



# Interreg

## Latvija-Lietuva

European Regional Development Fund



EUROPEAN UNION



# CREAZONE REINVENT METHODOLOGY

2020

Project LLI-186 “CREAzone 2.0.” is implemented under the Interreg V-A Latvia – Lithuania Cross Border Cooperation Programme 2014-2020 which aims to contribute to the sustainable and cohesive socio-economic development of the Programme regions by helping to make them competitive and attractive for living, working and visiting. More information can be found at [www.latlit.eu](http://www.latlit.eu) or the official European Union portal [www.europa.eu](http://www.europa.eu) .

“CREAzone 2.0” or CREAzone 2.0 Reinvent aims to create viable business and ensure long-term employment growth in the border regions of Lithuania and Latvia by combining modern business ideas and traditional business models.

By using methodology improved during “CREAzone 1.0”, this project seeks to reduce disproportionately high levels of unemployment (as compared to the major cities), especially among young people, in targeted program regions. Project goal is to create new viable businesses and secure jobs for people in target areas by encouraging entrepreneurship among young people, motivating them to discover incomplete local sector potential by providing multi-faceted assistance, counselling and training.

#### **Project results:**

To create new business opportunities in traditional industries in the Lithuanian-Latvian cross-border region by knowledge economy driven promotion of youth entrepreneurship in accordance with “CREAzone” methodology as well as to build an alliance of stakeholders, who are determined to create long-term collaboration on promotion of youth entrepreneurship.

#### **Project funding:**

This project is funded by the European Union. Total project size is 939 115,17 EUR. Out of them co-funding of European Regional Development Fund is 798 247,88 EUR.

#### **Period of project implementation:**

01.04.2017 - 31.03.2020

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This methodology has been produced with the financial assistance of the European Union. The contents of this methodology are the sole responsibility of Ventspils Augstskola (Ventspils University of Applied Sciences) and can under no circumstances be regarded as reflecting the position of the European Union.

When using CREAzone 2.0 Reinvent methodology in entrepreneurship training program development, please refer as follows:

*This entrepreneurship training program is based on CREAzone 2.0 Reinvent methodology that was developed during Interreg V-A Latvia – Lithuania Programme 2014-2020 project LLI-186 “CREAzone 2.0” implementation.*

## Table of contents

Preface.....	5
1. How to use this handbook? .....	7
2. About CREAzone.....	8
3. CREAzone Methodology .....	11
4. Baltic start-up ecosystem .....	16
5. Program DEFINITION .....	27
6. Phase I – INCEPTION .....	35
7. Phase II – BE BETTER.....	44
8. Phase III – PITCH IN .....	55
9. Phase IV - TEAM UP.....	61
10. Phase V – DESIGN IT .....	66
11. Phase VI – GET STARTED.....	75
12. Program CONFERENCE.....	79
13. Summary .....	81
Bibliography.....	83
List of figures .....	84
List of tables .....	85
List of annexes .....	86

## Preface

The start-up ecosystem offers different opportunities and support activities for individuals who want to start and establish a business, for instance, business incubators and different accelerator programs. However, in order to benefit from these opportunities' requirements like an already established enterprise, a working team and/or prototype, or at least a validated business idea is required. Individuals, who are still looking for the right business idea or its validation, cannot make use of these tools and are limited to activities like hackathons. While technically hackathons are an excellent ideation and team formation instrument, they are short-lived, often wilfully divorced from reality and after event's feverish pace, there are rarely any follow-up actions. Moreover, due to hackathons' short run-time, participants' lack of core entrepreneurial knowledge and technical expertise often goes unnoticed which in most cases mean that teams will not be able to validate and follow through with their business idea.

This is where the CREAZone fills an important gap between motivated individuals without the right idea, team or the entrepreneurial experience and start-up ecosystem players that are lacking the particular elements. The CREAZone Methodology described in the following chapters will allow you to set-up an entrepreneurial program, based on a validated methodology that promotes entrepreneurial thinking, communicates core entrepreneurial and business knowledge and encourages creation of business ideas and teams. The main aspects and strengths of the CREAZone Methodology are:

**Runtime** - the Program is executed during a period of 6 up to 12 months.

**Participants** - CREAZone is inclusive and can be set-up to allow participation from any background and experience, making use of the Medici Effect.

**Mentorship** - throughout the Program dedicated mentors guide and work with the participants side-by-side. Mentors are facilitated both from education organizations and the business environment.

**Phases** - The Program is structured in six separate phases, where each phase focuses on different core entrepreneurial knowledge and activities.

Funnels and carrots - CREAzone utilizes a funnel system, where only the most motivated participants move to the next phase. Carrots, on the other hand, are a point system, that allows motivated participants to acquire more points in order to move to the next phase.

Synergies - this methodology allows for many collaborations within the start-up ecosystem that allows creation of a more profound impact by the created Program.

The here described CREAzone Methodology will guide you through all steps involved in creating an entrepreneurship Program, explaining core aspects, training and what should be achieved after each phase.

The aim of the CREAzone Methodology is to be the key support and educational instrument in the entrepreneurial environment and provide different organizations a set of proven tools, processes and insights for promoting entrepreneurship, increasing entrepreneurial thinking and business creation.

Should you be interested in learning more about CREAzone or require specific materials for training and/or activities or support in setting up a CREAzone Program, please get in touch with Program partners.

## 1. How to use this handbook?

This handbook is split in six main chapters that mirror the six phases of a CREAZone Program: INCEPTION, BE BETTER, PITCH IN, TEAM UP, DESIGN IT and GET STARTED. Within each respective chapter you will find the main building blocks of the phase and what type of information should be covered during activities and training. The CREAZone Methodology does not provide specific materials, rather it describes the information and skills participants should have mastered after the training and each phase of the program. Additionally, this handbook:

- explains the CREAZone Methodology along with the main aspects of it,
- details the Baltic start-up ecosystem in order to show possibilities for synergies and where within the ecosystem CREAZone operates,
- shows what should be considered when setting up a CREAZone Program during the Program DEFINITION step,
- outlines the Program CONFERENCE, that can be used as an optional closing event for the Program and
- gives a summary of the previously implemented CREAZone Programs and the opportunities of the Program.

Throughout the Handbook specific information is highlighted with the following pictograms, as shown in Figure No. 1.

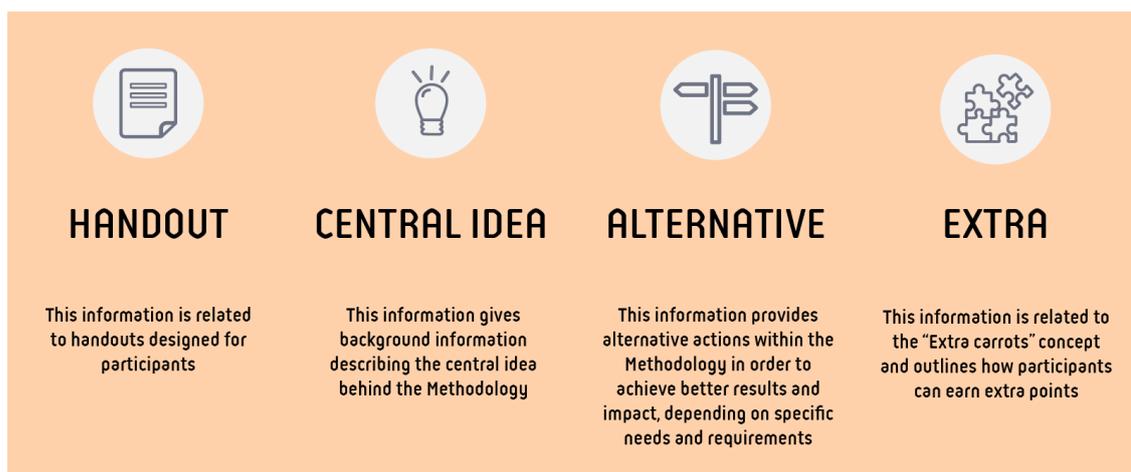


Figure 1: CREAZone Methodology pictograms

This will help you identify the important information and ensure flexibility as you will be able to customize the design of this methodology to your specific needs.

## 2. About CREAZone

The CREAZone Methodology was first developed and implemented as CREAZone 1.0, after which CREAZone 2.0 Reinvent built upon it as a full pilot Program validating the CREAZone Methodology and creating a clear structure of the CREAZone Methodology in order to act as entrepreneurship promotion program. Within CREAZone 2.0 Reinvent the Methodology was piloted with youth participants (18-25 years old), however, the validated Methodology is suitable for participants of any age group.

### 2.1. CREAZone 1.0

In 2012-2013 the Lithuanian Business Confederation alongside with its partners - Vilnius Gediminas Technical University, University of Applied Social Sciences and Utena University of Applied Sciences successfully implemented the CREAZone 1.0 Program in Lithuania.

CREAZone 1.0 was based on the integrated students' entrepreneurship promotion model created and implemented by the INCYDE Foundation of Spanish Chamber of Commerce which were adapted in Lithuania by the Lithuanian Business Confederation. The key concept behind the Program approach is the so-called "Medici Effect", described by F. Johansson in his book "The Medici Effect: Breakthrough Insights at the Intersection of Ideas, Concepts, and Cultures". The core idea is to create a disruptive innovation by mixing ideas and concepts from diverse industries, cultures and disciplines. It is said that breakthrough ideas are most often "intersectional" and occur when we bring concepts from one field into a new and unfamiliar territory.

When CREAZone 1.0 was implemented, more than 400 applications were received for joining the Program, however only 130 participants were invited to participate. Over 12 months, all participants were trained for a total of 17400 academic hours on more than 35 various topics. This pilot Program was a great success as three new businesses were established during the Program and more than ten businesses founded by the participants after the Program ended. CREAZone 1.0 was a successful proof-of-concept that the CREAZone Methodology is an effective instrument in encouraging new business creation.

## 2.2. CREAZone 2.0 Reinvent

In 2018-2020 CREAZone 2.0 Reinvent was implemented by the Kaunas University of Technology with its partners - Lithuanian Business Confederation and Ventspils University of Applied Sciences and Latvian Chamber of Commerce and Industry as part of Interreg V-A Latvia-Lithuania Programme 2014-2020. Many international and local strategies and policies emphasize the importance of the cross-border integration of countries of the Baltic Sea Region in order to be able to compete in a global market. Program partners, striving to contribute to implementation of these strategies and policies, decided to replicate the CREAZone Methodology, that was piloted in Lithuania in 2012-2013, within the Lithuanian-Latvian cross-border region as an international CREAZone Program.

With CREAZone 2.0 Reinvent an alliance of stakeholders was built, who were determined to create long-term collaboration on encouraging youth entrepreneurship. The common goal that is uniting the Program partners, is to become stakeholders in an international field of youth promotion by presenting the international community with a state-of-art validated Methodology for promoting youth entrepreneurship and collaborating with other players on implementing new Programs based on the CREAZone Methodology. To achieve this the Program partners created CREAZone 2.0 Reinvent to pilot and validated the CREAZone Methodology on an international level.

The underlying main aim of the CREAZone 2.0 Reinvent is to foster long-term sustainable youth employment by building entrepreneurship and business skills in Lithuanian and Latvian border regions.

## 2.3. CREAZone results

While the aim of CREAZone is to promote new business creation in the long run and create opportunity for motivated individuals, to measure efficiency within the Programs different Key Performance Indicators (KPIs) are tracked. This allows assessing the effectiveness of the particular CREAZone Program and the CREAZone Methodology. Below in Table No. 1 the CREAZone KPIs are shown.

KPI	CREA zone 1.0	CREAzone 2.0 Reinvent				Total
		LT cycle #1	LT cycle #2	LV cycle #1	LV cycle #2	
Program applicants	400	173	195	41	53	462
Program participants	130	128	177	41	53	399
Program participant teams created	40	18	13	5	5	41
Business ideas generated	24	18	13	5	5	41
Businesses created during CREAzone	3	1	ongoing	0	ongoing	1
Businesses created within 1 year by CREAzone alumni	no data	2	ongoing	0	ongoing	2
Businesses created within 3 years by CREAzone alumni	10	ongoing	ongoing	ongoing	ongoing	ongoing

Table 1: CREAzone KPIs

The data shows that new businesses were created already during the CREAzone Program runtime both in CREAzone 1.0 and CREAzone 2.0 Reinvent, which clearly shows the effectiveness of the CREAzone Methodology. CREAzone 1.0 participants have created 10 new businesses within three years after completing the Program.

### 3. CREAzone Methodology



The CREAzone Methodology is based on six main aspects that have been validated during CREAzone 2.0 Reinvent. While these aspects make up the core of a CREAzone Program, they are not set in stone and allow for adjustments depending on the situation at hand and what type of program is intended.

#### 3.1. Runtime

The CREAzone Program runtime ranges from 6 to 12 months and activities are divided over the whole course of the program. During the program the individual phases are structured to provide important knowledge and the learning curve is high, especially if no prior entrepreneurial experience is available. Therefore, having breaks between phases allows participants to better absorb the training reflect on the new information and transfer it into their business ideas.

The longer program runtime also encourages participants to interact and work together with mentors, business and industry representatives during the program activities. This broadens participants' understanding of business and enables them to build stronger interpersonal connections with other participants, entrepreneurs, mentors and representatives from business and industry.

The CREAzone Methodology encourages a longer rather than shorter runtime, in order to allow participants to fully understand and make use of the instruments and information provided by the program. This is an inverted approach to hackathons, which commonly have a runtime of one weekend.

#### 3.2. Phases

The main program activities are performed within the different CREAzone phases: INCEPTION, BE BETTER, PITCH IN, TEAM UP, DESIGN IT and GET STARTED. Each of the Phases focuses on different entrepreneurial areas that are communicated to the participants, starting with ideation, core personal and interpersonal skills towards critical skills for innovation and organization management. The skill development for

participants in each phase is aligned to build on top of the previous phase and help develop potential initial ideas from PITCH IN towards potentially incorporated businesses upon exiting the CREAZone Program.

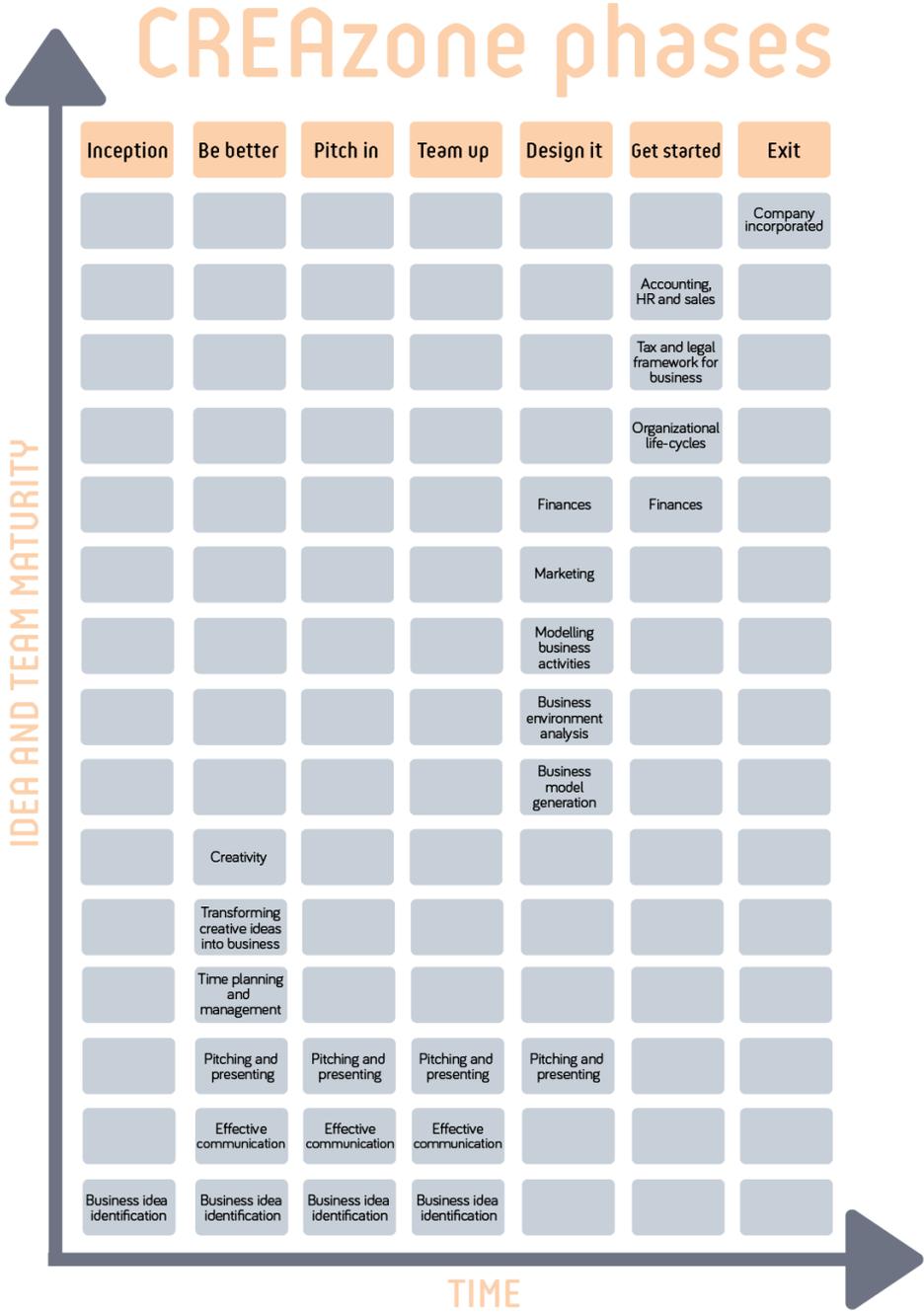


Figure 2: Topics during CREAZone phases

Figure No. 2. visualizes the various topics that are covered during training in the different phases and the logic behind it – as the participants continue their development

through the phases, the topics covered shift from ideation and validation to topics covering business management and establishing a company at the end of the program.

