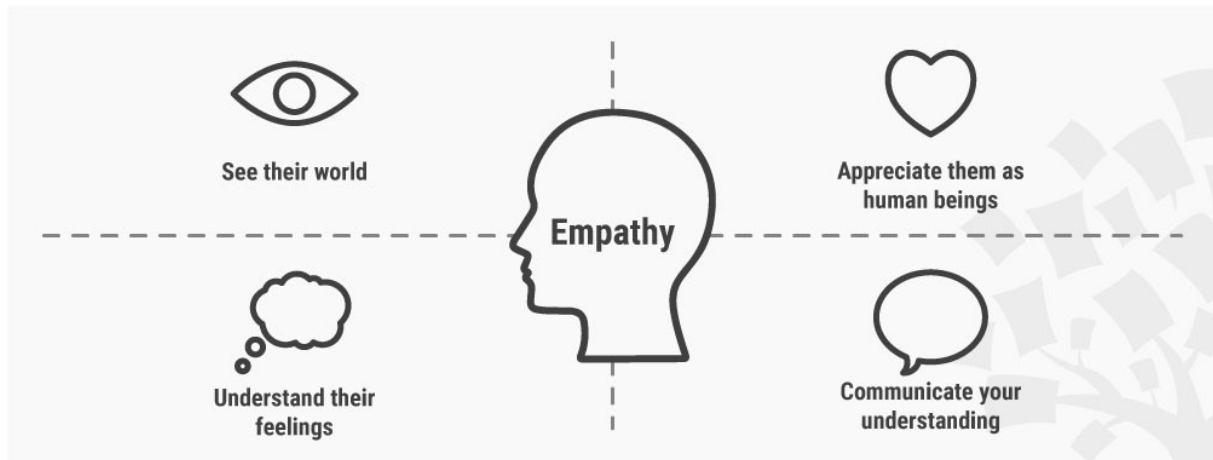
Monday:

Start the first day with a brief introduction from the client. He is to give insight in the wicked problem. It's not necessary to give an enormous lecture. The most important thing is that the client is clear about the question (not the result). The group can ask some questions to get enough information and make sure they understand the wicked problem. Before we start with the competition the students make their own groups based on interest, talent and skills (background). There is some time to get to know each other. The teacher/coach can decide to give an activity that's more creative and fun. What could help is to determine the team roles. For this activity, divide into groups of 2/3 students. Interview your partner(s) and then switch. Begin by understanding their morning commute. Find out how things makes them feel, what they wish, enjoy or what gets in their way. Your job as an interviewer is to listen and ask a lot 'why' questions.

The empathize stage starts with exploring the wicked problem. What do they know about the topic / question / problem? Ask yourself (the students) what kind of experience you have with this problem and share it with the group (1-5-15).

Working from a wicked problem cannot begin without a deeper understanding of the people you are designing for. So the next step could be to make a stakeholder map on paper (make it visible for other persons). Make sure you know which stakeholders are involved with this problem. The students can still ask the client. In order to gain those insights, it is important for you as an entrepreneur to empathize with the people you're designing for (end users) so that you can understand their needs, thoughts, emotions and motivations. In the support lab you have a wide range of methods at your command for learning more about people. By trying, experience and learning from your actions anyone can become a master at empathizing with people.

COP4HL

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

Helping the students with 'not knowing' but staying curious and stay asking questions is very important. Learn them to ask questions and have a fresh mind.

Coaching Monday:
-good introduction from the client about the wicked problem and maybe more stakeholders. The end result is not clear or defined. It's not a clear assignment but a problem focused approach.
-the coaches/teachers are 'design thinking' process focused and give some insight in the different stages of the model.
-there is a clear timetable for the different assignments. Less time for talking more time for doing and come in action.
-stimulate to come in contact with different stakeholders. For example make a phone call or a visit, talk with people in the street, etc.

COP4HL

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

Tuesday:
In this process (as a design thinker) it's very important that the students get enough time to come in contact with the different stakeholders and (end) users. They have to understand and experience the sense of empathy towards the people you are 'designing' for. Today they get insights into what the different stakeholders need, want, how they behave, think, feel, act in the context or natural environment. In this stage it is very important to leave our own assumptions and experiences behind. So make sure that you won't organize it as a teacher but let the group of students decide by themselves what they need and how many time they want to spend to get more feeling about the wicked problem. At the end of the day they would have 'enough' information to create a presentation for Wednesday.

