

HOW PROFESSIONALIZING STUDENT-BUSINESS CHALLENGES

CONTRIBUTES TO A

SUSTAINABLE AND COMPETITIVE EUROPE



... to all our participants from: Belgium, Germany, Great Britain, Indonesia, Italy, Lithuania, Netherlands, South Africa, Sweden, Switzerland.

Exchange workshop - 15 November 2024



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PROGRAM

9:30 (EU)	How co-innovation contributes to a sustainable Europe Prof. Klaus Fichter, University of Oldenburg (GER)
9:45	Serious games as tool to develop 21st century skills <i>Experiences of creativity, multicultural and negotiation games</i> Dr. Frans Stel, Vennebroek Academic Services (NL)
10:00	Workshop 1: What works – what doesn't? Exchanging experiences of skills trainings
10:40	SHORT tea / coffee break
10:50	Sustainable Business Model innovation in international virtual teams <i>Experiences of "Future of Healthcare Challenges"</i> - Dr. Frans Stel, Vennebroek Academic Services (NL)
11:05	Meeting across universities: how CBL curricula from universities can be combined Anne Seela, University of Oldenburg (GER) - Karl Eldebo, Linköping University
11:15	Workshop 2: What works – what doesn't? Exchanging experiences of courses with international participation
11:55	Teaching and executing sustainable entrepreneurship in turbulent times - Conclusions and results <i>Professionalizing CBL: how to benefit from the advantages, how to overcome barriers?</i> Prof. Olof Hjelm, Linköping University (SWE)
< 12:30	Closing



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SERIOUS GAMES

AS TOOL TO DEVELOP 21ST CENTURY SKILLS

PLAYBOOK - SCRIPTS - SUPPORTING MATERIAL

Frans Stel
(Vennebroek Academic Services / Twente University)

- The importance of (21st C) skills
- How to balance curricula better
- Experiences or creativity, 3C, negotiation games
- Conclusions: lessons learned



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Our serious CBL-games

- Educational aim to develop (behavioural) skills
- Addressing directly real-world global sustainability issues of today
- highly interactive : 'active learning' => reflexivity
- output & process
- motivation is key => fun factor => linking young adults' affinities & world
- learning-by-doing , evaluation after experience, self-development plans
- part of academic research (QN / QL)



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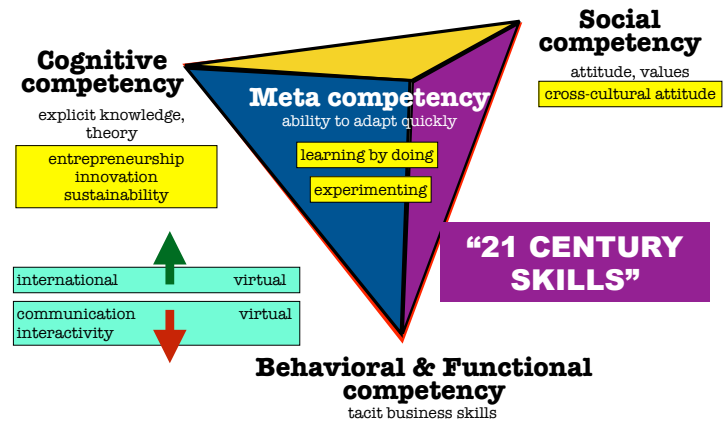
Importance of (21C) skills

- skills essential for productivity => future competitive economy
- skills shortages across different sectors => limited ability to compete globally
- skills gaps, declining labour force
- "44% of workers' skills likely to be disrupted in the next 5 years"
- much broader range of skills is necessary = hard + soft skills
- more focus on 21st century or 'transferral' skills needed



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Imbalance of skills



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Creativity games

Solving SDG4 with Lego Serious Play (shared story telling)

- QUANTITATIVE**
1. pre & post questionnaires
 2. 1' video => expert panel
- QUALITATIVE**
3. video & interviews
 4. arousal measurement



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Negotiation games

dyadic/multipartner ; distributive/integrative



- RESEARCH**
1. pre & post questionnaires
 2. video & interviews

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BUSINESS MODEL INNOVATION

IN INTERNATIONAL VIRTUAL TEAMS

EXPERIENCES OF EXPERIENCES OF "FUTURE OF HEALTHCARE CHALLENGES"

Frans Stel
(Vennebroek Academic Services / Twente University)

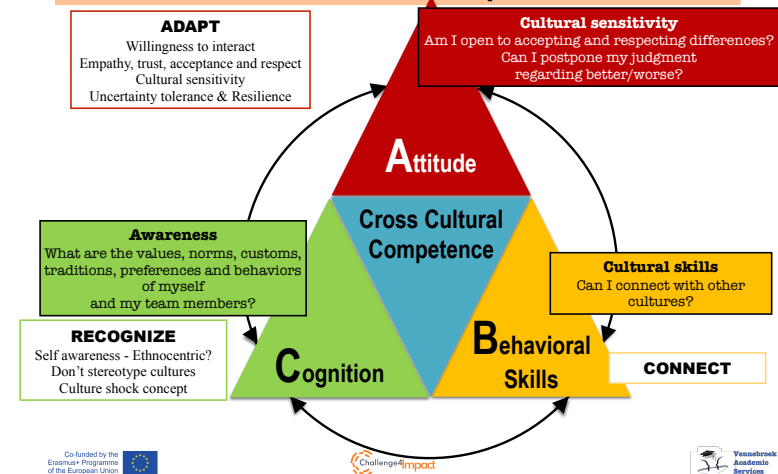
- Challenge-based Learning: pros & cons
- Preparing, designing, and organizing CBL- programs
- What's new?
- Experience, assessing & evaluation



