



Erasmus+

"Business Model – I, Passionate IT Professional"

Methodology of conducting classes using the
Design Thinking, Visual Thinking and
Storytelling methods

Teacher's Handbook

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Why a teacher's handbook

The aim of this handbook is to provide guidance to those teachers who are willing to run the “Business Model – I, Passionate IT Professional” course in their University. Why?

This is both a human-centered and interaction based course.

The human-centered course means that IT students, the course's recipients, are considered and understood in a more holistic way. In fact, the course relies on “design methods” that employ both divergent and convergent thinking concerned with how the students themselves attribute and reflect on meanings, values, and beliefs.

Interaction-based means that the main aim of the facilitators is not about providing content (even though this role is not revoked from them! Facilitators are still expert professionals whose individual perspective is precious for students), it is instead about creating an environment in which students can create a dialogue around the different topics that, every time, are brought in class. It is through the establishment of various sorts of interactions and approaches that contents are learnt: peer to peer interaction, individual reflections and, last but not least, hands-on experience.

Facilitating the conversation instead of holding one: It may sound like an easy task, but it is not. Encouraging the conversation between students, building a learning environment to reflect upon the future is not an easy task. This is the reason why this handbook is here for you, the facilitator, in order to share with you the experience gained through the different meetups of the “BE Aware Student - BEAST” project (funded by Erasmus+ Programme, Key Action 2: Strategic Partnerships for higher education) such as the “International Academy of Innovative Educational Methods and Techniques”, held in Modena in March 2019, and in three Summer Schools organized by the three partners of the ‘BEAST’ project, University of Information Technology and Management in Rzeszow (PL), Polytechnic Institute of Portalegre (PT), and University of Modena and Reggio Emilia (IT), along with contribution from other experts.

During this course you'll be asked to set up an environment that enables your students to engage in group presentation, collective discussion, individual reflection, 1 to 1 interaction, individual and group work... Every time you can rely on this guide, and benefit from the guidelines, the tips and the attention points collected from the previously gained experience by the BEAST community.

The methodology will show how the methods of Design Thinking, Visual Thinking and Storytelling can be used during classes: in fact all those methods can work with IT subjects, and they can increase the effectiveness of teaching in the context of promoting student's creativity, entrepreneurial thinking and the ability to use innovative ideas in practice.

Along with the general course structure, this handbook covers in detail each step of the course including objectives and methods, comments to the teaching materials (material characteristics, technical and organizational requirements, didactic potential, application

options, problem questions for students, inspiration to work with course participants, etc.) as well as instruction on the use of these methods.

Course syllabus

1. BASIC INFORMATION

Course name	Business Model – I, Passionate IT Professional
Course Objectives	To develop skills of individual planning of the educational path and future professional career using <i>the Design Thinking</i> framework, supporting techniques that develop creativity and entrepreneurship as well as thinking in terms of a personal business model.
Faculty	computer science major students (and related)
Forms of classes	practical classes, project
Number of hours	12 h – 50 h (with flexible condensation or further expansion)
Number of ECTS points	depending on the number of hours

2. COURSE OBJECTIVES

O1 – to transfer knowledge about the process, techniques and tools for planning the education path, and a vision of professional development based on the specificity of the working environment and requirements for the future profession (job position or group of job positions) with emphasis on the social responsibility.

O2 – to develop skills in the use of techniques supporting the discovery of one's own interests, abilities and passions, as well as determining the relationship between character traits and the specificity of the job position, which significantly affect the level of job satisfaction and professional fulfillment.

O3 – to develop skills in the use of business model canvas and personal business model canvas techniques in the process of planning and designing the educational path and professional career.

3. LEARNING OUTCOMES

LEARNING OUTCOMES IN FIELD OF SKILLS:

SK_01 – On successful completion of this course, students will be able to freely use the concepts and ideas related to work, career planning, social responsibility of employees and

organizations as well as techniques used in planning the path of education and professional development

SK_02 - On successful completion of this course, students will be able to use techniques to identify and analyze his/her interests, passions, abilities as well as relationships between characterological predispositions (personality type) and the specificity of the working environment.

SK_03 - On successful completion of this course, students will be able to use the business model canvas technique in the process of planning the education path and career design.

SK_04 - On successful completion of this course, students will be able to search for information on selected characteristics of the labor market and use them in analyzes related to the development of professional skills and key competencies as well as planning career development.

LEARNING OUTCOMES IN FIELD OF SOCIAL COMPETENCE:

SC_01 - On successful completion of this course, students will understand the need for continuous learning and developing professional, personal and social competences.

4. METHODS OF IMPLEMENTING THE CLASSES

Form of classes	Methods of implementing
Workshop	Classes run in small teams, using active methods in <i>the Design Thinking</i> framework and supporting techniques.
Project	Preparation of analyzes in given areas and presentation of results on the group forum.

5. COURSE CONTENT

WORKSHOP

No.	Workshop Contents
PART [1] - DESIGNING YOUR LIFE	
PC1	<p><i>Setting the stage for professional work</i></p> <ul style="list-style-type: none"> → What is work? → The difference between shallow work and deep work. → Activities vs value. → Professional identity vs. job position. → Changes in employment forms - full-time work vs. temporary (project) work. → The role and importance of being entrepreneurial in the process of vocational education and career development. → Possible work styles depending on the stage of career development.

PC2	<p><i>Introduction to Design Thinking</i></p> <ul style="list-style-type: none"> → The essence of Design Thinking. Why use DT in planning your educational path and future career? → The process and stages characteristics - the objectives of the stages, products and specificity of the actions taken. → Techniques used at various stages of <i>Design Thinking</i>.
PC3	<p><i>Methods and techniques of Designing Your Life approach</i></p> <ul style="list-style-type: none"> → Discovering interests, abilities and passions. → Finding your WHY? → Discovering favorite activities, their type (e.g. analytical, creative) and environment (individual, group). → Discovering professional identity based on identified preferences.
PC4	<p><i>IT specialist - socially responsible employee</i></p> <ul style="list-style-type: none"> → The essence of social responsibility of organization. → The essence of social responsibility of employees. → Workshop based on LEGO bricks.
PART [2] - DISCOVERING THE JOB MARKET & PROFESSIONAL DEVELOPMENT OPPORTUNITIES	
PC5	<p><i>Discovering the opportunities of the local / global labour market</i></p> <ul style="list-style-type: none"> → Analysis of local / global labour market trends. → Traditional and non-traditional job search techniques. → Discovering institutions and organizations that create opportunities for the students in the labour market. → Creating a <i>job finding opportunities map</i>.
PC6	<p><i>Thinking about professional development and education path in terms of business model.</i></p> <ul style="list-style-type: none"> → Analysis of the workplace context from the perspective of the company's business model (place of employment). → The use of a canvas in the analysis of relationships between a workplace (groups of positions) and key elements forming the business model of enterprises.
PART [3] - PERSONAL BUSINESS MODEL	
PC7	<p><i>Prototyping a personal business model</i></p> <ul style="list-style-type: none"> → Analysis of the career canvas catalog, choice of professional development direction based on identified interests, abilities, skills and passions. → Creating the prototypes of personal business model canvas for a specific professional identity.
PC8	<p><i>Planning an educational path based on a personal business model</i></p> <ul style="list-style-type: none"> → Identification of skills and knowledge gaps based on the career canvas catalog and personal business model.

	<ul style="list-style-type: none"> → Analysis of the study program in terms of the relevance of subjects to future career. → Identifying key development areas and related subjects. → Analysis of majors programs available in the field of study and their assessment in terms of fit with students interests and passion.
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PROJECT

No.	Project content
PR 1	As part of the project, each student individually develops the selected canvas of a personal business model and prepares, based on online resources (advertising services, movies, papers, industry reports), analysis of the market potential of selected job position (group of job positions). Students prepare an outline of the plan of his/her educational path, indicating the subjects of greatest importance for professional development and the major that he/she would like to select. An important element of the project is also an analysis of strengths and weaknesses in terms of skills and areas of knowledge, as well as a plan for the development of weak areas by using the resources offered by the university (e.g. students research groups, scholarship programs, open lectures). The analyzed results are finally presented and discussed.

CORRELATION BETWEEN LEARNING OUTCOMES, COURSE OBJECTIVES AND EDUCATIONAL CONTENT

Learning outcomes	Course objectives	Educational content
SK_01	O1	PC1, PC2, PC4, PC5
SK_02	O2	PC3, PC8
SK_03	O3	PC6, PC7
SK_04	O2	PC5, PR1
SC_01	O1, O2, O3	PC1 - PC8

METHODS OF VERIFICATION OF LEARNING OUTCOMES

Learning outcomes	Assessment method	A form of class in which the learning outcome is verified
SK_01 SK_02 SK_03	Evaluation of the results of team work carried out during classes and conducted discussions in the selection of theses and argumentation.	Practical classes
SK_04	Evaluation of completed project tasks prepared in the form of a report and presentation of the results of analyses.	Project
SC_01	Observation and presentation of analysis results.	Practical classes

SUPPORTING MATERIALS

- *IT Career Canvases Catalogue* containing career canvases for the following professions: Data scientist, Business Analyst, Cyber security specialist, IoT Specialist, Game Designer, Network engineer, ERP Specialist, Mobile developer & Web developer, UX/UI Architect.
- A series of 6 podcasts with IT professionals.
- A set of 10 e-learning modules:
 - Career canvases - basic issues
 - Career canvas - design your canvas
 - Socially responsible IT specialist
 - Effective work planning
 - Self-management in time
 - Design Thinking - introductory issues
 - Design Thinking - we define the problem
 - Design Thinking - how to generate a good idea?
 - Design Thinking - we build prototypes
 - Visual thinking as an IT specialist's work tool
- Workshop on social responsibility based on Lego bricks.
- Methodology of conducting classes using the Design Thinking, Visual Thinking and Storytelling methods

REFERENCES

BASIC:

- ❖ Osterwalder A., Pigneur Y., Clark T.: *Business Model You: A One-Page Method For Reinventing Your Career*. Wiley John & Sons, 2012
- ❖ Osterwalder A., Pigneur Y.: *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley John & Sons, 2010.
- ❖ Burnett B.: *Designing Your Life: How to Build a Well-Lived, Joyful Life*. Knopf, 2016.

FURTHER READING:

- ❖ Newport C.: *Deep Work: Rules for Focused Success in a Distracted World*. Grand Central Publishing, 2016.
- ❖ Bolles R. N.: *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*. Random House USA Inc, 2020
- ❖ Kiyosaki R. T.: *Why "A" Students Work for "C" Students and "B" Students Work for the Government: Rich Dad's Guide to Financial Education for Parents*. Plata Publishing, 2012.
- ❖ Blake J.: *Pivot: The Only Move That Matters Is Your Next One*. Penguin Books Ltd, 2017.

Students' career development during and after the University

At the end of the first cycle of their academic careers, IT students cope with the labour market for the first time. This first approach to the labour context can be extremely challenging for students. It's a complex environment that moves from permanent to more temporary jobs, from linear to dynamic career trajectories, and from specific career knowledge to lifelong learning.

The level of awareness of this complexity is still low among academic IT students. However, it affects several decisions, such as the choice of the second cycle of studies and further career's options. These are crucial choices that sometimes seem to be based on random opinions of their friends, or unverified information from the internet, especially from social media.

Supporting academic students to become more conscious and aware in designing their future careers is a crucial activity that remains underestimated within classic academic career guidance processes. The focus of the career guidance and counseling is usually on the student's final outcomes, in terms of final job placements and time spans. From the process perspective, it has been usually analysed and carried prioritizing the counseling relationship, as well as more technical components of career counseling, such as the proficiency of information-processing skills (OECD, 2019 ¹), use of workbooks and written exercises, individualized test interpretations and feedback, world of work information, and counselor modeling.

Within this view, the counseling process follows a causal thinking perspective that relies on a goal-setting framework and planned based methods while student's self-reflection and experimentation are considered worthless.

The idea behind this handbook is to start thinking and reflecting from where IT students actually are, before projecting where they want to end up, in order to make the most of what they have. This is a divergent approach to help students to envision alternative goals and select a hypothesis that they would like to test, by taking a proactive action toward testing their hypothesis. The main goal of the book is to help both academic counselors and professors to develop a course aimed at supporting the design process of students' careers. We want to provide a methodology based on entrepreneurial concepts and tools that enable students to self-explore and design purpose-driven and meaningful careers in a global and evolving workplace.

Recent entrepreneurial theories and tools to design IT students' careers are included in this book. Several concepts, ideas and assignments condense entrepreneurial and design thinking principles, validated in the business world and apply them to better design professional careers. These tools involve the 'designing your life' methodology (Burnett and Evans, 2016 ²), based on needfinding and prototype testing; the 'value provided' design (Clark, Osterwalder, & Pigneur, 2012 ³), that entails how and who students are able to help; and many other different techniques and methodologies.

The starting point of this journey is to enable students to analyze and reflect about their current situation and skills instead of setting goals. The course wants to help students to figure out what they are really interested in, identify potential career paths, and build personal unique sustainable competitive advantage in a chaotic work environment. It allows students to define multiple value propositions, and select the first major career path after graduation. It also helps to re-frame work and career development, not as single job or a string of jobs, but as a portfolio of career building experiences designed to help the development of student's awareness, skills and connections

The structure and the content of the course designed within this handbook are the results of several fruitful conversations, meetings, and discussions that took place within different meeting and events of the “BE Aware Student - BEAST” project, funded by Erasmus+ Programme, Key Action 2: Strategic Partnerships for higher education.

We want to acknowledge all professors, researchers, counselors, technicians, students, and professionals that participated in the “International Academy of Innovative Educational Methods and Techniques”, held in Modena in March 2019, and in three Summer Schools organized by the three partners of the ‘BEAST’ project, University of Information Technology and Management in Rzeszow (PL), Polytechnic Institute of Portalegre (PT), and University of Modena and Reggio Emilia (IT).

Introduction to Design Thinking

Our aim is to focus on an issue that is important to us and to our society: our responsibility toward young people and future IT professionals. In the new global economies there is a growing need for people who know how to shape their future. People who have not simply accepted the first opportunity that was offered to them, but people that know how to shape their life and spot the best opportunity for their career. People that are able to deal with a wide sphere of possibilities, to understand problems, to find solutions, and to make decisions.

More and more young people are querying the validity of the accumulated knowledge they acquire in their formal education because they don't feel ready to engage in the current work environment and feel lucky to accept the first opportunity they get, which might or might not be the best for them.

To educate those people to face current employment challenges it will not be enough to present them more opportunities, rather we need a radical transformation in how we educate future IT professionals to retain control and design their professional life.

Design Thinking provides a powerful instrument to help students to understand their needs and passions and formulate new ideas about their career, where their skills or knowledge are relevant. In Design Thinking students are invited to explore uncertain paths and no homogeneity of response is demanded. Rather, a diversity of response is encouraged, providing opportunities for the individual to develop his or her own interpretations of their future. Design Thinking, leveraging storytelling and visual thinking, also addresses one of the key issues in cognitive sciences - transfer, which may be defined as the ability to extend what has been learned in one context to other, new contexts (Eris and Leifer, 2003).

Also, the business community wants education to give a much higher priority to professional practice; to promote young people's abilities to better understand themselves, their desires and strengths, their motivations and paths. Leveraging Design Thinking as a method inside Business Model -I (BM-I), students can discover their specific solution at the encounter of their needs and the ones of the business community, discovering their strengths and spotting the best career opportunities in their environment.

This is the purpose of this work: how to design a learning experience that individually and collectively impacts the process of discovery of one's career as an IT professional.

Part 1: Designing your life

What is work? And how can IT students design their life consistently with their workview and lifeview?

These are the starting questions of this handbook designed for facilitators, such as professors and counselors, which want to help IT students to better understand the ‘problem space’ of their career development and enable them to deal with ambiguity and complexity by using the Design Thinking approach.

The first chapter is aimed at focusing on individual Workview and Lifeview. The idea is to deepen the understanding of what is really meaningful for each student. This is the initiation of an empowerment process that enables students to discover their skills, attitudes, core beliefs, values, and interests.

The second chapter focuses on introducing the Design Thinking (DT) approach. DT is framed and conceptualized as a process, not a solution or a tool, that can help students to take a broader perspective and analyze any problem as part of a larger whole. DT is used to analyse an individual daily routine (Good Time Journal).

The third chapter aims to deepen the use of the DT approach by analyzing and zooming meaningful and enjoyable Activities, Environments, Objects, Interactions, and Uses (AEIOU) within the daily routine. This reflection allows students to identify life design principles that are at the core of designing individual career development.

The fourth chapter is aimed at providing a new way to understand individual behaviour and potential change towards more socially responsible practices by introducing a specific visual and hands-on tool, i.e. *Lego is a serious play*.



Part 1. Designing your life

Setting the stage for professional work

(Workshop Scenario PC1)

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Prerequisites

- Initial stage to start exploring student's professional work perception
- Openness and curiosity to explore meanings and values connected to future work and career development
- Motivation to better understand personal goal setting for career development.

Module Aims

- Shift students' thinking to make them learn how to focus on work as a journey to be experienced, rather than a means to an end
- Framing and experience the initial problem, that is the starting point of design thinking process, without unveiling the entire journey/process
- Identifying different work view and style on personal basis
- Alignment between 'work' view and 'life' view to better understand what is really meaningful.

Skills Acquired

- Developing skills related to 'self-reflection' and 'thinking' useful to better understand the Design Thinking approach
- Entering the in the 'problem space' of career development and start dealing with ambiguity and complexity
- Discovering self-efficacy that includes beliefs in one's capabilities to mobilize the motivation, resources, and actions needed to meet given situational demands
- Designing and reflecting about the workview and the worldview canvas.

Time for completion

1 x 35

2 x 45

Workshop Scenario

ID	Time (minutes)	Activities (Order of implementation)	Activity form
1	≈ 35	What is work? Introduction about what work means and the evolution of the concept	Individual task
2	≈ 45	Personal work views and styles depending on the stage of career development	Individual task and face-to-face session (exchange between 2 peers)
3	≈ 45	The relationship between worldview and workview	Individual task and face-to-face session (exchange between 2 peers)

Assignments

Assignment 1. What is work?

Goals

- ☐ Making students aware of the real meaning of work and its difference (or similarity) from job
- ☐ Evaluating job activities and tasks versus work values
- ☐ Framing the work as an experience not as a simple bundle of activities and tasks aimed at achieving a monetary goal/reward.

Form of assignment realization

Individual task

Completion Time

30 minutes / task and discussion

Supporting Materials

Inspirational cards to analyze different jobs and work-life moments/contexts. Blackboard / Flipchart to collect notes

Workspace organization

Individual work at the desk. Timer visible to the entire group showing the time remaining for the task completion.

Scenario

The facilitator starts asking “*What is work for you?*”

A reply is not needed in this initial phase. The facilitator could introduce a video that explains the evolution of work (5 min). At the end of the video, invite students to choose 2 inspirational cards, related to jobs and work-life and to elicit on a paper

- main activities and task connected to the job’s card chosen;
- main values, competence, capabilities connected to life’s card chosen.

Students write their ideas on sticky notes for 10 minutes. After the time has elapsed, they stick their cards and notes on the Blackboard / Flipchart. The Blackboard/Flipchart can be divided into two parts: one of them will be jobs/tasks, and the other half values/competences/resource.

The main issue is to compare jobs versus work. Facilitator should emphasize the fact that students could not find a job, made of a specific tasks and activities, that they will hold onto for their entire lives. Jobs cannot be simply categorized into cards/images/tasks. Today, jobs are often created by organizations and employers without really thinking about the future of their employees. Job applications are discouraging processes. Employers consider their own interests above their employees. They want to hire the people they think are the best fit with their internal needs. This means that jobs are often a weak fit and their wages are mainly defined by the market. Furthermore, many jobs have a short term orientation and they will disappear quickly due to external market forces and the replacement effect generated by technological advancement and innovative artificial intelligence (AI) solutions.

Summary Questions

- Which are the main differences between ‘job’ and ‘work’?
- How is ‘work’ related to ‘life’?
- How much ‘work’ is important for you (and to define yourself)?

Assignment 2. Possible work views and styles depending on the stage of career development

Goals

- ☐ Shifting from the meaning of ‘work’ to personal ‘workview’
- ☐ Defining personal workview and what work really is on a personal basis
- ☐ Comparing personal workviews (with another peer)
- ☐ Understanding the importance of being entrepreneurial in the process of vocational education and career development.

