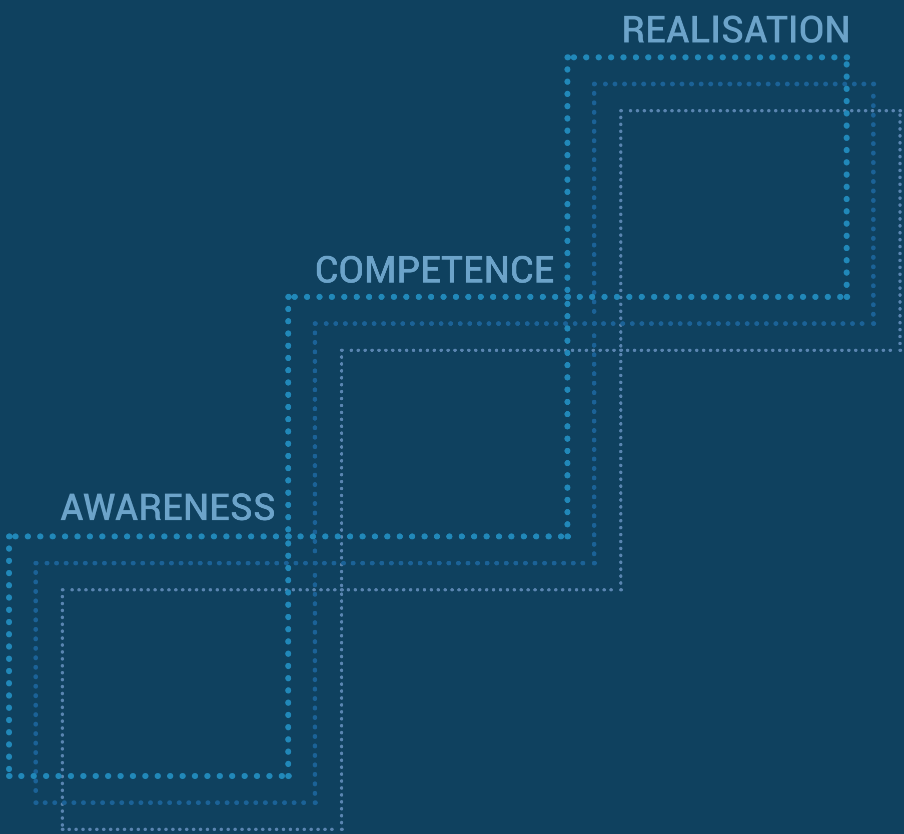
SCIENCE FOR SOCIETY

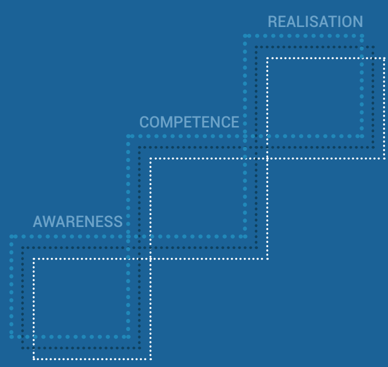
ENTREPRENEURSHIP TOOLS

A TOOL BOX FOR HELPING RESEARCHERS CREATE IMPACT FROM THEIR RESEARCH

BY SCIENCE FOR SOCIETY



INTRODUCTION



Science for Society is a platform for teaching entrepreneurial skills to junior researchers (PhD students and postdocs) and for increasing their awareness of how and competences to putting their research into use, both as commercialisation and societal impact. This booklet contains a range of tools and concepts that have been developed, tested and used in the project Science for Society. As a researcher, you can use them to gain insight into the entrepreneurial mindset, acquire concrete competencies to help you commercialise or create societal impact with your research, or to get inspiration about alternative career paths outside academia. As a facilitator, you can use the tools to create individual workshops about the entrepreneurial mindset for junior researchers or you can create longer training programs.

In the project, we have developed and worked with three entrepreneurial phases: **AWARENESS, COMPETENCE** and **REALISATION**, and the tools and concepts in this booklet are categorised by phase. In the **AWARENESS SECTION**, you will find tools and event/workshop concepts to inspire and increase knowledge about the entrepreneurial tools and mindset and how they can benefit researchers in generating, industry collaborations impact creation, research funding and alternative career opportunities. In the **COMPETENCE SECTION**, you will find tools and concepts for hands-on training sessions and entrepreneurial competence-building, and in the **REALISATION SECTION** you will find tools and concepts to help researchers move from idea to creating value from research.

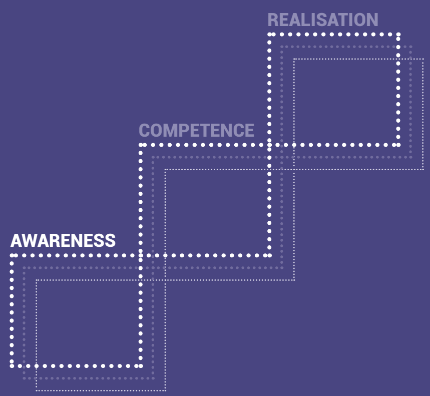
Each tool or concept includes a "how to"-guide for use and for training. You can use the tools in a step-by step-training process or select the individual tools that are relevant for you.

SCIENCE FOR SOCIETY

A CROSS SCANDINAVIAN BEST PRACTICE IN ACADEMIC ENTREPRENEURSHIP TRAINING AND TOOLS.

LIST OF CONTENT

AWARENESS
MEET THE ENTREPRENEURS



DESCRIPTION

The purpose of this event is to raise awareness among either a broad or a specific group of junior researchers about entrepreneurship and starting a company. Junior researchers are not necessarily exposed to entrepreneurs with PhD degrees while employed/enrolled at the university. The central aspect of this event is to bring PhD graduates who have made it as entrepreneurs back into the university setting, in order to inspire current junior researchers with their career stories and accomplishments. The event aims to provide inspiration to current junior researchers who are considering becoming entrepreneurs, and to perhaps inspire others to consider this as a possibility too.

In addition to this, the purpose of the event is to make junior researchers aware of services at the university in relation to entrepreneurship. The event stresses that the university can help participants if they have a business idea or if they are considering teaming up with others to work on a business idea.

If you want to know more about how we have worked with this concept, contact:
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgement: AAU Innovation, Aalborg University

HOW TO USE THE EVENT-CONCEPT

This event involves an organiser, a facilitator and presenters (PhD graduates and relevant departments/individuals at the university). More specifically it involves:

- Presentations from one or two junior researchers who have made it as entrepreneurs. They can focus on elements such as 1) their career path, 2) how they made use of their academic competencies to become entrepreneurs, 3) barriers along the way, and 4) good advice for current junior researchers who are considering becoming entrepreneurs
- Information about current services at the university to assist junior researchers who have a business idea or would like to join a startup team, for example the Technology Transfer Office, incubators, business developers etc.
- If possible: Tour of the university incubator, incl. meetings with one/two startup teams (preferably incl. a junior researchers, but otherwise student startups of relevance to the target group)
- Opportunities to ask questions, both formally during the presentations and informally afterwards in a networking session

For more information/inspiration go to:

- Example: https://bit.ly/2UxPDVx
- Example: https://bit.ly/2E8GCwy
- Example: https://bit.ly/2QkiGh0
- Article: https://bit.ly/2EmEZfx

HOW TO PLAN THE EVENT

BEFORE THE EVENT

WHAT SHOULD THE FACILITATOR PREPARE?

Prior to the event, the facilitator should make agreements with the presenters, who should include junior researchers with different backgrounds in order to reach a broad audience. Furthermore, the facilitator should specify the purpose of the event and emphasise the importance of all presenters staying for the networking part of the event.

WHAT SHOULD THE FACILITATOR HAVE THE PARTICIPANTS PREPARE

Prior to the event, the facilitator should encourage the participants to answer the questions below and send their responses by email. The purpose of this is for the facilitator to gain more insight into the reasons for their participation, and the responses will be used as preparation for the event, during the event, and as a point of departure for following up after the event:

- Do you have a business idea? If so, please describe your your idea in a few lines.
- Are you interested in joining a startup team?
- Are you looking for people to join your team?
- What are you hoping to gain through your participation in the event?
- Are you interested in talking to a business developer?

HOW TO PLAN THE EVENT

DURING THE EVENT: DESIGN, ELEMENTS AND TIMING

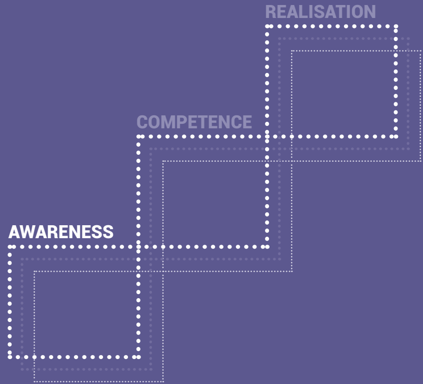
THE EVENT:		
Time	**Theme**	**Focus**
30 min	Incubator	Welcome to the incubator: What it is, what we do, and how you can be part of it
30 min	Tour of the Incubator	Tour of the facilities. Two 5-10 min. pitches from current startups in their environment: 1) What is their idea? 2) How to make use of the facilities and help offered? 3) Good advice for the participants
45-60 min per presentation	Junior researcher story/stories	1-2 presentations (incl. time for questions) by junior researcher entrepreneurs
15-30 min per presentation	Current relevant offers	1-2 presentations (incl. time for questions) by representatives from relevant parts of the university
30 min	Networking	Informal networking opportunity for everyone involved. This part provides an opportunity to meet and discuss in a bit more detail and for participants to bring questions into the open that might not be brought up in plenum

AFTER THE EVENT

After the event, the facilitator should make sure the relevant university representatives follow up with participants who expressed interest in individual meetings or more information.

AWARENESS

LIFE AFTER ACADEMIA - SPECIALISED EVENT



DESCRIPTION

The purpose of this event is to raise awareness among a specific group of junior researchers (for example from the humanities and social sciences, or engineering and science) about career paths outside academia. While employed/enrolled at the university, junior researchers are not necessarily exposed to junior researcher role models who have pursued a career outside academia. This event is a way to change that by bringing PhD alumni who have pursued a career outside academia back to the university setting to inspire current junior researchers by sharing their career stories and accomplishments. Thus the event aims to provide inspiration for current junior researchers who are considering a similar career path, or potentially to inspire others to consider new possibilities.

In addition to this, the purpose of the event is to make junior researchers aware of offers at the university that can assist them in their pursuit of a career outside academia, thus emphasising to the participants that they can find help at the university.

If you want to know more about how we have worked with this concept, contact:
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgement: AAU Innovation, Aalborg University

HOW TO USE THE EVENT CONCEPT

The concept involves an organiser, a facilitator and presenters (PhD alumni who have established a career outside academia). More specifically, it consists of:

- Presentations by PhD alumni who have pursued careers outside academia and put their PhD competencies to use professionally
- Information about current offers at the university to assist junior researchers who are considering a career outside academia (e.g. career consulting, mentorship programmes, seminars etc.)
- Opportunities to ask questions during the presentations

You can also include:

- Information about career opportunities at the university in collaboration with the private or public sector (e.g. industrial postdoc)
- Workshops focusing on e.g. career planning, pitching, competences, or transferable skills. The purpose is to develop the participants' competencies in relation to building their future careers. The workshops can be facilitated by the university itself or by a professional organisation (e.g. The Danish Society of Engineers (IDA), The Danish Association of Masters and PhDs (DM) or DJØF) with specialised knowledge about the target group

You can find more information/inspiration here:

- Example: https://bit.ly/2PssUGL
- Example: https://bit.ly/2EarPBn

HOW TO PLAN AN EVENT

BEFORE THE WORKSHOP

WHAT SHOULD THE FACILITATOR PREPARE?

Prior to the event, the facilitator should define the target group for the event (e.g. specific junior researchers from the social sciences, the humanities, science, etc.) and explain the purpose of the event to all presenters.

WHAT SHOULD THE FACILITATOR HAVE THE PARTICIPANTS PREPARE?

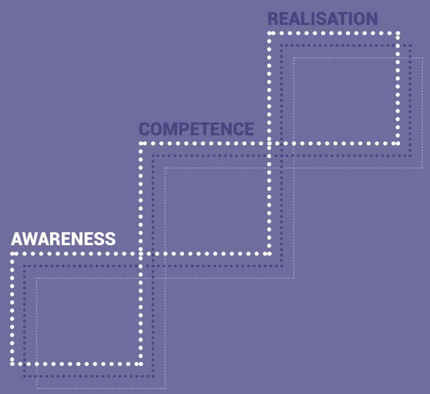
No preparation needed.