As seen in Figure No. 2 during PITCH IN and TEAM UP the topics repeat from BE BETTER. This is because during these phases the typical “hackathon” activities are in the forefront – creating viable ideas and creating strong teams to realize them. However, within CREAzone this process is more profound, significantly longer and can take several months.

### 3.3. Funnels and Carrots

The funnel and carrot aspect of the CREAzone Methodology determines how the participants move from one phase to another. Since CREAzone is designed for motivated individuals, the funnel and carrot system support motivated work behaviour. The funnel proportion is defined within the Program DEFINITION step, however, roughly 50% of participants move on to the next phase.

In order to measure the performance of the participants during the Program, the evaluation mechanism must be established, which measures the performance in terms of carrots (points). In every phase different criterion is evaluated. The type of evaluations employed in CREAzone are:

- 180-Degree peer assessment surveys
- Jury evaluation of pitches
- Program organizer assessment
- Home tasks during DESIGN IT

Additionally, during BE BETTER and PITCH IN phases participants are encouraged to fulfil optional business development tasks and earn extra carrots.

### 3.4. Participants

CREAzone creates opportunity for motivated individuals from all possible demographics (youth, adults, silver generation) as well as backgrounds (students, unemployed, corporate, former entrepreneurs) to pursue entrepreneurship, who otherwise may have been unaddressed by other existing entrepreneurial programs and instruments found within the start-up ecosystem. CREAzone uses this approach to

emphasise the Medici Effect and create breakthrough ideas by promoting and connecting seemingly unrelated individuals, perspectives and backgrounds.

While CREAzone is designed for all possible demographics and background, the Methodology focuses primarily on the following profiles of potential participants:

- motivated individuals with a business idea at a very early stage, meaning participants are still in development stage of their idea and are trying to solve questions like:
  - Does the concept/product/idea fill a need in the market?
  - Will the concept/product/idea be acceptable in the market?
  - How do I establish a business structure?
  - Will this concept/product/idea yield me any profits?
- talented individuals without a solidified business idea.

CREAzone offers these participants a platform to learn the necessary skills to create and validate their business ideas then form the necessary teams to implement them and move from ideating to establishing a business.

### 3.5. Mentorship

A fundamental aspect of CREAzone is its mentorship approach which provides support and close collaboration between mentors and participants during the Program runtime (and possibly beyond). Within CREAzone two type of mentors are employed:

- Mentors from educational organization
- Mentors representing business and industry

Mentors from educational institutions are mentors that are part of a higher education organization or other educational organizations like vocational schools, as well as work at innovation and/or entrepreneurial departments of higher educational institutions or entrepreneurship organizations. Mentors from educational organizations work with participants throughout the Program, as visualized in Program roadmap example in Figure No. 4 in chapter 5.7. Program roadmap, and within the cooperation the mentors can become informal team members in the teams of the participants. This mentor type is employed in the Program by open application during the INCEPTION phase and participation is evaluated on criteria defined during the Program DEFINITION.

### 3.5.1. Mentors representing business and industry

Mentors representing business and industry are invited to the different phase events during PITCH IN, TEAM UP and Demo day during PITCH IN, in order to provide participants both with contacts and the opportunity to receive unbiased feedback, advice and mentorship from outside the program. These mentors can also give lectures and speeches during the events to share their entrepreneurial experience and provide insights for participants.

### 3.5.2. Mentors from educational organization

Mentors from education organizations familiarize with the participants and their ideas during the BE BETTER and PITCH IN phases and act in a regular mentor capacity – give advice and help participants from all teams. In later phases after PITCH IN mentors are assigned to working on with one specific team and act as part of the team, helping the team moving from one phase to the next. Tasks mentors should assist teams with are prioritize tasks, help to plan actions and encourage the teams when necessary.

## 3.6. Synergies

For implementing the CREAzone, methodology synergies and a partner alliance are important. It is beneficial if program partners represent both educational and business sectors and during the program more institutions, related to entrepreneurship and development of small and medium business are involved in the Program activities. Representatives from business support organizations, educational institutions, business associations and NGO's are expected to participate in the Program and extensive involvement of various institutions aims not only at ensuring better program outputs, but also on building long-lasting network that will be able to continue to collaborate on implementation of the program ideas after the program is finished. A strong partner alliance also enables making a bigger impact of the Program activities and allows implementing more activities with less resources.

Another aspect by the synergies is to allow participants continuity, when completing the CREAzone Program, by creating partnerships that accept top performing CREAzone teams to their program, for instance incubation or acceleration.

## 4. Baltic start-up ecosystem

The Baltic start-up Ecosystem is well-developed, offering both public as well as independent instruments and programs for business development and funding. The Baltic funding per capita in 2018 exceeded the Nordics (Source: Google Public Data, Baltic Start-up Scene Report 2017/2018, crowdsourced data (Estonia, Latvia, Lithuania), Dealroom.co) giving a strong signal of a positive environment for new business and start-up development. Several funding options are available, starting from local and foreign VC funds to business angels, accelerators, business incubators and pre-incubation programs. The following chapters outline available funding and development opportunities and support possibilities within the Baltics that can be used as Program partners to provide participants with contacts and/or continued business development opportunities during or when completing the CREAZone program.

While the below overview shows many available partners and possibilities in the Baltics, this should not be considered a complete list, but only an overview.

### 4.1. Start-up ecosystem partners, hubs and communities

Different start-up ecosystem partners, hubs and communities can provide crucial support in finding the right partners and needed information. Often these partners, hubs and communities are curated by either state, municipality or higher educational organizations to centre more investments, start-ups, businesses and other partners around them. Outlined below in Table No. 2 are a few start-up ecosystems partners, hubs and communities in the Baltics.

<b>Name</b>	<b>Country</b>
Enterprise Lithuania <a href="https://www.enterpriselithuania.com">https://www.enterpriselithuania.com</a>	Lithuania
Start-up Lithuania <a href="https://www.start-uplithuania.com/">https://www.start-uplithuania.com/</a>	Lithuania
Labs of Latvia <a href="https://labsoflatvia.com/">https://labsoflatvia.com/</a>	Latvia
TechHub Riga <a href="https://riga.techhub.com/">https://riga.techhub.com/</a>	Latvia
Tartu Start-up Community <a href="https://start-uptartu.ee/">https://start-uptartu.ee/</a>	Estonia

<b>Name</b>	<b>Country</b>
Baltic Innovation Agency <a href="http://www.bia.ee/">http://www.bia.ee/</a>	Estonia
Start-up Estonia <a href="https://start-upestonia.ee/">https://start-upestonia.ee/</a>	Estonia

Table 2: Start-up ecosystem partners, hubs and communities

Ecosystem partners, hubs and communities often organize different events and hackathons in order to promote the start-up movement, create new ideas/teams that later eventually become new ventures and join the ecosystem in one way or another.

#### 4.2. Venture capital funds (VC funds)

Venture capital funds, usually referred to as VC funds, work with different kinds of companies and investment size/stage and investment conditions may differ, however, VC funds usually have a defined set of criteria for companies they invest in – vertical, stage, geography. Additionally, the investment size is usually in a certain range, depending on stage. Outlined below in Table No. 3, No. 4, No. 5 and No. 6 is a range of VC funds working in the Baltics, with their respective sweet spots for potential investments. Investments by VC funds are based on pre-money valuation, which is determined by different factors and are negotiated between the business and the VC fund. The equity amount in exchange for investment can vary from investment round and range anywhere from 10 to more than 30%.

##### 4.2.1. Lithuania

<b>Name</b>	<b>Focus</b>
70Ventures <a href="https://www.70ventures.com/">https://www.70ventures.com/</a>	Pre-seed to Series A with financing up to 400.000 EUR for B2B acceleration model.
Iron Wolf Capital <a href="https://www.ironwolfcapital.com/">https://www.ironwolfcapital.com/</a>	Seed and early growth stage start-ups with innovative product offering, innovative technology or unique business mode.
Contrarian Ventures <a href="https://cventures.vc/">https://cventures.vc/</a>	Early stage emerging technologies

Open Circle Capital <a href="http://www.opencirclecapital.lt/">http://www.opencirclecapital.lt/</a>	Early stage technology companies
Practica Capital <a href="https://practica.vc/">https://practica.vc/</a>	Cross-industrial businesses and new technologies

Table 3: VC funds in Lithuania

#### 4.2.2. Estonia

Name	Focus
Tera Ventures <a href="https://www.tera.vc/">https://www.tera.vc/</a>	Seed stage digital start-ups creating network effects, applying machine learning, and other enabling technologies to business models which will become the infrastructure of and deeply impact our future lives.
Karma Ventures <a href="http://www.karma.vc/">http://www.karma.vc/</a>	Late seed and A round investments in Europe's most promising tech start-ups.
United Angels VC <a href="https://unitedangels.vc/">https://unitedangels.vc/</a>	Promising companies from pre-seed to A-round from B2B, SaaS and marketplace. Prefer co-investing with angels and VCs.
trind.vc <a href="http://trind.vc/">http://trind.vc/</a>	Early stage ICT-driven companies creating significant impact in their niches

Table 4: VC funds in Estonia

#### 4.2.3. Latvia

Name	Focus
Imprimatur Capital <a href="https://www.icfm.lv/">https://www.icfm.lv/</a>	Ambitious founders with an early-stage tech start-up based in the Baltic Sea Region at pre-series A with some initial revenue and a verified business model ready to scale globally.
Livonia Partners <a href="http://livoniapartners.com/en">http://livoniapartners.com/en</a>	Successful, medium-sized companies operating in the Baltics that have developed into markets leaders in the region and beyond.
ZGI Capital <a href="http://www.zgi.lv/offer/">http://www.zgi.lv/offer/</a>	Companies with proven business models and firmly established home markets which are now entering new export markets, increase capacity, develop new

<b>Name</b>	<b>Focus</b>
	business directions, improve the profitability or automate manufacturing.

Table 5: VC funds in Latvia

#### 4.2.4. Pan-Baltic

<b>Name</b>	<b>Focus</b>
Change Ventures <a href="https://www.changeventures.com/">https://www.changeventures.com/</a>	Pre-seed and seed capital initial investments, along with follow-on capital in later rounds, hands-on support to reach product-market fit and a deep network of later stage investors and partners
BaltCap <a href="https://www.baltcap.com/">https://www.baltcap.com/</a>	Companies primarily based in the Baltic countries and often have a goal for geographic expansion. The investment focus is set on innovative companies and buy-and-build opportunities.

Table 6: Pan-Baltic VC funds

#### 4.3. Business angels

Business Angels are individuals who may offer investments for very early stage start-ups, when other forms of investments are not available. Depending on many factors, including the higher risk for the business angel investor, the investment is usually exchanged for a percentage of the company. Business angels often also operate in networks, where several business angels join together, forming a group of business angels commonly referred to as a syndicate, in order to invest into a company together, thus sharing the risk and finances required for each individually. Below in Table No. 7 is an outline of business angel networks operating in the Baltics.

<b>Name</b>	<b>Description</b>
Lithuanian Business Angel Network (LitBAN) <a href="https://www.litban.lt/">https://www.litban.lt/</a>	Through monthly pitching events LitBAN will facilitate a gateway for start-ups to meet Angel investors from Baltic & Nordic countries.

Latvian Business Angel Network (LatBAN) <a href="https://www.latban.lv/en">https://www.latban.lv/en</a>	Developing networks of angel investors in order to support new and perspective companies.
Estonian Business Angels Network (EstBAN) <a href="https://www.estban.ee/">https://www.estban.ee/</a>	Looking for start-ups that need between EUR 20 000 to EUR 500 000 in capital. Interested in taking a closer look at companies with a unique idea - any industry except real estate and gambling.
Koinvesticinis Fondas <a href="https://www.koinvest.lt/en/homepage">https://www.koinvest.lt/en/homepage</a>	Star-ups and companies undergoing business development and growth
Business Angels Fund <a href="https://angelsfund.eu/en/home/">https://angelsfund.eu/en/home/</a>	Invests in innovative and export-oriented companies in Lithuania.

Table 7: Business angles in the Baltics

#### 4.4. Start-up accelerators and pre-acceleration programmes

Start-up accelerators are programmes designed for accelerating the development of start-up companies. Usually, these programmes provide mentorship, educational seminars and trainings, help with networking and new connection development, along with pre-seed and/or seed investment. Accelerator programs usually conclude with a Demo day event, where start-ups pitch in front of a jury, potential investors and stakeholders. Start-up accelerators have a defined scope of verticals they support (B2B, SaaS, Tech, FinTech etc.) and usually accept very early or early stage start-ups matching these verticals. Depending on the type and business model of the accelerator, participation and funding options may involve giving equity, where terms and conditions may vary highly. Outlined below in Table No. 8, No. 9, No. 10 and No. 11 is a list of start-up accelerators in the Baltics along with their supported verticals and areas they support.

##### 4.4.1. Lithuania

Name	Focus
Baltic Sandbox <a href="https://balticsandbox.eu/">https://balticsandbox.eu/</a>	Baltic Sandbox is a growth co-founding partner for international seed stage start-ups looking for funding and scale-up in Europe.
70ventures <a href="https://www.70ventures.com/">https://www.70ventures.com/</a>	Provides seamless investment from pre-seed to series A.

Kaunas Start-ups <a href="http://kaunasin.lt/kaunas-start-ups/">http://kaunasin.lt/kaunas-start-ups/</a>	Equity free 8-week pre-accelerator to develop start-up ideas into growing business
EVOLUT 4.0 <a href="http://kaunomtp.lt/evolut">http://kaunomtp.lt/evolut</a>	Designed for early stage start-ups to develop an innovative product, increase sales and prepare for investment phase.

Table 8: Accelerators and pre-acceleration programmes in Lithuania

#### 4.4.2. Estonia

Name	Focus
Superangel <a href="https://www.superangel.io/">https://www.superangel.io/</a>	Early stage investments from entrepreneurs to entrepreneurs

Table 9: Accelerators and pre-acceleration programmes in Estonia

#### 4.4.3. Latvia

Name	Focus
Commercialization Reactor <a href="https://www.commercializationreactor.com/">https://www.commercializationreactor.com/</a>	Science or technology-based start-ups with strong and protectable intellectual property
Buildit Latvia <a href="https://www.buildit.lv/">https://www.buildit.lv/</a>	Hardware and IoT start-ups in turning an idea into a tangible, market-worthy product.
Overkill Ventures <a href="https://www.overkill.vc/">https://www.overkill.vc/</a>	Overkill Ventures invests as early as angel investors with the resources, know-how and network to help start-ups get to product-market fit and scale from there.