Form of assignment realization

Individual task

Peer-to-peer comparison/sharing

Completion Time

45 minutes / task and discussion

20 minutes to fill the canvas and 25 minutes to exchange worldview within each couple of students

Supporting Materials

Workview canvas (see Figure 1)

Workspace organization

Individual work at the desk. Timer visible to the entire group of students showing the time remaining for the task completion.

Scenario

The objective for your participants is the development of a personal workview (Figure 1).

An ice-breaking sentence about the two work world could be useful. *“Which works do you really like?”* It could be also useful to rely on previous exciting experiences.

The aim is to define what ‘work’ really is and the main whys behind individual workview. A good question to facilitate it could be *“What defines good or worthwhile work?”*

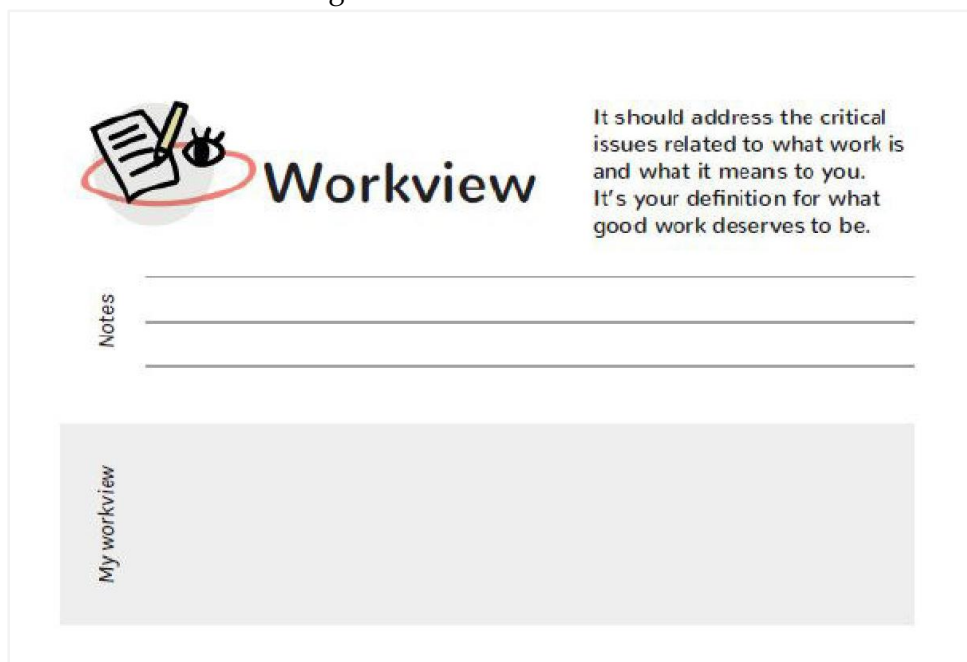
In filling the canvas, students should rely, first, on an individual perspective and, in a second phase, on social perspective. A suggestion could be to sketch a concept map on the canvas, by using different colors (for balloons) to distinguish between personal and relational view.

The work view could also be projected into the future on the basis of different stages of career development. Future work and career will allow students to earn more than just having a job. How? By creating additional value. The focus is on what each student considers really important about work in relation to different career stages. The greater will be the student capacity to activate different motivations, resources, and capabilities to develop innovative solutions and/or process and to fulfill emerging needs and pains, the greater the value they will provide and the greater share of that value they will personally receive. This means to be entrepreneurial starting from designing personal workview.

Summary Questions

- What does money have to do with work?
- How does work relate to the individual, to others and to society?
- What do experience, growth and fulfillment have to do with it?

Figure 1 – Workview canvas



The diagram shows a 'Workview' canvas. At the top left is an icon of a notepad with a pencil and a red circle around it. To its right is the word 'Workview' in a large, bold, black font. Further right is a text box containing the following text: 'It should address the critical issues related to what work is and what it means to you. It's your definition for what good work deserves to be.' Below the 'Workview' title, there are three horizontal lines for writing, with the word 'Notes' written vertically to the left of the first line. At the bottom of the canvas is a large, light gray rectangular area labeled 'My workview' vertically on its left side.

Assignment 3. The relationship between workview and worldview

Goals

- ☐ Shifting from to personal 'workview' to personal 'lifeview'
- ☐ Identifying what is meaningful and important to your life
- ☐ Analyzing the potential link between 'lifeview' and 'workview'
- ☐ Sharing personal 'lifeview' (with another peer).

Form of assignment realization

Individual task

Peer-to-peer comparison/sharing

Completion Time

45 minutes / task and discussion

20 minutes to fill the canvas and 25 minutes to exchange worldview within each couple of students

Supporting Materials

Worldview canvas (see Figure 2)

Workspace organization

Individual work at the desk. Timer visible to the entire group of students showing the time remaining for the task completion.

Scenario

The objective for your participants is the designing of personal worldview (Figure 2). An ice-breaking sentence about the two work world could be useful. *What is really good in your life? What is evil?*

The aim is to reflect on life purpose by calibrating what students find meaningful and important. What is really important can be connected to the worldview too. This reflection could be really hard for some students. A good question to facilitate this phase could be *“What do you really love?”*

In filling the canvas, students should also reflect on the relationship between individuals and others. In fact, we need the presence of others to define ourselves and our identity. In filling the canvas, students should rely, first, on an individual perspective and, in a second phase, on social perspective. A suggestion could be to sketch a concept map on the canvas, by using different colors (for balloons) to distinguish between personal and relational view.

In order to experience the worldview, it could be useful to define it on the basis of the presence of others in our lives, to better understand what students are supposed to do about themselves (on the basis of this reflection). A good question could be *“What is the relationship between you as an individual and the others?”*

Emotions and beliefs can also provide a help to answer ‘who am I’ and ‘why I’m here’. Emotions refer to what we feel when we experience the world around us. Beliefs are constructions that help us to get up every morning. And they are created on the basis of our experience. Upon beliefs, we create theories and judgements that help us to define our reality, our worldview.

Summary Questions

- What is really meaningful in your life?
- What is the relationship between you and the others?
- What are the role of joy, sorrow, love, peace, justice, injustice in life?

Figure 2 – Worldview canvas



World-

It is what provides your definition of what have been called “matters of concern”.

Notes

My worldview

Assignments Assessment

ID	Assignment	Assessment Method
1	What is work? Introduction about what work means and the evolution of the concept	Expert assessment by the workshop leader
2	Personal work views and styles depending on the stage of career development	Peer-review
3	The relationship between worldview and worldview	Peer review

Discussion Questions

1. What is work for you/me?
2. How much 'work' is important for you/me? How much is important to define yourself/myself?
3. What do experience, growth and fulfillment have to do with work?
4. What is good for me? And what is evil?
5. What is the relationship between worldview and worldview?

Concepts that matter

- **Empowerment** as the process that enables you to discover your skills, attitudes, core beliefs, values, and interests; spotting opportunities for achieving new values in your life; experimenting and testing a variety of different potential career and life choices; and proactively taking action to achieve personal happiness.

Additional Assignments

There are many different tools available to enhance the understanding of personal skills and interests.

These links provide an overview of some assessment tools available online:

<https://www.careeraddict.com/the-12-best-career-aptitude-tests-and/>
<https://www.thebalancecareers.com/the-strong-interest-inventory-526173-and/>
<https://www.thebalancecareers.com/self-assessment-tools-choose-a-career-526172>
<https://openpsychometrics.org/>

After completing a few of these, read the analysis of what the results mean and then invite students to ask themselves *Do these results surprise you? Do the different tests agree with one another? What new level of understanding or insight does this analysis give you?*

Worth Reading

1. Burnett, W., & Evans, D. J. (2020). *Designing Your Work Life: How to Thrive and Change and Find Happiness at Work*, Knopf.
2. Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. Knopf.

Worth to Visit on-line

1. The School of life - <https://www.youtube.com/watch?v=cKnSMCjzmco>
2. The School of Life - <https://www.youtube.com/watch?v=veriqDHLXsw>
3. <https://designingyour.life/how-to-craft-your-workview/>
4. <https://designingyour.life/bill-burnett-stanford-worldview-designing-your-life/>



Part 1. Designing your life

Introduction to Design Thinking

(Workshop Scenario PC2)

Authors:

Matteo Vignoli, Eleonora Musca, Silvia Marchini, Alice Colombo, Bernardo Balboni

"BE Aware STudent", Project n.: 2018-1-PL01-KA203-051137, Erasmus+ Programme,
Key Action 2: Strategic Partnerships for higher education

Prerequisites

- Openness and curiosity towards the application of Design Thinking approach
- Students don't need to have a clear idea of what they want to do in the future, but they must be willing to explore to find it out in this path of discovery
- Motivation to truly observe themselves and what is meaningful to them in their life routine.

Module Aims

- Develop student's theoretical understanding towards the Design Thinking method in general
- Develop student's theoretical understanding of what it means to apply DT to personal development and life design
- Shift student's thinking to make them learn how to focus on work as a journey to be experienced, rather than a means to an end
- Begin student's self exploration journey in order to later identify their own needs, therefore to develop a career path coherent with their personal attitude
- Engage students in a critical observation of their own routine, to identify relevant activities in terms of engagement and energy levels (either positively or negatively).

Skills Acquired

- Developing skills related to 'self-reflection' and 'thinking' useful to better understand the Design Thinking approach
- Dealing with ambiguity and complexity of a real wicked problem (their own personal career development)
- Familiarizing with DT approach
- Applying user research tools, such as observation and Journey mapping.

Time for completion

35 x 1

30 x 2

15 x (at least) 5

Workshop Scenario

ID	Time (minutes)	Activities (Order of implementation)	Activity form
1	≈ 35	“DT: Introductory Issue” Introduction about what Design Thinking is and what it means to apply it to personal career development.	Class engagement + Individual Assignment
2	≈ 30	How can DT help you?	Class activity
3	≈ 30	Practicing with the Good Time Journal tool	Individual assignment + Class engagement
4	≈ 15 x (at least) 5 repetition	Good Time Journal - Daily assignment for a week	Individual Assignment (Homework)

Assignments

Assignment 1. DT: Introductory Issue

Goals

- ☐ Develop student’s theoretical understanding of Design Thinking as an approach
- ☐ Develop student’s theoretical understanding of what it means to apply DT to personal development and life design
- ☐ Setting the stage for personal discovery
- ☐ Sharing assignment 3 and 4 and their goals.

Form of assignment realization

Video projection, collective discussion and individual assignment.

Completion Time

35 minutes (10 minutes Initial assessment + 25 minutes video projection)

Supporting Materials

E-learning course module 1 “DT: Introductory Issue”, notepad to collect notes

Workspace organization

The assignment can be viewed collectively during class through video projection, in a traditional class setting with the students facing towards the screen. Space settings that enable peer to peer discussions are encouraged too.

Scenario

Before the projection, the facilitator assesses the familiarity of the class with Design Thinking in general, and towards design your life. Questions such as: *How many of you have ever heard of DT? How many of you ever had the chance to apply Design Thinking?* (If there are raised hands, the

facilitator might take the chance to ask some students to speak up about that experience) *How many of you are familiar with the concept of designing your life?*

The facilitator, then, invites students to note down personal reflections and questions during the view and starts the video.

Summary Questions

- Which is the initial proficiency of the class in Design Thinking approach and design your life methodology?

Assignment 2. Discussion

Goals

- Ensure the class understanding of the Design Thinking approach and why it makes sense to apply it to personal development
- Answer to students' questions regarding the approach and regarding the following assignment 3.

Form of assignment realization

Class discussion

Completion Time

30 minutes

Supporting Materials

Blackboard / Flipchart to collect notes

Workspace organization

Classroom setting that enables students to communicate with each other and engage in a debate.

Scenario

The facilitator opens the stage for questions from the class, and asks other members of the class to provide answers, according to what has been shown in the video.

The facilitator might boost the video-lesson understanding asking students questions such as: *"How do you think design thinking can help you in building your professional path?"*, *"Why is it important to start by documenting our daily routine?"*

The main issue of the discussion is to internalize the reasoning behind Design Thinking applied to career and self-development. It is important for the students to know that career is not a journey towards a clear destination, but it is a journey led by experimentation, constellated with trials and errors, towards temporary directions that feel right to oneself in specific moments of life.

Summary Questions

- Why should we apply DT to career development?
- Why shouldn't we start from a specific aim in mind but from self-observation instead?

Assignment 3. Practicing with the Good Time Journal tool

Goals

- ☐ Ensure the clarity of the Good Time Journal tool, and of the concepts of “Energizing” and “Engaging” activities
- ☐ Ensure everyone is confident with the task
- ☐ Provide few real life examples of what energizing and engaging activities could look like
- ☐ Provide proof of how the same activity is not necessarily perceived in the same way from different people.

Form of assignment realization

Individual assignment, class discussion

Completion Time

15 minutes individual work + 15 minutes of discussion

Supporting Materials

Tool n.0 template “Good Time Journal” (see Figure 1 and Figure 2)

Blackboard / Flipchart to collect notes.

Workspace organization

Individual work at the desk. Timer visible to the entire group showing the time remaining for the task completion. A low volume instrumental music in the background if desired.

Scenario

The facilitator asks the students to individually fill in the Good Time Journal of their last 2 days, using the provided tool template. Each student has 15 minutes to fill in the template.

Once the time is up, the facilitator asks a few students to share a moment of their choice with the rest of the class, who have to explain also how and why they associated a certain level of energy and/or engagement to that moment.

The facilitator can bring up real examples asking questions such as: “Who of you has tracked a low energy/low engagement activity?”, “Who of you has tracked a high energy/high engagement activity?”, and other mixes of the two factors, or “Who of you tracked the same activity but assigned to it a completely different level of energy/engagement?”, in order to demonstrate that each task can be perceived completely differently from different people.

Summary Questions

- How would you define an engaging activity?
- How would you define an energizing activity?
- Is there a significant difference between engaging and energizing activity?

Assignment 4. Good Time Journal - Daily assignment for a week

Goals

- ☐ Observe student’s own routine and keep track of it in the Good Time Journal tool
- ☐ Analyze all the tracked moments and evaluate their levels of energy and engagement

- Collect personal datas and enable self reflection towards everyday life occurrences
- This tracking tool will later enable each student to understand recurring patterns (positive one and negative ones) in their life routine.

Form of assignment realization

Homework, individual daily assignment

Completion Time

15 minutes x each repetition (we suggest a minimum of 5 repetitions, one per day for a week)

Supporting Materials

Tool n. 0 template “Good Time Journal”

Workspace organization

A quiet environment, where the student can reflect upon their day.

Scenario

The facilitator asks the students to individually fill in the good time journal as a daily assignment for the following week.

Summary Questions

- What happened during your day?
- Which are relevant moments (either positively or negatively) in terms of energy and engagement?

Figure 1 - The Good Time Journal Tool Template, Figure 2 - A Good Time Journal Example

Figure 1 shows a blank template for the Good Time Journal. It consists of two columns of gauges. The left column is labeled 'ENGAGED' and the right column is labeled 'ENERGIZED'. Each gauge has a scale from 'LOW' to 'HIGH' and a small icon of a person. There are six rows of gauges, each with a dot for a daily entry.

Figure 2 shows an example of a filled Good Time Journal. It includes the same two columns of gauges, but with handwritten entries and arrows indicating energy and engagement levels. The entries are:

- FACULTY MEETING** on different topics (depends)
- ART CLASS** fun figure drawing
- OFFICE HOURS** lots of new students TOT with them
- MASTER'S SUPPORT** lots of logistic hassels
- WORKING OUT** 2 miles today
- DATE NIGHT** left early to make dinner

The gauges show various levels of engagement and energy, with some handwritten notes like 'yeah!' and 'SURPRISING! not expected!'.

Assignments Assessment

ID	Assignment	Assessment Method
1	“DT: Introductory Issue” Introduction about what Design Thinking is and what it means to apply it to personal career development.	Class engagement
2	How can DT help you?	Discussion and Internalization
3	Practicing with the Good Time Journal tool	Individual assignment + Class engagement
4	Good Time Journal - Daily assignment for a week	Homework evaluation and discussion

Discussion Questions

1. Have you experienced Design Thinking during the ‘workview’ and ‘worldview’ framing? Which phase have you explored?
2. How does what you’re doing on a daily basis really fit your values and priorities?
3. Which are your feelings/emotions about your daily routine? Have you found something new? Is there any surprise?
4. Which are relevant moments (either positively or negatively) in terms of energy and engagement?
5. How can you distinguish between energy and engagement?

Concepts that matter

- **Design Thinking** as a process, not a solution or a tool. It means stepping back from the main problem and taking a broader perspective. This enables to realize that any problem is part of a larger whole, and that the solution is likely to require understanding the entire system.
- **Abduction** is about making inferences from information that is surprising or anomalous, which are both very typical in decision making. It refers to the ability to devise new ways of looking at the problem(s) and it lies in making inferential leaps from a collection of raw data about a situation to some plausible hypothesis about the underlying issue. Abduction enables us to detect what the problem “really” is.
- **Wayfinding.** Design thinking is a process not a simple tool to use. As a process, you have to start from the wayfinding, that is a reflection about figuring out where you are going when you don’t actually know your destination. You don’t need a map. You need to discover your direction.

Additional Assignments

Flow state is the mental state in which a person performing some activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity. In essence, flow is characterized by the complete absorption in what one does.

There are several tools to assess the flow state. The most famous is the 'Flow State Scale', developed by Jackson and Marsh (1995) and it is aimed at measuring flow experiences during physical activity. We want to invite you to better understand the flow concept by reading the scientific article and answering the questionnaire (available online).

Worth Reading

1. Burnett, W., & Evans, D. J. (2020). Designing Your Work Life: How to Thrive and Change and Find Happiness at Work, Knopf.
2. Burnett, W., & Evans, D. J. (2016). Designing your life: How to build a well-lived, joyful life. Knopf.
3. Dorst, K. (2011). The core of 'design thinking' and its application. Design studies, 32(6), 521-532.
4. Jackson, S. A., & Marsh, H. W. (1996). Development and validation of a scale to measure optimal experience: The Flow State Scale. Journal of sport and exercise psychology, 18(1), 17-35.

Worth to Visit on-line

1. <https://designingyour.life/>
2. <https://designthinking.ideo.com/>
3. <https://dschool.stanford.edu/resources>
4. <https://www.positive.news/>



Part 1. Designing your life

Methods and techniques of Design Your Life approach

(Workshop Scenario PC3)

Authors:

Matteo Vignoli, Eleonora Musca, Silvia Marchini, Alice Colombo, Bernardo Balboni

Prerequisites

- Openness and curiosity towards the application of Design Thinking approach
- Students don't need to have a clear idea of what they want to do in the future, but they must be willing to explore to find it out in this path of discovery
- Motivation to truly observe themselves and what is meaningful to them in their life routine
- Students must have completed the Compass activity and the Good Times Journal activity, and must have the outputs of those assignments at hand.

Module Aims

- Transfer the concept of dysfunctional beliefs and the ability to detect and overcome them
- Enable students to identify what is relevant for them and what not, gaining insights from the previous observation activity
- Enable students to define their own Life Principles as a set of guidelines to build a coherent career path with their personal attitude
- Validate insights and assumptions through further research.

Skills Acquired

- Practicing with the first phase of the DT/DYL approach, research and problem definition, through hands-on experience
- Developing the ability to gain insights from research in order to identify needs
- Developing the ability to validate insights and assumptions with further research.

Time for completion

25 x 1 in class

20 x 1 in class

35 x 2 in class

5 in class + 30 (x at least 2 repetitions) at home

Workshop Scenario

ID	Time (minutes)	Activities (Order of implementation)	Activity form
1	≈ 25	Research and problem definition	Watch the video + Class Discussion
2	≈ 20	Dashboard: Break down your life into three areas and answer “How is it going?”	Watch the video + Individual assignment
3	≈ 35	Good time journal analysis: zoom in with AEIOU	Watch the video + Individual assignment
4	≈ 35	Convergence - Design Life principle	Watch the video + Individual assignment
5	≈ 5 + 60	Test your learnings - Homework	Watch the video + Individual Homework

Assignments

Assignment 1. Research and problem definition

Goals

- ☐ Clarify the purpose of the research phase
- ☐ Setting the stage for problem definition
- ☐ Uncover the concept of dysfunctional belief
- ☐ Setting the right mindset for research and self exploration.

Form of assignment realization

Video projection, collective discussion and individual assignment.

Completion Time

10 minutes video projection + 15 minutes follow up discussion

Supporting Materials

E-learning course module 2 “DT: We define the problem”, notepad to collect individual notes

Workspace organization

The assignment is viewed collectively during class through video projection, in a traditional class setting with the students facing towards the screen. Space settings that enable peer to peer discussions are encouraged too.