Coaching Tuesday:
-make sure that it is possible for the students to come in contact with teachers/coaches or stakeholders (kind of support lab).
-be a coach and not a lecturer (so ask questions and not giving any information). Help them to learn and trust on their own decisions).
-at the end of the day there is 'enough' information to create a presentation for the next day.

Wednesday:
Today the students give their first presentation about the insights of the empathy stage. All information or insights are fine. It's their process. It's very important to create a safety learning environment where everything is good. Because all information you will get gives you as a lecturer/coach information about the approach they used. Questions you can ask are related to the empathize stage and their approach. If you would like to give feedback use the positive method:
'What works for me as a coach, student, client, user or … is that ….'.
'What I need as a coach, student, client, user or … is …'.

They do not have to react but wright it down and take it with them. Also this is part of the design based approach to improve their ideas. Its an iterative and non-linear process. This means that the group of students continuously use their results to review, question and improve their initial assumptions.

From that perspective we help the students to formulate a design challenge. We call it a 'How might we' question (define stage). These HMW questions will help the student to come in the action modus. From that question the students and maybe some stakeholders create some ideas to solve a problem (question). Ensure that your design challenge is written large and visible to the whole group during this process. Being able to quickly reference your challenge will make this easier because it will help the group connect their insights back to the question trying to answer.

Now we have to be creative. The students get the chance to imagine some solutions that might address the needs of the client or users (ideate stage). Work in your own group and try to come up with a few ideas that might improve the question. Don't worry about being perfect, wright or draw your ideas quickly to capture them. While you write down your ideas listen to

COP4HL

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

the others. Sharing helps you be more creative. Making ideas visual will help the students better imagine the possibilities and the pitfalls of their solutions, as well as explain it more easily to others.

Share your favorite ideas with another group of students and get feedback from them. Don't sell your ideas but explain them simply and experience what the other students think about it. What kind of ideas do they have to improve your ideas?

Coaching Wednesday:
- create a safety and positive learning environment.
-make sure that the group gives constructive feedback.
- help the students to formulate a design challenge.
-support the students to make the ideas visible and share them.

Thursday:
Again it's very important that the students get enough time to come in contact with the different stakeholders and (end) users and know to understand what it means working iterative. They have to understand and experience the sense of empathy towards the people you are 'designing' for. In this stage of working it's time to create some prototypes. The prototype stage means that you have something to present at your stakeholders or users. Make sure that the group keep a memory of their favorite ideas by taking pictures of their HMW questions as well as the most promising ideas on paper or sticky notes.

Save the original papers that describes the ideas that the group like to start prototyping. Your prototype can be a model, a story or a more detailed drawing. The students have to experience to work with scissors, paper, tape, markers and anything else that's around them to make that idea visual. It's time to start making.

Set a goal together to create at least 2 prototype parts of a concept together by the end of the day and divide your group into sub-groups where possible. Make time in the middle and at the end of the day to have your full group meet and review what you have created. Ask each sub-group or person to explain the prototype and walk through it if it's a role play. As you show your prototypes begin to articulate how the idea came to life and the process of making it real.

Coaching Thursday:
-make sure that it is possible for the students to come in contact with teachers/coaches or stakeholders (kind of support lab).
-be a coach and not a lecturer (so ask questions and not giving any information). Help them to learn and trust on their own decisions).
-make sure there is enough materials to work with and being creative.
-the students make appointments about working with each other and create a safely environment to give feedback.

![COP4HL logo]

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

Friday:
This will be the final day of the entrepreneurship competition. Today there will be a presentation for the (end) users, stakeholders and clients. It's up to the students to show and share their prototypes and share the experiences. Questions what could help to create a presentation will be:

- How are you introduce your group?
- What problem did you see (define challenge) and who are the users?
- Who did you talk to and observe?
- What ideas / concepts did you come up with and how did you prototype them?
- What feedback did you receive?
- What's next for your group and how might members of the audience could help you with the next steps?

Again it's possible to give feedback. If you would like to give feedback use the positive method they used before:
'What works for me as a coach, student, client, user or … is that ….'.
'What I need as a coach, student, client, user or … is …'.

Coaching Friday:
-arrange a spot in the context (maybe a place from one of the clients) for the presentation.
-create a learning environment with an appreciative inquiry.

Outcomes
When finishing this program as a first experience working with a design based approach the participants should have completed the following (learning) outcomes:

- Experienced an iterative working method
- Formed your multidisciplinary 'design' group and determined the team roles
- Defined a design challenge, a "How might we" question
- Explored empathize methods
- Conducted empathize methods as a mix of interviews, observations, immersive experiences and others
- Made at least one prototype
- Created moments of feedback
- Being a reflective practioner.