DURING THE EVENT: DESIGN, ELEMENTS AND TIMINGS

THE EVENT:

Time	Theme	Focus
15 min	Welcome	Practical information
45-60 min per presentation	PhD alumni career story/stories	1-2 presentations (incl. time for questions)
30 min	Industrial Postdoc programme	Practical information
15 min	Break	Break
45 min	Workshop round 1	Two relevant workshops, for example: Workshop A: Spotlight on your competences and finding your calling Workshop B: Spotlight on your transferable skills and the job market
45 min	Workshop round 2	Same as above
5-10 min	Goodbye	Wrap up

AWARENESS
VALUE IN RESEARCH CANVAS



DESCRIPTION

The Research Canvas is a science communication tool. It allows the researcher to talk about their research to a broad audience of professionals; not just their fellow researchers.

It provides researchers with a single page poster format that captures the key elements and unique differentiators of their research. It allows them to look at their research from many different angels such as the alternative solutions to their research question, legal implications (intellectual property) and practical applications.

If you want to know more about how we have worked with this concept, contact:
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgement: The canvas was initially developed by iMINDS in Belgium and adapted by Science for Society at Aarhus University.

TOOL 1:2

RESEARCH CANVAS

Name: ______________________________

Date: ______________________________

Define the context of your research:
Give some background on the field of technology you are working in.
If applicable, describe the larger (regional or European) project your research is part of.

Which types of IPRs are involved and who owns them?
If applicable, state the "Intellectual Property Rights" (patents, software code, databases etc.) involved in your research as well as its respective owner (you, university, public domain etc.).

Which research problem do you aim to solve?
Describe the academical, technological or societal problem or challenge you are trying to solve with your research.

What are the functionalities of your solution?
Illustrate the (technological) solution you are working on which aims to solve the previously stated problem.

Who are you? Briefly state your professional experiences and credentials.

How does your solution position itself with respect to other solutions?
Describe existing alternative solutions (not necessarily technological) to solve the stated problem.

AARHUS UNIVERSITY

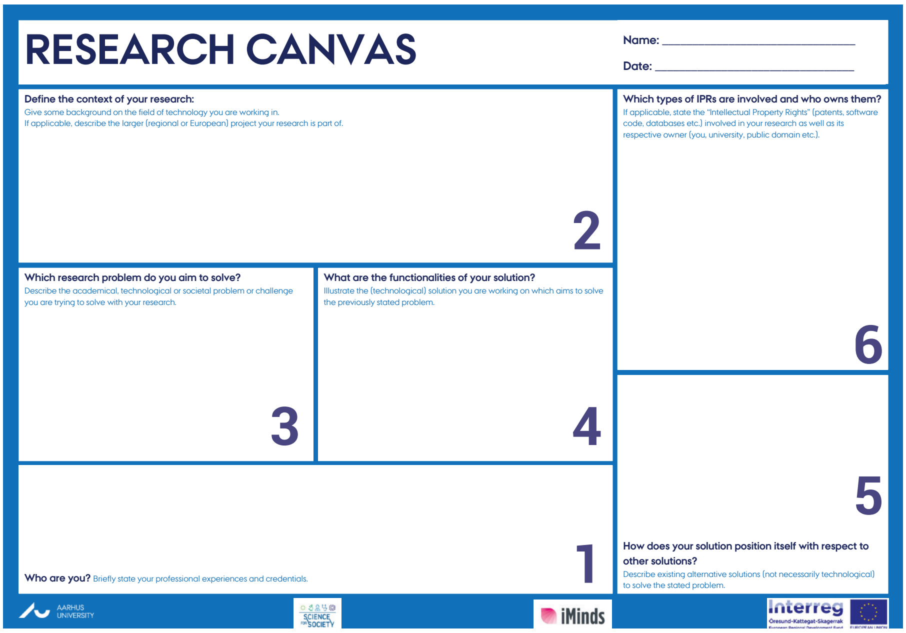
SCIENCE FOR SOCIETY

iMinds

Interreg Öresund-Kattegat-Skagerrak European Regional Development Fund EUROPEAN UNION

HOW TO USE THE TOOL

Start filling out the canvas from 1-6



1:1

1. WHO YOU ARE

- The best way to get started is to tell something about yourself: Where do you come from? What is your background, your education and what is your dream?
- Describe as well your comptencies and experience, your research team /start-up team and your network

2. THE CONTEXT OF YOUR RESEARCH

- You should give your audience a first idea of the big picture of your work
- The context of your research explains in which domain you execute your research The research domain should be as specific as possible without being too technical
- Describe the type of research and how it is organized and managed. The type of research indicates for example whether you do fundamental research, applied research or contract research
- Also tell us something on how your research is organized: Do you work in a small focused local team? Is your work part of a large research project with international partners or do you do joint research with industry?

HOW TO USE THE CANVAS

3. THE RESEARCH PROBLEM

- What is the question you are trying to solve? Expressing the research problem in few sentences is probably the biggest challenge of this exercise
- What is the definition of your research problem?
- Don't describe too complex challenges; try instead to relate your research to tangible or known problem areas that a broad professional audience can associate with it. Who has this probelm? Where is this problem noticeable?

4. YOUR SOLUTION

- Describe what you have or do. Tell about the solutions you are looking for
- How do you plan to solve the problem. Which functions do you implement in your solution?
- Emphasize the unique technical differentiators of your work compared to existing technologies. What makes your approach unique?

5. ALTERNATE SOLUTIONS

- What other ways are there to solve the same problem? Provide a short overview of the alternative solutions to your research problem and position your solution with respect to other initiatives. This can provid inspiration on how to improve your solution
- As a scientist you are very well aware about other research in your domain. But you should also keep an eye on approaches and technologies that solve the same problem in a completely different way

6. INTELLECTUAL PROPERTIES

- How and in what form are the research results captured?
- IP comes in many different forms: It can be protected by new patents that your research organization plans to file or it can be copyright on software programs, data or designs
- Who is the owner of the intellectual property that is generated by your research?
- If you are employed by a research organization, they can be the owner but if you work in a consortium with many partners the IP will probably be shared amongst the participants

After having filled out the canvas it can be used as a tool to train communication skills by circulating the filled out canvasses in groups and getting others to comment on what they don't understand.

HOW TO PLAN A WORKSHOP

BEFORE THE WORKSHOP

WHAT SHOULD THE FACILITATOR PREPARE?

- Send the template for all participants to fill out
- Make them aware whether or not you work under NDA – the canvas must reflect the level of disclosure
- The participants mail the completed canvasses before the workshop
- Canvas must be printet out in size A3

WHAT SHOULD THE FACILITATOR HAVE THE PARTICIPANTS PREPARE?

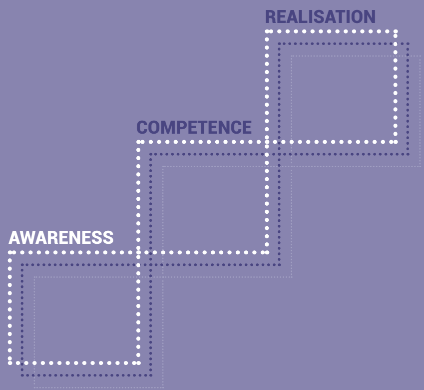
- Fill out the canvas

HOW TO PLAN A WORKSHOP

DURING THE WORKSHOP. DESIGN, ELEMENTS AND TIMING

Time	Theme	Program		Materials
	Preparation	Fill out the canvas, send to us		
10 min	Welcome Introduction Goal for the workshop	Who we are Agenda - Purpose/principals (What do we expect you to learn?) Clarifying succescriteria/purpose for the workshop		Red and blue markers Stickers (red, yellow, green)
5 min	Introduce the canvas	Purpose / Composition of the canvas / Where does it come from?		Slide with canvas / Guide - printed
15 min	Feed back on communication ASB introduces	How to give colorcoded feedback: Only about communication of research No valuation of the actual research One word	Other group fills out canvas	Printed canvasses Extra canvasess
10 min	Communication principles			slides
20 min	Rewrite	Focus om communication		Introduce
5 min	COFFEE	Working break		
20 min	Alternative usage	Brainstorm in pairs. Different fields of research. Brainstorm in pairs. Different fields of research.		Usage canvas
5 min	Do's and Don'ts	Examples of cases that were poorly communicated (good research, bad communication) (5 min walk to the room, 10 prepare individual using the feature persona canvas, 5 min walk back)		Feature persona slide Feature persona canvas
10 min	Prepare pitch + 5 min walk to room	Using the feature persona canvas		Feature persona slide Feature persona canvas
55 min	Presenting	1 min each (focus on value = problem and solution) 1 min feedback from instructors and participants		value slide
5 min	Conclusion	Conclusion of the workshop Validated knowledge This is still their individual hypothesis The ideation loop Success criteria: all kinds of learning, also the kind that stops an idea, are valuable for you	Where can you use this approach or these tools? CV/application Funding Ideation for startup	Final slide Programme for spring Newsletter list
10 min	Next step	Individual filling out the canvas		Next step slide / Next step handout
	Thanks for now			

AWARENESS
THE RESEARCH IMPACT CANVAS



DESCRIPTION

This tool is a two-page canvas to help the researchers think about their research, stakeholders, ownership of research results, etc. from a research impact perspective, and ultimately about how to impact society with their research.

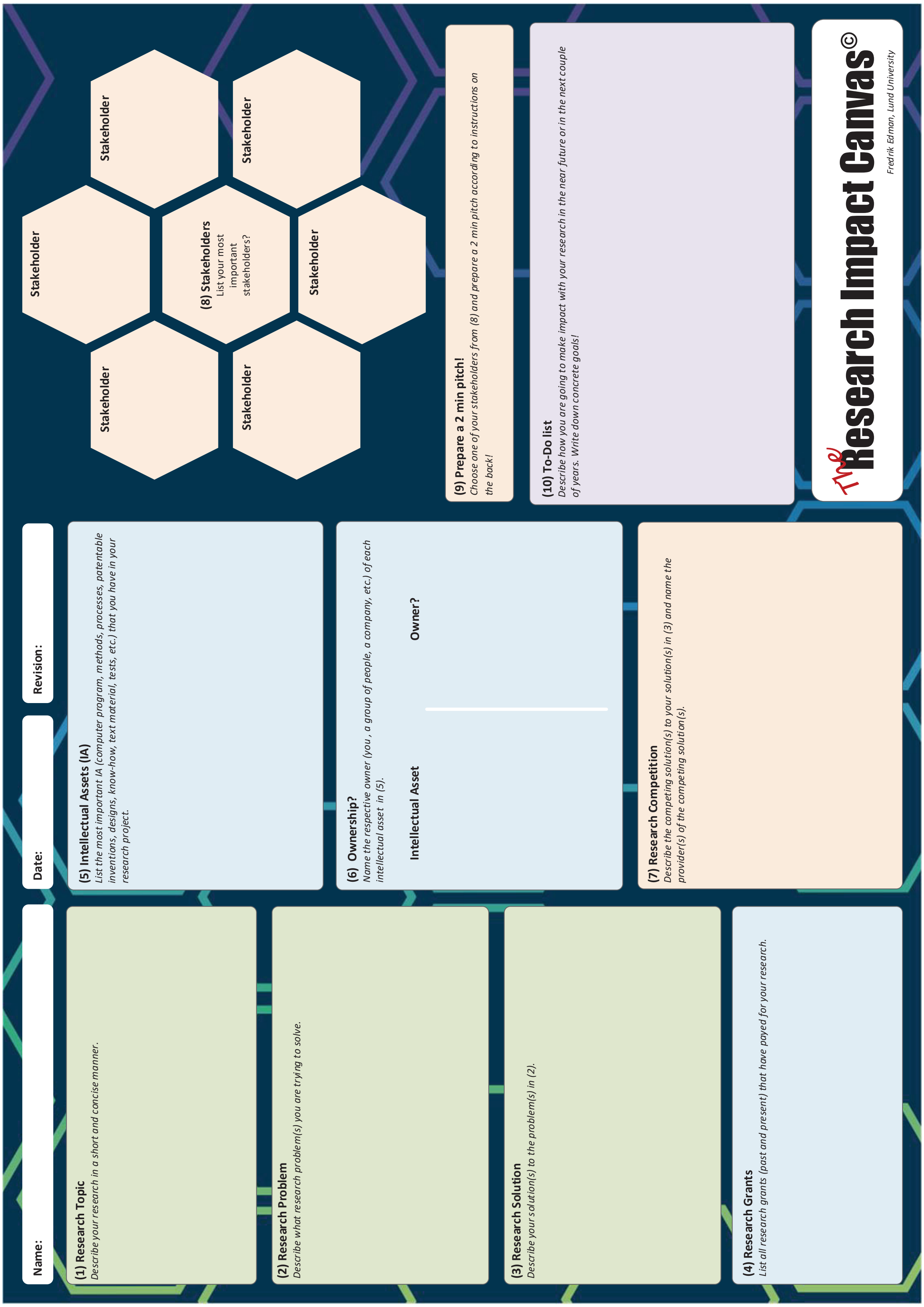
The canvas is an exercise in describing the research in a concise manner and in pitching the research to a specific stakeholder.