Scenario

Before the projection, the facilitator asks the class how the Good Times Journal logging experience has been. The following questions can be used to boost reflection upon the activity: *How do you feel regarding the activity you have done? Which were the difficulties you encountered? What is something surprising you discovered?*

The facilitator, then, invites students to note down personal reflections and questions during the view and starts the video.

The facilitator pauses the video at slide 11, before Tool n.1 (Dashboard) is explained.

The facilitator opens the stage for questions from the class, and asks other members of the class to provide answers, according to what has been shown in the video.

The facilitator might boost the video-lesson understanding by asking students the following questions.

Summary Questions

- Who of you does not have a clear idea of what they want to do in their future career-wise?
- Who has a clear idea about their future? What do you expect from this class?
- What is a dysfunctional belief?
- How can it be avoided?
- Have you ever experienced a dysfunctional belief yourself?

Assignment 2. Dashboard

Goals

□ Depict the current student's situation under three lenses (work, play, wellness). Note: the aim of this activity is to map the situation as it is, not as they wish it should be.

Form of assignment realization

Video projection and individual assignment

Completion Time

20 minutes (5 minutes tool introduction + 15 minutes for completion)

Supporting Materials

E-learning course module 2 "DT: We define the problem", notepad to collect individual notes

Tool n. 1 template "Dashboard" (see Figure 1)

Workspace organization

The assignment is viewed collectively during class through video projection, in a traditional class setting with the students facing towards the screen.

Individual work at the desk. Timer visible to the entire group showing the time remaining for the task completion. A low volume instrumental music in the background if desired.

Scenario

The facilitator starts again the video explaining the tool 1 “Dashboard” (approx 5 minutes), and stops the video at slide 13.

The facilitator leaves room for questions if there are any, otherwise he/she sets 15 minutes on the timer and let the class fill in the template.

Summary Questions

- Are you happy right now with where your gauges stand in each of these three areas?
- Are there areas that need action?
- Have you looked at them with honesty?

Figure 1 - The Dashboard Tool Template

Tool n.1

Dashboard

Let's start where you are. Not where you wish you were or where you think you should be, but right where you are.

To do so we need to break down life into pieces: work, play and wellness.

HOW TO:
Take a moment to evaluate your situation. Shade in the dashboards from zero to full, then describe what's going on in the spaces below.

Work: you may or may not be paid for it, but this is the stuff you "do".

Play: is all about joy. Play includes all those activities that brings you joy when you do them, these things are done "for the sake of it" and because they are fun without any obligation!

Wellness: we mean being well in mind, body and spirit - emotional, physical and mental wellness. We don't need much details, just an overall evaluation.

WORK

0 FULL

PLAY

0 FULL

WELLNESS

0 FULL

Assignment 3. Good time journal analysis: zoom in with AEIOU

Goals

- ☐ Getting great insights out of the good time journal reflections
- ☐ Enable students to critically reflect upon which elements have what kind of effect on their life.

Form of assignment realization

Video projection and individual assignment

Completion Time

35 minutes (5 minutes tool introduction + 30 minutes for completion)

Supporting Materials

E-learning course module 2 “DT: We define the problem”, notepad to collect individual notes

Students’ own completed Good Time Journal assignment (Tool n. 0)

Tool n. 3 template “AEIOU” (see Figure 2 and Figure 3)

Workspace organization

The assignment is viewed collectively during class through video projection, in a traditional class setting with the students facing towards the screen.

Individual work at the desk. Timer visible to the entire group showing the time remaining for the task completion. A low volume instrumental music in the background if desired.

Scenario


The facilitator starts again the video at slide 22 (skip directly from slide 13 to slide 22 for the right content), where it is explained how to look back at the filled in Good Time Journal Tool in order to gain valuable insights through the AEIOU framework.

The facilitator pauses the video at slide 30 and leaves room for questions if there are any, otherwise he/she sets 30 minutes on the timer and lets the class fill in the template.

Summary Questions

- How did it feel?
- During which activities you felt the most and the least energized or engaged? Which element of the activities made you feel energized/not energized engaged/not engaged?
- Which environments brought you to different levels of energy and engagement?
- Which kinds of interaction brought you to different levels of energy and engagement?
- Do you reckon any object as a relevant element of engagement or energy? Which ones and why?
- Which actors played a relevant role in making it either a positive or negative experience?

Figure 2 - The Zooming on the good stuff AEIOU Tool Template



Tool n.3

Zooming on the good stuff - AEIOU

In order to better set your wayfinding direction, you want to be as precise as possible about what's working and what's not. Let's get even more specific about those good times with the AEIOU method.

HOW TO:
Look back at your journal annotations and note at least 4 activities where you were highly engaged or energised, then drill down into them by exploring the details.

Notes - good stuff

A ACTIVITIES
What were you doing? Were you a leader or a participant?


E ENVIRONMENTS
What kind of place were you in? How did it make you feel?

I INTERACTIONS
Were others involved? Was your interaction formal or informal?

O OBJECTS
Were you using any objects or devices? Which ones, if any, were distracting?

U USERS
Who else was there and what role did they play in your experience?

Figure 3 - The Zooming on the bad stuff AEIOU Tool Template



Tool n.3

Zooming on the bad stuff - AEIOU

Try to get a sense of what specifically you did not enjoy. Your focus might be nurtured or frustrated by small details. Let's find out what they are.

HOW TO:
Look back at your journal annotations and note at least 4 activities where you experienced low engagement and negative energy, then drill down into them by exploring the details.

Notes - bad stuff

A ACTIVITIES
What were you doing? Were you a leader or a participant?

E ENVIRONMENTS
What kind of place were you in? How did it make you feel?

I INTERACTIONS
Were others involved? Was your interaction formal or informal?

O OBJECTS
Were you using any objects or devices? Which ones, if any, were distracting?

U USERS
Who else was there and what role did they play in your experience?

Assignment 4. Convergence - Design Life Principles

Goals

- ☐ Crystalize learnings in actionable guidelines
- ☐ Converge towards Life Principles, some fundamental rules that a student should follow in order to develop a career consistent with his/her own attitude.

Form of assignment realization

Video projection and individual assignment

Completion Time

35 minutes (5 minutes tool introduction + 30 minutes for completion)

Supporting Materials

E-learning course module 2 “DT: We define the problem”, notepad to collect individual notes

Students’ own completed Good Time Journal (Tool n. 0), AEIOU (Tool n. 3), Compass (Tool n.2)

Tool n. 4 template “*Life Principles*” (see Figure 4)

Workspace organization

The assignment is viewed collectively during class through video projection, in a traditional class setting with the students facing towards the screen.

Individual work at the desk. Timer visible to the entire group showing the time remaining for the task completion. A low volume instrumental music in the background if desired.

Scenario

The facilitator starts the video again (Slide 31). This part of the video explains how to converge from the prior research towards some design pillars, the Life Principles, whose aim is to crystalize the research phase in memorable guidelines, in order to later develop a career plan consistent with its creator.

The facilitator pauses the video at slide 35, leaves room for questions if there are any, and then he/she sets 30 minutes on the timer and lets the class fill in the template.

Summary Questions

- What is something that you have discovered about yourself, about what you like or dislike, that you want to keep at hand while building your future career?

Figure 4 - The Life Principles Tool Template

Tool n.4

Life Principles

Try to get a sense of what specifically you did not enjoy. Your focus might be nurtured or frustrated by small details. Let's find out what they are.

HOW TO:
Take a moment to reflect on what you have learnt today, collect the most interesting things you have found during this first research phase: from the Good Time Journal and from the deep dive analysis with the AEIOU tool.

Find patterns and sum up your findings in a few principles that you must consider while planning your future life. For life principles we mean something that you have discovered about yourself, about what you like or dislike, that you want to keep at hand while building your future career.

Some example might be: being outdoor, meet new people or work on my own.

NOTES

MY LIFE PRINCIPLES

Assignment 5. Test your learnings - Homework

Goals

- ☐ Validate students' insights through an external perspective
- ☐ Verify that students' learnings are consistent with their true self and are unbiased.

Form of assignment realization

Watch the video + Individual Home Assignment

Completion Time

5 minutes to introduce the activity in class

About 30 minutes to run the activity, we suggest engaging in this activity at least twice (x2)

Supporting Materials

Students' own completed Compass (Tool n.2) and Life principles (Tool n. 4)

Workspace organization

A quiet and homey environment, where the student can comfortably discuss with their friend, relative, colleague.

Scenario

Facilitator anticipates the homework activity in class, playing the last part of the video (from slide 36 and on).

This part of the video explains to the class how to verify their learnings, by discussing with a friend, a relative or a colleague that knows them well. An external observer is a powerful validator of your findings!

The aim of this activity is to verify that what students have defined about themselves is consistent with who they are and isn't biased, for example, by external expectations they project on themselves.

Summary Questions

- How can you verify that what you discovered about yourself is true and, as much as possible, unbiased?
- Who knows you well enough to discuss what you discovered with them, and provide you honest feedback?

Assignments Assessment

ID	Assignment	Assessment Method
1	Research and problem definition	Reflection
2	Dashboard: Break down your life into three areas and answer "How is it going?"	Reflection, canvas fulfillment, and discussion
3	Good time journal analysis: zoom in with AEIOU	Reflection, canvas fulfillment, and discussion
4	Convergence - Design Life principle	Reflection and canvas fulfillment
5	Test your learnings - Homework	Peer-to-peer discussion and reflection

Discussion Questions

1. What is your overall feeling about your Design Life principles?
2. Do you reckon any object as a relevant element of engagement or energy that is not included in the AEIOU? And in your design life principles too? Can you explain the reason why?
3. Are there some additional ways to validate your life design principles?

Concepts that matter

- **Research and problem definition.** Design Thinking approach first phase is about deeply understanding the problem space context, in order to provide later a solution that is more consistent with the context itself.
- **Dysfunctional Belief.** In this context, when we refer to dysfunctional belief we refer to an extremely common one that belongs to the career development world. A common fear of who's trying to figure out their personal path, is that if they already dedicated a certain amount of time dealing with something, then they should stick to it in order

to “not lose any further time”. The mindset switch in this program is in fact about unveiling how any step that has been taken is not a step towards a specific direction priorly chosen, but rather it’s a learning occasion that can help us understand where we should go or not go.

- **Life Principles.** In design, design principles are a set of fundamental pieces of advice for the designer to make easy-to-use and pleasurable designs. Design principles are a collection of all the wisdom accumulated during the research phase, and the designer keeps them at sight and applies them while ideating and developing the solution, in order to build solutions that are consistent with the problem/opportunity. Similarly, life principles aim at collecting all the relevant information for the “life exploration”, in order to help the student to build a life plan which is coherent with the student’s attitude.
- **Validation.** In design thinking the validation phase consists in a set of activities aimed at verifying if and how the insights gained from the research are real and solid.

Additional Assignments

Are students satisfied with your design life principle(s)? In the case they are not satisfied, here are some tools to create a visualization of each value/belief. The following links should give you some Values and/or Beliefs.

Core Beliefs

<https://mylatherapy.com/wp-content/uploads/2018/01/corebeliefs.pdf>

Core Beliefs

<https://www.harleytherapy.co.uk/counselling/core-beliefs-cbt.htm>

Personal Values Assessment

<https://www.valuescentre.com/tools-assessments/pva/>

Worth Reading

1. Burnett, W., & Evans, D. J. (2020). Designing Your Work Life: How to Thrive and Change and Find Happiness at Work, Knopf.
2. Burnett, W., & Evans, D. J. (2016). Designing your life: How to build a well-lived, joyful life. Knopf.

Worth to Visit on-line

1. <https://designingyour.life/>
2. <https://designthinking.ideo.com/>
3. <https://dschool.stanford.edu/resources>
4. <https://principles.design/>

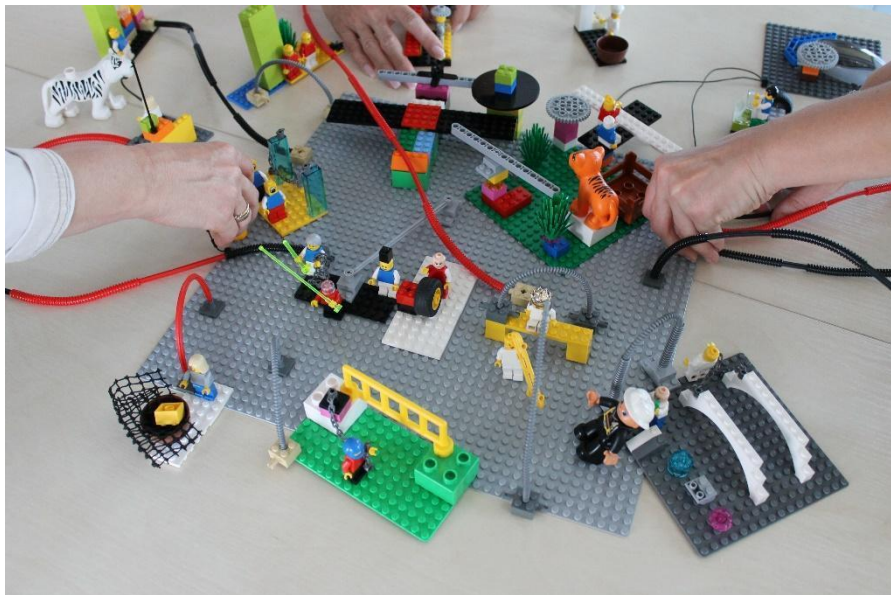


Part 1. Designing your life

IT Specialist - A socially responsible employee

Workshop based on bricks

(Workshop Scenario PC4)



Author:
Joanna Świętoniowska

Prerequisites

- Knowledge of the business model canvas technique, its basic elements, relationships between them
- Career canvas for chosen job position studied.

Aims

- Understand the impact of the environment in which the student works as an IT specialist (employee or the owner on his business)
- Understand how a student as an IT specialist can start to analyze its behavior and change towards more socially responsible practices
- Understand what are the consequences of social responsibility practices
- Understand why it is important to tackle social responsibility issues in order to create more and better business opportunities.

Skills acquired

- Identify impact of the environment in which the student work as an IT specialist
- Identify impact of the environment in which the student work as the owner on his business
- Analyze its behavior and change towards more socially responsible practices
- Analyze impact of socially responsible practices implementation
- Identify key social responsibility practices in IT specialist job position
- Develop rules and tools for social responsibility in the work of an IT specialist.

Required Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit or any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)
- LEGO® SERIOUS PLAY® Connections Kit or strings in different lengths, colors (black, white, red), as well in different thickness.

Bricks and strings used during one of the Workshops

Workshop Scenario

ID	Time (minutes)	Activities (the sequence in the module scenario)	Activity form
A1.	≈ 10	Introduction – The Highest Tower	Individual work
A2.	≈ 20	Me as an IT specialist	Individual work
A3.	≈ 20	Presentation of my own workplace	Individual work
A4.	≈ 20	Identifying own work (job position) as part of an environment	Individual work
A5.	≈ 45	Building the common environment for the IT specialist job position	Group work
A6.	≈ 15	Defining Social Responsibility	Individual work
A7.	≈ 60-90	Impact of IT specialist work on environment	Group work

Assignments

Assignment 1. Introduction – The Highest Tower

Goals

- ☐ To shape the manual building skills of the participants
- ☐ To familiarize with the types of Lego bricks used in tasks.

Completion Time

10 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit
or
- Any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)
- Meter or string helping measure the towers.

Workspace organization

Individual work at the desks. Each student (as part of a group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

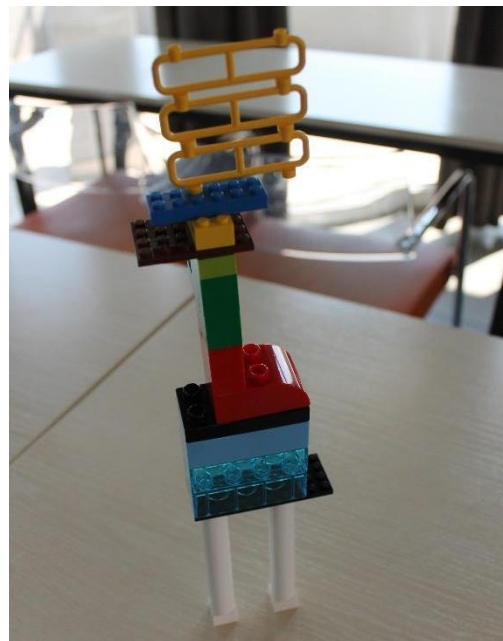
Scenario

In this exercise, the teacher asks students to build the highest tower. After the time has elapsed, the tower should be stable. The teacher measures the height of the towers and announces the winner. Then he initiates a discussion.

Discussion Questions

- Why you built such and not another structure
- What are its characteristic features
- What are the ways to increase the efficiency of work on the tower

Examples of models built by the students during one of the Workshops



Assignment 2. Me as an IT specialist

Goals

- To shape the manual building skills of the students
- To familiarize with metaphorical meanings of Lego bricks constructions.

Completion Time

20 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization

Individual work at the desks. Each student (as part of a group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

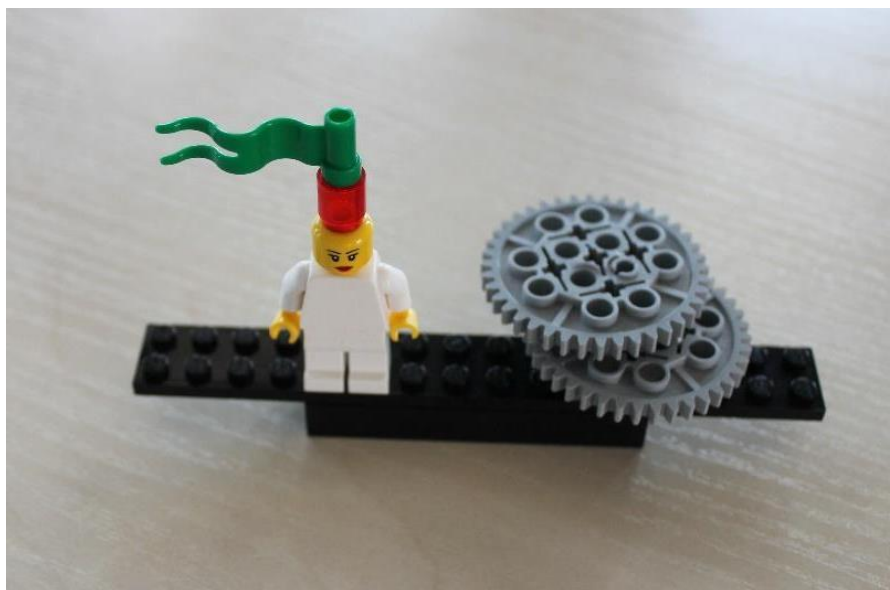
Scenario

In this exercise, the teacher asks students to build a model that represents a student as a future IT specialist (employee or the owner of his business), his key competences, skills, character trait, social affiliation, etc. The participant expresses himself through the model as he sees himself. After the time has elapsed, the teacher initiates a discussion.

Discussion Questions

- Which of your key competences, skills, character traits, social affiliations you expressed by your model?

A model built by one of the students during a Workshop



Assignment 3. Presentation of my own workplace

Goals

- ☐ To make yourself aware of the most important features of the student's work (the basic meaning of this work)
- ☐ To define the goal that the student would like to achieve regarding to the future career.

Completion Time

20 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates) + strings in different lengths, colors (black, white, red) as well in different thickness.

Workspace organization

Individual work at the desks. Each student (as a part of a group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

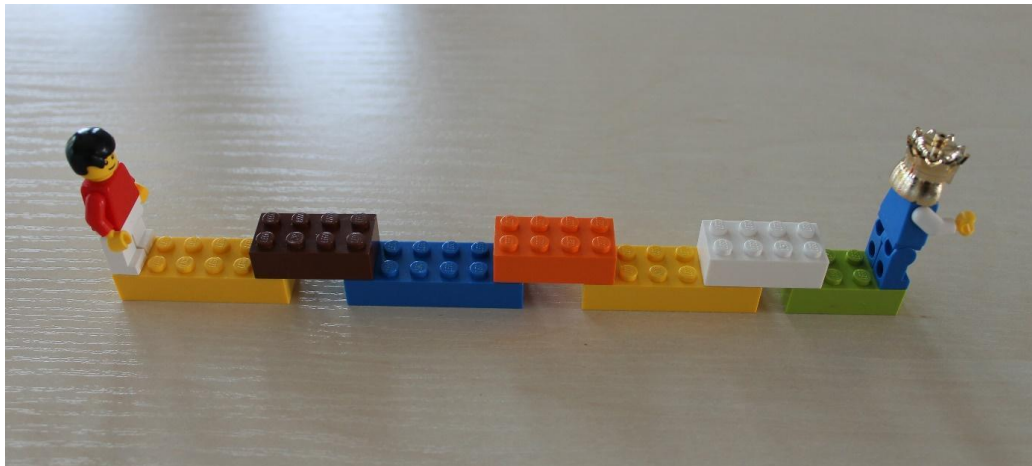
In this exercise, the teacher asks students to build a model that presents his own future. The participant expresses himself through the model as he sees his future job position and himself in a particular job (tasks, duties and responsibilities). After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions

- What is your job?
- What are your tasks, duties and responsibilities?