Table 10: Accelerators and pre-acceleration programmes in Latvia

#### 4.4.4. Pan-Baltic

Name	Focus
Start-up Wise Guys <a href="https://start-upwiseguys.com/">https://start-upwiseguys.com/</a>	Companies with large market ambition, product Tech scalability, working prototype and dedication, an ambitious team that has what it takes, early traction, investable cap table

Table 11: Pan-Baltic accelerators and pre-acceleration programmes

#### 4.5. Business incubators and pre-incubation

Pre-incubation and incubation programs support new business during early exploration and validation stages, with focus on finding the right business model and solving other business development-oriented challenges. Pre-incubation and incubation are usually available to start-ups from most industries and include educational training as well as financial grants. Outlined below in Table No. 12, No. 13 and No. 14 are a business incubation and pre-incubation programs in the Baltics along with their supported verticals and areas they support.

##### 4.5.1. Lithuania

<b>Name</b>	<b>Focus</b>
KTU Start-up Space <a href="https://start-upspace.ktu.edu/">https://start-upspace.ktu.edu/</a>	Incubating early stage start-up teams.
Business Hive Vilnius <a href="https://www.facebook.com/businesshivevilnius/">https://www.facebook.com/businesshivevilnius/</a>	Hosts and incubates start-ups throughout the differing elemental stages of their evolution.
Center For Physical Sciences and Technology (FTMC)	Incubator which focuses on generation and capitalization of scientific knowledge in applied physics, chemistry, and technological sciences promoting the evolution of high-tech industry.

Table 12: Business incubators and pre-incubation programmes in Lithuania

##### 4.5.2. Latvia

<b>Name</b>	<b>Focus</b>
Kurzemes Biznesa Inkubators ( <a href="http://kbi.lv/">http://kbi.lv/</a> )	Start-up and business development in the Kurzeme region in Latvia.
Magnetic Latvia Business Incubators ( <a href="http://inkubatori.magneticlatvia.lv/en/">http://inkubatori.magneticlatvia.lv/en/</a> )	Pre-incubation and incubation services in 15 locations for most industries providing consultancy, mentoring and grants for start-ups and new businesses.

Table 13: Business incubators and pre-incubation programmes in Latvia

### 4.5.3. Estonia

<b>Name</b>	<b>Focus</b>
Startmeup <a href="http://startmeup.ee/">http://startmeup.ee/</a>	Incubator for early stage start-ups in natural sciences.
S2B Launchpad <a href="https://teaduspark.ee/en/incubation/s2b-launchpad/">https://teaduspark.ee/en/incubation/s2b-launchpad/</a>	Smart and scalable business idea, which has partial completeness in product/service, but still needs help with the business development side.

Table 14: Business incubators and pre-incubation programmes in Estonia

### 4.6. Start-up events

Start-up events are conference type events that cluster and attract stakeholders of the start-up ecosystem. Within these events, usually governed by a theme, participants are presented with keynote speeches, panel discussions, workshops, seminars, pitch competitions and other activities. These start-up events provide an excellent networking and meeting place both for start-ups and investors alike and should be considered to attend by start-ups. At early stages in order to build up relationships, familiarize with the environment and build relationships. At later stages of business development, these events can be attended in order to monetize these relationships and meet potential investors and participate in pitch competitions. Table No. 15 below outlines a selection of Start-up events in the Baltics

<b>Name</b>	<b>Country</b>
Start-up Fair <a href="https://start-upfair.lt/">https://start-upfair.lt/</a>	Lithuania
Digital Freedom Festival <a href="https://www.digitalfreedomfestival.com/">https://www.digitalfreedomfestival.com/</a>	Latvia
TechChill <a href="https://techchill.co/">https://techchill.co/</a>	Latvia
start-up Day <a href="https://www.start-upday.ee/">https://www.start-upday.ee/</a>	Estonia

Table 15: Start-up events in the Baltics

### 4.7. CREAzone synergies

The start-up ecosystem offers many possibilities for synergies. This strongly applies to the CREAzone Program, which offers great benefits for the ecosystem as it follows a

unique approach on how to promote creation of new businesses. The overall start-up ecosystem and how CREAzone fits in within it is visualized within Figure No 3.

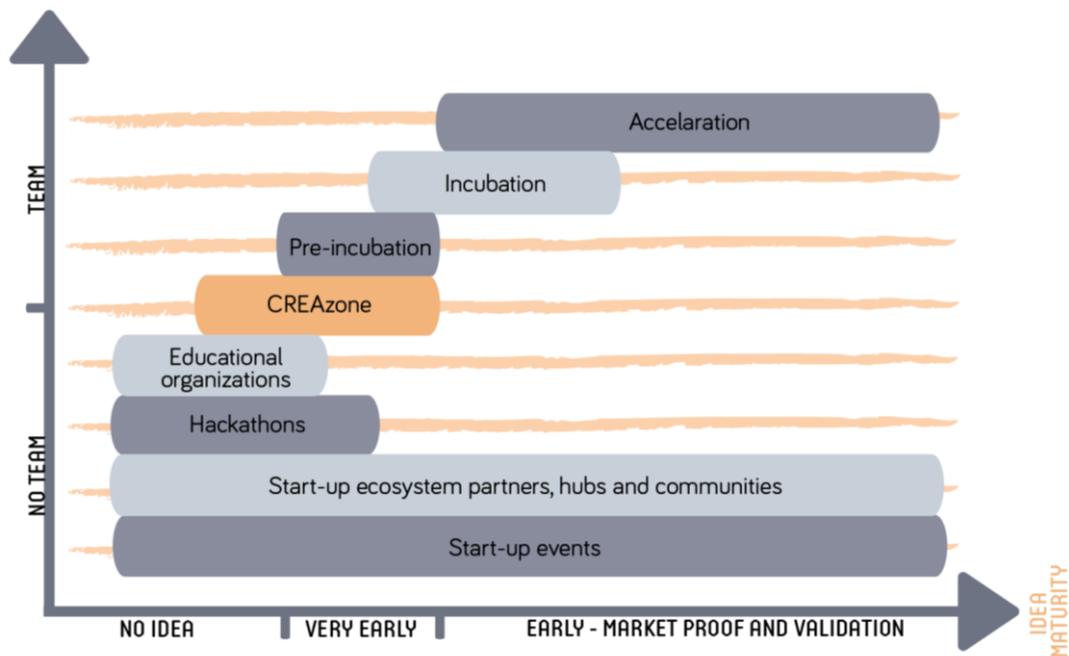


Figure 3: CREAzone position in start-up ecosystem

As shown in Figure No. 3, CREAzone is bridging a part of the start-up ecosystem that includes both educational organizations, hackathons, pre-incubation, incubation and acceleration. Most characteristic attributes that the CREAzone inherits are from hackathons – ideation process, and from pre-incubation – entrepreneurial skill development and business idea finetuning. Therefore, many synergies and partnerships can be formed with these start-up ecosystem players as well as other synergies can be formed from the position of a hackathon and pre-incubation program. The CREAzone Program is not a competing program in the start-up ecosystem, but rather one that focuses on strong partnerships and synergies.

#### 4.7.1. Synergies with start-up events



Start-up events usually host start-up competitions and different types of side events during the time of the primary event. This opens options for hosting the CREAzone

Demo day event as a side event within a start-up event. This way CREAzone teams have the possibility to reach a wider audience with their pitches, as well as reach many stakeholders from incubators, accelerators, VC funds and business angels. This is a common practice for accelerators to host Demo days within start-up events.

#### 4.7.2. Synergies with hackathons



Identically as other public start-up events, hackathons require synergies in means of financial support and digital awareness making cooperation with non-competing events is natural. Additionally, public hackathons require a tool for progress continuity, as the typical duration of 24 to 48 hours focus most on idea discovery and ideation and business idea development stops after the hackathon is completed and real proof of concept creation is often not started. Therefore, CREAzone can offer teams and/or individuals a platform to further develop participant skills and the business idea.

#### 4.7.3. Synergies with start-up ecosystem partners, hubs and communities



Different players within the start-up ecosystem promote and support entrepreneurial education and new business creation both financial and with training and/or informative support. Established representatives from the start-up ecosystem may provide information and/or training to participants as part of the CREAzone Phases, provide prizes and incentives as part of the CREAzone Demo day, as well as provide financial support and support digital awareness during participant acquisition during the INCEPTION phase.

#### 4.7.4. Synergies with education organizations



Educational organizations are the backbone to innovation, but in order to further accelerate innovation and promote interdisciplinary cooperation synergies with instruments is beneficiary. CREAzone with utilizing the Medici Effect can help bring ideas from one field to another. CREAzone benefits both by acquiring participants from educational organizations and can utilize cooperation in raising digital awareness. Also, cooperation in ensuring venues for events is considerable as a means of non-financial support.

#### 4.7.5. Synergies with incubation and acceleration programmes



Incubation and acceleration programmes provide a crucial continuity for business development for CREAzone participants. Therefore, synergies providing fast-track positions within such programmes as part of the Demo day prize pool is a natural cooperation, as this also improves the pipeline of participants for the operators of these programmes.

While synergies are not a must have for implementing CREAzone, mutual cooperation can generate a bigger impact than each activity, event and/or program on its own. As an example, the sTARTUp Day event in Tartu can be used, which initially emerged as a synergy of several events by the community and has grown into the largest business festival in the Baltics. Depending if the intended CREAzone Program is a local one-time event, focus on synergies may not be crucial, however, if several repeating Programs are planned, then building synergies may be recommended.

## 5. Program DEFINITION



The CREAzone Program is implemented in six different phases, where each phase focuses on different aspects within the ideation and business idea development lifecycle. The aim of the program definition step, however, is to define key characteristics and values of the program, that will determine how the program will be implemented. Within program DEFINITION the following aspects are defined: content, team, synergies and partnerships, participants, mentors, and digital awareness strategy.

### 5.1. Program team

While there are no rules regarding how the team should look, the organizer of the Program leading partner should divide the roles and responsibilities. Should the program be set-up internationally, then Program partners in all participating countries are recommended in order to establish a main point of contact during program activities in each participating country. Within CREAzone three main roles are required, described in Table No. 16.

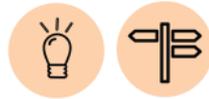
<b>Role</b>	<b>Responsibilities</b>
Program content manager	Managerial topics and issues, defining Program DEFINITION, managing partnerships and synergies
Program coordinator	Implementing Program phases and handling Program day-to-day activities, recruiting and signing-up program participants handling day-to-day activities regarding participants, maintaining digital awareness, maintaining and ensuring required resources during phases.
Communication coordinator	Organizing communication between partners to ensure effective Program implementation. Additionally, may oversee digital awareness and communication with stakeholders outside the Program

Table 16: CREAzone team roles

For implementing the different training and workshops CREAzone recommends using professional trainers and experts of the respective fields to communicate knowledge to

participants at a high level and allow for diversity and employing different experts throughout the Program.

## 5.2. Program content



Because of the runtime of the CREAzone Programs it is possible to adapt and/or provide additional content during the Program and its different phases based on the needs and intended results, as well as available resources. While the phases and their respective focus is described in the chapter 3.2. Phases, additional content from outside the CREAzone Methodology can be utilized. Additional content suggestions are described within the CREAzone Methodology in the respective phase sections. This content is marked with the ALTERNATIVE pictogram.

## 5.3. Program synergies and partnerships

Partner relations are crucial for a successful Program implementation as it may provide important resources necessary for a positive Program outcome. Partners play an important role - starting with effective Program promotion in order to achieve better visibility and reach more potential participants during INCEPTION and up to securing venues, mentors, trainers, speakers, financial support and prizes during different other phases of the Program.

During Program set-up synergies and partnerships in the following aspects should be considered as described in Table No. 17.

Type	Description
Giveaways	Giveaway prizes for promotional activities during INCEPTION for effective social media and digital awareness
Prizes and business development opportunities	Prizes for best pitches during PITCH IN and TEAM UP phases. Prizes for top three teams during Demo day. Prizes may be financial as well as non-financial in form business development opportunities – incubation, acceleration, pitching opportunities

Type	Description
Venues	Securing venues and locations for implementing Program phases
Catering	Securing catering services during Program phases
Mentors	Mentors representing business and industry to provide mentoring and feedback during Program phases. Present business challenges during PITCH IN phase.
Participant acquisition	Support in promotional activities for identifying and reaching potential participants
Publicity	Support in reaching publicity in different media and improve Program visibility and impact
Jury/Speakers	Representatives from start-up ecosystems that can act as jury members during TEAM UP and DESIGN IT phases and give inspirational speeches as part of the activities during phases.

Table 17: Recommended synergies and partnerships

#### 5.4. Program participants



When defining a CREAzone Program, the participant profile for the Program must be established – while CREAzone is an inclusive Program, different criteria for designing the participant profile can be used if necessary.

The below schema in Table No. 18 shows available selection criteria for participants as well as descriptions elaborating the logic of the criterion.

Criterion	Description
English proficiency	Participants with English language skills (speaking, writing, understanding) corresponding to B or higher (Common European Framework of Reference for Languages) can participate in the Program, i.e. the user is advanced or proficient. This language knowledge is based on self-assessment and is recommended if activities within the Program will be done in English. This criterion is mandatory when implementing an international program.
Location	The priority to participate in the Program activities will be given to those participants who study/work at higher education institutions or living in specific regions in order to ensure travel arrangements can be met to participate in the Program activities.

Criterion	Description
Age	Depending on the focus of the participants (youth or general) age requirements can be set. Should the Program be specific for youth, then a possible age limitation of 18 to 25 or 18 – 29 may be used or if the Program is designed for everyone, then no age restriction must be set.
Experience	Priority is given to participants who have the relevant experience in the specific areas, for instances, programming, design, business, sciences.
Start-up experience	Priority is given to participants, who have been active within the start-up ecosystem or have a scalable idea they want to work on during CREAzone.
Motivation	Priority is given to participants, who will be able to show that participation in the Program is a matter of the highest priority to them. This criterion may be used as an extra and evaluated by means of motivational letter.

Table 18: Available selection criteria for participants

Should there be no requirements that have to be met for targeting specific potential participants, CREAzone aims to have participants of all demographics and backgrounds in order to generate the Medici Effect.

#### 5.4.1. Participant amount



In order to assess the required number of participants at start of the Program the desired number of teams during Demo day should be considered and calculated from bottom up. Experience shows that a minimum of six teams should be featured during the Demo day and the teams consist in average of four participants. The Methodology provides a default participant amount and funnel example in Table No. 19, which has been validated during CREAzone 2.0 Reinvent.

#### 5.5. Program mentors

When defining a CREAzone Program, the educational organization mentor profile for the Program must be established – while CREAzone is an inclusive Program, different

criteria for designing the educational organization mentor profile can be used if necessary.

Educational organization mentors are selected within the same process as participants, with the process description within Chapter 6.1.2. Participant acquisition and selection process. Educational organization mentors within the Program are selected using similar criteria as participants, as shown in below in Table No. 20.

<b>Criterion</b>	<b>Description</b>
English proficiency	English language skills (speaking, writing, understanding) corresponding to B or higher (Common European Framework of Reference for Languages) can participate in the Program, i.e. the user is advanced or proficient. This language knowledge is based on self-assessment and is expected if activities within the Program will be done in English. This criterion is mandatory when implementing an international Program.
Location	The priority to participate in the Program activities will be given to those participants who study/work at higher education institutions or live in specific regions in order to ensure travel arrangements can be met to participate in the Program activities.
Motivation	Priority is given to participants, who will be able to show that participation in the program is important for their personal and professional development. This criterion may be used as an extra and evaluated by means of motivational letter.
Relevant experience	Priority is given to participants who have the relevant experience in entrepreneurship/business creation or development.
Mentoring preparation	Part of the CREAzone Program is to provide mentoring training to mentors in order to allow a wider variety of persons from both educational organizations as well as business. Should the training possibilities be limited then this criterion may be viable, and priority is given to mentors who understand the role of mentors and who undertake to play this role diligently and/or have previous experience in mentoring.