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Cross-cultural games

mono & cross-cultural phases



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Evaluation of games

EYE OPENERS

- Collaboration and Teamwork - Communication: "everyone was heard"
- Positive and Open Atmosphere
- Team work dynamics; Adapting / Compromise & flexibility
- Psychological Aspects, building relationship and trust

IMPROVEMENT

- clear instruction
- time management
- role of the facilitators
- real-life situations
- follow up: coaching, deliberate practice
- AI-experiments



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Challenge-based learning (CBL)

- experiential learning (inquiry learning, learning by doing).
- real world wicked problems - "VUCA" assignment (business challenge)
- Open => participants learn to define and delineate (abstract) problems
- multidisciplinary international
- they develop and test possible (concrete) solutions while integrating multiple aspects.
- they collaborate within (international virtual) teams
- high levels of interactivity co-creation with stakeholders (S <->S; S <-> B)
- develop & test solutions - design thinking => revise & improve
- outcome & process



(Gallagher & Savage, 2020; Leijon et al., 2021; Van den Beemt et al., 2023)

(DIS)advantages of CBL

PRO

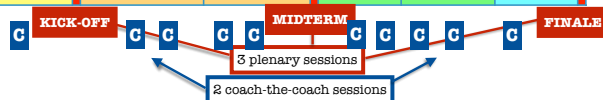
- engaging => motivating
- nurtures creative thinking
- higher order skills
- Multidisciplinary multiculti teams
- realistic: real case, real business
- 'window to the world'

COMPLEXITIES

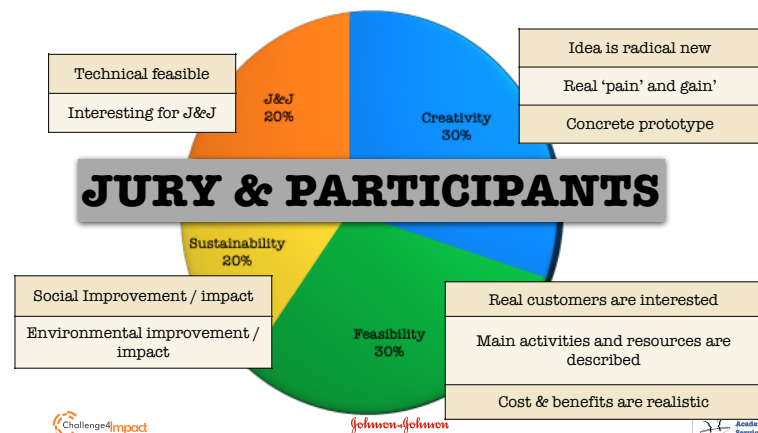
- open character: aversion towards ambiguity;
- academic resistance to non-traditional teaching;
- time management - financial constraints
- org. complexity - embedding in curricula
- grading

6 PHASES

Phase:	1. Orientation	2. Problem	3. Solution	4. Validation	M. Feasibility	6. Pitch
Focus:	Team - intro program & company	creativity 1: idea idealism - divergence	creativity 2: idea realism - convergence	Customer realism	Business realism	Communication
Aim:	energized team, clarity of who-does-what-when-how	exploration of expanded playing field of problems : unusual ideas after shifting perspectives, analogies	pain/gain, VP, combine, integrate, select solutions	customer feedback, pivot	quantitative, financial, more added value to J&J	Convincing case
Output:	video of team (1')	many possible ideas	value proposition infographic; checklist Initial BM	adapted ideas / BMs	validated BM	business video (3'), pitch (M')
Duration:	<2 wk	<2 wk	<2 wk	<3 wk	<1 wk	1 wk

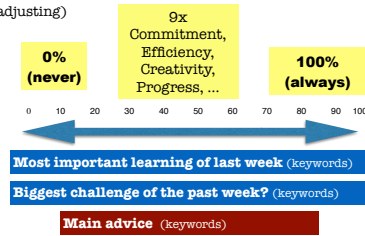


ASSESSMENT CRITERIA



What's new?

- global multidisciplinary teams (3 timezones)
- 35 virtual tools, tutorials & templates (e.g. Mural Board - Solution Explorer)
- weekly process coaching (team)
- weekly tech. Q&A with challenge-provider (individual)
- learning communities (students; coaching intervention)
- progress monitor (detailed timely re-adjusting)



Evaluation & implementation

EYE OPENERS

- “personal development: “contest challenged me to think out of the box and be more aware of my environment. I also liked the entrepreneurial touch of the contest.”
- very enthusiast: “I really enjoyed”
- inspired by the program: “Gives me more inspiration for innovation and sustainability”

IMPROVEMENT

- background knowledge - clarity
- time management
- Professionalisation of coaches
- technical issues: use redundancy

Conclusions

- Advantages: active, creative thinking, multidisciplinary teamwork
- Hurdles: not all are ‘VUCA’ ready; expensive (time consuming), pace / interest of business; grading
- Motivate and inform in advance
- intensive guidance of coaches (coaching ≠ teaching): individual and as a group
- adhoc => strategy - within HEIs ; collaboration with companies (challenge-providers)

(Refs: Gallagher & Savage, 2020; Leijon et al., 2021; Van den Beemt et al., 2023)



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