A model built by one of the students during a Workshop



Assignment 4. Identifying own work (job position) as part of an environment

Goals

- To define the different stakeholders and elements of the environment in which a student is going to work as an IT specialist.

Completion Time

20 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
or
- Any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization

Individual work at the desks. Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to build a model that present different elements of the external as well as internal environment in which the student is going to work as an IT specialist (as an IT specialist). The participant expresses himself through the number of models of key environment elements: various stakeholders (such as managers, colleagues, clients) as well as other elements such as technology, resources, processes and procedures, information etc. After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions

- What are key elements for an external environment in the work of an IT specialist?
- What are key elements for an internal environment in the work of an IT specialist?

“BE Aware Student”, Project n.: 2018-1-PL01-KA203-051137, Erasmus+ Programme,
Key Action 2: Strategic Partnerships for higher education

- What are your relationships with the key stakeholders?

Models built by one group of students during a Workshop



Assignment 5. Building the common environment for the IT specialist job position

Goals

- To understand the different stakeholders and elements of the environment in which the student is going to work as an IT specialist.

Completion Time

45 min. (+ discussion)

Supporting Materials

- Models prepared by students in the Assignment 3;
- Models prepared by students in the Assignment 4;
- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
or
- Any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization

Group work at the previously prepared desks (on the side, as an “island”). All students together standing up work around the desk. Timer visible to the whole group showing the time remaining for the task completion.

“BE Aware Student”, Project n.: 2018-1-PL01-KA203-051137, Erasmus+ Programme,
Key Action 2: Strategic Partnerships for higher education

Scenario

In this exercise, the teacher asks students to build one common model that represents the environment for the IT specialist particular job position (in case the students worked on a few different, specific job positions, they should split for different teams depending on the job positions). Firstly, the models prepared by students in the assignment 3 should be presented in a center. Then, the students use the models prepared in frame of Assignment 4. The students are discussing what are the key elements that should be included in the model. The agreed elements should be distributed around models presenting a particular workplace (results of assignment 3). After the time has elapsed, the teacher initiates a discussion.

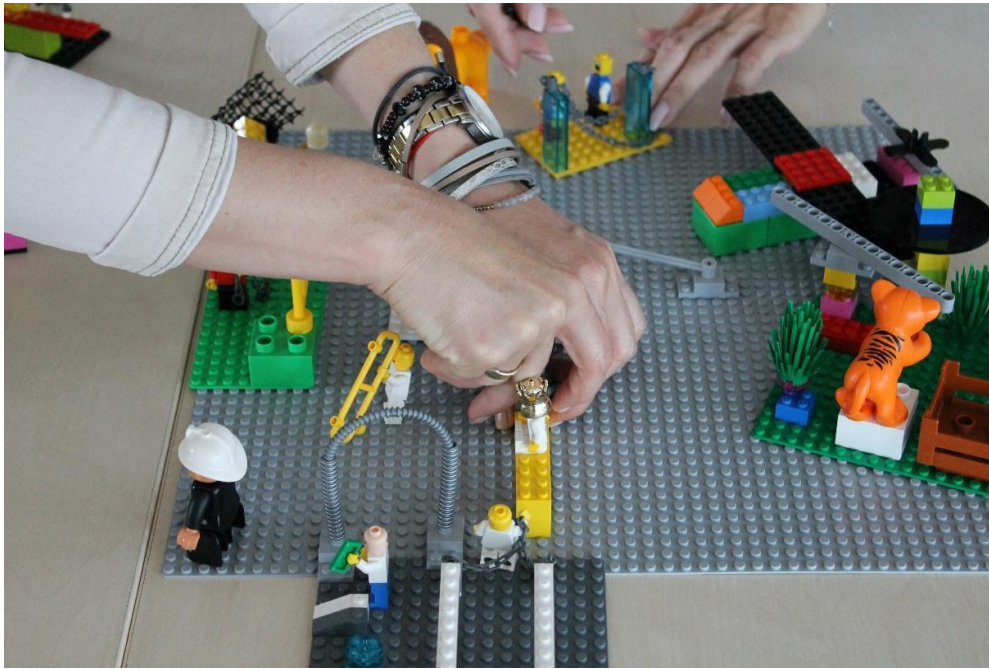
!!! DO NOT STORM THE MODEL

Discussion Questions

- What key elements of the environment were selected and why?

Examples of models built by the students during one of the Workshops





Assignment 6. Defining Social Responsibility in IT

Goals

- ☐ To shape the manual building skills of the students
- ☐ To familiarize with metaphorical meanings of Lego bricks constructions
- ☐ To aware students how differently they can understand *social responsibility* and how many interpretations there can be
- ☐ To define the *social responsibility* in the area of IT job position.

Completion Time

15 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
or
- Any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates).

Workspace organization

Individual work at the desks. Each student (as part of a group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

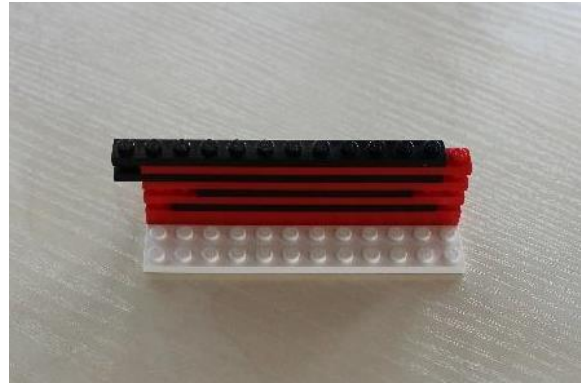
In this exercise, the teacher asks students to build a model that represents students' understanding of the term "*social responsibility*". After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions

- What is your understanding of *social responsibility*?
- What are the main features of *social responsibility* regarding an IT specialist job position?

Examples of models built by the students during one of the Workshops



Assignment 7. Impact of IT specialist work on environment

Goals

□ To aware students how socially responsible activities can have an influence on environment as well as for own company

Completion Time

60-90 min. (+ discussion, depending on the number of situations explored)

Supporting Materials

- Model/models prepared in an Assignment 6;
- Strings in different lengths, colors (black, white, red) as well in different thickness.

Workspace organization

Group work at the porously prepared desks (on the side, as an “island”). All students together standing up work around the desk. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to work with the model built in Assignment 6. The teacher describes situations which can happen regarding social responsibility aspects. After each situation, the teacher asks students to present the relationships between an IT specialist at work (as an employee or the owner of his business) and elements of the environment (presented in Assignment 6). Students use strings in different lengths, colors (black, white, red) as well of different thickness.

Meaning of strings:

- Black string means positive relationship / influence
- Red string means negative relationship / influence
- White string means neutral influence

- Long string means long-term impact
- Short string means short-term impact
- Thin string means weak impact
- Fat string means strong impact

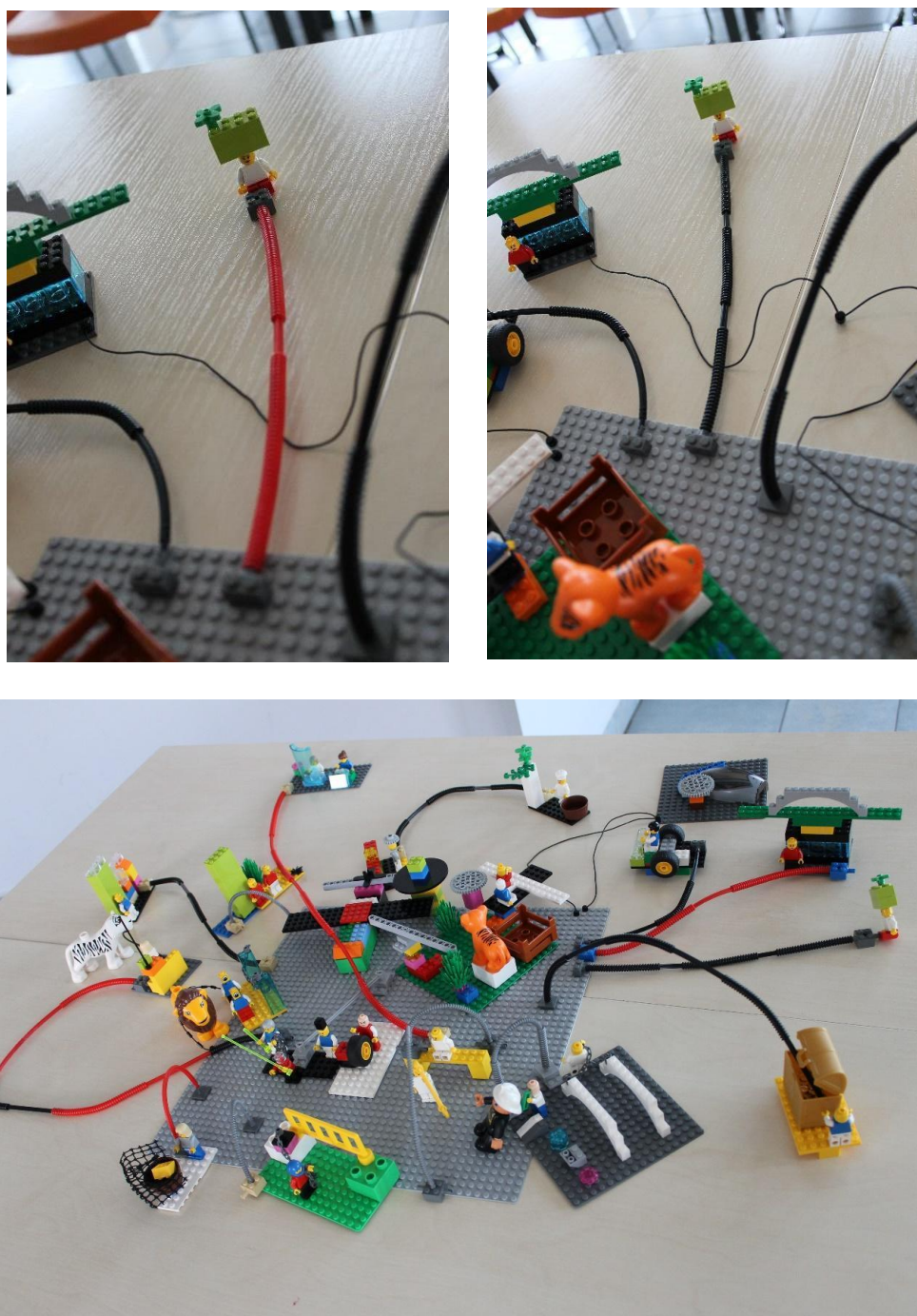
Situations to consider:

1. After the particular situation has been described by the teacher, the students explore the nature of the relationships and make required changes in relationships (using different strings). After that, the teacher initiates a discussion.

Discussion Questions

- What are the points you connected regarding described situation
- How have the relationships changed in addition to the described situation?
- What does the length of the connection mean?
- What is the nature of the connection - impact (is strong, weak, long-time, short time, positive, negative)?
- What will the impact of change of the connections be as a result of the described situation (on you as an IT specialist and on the company you are working for)?

Examples of models built by the students during one of the Workshops



Part 2: Discovering the job market & professional development opportunities

Which are the main trends on the job market(s)? Which are the main job search techniques that seem to better frame my personal traits?

And how can a company extrapolate value from their employees? What is the architecture at the core of its business?

These are the framing questions of this second part, aimed at analyzing the job market and the organizational value behind each company using the business model concept.

The fifth chapter is aimed at helping students explore the job market and understand potential main paths and trends by using specific job search techniques. This is a divergence phase that can help ideating unknown professional paths.

The sixth chapter is aimed at analyzing main building blocks of the business model architecture, by using the business model canvas, and understanding its potential evolution. The goal is to better understand the logic behind business model design, that will be useful to define personal business models (object of the next part), and to invite students to focus on those business models they consider really valuable and impactful and to which they would apply in the next future.



Part 2. Discovering the job market & professional development opportunities

Discovering the opportunities of the local / global labor market

(Workshop Scenario PC5)

Authors:

Maria José Varadinov, Ana José, Gastão de Jesus Marques

Prerequisites

- Openness and curiosity to explore alternatives of future work and career development
- To have some preliminary ideas about future paths of growth and development

Module Aims

- Empower students to navigate job offer markets
- Empower students to detect main trends and emerging jobs and professions
- Enable students to build their own mind map on job opportunities

Skills Acquired

- Knowledge about labour markets
- Knowledge about how to search for job opportunities
- Building of mind maps

Time for completion

2 x 40

2 x 20

Workshop Scenario

ID	Time (minutes)	Activities (Order of implementation)	Activity form
1	≈ 40	Analysis of local / global labor market trends	Individual task and face-to-face session (exchange between 2 peers)
2	≈ 20	Traditional and non-traditional job search techniques	Individual task and face-to-face session (exchange between 2 peers)
3	≈ 20	Discovering institutions and organizations that create opportunities for the students in the labor market	Individual task and face-to-face session (exchange between 2 peers)
4	≈ 40	Creating a job finding opportunities map	Individual task and face-to-face session (exchange between 2 peers)

Assignments

Assignment 1. Analysis of local / global labor market trends

Goals

- ☐ Raising student awareness of the importance of early detection of new professions and skills

- Awareness about main trends on the labor markets

Form of assignment realization

Individual task

Peer-to-peer comparison/sharing

Completion Time

40 minutes / task and discussion

35 minutes to search and fill a table form

5 minutes to exchange information and suggestions within each couple of students

Supporting Materials

Table form to fill

Workspace organization

Individual work at the desk. Timer visible to the entire group of students showing the time remaining for the task completion.

Scenario

The facilitator starts introducing a table with the main areas of work in IT and asking students to choose the 1/2 they think better fulfill their expectations.

After this step, additional tables are presented with more concrete jobs and competences in IT (organized accordingly with the previous table) and students are invited to choose 2/3 jobs they think better fully fulfill their expectations (which may originate changes in the previous selection). 5 minutes to perform these two first steps.

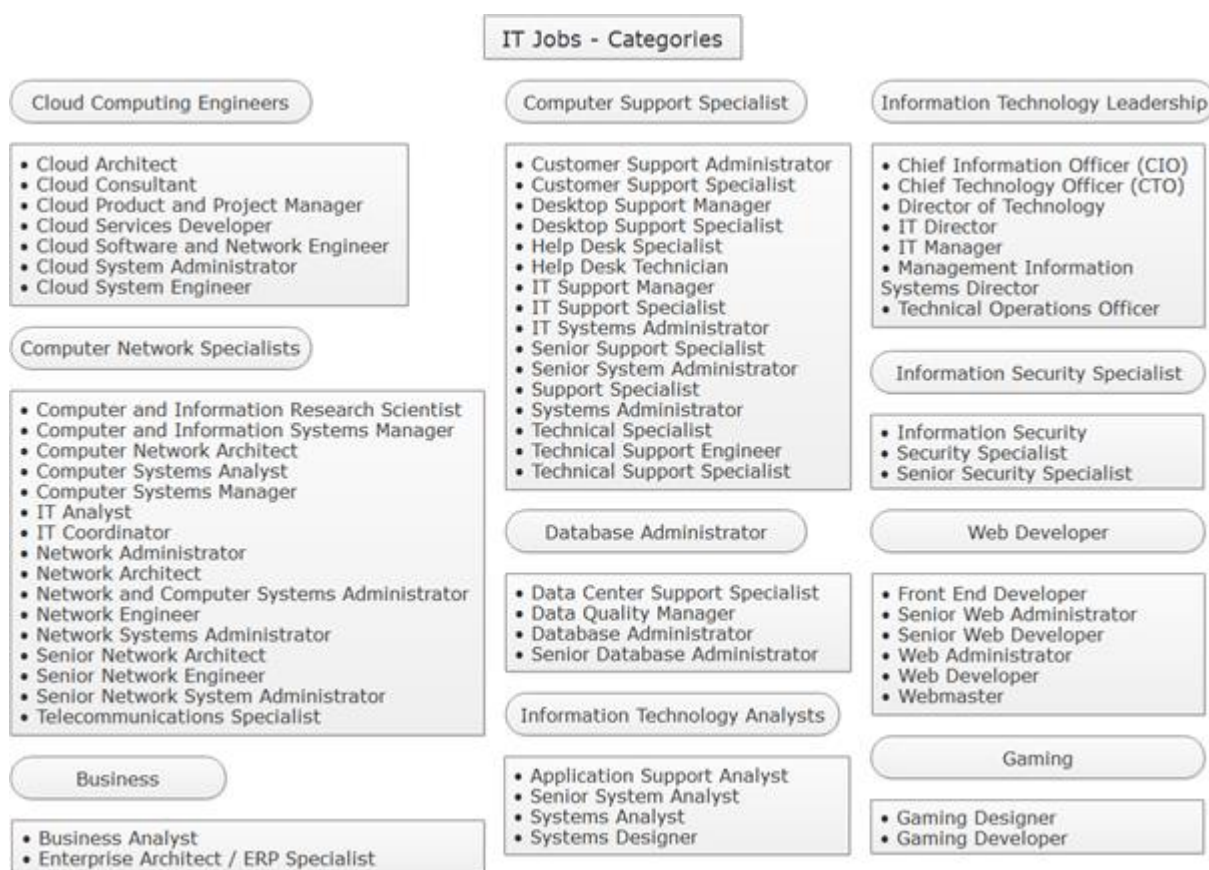
With this selected information students are invited to search which skills and qualifications are required for the jobs selected, to define clearly what is expected to be performed by the same jobs and which tools are used in them (20 minutes).

Accordingly with the information gathered students are invited to search for potential ways of development, i.e. new possibilities inside the jobs selected and/or new jobs resulting from their development (10 minutes).

In these four phases students fill their table form in the more organized way they can.

The remaining 5 minutes are to exchange information with a peer and collect suggestions.

In this way students achieve a better understanding about what is going on in labor markets and refine their perspective in some jobs which they think better fully fulfill their expectations.



Questions

- Which are the main trends on IT jobs that seem to better fulfill my expectations?
- What is emerging as new trends and/or developments in the previous context?

Assignment 2. Traditional and non-traditional job search techniques

Goals

Awareness about main job search techniques

Form of assignment realization

Individual task

Peer-to-peer comparison/sharing

Completion Time

20 minutes / task and discussion

15 minutes to study and fill a table form

5 minutes to exchange information and suggestions within each couple of students

Supporting Materials

Table form to fill

Workspace organization

Individual work at the desk. Timer visible to the entire group of students showing the time remaining for the task completion.

Scenario

The facilitator starts introducing tables with the main strategies for a successful job search.

Be selective with your search. Search for the Right Jobs.	Focus your job search on positions you feel excited about and companies you really want to work for. This will help you feel confident about the position when speaking to the hiring manager. Your passion for the role will also come across in the interview, increasing the likelihood of being hired. Use the job search engines to find jobs by using keywords that match your interests and the location where you want to work. Narrowing your search criteria will save time, help you focus your job search, and give you highly relevant job listings to review (and fewer non-relevant listings to weed through).
Job Search Where Companies Are Hiring	If you're aware of where companies are seeking applicants, you can position yourself to increase your chances of getting found by hiring managers. One of the important job search strategies you can use is to focus your efforts on the same job sites that companies are using to recruit.
Maintain a strong digital presence.	Check any job-related social media profiles and make sure that they are complete and position you as a strong candidate for your ideal job. That may mean going through your profile and tailoring it with specific keywords that a hiring manager would be looking for if they were searching for a candidate with your skillset. If you need guidance for what keywords to use, search for open positions in your field and identify the keywords that those companies are using. Depending on your position, you may also want to consider starting your own personal website that's focused on your area of expertise. This can allow you to share your knowledge and, depending on your skillset, your work. For example, if you are a web developer, you could show examples of websites that you've designed.
Rank Well on Google	Create profiles on LinkedIn and other professional networking sites. Use your name for the URL, if possible. When prospective employers search for you online, those profiles typically rank high, so you will provide recruiters, employers, and contacts with a strong, positive, and professional impression of you as a candidate they should be interested in.
Make Sure Companies Can Find You	When you're conducting a job search, you need to make it easy for employers to find you online. Employers, who can be inundated with resumes when they post jobs, often seek passive candidates (qualified candidates who aren't necessarily looking for work, but who may be interested if the right job comes along). Here's how to ensure companies can find you.