Table 19: Available selection criteria for educational organization mentors

Mentors representing business are, on the other hand, invited individually for participation during PITCH IN, TEAM UP, DESIGN IT. Additionally to participating in activities like mentoring, speed-dating networking during these phases, mentors representing business may take the role of speakers during keynote and motivational speeches.

## 5.6. Program digital awareness strategy

A well-defined digital awareness strategy is key to reaching both potential participants during the INCEPTION phase as well as building relationships with representatives from business and industry and other start-up ecosystem stakeholders. Especially in case the Program is intended to run for several cycles, a good digital presence will improve potential synergies with each cycle as well as increase the impact of the Program in general.

The digital awareness strategy consists of choosing the platforms to be used as well as outlining a plan to execute during the runtime of the Program. As visualized in the Figure No. 4 on page 35, the digital awareness is executed throughout the Program.

While many social media platforms are available, choosing the right one is important for effectively reaching the desired target audience. During the INCEPTION phase the target audience of CREAZone are potential participants, who are motivated individuals without a fully formed business idea and/or motivated individuals with a business idea at a very early stage. Therefore, Facebook is more prevalent for reaching potential participants rather than LinkedIn. On the other hand, communication with other start-up ecosystem players and Program partners is equally important and these stakeholders more often may have a stronger LinkedIn presence. Media sharing platforms are relevant options as well, for instance YouTube was for sharing event videos during CREAZone. This approach was tested and validated during CREAZone 2.0 Reinvent and choosing both Facebook and LinkedIn with other supporting media platforms is recommended. Other platforms may be employed as well, depending on available resources and already existing accounts and presence. The digital awareness strategy may also be aligned regarding platforms strategic program partners use, in order to build upon the network and presence of the partner.

Defining a digital awareness plan before starting the program, allows structured and continuous social media presence. A recommendation for a digital awareness plan based on the program phases can be found within Annex No. 7. This plan is an option and can be used as a basis for creating a more elaborate plan tailored to the available resources and experience.

In general, the digital awareness strategy should align with other criteria out of the Program DEFINITION step, for instance the potential participant profile as well as taking into account the created synergies and partnerships for the Program, as this is a great method in utilizing the existing awareness and presence generated by partners and build upon it.

### 5.7. Program roadmap

When Program DEFINITION is completed, a corresponding roadmap of the Program should be established to provide guidance to the Program team, participants, mentors and partners about planned activities and the corresponding dates. The roadmap should feature the phases, the involved activities during phases, and dates of the activities. This information should be established before the participants are signing the Program participation declaration form, as the participant should have important dates of the Program available at this time and it should be included within the declaration form. Within Figure No. 4 an example is provided, that can be used in creating a Program roadmap.

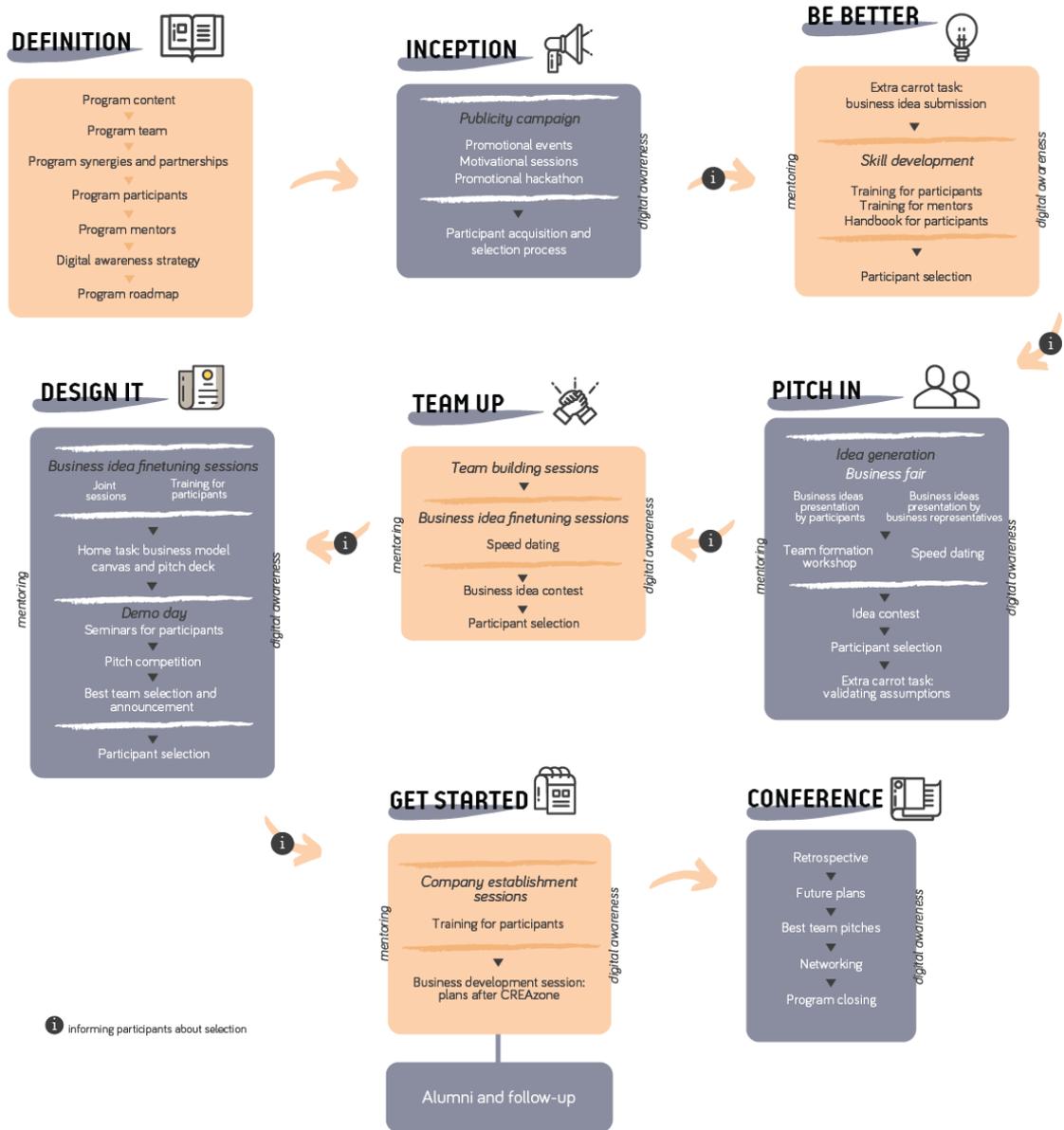


Figure 4: CREAzone roadmap

## 6. Phase I – INCEPTION



The INCEPTION phase is the first phase of CREAzone and is understood as the official and public start of the Program. The aim of INCEPTION holistically is to promote new business idea generation, business establishment and the entrepreneurial way. Relative to the Program, the aim of INCEPTION is to act as a publicity campaign of CREAzone. Within this phase the participant selection for the CREAzone Program is done, therefore a strong publicity campaign can improve the selection of participants and therefore the whole course and outcome of the program.

### 6.1. Structure and implementation

Figure No. 5 visualizes the INCEPTION phase and key building blocks of this phase are the 1) Publicity campaign, which consists, but is not limited to a) Promotional events, b) Motivational sessions and/or c) Promotional hackathons. The 2) Participant selection and acquisition process and 3) Digital awareness, which is realized throughout the whole Program according to the Digital awareness strategy set forth in the definition step.

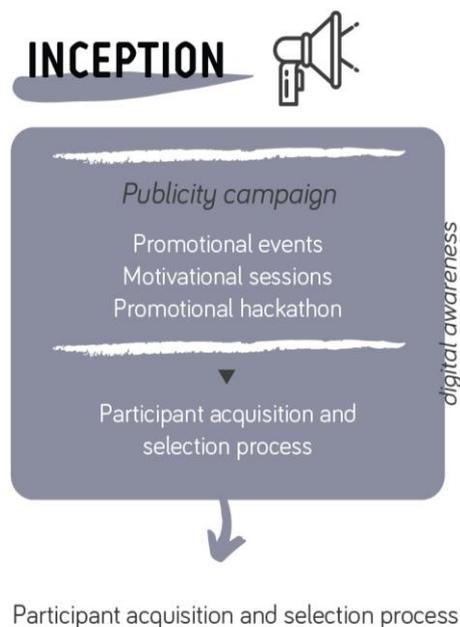


Figure 5: INCEPTION structure

### 6.1.1. Publicity campaign

#### 6.1.1.1. Motivational Sessions

Motivational sessions offer a great promotion opportunity for the Program, as it can utilize different venues and generate positive interest. Key partners for motivational sessions are educational organizations, as well as business programs and other organizations that promote entrepreneurial ideas. The motivational sessions focus on describing the CREAzone Program, communicating the value and expected results when completing the Program. In order to fully communicate the message behind the Program, CREAzone alumni, mentors, trainers as well as CREAzone Team Members can facilitate the session. This also ensures that a larger area and more organizations can be covered without extra travel time and costs involved.

During the motivational sessions, participants are motivated to change their life, change habits, take ownership of their actions by taking responsibility, look and feel optimistic and enthusiastic at the challenges and understand that everything in life depends on yourself. The participants also will be prompted to take leadership roles in their life. During the training participants will learn about the qualities of a leader, the leader's role in the organization and identify how leaders affect the organization's culture. After completing the session, participants are able to analyse what kind of leader they are or would like to be, understand the importance of leadership in a company and will be motivated to influence things and create change.

The following outputs are expected from Motivational Sessions: Promotional materials for use in Social Media as part of Digital Awareness; Contact details of potential program participants, clear directions about application process given potential participants.

It is recommended to organise the motivational sessions in cities and higher educational institutions and other educational organizations like vocational schools, which contain potential participants in the form of students and faculty staff. Within these educational schools the administrative and student representative bodies of chosen may assist in reaching interested participants for motivational sessions. For approaching education organization mentors, direct contact with the faculties and departments of chosen organizations is recommended, in order to present the benefits of the participation in the Program and encourage them to delegate to and inform potential mentors.

#### 6.1.1.2. Promotional Event



The main aim of Promotional events is to engage people in doing their own business and introduce to the CREAZone program possibilities, where they can use CREAZone as a tool to find and/or develop a good business idea and meet potential team members. The Promotional Event is designed as a conference type event and an agenda template for the Promotional Event is provided within Annex No. 21. The possible topics within the Event are: Motivational Keynote Speech from a successful start-up founder (Founder Story), Developing Business and Technology (Business Story), Innovation Management (Business Story), Start-up support and development opportunities (Start-up Ecosystem Story)

The following outputs are expected from Promotional Events: Promotional materials for use in Social Media as part of Digital Awareness; Contact details of potential Program participants.

#### 6.1.1.3. Promotional hackathon (co-operation)



In utilizing the Start-up Ecosystem and using synergies hackathons can be identified, where aims align with the goals of CREAZone and therefore a partnership can be established. One example is providing fast-tracked participation in CREAZone as a prize for the best teams/individuals of the Hackathon. Additionally, the Hackathon venue can be used for a Promotional Lecture about CREAZone. Within this partnership layout with the Hackathon organizers, extra value is created for both parties and CREAZone can attract motivated individuals with possible business ideas. An important requirement is that the Hackathon is done during the INCEPTION run-time.

The following outputs are expected from Promotional Events: Promotional materials for usage in Social Media as part of Digital Awareness; Contact details of potential Program participants; Fast-tracked teams/individuals for CREAZone.

### 6.1.2. Participant acquisition and selection process

The selection process is split in five main steps, outlined in the below in Table No. 21.

Activity	Duration
1. Start of publicity campaign (INCEPTION)	approx. 4 to 5 weeks
2. Registration	approx. 4 weeks
3. Assessment of applications	approx. 4 weeks
4. Announcement of participants	1 day
5. Signing of the documents of participants	approx. 1 week

Table 20: Main steps during participant acquisition and selection

The duration for the participant acquisition process is approximately 8 weeks in total, as several activities overlap during the process. The below Table No. 22 shows a simplified schema for the participant acquisition process based on the different steps and which activities run in parallel. Orange coding in the schema indicates, when during which week the activity is implemented.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1. Start of publicity campaign (INCEPTION)								
2. Registration								
3. Assessment of applications								
4. Announcement of participants								
5. Signing of the documents of participants								

Table 21: Timeline for main steps during participant acquisition and selection

#### 6.1.2.1. Registration and selection of Program participants

Registration is carried out using forms both for Program participants and education organization mentors, which are published on the program website or can be provided online. The registration forms must be submitted on time by everyone who wishes to participate in the Program and applications submitted after the given deadline are disregarded. It is recommended to use QR codes to support online registration at promotional events during the campaign.

The content for the registration form for the Program participants is provided in the Annex No. 2, and for educational organization mentors – in the Annex No. 3. The forms should be adjusted and reflect the requirements for participants and mentors defined during the Program DEFINITION step. In addition to the registration information, the rules for participation in the Program should be provided. The ruleset of the CREAzone Program can be found in Annex No.4. In order to ensure that potential participants know that registration has been successful, the potential participant should receive an automated confirmation that the application has been received and will be assessed, and they will be informed about participation on the specified date, when evaluation finishes. To avoid misunderstandings about the registration runtime, the time when registration is closed should be clearly indicated, additionally emphasizing that any applications received after the deadline will be disregarded.

##### 6.1.2.1.1. Assessment of applications

The assessment of applications should begin shortly after registration has started, in order to ensure an effective assessment process and enough time by the Program team to evaluate each application properly. The assessment of applications must be completed prior to the day of the planned announcement of the selected participants. Each submitted application should be assessed by at least two members of the Program team, in order to avoid bias. For application assessment the assessment forms in Annex No. 5 and Annex No. 6 for participants and mentors respectively can be used. Should the requirements for participants have mandatory criteria, the assessment should be carried out in two steps – first checking mandatory criteria and assessing if the participant formally matches the Program requirements. Should the participant match requirements, other criteria are evaluated by giving points from 1 to 5, where 1 is the lowest and 5 is the highest evaluation score. Evaluations of three criteria are combined

into a cumulative score from the specific assessor. When both assessors have evaluated the application, the final score is calculated from both cumulative scores. The applications are sorted in descending order and the top scoring participants are chosen for participating in the Program.

#### 6.1.2.1.2. Announcement of participants

When assessments of applications have been completed, the selected participants are contacted individually by the CREAzone Team. This should not happen later than on the set day of announcement of participants. CREAzone Team must also inform the candidates who have not been selected. Additionally, a reserve list should be created that contains participants, who were not selected, but had a high score. These participants should be informed that they are on a waiting list for the Program and may still be selected should a spot open. This is done in case selected participants decline participation in the Program. The reserve list should be around 10% of the desired total amount of Program participants.

The schedule for the Program (for participants as well as for educational organization mentors) is published online as well as sent out to participants individually by e-mail. Participants are informed that participation in all activities is mandatory and changing groups is allowed only in exceptional cases for duly justified reasons; however, the participant must notify about this in advance. Together with the schedule the participants and mentors should receive the declaration form of participants and educational organization mentors (Annex No. 8), which has to be signed and submitted to the Program team before the specified date or optionally electronic confirmation by e-mail can be used. While declarations are not legally binding, they provided an additional proactive step to communicate to participants that participation is deemed mandatory and participants understand and agree to this condition by signing the declaration form.

All communication and documents should contain the contact details of the Program team (e-mail address and phone number) must be clearly indicated, so participants are able to contact the Program team with any relevant questions.

#### 6.1.2.1.3. Signing documents of participants

After completing participant selection, a systematic communication with the participants on phone must be commenced with the aim:

- a. to notify that they have been selected for the participation in the Program,
- b. to receive a verbal confirmation that they agree to become a participant in the Program and will be able participate in all activities,
- c. to remind that the selected participant must submit a signed Program participant declaration form (Annex 8.) before the required date.