B. Creating entrepreneurial behavior

Entrepreneurial behaviour is very important for professionals who want to innovate within or outside their field of study. Dealing with a world that is changing faster and faster and is producing big hairy problems asks for professionals who are able to deal with ambiguity and are capable of working in multidisciplinary teams. Professionals are skilled to work on complicated problems but more and more they also encounter complex problems. To add value they need to learn how to use a design based approach. All these demands are packed together in entrepreneurial behaviour. The competition of COP4HL helps students to experience and develop entrepreneurial behaviour. Words like innovation, entrepreneurship and creativity are nowadays buzzwords and are seldom explained or described in terms of behaviour. So the question is: what is entrepreneurial behaviour? In this document we use two models to make entrepreneurial behaviour tangible. These models provide a concrete and practical way of looking at, talking about and training in entrepreneurial behaviour. It helps to come to learning outcomes and makes it therefore useful for assessment.

Figure 8: International coaches and students during the student competition in Portugal

Coaching students who are learning to act entrepreneurial asks for a underlying methods. In the competition we use the following models:

1. **Effectuation.** Saras Sarasvathy did research on the question 'what makes entrepreneurs entrepreneurial. Her research let to a model consisting of 5 main principles of entrepreneurial behaviour. These 5 principals are building stones for the competition in a way that they make conversation about entrepreneurial behaviour easier.

2. **Design Thinking**. Design thinking, or human centered design, is an iterative way of designing products and services based on needs of users.

COP4HL

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

The models serve different goals:

- Giving students very practical tools, methods and ideas about how to be entrepreneurial.
- Providing coaches with practical tools and approaches and questions during the competition.
- Giving the coaches and participants a shared vocabulary to talk about entrepreneurial behaviour, creativity and innovation.
- helping to come to clear assessment criteria for the competition.
- Structuring the competition from start to finish.

So what are the basics of both models?

Coaching with effectuation and design thinking

These are simple but very effective questions a coach can use in an entrepreneurial process.

1. Effectuation

Effectuation is a model that comes from a research on how experienced entrepreneurs behave during the first phase of an idea. It is an iterative process. Each new experience, encounter, feedback can lead to new opportunities, means and stakeholders with commitment. The model works with 5 principals:

Bird in the Hand
The entrepreneur starts with his means available. He is starting to imagine what could be possible using the resources at hand. At first it is not about being complete and concrete on each possibility. Neither is it important in this first phase to collect evidence on feasibility with desk research. The dynamic is divergent and not convergent. The coach could start asking questions to the group or the individual:

Who are you?
Who do you know?
How could you use your existing network?
Could you make a stakeholder map (a drawing of your network)?
What do you know and what do you like?
What knowledge do you have available?
What skills could you use?
What is your interest?
How do you deal with the main theme in your live?
If you had to solve the problem now, what would it be? Why?
What are the talents and experience and knowledge in your team?
If you start dreaming what possibilities are there to be discovered?

COP4HL

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

Crazy quilt
The entrepreneur starts from the start with contacting stakeholders, asking questions, looking for commitment and means that could be helpful. Even when there is no clear idea, a clear list of wellthought questions or the idea. Entrepreneurs start talking with people to learn about the challenge, the idea and other hidden possibilities, insights and network. The entrpepreneur starts with building a network with stakeholders who are committed in one way or another. Commitment is about the willingness to share resources.

What and whom do you need to take the first / next step today?
What knowledge or experience could be helpful? Where to start and who to call, visit or email?
What resources are nessecary to start?
Whom do you know willing to help?
How could you use the excisting network?
Who should know about your idea or goal?
What or who is missing in the excisting network?
How could you use the network of your university, family, neighbourhood etc.
How could you make use of your fellow students and teachers?
Where is the possibility to do a first test?
What organisations could have an interest in what you are trying to do?
How could you get in contact with people that are usefull but very hard to connect to?

Affordable loss
The entrepreneur is focused on what he is willing to risk for the idea at hand. He thinks about time, network, money and ego. His actions are within this affordable risk. And if what is needed is to risky he will look for stakeholders to share the risk with.

What are you willing to invest in this idea. In time, money, ego, network?
What happens if all goes wrong?
What actions are feasible today and tomorrow?
Did you thought of stopping? Why?
Is there a difference in motivation within the team? Did you talk to each other about affordable loss?
What is needed to make the right steps?
What could help you to make bigger steps or to speed up the process?
What is you desired outcome? When would you be satisfied?