Get Noticed by Your Dream Company	The job market is crowded, and one of the most valuable strategies you can use is to make sure that you stand out from the crowd and show the hiring manager that you are a candidate who should be selected for an interview. One way to do this is to have a target list of companies you'd like to work for, and focus your efforts on making a terrific impression.
Visit company websites.	If you have identified a shortlist of companies you are most interested in working for, start visiting their website regularly to find out if they're hiring. Many companies don't advertise their openings on job sites, but instead may just post them on their own website and share them on social media. By monitoring the websites of the companies you're most interested in working for, you'll be more likely to notice if a position becomes suddenly available.
Customize your application.	It's important to take the time to write targeted resumes and cover letters that specifically link your qualifications to the hiring criteria for the jobs you are applying for. The hiring manager will be able to immediately see why and how you are qualified for the job. You'll have a much better chance of getting an interview with a targeted resume, than if you send a generic letter and resume.
Ace the Job Interview	A job interview, of course, is what is going to get you a job offer – or not. Take the time to prepare. Research the company before you go for the interview, dress appropriately, practice answering and asking interview questions, and make a concerted effort to impress the interviewer with your skills, experience, confidence, and expertise.
Follow Up After the Interview	It's really important to follow up after an interview by thanking everyone you interviewed with. Candidates who send thank you notes get hired more often than those who don't. Use your thank-you note as an opportunity to reiterate why you're the best candidate for the position. If you flubbed an answer during the interview, you could also use your thank you note to clarify.
Participate in job fairs.	Job fairs, often held throughout the year, allow you to meet employers who are hiring directly. Do your research in advance and find out which organizations will be attending the job fair. Next, identify the companies you are most interested in working for and research to learn more about them. Your preparation will come across when you speak with the employer directly at the job fair and they will be far more likely to remember you at the end of the day. You may even earn an interview on the spot.
Learn a new skill.	Learning an exciting new skill related to your profession can improve your confidence and energize you. It helps you to surround yourself with people who are excited about leveraging their talents. By surrounding yourself with other professionals in your industry, you may learn about new opportunities. You'll also be able to enhance your own resume and show hiring managers that personal and professional growth is important to you.

Network regularly.	Networking is still the way most people find jobs, and the job search strategies you use need to include networking—either online or in person. Connect with everyone you know, because you never know which contact may be able to help you with your job search or put you in touch with someone who can. Join LinkedIn Groups so you'll have access to job listings posted for Group members and more people to network with. Set up information interviews with professionals at your target companies to get more information about an industry, job, or company.
Leverage your current relationships.	You are likely familiar with the phrase, "it's not what you know, it's who you know." The more relationships you have, the greater the likelihood of a referral for a job. Start using social media and leveraging your personal and professional networks to learn about openings and get a referral.
Look offline. Utilize word-of-mouth.	Look for small companies in your area, particularly family-owned businesses or organizations that rely on word-of-mouth. Identify the ones you're most interested in working for and reach out with a cold email. Use social networks to see if you are connected with anyone who works there and periodically check their website to determine whether they are hiring.
Use a head hunter.	Some people specialize in helping others find jobs, sometimes even for specific industries. Consider contacting a placement agency or head hunter who can help you find the right position.
Join a professional organization.	Join a professional organization in your field. This will present opportunities for you to learn, expand upon your current skillset and network with those working within the industry. Make sure when you're meeting new people that you're mentally present and engaged, as you may connect with someone at an event who can offer assistance in your job search.
Bypass human resources.	If possible, find a way to bypass HR and connect with someone in the department for which you're applying. Look on job-related social networks and find people who work within the company. Then evaluate whether you have any connections who could get you an introduction. Consider reaching out to people in the department to see if you can get coffee and learn more about the company and the position. You may walk away from the meeting with a personal referral for the job.

Students are requested to define in the table form 3 different ways to perform a job search, accordingly with their personal traits and jobs intended (15 minutes for these two steps).

The remaining 5 minutes are to exchange information with a peer and collect suggestions.

In this way students achieve a broad perspective on job search techniques and try to find the ones they think are more effective to be performed by themselves.

Questions

- Which are the main job search techniques that seem to better frame my personal traits?

Assignment 3. Discovering institutions and organizations that create opportunities for the students in the labor market

Goals

First contact with search in labor markets

Form of assignment realization

Individual task

Peer-to-peer comparison/sharing

Completion Time

20 minutes / task and discussion

15 minutes to search and fill a table form

5 minutes to exchange information and suggestions within each couple of students

Supporting Materials

Table form to fill

Workspace organization

Individual work at the desk. Timer visible to the entire group of students showing the time remaining for the task completion.

Scenario

Students are requested to search and register in the table form available job opportunities accordingly with several criteria: part and full time jobs, internships, volunteering, location, in and out of their intended jobs, etc. (15 minutes).

The remaining 5 minutes are to exchange information with a peer and collect suggestions.

In this way students experiment a first approach with the labor market search.

Questions

- Which kind of job opportunities are available at the moment and which seems to better fully fill my expectations?

Assignment 4. Creating a job finding opportunities map

Goals

Design alternative paths of job / career development

Form of assignment realization

Individual task

Peer-to-peer comparison/sharing

Completion Time

40 minutes / task and discussion

5 minutes introducing mind maps

25 minutes to design personal mind map

10 minutes to exchange information and suggestions within each couple of students

Supporting Materials



Mind map app

Workspace organization

Individual work at the desk. Timer visible to the entire group of students showing the time remaining for the task completion.

Scenario

Students are introduced to mind maps.

After that they are requested to design a mind map, relying on the information previously collected in table forms, with the objective to make clear alternative paths in order to achieve the desired jobs (25 minutes). In this way, different colors, arrows, lines, balloons, etc. enable students to distinguish between easy and hard paths, realistic and not realistic paths, national and international ones.

The remaining 10 minutes are to exchange information with a peer and collect suggestions.

In this way students learn to build graphical alternative paths of development, making clear different options to meet their expectations.

At the end of this module the mind maps are to be exposed on a wall.

Questions

- Which path seems to better fully fill my expectations?
- Which path seems to be more realistic?
- Which is the intermediate path between the two previous ones?

Assignments Assessment

ID	Assignment	Assessment Method
1	Analysis of local / global labor market trends	Expert assessment by the workshop leader
2	Traditional and non-traditional job search techniques	Peer-review
3	Discovering institutions and organizations that create opportunities for the students in the labor market	Peer-review
4	Creating a job finding opportunities map	Expert assessment by the workshop leader and Peer-review

Discussion Questions

1. Which are the main trends on IT jobs that seem to better fulfill my expectations?
2. What is emerging as new trends and/or developments in the previous context?
3. Which are the main job search techniques that seem to better frame my personal traits?
4. Which path seems to better fully fill my expectations?
5. Which path seems to be more realistic?

Concepts that matter

- **Information and knowledge**, as the process to know what is going on in the desired markets, how to arrive at desired objectives in order to fulfill expectations and how to make all this clear for self and others.
- **Empowerment**, as the process that enables the discovering of interests; spotting opportunities among a variety of different potential career and life choices; and proactively taking action to meet expectations.

Worth Reading

1. Cunningham, Paul (2019) Surviving IT: Essential advice for building a happy and healthy technology career, Left Brain Publishing, ISBN – 100648661202
2. Biedroń, Sebastian (2020) A career in IT - How to make it happen, Kindle edition

Worth to Visit on-line

<https://www.itcareerfinder.com/it-careers.html>

<https://www.thebalancecareers.com/list-of-information-technology-it-job-titles-2061498>

<https://career.ku.edu/sites/career.ku.edu/files/files/jobsearch/Final%20Edits%205-9-16.pdf>

https://career.ku.edu/sites/career.ku.edu/files/files/jobsearch/ResumeBooklet_2013_Accessible.pdf

https://career.ku.edu/sites/career.ku.edu/files/files/jobsearch/Interview_Guide_SP%202019_reduced%20size.pdf

<https://skillcrush.com/blog/women-in-tech-books/>

<https://www.indeed.com/career-advice/finding-a-job/job-searching-strategies>

<https://www.thebalancecareers.com/top-strategies-for-a-successful-job-search-2060714>



Part 2. Discovering the job market & professional development opportunities

Thinking about professional development and education path in terms of business model

(Workshop Scenario PC6)

Author:
Joanna Wójcik

Prerequisites

- The results of the workshop *Discovering the possibilities of the global and local labor market*
- The ability to search for companies offering employment in the IT area in line with professional preferences and the analysis of job offers
- The ability to analyze the information about the employer, its position and market connections
- Basic knowledge of the business model canvas technique.

Module Aims

- Better understanding by students of the operation of the organization in which they want to find employment, regardless of whether it is a large corporation, an innovative start-up or a small local company
- Transfer of theoretical knowledge and practical methods in business modeling and entrepreneurship
- Developing skills in analysis and creation of a business model canvas
- Understanding how the business model canvas technique can help to find employment and then in daily work
- To provide the ability to analyze the context of the job position from the perspective of the company's business model (place of employment)
- Using the canvas in the analysis of links between the job position (group of positions) and the key elements that make up the organization's business model.

Skills Acquired

- Explain the importance of the various components of the business model canvas and the links between them
- Prepare the canvas of the business model of the enterprise in which the student works (or plans to find employment)
- Explain what kind of workers are needed to operate the company
- Present the canvas of the business model of the selected enterprise in the public forum and obtain its approval.

Time for completion

3 x 45

Workshop Scenario

ID	Time (minutes)	Activities (Order of implementation)	Activity form
1	≈ 15	Business models of the past (identification of non-existent today, but very successful business models in the past).	Individual task
2	≈ 15	Puzzle (checking the understanding of the elements of the business model structure).	Group task
3	≈ 60	Analysis of the existing business model of a well-known company (proficiency in using the business model canvas)	Group task
4	≈ 45	The business model of the company to which I want to apply (the ability to observe the local labor market).	Individual task

Assignments

Assignment 1. Business models of the past

Goals

- ☐ Making students aware that business models are constantly evolving, some business models from the recent past have disappeared
- ☐ Demonstrating that business models will change frequently throughout the working life and that the learner should not be attached to them.

Form of assignment realization

Individual task. Analog task.

Completion Time

10 minutes / task and discussion

Supporting Materials

Sticky notes to write down the names of companies / business models. A blackboard or a flipchart to stick the answers.

Workspace organization

Individual work at the desk. Timer visible to the entire group showing the time remaining for the task completion.

Scenario

The facilitator asks, *What business models do you remember from the past?* Then asks for 3 examples by each of the students. To facilitate the understanding of the task, the facilitator can give an example: telephone booths with cards, which are no longer present in most developed countries, or windmills that have changed their function from grinding flour to generating electricity.

Students write their ideas on sticky notes for 5 minutes, they can use phones to search for information. After the time has elapsed, they stick their answers on the Blackboard / Flipchart. The Blackboard/Flipchart can be divided into two parts - one of them will be models that no

longer exist, and the other half - those that have been heavily modified. The facilitator chooses 2 or 3 examples, and participants are encouraged to discuss.

Summary Questions

- Were you aware of the volatility of business models?
- Taking into account your interests and field of study, do you think you will work in a company the business model of which will rarely change?

Assignment 2. Puzzle

Goals

- ☐ Understanding the components of the business model canvas and their interrelationships
- ☐ Understanding that the business model canvas can also be used for an established company
- ☐ Understand visualization methods and the brainstorming process for creating business model canvases.

Form of assignment realization

Group task. Analog task.

Completion Time

15 minutes / task and discussion of the results if the students know the business model canvas tool.

45 minutes / task and a discussion of the results in case the students do not know the business model canvas tool and the E-learning Course *Career Canvases - Basic Issue, MODULE # 1 Business Model Canvas* (p.1-23, without p.21 - solution of given task) should be discussed.

Supporting Materials

A printed business model canvas in A3 format (*BMC.pdf file*) and model components (*Elements.pdf file*). A blackboard or a flipchart and glue.

Workspace organization

A flipchart or a Blackboard for each group separately. Timer visible to the entire group showing the time remaining for the task completion.

Scenario

The facilitator asks about the knowledge of the business model canvas tool. In case of unfamiliarity with the concept, the facilitator discusses the E-learning Course (*Career Canvases - Basic Issue*), MODULE # 1 *Business Model Canvas* (p.1-23). The facilitator shows the company whose business model will be presented (eg *Linkedin*). Participants receive pre-printed cut-up cards with elements of the business model which they are to place in the correct fields. During the task, the participants can use their mobile phones to familiarize themselves with the company's website. During the discussion, the participants decide how to arrange the cards and, after making the final decision, stick them. After the lapse of time, the tutor compares the created canvases. The facilitator shows the correct solution, and the participants ask questions in case of discrepancies.

Summary Questions

- Why is it worth building a business model canvas for existing successful companies?
- Is the order of filling in the fields in the business model canvas important? Which field is worth starting with?
- Is it possible to create a business model canvas for companies that are not active in new technologies?

Assignment 3. Analysis of the existing business model of a well-known company

Goals

- ☐ Presenting the Business Model Canvas as a modern tool for designing and verifying business models
- ☐ Better understanding of the various elements of the business model canvas
- ☐ Showing the iterative nature of creating business model canvases and thus introducing improvements in the business model
- ☐ Understanding popular patterns of business models.

Form of assignment realization

Group task. Analog or digital task.

Completion Time

45 minutes / task and discussion

Supporting Materials

- Printed business model canvas in A3 format (*BMC_EN.pdf* file). Sticky notes in various colors and thick markers. A blackboard or a flipchart for fixing the canvas.

or

- A computer / laptop, one for each group, and a business model canvas template with electronic cards (*BMC_template_EN.pptx* file).

Workspace organization

Flipchart or Blackboard for each group separately / computer workstation. Timer visible to the entire group showing the time remaining for the task completion.

Scenario

The lecturer shows the company for which the students will independently build the business model canvas (eg Skype, Gillette, Amazon, etc.).

Before starting the exercise, the tutor explains the rules of using sticky notes. The lecturer emphasizes that the use of sticky notes allows students to focus on the most important aspects of the model. When it turns out that there are so many pieces of paper that they do not fit in the selected area of the canvas, it means their number should be reduced by selecting those containing the most important features. Participants can use two colors of cards: one for content they are sure of, another for content that they are doubtful about. Each participant should have their own set of post-it notes in order not to be dominated by the group leader.

All group participants should accept the final selection of cards. The instructor sets time for individual sections of the business model canvas. The short time to complete individual sections should cause focusing on the task and greater creativity of the participants:

- Value Proposition and Customer Segments (approximately 10 minutes). Note that the value proposition must be tied to specific customer segments. An auxiliary question should be asked: *What problems does the company solve for the indicated customer segment?*.
- Customer relationships, channels and revenue streams (approximately 10 minutes).
- Key partners, activities and resources (approximately 10 minutes).
- Cost structure (approximately 5 minutes).

After creating the business model canvas, workshop participants compare the created models. There is an open discussion of the questions and doubts raised.

Then the facilitator asks: *How can the existing business model be improved?* The tutor presents a list of auxiliary questions:

- How can the business model of the discussed enterprise change?
- Are there different ways to create a core value proposition?
- Is it possible to change the target market segment or gain a new customer segment?
- Are all channels of reaching customers used?
- Do you see new technologies that can change the way the model works?
- Are all cost-cutting methods used?
- Can you imagine alternative sources of income?

After questions are asked, a 15-minute discussion in the general forum follows.

Summary Questions

- Can the use of a business model canvas bring benefits for an established company?
- How would you rate the use of brainstorming during the exercise?
- Can filling the canvas of a business model for competing companies be useful, and why?

Assignment 4. The business model of the company to which I want to apply

Goals

- ☐ Better understanding of the local labor market and business models of the surrounding enterprises functioning in the context of apprenticeships / internships / job search
- ☐ Understanding the functioning of the enterprise in the context of employees and their scope of duties
- ☐ Understanding what types of employees / associates the company may be interested in.

Form of assignment realization

Individual task. Analog or digital task.

Completion Time

45 minutes / student

Supporting Materials

- Printed business model canvas in A3 format (BMC.pdf file). Sticky notes in various colors and thick markers. A blackboard or a flipchart for fixing the canvas.

or

- A computer / laptop, one for each student and a business model canvas template with electronic cards (*BMC_template.pptx* file).

Workspace organization

Individual work at a desk (or at a computer). Timer visible showing the time remaining for the task completion.

Scenario

Analysis leading to the identification of companies from the local labor market in which the student will seek employment. This will allow a better understanding of the personal business model built at the next workshop.

The facilitator asks the participants of the workshops about their previous professional experience:

Have you already completed an internship / apprenticeship?

Do you work, if so, where?

Are there companies in the immediate vicinity in which you would like to find employment?

Students choose one company (it is important that it is local and it is possible to find employment in it while studying). Then they get acquainted with it by collecting information from the website, job advertisements published by the company, from information about the company found on the Internet. The student can also use his own experiences (if he/she has any). The student's task is to pay particular attention to the key human resources that an enterprise must have at its disposal in order to achieve market success.

Then the participants individually complete the business model canvas. The instructor individually consults each of the canvases. After completing the task selected students discuss the canvases they created. The facilitator should digitize (e.g. take a picture or scan selected canvases as useful results during the workshop on the personal business model).

Summary Questions

- Taking into account the specifics of the selected company, do you think you could contribute to building the value proposition?
- Does the analysis of the nearest labor market using canvases allow for a better understanding of the business models of local enterprises and understanding of their requirements for employees?
- Does the enterprise you are discussing have an innovative business model?

Assignments Assessment

ID	Assignment	Assessment Method
1	Business models of the past (identification of non-existent today, but very successful business models in the past).	Expert assessment by the workshop leader
2	Puzzle (checking the understanding of the elements of the business model structure).	Self-assessment
3	Analysis of the existing business model of a well-known company (proficiency in using the business model canvas)	Expert assessment by the workshop leader Peer review
4	The business model of the company to which I want to apply (the ability to observe the local labor market).	Expert assessment by the workshop leader

Discussion Questions

1. How can I explain what the business model canvas is to people who have not come across this concept before?
2. What are the connections between the components of the business model canvas?
3. Can the business model canvas be used to determine where the organization should be in the future and to establish a plan to reach the goal?
4. How can I use the business model canvas to better understand the requirements of the labor market?

Concepts that matter

- A **business model** describes the rationale of how an organization creates, delivers, and captures value, in economic, social, cultural or other contexts.
- **Business Model Canvas** is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances.
- A **value proposition** is a promise of value to be delivered, communicated, and acknowledged. It is also a belief from the customer about how value (benefit) will be delivered, experienced and acquired.

Worth Reading

1. Osterwalder A, Pigneur Y (2010). *Business Model Generation – A Handbook for Visionaries, Game Changers and Challengers*. John Wiley and Sons,
2. Van Der Pijl, P., Lokitz, J., & Solomon, L. K. (2016). *Design a better business: new tools, skills, and mindset for strategy and innovation*. John Wiley & Sons.
3. Muehlhausen, J. (2013). *Business models for dummies*. John Wiley & Sons.

Worth to Visit on-line

1. <https://www.strategyzer.com/>

2. <https://www.businessmodelsinc.com/>

Part 3: Personal Business Model

How could IT students design their personal business model? How will they be able to provide value during their careers?

Relying on the business model design logic, this part aims to enable students to initiate their personal business model prototyping by using the canvas template.

The seventh chapter is aimed at providing a sort of training to design personal business models addressed to specific IT professional profiles. This is beneficial for the prototyping phase, in which students will experiment the design of a personal business model canvas, reflecting on their own skills, values, and desires.

Chapter eight focuses on identifying main gaps in terms of skills and knowledge by comparing personal business models with educational plans. The main aim is to enable students to understand the importance of some specific subjects in their study program helpful for both their personal interests and future professional careers.



Part 3. Personal Business Model

Prototyping a personal business model

(Workshop Scenario PC7)

Author:
Jacek Jakiela

Prerequisites

- The results of the *DYL workshop*, knowledge of the areas of interest, a sketch of the *WHY? Statement*, knowledge of the characterological predispositions and the corresponding work environments and professions (job positions) in the IT area
- Knowledge of the business model canvas technique, its basic elements, relationships between them as well as the impact of changes introduced in a given element on other canvas building blocks
- Well-developed skills in the use of the canvas and its application to the process of creating, analyzing and modifying business models.

