UNIVERSITY OF APPLIED LIFE.
Workshop 3
5 Aug

Competency Development and Entrepreneurship Coaching with 'Xing'

86th SIEC-ISBE International Conference
3 - 8 August 2014, Arcada UAS, Helsinki

“Service Design”
Motivation – the EU 2020 challenge

• Key target is EU’s performance in education
• Call to bridge the skills gap between education and work
• In response to HE reform drivers at all levels:
  – Global
  – National
  – Local
• To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit
Competences 1

8 Key competences for lifelong learning
European reference framework

- Communication in the mother tongue
- Communication in foreign languages
- Mathematics, science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

ARENE ry (i.e. Rectors’ Conference) - Competence definitions at Finnish universities of applied sciences (2006)

- Learning competence
- Ethical competence
- Communicative and social competence
- Development competence
- Organisational and societal competence
- Internationalisation competence
Competences 2

• “These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.”

• “The transversal nature of key competences makes them essential. They provide added value for employment, social cohesion or young people (European Youth Pact), which explains the importance of lifelong learning in terms of adapting to change and integration.”
The Challenge!

Competence-based Learning Outcomes >> SKILLS

• Active learning
• ‘Flipped classroom’
• Living labs
• ‘Place for Space’
• Blended learning
• Collaborative learning/teaching
• PBL
• E-learning
• etc. etc.

ALL call for ‘flexilearning’ and challenge rigid curriculum structures
Xing - Background

• Launched in 2006 by Working Knowledge (UK) and is specifically focused on the higher education market.

• In the UK, Xing is being used by around 70 Higher Education Institutions (HEIs) in co-operation with employers.

• National inter-university Xing competitions (Flux) attended by employers.

• Accreditation and facilitator training at Arcada UAS October 2012.

• Arcada UAS is the only HEI outside the UK which is accredited and licensed to use Xing.
Working with Xing

Interactive learning encounters which encourage creativity
an entrepreneurship visual planning tool
The task

• A business idea - The best ever conference gift to promote service design for delegates.

• e.g. A conference programme app that gets you where you need to be – on time, each time
Team-working with Xing

15.00 Brainstorm Idea
15.05 Strapline & Goal
15.10 Strategy development using Xing
15.45 2-minute pitch - Presentations
16.00 Summary
16.15 Close

13.8.2014
The Xing session

• Develop a business strategy from a business scenario
• If possible: the team can meet Business Advisors to help refine the strategy
• Condense the strategy into a 4 minute presentation
The Idea

• Every team will be given a business scenario or create an own
• The team needs to condense the scenario to a short strapline of 8 – 10 words
IDEA

Dial-a-drink
Mobile liquor delivery service for the drunken needy
The Goal

• The team needs to set the business a target and the target must be both quantifiable and time-bound.

• “we will have 50 % of the market in 5 years”

• “all the founders will be millionaires in 3 years”
GOAL

100K

NET PROFIT

1 YEAR
Using the cards 1

- One member picks up a card and reads aloud the term on the card (and the definition of the term from the glossary)
- The team decides whether the card will play a part in the strategy: now, soon or later
- If the card links to other cards it should be placed so that they touch and form Clusters
Using the Cards 2

• Team discussions on any one card should take no more than 3-4 minutes
• The Team need to agree on relevance, appropriate action and timeframe before placing on the board
• Cards can be moved around at any time on the board
Different cards

1. **Activities**: i.e. open bank account, set a budget
2. **Finance**: i.e. loans, venture capital
3. **Marketing**: i.e. establish distribution channels, develop brand
4. **People**: i.e. accountants, mentors
5. **Strategy**: i.e. create mission statement, invest in research and development
6. **Red card**: i.e. CEO is pregnant, stock market surge

The red card tests the thinking of the team and the robustness of the strategy if an unexpected event should occur
Preparing the Presentation

- Once the Team has completed all the expert meetings it has time to prepare the pitch to the judging panel.
- The Xing board and the strategy will change dramatically.
Preparing the Presentation

• All cards that touch should have a direct association... Smaller clusters of cards are easier to understand

• The chronological order of cards is important
What does the Presentation involve?

• The team has to present a 4-minute pitch and will then be asked 5 minutes of questions.
• One team member can do the presentation or it can be shared between the team members.
• All team members should be prepared to answer questions: distribute responsibilities e.g. marketing or finance, or for a stage of the business.
• The board is now used as an aid, not as the focus.
How is the presentation evaluated?

The team will be assessed by the judges on a number of issues:

• Are the gaps in knowledge identified and is there a plan to fill them?
• Is the strategy realistic within the timescale?
• Is the target realistic and achievable?
• Does the team work well together and are all team members taking an active role?
How is the presentation evaluated?

- Is the strategy coherent with all the 4 business categories clearly interacting?
- How well does the team members respond to criticism and how well do they defend their decisions?
Generic skills

• Negotiations within the team
• Oral presentations when pitching
• Team working and teambuilding: Xing gives a competitive spirit that also helps promoting the intensive group work.

Experience from Xing sessions shows that students gets inspired to give presentations while pitching their business idea against other groups.
Language training

Xing is not only a coaching tool for business economics and entrepreneurship. It is also a tool for training language and communication.

Translating the terms on the Xing cards into other languages gives a useful tool in learning vocabulary in business economics.
Thank you

Kaj Eklund
Nigel Kimberley

Arcada University of Applied Sciences, Helsinki
References

- 'Xing’ – Working Knowledge (UK) http://www.workingknowledge.org.uk/tag/xing/
- Exeter University (UK) students talk about Xing http://vimeo.com/10613993
- Xing at Exeter University http://www.workingknowledge.org.uk/further-education/exeter-university-use-xing-in-their-spring-enterprise-week/
- Plymouth University (UK) http://www1.plymouth.ac.uk/careers/flux/Pages/default.aspx
- 'Graduate Employability Indicator’ (GEI) – Assuring Graduate Capabilities http://boliver.ning.com/
- Assuring Graduate Outcomes 2011 - Professor Beverley Oliver, Curtin University (Australian Learning & Teaching Council) http://assuringlearning.com/resources/Assuring_graduate_outcomes_ALTC_Good_practice_report.pdf
- New Skills Network (NSN) EU LLP Multilateral Network project 2010-13 http://www.newskillsnetwork.eu/id/560