Lemonade principle
Entrepreneurs are not looking to predict the future. They make the future (within the possibilities of their affordable loss). They embrace ambiguity and see it unpredicted outcomes as a natural part of the process. They use their curiosity to learn from uncertain and unexpected events.

Who did you already contacted?

What was unexpected?

What went wrong and what makes it interesting? What is their to learn?

Did you receive negative feedback? What question did you ask and what was the result?

What changed during the process?

What opportunities did you see in the things that went wrong?

What are the things that went wrong in the past with other initiatives in this field? What can you learn and did you managed to to get in contact with the people that were involved in these other attempts, projects, products or services?

What advises did you got from the people you talked to?

Pilot in the plane

Entrepreneurs see the future not so much as something that you predict but something you make. They don't think themselves into the future the design themselves into the future. Therefore they think it is not so important to predict the future.

If all goes in the right direction what does it look like?

If we sit on the moon, three years lather and we look down on the earth, what are people doing, saying and thinking differently?

What problem is solved if your idea works?

What is it you are going to do today, the next hour?

What drives your enthusiasm?

Who could be the first customer?

Make a prototype of your idea and show and test it today.

If you could write a article in the newspaper or on a well-known platform on the internet, what would it say? What headlines, what photo and what are the quotes in the article?

With what stakeholders are you working together next year?

2. **Design thinking**

Design thinking is an iterative way of designing stuff that fits the needs of the audience you are designing for. It is a method that suits challenges where there is no clear answer. The method of design thinking is built around five elements:

Empathy

The only way to design something of value is to learn about your audience. One of the main challenges is to try to not understand your customer (and by doing so really building understanding). Empathy means that you are able to observe what people are saying, doing, thinking and wanting. And the realisation that there is difference between what people say, feel, think and do.

How many decisionmakers, users, and other stakeholders are in your context?

What did you learn from observing and talking to stakeholders?

What insights did you collect?

What are the motives of these individuals and groups?

How are the solving or dealing with the problem today and in the past?

![COP4HL logo]
Co-funded by the
Erasmus+ Programme
of the European Union

Did you managed to experience it for yourself? Are there possibilities to be a customer?
What is common sense in the context?
What are the trends?
What is common knowledge in the context?
How do stakeholders assess the existing alternatives?
Is there a difference between parents and children, between users and customers,

Define

Based on insights from the empathy-phase the designer formulates a starting point for the design process. Because you want to come to a solution it is important to start with an active question that's called the design challenge. It starts with *'how might we………?'.*

If you had to formulate the design challenge right now. What would it be?
What insights did you use to come to this design challenge?
Is there, based on testing a prototype or observing your audience, a need to change the design challenge?
If you look at what already works: what would be a interesting design challenge?
If you look at what is needed or going wrong today: what would be an interesting design challenge?
What is the difference between the first version of the design challenge and the last one?
What obervations or tests are driving the change of the design challenge?

Ideate

In order to come up with a creative and valuable idea you need to come up with a lot of ideas. It is important to make a clear distinction between diverging (coming up with ideas) and converging (selecting an idea). If there is a clear and working solution, it is not necessary to be creative. Design thinking is aimed at complex problems. Problems where no one knows exactly how it is solved.

What unexpected perspectives did you use to come up with new ideas?
Which techniques are you using to come up with a lot of ideas?
How are managing to stay out of the 'yes but' mode?
In what contexts are challenges that are (partly) similar to yours? What solutions do they use?
How does nature solve your problem?
What solutions are being used at the moment? How did they came to live and what was the initial intention?
What ideas did you select? How and why?
Which techniques did you use to select ideas?
How many ideas did you came up with (it helps to make it concrete: did you managed to come up with al least 50 ideas?).
What disciplines did you asked to join the ideation phase?

Prototype

Real feedback will not come from ideas but from prototype. A prototype enables the user to have interaction with the idea. So instead of explaining your idea you will test a prototype of the idea. A prototype can be a product, a service, a role play, a methafor of for example a

COP4HL

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

meeting. To learn very quickly it is important to start making and testing prototype right from the start. A prototype can also be a way of testing if your stakeholder has the same perspective of the context or the problem as you as designer. A drawing of the context can also be a prototype.

Can I test your idea?
Can you show me how it looks, feels, smells etc?
What problem wil be solved by using this prototype?
What are you trying to test with the prototype?
What are you insecure about and could you show that with a prototype?
What doet it cost?
How long does it take?
Can I take it home?
What if it falls or it gets wet?