Module Aims

- To develop skills in the analysis of job canvas and the possibility of using them in the process of planning own path of education and professional development
- To develop skills of prototyping a personal business model with the use of a personal business model canvas template
- To provide students with understanding of their strengths and weaknesses from the perspective of employment opportunities in a specific job position.

Skills Acquired

- Develop prototypes of personal business model using the canvas template
- Analyze the created models from the perspective of the identified professional identity, personality traits, interests and passions
- Make changes and improve the personal business model in the context of the current professional situation and the level of acquired knowledge and skills
- Plan his/her educational path based on the didactic offer of the university and a personal business model for the selected job position/profession.

Time for completion

(? x 45 min.) *depends on number of participants and time allocated for the subject*

Workshop Scenario

ID	Time (minutes)	Activities (the sequence in the module scenario)	Activity form
P1.	≈ 30	Introduction to <i>Personal Business Model Canvas</i> technique.	Multimedia presentation
P2.	≈ 30	Case Study „ <i>Personal Business Model for Business Analyst</i> ”.	Case Study, multimedia presentation
A1.	≈ 20	Prototyping Personal Business Model for <i>Network Engineer</i> job position.	Team Assignment (Jigsaw Puzzle)
A2.	≈ 30	Prototyping Personal Business Model for <i>Data Scientist</i> job position.	Team Assignment (Watch Movie and Get Insights)
A3.	≈ 40	Analysis of <i>Career Canvas Catalog</i> and selection of 2 favorite job positions based on the insights collected during <i>DYL workshop</i> .	Individual Assignment
A4.	≈ 10 x number of participants	Elevator Pitch development „ <i>This job position is best suited for me because...</i> ” for favorite job positions with a justification from the perspective of personal resources (skills, abilities and predispositions) and interests.	Individual Assignment
A5.	≈ 45	Development of Personal Business Model Canvas for selected job position.	Individual Assignment

Activities – Lectures with Multimedia Presentations

Presentation 1. Introduction to Personal Business Model Canvas Technique

Presentation Contents

Introduction to the *Personal Business Model Canvas* technique, discussing the essence of the technique, its use and areas of application, the importance of individual canvas segments for career development and the relationships between them. Analysis of the relationships between the *company's business model* and the *personal business models* of its employees.

Form

Lecture, multimedia presentation

Supporting Materials

Presentation file *personal_business_model_canvas.pptx* and handouts for students.

Presentation 2. Case Study „Personal Business Model for Business Analyst Job Position“

Presentation Contents

Presentation of the process of developing a personal business model canvas for the *Business Analyst* job position based on a case study. Discussion in the group forum. Q&A Session.

Form

Case Study analysis, multimedia presentation.

Supporting Materials

- Presentation file *business_analyst_personal_business_model_canvas.pptx*
- File with Case Study „*what_does_BA_do.pdf*“

Activities - Assignments

Assignment 1. Prototyping Personal Business Model for *Network Engineer* job position

Goals

- ☐ To develop skills to create personal business models with the use of the canvas technique
- ☐ To provide students with in-depth understanding of personal business model building blocks and their relationships.

Form of Assignment

Team assignment, jigsaw puzzle. Students work with the canvas paper template and a set of cards with pre-prepared content describing individual components for the business model of the *Network Engineer* job position.

Completion Time

20 min.

Supporting Materials

Paper template of personal business model canvas. Cards with pre-prepared content with a description of the business model elements for the *Network Engineer* job position.

Workspace organization

Each team works at their own table with a canvas template and a collection of cards. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Each team receives materials and is informed about the duration of the task and the expected results. At the appointed time, team members assign cards to the appropriate segments of the canvas, conducting a discussion within the team on the correctness of the choices made and writing down doubts and questions that arose during the implementation of the task. After creating the canvas, each team briefly discusses the results of their work in the group forum, presents doubts and asks questions.

Summary Questions

- Which segment was the source of the biggest confusion and doubts when preparing a personal business model for the indicated position?
- Which aspects related to your professional development/learning path have you understood better after completing the task?

Assignment 2. Prototyping Personal Business Model for *Data Scientist* job position

Goals

- To develop skills to create personal business models with the use of the canvas technique and properly formulated phrases describing the elements of the business model
- To provide students with in-depth understanding of personal business model building blocks and their relationships.

Form of Assignment

Team Assignment. Working with the paper template of canvas and post-it notes. Tasks are carried out on the basis of insights and conclusions drawn from the short movies "*One day in life of...*". Students develop a personal business model canvas for a person (in the movie) discussing his working day in a specific job position.

Completion Time

30-45 min.

Supporting materials

Short movie "*One day in life of...*". Paper template of a personal business model canvas. Post-it notes. Markers (Sharpie or similar).

Workspace organization

Each team works at their own table with a canvas template, post-it cards and markers. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Before watching the movie, the team learns the purpose of the task in order to establish the context and take the appropriate analysis perspective. In the next step, team members write down short phrases related to individual segments of the business model on cards, place them in the appropriate canvas modules, and discuss the correctness of the choices made. Each team briefly presents the results of their work and documents them by taking a picture of the canvas and sends it to the teacher who places them in the course archive.

Summary Questions

- Is the specificity of work discussed by a specialist in the movie in line with your ideas about this position/profession?
- Is it an area related to your interests?
- Has preparing a personal business model for the job position increased/decreased your interest in such occupation?

Assignment 3. Analysis of Career Canvas Catalog

Goals

- To provide students with in-depth understanding of the specificity of the tasks performed and the required skills and knowledge as well as characterological predispositions for selected professions of the future related to the IT industry
- To prepare the context for further activities allowing for appropriate planning of the education path and conscious professional development during the studies.

Form of Assignment

Individual assignment. Students work with the *Career Canvas Catalog* in paper or digital form. Analysis leading to the selection of two job positions based on the information contained in the catalog and the individual results of the *DYL workshop*.

Completion Time

60-90 min.

Supporting materials

Career Canvas Catalog in paper or electronic form. Materials developed during the *DYL workshop* (WHY? Statement, characterological predispositions, preferred forms of work and specificity of the tasks performed, etc.).

Workspace organization

Individual work at a desk and/or computer. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Each person works individually with the Career Canvas Catalog, getting acquainted with the information on the positions professions he/she chooses, in line with their interests and predispositions. The analysis is conducted in order to develop a short summary with justification of the choices made in the form of 5 minutes elevator pitch "*This position is best suited for me because ...*".

Summary Questions

- Which elements/sections of the Career Canvas Catalog do you find most valuable?
- How do you rate the look-and-feel/logical structure of the Career Canvases Catalog?
- What could be changed in the catalog to increase its cognitive value and usefulness?
- Which elements of the Career Canvas Catalog are the least understood and most confusing?

Assignment 4. Elevator Pitch „*This job position is best suited for me because...*”

Goals

- To provide students with better understanding of their interests and predispositions from the perspective of professional identity and related future employment opportunities in selected positions related to the IT industry

□ To prepare the context for further activities allowing for appropriate planning of the education path and conscious professional development during the studies.

Form of Assignment

Individual assignment. Short oral presentation of elevator pitch.

Completion Time

10 min. per person

Supporting Materials

Career Canvas Catalog analysis results. Insights collected and materials developed during the DYL workshop (WHY? Statement, characterological predispositions, preferred forms of work and the favorite tasks performed, etc.).

Workspace organization

Individual work at a desk and/or computer. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Each person refines and briefly presents in the form of an elevator pitch (short statement) (5 min. per selected job position position) in the group forum, their conclusions regarding the choices made, justifying why they think that a specific job position/profession is appropriate for them.

Summary Questions

- Has presenting your vision of your professional development to the group allowed you to better understand your strengths/weaknesses?
- Do you think that this type of analysis conducted will allow you to more consciously choose the path of education (subjects selection) and to better plan the amount of time devoted to particular topics/subjects?

Assignment 5. Development of Personal Business Model canvas for selected job position

Goals

□ To provide students with better understanding of their personal resources from the perspective of professional identity and related future employment opportunities in selected job position

□ To prepare the context for further activities allowing for appropriate planning of the education path and conscious professional development during the studies.

Form of Assignment

Individual Assignment. Developing Personal Business Model canvas with template.

Completion Time

45 min. per person

Supporting Materials

Paper template of Personal Business Model canvas. Post-it notes. Markers. Notes from the analysis of the Career Canvas Catalog. Insights collected and materials developed as part of the DYL workshops (WHY? Statement, characterological predispositions, preferred forms of work and favorite the tasks to be performed, etc.). Lessons learned after the presentation and discussion of the elevator pitch.

Workspace organization

Individual work at the desk. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Each person develops their personal business model for the selected position in the form of a canvas. After developing his/her model, he/she briefly presents it to the group, justifying why he/she thinks that a specific job position/profession is appropriate for him/her. Finally he/she takes a picture of the canvas and sends it to the teacher who saves it in the course archive.

Summary Questions

- Which parts of your personal business model have you had the most problems with?
- Which parts of your personal business model need further improvements?
- Which parts of your personal business model you consider as the most volatile?
- Do you think that this type of analysis conducted from time to time will allow for a more conscious choice of the education path in terms of subjects selection and a better planning of the amount of time devoted to particular topics/subjects?
- Do you now have a better understanding of the different subjects' importance from the perspective of your professional identity?

Assignment Assessment

ID	Assignment	Assessment Method
1.	Prototyping Personal Business Model for Network Engineer job position.	<i>Assessment of the correctness of the results by the teacher based on the prepared reference model.</i>
2.	Prototyping Personal Business Model for Data Scientist job position.	<i>Assessment by the teacher in terms of the correctness of the wording used in the preparation of the canvas, the completeness of the components description and the way the characteristics are assigned to the segments of the canvas.</i>
4.	Elevator Pitch development „This job position is best suited for me because...” for favorite job positions with a justification from the perspective of personal resources (skills, abilities and predispositions) and interests.	<i>Assessment done by training participants in terms of the attractiveness and persuasiveness of the message.</i>

5.	Development of <i>Personal Business Model Canvas</i> for selected job position.	<i>The teacher's assessment of the correctness of the wording used in the preparation of the canvas, the completeness of the description, the correct assignment of characteristics to the canvas segments and argumentation.</i>
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Questions for Discussion

1. List 3 possible applications of the personal business model canvas.
2. Give 3 examples of the content of the selected canvas segment for any IT-related profession.
3. Which of the segments of your Personal Business Model do you consider the least intuitive?
4. How do you think changes in a particular segment will affect other segments of the model? Give 2 examples with justification.
5. What are the relationships between the company's business model and the personal business model of its employees?
6. Are you going to use the techniques you have learned during your studies and professional development?
7. To what extent and in what way can the learned techniques be helpful for the student during the studies and for the graduate in the job search process?

Concepts that matter

- Personal Business Model Canvas Technique
- Personal Business Model
- „Who you help” segment
- „How you help” segment
- „How they know you and how you deliver” segment
- „How you interact” segment
- „Who you are and what you have” segment
- „What you do” segment
- „Who helps you” segment
- „What you give” segment
- „Who you get” segment

Worth Reading

1. Blake J.: *Pivot: The Only Move That Matters Is Your Next One*. Portfolio, 2017.
2. Bolles R. N.: *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*. Ten Speed Press, 2017.
3. Burnett B.: *Designing Your Life: How to Build a Well-Lived, Joyful Life*. Knopf, 2016.
4. Clark, T., Osterwalder, A., & Pigneur, Y.: *Business model you: a one-page method for reinventing your career*. John Wiley & Sons, 2012.
5. Osterwalder, A., & Pigneur, Y.: *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons, 2010.
6. Sinek S.: *Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team*. Penguin, 2017.

Worth to Visit on-line

- <https://businessmodelyou.com/>
- <http://www.pivotmethod.com/>
- <https://www.parachutebook.com>



Part 3. Personal Business Model

Planning an educational path based on a Personal Business Model (Workshop Scenario PC8)

Author:
Joanna Świątoniowska

Prerequisites

- The results of the *Prototyping Personal Business Model workshop*
- Knowledge of the business model canvas technique, its basic elements, relationships between them
- Well-developed skills in the analysis of the job canvas and the possibility of using them in the process of planning paths of education and professional development.

Module Aims

- To develop skills in identifying gaps in skills and knowledge based on the *Career Canvas Catalog* and *Personal Business Model*
- To provide students with understanding of the importance of the subjects in the study program for students' future professional career
- To develop skills in identifying key areas of student development as well as related topics
- To develop skills in planning an educational path based on the didactic offer of the university, business model for a specific job position and own personal business model.

Skills acquired

- Identify skills and knowledge gaps using the *Career Canvas Catalog* and *Personal Business Model*
- Analyze the importance of the subjects in the study program for his/her future professional career
- Analyze the study program and evaluate it in terms of matching to his/her interests and passions
- Identify key areas of student development as well as related topics
- Plan his/her educational path based on the didactic offer of the university and a personal business model.

Time for completion

(? x 45 min.) *depends on number of participants and time allocated for the subject*

Workshop Scenario

ID	Time (minutes)	Activities (the sequence in the module scenario)	Activity form
A1.	≈ 30	Working with the Career Canvas Catalog and Personal Business Model [analysis of the current resources in connection with the Personal Business Model and the Career Canvas Catalog].	Individual Assignment
A2.	≈ 30	Working with the study program and the non-didactic offer of the university [identification of the learning outcomes of the subjects included in the study program and the non-didactic offer of the university in the context of the chosen job position].	Team Assignment/Interview
A3.	≈ 30	Analysis of the importance of subjects included in the study program and the non-didactic offer of the university in the context of the selected job position and own resources.	Individual Assignment
A4.	≈ 40	Identification of key areas of development and possible forms of training and improvement based on the offer of the university and the market offer.	Individual Assignment
A5.	≈ 15	Creating an action plan [operationalization of activities related to the development of educational path].	Individual Assignment
A6.	≈ 30	Visualization of the effects of the action plan [creating a target Personal Business Model canvas for a selected job position/profession].	Individual Assignment

Activities - Assignments

Assignment 1. Working with the Career Canvas Catalog and Personal Business Model

Goals

- ☐ To provide students with better understanding of the current resources (skills, knowledge, experience, network of contacts) in the context of the selected job position
- ☐ To prepare the context for further activities allowing for identification of gaps and appropriate planning of the educational path.

Form of Assignment

Individual task. Working with the *Career Canvas Catalog* in paper or digital form and with a *Personal Business Model* prepared as part of the *Prototyping of the Personal Business Model* module. Analysis leading to the identification of current, owned resources based on the information contained in the *Career Canvas Catalog* and *Personal Business Model*.

Completion Time

30 min.

Supporting Materials

Career Canvas Catalog in paper or electronic form. *Personal Business Model* developed as part of the *Prototyping of the Personal Business Model* module. Printout of Appendix No. 1 Analysis of

the selected canvas from the Career Canvas Catalog as well as didactic offer of the university in terms of improving own resources in the format of min. A3 format. Markers.

Workspace organization

Individual work at the desk. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

The teacher prepares *Career Canvas Catalog* related to the student field of education. Each student receives a canvas related to the position / profession of his choice with which he worked as part of the *Prototyping of the Personal Business Model* module. The student's task is to analyze his personal business model created in the *Prototyping of the Personal Business Model* module in terms of current resources (i.e. qualifications, competences, soft skills, professional experience) as well as his networks in relation to the selected canvas from the *Career Canvas Catalog*. For the analysis, the student uses Annex 1 (first and second column).

Summary Questions

- Taking into account the specificity of the selected job position and your resources, what are you missing?
- Do you think that this type of analysis conducted from time to time will allow for a more conscious choice of the education path?

Assignment 2. Work with the study program and the non-didactic offer of the university

Goals

- ☐ To identify the learning outcomes of the subjects included in the study program (acquired knowledge and skills) and the added value of the non-didactic offer of the university
- ☐ To prepare the context for further activities allowing for identification of gaps and appropriate planning of the educational path.

Form of Assignment

Team Assignment. Students work with computer/telephone. Students work with the study program, subject curriculums in paper or digital form as well as with the university's non-didactic offer in digital form (university website). In an alternative version, team work in the form of an interview with the older student/students.

Completion Time

30 min.

Supporting Materials

The study program, subject curriculums in paper or digital form. Internet access (computers in the computer lab or student phones). A4 sheets.

Workspace organization

Each team works at their own table with the above-mentioned materials. Timer visible to the whole group showing the time remaining for the task completion. In an alternative version, students working at their table take part in an interview with an invited student, or in the case

of several invited students, students work in teams at their own table interviewing the invited student.

Scenario

The teacher prepares the study program along with the subject curriculums (alternatively, the student reviews these documents on the computer). Each team receives materials and is informed about the time of the assignment and the expected results. Students in teams of 2-3 people work with the study program and subject curriculums, analyzing what kind of skills and competences they will acquire, what kind of contacts they will establish by taking part in particular subjects and in other opportunities that they can use during the study process (building a network of contacts by participating in open lectures, career office workshops, student organizations, etc.). Students write them down on a separate sheet and discuss the choices they have made. Additionally, students analyze the university's non-didactic offer (analysis of the university's website). After the exercise, the representative of each team briefly discusses the results of their work in the group forum. During the presentation, other teams may supplement their results with elements that did not appear in the results of their work but consider them important.

Alternatively:

The teacher invites a student/students of the same field of study (final year students) to attend classes in order to present the possibilities offered by the university in the context of the development of own resources. Classes are conducted in the form of an interview in which students - the course participants - discuss with the invited student/students about the acquired skills and competences within subjects and the non-didactic offer of the university. Students write down the results of the discussion on a separate sheet of paper.

Summary Questions

- Are there any new, interesting elements of the didactic or non-didactic offer of the university that you found out about during this task?
- Do you think that this type of analysis conducted from time to time will allow for a more conscious choice of the education path?

Assignment 3. Analysis of the importance of subjects included in the study program and the non-didactic offer of the university in the context of the selected job position and own resources

Goals

- ☐ To provide students with better understanding of the importance of the subjects included in the study program and the offer of the university for the future professional career in the context of the chosen job position
- ☐ To prepare the context for further activities allowing for identification of gaps and appropriate planning of the educational path.

Form of Assignment

Individual task. Students work with the study program and subject in paper or electronic form, a Personal Business Model developed as part of *the Prototyping Personal Business Model* module

as well as with the result of task 2. Analysis leading to the identification of skills, competences and other opportunities for personal development that complete current state of resources during their studies.

Completion Time

30 min.

Supporting Materials

The study program, subject curriculums in paper or digital form. Personal Business Model developed as part of *the Personal Business Model Prototyping* module. Partially filled in (first and second column) Appendix 1 *Analysis of the selected canvas from the Career Canvas* in A3 format. Markers.

Workspace organization

Individual work at a desk and/or computer. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Students individually analyze their own personal business model created in *the Prototyping of Personal Business Model* module and the canvas related to the position/profession chosen by them, in terms of the importance of the subjects included in the study program for their future professional career. Students work individually with the study program and subject curriculums as well as with the result of Assignment 2, analyzing and indicating which skills and competences as well as other opportunities for their own development during their studies will supplement their current resources. The student considers where these skills and contacts can be used in future work, referring to the canvas related to the position/profession chosen by him. The teacher encourages students to complete the third column of the table in Appendix 1.

Summary Questions

- Which elements of the study program and the non-didactic offer of the university do you consider most valuable/key in the context of the chosen job position?
- Which elements of the study program and the non-didactic offer of the university do you find least useful in the context of the chosen job position?
- Has the analysis of the study program and the non-didactic offer in the context of the selected job position motivated you to make greater efforts to build your resources in with the requirements of the selected job?

Assignment 4. Identification of key areas of development and possible forms of training and improvement based on the didactic offer of the university and the market offer

Goals

- ☐ To identify key development areas based on the identified gaps in knowledge and skills
- ☐ To identify the possible forms of training and improvement adequate to student personal business model based on the didactic offer of the university and the market offer.

Form of Assignment

Individual task. In an alternative version a task with a computer/with a phone. Work with a Personal Business Model developed as part of *the Prototyping of a Personal Business Model* module and Appendix 1 *Analysis of the selected canvas from the Catalog of career paths and the university offer in terms of improving own resources*. Analysis leading to the identification of key areas for development and possible forms of training and improvement.

Completion Time

40 min.

Supporting Materials

Personal Business Model developed as part of *the Personal Business Model Prototyping* module. Partially filled in (first, second and third column) Appendix 1 *Analysis of the selected canvas from the Career Canvas* in A3 format. Markers. In an alternative version, access to Internet resources (computer lab or phones) is also necessary.