If you want to know more about how we have worked with this concept, contact:
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgement: Fredrik Edman, LU Innovation

TOOL 1:2


Name:
Date:
Revision:
(1) Research Topic
Describe your research in a short and concise manner.
(2) Research Problem
Describe what research problem(s) you are trying to solve.
(3) Research Solution
Describe your solution(s) to the problem(s) in (2).
(4) Research Grants
List all research grants (past and present) that have payed for your research.
(5) Intellectual Assets (IA)
List the most important IA (computer program, methods, processes, patentable inventions, designs, know-how, text material, tests, etc.) that you have in your research project.
(6) Ownership?
Name the respective owner (you , a group of people, a company, etc.) of each intellectual asset in (5).
Intellectual Asset
Owner?
(7) Research Competition
Describe the competing solution(s) to your solution(s) in (3) and name the provider(s) of the competing solution(s).
Stakeholder
Stakeholder
Stakeholder
(8) Stakeholders
List your most important stakeholders?
Stakeholder
Stakeholder
Stakeholder
(9) Prepare a 2 min pitch!
Choose one of your stakeholders from (8) and prepare a 2 min pitch according to instructions on the back!
(10) To-Do list
Describe how you are going to make impact with your research in the near future or in the next couple of years. Write down concrete goals!
The Research Impact Canvas©
Fredrik Edmon, Lund University

2:2

2 min pitch

Stakeholder:

Pitch & Feedback Instructions

Prepare a 2 min pitch for one of the stakeholders in (8) according to the six boxes H-N-A-B-C-C below. Inspiration for the Hook, Need, Approach, Benefit, Competition and Close can be found in the boxes (1) – (8) on the other side. After the pitch each listner will provide feedback.

The rules for giving feedback on the pitch is as follows;

- *Each person should at least give one positive feedback and one suggestion for improvement. Only constructive and positive feedback is allowed.*
- *You, the receiver of the feedback, is only aloud to listen (no defense).*
- *You, or a person in the group, should take notes of the feedback and write it down in the Pitch Feedback box.*

Hook H

Need N

Approach A

Benefit B

Competition C

Close C

Pitch Feedback

Write down the received feedback in this box for future revision of the canvas.

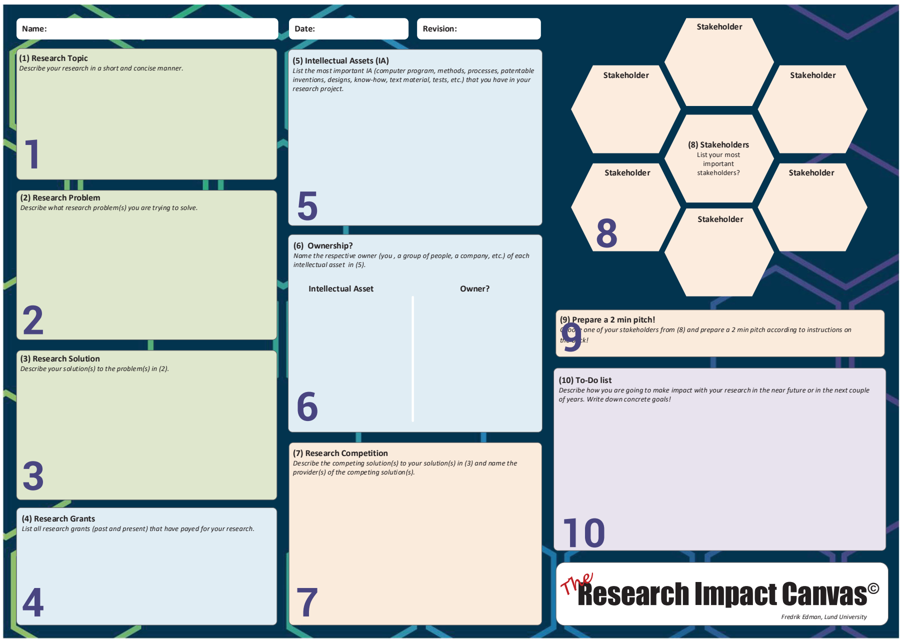
Improve and revise your pitch based on the feedback!!

The Research Impact Canvas©

Fredrik Edman, Lund University

HOW TO USE THE TOOL

Start filling out the canvas as described in the guide below.



1:2

1. RESEARCH TOPIC

In this section you should, in a short and concise manner, describe your research topic. What are you doing research in? What is your research about? Describe it as you would to a fellow academic who is not in your research field.

2. RESEARCH PROBLEM

In this section you are going to describe the fundamental research problem or problems that you are trying to solve with your research.

3. RESEARCH SOLUTION

In this section you are going to describe how you solve (or intend to solve) the research problem(s) described in box 2.

HOW TO USE THE CANVAS

4. RESEARCH GRANTS

In this section, you should name all research grants that have in any way payed or contributed to your research. Do not forget to include past grants.
Please note! If you do not know what grants that have paid for your research, you should definitely ask your supervisor. This is important information, especially when it comes to ownership of your results.

5. INTELLECTUAL ASSETS

In most research projects new knowledge is created that can be valuable to other scientists, to industry or to the public in general. These "values" are referred to as intellectual assets (IA). Examples of common forms of intellectual assets in a research project are: drawings and sketches, software tools, methods of utilization, simulations, visualizations, data, algorithms, models, know-how about implementation, know-how about production, production methods, inventions, and ideas. Many of these IAs are created as side effects of the research process and are thereby not part of the research result, i.e. the answer to the research problem. In this section, you should list all the intellectual assets that you think you have in your research project and/or in your research project.

6. OWNERSHIP

If you are going to be able to use any of the IAs in your research for doing impact (such as impact via commercialization) you first need to establish the ownership of the IAs that you want to use. In this section you should combine the knowledge from section 4 and 5 by listing the identified IAs in box 5 and try to figure out if you or someone else owns (based on section 4) the assets in question.

In this section you are going to describe the fundamental research problem or problems that you are trying to solve with your research.

7. RESEARCH COMPETITORS

In this section you are going to describe who your main competitors in your research field are that are working to solve the same (or closely related) research problem (as described in section 3) as you are.

Think along the lines of: Are there other researchers or research groups working on the same or competing solution? Are the competitiors in the industry? Is someone working in an alternative way of solving the same problems as you are?

If you feel that there are NO competitors in your research field, then you should describe if there are any risks that your solution would not be accepted, used or not work (fail).

HOW TO USE THE CANVAS

8. STAKEHOLDERS

Stakeholders are people and/or organisations who have an interest in your research project, or affect or are affected by its outcomes. Stakeholders include those who are both supportive of your research as well as those who might be less supportive or indeed critical of it. Make a list of all the stakeholders you know or that might be interested in your research. If your list of stakeholders contains more than 6 stakeholders, then choose the 6 most relevant ones and write one in each hexagon.

In each hexagon you should on a concise manner write who the stakeholder is (the name), what interest the stakeholder has in your research project and a short assessment of how much influence the stakeholders have on your project.

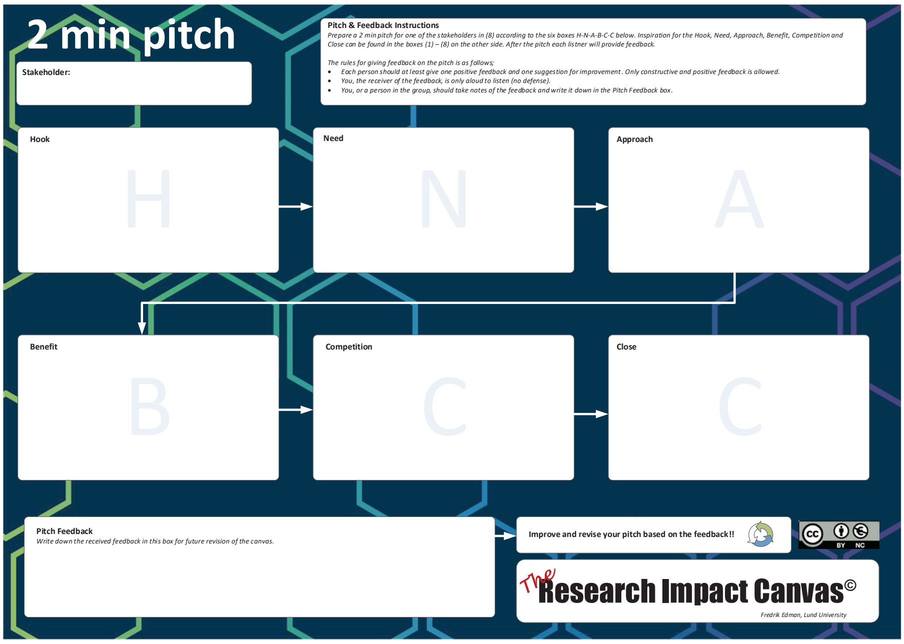
9. PREPARING A PITCH

A common way of "doing impact" as a researcher is to give different types of talks. However, most researchers have not prepared or even trained doing a short inspiring 2 min. pitch of their own research. Such a pitch could be very important to have in the back of your head when you, for instance, you bum pinto an important stakeholder or other researches which you want to collaborate with. In the next step, you are going to turn the page of the canvas and a 2 min. pitch of your research.

The first step before you start working on your pitch is to decide who the recipient of your pitch is. Do this by choosing one of the stakeholders from section 6 and tailor your pitch based on that stakeholder.

Turn over the canvas and structure the pitch using the boxes. Use the information from the first page to build your pitch according to the following steps.

HOW TO USE THE CANVAS



2:2

HOOK

The main purpose of the Hook is to create an interest to hear more about what you have to say. In order for you to capture the listener's attention, and avoid your pitch to be labeled uninteresting, you need your hook to short, easy to understand and captivating. A common way of doing this is by "telling a story". For example: "Are you having trouble hearing? You are not alone" or "More than two thousand ideas have been patented for new mousetraps but only two are used in practice".

When you are working on your Hook there are a few reminders that can help you along:

- Create as short a Hook as possible. 1-2 sentences are sufficient
- Ask yourself what is especially surprising about your research – or how can you present the research problem in a short, captivating form
- Remember that your Hook needs to lead up to the rest of your pitch and thus needs to fit your core message

Your main inspiration for the Hook is usually found in section 1 Research Topic and/or in section 3 Research Problem.

HOW TO USE THE CANVAS

NEED

In this section of the pitch, you need to address the Need of your stakeholder that you can solve.

Think about; what problem do you solve? How big is the problem for the stakeholder? How much does it 'hurt' the stakeholder? Describe the problem you solve from the stakeholder perspective and, if needed, provide facts and scientific background to support your claims.

Your main inspiration for the Need is usually found in section 2 The Research Problem.

APPROACH

In this section of the pitch you talk about your unique offer, and how you solve the problem described in the Need section.

Think about: What is your approach for addressing the need? How do we solve the problem(s) that the stakeholders have? Do we have Intellectual Assets and/or Intellectual Properties to implement and protect your unique solution(s)?

Your main inspiration for the Approach is usually found in section 3 Research Solution together with section 5 Intellectual Assets.

BENEFIT

In this section of the pitch, you need to describe all the benefits of using your solution in a concise and clear manner.

Think about: What is the superior user benefit? How do the benefits with your solution compare to the other solutions in terms of cost, complexity, size, etc.?

Your main inspiration for the Benefit is usually found in section 3 Research Solution in relation to the chosen stakeholder in section 8 Stakeholders.

HOW TO USE THE CANVAS

COMPETITION

In this section of the pitch you need to describe other ways to solve the same problem, and why your solution is superior and unique.

Think about: Who are the competitors? What alternative are available? Now and in the future?

Your main inspiration for the Competition is usually found in section 7 Research Competition together with 3 Research Solution.

CLOSE

The end of the pitch is always about next steps. Round up with a short summary and say what you want, what you need. The message of what you want and need must be very clear to the stakeholder.

Think about: What do you want to accomplish with the pitch? What do you want and need from the stakeholder?

PITCH FEEDBACK

After you constructed the pitch according to N-A-B-C it is time to pitch to a group of people. Before starting, describe whom the stakeholder is that you are pitching for. When you have pitched, you are going to receive feedback on the content of your pitch. Each person in the group should provide you with feedback and the rules for doing that is as follows:

- Each person should at least give one positive feedback and one suggestion for improvement. Only constructive and positive feedback is allowed.
  Don't use "but", use "and" instead
- You are only allowed to listen (no defense)!
- You, or a person in the group, should take notes of the feedback and write it down in the Pitch Feedback box

REVISING THE CANVAS

The last step of the pitch is to revise your pitch /and/or canvas in general) based on the feedback you got. In addition, redo the pitch at least once! When you are done and once again received feedback on your pitch, turn the canvas to the first page and continue with section 10.