Test
Testing a prototype = learning = data. By very quickly and very often testing a prototype you will have insights. It is important to make the testing safe. It is not the same as a sales-pitch. Therefore, it is important to ensure a safe environment and to be very strict on language. The simplest way is to use two questions:

What works for you in the prototype?
What needs do you have using the prototype (also using different roles)?

And:
What did you learn from testing?
What was unexpected?
What happened during the test?
What new insights did you collect by testing and is there a reason to change your design challenge?
What iterations did you make and what was the effect of each iteration (sometimes you need 20 or more iterations to come to a solution that works).
Was there a difference in the groups you tested your prototype in?

Applying knowledge and insights in the Student Competition

It is important for the team (e.g. students, teachers/lecturers, client, involved stakeholders) to experience the two models before the competition starts. Experiencing in this case means for example making prototypes, use creative techniques, getting feedback from a prototype, prototyping the context and use it for an interview with a client, customer and other stakeholders. It helps to choose a design challenge that is real and where it is easy to collect insights. To start, it is also very helpful to use the crash course design thinking made and offered by the d-school of Stanford. Together with the online crash course they also offer an facilitators guide.

COP4HL

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

There are a lot of very practical materials online. For example a toolkit [1] made by teachers from Dutch Universities of applied sciences.

By trying it as a team of coaches you will discover interesting questions, challenges and points of view on how to coach students in a design and entrepreneurial process. Through dealing with these questions as a team before the competition you will be more effective during the competition.

There are also very interesting and helpful resources to dive into the process of effectuation. Saras Sarasvathy started a platform on which teachers, researchers and consultants share videos, exercises and articles on effectuation. You could start by watching a video on how Freitag works with the principles of effectuation. Also you can watch the Ted Talk Sarasvathy gave and read her scientific article on effectuation.

Appendix A - Invitation and program Intensive week

Dear participants of the intensive week COP4HL,

October 5 will be the start of the intensive week. We look forward to meeting each other and learn from your projects and insights. The initial idea was to meet in Groningen and work and learn together. The central themes we are going to use are:
- entrepreneurship an
- entrepreneurial behaviour.

Entrepreneurial behaviour provides a way to control the future that is inherently unpredictable. This year proved to be unpredictable also. Education changed and students and teachers and other stakeholders are designing new ways of learning, meeting and collaborating. And as to healthy lifestyles, Covid19, leads to new challenges for every-one. On a personal level it starts with questions *like 'how can stay fit without going outside?' or 'how can I stay in contact with the ones that are important to me?'* and for example *'how might I find a replacement for training with my team?'*. On a societal level it leeds to questions on how to support each other and how to help groups that are vulnerable. All these questions are in fact design challenges. During the intensive week we will use theory on both entrepreneurial behaviour **(effectuation)** and **design thinking**. Two models which provide us with perspectives, tools and skills to work on challenges and on our own projects.

The focus of the week will be to experience working with these two models. And we as a group will talk about how entrepreneurship and entrepreneurial behavior could be a sustainable factor in learning and promoting a healthy lifestyle in our schools and universities.

The start of the week will be on Monday 12.30. We will use Microsoft Teams to communicate. Besides the main topics, we as a group will decide on how we are going to work and how we are going to help each other learning. We see it as a week in which we meet and use the remaining time for working our projects. During the conference on Thursday we have time to

---

1 *CMD Methods Pack: Find a combination of research methods that suit your needs.* HAN University of Applied Sciences - Amsterdam University of Applied Sciences, the Netherlands. ISBN/EAN: 9990002057946. Available at: cmdmethods.nl.

COP4HL

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

spread our message. The main challenge is how to make entrepreneurial behavior a sustainable part of education around a Healthy Lifestyle?'.

On Friday around 12 we will end our week with reflection in the morning.

For participants is important to know:

- The program is designed to take part the whole week.
- There is space to take initiative, do proposals and bringing in stakeholders.

The program:

Monday 12.30 Introduction and getting to know each other. We ask each team tot find a way to show the project they are working on / worked on. We challenge you to show it in a way that the rest is able to experience it.

Tuesday 9.30 – 11.30 Apply effectuation and design thinking on your own project.

Wednesday 9.30 – 11.30 Starting with the challenge for Thursday, the conference. Making and testing prototypes.

Thursday preparing the test of the prototype for the conference.

Friday 10 - 11.30 evaluation and reflection.