It is recommended to contact participants, who have not confirmed the participation in the Program and/or have not submitted the signed declaration, two days before the deadline for submitting the Program participant declaration form and remind them about the approaching deadline. Should there be vacant spots in the Program after the deadline, candidates from the reserve list starting with the top of the list, i.e. from the candidates with the highest total scores, must be contacted and informed about the possibility to join the Program. After the list of participants is fully completed, the ones remaining in the reserve list must be informed that the participant list has been completed and she/he was not selected.

#### 6.1.2.1.4. Mitigating risks of low participant amount



In order to prevent the risk of low level of participation in the successive phases of the Program, the number of the selected participants for the participation in the Program should be increased by 10% in respect to the chosen amount of participants as well as during the course of the Program the funnel cut-off may also be increased by 10% respectively. This allows avoiding low amounts of participation, should participants not be able to take part in the Program activities after all or decide to.

## 6.2. Resources and Synergies



The below Table No. 22 outlines resources that are required for implementing the phase as well as possible synergies associated with these resources.

<b>Item</b>	<b>Description</b>	<b>Synergies</b>
Venue	Location for events	Locations may be provided by educational organizations and/or start-up ecosystem partners, hubs and communities, this way also potential participants can effectively be reached by using these networks.
Agenda	Agendas for events, template in Annex No. 21	
Catering	Catering during coffee breaks	
Speakers	Speakers for events	Speakers may include trainers, business mentors and CREAzone alumni participants
CREAzone team	<ol style="list-style-type: none"> <li>1. Registration of participants during registration at beginning of events.</li> <li>2. Moderation of the event.</li> <li>3. Speaker about CREAzone Program.</li> <li>4. Support during event.</li> </ol>	
Promotional material	<ol style="list-style-type: none"> <li>1. Program banners and posters</li> <li>2. Goodies for potential participants</li> <li>3. Videos from previous (related) events</li> </ol>	Posters may be set-up at start-up ecosystem partners, hub and community locations.

Table 22: Recommended resources and synergies during INCEPTION

<b>Phases of the Program</b>	<b>Participants</b>	<b>Educational organization mentors</b>	<b>Business representatives</b>
1. INCEPTION. Motivational sessions	250	-	-
2. BE BETTER. Training on mentoring skill development	-	15	-
2. BE BETTER. Training on entrepreneurial skill development	120	-	-
3. PITCH IN. Training on business idea generation	60	15	20
4. TEAM UP. Training on team formation	30	8	10
5. DESIGN IT. Training on business planning	24	6	-
5. DESIGN IT. Demo day – business plan competition	24	6	10
6. GET STARTED. Training on business start-up	12	3	-

Table 23: Participant and mentor funnel recommendation

## 7. Phase II – BE BETTER



The aim of the BE BETTER phase is to develop personal and entrepreneurial skills of the CREAzone participants and mentoring skills of mentors. Participants receive practical training for building personal and social entrepreneurship skills. Different topics, each addressing a different core entrepreneurial area crucial for successful start-up and business creation, is covered for participants. Mentors are addressed separately with dedicated training to develop mentoring skills and familiarize with the CREAzone program methodology in order to implement it accordingly during the Program as well as promote and/or utilize it outside of the current Program.

### 7.1. Structure and implementation

Figure No. 6 visualizes the BE BETTER phase and key building blocks of this phase are the 1) Extra carrot task for participants, which is an instrument for participants to receive extra points in order to move to the next phase of the Program. The 2) Skill development block houses the a) training for participants, b) training for mentors - both these blocks are the focus of the this phase, and c) Handbook for participants, which acts as a supportive element for training and practical element for participants throughout the Program. 3) Participant selection according to the Methodology for selecting the most motivated participants for the next phase. 4) Mentoring for participants which is done throughout the Program until the last phase. 5) Digital awareness, which is realized throughout the whole Program according to the Digital awareness strategy set forth in the definition step.

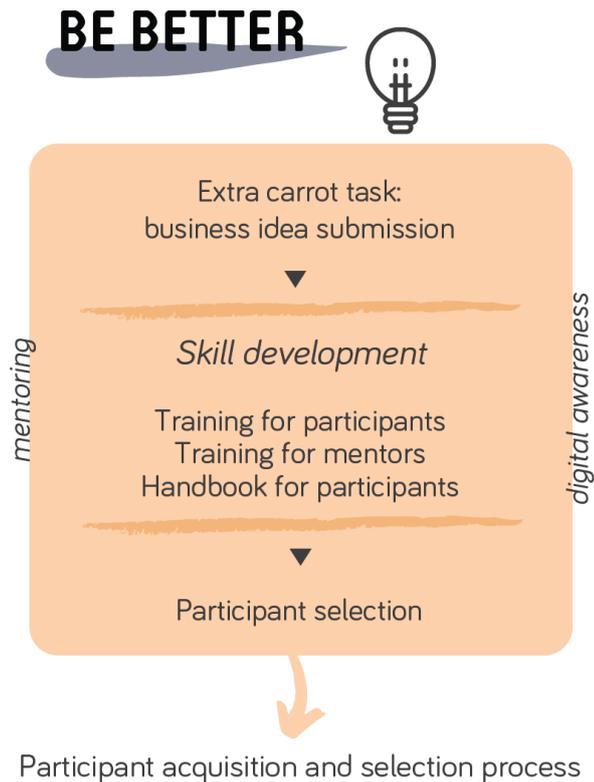


Figure 6: BE BETTER structure

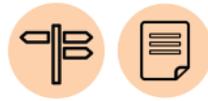
### 7.1.1 Extra carrots task: business idea submission



Within BE BETTER participants are given the opportunity to show their motivation and dedication towards their personal and business idea development, by submitting the extra carrots task: business idea submission.

Participants are required to formulate their business ideas beforehand and prepare to present their idea in time for PITCH IN. The task is not mandatory, but available to all participants and available as a handout during BE BETTER, see Annex No. 9 for a detailed process and task description.

## 7.1.2 Training for participants



The BE BETTER phase focuses on skill development and offers different topics that are in alignment with the Program goals. The training topics below explain the skills and knowledge the participants should have mastered after the training. The facilitation is up to the Program team and is usually done by professional trainers that are experts of the respective topics. For each topic separated training sessions should be organized, for simplicity agenda templates are available in Annex No. 22 and Annex No. 23. The training should provide both knowledge about the specific topic, as well develop the practical skills of the participant. The respective subtopics in trainings may vary depending on the applied techniques and methods of the trainer.

### 7.1.2.1. Creativity

During the training participants should be trained how to unleash their creativity and how to create innovative ideas in traditional industries and sectors. They should be introduced to assumptions, barriers and ways of creative thinking. During the training participants should also have an opportunity to practically apply techniques of creative thinking and breakthrough idea generation. After completing the training, the participants should be able to think “out of the box” and to create ideas disrupting or synergizing businesses in traditional sectors and industries. Participants should be able to independently develop their creative thinking skills after the training and use them in real life.

### 7.1.2.2. Transforming creative ideas into viable business

During the training the participants should get to know about the commercialization, managing innovation process, organizational development life cycles and a create fruitful environment for commercial success. Participants should be introduced to the methods of critical assessment of business ideas and will learn how to apply them. Additionally, the training should introduce participants to concepts of intellectual property, methods and instruments how to protect it. After the training, participants should have developed commercialization planning and organization skills and be

familiarized with tools for risk assessment and management, critically evaluate business ideas, analyse the business environment and develop plans for commercialization of business ideas.

#### 7.1.2.3. Time planning and management

During the training, participants should get to know how to identify the factors that prevent them from efficiently managing their time and be introduced to techniques for determining what is important and what is not and tools for keeping track of tasks and assignments. The participants should learn how to say “no” when needed, and how to delegate tasks efficiently. After the training participants should be able to understand and demonstrate the use of to-do lists and the prioritization techniques. Participants should also learn how to write and use SMART goals, explain their benefit, delegate tasks/assignment and demonstrate personal efficiency in any kind of activity they are up to.

#### 7.1.2.4 Pitching and presenting

During the training participants should learn how to speak with internal control and charisma in front of a public. They should acquire knowledge about the right amount of information for different types of audiences, overcoming common speaking problems and solutions for dealing with hecklers, people who over-participate and audience members who are distracted, rude or otherwise not engaged. In the end of this training participants should be able to identify essential components of a presentation, perform brief audience analysis, organize information in their presentation in a clear and concise manner and create an attention-grabbing pitch. Upon completing the training participants should be able to implement techniques of varying vocal tones and body language.

#### 7.1.2.5. Effective communication

During the training participants should learn how to manage a communication process, analyse the aspects of interpersonal communication and prevent typical communication mistakes. They should be introduced to the most efficient communication channel and using effective non-verbal communication in the interpersonal relations. Moreover,

participants should learn how to communicate with people of various social status: leaders, colleagues and employees. After acquiring knowledge in the field of effective communication, the participants should understand the essence of the communication process and have enough knowledge to avoid typical communication mistakes, communicate with different status persons and achieve their goals through effective communication.

#### 7.1.2.6. Business idea identification

During this training participants should learn how to effectively exchange ideas with others, improve these ideas together, assess the need for competences for implementing their ideas and building initial teams. The aim of the training is to develop the understanding of idea generation and to give birth to innovative ideas that could be applied in traditional sectors and industries, thus creating breakthroughs and international development opportunities.

#### 7.1.2.7. Perfect pitch



During this training participants should learn the importance of different types of pitches and how to be always prepared to pitch, when they are asked: “So what do you do?” and they have 30-60 seconds to make the person understand the basics of their business and catch interest so that people want to learn more about them. Participants should master the most frightening type of pitches for many business founders, when pitching in competitions or at Demo days for accelerators and angel networks. Participants should understand how to prepare an investors pitch, which is the most common and most important form of business presentation and learn how to prepare it properly and include crucial data. This deck knowledge and deck should serve participants as a standalone document and great written follow up material to pass down after various presentations.

#### 7.1.2.8. Stress management



During the training participants should learn about major causes of stress and its impact on the personal performance. They will be introduced to techniques for preventing negative thinking and self-sabotaging behaviour. Moreover, they should be familiarized with stress handling techniques. After the training participants should understand the nature of stress and its impact as well as to identify the type of stress they are facing. They will also learn how to use tactics for achieving success in their lives and techniques for interacting with difficult people. Even more, participants should be able to employ physical and mental exercises for coping with stress.

#### 7.1.2.9. Sustainable development in business



During this training participants should learn about the Sustainable Development Goals (SDG) by the United Nations, climate impact on business and how business requires different resources and how these resources impact on the environment. After the training participants should understand the carbon footprint of a potential business idea and how to mitigate negative environmental impact as well as understand how to monetize a positive environmental impact.

#### 7.1.2.10. Validating and charting assumptions



Participants should learn that business ideas are based on assumptions, guesstimates or in some cases maybe even wild guesses. During the training participants should learn how to move from assumptions to facts, which will provide a deep learning process in business model innovation. Participants should learn how to chart assumptions and assign values to them to understand where they should focus. This training topic is

related to the task for additional “carrots” specified in Annex No. 10, which can be implemented during PITCH IN.

#### 7.1.2.11. Business language and Terminology



Often commonly used words have a different meaning in business or similar words are used to describe the same concept; however, they have a distinctive difference. After the training participants should be able to avoid miscommunication both in business and within the CREAzone Program. After the training participants should have a better understanding of business English. Within this training, participants should also be provided with a glossary (Annex No. 1), that can and should be used during the program.

#### 7.1.2.12. Intellectual Property



During the training participants should learn about the different types of intellectual property and how intellectual property can be protected. After the training participants should understand the process of protecting intellectual property and how much time and money is necessary to protect intellectual property and how to optimize this process. Participants will also have learned how to define an intellectual property strategy.

#### 7.1.3. Training for Mentors



Training Session for Mentors is designed to develop mentoring and communication skills. The CREAzone experience demonstrates that strong mentors are key to success. Therefore, CREAzone implements training that are aimed to foster mentors' involvement in the Program and prepare them to both take the mentor's responsibility and learn the CREAzone methodology. Mentors are introduced to the mentoring

concept, techniques, goals, expectations of protégées etc. Additionally, topics about mentorship action model and its principles, methods of matchmaking mentors with protégées and communication techniques are covered. Upon completion mentors can advise protégées of business and personal issues during the Program, give them structured feedback and communicate with them in a proper way. Mentors also gain hands-on experience of CREAzone methodology in order to be able to replicate it later in different environments. The following core competencies need to be covered for successful mentoring:

- Introduction to the CREAzone Program;
- Basic concept of mentoring;
- Do's and don'ts while establishing trust;
- Showing attention signs and stimulating conversation;
- Spotting information gaps and responding to them;
- Effective feedback methods in most common situations;
- Mastering open and solution-focused questions;
- Setting SMART goals;
- Planning strategies and methods;
- Do's and don'ts while establishing trust.

#### 7.1.4. CREAzone handbook



In order to provide participants all necessary information a document repository should be created, where participants can find all Program materials, handouts, glossaries, presentations and worksheets. This centralized repository allows participants easier access to information and avoid different interpretation of information in case participants look information up online instead of using the materials provided by CREAzone, as well as avoids printing materials that may not be used or when printing can be avoided. The document repository is recommended to be set-up as an online document sharing drive.

In addition to an online repository, participants can be provided with folders for housing all documents, materials, handouts, glossaries, agendas and other documentation regarding CREAzone, that later comprises a CREAzone handbook. This ensures that participants have all necessary information and instruments for successful work, as well as an effective way to collect it and organize it.

Providing materials as printouts and storing them in the CREAzone handbook, allows implementing ground rules, that electronic devices are not to be used during presentations, training or group sessions. This allows more focused work and attention during the Program; especially should participants be comprised of youth participants.

### 7.1.3. Participant selection

Participant selection for the PITCH IN phase is conducted using four criteria: 1) mandatory, 2) 180-degree Assessment Survey, 3) additional evaluation, 4) negative performance. All points are calculated and collected within the “Assessment summary for BE BETTER” found in Annex No. 13.

#### 7.1.3.1. Mandatory criteria

Participation in CREAzone phase events is mandatory and missed events or parts of events are possible only with meaningful reason. Therefore, mandatory criteria of 1) attendance (YES/NO) and 2) availability in next events (YES/NO) is evaluated. Negative values in these criteria may disqualify further participation or move participants on the reserve list.

#### 7.1.3.2. 180-Degree Assessment Survey

Peer evaluation is performed using 180-degree-evaluation methodology and participants evaluate peer performance in aspects of 1) initiative/participation 2) teamwork/sociability 3) entrepreneurship / business knowledge and 4) leadership. Evaluation is used the 180-degree-evaluation forms found in Annex No. 11 along with descriptions and comments on how to fill the form out.

### 7.1.3.3. Additional evaluation

Additional evaluation includes both extracurricular criteria for going the extra mile as well as additional points from Program organizer (subjective) perspective for overall positive performance. Extra carrots are awarded for business idea submission based on rules described in Annex No. 18. Additionally, organizers can award extra carrots for well performing and motivated participants.

### 7.1.3.4. Negative performance

In CREAzone respectfulness and punctuality is expected from participants. While not being the main focus, rights are reserved to penalize participants who lack organization and motivation to follow ground-rules. Therefore, negative points can be awarded for 1) being late and 2) inappropriate behaviour.

## 7.2. Resources and synergies



The below Table No. 24 outlines resources that are required for implementing the phase as well as possible synergies associated with these resources.

Item	Description	Synergies
Venue	Location phase events	Locations may be provided by educational organizations and/or start-up ecosystem partners, hubs and communities
Agenda	Agendas for events, template in Annex No. 22 and No. 23	
Catering	Catering during coffee breaks and lunch break	
Trainers	Trainers for mentoring workshops and participant training	
CREAzone team	1. Registration of participants during registration at beginning of events. 2. Support during event. 3. Evaluation of participants	

<b>Item</b>	<b>Description</b>	<b>Synergies</b>
Handbook	Handbook provided to participants	Should handbooks be provided and have individual program design, then Program partners and/or sponsor information can be included among other information about the program.