HOW TO USE THE CANVAS

SECTION 10

In this section, you are going to think about what impact you can do with your research. Is there some stakeholder you should try to approach and try to impact? Have you identified a new "impact activity" that you should try? When will be the next time you make impact (i.e. present a paper)?

Make a short list of impact activities that you are planning to or want to do. Try to include something new and out of your comfort zone.

HOW TO PLAN A WORKSHOP

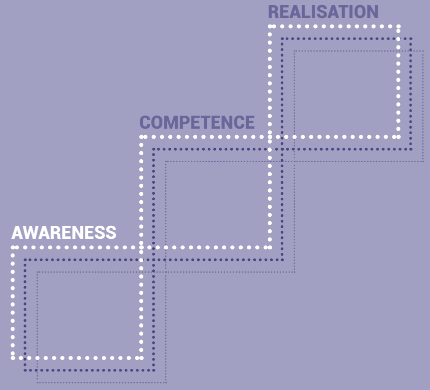
The tool is best used in groups of 5-25 persons. The estimated time that will be needed to complete the canvas is determined by the pitch step (2min/canvas).

BEFORE THE WORKSHOP
No special preparation is needed by either the researchers or the facilitator(s).

DURING THE WORKSHOP: DESIGN, ELEMENTS AND TIMING
The following is an example of a possible setup for the workshop:

1. Begin with a short presentation of the canvas and the goal of the workshop
2. Divide the researches into groups (if more than 6 researchers are participating)
3. Ask the researchers to fill out, in a brief and concise manner, fields 1 - 8 of the canvas
4. Turn to the next page of the canvas and create a 2m pitch according to the H-N-A-B-C-C concept based on the information in fields 1-8. The pitch should be directed towards one of the stakeholders in field 8
5. Pitch for the group and receive feedback from the group participants.
6. Improve and revise your pitch and then pitch again
7. Make a to-do list of how you can impact society (one of the stakeholders in field 8) with your research in the near future
8. End the workshop with a round of reflections!

AWARENESS
PITCH YOUR PHD



DESCRIPTION

This concept helps researchers better communicate their work when presenting to a non-academic group. It is a hybrid between verbal training and non-verbal communication.

The workshop focusses on the presentation skillset as well as the enhancement and simplification of academic presentations for non-academic audiences.

Academic presentations are often is too detailed communicated in an academic language which is hard to understand for non-academics. The objective is to learn how to present academic work to a broader non-academic audience.

If you want to know more about how we have worked with this tool, contact:
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgement: Torunn Meyer

HOW TO PLAN A WORKSHOP

The introduction is split into five main points (see below), and training on a prepared pitch is done at least twice. The first training session is done based on introductory points, and second training session is done after implementation of storytelling.
The key to the training is to have the groups help themselves in terms of internal feedback and progression. The faciltator and organiser team circulate to help/support teams.

The concept of storytelling is also part of the training, and focuses on how researchers can present their work as a story. This will help listeners remember and identify more with the research.

BEFORE THE WORKSHOP

- The facilitator should divide participants into training groups ahead of training. Groups of 4-5 are good. If there are too many groups, it becomes difficult for the facilitator in terms of guiding and coaching
- Before the workshop, the facilitator should ask all participants to prepare a 3-minute pitch of their work. This pitch will be their training assignment, and will enhanced throughout training

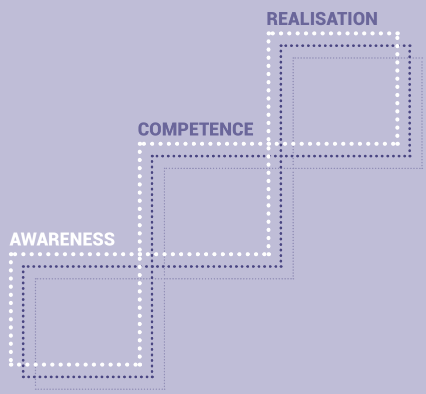
HOW TO PLAN A WORKSHOP

DURING THE WORKSHOP. DESIGN, ELEMENTS AND TIMING

THE WORKSHOP.

Time	Theme	How to teach	Materials
90 min	Introduction to presentation techniques	Lecture on different parts and skillset involved in presentation techniques: 1. **Preparation:** The importance of good preparation for your presentation. What you need to do, how to do it and when. 2. **Verbal:** What do you say? The words and content of your presentation. How do you build up your presentation? The use of rhetoric in your presentation. 3. **Non-verbal:** How do you say it? The body language and use of voice in your presentation. Become aware of your non-verbal language and control it to send the right signals. What techniques and tools do you use? 4. **You:** What are your communication strengths and how do you make use of them in your presentation? 5. **Engagement:** To influence and persuade other people you must be engaged yourself. What brings out your enthusiasm and passion? How are you going to achieve your goal for the presentation?	
75 min	1st training session	In groups, all group members give their 3-minute presentation and try to implement some tips from the lecture. The presenter gives feed-back to herself/himself, after which group members give construc-tive feedback on how to enhance it further, seen from an audience perspective	Stop watch for group member to track time (3 min)
45 min	Theme: Storytelling	Lecture on storytelling and visualising a story of your work. Tech-niques on how to shape information into to a story have participants include their own experiences in stories	
75 min	2nd training session	In groups, train 3-minute presentation, including the storytelling aspect. Adjust from previously given feedback	
30 min	Reflections	When summing up the workshop, it is a good idea to have all participants reflect briefly on take-aways from event	

AWARENESS
EFFECTUATION



DESCRIPTION

Effectuation is an approach to making decisions and performing actions in entrepreneurship processes, which involves identifying the next, best step by assessing the resources available in order to achieve goals, while continuously balancing these goals with resources, and actions.

The effectuation workshop is intended to introduce researchers to an entrepreneurial mindset. The tool is the five principles of effectuation. Each of these principles help researchers understand how to implement effectual thinking into their work, by helping them realise their means and opportunities.

The purpose is to give researchers insight in how to leverage their knowledge to create value in society and industry.

The workshop is divided between exercises, presentation, and reflection. Tools are simple canvasses/forms to fill in and reflect around.

If you want to know more about how we have worked with this tool, contact:
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se

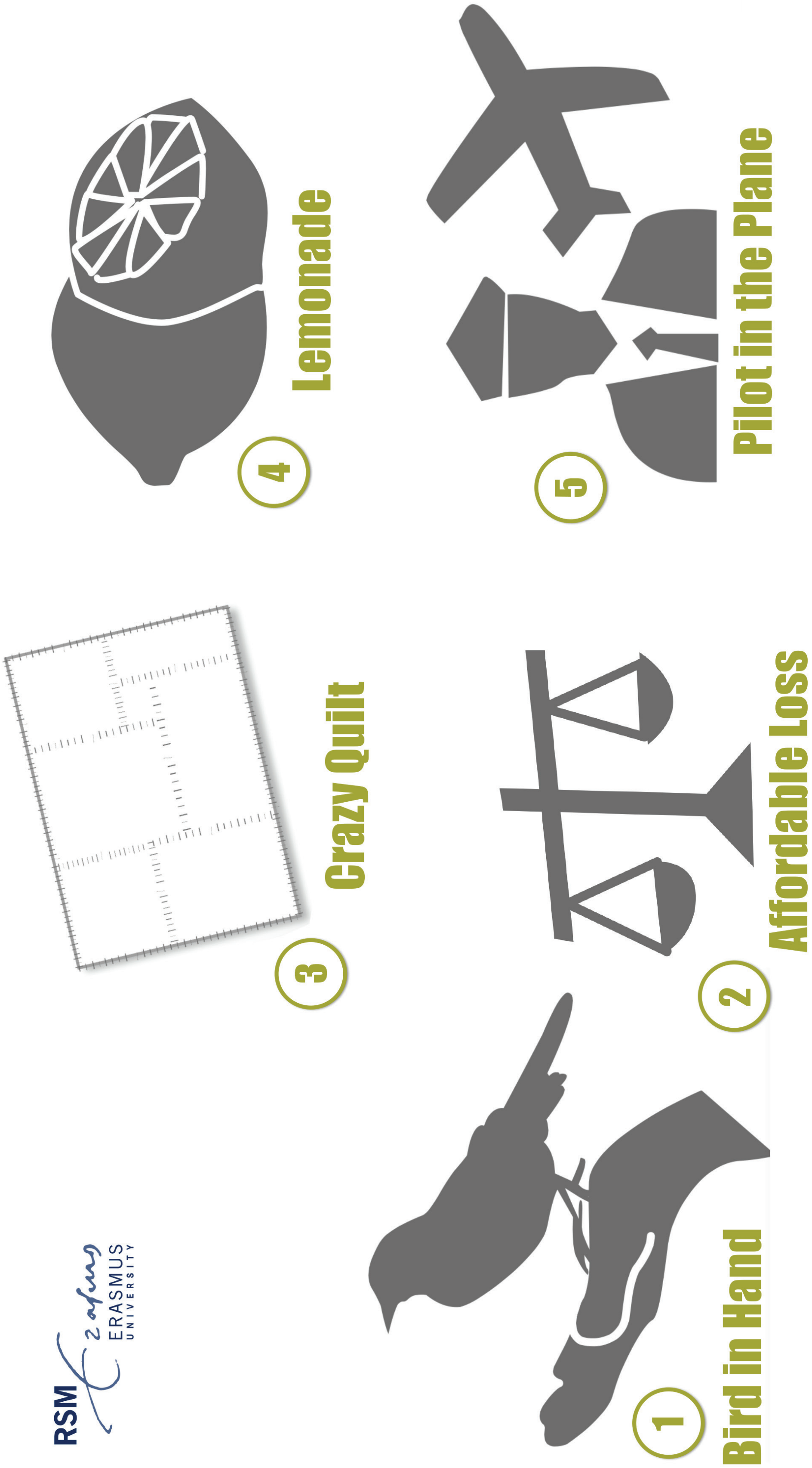
or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgements: Thomas Blekman/Saras Sarasvathy

TOOL: EXERCISE SHEETS 1:3

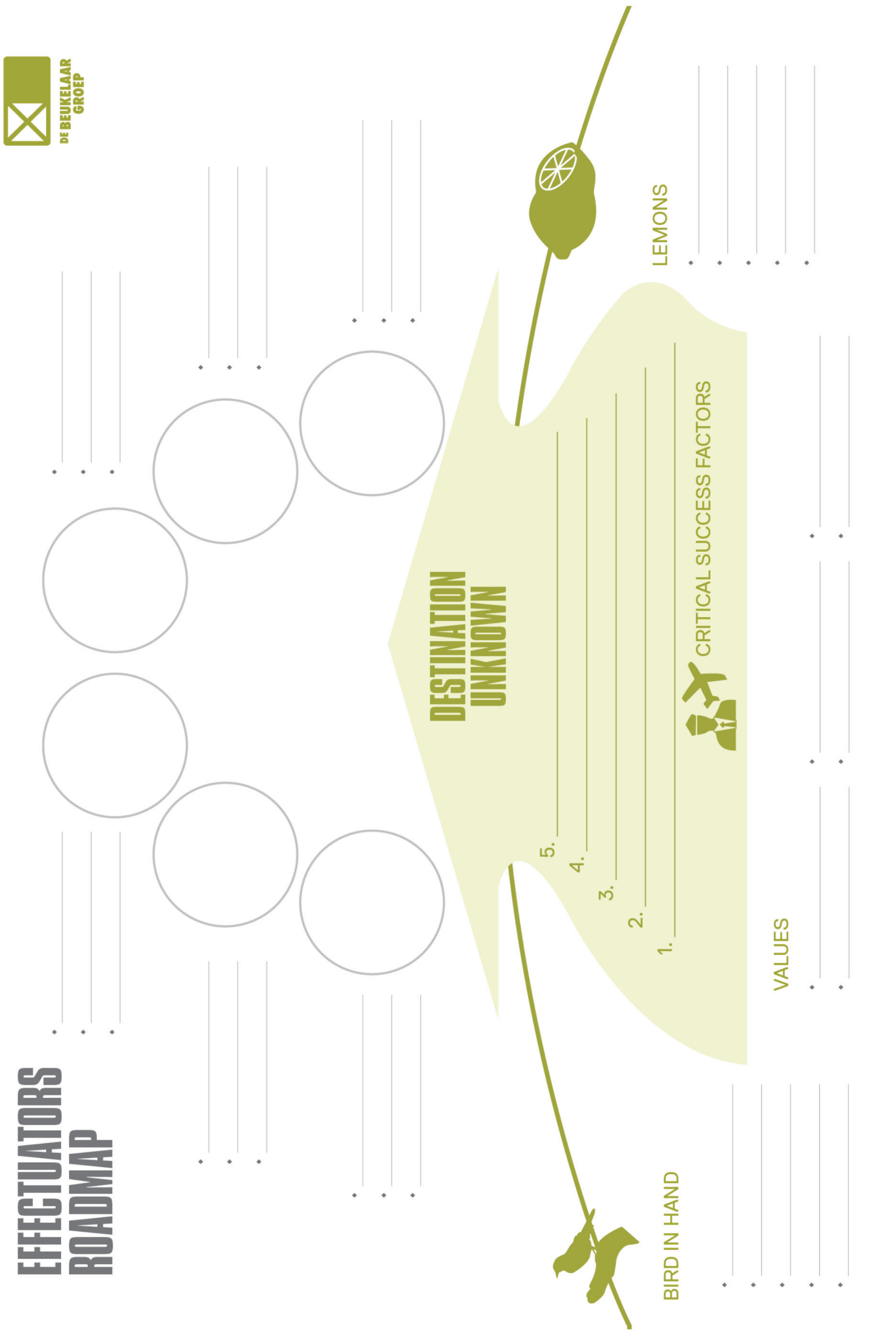
EXPAND THE HORIZON BEYOND YOUR PhD

2:3



1
Bird in Hand
2
Affordable Loss
3
Crazy Quilt
4
Lemonade
5
Pilot in the Plane

3:3


EFFECTUATORS ROADMAP
DE BEUKELAAR GROEP
DESTINATION UNKNOWN
CRITICAL SUCCESS FACTORS
1.
2.
3.
4.
5.
LEMONS
VALUES
BIRD IN HAND