COP4HL

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

Appendix B - Participants Intensive program – October 2020

Name	Local COP
Rodrigo Juárez (student)	Malaga
Michele Angelotti (student)	Odense
Ambra Scolaro (student)	Odense
Maria Ana Gaivão Pinto (student)	Cascais
Tomás Wilveira (student)	Cascais
Maria de Lapa (member)	Cascais
Patrícia Almeida (member)	Cascais
Maria Beatriz Esperanca (student)	Alcobaça
Diogo Silva (student)	Alcobaça
Marco Clemente (member)	Alcobaça
Luci Pais (member)	Alcobaça
Goda KuzminskaitéArina Driucik (student)	Kaunas
Arina Driucik (student)	Kaunas
Vida Cesnaitiene (member)	Kaunas
Laurynas Dilys (member)	Kaunas
Rita Gruodyte (member)	Kaunas
Jan de Vries (student)	Groningen
Lennard Terpstra (student)	Groningen
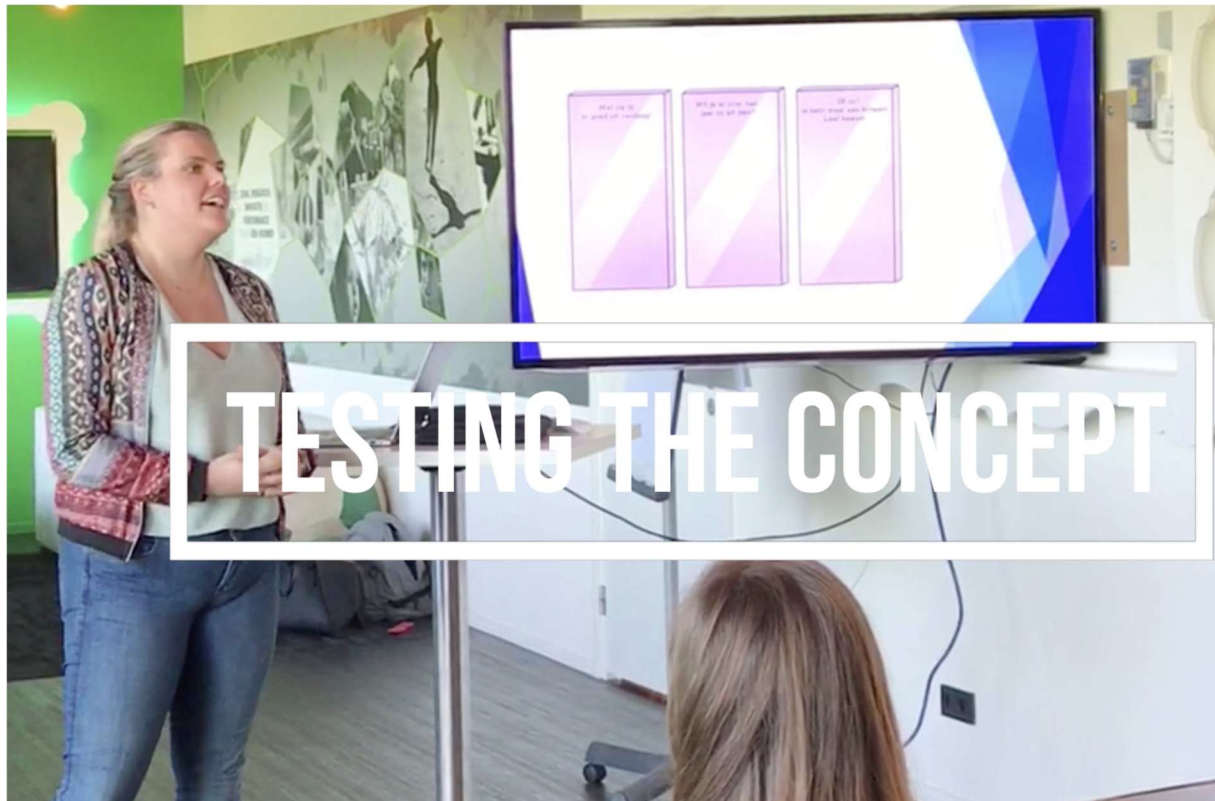
Click the screenshot to open the video on the COP4HL-website or use:
https://cop4hl.eu/resourcestype/cop4hl-entrepreneurship-competition/#video_impressions

Appendix D – Video Local Activity Portugal – Student presentation

Click the screenshot to open the video on the COP4HL-project platform or use:
https://hanze.teamwork.com/#/files/6287973