Table 24: Recommended resources and synergies during BE BETTER

## 8. Phase III – PITCH IN



The aim of the PITCH IN phase is to generate/provide participants with tools and instruments to formulate first business ideas or try to create ideas based on the cases presented by business representatives, as well as form first teams and continue building personal self-development on the gained experience from the BE BETTER phase. During the training's participants learn how to productively exchange business ideas with businesspersons, potential team members or other stakeholders, improve these ideas together, assess needs and competences, to implement ideas and gather initial teams.

### 8.1. Structure and implementation

Figure No. 7 visualizes the PITCH IN phase and key building blocks of this phase is 1) Idea generation activities, to formulate and generate ideas to develop further within the Program. The Idea generation activities consist of a 2) Business fair event, where a) Business ideas are presented by participants and b) Business challenges are presented by business representatives. Within 1) Idea generation also activities like 3) Team formation workshops and 4) Speed dating sessions are implemented to better formulate business ideas and receive first important feedback from mentors. Within the 5) Idea contest, that is a pitch competition style event the, where participants present their idea in teams and are evaluated by a jury. 6) Participant selection is done according to the CREAzone Methodology for selecting the most motivated participants for the next phase. In PITCH IN participants are also presented with 7) Extra carrot tasks that can be prepared in order to receive more points within the next phase. 8) Mentoring for participants which is done throughout the Program until the last phase. 9) Digital awareness, which is realized throughout the whole Program according to the Digital awareness strategy set forth in the definition step.

# PITCH IN

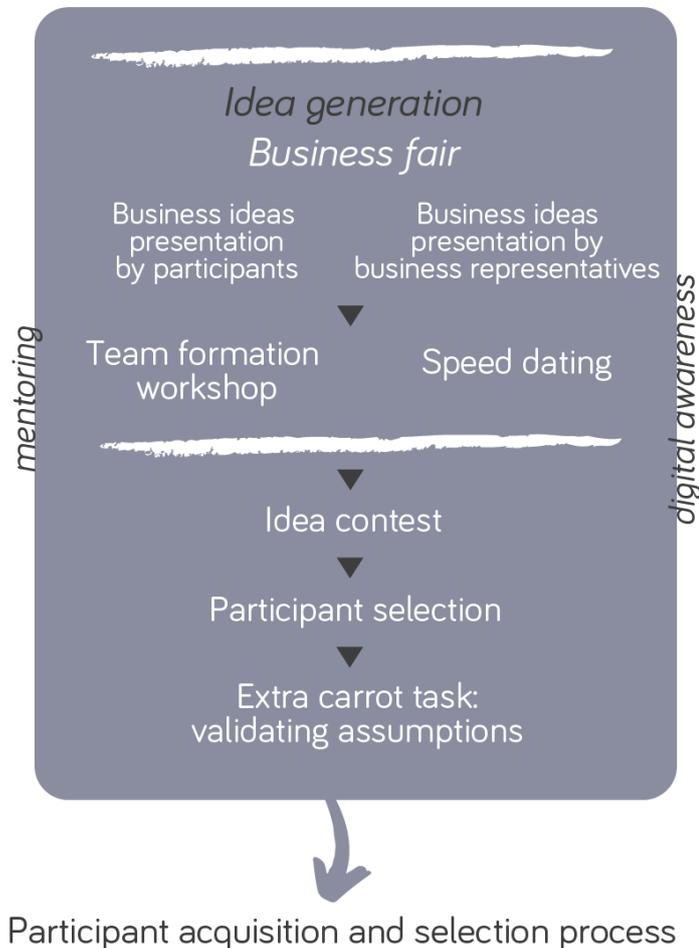
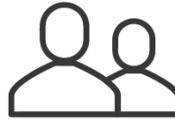


Figure 7: PITCH IN structure

## 8.1.1. Idea generation

### 8.1.1.1. Business Fair

The business fair event is organized in order to allow exchange of ideas and experiences between CREAzone participants and representatives of business and industry, thus helping to create new aspects how ideas, products and/or services can be applied in an interdisciplinary approach to create new business. During the business fair participants present their business ideas to the other participants and representatives from business and industry present problems and challenges that can offer a platform for participants to create a solution.

The aim of the business fair is to generate as many viable ideas around which teams can be formed. Should the Program be implemented internationally, then organizing the PITCH IN business fair may be recommended to be implemented as a joint event for participants from all countries to facilitate the formation of inter-country teams. This allowance may enable better interaction between participants from different countries and allow the business idea more options validating assumptions both from the perspective of and the other country.

During the business fair participants should also have a reflective training about pitching again, emphasizing what the main components during pitch presentation should be.

#### 8.1.1.2. Team formation workshop

During the PITCH IN phase participants create first teams around business ideas presented during the business fair. In order to promote creating teams that are diverse and have people with different skills a team formation workshop is recommended. The workshops should cover the topics of different roles within teams, help identify core competencies, how to establish trust with the team, define vision and alignment. After the workshop participants should understand what team and business they are building, what their goals are, and how they want to reach them. Additionally, topics about formulating and formalizing the potential ownership of the idea and the business structure should be covered to help participants understand that a structured business organization protects the idea of being developed in different directions and that it should be established early on to avoid problems down the line. In conclusion to the workshop teams with business ideas should have been formed.

#### 8.1.1.3. Speed dating

The aim of the speed dating with mentors is to allow participants gain as many insights from different professionals in a short period of time. Within the speed dating session, the focus should be on the mentors representing business and industry, as they might provide important insights about problems and solutions businesses face and participants can build their business idea around it.

During speed dating mentors are assigned to tables and one participant team is assigned to each table. Ideally the team amount matches the number of tables with mentors. After

intensive mentoring of 10 minutes the teams are signaled to wrap-up, finish and move to the next table. Teams should rotate to the next table and repeat with the next mentor, this process should be repeated until teams have visited all mentors.

In order for mentors to understand the business idea of the participant teams and avoid that participants have to explain for each mentor separately, team presentations should be done before the speed dating activity, where participants should pitch their business idea to everyone at the same time.

Speed dating is a powerful instrument that allows fast and concentrated exchange of ideas and experience and allows talking to as many experts as possible.

### 8.1.2. Idea contest

The PITCH IN phase is concluded with an idea contest, that both allows evaluating the progress of participants on working towards their business ideas, while also simulating a pitch competition environment for participants, in order to prepare them for later development. During the business idea contest the participants are evaluated by a jury consisting of representatives of business and/or start-up ecosystem, mentors and/or trainers. The jury should consist of at least three jury members. During the business idea contest the teams are evaluated by the jury within the following categories: 1) What issue is being solved by the presented business idea? Is this issue relevant? 2) Is the concept of the business idea clear? Is the business idea solving the presented issue? 3) Is the target audience clear? Are the needs and characteristics of the target audience accurately understood? 4) Is it clear, what exceptional competitive advantages will allow the business to beat the competitors? 5) Is the business model viable and based on clear economic/business logic 6) The originality, creativity and general consistency of the presentation of the business idea. Each jury member can distribute up to 50 carrots to a team using the provided form in Annex No. 17.



The format of the pitch can be defined as deemed more necessary, depending on the preference and cooperation with other events. Possible formats are 3 minutes pitch and 3 minutes questions, which is mostly commonly used for pitch competitions, but the

formats 4 minutes pitch and 4 minutes questions or 5 minutes pitch and 5 minutes questions can be used as well. However, it is important that this format is used throughout the Program, in order for participants to excel in their pitches.

### 8.1.3. Participant selection

Participant selection for the TEAM UP phase is conducted using two criteria: 1) jury evaluation of 3 or more Jury members, 2) organizer evaluation. All points are calculated and collected within the “Assessment summary of PITCH IN found in Annex No. 14. Evaluation criteria and information for evaluation by jury members is described in Annex No. 17. Evaluation criteria and information for evaluation by organizers is described in Annex No. 18.

### 8.1.4. Extra carrots task: validating assumptions



It is recommended that the extra carrots task, validating assumptions, is only implemented, if during BE BETTER the training for “Validating and charting assumptions” has been implemented as well.

Within PITCH IN participants are given the opportunity to show their motivation and dedication towards their personal and business idea development, by submitting the extra carrots task: validating assumptions. Participants are required to chart assumptions regarding their business idea and validate these assumptions, as a set of validated assumptions will provide more facts to work with during business idea fine tuning during the TEAM UP phase.

The task is not mandatory, but available to all participants and available as a handout during PITCH IN, see Annex No. 10 for a detailed process and task description.

## 8.2. Resources and synergies



The below Table No. 25 outlines resources that are required for implementing the phase as well as possible synergies associated with these resources.

<b>Item</b>	<b>Description</b>	<b>Synergies</b>
Venue and accommodation	Location for organizing phase event and accommodation for participants traveling from other locations	Locations may be provided by educational organizations and/or start-up ecosystem partners, hubs and communities
Agenda	Agendas for events, template in Annex No. 24	
Catering	Catering during coffee breaks and lunch break	
Trainers	Trainers for mentoring workshops and participant trainings	
Speaker	Speaker for keynote speech during phase event	Keynote speakers may include partners from the start-up ecosystem and/or sponsors
Mentors	Mentors during phase event	
Jury	Jury for evaluating business ideas	Jury may consist of trainers, mentors, sponsors and/or speakers present during the phase event.
CREAzone team	1. Registration of participants during registration at beginning of events. 2. Support during event. 3. Evaluation of participants	
Handouts	Handout materials for participants	

Table 25: Recommended resources and synergies during PITCH IN

## 9. Phase IV - TEAM UP



The aim of the TEAM UP phase is to transform participants of the Program into real teams, prepared to implement their business ideas, and to improve the generated business ideas in order for each team to come up with only one – the best one to implement. TEAM UP focuses on strengthening the participant interaction and cooperation by utilizing a method of non-stop promotion camp, where participants work together for five continuous days at a common location.

### 9.1. Structure and implementation

Figure No. 8 visualizes the TEAM UP phase and key building blocks of this phase are the 1) Team-building sessions to create strong teams behind the business ideas and 2) Business idea finetuning sessions, which also includes a) Speed dating with mentors. Within TEAM UP participants present their business ideas in a 3) Business idea contests, where the team presentations are evaluated by a jury. 4) Participant selection for the next phase is done according to the CREAzone Methodology for selecting the most motivated and most prospective teams. 5) Mentoring for participants which is done throughout the Program until the last phase. 6) Digital awareness, which is realized throughout the whole Program according to the Digital awareness strategy set forth in the definition step.

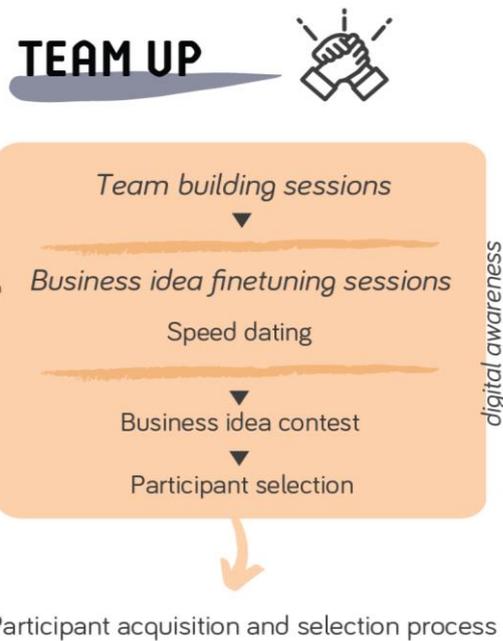


Figure 8: TEAMP UP structure

#### 9.1.1. Team building sessions

Team building workshops provide participants with an overview of team dynamics, give each participant insight about his or her style and the styles of other teammates, offer solid tactics for communicating better within the team and provide multiple exercises to allow for team-discovery to happen. Exceptional attention should be focused on the practical activities. During the practical activities team members get to know each other, analyse strengths and weaknesses of the team, create and assign the roles and learn how to work together in stressful, challenging and demanding environments. After Team building workshops, participants have learned to work as a team, know each member of their team, purify the core business idea, mission and vision of the team.

#### 9.1.2. Business idea finetuning sessions

The TEAM UP phase is set out to be an intensive five-day event, where participants working in teams in assistance of educational organization mentors further develop and fine-tune their business ideas. Working together with the mentors and trainers participants prepare their pitches for the business idea contests dry run and the following competition. The finetuning aims to clearly develop answers to what is the problem,

business model, value proposition, target market, customer segment of the business idea and how to effectively communicate these aspects during the pitch presentation.

#### 9.1.2.1. Speed-dating with mentors

For participants to obtain as much insight from invited representatives from business and industry speed-dating sessions with mentors are organized. First teams pitch their business ideas to other participants, mentors and organizers. Afterward teams work with mentors using the speed-dating method and change every 10 minutes in order for mentors to gain as much different and inter-disciplinary insight for their business ideas as possible.

#### 9.1.3. Business idea contest

The TEAM UP phase is concluded with a business idea contest, that both allows evaluation of the progress of participants on working towards their business ideas and business idea finetuning, as well as simulating pitch competition environments for participants, in order to prepare them for later development stages and fundraising. During the business idea contest the participants are evaluated by a jury consisting of representatives of business and/or start-up ecosystem, mentors and/or trainers. The jury should consist of at least three jury members. During the business idea contest the teams are evaluated by the jury within the following categories: 1) What issue is being solved by the presented business idea? Is this issue relevant? 2) Is the concept of the business idea clear? Is the business idea solving the presented issue? 3) Is the target audience clear? Are the needs and characteristics of the target audience accurately understood? 4) Is it clear, what exceptional competitive advantages will allow the business to beat the competitors? 5) Is the business model viable and based on clear economic/business logic 6) The originality, creativity and general consistency of the presentation of the business idea. Each jury member can distribute up to 50 carrots to a team using the provided form in Annex No. 17.

The format of the pitch can be defined as deemed more necessary, depending on the preference and cooperation with other events. Possible formats are 3 minutes pitch and 3 minutes questions, which is mostly commonly used for pitch competitions, but the formats 4 minutes pitch and 4 minutes questions or 5 minutes pitch and 5 minutes

questions can be used as well. However, it is important that this format is used throughout the Program, for participants to excel in their pitches.

#### 9.1.4. Participant selection

Participant selection for the DESIGN IT phase is conducted using two criteria: 1) jury evaluation of 3 or more Jury members and 2) organizer evaluation. All points are calculated and collected within the “Assessment summary of TEAM found in Annex No. 15. Evaluation criteria and information for evaluation by jury members is described in Annex No. 17. Evaluation criteria and information for evaluation by organizers is described in Annex No. 18.

#### 9.2. Resources and synergies

The below Table No. 26. outlines resources that are required for implementing the phase as well as possible synergies associated with these resources.

<b>Item</b>	<b>Description</b>	<b>Synergies</b>
Venue	Location for organizing phase event	Locations may be provided by educational organizations and/or start-up ecosystem partners, hubs and communities
Agenda	Agendas for events, template in Annex No. 25	May be provided as part of venue offering
Catering	1. Catering during coffee breaks 2. Catering during intensive week including breakfast, lunch and dinner	
Accommodation	Accommodation provided for participants during intensive week	
Trainers	Trainers for mentoring workshops and participant training	
Speaker	Speaker for keynote speech during phase event	Keynote speakers may include partners from the start-up ecosystem and/or sponsors
Mentors	Mentors during phase event	
Jury	Jury for evaluating business ideas	Jury may consist of trainers, mentors, sponsors business

Item	Description	Synergies
		representatives and/or guest speakers
CREAzone team	<ol style="list-style-type: none"> <li>1. Registration of participants during registration at beginning of events.</li> <li>2. Support during event.</li> <li>3. Evaluation of participants</li> </ol>	
Handouts	Handout materials for participants	

Table 26: Recommended resources and synergies during TEAM UP

## 10. Phase V – DESIGN IT



During DESIGN IT further core entrepreneurial knowledge is communicated to the teams generated during TEAM UP in order to allow the teams further perfection of their business ideas. The aim of DESIGN IT is to have ready business ideas at a level where they can be presented to potential investors and/or other stakeholders like accelerators or incubators. Therefore, the DESIGN IT phase is also concluded with a Demo day, where teams pitch their ideas to different representatives from the start-up ecosystem.