Workspace organization

Individual work at a desk and/or computer. Timer visible to the whole group showing the time remaining for the task completion. In an alternative version, work with computers/student phones.

Scenario

Students work individually identifying **key areas for their development**, proposing possible forms of training and improvement adequately to their Personal Business Model, taking into account the current resources [second column of Annex 1] and the identified opportunities offered by the chosen path of education [third column of Annex 1]. Proposals can be general or specific. The student justifies the usefulness of a given form of training/improvement or development. The teacher encourages to complete the fourth column of the table in Appendix 1. After completing the attachment, each student briefly discusses the results of his work in the group forum, starting with the sentence:

In order to increase my chances of becoming (here the student enters the job position / profession with which he worked during the course) I should ...

Alternatively:

Students using the Internet (e.g. on mobile phones or in the room) specify/make the improvement proposals more realistic with possible courses and training and other elements strengthening their key areas of development that they will find in the Internet resources.

Summary Questions

- Which areas do you see as crucial for your development in the context of the selected job position?
- Which of the improvement activities will be your priority during the education phase in the context of the selected job position?
- Do you think that this type of analysis conducted from time to time will allow for a more conscious choice of the education path?

Assignment 5. Creating an action plan

Goals

- ☐ To operationalize the activities related to the development of student educational path.

Form of Assignment

Individual task. Work with a Personal Business Model developed as part of *the Prototyping of a Personal Business Model* module and Appendix 1 *Analysis of the selected canvas from the Catalog of career paths and the university offer in terms of improving own resources*.

Completion Time

15 min.

Supporting Materials

Personal Business Model developed as part of *the Personal Business Model Prototyping* module. Partially filled in (first, second, third and fourth column) Appendix 1 *Analysis of the selected canvas from the Career Canvas* in A3 format. Appendix 2. *Action Plan – Self-development in the context of the selected job position* in A4 format.

Workspace organization

Individual work at a desk and/or computer. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

The teacher asks each student, based on the previous assignment, to make a list of five key competences/skills that he/she would like to develop in the context of the chosen job position. Then the student indicate what he/she can do in the next month, the next year, the next three years to develop the selected competences/skills. Students present their ideas and comments.

Summary Questions

- Which activities are related to the didactic and non-didactic offer of the university?
- Which activities are related to the market offer?
- Have you identified the activities that carry the risk of their failure (difficulty in acquiring a specific competence)? If so, what kind of preventive actions could you take?

Assignment 6. Visualization of the effects of the action plan

Goals

- ☐ To visualize and provide a better understanding of the goal to which the student is striving in the area of development of his/her educational path in the context of the selected job position (target state).

Form of Assignment

Individual task. Development of a canvas for a Personal Business Model: Target State.

Completion Time

30 min.

Supporting Materials

Paper template of Personal Business Model canvas. Post-it notes. Markers. Appendix 1 *Analysis of the selected canvas from the Career Canvas* in A3 format. Appendix 2. *Action Plan – Self-development in the context of the selected job position* in A4 format.

Workspace organization

Individual work at a desk and/or computer. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

Each student develops their Personal Business Model for the selected job position in the form of a canvas reflecting the target state after graduation. After developing the models, each student briefly presents the result to the group.

Summary Questions

- Which areas after graduation will be your strengths in the context of the chosen job position?
- Which areas will be your weakness after graduation in the context of the chosen job position?

Assignment Assessment

ID	Assignment	Assessment Method
1.	Working with the Career Canvas Catalog and Personal Business Model [analysis of the current resources in connection with the Personal Business Model and the Career Canvas Catalog].	Assessment by the teacher in terms of correctness of the analysis, complexity of the analysis.
2.	Working with the study program and the non-didactic offer of the university [identification of the learning outcomes of the subjects included in the study program and the non-didactic offer of the university in the context of the chosen job position].	Assessment by the teacher in terms of correctness of the analysis, complexity of the analysis.
3.	Analysis of the importance of subjects included in the study program and the non-didactic offer of the university in the context of the selected job position and own resources.	Assessment by the teacher in terms of correctness of the analysis, complexity of the analysis.
4.	Identification of key areas of development and possible forms of training and improvement based on the offer of the university and the market offer.	Assessment by the teacher in terms of correctness of the analysis, complexity of the analysis.
5.	Creating an action plan [operationalization of activities related to the development of educational path].	Assessment by the teacher in terms of correctness and the complexity of the action plan.
6.	Visualization of the effects of the action plan [creating a target Personal Business Model canvas for a selected job position/profession].	The teacher's assessment of the correctness of the wording used in the preparation of the canvas, the completeness of the description,

		the correct assignment of characteristics to the canvas segments and argumentation
--	--	--

Questions for Discussion

1. Are you going to update your Personal Business Model as well as the action plan during your studies?
2. To what extent and how can the working methods used in this module be useful for other students in planning their career path?

Worth to Visit on-line

1. <https://businessmodelyou.com/>
2. your university's website

Appendix 1 - Analysis of the selected canvas from the Career Canvas

	1 Requirements resulting from the job description in the Career Canvas Catalog <small>analyze: the requirements of selected job position canva</small>	2 My current resources <small>analyze your Personal Business Model in terms of currently owned resources (i.e. qualifications, competences, soft skills, professional experience) as well as your contact networks in relation to the selected canvas from the Career Canvas Catalog</small>	3 My future resources <small>analyze and indicate which skills and competences as well as a contact networks, acquired during the studies will supplement your current resources</small>	4 What else can I do to be an excellent candidate for the chosen job position?
WHO YOU ARE & WHAT YOU HAVE				
WHAT YOU DO?				
WHO HELPS YOU?				
HOW YOU HELP				
HOW YOU INTERACT?				
HOW THEY KNOW YOU & HOW YOU DELIVER?				
WHO YOU HELP?				
WHAT YOU GIVE?				
WHAT YOU GET?				

Appendix 2 - Action Plan

ACTION PLAN

	1 in the next MONTH	2 in the next YEAR	3 in the next 3 YEARS
..... key competence	what can I do?	what can I do?	what can I do?
..... key competence	what can I do?	what can I do?	what can I do?
..... key competence	what can I do?	what can I do?	what can I do?
..... key competence	what can I do?	what can I do?	what can I do?
..... key competence	what can I do?	what can I do?	what can I do?

About the Project Work

This is the final step of the journey. After having completed previous activities, students are ready to put into action their learnings. They don't need to have a clear idea of what they want to do in the future, but they must be willing to explore different possibilities. This part is aimed at:

- generating multiple ideas (ideation phase)
- applying an iterative approach towards the development of a solution by analyzing potential failures (prototyping phase)
- defining a future feasible action plan by putting together the learnings gained on the field with the theoretical tools mastered during the course (finalization phase)
- enabling students to reflect and to learn from each other's plans and onfield learnings (shareback phase).



Erasmus+

Project work

Developing a personal business model and career plan

(Project Scenario)

Authors:

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*"BE Aware STudent", Project n.: 2018-1-PL01-KA203-051137, Erasmus+ Programme,
Key Action 2: Strategic Partnerships for higher education*

Prerequisites

- The students should have completed all the previous modules
- The students should have gained proficiency in all the topics previously covered in the course
- Students must have completed the previously assigned activities and must have the outputs of those assignments at hand
- Students don't need to have yet a clear idea of what they want to do in the future, but they must be willing to explore different possibilities.

Project Aims

- Enable students to actualize the course learnings in an actionable outcome
- Generate multiple quick and rough ideas in order to evaluate different possible futures through experience
- Enable students to understand what a career path might feel like before fully committing to it
- Develop an individual and feasible action plan to pursue their individual career path.

Skills Acquired

- Switching from the concept of “finding The perfect Idea” to “generating multiple ideas”
- Applying an iterative approach towards the development of a solution
- Learning from hands-on experience and from failures
- Developing the understanding that failure is part of the process and it leads to valuable learnings for further development
- Building a solution consistent with research and only once it has been priorly validated
- Building an action plan leveraging on the available resources, either from University and from the local context at large

Note for the facilitator

The project work activity is composed of 4 main steps:

- Ideation (I)
- Prototyping (P)
- Finalization (F)
- Shareback (S)

The first two steps will be run autonomously by each student, following the guidelines provided by the e-learning modules 3 and 4 (“How to generate a good idea?” and “We build prototypes”).

Once the students have tested and validated their professional path direction through Ideation and Prototyping, they can move to the last individual phase of the project work, the Project Finalization (F). For this phase, the facilitator should provide to them the attached guidelines (F7).

In order to complete the project work, students should tackle these sessions (I, P, F) on their own, though it is warmly recommended to enable the students to contact the facilitator/professor for feedback and doubts.

In order to support the facilitator, the different tools that are given to the students in these sessions (I,P, F) are also briefly portrayed here in terms of aims and objectives.

Following the individual phases of the project work, the last phase consists in a collective Shareback session (S), which should take place as a class activity with all the students: the facilitator can find as follows a thorough description on how to run this last activity in class (S8).

Time for completion

Estimated total time: 9 hours.

- Approximately 2h in total for the Ideation session (I1, I2, I3)
- Approximately 2h in total for the Prototyping session (P4, P5, P6)
- Approximately 3h for the Project Finalization (F7)
- Approximately 2h for the Collective shareback in class (S8)

Extra time for feedback from the facilitator (facilitators should define and communicate to students when and how they are available for feedback)

Workshop Scenario

ID	Time (minutes)	Activities (Order of implementation)	Activity form
I1	30	Ideation - Mindmap	Watch the video + Individual Home Assignment
I2	20	Ideation - Mash up job posting	Watch the video + Individual Home Assignment
I3	70	Ideation - Odyssey plans	Watch the video + Individual Home Assignment
P4	40 + extra time for testing	Prototype - Define, organize, test	Watch the video + Individual Home Assignment
P5	10	Prototype - Failure immunity	Watch the video + Individual Home Assignment
P6	20	Prototype - Support circle	Watch the video + Individual Home Assignment
F7	180	Project Finalization	Individual Home Assignment
S8	120	Shareback: Project presentation and reflection	Collective discussion

Assignments

Assignment I1. Ideation - Mindmap

Goals

- ☐ Encourage students to visualize the broad range of possibilities they can pursue
- ☐ Stimulate the free association of different concepts
- ☐ Open up the idea space and enable students to come up with new solutions.

Form of assignment realization

Watch the video + Individual Assignment

Completion Time

Approx. 30 minutes (10 minutes tool introduction + 20 minutes for completion)

Supporting Materials

E-learning course module 3 “DT: How to generate a good idea?”, notepad to collect individual notes

Students’ own previously completed tools (Compass, Life principles...)

Tool n. 5 template “*Mindmap*” (see Figure 1)

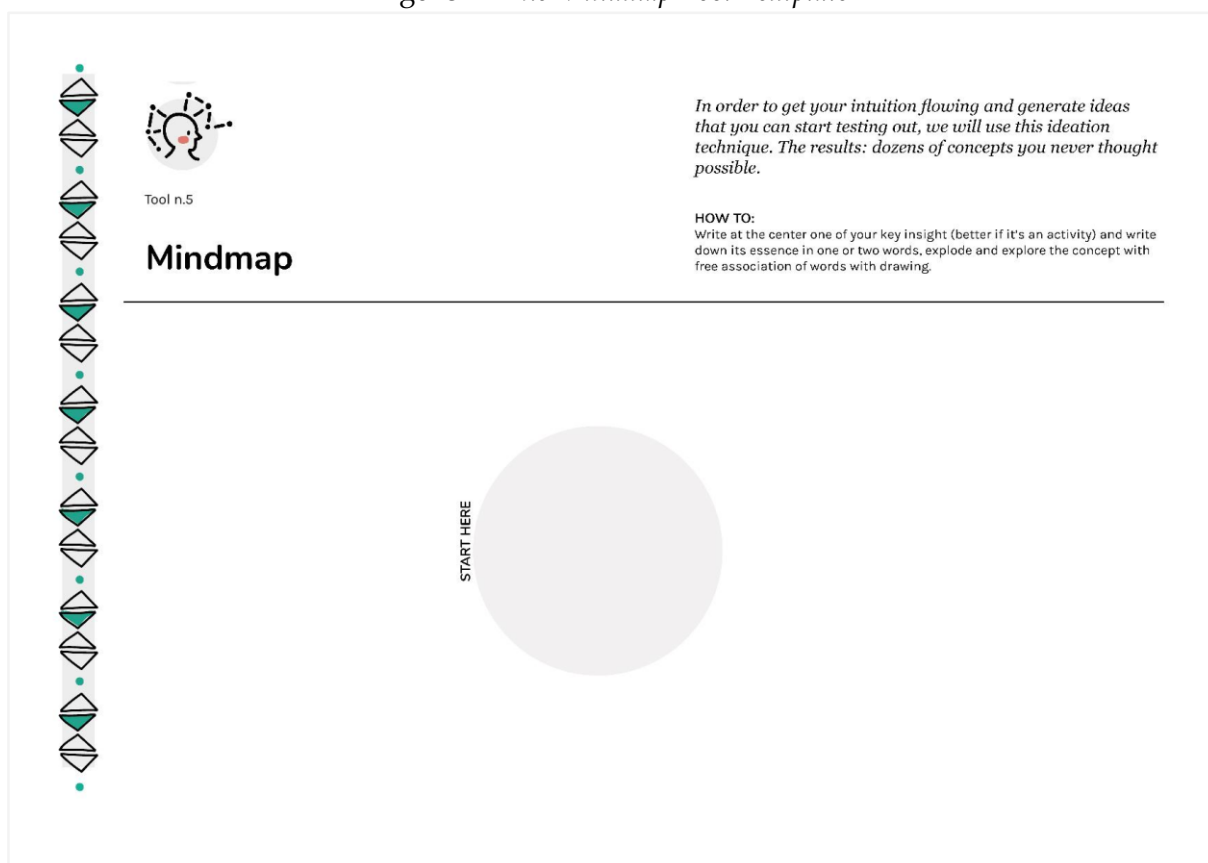
Workspace organization and scenario

Students tackle the project videos and activities on their own

Summary Questions

- Which concepts did you explode in your mindmaps?
- Which is the most surprising concept you reached, considering your starting point?

Figure 1 - The Mindmap Tool Template



Assignment I2. Ideation - Mash up: Job Posting

Goals

- ☐ Develop 3 (or more) different ideas leveraging on the random associations of concepts generated through the mindmap.

Form of assignment realization

Watch the video + Individual Home Assignment

Completion Time

20 minutes (5 minutes tool introduction + 15 minutes (5 minutes completion per idea))

Supporting Materials

E-learning course module 3 “DT: How to generate a good idea?”, notepad to collect individual notes

Students’ own previously completed tools (Compass, Life principles, Mindmap, ...)

Tool n. 6 template “Mash up: job posting” (see Figure 2)

A timer

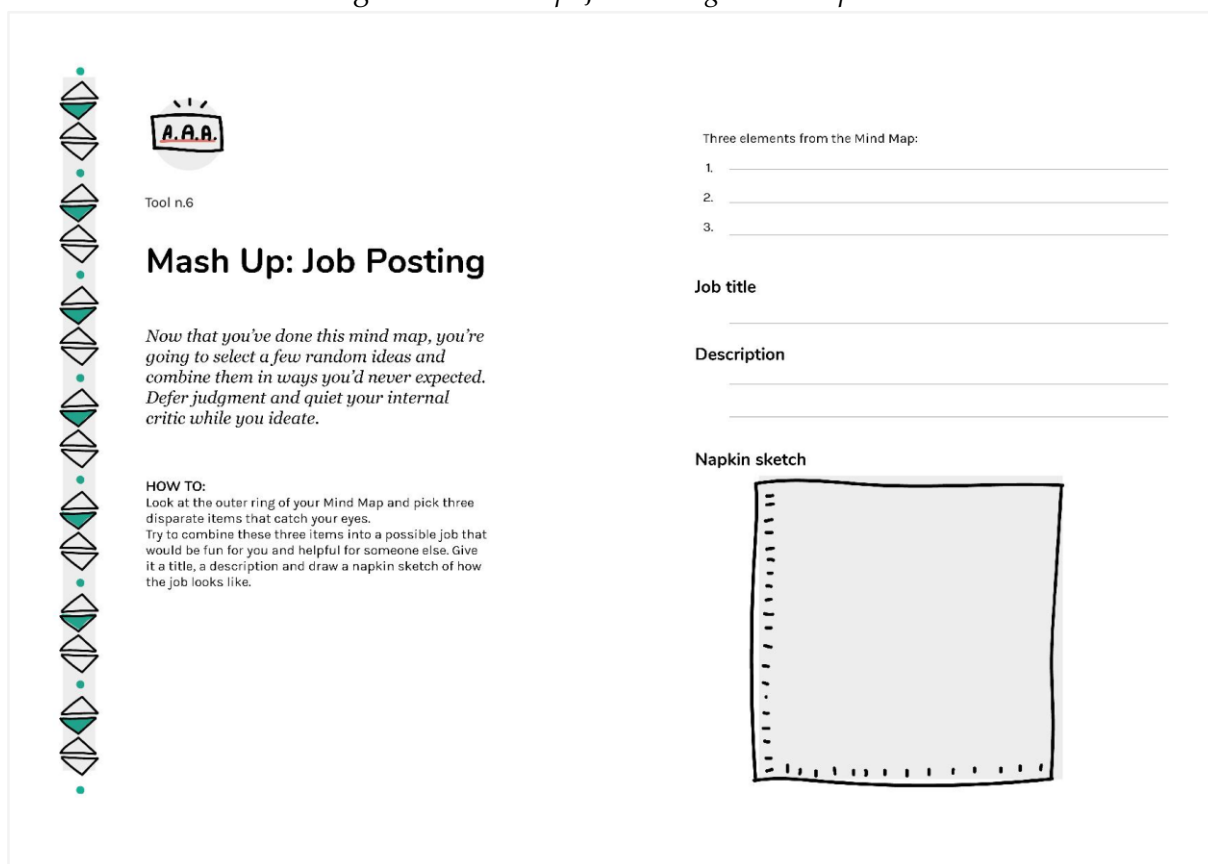
Workspace organization and scenario

Students tackle the project videos and activities on their own

Summary Questions

- Do the ideas you developed sound appealing to you?
- Are the ideas you generate very different from each other or are they just 3 variations of one idea?

Figure 2 - Mash Up: Job Posting Tool Template



The template is titled "Mash Up: Job Posting" and includes a vertical decorative bar on the left with a series of diamond shapes. A small icon of a television set with "A.A.A." on it is positioned above the title. Below the title, there is a paragraph of text and a "HOW TO:" section. To the right of the title, there are three numbered lines for "Three elements from the Mind Map:", followed by fields for "Job title" and "Description". At the bottom right, there is a section for a "Napkin sketch" with a large, light gray rectangular area for drawing.

Tool n.6

Mash Up: Job Posting

Now that you've done this mind map, you're going to select a few random ideas and combine them in ways you'd never expected. Defer judgment and quiet your internal critic while you ideate.

HOW TO:
Look at the outer ring of your Mind Map and pick three disparate items that catch your eyes. Try to combine these three items into a possible job that would be fun for you and helpful for someone else. Give it a title, a description and draw a napkin sketch of how the job looks like.

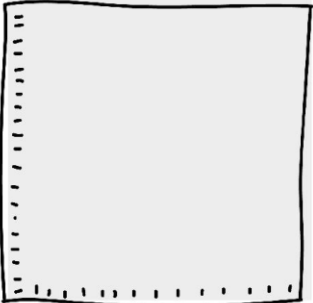
Three elements from the Mind Map:

1. _____
2. _____
3. _____

Job title

Description

Napkin sketch



Assignment I3. Ideation - Odyssey Plan

Goals

- ☐ Develop 3 different possible futures, and the necessary activities to reach them
- ☐ Let the students evaluate the three different plans in terms of resources needed, confidence towards the plan, coherence with Life Principles and, last but not least, how much do they like the idea of living such a life
- ☐ Choose one odyssey plan to pursue.

Form of assignment realization

Watch the video + Individual Home Assignment

Completion Time

70 minutes (10 minutes tool introduction + 60 minutes (20 minutes for each odyssey plan))

Supporting Materials

E-learning course module 3 “DT: How to generate a good idea?”, notepad to collect individual notes

Students’ own previously completed tools (Compass, Life principles, Mindmap, Mash up: Job Posting, ...)