HOW TO PLAN A WORKSHOP

BEFORE THE WORKSHOP

Before the workshop, we send out online animation effectuation videos, see
https://bit.ly/2zSEYfq
https://bit.ly/2zSEYfq
https://bit.ly/2GaTTHv

DURING THE WORKSHOP. DESIGN, ELEMENTS AND TIMING

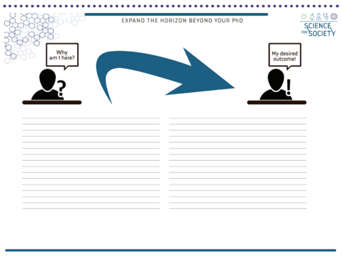
During exercises, we form groups of 3-4 participants for "live" discussion during work with the exercise. Facilitator circulates between groups for guiding and coaching.

THE WORKSHOP.

Time	Theme	How to teach	Materials
45 min	Introduction exercise	The focus of the intro exercise is to help the researchers become aware of their objective and means of taking a PhD. What is the underlying reason for gaining knowledge, what do you want to achieve? What is the desired outcome of the PhD?	Exercise sheet 1 Intro question
90 min	Introduction to "Five principles of Effectuation"	In line with Sara Saraswaty's thinking, we introduce and train five principles: **Bird in hand:** https://bit.ly/2Enzi12 **Affordable loss:** https://bit.ly/2L6hN5F **Lemonade:** https://bit.ly/2EmLyib **Crazy Quilt:** https://bit.ly/2B4SnAX **Pilot in the Plane:** https://bit.ly/2GaTTHv	Exercise sheet 2 Effectuation principles Use links as backdrop and introduce each principle with participant exercise.
120 min	Effectuation roadmap	Based on the five principles, participants should be able to fill in opportunities in their project. Fill in at least six opportunities. Session ends with a joint presentation in class from each participant.	Exercise sheet 3 Effectuation roadmap
30 min	Reflection	Instant feedback forum! All participants give a quick reflection on workshop work and content, how they plan to use effectuation in the future, and key take-aways from the event.	

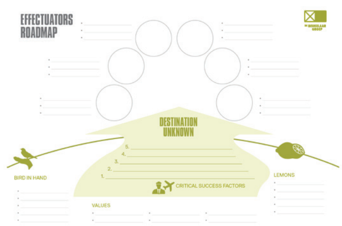
HOW TO PLAN A WORKSHOP

1



2

3



AFTER THE WORKSHOP/FOLLOW UP

No specific action or follow-up is taken by default. A possible event as follow-up can be with reports from participants on new achievements and experiences from effectuation, or it can be a follow-up by email with some further tip from facilitator.

COMPETENCE
CUSTOMER DISCOVERY INTERVIEW GUIDE

DESCRIPTION

The interview guide is intended to help researchers structure their approach to their stakeholders/users before they contact them. It is a short checklist for researchers who want to do customer discovery interviews and engage with users, stakeholders or collaboration partners outside academia. They might find it useful in their efforts to learn more more about the market or clinical unmet need, in testing their minimal viable product or in filling out their Business Model Canvas with valid assumptions.

For additional inspiration visit www.talkingtohumans.com

If you want to know more about how we have worked with this tool, contact:
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgements: Maija Strala Ibsen, Aarhus University

TOOL 1:2

The purpose of your call/interview	Stakeholder (company, organisation etc)/Segment	The type of respondent	How do you get access to them	Done by/Deadline

TOOL 2:2

1. Intro	Questions	3. Final
Warm up question:	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Do they have any final remarks?

HOW TO USE THE TOOL

You should fill out the guide before you approach your stakeholders/users and customers/partners/potential advisors or key opinion leaders.

1:1

1.
Start with filling out your basic assumption about your customers/stakeholders.

2.

a. Define your segment – is it a big company, end users, a specific type of organisation etc.?
b. Define which type of respondent you want to talk to in the segment –i.e. mainstream users, marketing people, purchasers etc.
c. Find out how to reach the specific types in the segment (phone, email, physical meetings)
d. Find out how you access them and who in your team should do it.
e. Set a deadline for the interviews to be done and keep it – that will help you to get them done

HOW TO USE THE TOOL

3.

Formulate open-ended questions (no 'yes' and 'no' questions, but rather 'how', 'what', 'when', 'why' etc.) and prioritise them in a list. It is a good idea to start with a few lines introducing yourself and explaining why you are contacting them. While you might have told them that already in an email, for the sake of clarity it is a good idea to repeat it to set the frame for the interview. If you are in doubt about how to formulate the questions, you can find inspiration in this literature:

- E.G. Ladner, Sam 2014: Practical Ethnography. A Guide to Doing Ethnography in the Private Sector
- Blank, Steve 2013: Customer Discovery Skills (https://bit.ly/2B6iF5N)
- Mochly-Rosen, Daria & Grimes, Kevin 2014: A Practical Guide to Drug Development in Academia (e-book) https://bit.ly/2B6iF5N

4.

Conduct the interviews and use the insights you gain to fill out the Business Model Canvas or other similar canvasses. If you have after an interview additional questions, do not hesitate to contact your respondents again. Most people are very willing to help if you ask them.

HOW TO PLAN A WORKSHOP

WHAT SHOULD THE FACILITATOR PREPARE?

Theory about why customer discovery is important. Below are some suggestions for literature for you as a facilitator to read before preparing the workshop:

- E.G. Ladner, Sam 2014:
  Practical Ethnography. A Guide to Doing Ethnography in the Private Sector
- Blank, Steve 2013:
  Customer Discovery Skills
  (https://bit.ly/2B6iF5N)
- Mochly-Rosen, Daria & Grimes, Kevin 2014:
  A Practical Guide to Drug Development in Academia
  (https://bit.ly/2B6iF5N)

Print the interview-guide template

DURING THE WORKSHOP. DESIGN, ELEMENTS AND TIMING

THE WORKSHOP. APPROACHING YOUR STAKEHOLDERS

Time	Theme	How to teach	Materials
10 min	Why customer discovery and theory?	Lecture on why customer discovery is relevant and present the theory	www.talkingtohumans.com
15 min	The purpose	Engage them in discussion: what is the topic/purpose of the interview/phone call they want to book?	
30 min	Target list	Filling out their target list and giving peer-to-peer feedback: • **Stakeholder type** (company, organisation etc)/ Segment of users • **The type of respondent** • **How to get access to respondents** • **Done by and deadline**	Print empty interview guide template to fill out
15 min	Exercise	How to present themselves - phone calls	
15 min	Lecture on interview techniques	How to conduct semi-structured interviews, what kind of questions to ask during interviews	Question examples
30 min	Exercise	Filling out their own interview guide and giving peer-to-peer feedback	
15 min	Lecture on insights	How to gather and summarise the insights from the interviews	

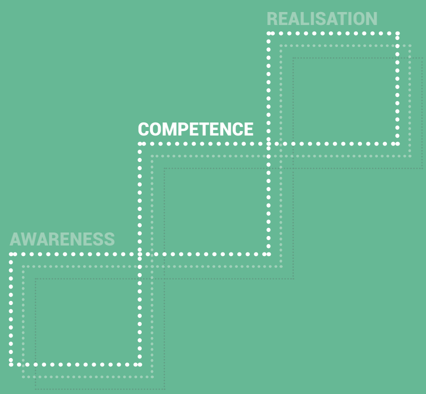
By the end of the workshop, the participants should have filled out the interview-guide.

HOW TO PLAN A WORKSHOP

DIDACTIC SUGGESTIONS

Use most of the time on exercises – where participants train their interview techniques to give them hands-on experience in applying them. It can be very intimidating to contact people to ask for interviews, so it is very important that you as a facilitator keep encouraging them to make the first call. Our experience is that the researchers immediately feel more confident after the first call. An exercise could be, for example, that you already have some people that they should call during the workshop to practice. For example, we had some colleagues ready by the phone who the researchers could call and practice their interview guide before calling actual respondents.

COMPETENCE
A NON-CONFIDENTIAL PRESENTATION GUIDE



DESCRIPTION

When pitching an idea or invention to a company, researchers often find themselves confronted with a dilemma: how can they describe the full value of the idea or invention if companies will not sign a Non-Disclosure Agreement (NDA)? Essentially, the problem is that companies will often refuse to sign a NDA in the earliest stages of introduction. But any presentation of confidential material without a NDA poses a major risk to any new invention not yet protected by a patent.

These guidelines can help you as a researcher to prepare for a meeting whose participants are not signing an NDA.

If you want to know more about how we have worked with this tool, contact:
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgements: Maija Strala Ibsen, Aarhus University

TOOL 1:3

Unmet Need:	People:	Intellectual Property:	Maturity Stage:	Funding:	Proof of Concept Research Plan:

HOW TO USE THE TOOL

Unmet Need:	1	Describe the need that your invention would address or solve
People:	2	Introduce the people behind your technology. Who is your project leader that will drive the project? Companies and investor will insist on a representative from your team who has the ability to understand their needs
Intellectual Property:	3	State if there is any patent application related to your proposal and provide the application date
Maturity Stage:	4	State the development stage of your technology, e.g. Technology Readiness Levels
Funding:	5	Does your team have sufficient funding for the continued development of the technology?
Proof of Concept Research Plan:	6	Do you have a research plan for future experimental work?

When pitching an idea or invention to a company, researchers often feel presented with a difficult dilemma: how can they describe the full value of the idea or invention if companies will not sign a confidentiality agreement? Essentially, the problem is that companies will often refuse to sign any Confidentiality Agreement in the earliest stages of introduction. But any presentation of confidential material without a Confidentiality Agreement poses a major risk to any new invention not yet protected by a patent.

Why do I need a "non-confidential presentation"?
In the field of industry-university collaboration or venture investing, a research team will need to produce a non-confidential proposal. These proposals are very different to an academic grant application, where the technology drives the process. Instead, a company or investor wants to learn about the potential commercial value. Companies and investors receive thousands of presentations. They simply do not have time to read detailed research presentations.

FOCUS ON WHAT THE TECHNOLOGY DOES

Unlike a scientific presentation, a non-confidential presentation reveals none of the technicalities of the invention. Legally speaking, it does not reveal what the inventive step consists of. Instead, it focuses purely on what the technology does and how that is useful from a commercial perspective.

Follow the template for a presentation and describe the different points briefly.
The result is an easily accessible and commercially relevant presentation that protects your interests as the researcher. If your presentation then sparks interest, disclosure of the technical content of the invention can then follow in subsequent discussions that take place under confidentiality obligations.

HOW TO USE THE TOOL

1. UNMET NEED
Describe the need that your invention would address or solve

2. PEOPLE
Introduce the people behind your technology. Who is your project leader that will drive the project? Companies and investor will insist on a representative from your team who has the ability to understand their needs

3. INTELLECTUAL PROPERTY
State if there is any patent application related to your proposal and provide the application date

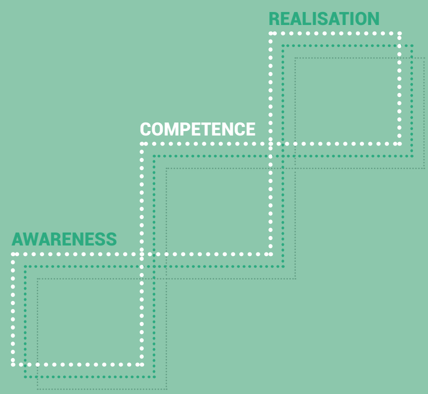
4. MATURITY STATE
State the development stage of your technology, e.g. Technology Readiness Levels

5. FUNDING
Does your team have sufficient funding for the continued development of the technology?

6. PROOF OF CONCEPT RESEARCH PLAN
Do you have a research plan for the future experimental work?

If done like the above, the result is an easily accessible and commercially relevant presentation that protects the interests of the researcher. If interest is sparked, disclosure of the technical content of the invention can then follow in subsequent discussions under confidentiality obligations.