### 10.1. Structure and implementation

Figure No. 9 visualizes the DESIGN IT phase and key building blocks of this phase are the 1) Business idea fine tuning session that consist of a) Joint sessions and b) training for participants. During the 1) Business fine tuning session the participants receive a 2) Home task to prepare a business model canvas and pitch deck for their business idea. The 3) Demo day is organized as a full day event, where a) Seminars for participants are organized and the day is concluded with a b) Pitch competition and c) Best team selection and announcement. 4) Participant selection for the next phase is done according to the CREAzone Methodology for selecting the most motivated. 5) Mentoring for participants which is done throughout the Program until the last phase. 6) Digital awareness, which is realized throughout the whole Program according to the Digital awareness strategy set forth in the definition step.

## DESIGN IT

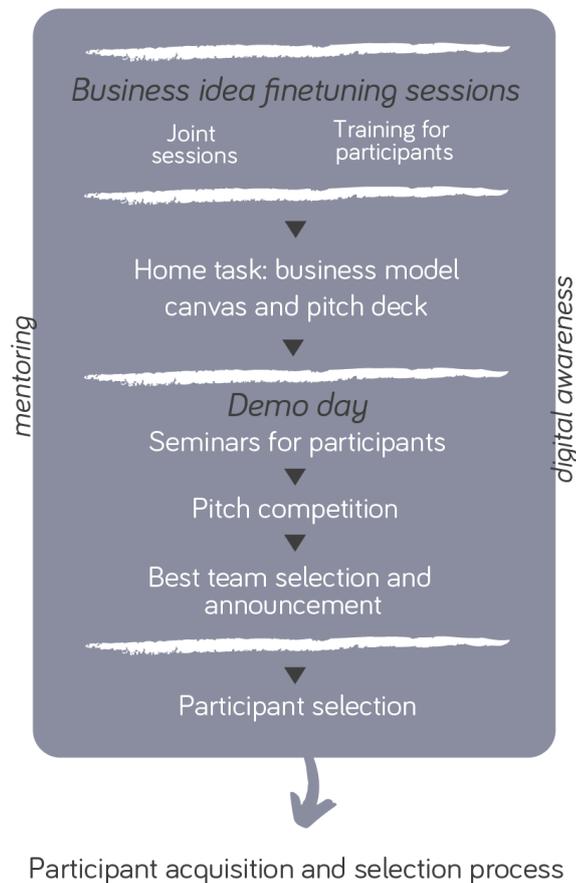


Figure 9: DESIGN IT structure

### 10.1.1. Business idea fine tuning session

#### 10.1.1.1. Training for Participants

Training during DESIGN IT is conducted in smaller groups, preferably one or two teams per group, in order to maximize interaction between participants and trainers and allow better absorption of knowledge for participants. The recommended group size is 8 participants and two mentors per group.

##### 10.1.1.1.1. Business Model Generation

During this training participants should be familiarized with the concept of business model generation (based on the methodology developed by Alex Osterwalder and Dr. Yves Pigneur). They should be introduced to the major business model types (brick and

click, collective, cutting out the middleman, direct sales, value-added reseller, franchise, freemium etc.) and learn how to build a feasible business model using the 'Business Model Canvas'. Upon completion participants should be able to analyse existing business models and build custom business models on their own.

#### 10.1.1.1.2. Business Environment Analysis

During this training the participants should evaluate and analyse the environment of their business case. Participants should learn to better identify critical success factors and business risks. Participants should learn how to apply tools for environmental analysis, like PESTEL, Porter's 5 forces, Strategic choices, SWOT. During this training the participants should be provided with real business examples and should learn by analysing both case-studies and their own businesses. Upon completing the training, participants should be able to evaluate and analyse the environment of their business, identify the critical success factors and business risks as well as draw important conclusions and adjust their business models respectively.

#### 10.1.1.1.3. Outlining Main Business Activities

During the training participants should be familiarized with the main value chain of a company, the resources necessary for business planning, as well as the process of planning production or provision of service. Participants should be introduced to sales planning, human resources management and other important business activities. In addition, participants create organizational structures in accordance with the processes outlined. Upon completing the training, the participants should be able to identify the main areas of business activity planning, clearly define expected results and plan activities for a 2-3 years period. They should be able to evaluate risks, related to the activities planned, and learn how to mitigate them in a proper way.

#### 10.1.1.1.4. Marketing Plan Development

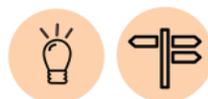
During the training participants should understand the importance of a marketing strategy, definition of target audience and segmentation. Participants should be familiarized with hands-on marketing tools and techniques that can be applied for different target segments. Participants should learn about brand management,

positioning, promoting and other important elements of marketing. In addition, participants should understand how to define a marketing strategy and plan its indicators as well as how to evaluate the effectiveness of implementation of the marketing strategy. They should get theoretical and practical knowledge about linking budgets with marketing strategy and create tactical marketing plans. Upon completing the training, the participants should be able to create basic marketing strategies for their own business, build a budget and a tactical implementation plan for a 1-2-year period.

#### 10.1.1.1.5. Forecasting financial projections

During the training participants should familiarize with the concepts of the profit and cost centres, revenue, expenditure, income, cost and profit. Participants should also learn about depreciation, interest rates, sources of capital and other basic financial concepts. In addition, participants should be introduced to basic tools for financial planning and get to know about main indicators that are used in assessing business feasibility such as ROI or EBITDA. Upon completing the training, participants should be able to come up with a basic financial plan of their business and calculate its main financial indicators.

#### 10.1.1.2. Joint Sessions



As training conducted in smaller groups, a joint session between all participants is organized as part of DESIGN IT. Within these joint sessions, exchange of ideas and experience gained within the program should be shared between participants, teams and interdisciplinary. During the joint session, training and retrospective workshops are provided for participants. The joint sessions are an important part during DESIGN IT, as training during this phase are done in small groups and the joint sessions offer the chance for participants to re-unite work together side-by-side. The joint sessions are also done before the Demo day, this way offering an opportunity for participants to share any insights they have accumulated during the Program with other participants. With the joint sessions the Medici Effect is again emphasized within the Program.

In case the Program is implemented internationally, then joint sessions offer a valuable opportunity for participants to meet at a common location and inter-exchange their perspective and business ideas.

### 10.1.2. Home tasks: business model canvas and pitch deck



In order to provide participants an additional instrument to show motivation for developing their business idea a home task is given, that is also part of the evaluation criteria at Demo day during DESIGN IT. The home task is to establish a business model canvas and pitch deck, both crucial business development aspects that will also be the foundation of the team pitches at Demo day.

#### 10.1.2.1. Business model canvas

Teams must prepare a business model canvas based on the methodology of Alexander Osterwalder. Covering the following main aspects:

1. **CUSTOMER SEGMENTS** (customers) Who you are selling to. What kind of customers are you serving? What are their problems?
2. **VALUE PROPOSITION** (solution) What you are selling. What you are offering to your customers? Does that solve their problems?
3. **CHANNELS** (distribution) How you reach your customers. How do your customers want to be reached? What the best way to get your solution to them?
4. **CUSTOMER RELATIONSHIP** (customer acquisition) How you get/keep customers. What relationship do you want between your business and your customers? Will it be personal, automated, acquisitive, or retentive?
5. **REVENUE STREAMS** (cash flows) How you make money. What are customers willing to pay for, and how much? Are the payments one-time (transactional) or repeated (recurring)?
6. **KEY RESOURCES** (the team) Who makes the solution and how. Which resources are essential for your business to work? Which are optional?

7. **KEY ACTIVITIES** (operations) What you must do to get the solution to the customer. What are the activities your business performs every day? Which ones are necessary for the business to succeed and grow?
8. **KEY PARTNERS** (partners) Who helps you make or sell your solution. What partners are necessary for your business to work? Who are your suppliers, and how do they benefit from the relationship?
9. **COST STRUCTURE** (expenses) The money the company needs to spend to do business. What are the most expensive aspects of the business? Which costs are necessary, and which are optional?

This home task allows evaluation if the team understands what their business model is and how they plan to make money with their business idea.

#### 10.1.2.2. Pitch deck

Teams must prepare a pitch deck covering the following main aspects that are expected by a competition pitch: cover page, overview, opportunity, problem, solution, traction, customer/market, competition, business model, team, use of funds/investment needs, thank you/contact page. While there are no magic formulas for a pitch deck, this represents the expected amount of information during a pitch competition. Additionally, the aim of this home task is to ensure that during the Demo day all teams have prepared this minimal amount and can present it during the pitch.

#### 10.1.3. Demo day – business plan contest

The Demo day offers participants the opportunity to present their business idea and business plans to a jury of representatives from Business, Industry and Investors and other stakeholders from the start-up ecosystem. The Demo day consists of a training part and the competition part. After training is completed, start-ups have time to get ready for the business idea pitch competition and represent their ideas to the jury, business and industry representatives and potential investors.

##### 10.1.3.1. Seminars for participants

The Demo day is organized like a conference – where the first part of the day is used for seminars and training for participants. During these seminars the emphasis should

be put on fundraising and investments. Preferably this information should be communicated by representatives of a VC fund, business angel or business angel network participant, accelerator or other organization that provides financial and business development opportunities to start-ups. This allows the information to be first-hand from a relevant stakeholder and offers the perspective of someone within the financing process of start-ups. Alternatively, other start-ups or CREAzone Program alumni can be invited to share their start-up experience and what challenges to expect in entrepreneurship.

#### 10.1.3.2. Pitch competition

The DESIGN IT phase and the Demo day is concluded with pitch competition, that both allows evaluating the progress of participants on working towards their business ideas and business idea finetuning, as it also simulates pitch competition environment for participants, in order to prepare them for later development stages and fundraising. At this stage the teams are expected to have a well-developed business idea which has been validated and prepared for presenting to potential stakeholders from the start-up ecosystem and investors. The pitch competition should be organized in two turns with a dry run for pitching and follow-up feedback session from the jury and other present mentors to give final advice, how to improve the pitch or if any crucial information was missing that investors would expect. After a break, where teams have time to improve some aspects of their pitch, the pitch competition is opened.



The format of the pitch can be defined as deemed more necessary, depending on the preference and cooperation with other events. Possible formats are 3 minutes pitch and 3 minutes questions, which is mostly commonly used for pitch competitions, but the formats 4 minutes pitch and 4 minutes questions or 5 minutes pitch and 5 minutes questions can be used as well. However, it is important that this format is used throughout the Program, for participants to excel in their pitches.

The aim of Demo day is to present participant ideas to viable stakeholders for further development and raising capital for developing their business idea and determine the

most viable team(s) that will win the final CREAzone pitch competition and continue to phase VI – GET STARTED.

### 10.1.3.3. Best team selection and announcement

The best team is selected by using a combination of three different scores: 1) average score by the jury, 2) average score of organizers evaluation of submitted home tasks prepared during DESIGN IT and 3) peer evaluation, where participants score each other’s business idea on how much they would invest in the business ideas given the chance - outlined in Annex No. 19. The peer evaluation score can then be summarized using the peer evaluation summary form found in Annex No. 20. All points are calculated and collected within the “Assessment summary of DESIGN IT – Demo day found in Annex No. 16. Evaluation criteria and information for evaluation by jury members is described in Annex No. 17. Evaluation criteria and information for evaluation of submitted home tasks by organizers is described in Annex No. 18 and evaluation criteria and information for peer evaluation is described in Annex No. 19.

Depending on existing synergies and available resources three best performing teams should be awarded with prizes that will help them develop their business ideas. The best team announcement should be implemented in a celebrative manner.

## 10.2. Resources and synergies



The below Table No. 26. outlines resources that are required for implementing the phase as well as possible synergies associated with these resources.

Item	Description	Synergies
Venue	Location for organizing phase event	Locations may be provided by educational organizations and/or start-up ecosystem partners, hubs and communities
Agenda	Agendas for events and trainings, template in Annex No. 26	
Catering	Catering during coffee breaks and lunch break	

<b>Item</b>	<b>Description</b>	<b>Synergies</b>
Trainers	Trainers for mentoring workshops and participant training	
Speaker	Speaker for keynote speech during phase event	Keynote speakers may include partners from the start-up ecosystem and/or sponsors
Mentors	Mentors during phase event	
Jury	Jury for evaluating business ideas	Jury may consist of trainers, mentors, sponsors, investors, business representatives and/or speakers present during the phase event.
CREAzone team	<ol style="list-style-type: none"> <li>1. Registration of participants during registration at beginning of events.</li> <li>2. Support during event.</li> <li>3. Evaluation of participants</li> </ol>	
Handouts	Handout materials for participants	

Table 27: Recommended resources and synergies during DESIGN IT

## 11. Phase VI – GET STARTED



Participants starting the GET STARTED phase have shown that their business ideas are valid and have potential. Therefore, the aim of GET STARTED, the final phase of the CREAzone Program, is to communicate fundamental knowledge to participants about establishing and managing a business. While the previous phases focused on fine tuning and learning the skills required to develop a viable idea, GET STARTED is designed to train participants skills that are required to run the business behind that idea.

### 11.1. Structure and implementation

Figure No. 10 visualizes the GET STARTED phase and key building blocks of this phase are the 1) Company establishment session that consists of training for participants. The phase is then concluded with a 2) Business development session about participant plans after completing the CREAzone Program.

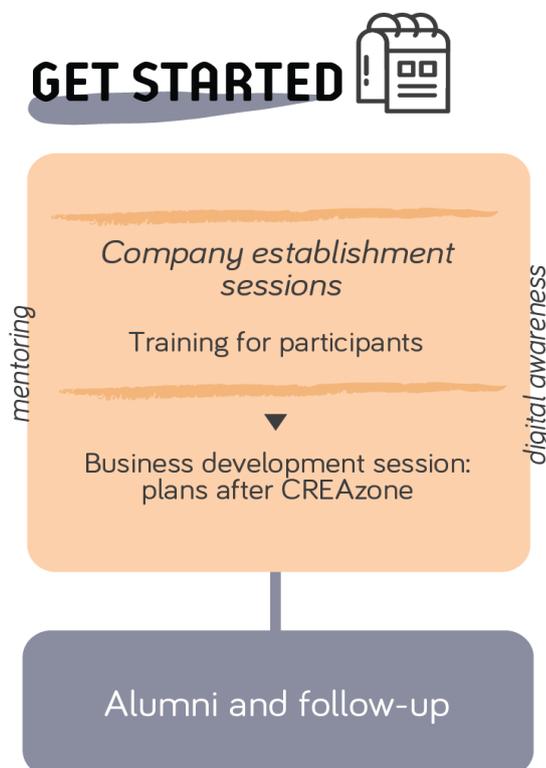


Figure 10: GET STARTED structure

### 11.1.1. Company establishment session

#### 11.1.1.1. Training for participants



The training during GET STARTED should be focused on business establishment and communicating core skills and knowledge in managing a business. The outlined training can also be supported by other topics that support establishing a new business.

##### 11.1.1.1.1. Managing organizational lifecycle

During the training participants should be introduced to the concept of organizational lifecycle and common problems for each of its stages, present the performance's management system and most common problems of performance and competence planning. Participants should learn about the importance of goal setting and achieving goals. In addition, participants should be presented with the main methods and tools of employee education and coaching as well as employee's performance evaluation. Upon completing the training, the participants should be able to analyse the organizational lifecycle, understand the current position of their organization, tackle common challenges, use performance's management system as well as plan and evaluate organizational performance.

##### 11.1.1.1.2. Ensuring Business Financing

During the training teams should be advised by venture capital and business financing experts. The aim of the training is to provide participants with understanding of the specific funding sources and prepare them for fund-raising. They should be able to identify business funding sources available on the market, assess and compare their financing conditions and prepare documents for attracting external finances. After completing the training, the participants should be able to find the specific funding sources for their own business and plan steps for attracting funding.