Tool n. 7 template “Odyssey Plan” (see Figure 3)

Workspace organization and scenario

Students tackle the project videos and activities on their own

Summary Questions

- Are the three odyssey plans you developed really different from each other, or are they just three variations of the same idea?
- Did you consider all the possible resources, including the ones available through the University and other organizations?
- How do you feel about each plan, considering the resources they require?
- How confident would you be in pursuing the different plans?
- How much do you like the idea of living one of the lives you designed?
- How consistent are the odyssey plans with what you discovered about yourself during the exploration phase? Are they coherent with your Life Principles?

Figure 3 - The Odyssey Plan Tool Template

There are lots of true, coherent, interesting and different versions of each person.
We call these explorations the Odyssey Plans: sketches of viable and different possible lives.

HOW TO:
Start where you are right now and aim to be at your "Ideal Job Position" (previous page) in 5 years. Create a visual/graphic time line of your career plan that explore the steps needed to reach your goal.

Odyssey Plan

0 1 2 3 4 5

RESOURCES

I LIKE IT

CONFIDENCE

COHERENCE

Assignment P4. Prototype - Define, organize, test

Goals

- ☐ Lay down different ways students could test their future scenarios with
- ☐ Enable students to understand what a career path might feel like, even if only for an hour or a day, before actually investing in its full-scale implementation
- ☐ Push students to take the first step to bring one life plan to reality and experience it themselves
- ☐ Gain direct experience on the field and gain insights from it.

Form of assignment realization

Watch the video + Individual Home Assignment

Completion Time

40 minutes* (10 minutes tool introduction + 30 minutes for completion + extra time for testing)

Note: The time spent in the testing activity may vary according to the test itself: While an interview could take from 30 to 60 minutes, an experience on the field could take from a few hours to several days. We suggest to students to start “small” with a more achievable prototype in the beginning, and only later then raise the complexity of the next tests.

Supporting Materials

E-learning course module 4 “DT: We build prototypes”, notepad to collect individual notes

Students’ own previously completed tools (Compass, Life principles, Odyssey plans...)

Tool n. 8 template “*Prototype*” (see Figure 4 and Figure 5)

Workspace organization and scenario

Students tackle the project videos and activities on their own

Summary Questions

- What is something of this life plan you’d like to try out yourself, before fully committing to it?
- Which are experiences you could immerse yourself in, in order to try out what your future plan could feel like?
- Which are the resources, associations, professionals, etc... you can leverage on? Considering your University network, local organizations, industry partners...
- What did you learn from the prototypes?

Figure 4 - The Prototype Tool Template - Define your prototype

Tool n.8

Prototype

Designers have a bias to action. By doing small experiments, meeting people and exploring your options through hands-on experience you'll get a lot further. We call these physical experiences "prototyping".

HOW TO:
List viable experiences that might help you test your idea.
Some examples of prototyping include:
> Conversations with people doing something similar
> Shadowing professionals
> A three-months internship

List of your prototypes

Figure 5 - The Prototype Tool Template - Test your prototypes

Test tracker

Keep track of all your Life Design conversations. Share them with your Life Design team and exchange tips and insights.

Prototype

Date

Key learnings

Prototype

Date

Key learnings

Assignment P5. Prototype - Failure Immunity

Goals

- ☐ Develop the understanding that failure is part of the process and it leads to valuable learnings
- ☐ Encourage students to keep track of their “failures”, in order to avoid them in future iterations.

Form of assignment realization

Watch the video + Individual Home Assignment

Completion Time

10 minutes (tool introduction)

Supporting Materials

E-learning course module 4 “DT: We build prototypes”, notepad to collect individual notes

Students’ own previously completed tools (Compass, Life principles, Odyssey plans, prototypes...)

Tool n. 10 template “*Failure Immunity*” (see Figure 6)


Workspace organization and scenario

Students tackle the project videos and activities on their own

Summary Questions

- Was there any moment of your prototype testing you would consider a failure? Why do you consider it a failure?
- What were you able to learn through this “failure”?

Figure 6 - The Failure Immunity Tool Template



Tool n.10

Failure Immunity

You are going to experience missteps, so it's important to understand what it means in the process to fail: you can only progress and learn. This exercise will help you build "Failure Immunity".

HOW TO:
Look back to your prototypes. Where did you mess up?
List your "failures" in this log, then sort them between Screwups (inevitables) / Weaknesses (to avoid) / Growth Opportunities (to explore). Finally capture any insights to help shape things next time.

Failure	S	W	GO	Insights

Assignment P6. Prototype - Support Circle

Goals

- ☐ Establishing a support circle can help keeping students motivation level high despite the ups and downs they experience through the process
- ☐ Building a supportive environment.

Form of assignment realization

Watch the video + Individual Home Assignment

Completion Time

20 minutes (5 minutes tool introduction + 15 minutes for completion)

Supporting Materials

E-learning course module 4 "DT: We build prototypes", notepad to collect individual notes

Students' own previously completed tools (Compass, Life principles, Odyssey plans, prototypes, failure immunity...)

Tool n. 9 template "Support Circle" (see Figure 7)

Digital tools that enable peer-to-peer exchange can be helpful in this phase (for example a dedicated channel on a communication platform such as *Slack*, *Microsoft Teams*...).

Workspace organization and scenario

Students tackle the project videos and activities on their own

Summary Questions

- Who can you involve as a supportive agent in this experience?

Figure 7 - The Support Circle Tool Template

Tool n.9

Support Circle: Get help prototyping

Brainstorming with others will generate energy and momentum toward exploring your Odyssey Plan and other goals. Team up with people doing your same “design your life” journey, will help you when you feel stuck.

HOW TO:
Gather with your group. Give a brief explanation of your Odyssey Plan and your list of prototype, now give everyone an open-ended question about something you want help on. Brainstorm for few minutes.

The question I want help answering:

Notes

Key Ideas

Assignment F7. Project finalization

Prerequisites

- ☐ Students must have completed the previous activities, including prototyping, testing and learnings documentation.

Goals

- ☐ Revise students' initial plan according to the learnings they gained through prototypes testing
- ☐ Putting together the learnings gained on the field with the theoretical tools mastered during the course, to develop their future professional path.

Form of assignment realization

Individual work, desk research

Completion Time

Approximately 3h in total

Supporting Materials

Students' own previously completed tools from the DYL sessions (Compass, Life principles, odyssey plans, prototypes, failure immunity...)

Project Finalization outcomes guidelines (*Attachment F*)

Workspace organization and scenario

Students tackle the activities on their own

Expected outcomes

- **Development of a personal business model** based on the designed life plan, updated according to the learnings gained on field through the prototypes testing
- **Analysis of the market potential of selected job position** (or group of job positions), based on online resources (advertising services, movies, papers, industry reports) and offline resources (e.g. University placement office)
- **A self-analysis of strengths and weaknesses** in terms of skills and areas of knowledge
- **Refinement of the Odyssey Plan**, according to the learnings gained through prototype testing, complete with
 - **A plan for the development of weak areas** by using the resources offered by the university (e.g. students research groups, scholarship programs, open lectures) along with others
 - **A plan of the necessary educational path** (indicating the subjects of greatest importance for professional development and the best fitting major)

The project finalization outcomes can be laid out in a free format, as long as the chosen format is suitable to be presented and discussed.

Summary Questions

- Which are positive signals from the market and from emerging trends?
- Which are your strengths and weaknesses? How can you leverage on the first ones, and work on the second ones?
- According to its resources, how can your University help you in embracing the professional path you designed?
- Which further educational path should you engage in?
- Which are other resources, external from University, you could rely on?

Assignment S8. Shareback

Prerequisites

- ☐ Students must have completed the previous activities, including prototyping, testing and Project Finalization
- ☐ Students must have revised their initial plan according to the learnings gained through prototypes testing
- ☐ Students must have completed the Project finalization outcomes (BMC, strength and weaknesses analysis, ...).

Goals

- ☐ Enable students to learn from each other's plans and onfield learnings
- ☐ Favour cross-pollination, and enable students to get feedback to each other
- ☐ Enable reflection towards the just finished path.

Form of assignment realization

Project presentation, peer to peer feedback, collective discussion

Completion Time

120 minutes (60 minutes of projects presentations and feedback + 60 min. collective reflection)

Supporting Materials

Students' own previously completed tools from the DYL sessions (Compass, Life principles, odyssey plans, prototypes, failure immunity...) and the Project Finalization session (BMC, strength and weaknesses analysis, ...)

Workspace organization

Space setting that enables peer to peer discussions in small groups, space that enables collective discussion.

Scenario

Projects presentations (Approx. 60 minutes)

Note for the facilitator: For this phase only, according to the number of students, divide for the class in smaller groups of 6 students each.

Each student has a 5 minutes to display to the rest of the group their outcome, mentioning the following elements:

- their initial plan
- how they prototyped it
- how the learnings gained through the test have inspired their final plan

The rest of the group has 5 minutes to provide feedback and suggestions to strengthen their plan.

While the sessions proceed on each team, the facilitator keeps the time for the class, announcing when the 10 minutes round per student (5 min. of presentation, 5 min. of feedback) is over.

Reflection session (Approx. 60 minutes)

Note for the facilitator: Re-unite the whole class for a collective discussion.

The facilitator starts the session asking the class how the Project Work experience has been. The following questions can be used to boost reflection upon the ideation and prototyping activities: *How do you feel regarding the activities you have done? Which were the difficulties you encountered? What is something surprising you discovered?*

The facilitator then opens the stage for questions from the class, and asks other members of the class to provide answers, according to their understanding of the process and their experience.

Summary Questions

- How do you feel regarding the activities you have done?
- Which were the difficulties you encountered?
- How do you feel about the prototyping phase?
- How do you feel about the life plan you managed to design?

Assignments Assessment

ID	Assignment	Assessment Method
I1	Ideation - Mindmap	Assessment of the 'Mindmap' fulfilment
I2	Ideation - Mash up job posting	Assessment and reflections about 3 job postings
I3	Ideation - Odyssey plans	Assessment of 'Odyssey Plan' fulfilment
P4	Prototype - Define, organize, test	Assessment of the prototypes list and tests to analyze/validate them
P5	Prototype - Failure immunity	Assessment of the failure immunity fulfilment
P6	Prototype - Support circle	Assessment of the 'Support Circle' fulfilment
F7	Project Finalization	Assessment and reflection about <ul style="list-style-type: none"> - Individual BM I - 'Odyssey Plan'
S8	Shareback: Project presentation and reflection	Presentation(s) and reflection(s)

Discussion Questions

1. Which are the most surprising concepts, activities, plans you reached, considering your starting point
2. What were you able to learn through this final process?
3. How do you feel about the life plan you have designed?

Concepts that matter

- **Prototype** refers to a simple, scaled down version(s) of the final solution, which can then be used in order to observe, record, judge, and measure students' satisfaction/reactions based on specific elements, behaviours, and interactions to the overall design. These earlier versions avoid costly mistakes such as becoming too complex too early and sticking with a weak idea for too long. This means that the purpose of a prototype is to learn what works well or what doesn't.
- **Failure immunity.** "Nothing is a mistake. There is no win and no fail. There is only make". This is a rule defined by Corita Kent, who was a religious sister, an artist, a designer and an educator. Making and prototyping enable students to avoid the experience of having things not work out the way they hoped for. In this way, they can

become immune to the large majority of negative feelings connected to failures. It doesn't mean that students will reduce their failure rate. It means that failure(s) becomes part of the process and they know how to deal with failures and to dance with ambiguity.

Additional Assignments

One of the toughest job interview questions is “Tell me about a time when you failed” or “Tell me about a failure.” There are some other variations on this theme as well:

- What's your greatest professional failure?
- Tell me about a mistake that you made.
- What was your biggest mistake and what did you learn from it?
- Tell me about a decision that you regret.
- What's your greatest professional regret?

Prepare a story about a personal failure by crafting a real example that highlights your learnings (and learning process).

Worth Reading

1. Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. Knopf.
2. Burnett, W., & Evans, D. J. (2020). *Designing Your Work Life: How to Thrive and Change and Find Happiness at Work*, Knopf.
3. Clark, T., Osterwalder, A., & Pigneur, Y. (2012). *Business model you: A one-page method for reinventing your career*. John Wiley & Sons.
4. Liedtka, J. (2015). Perspective: Linking design thinking with innovation outcomes through cognitive bias reduction. *Journal of product innovation management*, 32(6), 925-938.

Worth to Visit on-line

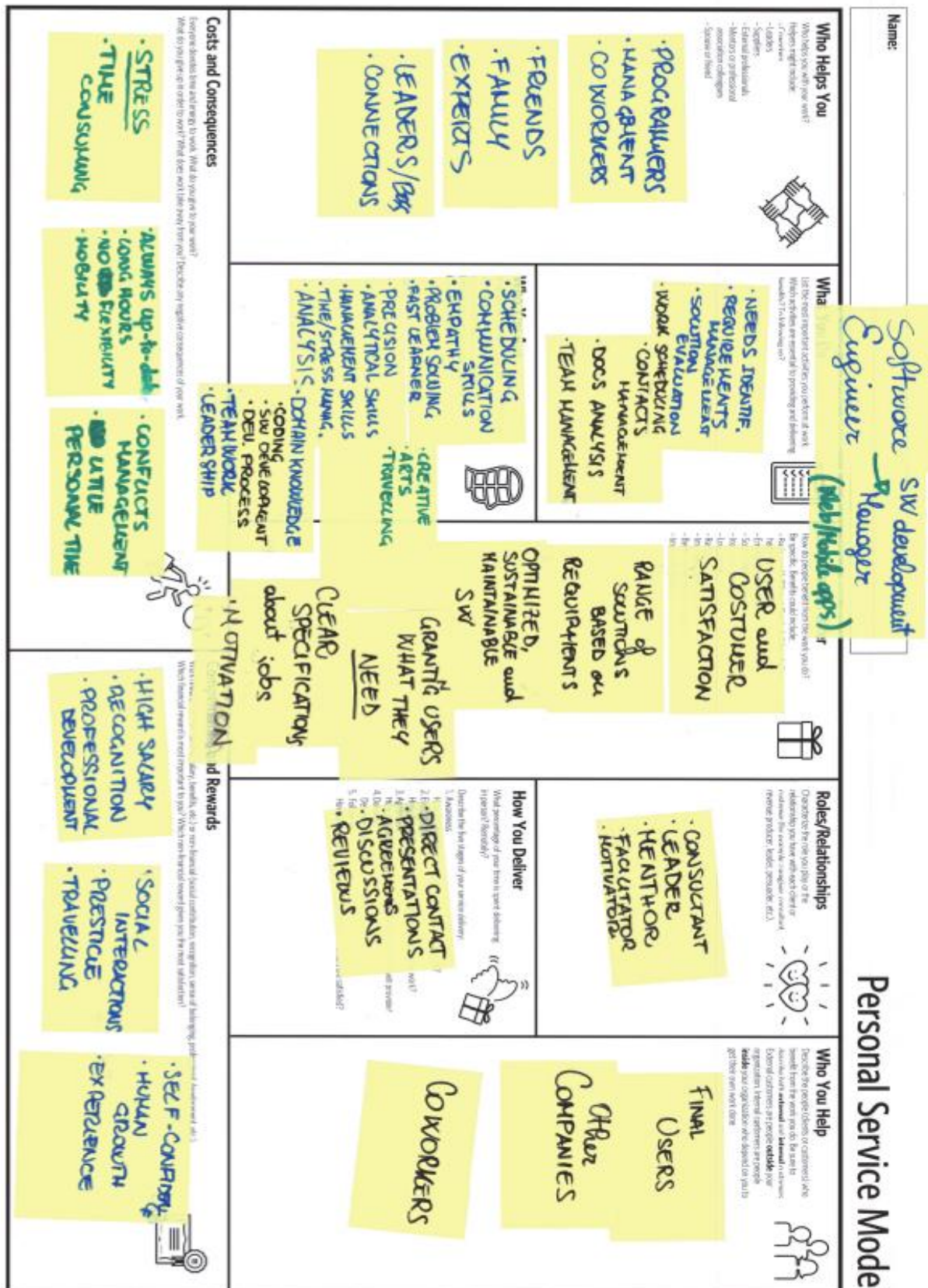
1. <https://designingyour.life/the-book/>
2. <https://page.ideo.com/design-thinking-edu-toolkit>
3. <https://servicedesigntoolkit.org/downloads.html>

Appendix 1.

Examples OF PERSONAL BUSINESS MODEL CANVASES

Personal business models developed by students from Poland, Italy and Portugal during a workshop conducted as part of the International Summer School (Rzeszow, September 2019).

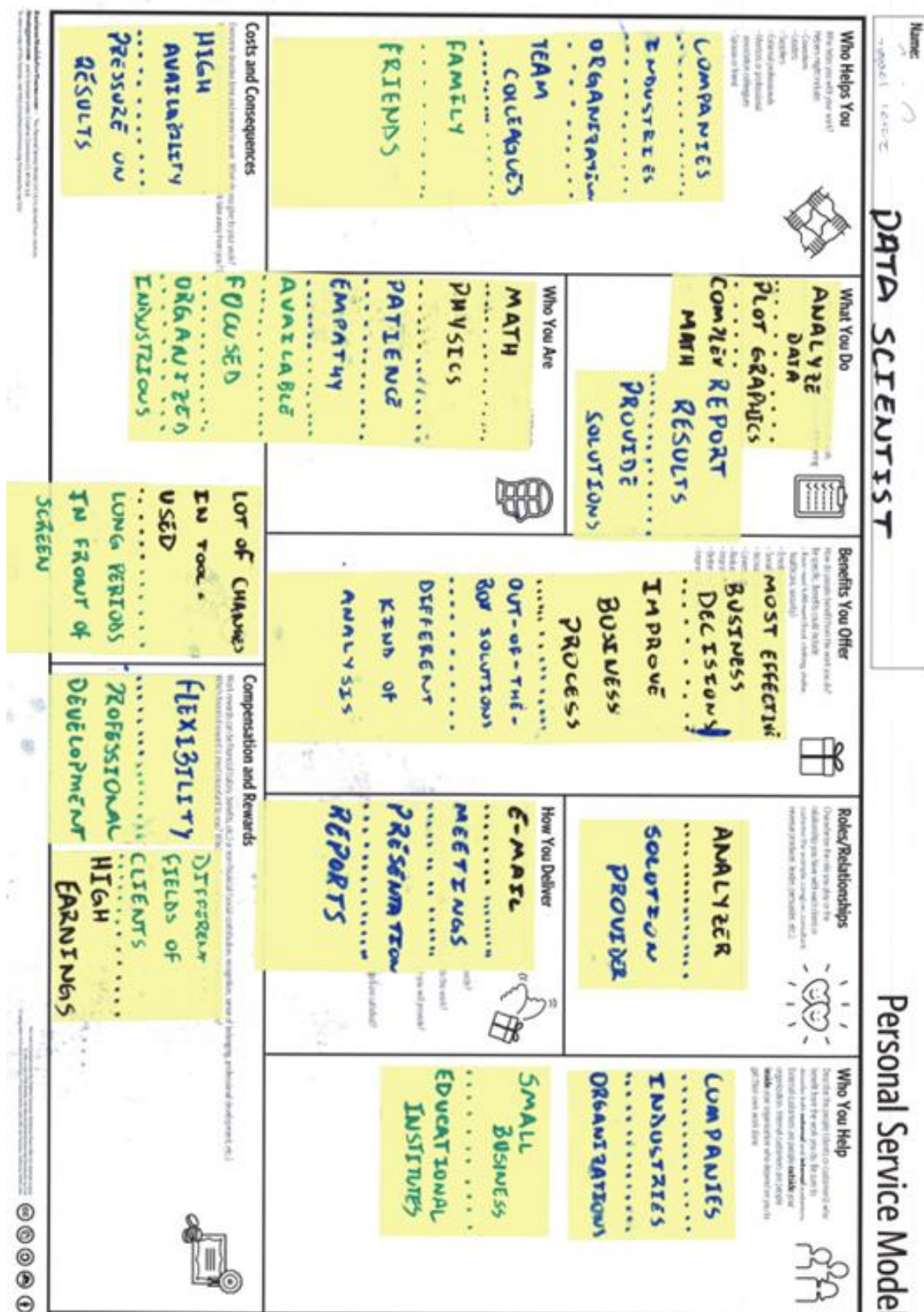
Example 1. A personal business model developed by a student interested in a Data Science.



Example 2. A personal business model developed by a student interested in the Business Analysis job position.

[illegible]

Example 3. A personal business model developed by a student interested in a Data Science.



This project has been funded with support from the European Commission. This methodological note reflects the views only of the author, and the Commission or National Agency for the Erasmus+ Programme cannot be held responsible for any use which may be made of the information contained therein.



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