COMPETENCE
COLLABORATION PLANNER



DESCRIPTION

The Collaboration Planner was designed by the Science for Society team under AU Corporate Relations and Technology Transfer at Aarhus University. The purpose of this document is to enable junior researchers to communicate successfully with companies and to highlight the value of collaborative work. In short, it is a checklist for collaboration that researchers can use when you want to establish collaboration for the purpose of funding, research collaboration, spinout with your research, or any other form of collaboration.

This tool enables a researcher to:

a) Learn the process of building relationships
b) Plan successful collaborations
c) Understand legal contracts
d) Communicate value to potential commercial partners
e) Help both sides set expectations and understand their respective obligations.

The Collaboration Planner document should define and describe the value that is generated for the university and for the company. Moreover, it should highlight who will be involved, what each person will do and when. It will also describe the resources that each party will offer, the duration and location of the research activity and present the budget of the collaboration, including any in-kind payments.

Finally, this document enables the researcher to understand how they can contribute to any contract negotiation related to collaborations. The Collaboration Planner is designed so that the researcher and company will understand the key legal questions in advance and will have time to plan.

If you want to know more about how we have worked with this tool, contact:
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk or
Eoin Galligan - ega@au.dk
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgements: Science for Society team, Aarhus University

TOOL RELATIONSHIP BUILDING

1:6

1) Technical Problem ("Unmet Need"):

2) Proposed Solution:

TOOL RELATIONSHIP BUILDING 2:6

Need:	Approach:	Benefits:	Competition:

TOOL RELATIONSHIP BUILDING 3:6

3) University Objective:

1) 4) Company Objective:

5) University Staff::

6) Company Staff:

TOOL PROJECT MANAGEMENT AND LEGAL TEXT 4:6

7) Collaboration Model:

Historic Interaction and Collaboration Agreements:

8) Material Transfer:

9) Key Events:

10) Publication and PhD Exams:

TOOL PROJECT MANAGEMENT AND LEGAL TEXT 5:6

Task	Jan	Feb	Mar	Apr	Maj	Jun	Jul	Aug	Sep	Okt	Nov	Dec	Total

TOOL KEY COMPONENTS OF A RESEARCH PLAN **6:6**

MILESTONES –
REVIEW MEETINGS –
FEASIBILITY EXPERIMENTS –

12) BUDGET:

HOW TO USE THE TOOL

The planner should be used as a guide to manage your activities as a researcher when you are communicating with a company.
Follow the guidance document and then complete each text field in your own Planner document to pro-actively design the collaboration. For example, under "Company Objective", you would need to interview the company and demonstrate understanding of the organisation's objective.

RELATIONSHIP BUILDING

1) Technical Problem ("Unmet Need"):
In this section, the research team should provide a brief summary of the technical problem that they believe is a key problem that exists in society. They should seek to interview end users and a range of companies to test their assumptions

2) Proposed Solution:
Here, the research group should write down their assumptions on why their solution is superior to all other solutions currently in use. Here, it is recommended to follow the NABC principles. NABC has been developed in order to enable a more systematic approach to the understanding of value propositions, or in other words, the value of original thinking. This method enables the idea-makers to present their ideas while at the same time it assesses their value using a range of central parameters. The NABC method was developed in the USA by the Stanford Research Institute (www.sri.com). It was originally conceived for the business world, but was later adapted to several other sectors

1:3

Need:	Does the collaboration address a key need in society? Who has this problem?
Approach:	State how the collaboration will approach the problem. How does this approach compare with different approaches on the market?
Benefits:	What is the benefit of using this technology in comparison to all other approaches?
Competition:	Who else is trying to solve this problem?

HOW TO USE THE TOOL

3) University Objective:
This section highlights how the collaboration will create "value" for the university's own staff. The research team should explain what they are seeking from the collaboration. Is it only funding? Or does the team need the company to provide additional research infrastructure or further understanding of the customer as an end user? What do junior researchers want from this collaboration? What does the head of the research group want?

4) Company Objective:
This section highlights how the collaboration will create "value" for the company. For example, has the company explained how they operate and their business model? Have they explained why the company collaborates with universities?

5) University staff:
This section explains which university staff members would be involved in the collaboration

6) Company staff:
This section explains what company staff members would be involved in the collaboration

PROJECT MANAGEMENT AND LEGAL TEXT

7) Collaboration Model:
The university may enter into research collaboration in two different ways, as either "co-financed research" or "commissioned research". The basic structures of the two models are determined by the law

The two models differ in a number of areas and set out different ways to manage (or control) the project results, confidentiality, and calculating the price of the work in the budget. In this way, the two models offer the parties different opportunities for pursuing their interests in the agreement

You as a research team should contact the legal office at your university legal office to inquire how your institution handles different kinds of collaboration models

Co-financed Research
This section should describe how your university would perform co-financed research with the commercial partner

Commissioned Research
This section should describe how your university would perform commissioned research with the commercial partner

HOW TO USE THE TOOL

HISTORIC INTERACTION AND COLLABORATION AGREEMENTS:
This section should describe any historic collaboration between the university and the commercial partner, including any previous legal agreements. The research group should evaluate if any other groups at their university have worked with the company before. If there is no previous relationship with this company, the section should present a summary of how the idea of the collaboration emerged.

8) Material Transfer:
This section should explain if any research materials would need to be acquired from the commercial partner and transported to your university or vice versa. Examples could be in-vivo models, assays, or previous prototypes of inventions

9) Key Events:
Fill in here key events in your plan

10) Publication and PhD Exams:
Collaborations may produce potential inventions that could be protected by a patent application. Therefore, this section should explain when research data is made "public". The research group should highlight when they wish to publish and the PhD exam dates of any other university staff involved in the collaboration

11) Research Plan:
The research plan section describes the research activities during the collaboration. It should highlight who would perform each experiment, where the work would be done and the timeframe for the work. This kind of information is best displayed by a Ganntt chart. An example is shown below

HOW TO USE THE TOOL

2:3

Task		Jan	Feb	Mar	Apr	Maj	Jun	Jul	Aug	Sep	Okt	Nov	Dec	Total
Launch meeting at x institution														
Transport of Research Materials														
Experiment 1	PHD1		150.000	50.000										
Experiment 2	PHD1			50.000										
Review Meeting	ALL				MILE-STONE									
Experiment 3	PHD2						150.000	50.000	50.000	50.000				
Experiment 4	PHD2						150.000	50.000	50.000	50.000				
			150.000	100.000			300.000	100.000	100.000	100.000				850.000

The research plan should highlight the different phases of a project. For example, a project may be designed as follows:
Phase (1) Validation of commercial assumptions
Phase (2) Development of prototype
Phase (3) Testing of prototype

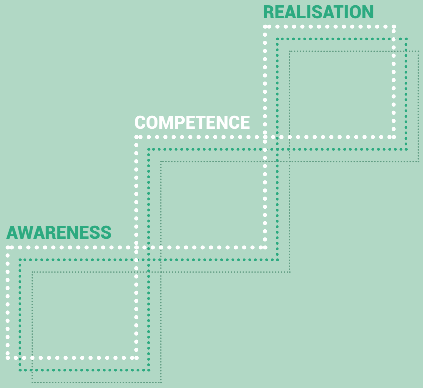
KEY COMPONENTS OF A RESEARCH PLAN

Milestones – Set success criteria for a specified phase of the project.
Review Meetings – Key decision meetings that would review data and release further funding.
Feasibility experiments – Initial experiments performed at the beginning of a project to assess technical risk of the project.

12) Budget:

Describe the budget for each phase of the collaboration.
Should the research be described as sponsored research?
The budget should be milestone-based, such that if initial validation experiments in phase 1 fail, then the collaboration would be directed towards alternative proposed solutions

COMPETENCE
BUSINESS MODEL CANVAS



DESCRIPTION

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 that describe a firm's or product's value proposition, infrastructure, customers, and finances.

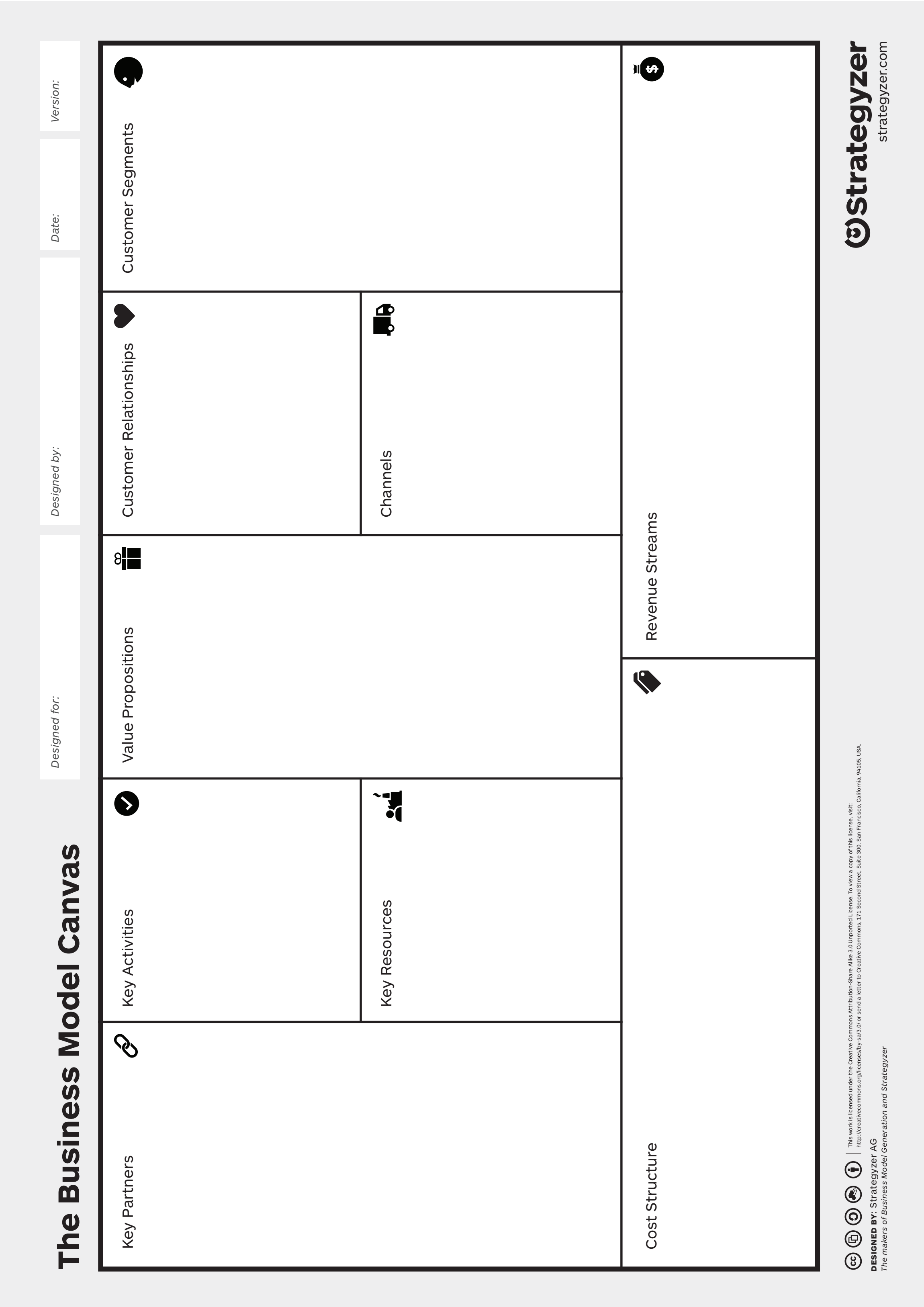
It is a hands-on tool that fosters understanding, discussion, creativity, and analysis. It is distributed under a Creative Commons license from Strategyzer AG and can be used without any restrictions for developing business models. Find the tool here: https://strategyzer.com

If you want to know more about how we have worked with this tool, contact:
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowlgedments: The Business Model Canvas was initially developed by Alexander Osterwalder based on his earlier work on Business Model Ontology. Since the publication of Osterwalder's work in 2008, new canvasses for specific niche customer segments have been released.

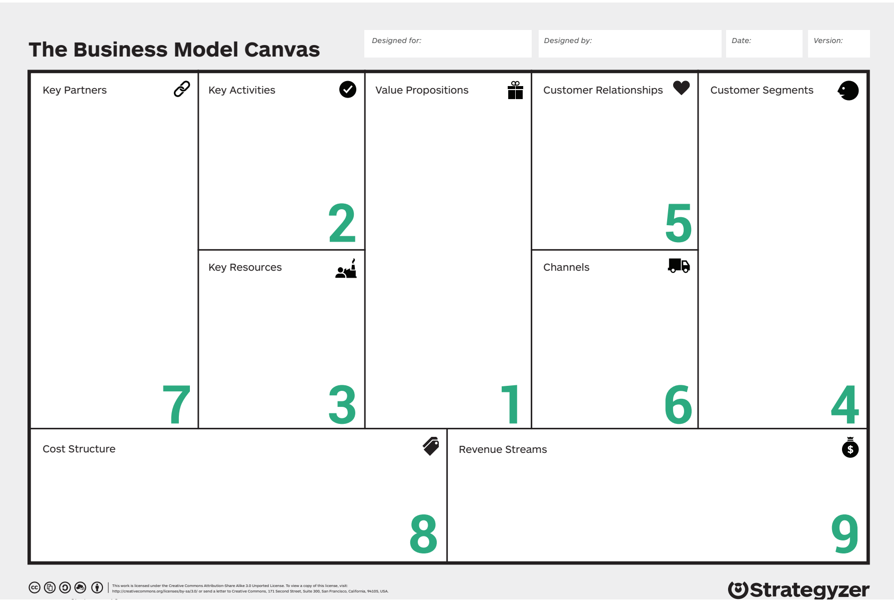
TOOL BUSINESS MODEL CANVAS 1:1



HOW TO USE THE TOOL

The Business Model Canvas can be printed out on a large surface to enable people to sketch and discuss business model elements with Post-It notes or markers in groups. Fill out the canvas from 1-9 as explained below. Some sections can be harder than others, and might require that you do a little research on them.

The Business Model Canvas is also available in a web-based software version (see page xx). If you are using the tool on your own, watch this Udacity videocourse for inspiration: https://eu.udacity.com



1:1

1. VALUE PROPOSITION

Try to answer the following questions:

- What value do we deliver to the customer?
- Which one of our customer's problems are we helping to solve?
- What bundles of products and services are we offering to each Customer Segment?
- Which customer needs are we satisfying?

Characteristics could be one or more of the following:
Newness, Performance, Customization, "Getting the Job Done", Design, Brand/Status, Price, Cost Reduction, Risk Reduction, Accessibility, Convenience/Usability

HOW TO USE THE TOOL

2. KEY ACTIVITIES

Try to answer the following questions; What key activities do your:

- Value Propositions require?
- Your Distribution Channels require?
- Customer Relationships require?
- Revenue streams require?

3. KEY RESOURCES

Try to answer the following questions; What Key Resources do your

- Value Propositions require?
- Your Distribution Channels require?
- Customer Relationships require?
- Revenue Streams require?

Types of resources could be: Physical, Intellectual (brand patents, copyrights, data), Human, Financial

4. CUSTOMER SEGMENTS

For whom do you create value? Who are your most important customers?

- Mass Market
- Niche Market
- Segmented
- Diversified
- Multi-sided Platform

5. CUSTOMER RELATIONSHIPS

Try to answer the following questions:

- What type of relationship does each of your Customer Segments expect your to establish and maintain with them?
- Which ones have your already established?
- How are they integrated with the rest of your business model?
- How costly are they?

HOW TO USE THE TOOL

6. CHANNELS

Think about and try to explain:

- Through which Channels do your Customer segments want to be reached?
- How are you reaching them now?
- How are your Channels integrated?
- Which ones work best?
- Which ones are most cost-efficient?
- How are we integrating them with customer routines?
    a. Awareness: How do we raise awareness about our company's products and services?
    b. Evaluation: How do we help customers evaluate our organization's Value Proposition?
    c. Purchase: How do we allow customers to purchase specific products and services?
    d. Delivery: How do we deliver a Value Proposition to customers?
    e. After sales: How do we provide post-purchase customer support?

7. KEY PARTNERS

- Who are your Key Partners?
- Who are your key suppliers?
- Which Key Resources are you acquiring from partners?
- Which Key Activities do partners perform?

8. COST STRUCTURE

In this section you should try to explain your cost structure:

- What are the most important costs inherent in your business model?
- Which Key Resources are most expensive?
- Which Key Activities are most expensive?

Is your business more:

- Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing)
- Value Driven (focused on value creation, premium value proposition)

Sample characteristics can be:

- Fixed Costs (salaries, rents, utilities), Variable costs, Economies of scale, Economies of scope

9. REVENUE STREAMS

Try to explain the different types of revenue streams in your business model:

- For what value are your customers really willing to pay?
- For what do they currently pay?
- How are they currently paying?
- How would they prefer to pay?
- How much does each Revenue Stream contribute to overall revenues?

HOW TO PLAN A WORKSHOP

BEFORE THE WORKSHOP

WHAT SHOULD THE FACILITATOR PREPARE?

The facilitator should print out the canvasses in preferable A3 and have post its ready.

WHAT SHOULD THE FACILITATOR HAVE THE PARTICIPANTS PREPARE?

It can be an advantage to have the participants go through the videos about business modelling at Udacity or the 2 minute video at Strategyzer.

DURING THE WORKSHOP: DESIGN, ELEMENTS AND TIMING

Time	Theme	Program
5 min	Presentation: • Teachers, students • Expectations for the day: understanding the business modelconcept, trying it out	Welcome Introduction What are my expectations?
10 min	What are your expectations?	Open discussion: Let the participants discuss their reasons for participating Ask them to present them briefly.
15 min	Background	What is a Business Model? Why did it emerge. Different forms. Why we choose to use the BMC (It is not perfect, but it is one of the best and it is widely used as benchmark. Note the insufficiencies with regard to competition, technology details etc. Show examples
30 min	How can junior researchers create Business Models? Intro to LLP & BMC	Exampels for different academic backgrounds and industries
20 min	Get familiar with BMC using a known product case	Nescafe Business Model – give a short introduction to the first part of the business model. Have the participants discuss how the business model has evolved in pairs or groups
10 min	Feedback on the Nescafe Business model	Open discussion Feedback on the Nescafe BMC

HOW TO PLAN A WORKSHOP

10 min	What is a Start-up? What is Customer Discovery?	Use Udacity slides to walk them through the definition of a start-up
10 min	Value Proposition	What is a value proposition (use Udacity slides and take a case from the room) Differentiate from technical details of the service or product
20 min	Exercise: Value Proposition	Individual work on their own idea or case. Using the BMC, add assumptions/ hypotheses on their Value Proposition
10 min	Customer Segments	What are customer segments, how do we gain knowledge about our segments (use the customer discovery canvas). Introduce the different roles in a segment (protagonist, early adopter, antag-onist, buyer, payer, user, openion leader etc.) Each customer segment/role has to be met with a specific Value Proposition.
10 min	Exercise: Customer segments	Individual work Using the BMC, add assumptions/ hypotheses on their Customer Segments
10 min	Minimum Viable Product... or Milestone	Use Udacity slides to introduce the concept of a MVP
10 min	Presentation	Ask 2 students to present their VP or CS
11:50 – 12:00	Conclusion and Summary	How to continue the BMC work: • Lean LaunchPad • Lean Startup • Individual meeting with the facilitators or others.

REALISATION
SPECIALISED COMPANY VISIT

AWARENESS
COMPETENCE
REALISATION

DESCRIPTION

The purpose of this visit is to provide an opportunity for a small group of junior researchers (2-3 academic specialisations and a maximum of 10 participants) to meet with company representatives in their field and engage in a professional dialogue of interest to everyone involved.

While employed/enrolled at the university, junior researchers are not necessarily provided with opportunities to meet with representatives from relevant industries. This specialised company visit aims to provide junior researchers who are interested in pursuing a career outside academia with an opportunity to meet with relevant professionals and develop an understanding of their perspectives and needs. Thus, the visit aims to give junior researchers inspiration to pursue a career outside academia, an understanding of industry and business, and an opportunity to network with company representatives within (or relatively close to) their field of interest.

In addition to this, the purpose of the visit is to raise companies' awareness of the value of employing junior researchers by giving them an opportunity to learn more about their competencies, engage in dialogue about particular topics of professional interest, and hear pitches from the junior researchers about their field of research.

If you want to know more about how we have worked with this tool, contact:
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgements: AAU Innovation, Aalborg University

HOW TO USE THE EVENT-CONCEPT

WHAT SHOULD THE FACILITATOR PREPARE?

The visit involves an organiser and presenters from the company. More specifically, it involves:

- Informal meeting between the participants and company representatives
- Introduction to the company: Why do they do what they do? What do they do? How do they do it? What are their ambitions and challenges? What employee profiles are they looking for (or will they be looking for in the future)? Opportunities to ask questions and engage in dialogue with the company representatives
- Specialist dialogue about and discussions on a topic of relevance to the company and participants. Knowledge-sharing specialist-to-specialist, with the aim of finding common ground between academia and the industry
- Pitch by the participants in order to share their field of research, but with the mindset of communicating it in a clear and relevant manner to the company representative. This also involves questions and feedback from the company
- Opportunities to ask questions, both formally during the meeting and informally afterwards in a networking session

For more information/inspiration go to

- Example 1:
  https://bit.ly/2C1sOm4

  Article:
- https://bit.ly/2rufQqL

HOW TO PLAN THE EVENT

BEFORE THE EVENT

WHAT SHOULD THE FACILITATOR PREPARE?

Prior to the event, the facilitator makes agreements with the company about the topic and relevant PhD profiles to invite. Furthermore, the facilitator specifies the purpose of the event and emphasises its potential value to both the participants and the company.

It can be a good idea to call all participants one day prior to the company visit to make sure they still intend to participate. With such a small number of participants, the event is vulnerable to cancellations.

What should the facilitator have the participants prepare?
The facilitator should encourage the participants to spend some time researching the company to understand its strengths and challenges, and based on this, to reflect on how they might be able to contribute to the company. This can be used as a point of departure during the pitch opportunity during the company visit.

DURING THE WORKSHOP: DESIGN, ELEMENTS AND TIMING

THE EVENT:		
Time	**Theme**	**Focus**
30 min	Welcome	Informal meeting, incl. coffee/tea
30 min	Why, what, how	Introduction to the company
60 min	Professional meeting	Dialogue about and discussion of a topic of interest and relevance to everyone involved
60 min	Pitching	The participants have an opportunity to pitch their field of research to representatives from the company and get feedback. Can be used for professional dialogue/discussion
30 min	Networking	Networking opportunity, incl. lunch

REALISATION
BOOTCAMP ON ENTREPRENEURSHIP

REALISATION
COMPETENCE
AWARENESS

DESCRIPTION

The idea behind the bootcamp is to provide new business perspectives that can improve the innovative quality of the university. The vision is to create groups with diverse backgrounds and mindsets that can challenge and improve research-based cases together and provide new valuable insight and perspectives on the products and commercial potential. The bootcamp is based on on the Business Model Canvas.

The bootcamp also aims to boost knowledge and to provide hands-on experience with business development. The bootcamp is a unique possibility to put expertise and competences to good use – while broadening the knowledge and network of participants.

As a researcher, you can gain more perspectives on your research and more insight into the commercial process. The bootcamp will also provide you with new competences and insight about the value of being part of a start-up, even without being the ideator. You have the potential to contribute valuable visions and knowledge to drive the product further and guide it in a beneficial direction.

If you want to know more about how we have worked with this tool, contact:
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Mithula Sivasaravanaparan - misi@adm.aau.dk
Gert Spender-Andersen - gsa@adm.aau.dk
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Watch a short video about the concept here: https://bit.ly/2QO5IHA

Acknowledgements: Aalborg University, AAU Innovation (Project Open Entrepreneurship in collaboration with Science for Society) and the Department of Business and Management.

HOW TO USE THE EVENT CONCEPT

The purpose of the bootcamp is to boost awareness of entrepreneurship, provide valuable insight into research and to create interdisciplinary teamwork.

The bootcamp can help improve the value of the research cases – thereby ensuring that university research can create more impact on society.

The researchers gain inspiration to develop a more valuable product and improve their innovative mindset. Furthermore, the bootcamp ensure that the researchers can recruit members to their team who are willing to participate in the commercial process.

Other participants can improve their knowledge to entrepreneurship, expand their network and potentially become part of a new start-up.

The aim is to bring together different competences to boost the value of the research. There is no strict protocol on how the bootcamp should be organised, since it depends on the participants and the cases included. The cases are selected based on the participants' needs. The overall purpose is to work in teams to generate new insight on the commercial potential of research-based cases. The cases chosen should preferably be cases that are already in the phase of being commercialised (OE cases) and which can benefit from new perspectives and inspiration to improve this process. In the future, if there is sufficient interest, the bootcamp can also be developed so as to allow researchers to contribute and work on their own ideas and initiate their business cases.

The bootcamp is focused on the business model canvas, since this model provides a good overview of the different aspects involved in starting a business. The organisers should ensure that the instructors have entrepreneurship experience and knowledge about how to build a business case. These instructors could be entrepreneurship teachers, serial entrepreneurs or professionals who work with innovation.

HOW TO PLAN AN EVENT

BEFORE THE WORKSHOP:

THE FACILITATOR SHOULD

- Identify relevant research cases (Research-based cases that are in the process of being commercialised at the university, without necessarily having a patent or IP).
- Find participants (students, researchers, others) who are interested in the boot camp and in gaining more knowledge
- Book rooms, order food etc.
- Budget: only for food, coffee etc. and if necessary a prize for the winning pitch.
- Find suitable instructors with entrepreneurial mindset and knowledge – and develop a programme with them (There should be more than one teacher at all times – depending on the number of groups)
- If desired, invite industry professionals to participate in the pitching section – to get more insight into the ongoing research at the university.
- If possible – arrange for ECTS points for participation
- The researchers providing the cases should prepare a short presentation of their idea/technology (5 min). They should focus on their product/idea and not go into much detail about the commercial potential – as this is the focus of the bootcamp. The researchers should aim to get new perspectives on the value of their product, and not guide the participants in any direction beforehand
- The other participants should not prepare anything
- The teachers should bring/print the Business Model Canvas, prepare short inspi rational talks (this could be talks that explain how to define the value of the product, disruption of the current market etc.), prepare exercises (depending on what the focus is – this could be on communication, teamwork, sales etc.)

HOW TO PLAN AN EVENT

DURING THE WORKSHOP. DESIGN, ELEMENTS AND TIMING

This is an example of how the bootcamp can be organised. You might choose to organise it differently depending on the exact focus, the participants and so on.

Time	Theme	How to teach	Materials
30 min	Welcome to the bootcamp	Introduction on the purpose of the bootcamp, and short introduction to the Business Model Canvas	The facilitator prepares: Video describing the Business Model Canvas
30-60 min	Pitching of possible research cases	The researchers should pitch the idea (approximately 5 minutes) and after that take questions (5 min) if there are any. The overall time depends on the number of cases and participants	The researchers prepare: Pitch of idea/technology
30 min	Choice of case and teaming up	The participants choose the research case they want to work with (4-5 people on each case - including the researcher). The organisers should aim to create a teams for each case. However, if some cases that are not chosen, researchers are recommended to join another team, since they can always get something out of it. Alternatively, if they prefer to work on their own case by themselves, this is also an option	Facilitator: Write each case on the black-board, people write their name underneath. The teacher will make suitable sized teams.
2 hours	Working with BMC in the chosen groups	Go around in the groups and initiate the work. They will work with the business model canvas. Start for instance with value proposition	Facilitator: Use your own knowledge to guide the groups in the right direction.
30-60 min	Lunch and networking		
30 min	Inspirational talk	The topic depends on how far along the participants are – it should fit into the plan. It can be about market analysis, values etc.	Facilitator: The idea of the inspirational talks are to get the teams on the right track, in case they are stucked or need to change pace.
2-3 hours	Working with BMC in the chosen groups	Continue the group work	Facilitator: Include small tips – when needed
30 min	Status and what to do tomorrow	Get an overview of the teams' progress – and anything they may be struggling with	

HOW TO PLAN AN EVENT

15 min	Good morning and today's agenda		
30-45 min	Communication exercise	Exercise on communication or the important of teamwork. It does not matter what kind of exercise as long as it focuses on these aspects	Facilitator: Prepare an exercise – and highlight the importance of communication
3 hours	Finalizing the business model + starting the pitch	Continue teamwork – focus on the pitch	Facilitator: Guide them towards the most relevant focus on the pitch
30-60 min	Lunch and networking		
30 min	Presentation: How to pitch	Presentation of "how to pitch"	Facilitator: Prepare pitch presentation or invite a suitable speaker
60-90 min	Prepare pitch	Teamwork on pitch – finalising the pitch	
60 min-90 min	Pitch section	Each team pitches their business case (5-10 min each) Get feedback on the pitch	If desirable there can be a prize for best pitch
30 min	Wrap-up		

DIDACTIC SUGGESTIONS
The role of the instructor/business developers is to help the groups when they get stuck, to guide them into the right direction and to make sure that they all get involved.

AFTER THE WORKSHOP
After the bootcamp the facilitator needs:

- To perform evaluations aimed at improving the next bootcamps
- Update the participant list for future events
- Recruit potential members of teams
- Marketing the event and visualising the outcome of the event

REALISATION
LEANLAUNCH PAD

DESCRIPTION

Lean LaunchPad (LLP) is an entrepreneurship methodology for testing and developing business models based on querying and learning from customers and the market. It is based on a scientific method and combines experiential learning with the three building blocks of a successful lean startup:

- Alexander Osterwalder's "Business Model Canvas"
- Steve Blank's "Customer Development Model"
- and Agile Engineering.

You will learn how to get out of the office and uncover the unmet needs and real pains of your customers. This will help you validate your ideas very early in the start-up process and find a proper product/service/solution and a suitable business model.

If you want to know more about how we have worked with this tool, contact:
Aarhus University: Anne Sofie Dahlmann Breindahl · asb@au.dk
Aalborg University: Ulla Egidiussen Egekvist · uege@adm.aau.dk
Lund University: Fredrik Edman · fredrik.edman@innovation.lu.se
Oslo Tech & Oslo University: Petter Niklasson Hagen · petter@forskningsparken.no

or contact the Tech Transfer office at your university, if you want to know more in general about entrepreneurship and commercialisation.

Acknowledgements: Alexander Osterwalder and Steve Blank. To become a certified Lean LaunchPad instructor, you have to attend and pass the course.

HOW TO USE THE CONCEPT

Lean LaunchPad pedagogy combines three elements: a flipped classroom, experiential learning and team-based learning. During the course, students interview potential customers in order to validate or invalidate their hypotheses, as expressed in the Business Model Canvas. Students listen to recorded lectures and presentations before each class, and use class time to present what they have learned from customer interviews the previous week. Students present their findings, which provide the basis for discussion, critiques, and brainstorming by both facilitators and students.

For individual use, get inspired from the Udacity videocourse: https://eu.udacity.com
Course outline:

Workshop	Date and time	Theme	Guest speaker	Videos	Readings	Instructor
LLP1:		Product market fit (value proposition and costumer segments)		Udacity Course “How to build a startup” – Lesson 3 & 5-6	Business Model Generation, pg 20, 22	
LLP2		Customer relationships and channels		Udacity Course – Lesson 7-8	Business Model Generation, pg 26,28	
LLP3		Key activities, key resources and Partners		Udacity Course – Lesson 10-11.2	Business Model Generation, pg 4, 30, 36, 37	
LLP4		Cost structure and revenue stream		Udacity Course - Lesson 9 & 11	Business Model Generation pg 36, 37	
LLP5 Final panel and Pitch Networking		The complete picture and next step				

HOW TO USE THE CONCEPT

UDACITY COURSE VIDEOS

- Watch the relevant lectures for each workshop. Check the themes for the workshop to find the relevant videos
- To begin: sign up for an account with Udacity at www.udacity.com and register for "How to Build a StartUp" This will bring you to the main class page. Click the "take the class" button. See which lessons you need in the course outline

READINGS

The most relevant chapters from "Business Model Generation" by Osterwalder and Pigneur.

HOW TO PLAN A WORKSHOP-SERIES

BEFORE THE WORKSHOP

Before a researcher attends the workshops in LLP, we have had one or more individual meetings to prepare the BMC and researcher's mindset.

BEFORE THE MEETING:

WHAT SHOULD THE FACILITATOR PREPARE?

- Provide the researcher with the needed materials (course outline and business model canvas template)

WHAT SHOULD THE FACILITATOR HAVE THE PARTICIPANTS PREPARE?

- Try to fill in the BMC or take a workshop that will teach you how to use the business model canvas
- Practice interview techniques or take a workshop that will prepare you for that
- Write a one-pager about the technology and team

DURING THE MEETING:

- Fill in the BMC together. State that this is a first draft based on guesses and assumptions. These assumptions will be verified or changed during the workshop and the customer discovery
- Talk about their ambitions and assumed roles in the start-up
- Discuss the level of support the team needs

WHAT SHOULD THE FACILITATOR PREPARE BEFORE THE WORKSHOP

- Have all participants and guests sign a confidentiality agreement (NDA)
- Create platform for sharing materials with all the teams and share course outline

WHAT SHOULD THE FACILITATOR HAVE THE PARTICIPANTS PREPARE BEFORE THE WORKSHOP?

1. The first version of their Business Model Canvas (see page 69)
    - Focus on value proposition

2. Description of all team members:
    - Name
    - Academic status
    - Field of research
    - Department
    - Contact information (Mail and phone number)

HOW TO PLAN A WORKSHOP-SERIES

3. Description of the project (1 page):
   - Name of the project/company
   - Describe your product/service
   - Which industry are you in

4. If possible: additional materials:
   - Materials describing your project
   - Links to homepages
   - Other?

5. Have them sign up for the Udacity course
   To begin: Sign up for an account with Udacity at www.udacity.com and register for "How to Build a StartUp" This will bring you to the main class page. Click the "take the class" button. See whitch lessons you need in the course outline

BEFORE EACH WORKSHOP THE PARTICIPANTS SHOULD PREPARE:

WORKSHOP 1:
- Make a 1st draft PPT presentation of their idea (short and to the point – see above)

WORKSHOP 2:
- Find the first potential advisor/mentor that they would like to include into their group. Make contact with that person

WORKSHOP 3:
- A plan of whom they will contact for the initial funding of your project

WORKSHOP 4:
- Create their first minimal viable product

Note: We expect each team to conduct least 10 interviews between each workshop
Participants must upload their improved canvas and their new presentation before every workshop.
Deadline for uploading is xx.am/pm the day before each workshop.

HOW TO PLAN A WORKSHOP-SERIES

DURING THE WORKSHOP. DESIGN, ELEMENTS AND TIMING

We have used the following structure for each workshop:

10 min	**Welcome and understanding the themes**	**Ask the instructors questions** **Themes are listed in the course outline**
20 min	Guest speaker	On the themes of the day (theory and/or experience)
2 hour 20 min.	Presentations from the teams	10 min: What did we test? Who did we talk to? What have we learned? What changes has this lead us to make in the Business Model Canvas? 10 min: Feedback from guest, participants and instructors
10 min	Prepare for the next workshop	Fill out the interview canvas: Themes Hypothesis to test Target list Questions

Final workshop:
At the final workshop all participants present the big picture and the next best steps
Participants and guests are invited to join the networking event right after the final workshop

HOW TO PLAN A WORKSHOP-SERIES

AFTER THE WORKSHOP

- At every workshop, the participants fill out a next step plan with the focus for the following weeks, who to talk to and interview to gain knowledge about the focus area and what to ask the interviewees
- The same plan is developed at the last workshop, but with a broader perspective
- We follow up a couple of month after the workshop, or agree on an individual plan with the teams for follow-up

EPILOGUE

This publication is a result of the project Science for Society. If you wish to know more about the project or contact at specific person in the project, see more below.

Oslo University & Oslo Tech
Inven2 A/S
Petter Niklasson Hagen, project manager or
Cecilie Mellingsæter Sundet, project manager
E-mail: post@inven2.com

Aalborg University
Patent og Kommercialisering
E-mail: patent@adm.aau.dk or
Supporting Entrepreneurship at Aalborg University (SEA)
Ulla Egidiussen Egekvist, project manager
E-mail: sea@adm.aau.dk

Lund University
LU Innovation
Fredrik Edman, project manager
E-mail: info@innovation.lu.se

Aarhus University
External Relations and Technology Transfer
Anne Sofie Dahlmann Breindahl
E-mail: tto@au.dk

Central Region Denmark
Regional Development
Allan Holst, Lead Partner and overall project manager
E-mail: kontakt@regionmidtjylland.dk

Editor: Stine Bigum Pedersen, Aarhus University
Graphic design: Gudrun Frost-Søgaard, Aarhus University
Print: vahle+nikolaisen

This publication was printed with vegetable ink on Munken Polar paper and at a Nordic Council Swan Ecolabel-approved printing office. The paper is derived from FSC®-approved sustainable forestry and other controlled sources.

FSC www.fsc.org MIX Paper from responsible sources FSC® C010493

Nordic Ecolabel 5041-0856 Printed matter

Interreg
Öresund-Kattegat-Skagerrak
European Regional Development Fund
EUROPEAN UNION

UiO : University of Oslo

AARHUS UNIVERSITY
OSLO TECH
SCIENCE FOR SOCIETY
midt regionmidtjylland
AALBORG UNIVERSITET
LUND UNIVERSITY