#### 11.1.1.1.3. Understanding the Legal and Tax Framework

During the training participants should be introduced with the main definitions, principles, instruments of the tax and legal system applicable to companies. Upon completing the training, participants should be able to analyse the tax system, calculate taxes and should understand main legal acts relevant to their businesses.

#### 11.1.1.1.4. Practical aspects of accounting, HR and sales management

During the training participants should be advised by financial, business and talent management specialists in order to familiarize with the basic accounting principles and introduce them to the day-to-day financial management tools, develop practical sales planning, organization, implementation and control skills as well as educate them on effective talent management. Upon completing the training, the participants should understand basic accounting and finance management principles and be able to apply them in their business. In addition, participants should be able to plan sales and use different sales techniques, prepare proposals and contracts, as well as apply basic tools of human resource management in order to ensure the sustainability of the human capital in their companies.

#### 11.1.2. Business development session: plans after CREAzone



The business development session should be intended as a seminar for participants to share their plans after CREAzone in order to determine what financing options are available. Participants should be encouraged to talk to investors and expose their business ideas to potential investors using investor platforms, talk with accelerators and/or incubators depending on their maturity stage.

During the business development session, it is recommended to invite stakeholders of potential accelerators and/or incubators to present their offering and connect with the CREAzone teams in person.

## 11.2. Resources and synergies



The below Table No. 28. outlines resources that are required for implementing the phase as well as possible synergies associated with these resources.

<b>Item</b>	<b>Description</b>	<b>Synergies</b>
Venue	Location for organizing phase event	Locations may be provided by educational organizations and/or start-up ecosystem partners, hubs and communities
Agenda	Agendas for events, template in Annex No. 27	
Catering	Catering during coffee breaks and lunch break	
Trainers	Trainers for mentoring workshops and participant training	
Speaker	Speaker for keynote speech during phase event	Keynote speakers may include partners from the start-up ecosystem and/or sponsors
Mentors	Mentors during phase event	
CREAzone team	1. Registration of participants during registration at beginning of events. 2. Support during the event. 3. Evaluation of participants	
Handouts	Handout materials for participants	

Table 28: Recommended resources and synergies during GET STARTED

## 12. Program CONFERENCE



The Program conference is the official closing event of the CREAzone Program and while not mandatory for implementing a CREAzone Program, within CREAzone Reinvent this structure to provide a closing event has been realized. The aim of the conference is to provide a final opportunity for all involved participants, partners and stakeholders to meet and evaluate the program and agree on next steps.

### 12.1. Structure and implementation

Figure No. 11 visualizes the recommended key building blocks of the CREAzone conference: 1) Retrospective for evaluating the completed CREAzone Program, 2) Future plans to announce any future activities and/or planned Programs. The conference also offers opportunity to showcase the best teams and provide opportunity for 3) Best team pitches. The conference is concluded with 4) Program closing: final remarks and 5) Networking.

The conference event has no structure that should be followed, it is rather designed to act as a closing event for Program partners, partners, supporters and other stakeholders to review the Program and its results as well as agree on future plans and implement future programs. Within the conference the partner alliance is strengthened, and new common goals are set.

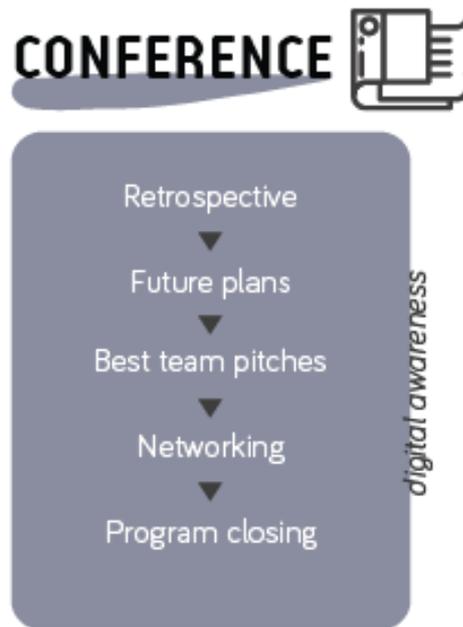


Figure 11: CONFERENCE structure

## 12.2. Alumni

The conference also creates a platform to interact and create a Program alumni network. Should the Program run in several cycle, then an established alumni network will improve each following cycle. Participants that graduate the Program can be invited to next cycles as speakers, especially this is recommended during the INCEPTION phase, when the publicity campaign is implemented. Additionally, it is recommended to keep a regular contact with Program graduates in order to follow progress and receive information for Program KPI analysis.

In order to establish a working alumni network, it is recommended to use a social media platform to create a common place for information exchange and support each other with insight and business development opportunities. This is another aspect how the CREAzone Program can establish a stronger position within the start-up ecosystem.

## 13. Summary

The CREAZone program is a rather unique entrepreneurship education program that is designed to facilitate the integration of business models and creative breakthroughs into organic and viable businesses and utilizes core aspects like the runtime of the Program, segmentation of the Program into phases, a funnel and carrots (extra score) system to facilitate participant selection, an inclusive participant selection, a dedicated mentoring system, which all leads to vast amount of possible synergies within the start-up ecosystem and with traditional business and industry.

The CREAZone Methodology offers many touch points for synergies that increases the impact of the implemented Program, however, a Program based on the CREAZone Methodology also relies on these synergies for full implementation and to harness its full potential. For instance, the long run-time and activities during the phases implies larger than normal funding requirements compared to other entrepreneurial events, like hackathons. On the other side it offers much more value for money, as participants are not only generating business ideas, but also are trained on different entrepreneurial topics and develop an entrepreneur's mindset.

One of the main feats of CREAZone is that it offers entrepreneurial experience to individuals, who do not have a business idea. While the same applies to hackathons, after the hackathon event has concluded the participants are left with their experience and insights. In comparison, the CREAZone Methodology encourages first communicating core soft skills related to the ideation process during BE BETTER and then provides a similar experience of hackathons during PITCH IN, where idea generation and team formation are in the foreground. This aspect combined with the very inclusive participant selection (depending on set-up) of the CREAZone Methodology, promotes Medici Effect described by F. Johansson which creates disruptive innovation by mixing ideas and concepts from diverse industries, cultures and disciplines.

The Methodology harnesses the Medici Effect quite well and combines it with the Demola Methodology, which focuses on connecting students with challenges presented by industrial partners. This synergy of approaches performs very well, since the challenges provided by business and industry representatives are the ones that

traditional thinking, experience and industry expertise have a hard time solving. Therefore, viable ground for breakthrough solutions for these challenges can be created, thanks to the intersection of ideas by participants of different backgrounds, demographics, cultures and experience.

The development of the CREAZone Methodology shows that with each cycle of the Program the alliance of Program partners grows and becomes stronger – allowing implementation of better and more impactful Programmes, where the Program has successfully grown into an international cross-border Program, bringing together participants from two countries. The CREAZone Methodology shows the potential to grow into a unique instrument for promoting entrepreneurship education and creates multi-national teams of participants, thus allowing building even more on the Medici Effect. Additional, multinational teams bring the benefit of collaborating together, while having the opportunity to test and/or launch it in a market most beneficial for the idea and not limit it to only one environment.

The CREAZone Methodology has evolved into a tool that comprises different characteristics of hackathons and incubation programs. The CREAZone Methodology can be used in the entrepreneurship market as an educational instrument and provide different organizations a set of proven tools, processes and insights for promoting entrepreneurship and increases entrepreneurial thinking and business creation.

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List of figures

Figure 1: CREAzone Methodology pictograms ..... 7

Figure 2: Topics during CREAzone phases ..... 12

Figure 3: CREAzone position in start-up ecosystem ..... 24

Figure 4: CREAzone roadmap ..... 34

Figure 5: INCEPTION structure ..... 35

Figure 6: BE BETTER structure ..... 45

Figure 7: PITCH IN structure..... 56

Figure 8: TEAMP UP structure..... 62

Figure 9: DESIGN IT structure ..... 67

Figure 10: GET STARTED structure..... 75

Figure 11: CONFERENCE structure ..... 80

## List of tables

Table 1: CREAzone KPIs .....	10
Table 2: Start-up ecosystem partners, hubs and communities .....	17
Table 3: VC funds in Lithuania.....	18
Table 4: VC funds in Estonia .....	18
Table 5: VC funds in Latvia.....	19
Table 6: Pan-Baltic VC funds .....	19
Table 7: Business angles in the Baltics .....	20
Table 8: Accelerators and pre-acceleration programmes in Lithuania .....	21
Table 9: Accelerators and pre-acceleration programmes in Estonia.....	21
Table 10: Accelerators and pre-acceleration programmes in Latvia.....	21
Table 11: Pan-Baltic accelerators and pre-acceleration programmes .....	21
Table 12: Business incubators and pre-incubation programmes in Lithuania .....	22
Table 13: Business incubators and pre-incubation programmes in Latvia .....	22
Table 14: Business incubators and pre-incubation programmes in Estonia.....	23
Table 15: Start-up events in the Baltics .....	23
Table 16: CREAzone team roles .....	27
Table 17: Recommended synergies and partnerships .....	29
Table 18: Available selection criteria for participants .....	30
Table 19: Available selection criteria for educational organization mentors.....	31
Table 20: Main steps during participant acquisition and selection .....	38
Table 21: Timeline for main steps during participant acquisition and selection .....	38
Table 22: Recommended resources and synergies during INCEPTION .....	42
Table 23: Participant and mentor funnel recommendation .....	43
Table 24: Recommended resources and synergies during BE BETTER.....	54
Table 25: Recommended resources and synergies during PITCH IN .....	60
Table 26: Recommended resources and synergies during TEAM UP.....	65
Table 27: Recommended resources and synergies during DESIGN IT.....	74
Table 28: Recommended resources and synergies during GET STARTED .....	78

## List of annexes

Annex 1: Glossary .....	87
Annex 2: Program participant registration application form .....	92
Annex 3: Educational organization mentor registration application form .....	94
Annex 4: Rules for participation in the Program .....	96
Annex 5: Program participant application assessment form .....	100
Annex 6: Educational organization mentor application assessment form .....	101
Annex 7: Digital awareness plan.....	102
Annex 8: Program participant declaration form.....	106
Annex 9: Rules for presenting a business idea to get additional "carrots".....	109
Annex 10: Rules for charting and validating assumptions to get additional "carrots" .....	111
Annex 11: Participant 180-degree assessment survey form.....	113
Annex 12: Summary of 180-degree assessment surveys .....	114
Annex 13: Summary of the assessment of BE BETTER phase .....	115
Annex 14: Summary of the assessment of PITCH IN phase .....	116
Annex 15: Summary of the assessment of TEAM UP phase.....	117
Annex 16: Summary of the assessment of DESIGN IT phase - Demo day.....	118
Annex 17: Assessment criteria form for jury .....	119
Annex 18: Assessment criteria form for organizers .....	120
Annex 19: Assessment criteria form for peer evaluation .....	121
Annex 20: Summary of peer evaluations .....	122
Annex 21: Promotional event agenda template for INCEPTION .....	123
Annex 22: Participant training agenda template for BE BETTER .....	124
Annex 23: Mentor training agenda template for BE BETTER .....	125
Annex 24: Event agenda template for PITCH IN .....	126
Annex 25: Event agenda template for TEAM UP.....	127
Annex 26: Event agenda template for DESIGN IT.....	129
Annex 27: Participant training agenda template for GET STARTED.....	130

## **Annex 1: Glossary**

The glossary is an essential document that should be provided to participants when starting the Program during the BE BETTER phase. Should participants have not had direct entrepreneurial experience, a terminology framework must be established to ensure effective communication. Additionally, participant's English language proficiency levels may be different, therefore laying an even ground at the beginning is crucial. For the glossary the online glossary of Investopedia (available at <http://www.investopedia.com>) has been used. Should the Program forfeit physical printout materials, participant can be redirected to the online resource to confirm definitions and improve understanding of terms.

- Accelerator – programs that provide mentorship, training to accelerate the development of businesses. Depending on the type of the accelerator, also financial support may be provided with conditions attached, which may vary from case to case.
- Advisory board – a body that provides non-binding strategic advice to the management of a business.
- B2B – Business-to-business refers to business that is conducted between companies, rather than between a company and individual consumer.
- B2C – Business-to-consumer refers to the process of selling products and services directly between a business and consumers who are the end-users of its products or services.
- Bootstrapping – building a company from the ground up with nothing but personal savings and, with luck, the cash coming in from the first sales.
- Budgeting – estimation of revenues and expenses over a specified future period of time or in other words a financial plan for a defined period.
- Business angel – affluent individuals that invest in businesses with high growth potential at early and very early stages in exchange for equity or other securities.
- Business incubator – organizations that provide training, office space and in some cases financing to businesses that allow better and more structured development.

- Business Model – A business model describes the rationale of how a business creates, delivers, and captures value, in economic, social, cultural or other contexts.
- Capital budgeting – process of a business to evaluate potential major projects or investments.
- Cashflow – Cashflow is an overview of the cash coming in and going out of your business.
- Convertible loan – short-term debt that converts into equity. Usually it converts at the next investment round.
- Cost of product – How much does it cost to make or to build your product and/or service.
- Cost of sale – How much is the cost of selling a product and/or a service.
- EBITDA – net income (or earnings) with interest, taxes, depreciation, and amortization added back. EBITDA can be used to analyse and compare profitability among companies and industries.
- Equity – Equity essentially means ownership. For start-up investors, this means the percentage of the businesses shares that a start-up is willing to sell to investors for a specific amount of money.
- External financing – funds that the business obtains from outside of the business, i.e. investments.
- Financial projections – an estimate of future financial outcomes for a business or project, usually applied in budgeting, capital budgeting and/or valuation.
- Freedom to operate (FTO) – freedom to test, market, or sell a product and/or service in a specific area. FTO is often used when determining if a specific action can take place without infringing on the intellectual property rights of another. Usually referred to as FTO.
- Grant – Grants are non-repayable funds, products and/or services disbursed or given by one party, often a government department, corporation, foundation or

trust, to a recipient, often a non-profit entity, educational institution, business or an individual.

- Investment rounds – Rounds of funding that start-ups go through to raise capital. The start-up company will go through several rounds of valuation that will increase as a start-up proves its increasing probability of success.
- Key Partners – The relationships that you have with other businesses, governmental, or non-customer entities that help your business model work.
- Life of product – How long will a customer use your product and/or service before needing a new one.
- Margin – The difference between the price the customer pays you for your product and/or service and the costs you earn after making, selling and delivering the product and/or service.
- Market share – This is the percentage of the market (segment) that is your customer.
- Net present value (NVP) – difference between the present value of cash inflows and the present value of cash outflows over a period. NPV is used in capital budgeting and investment planning to analyse the profitability of a projected investment or project.
- PESTEL – management method whereby an organization can assess major external factors that influence its operation in order to become more competitive in the market - political, economic, social, technological, environmental, legal.
- Porter's 5 forces – a framework for analysing a company's competitive environment. The number and power of a company's competitive rivals, potential new market entrants, suppliers, customers, and substitute products influence a company's profitability.
- Post-money valuation – refers to the approximate market value given to a start-up after a round of financing.
- Pre-incubation – programs that provide business fundamentals for new or aspiring business with focus on developing a proof-of-concept for the business idea.

- Pre-money valuation – value of a business not including external funding or the latest round of funding. Pre-money is best described as how much a start-up might be worth before it begins to receive any investments into the company.
- Pre-seed – An early round of financing that is designed to help a company achieve certain intermediate milestones.
- Profit – This is the surplus remaining after total costs are deducted from total revenue.
- Recurring revenue – portion of a company's revenue that is expected to continue in the future. Unlike one-off sales, these revenues are predictable, stable and can be counted on to occur at regular intervals going forward with a relatively high degree of certainty.
- Return on investment (ROI) – performance measure used to evaluate the efficiency of an investment or compare the efficiency of a number of different investments. It is measured current value of investment minus cost of investment divided by cost of investment.
- Revenue stream – Sources of revenue of a business. A revenue stream is generally made up of either recurring revenue, transaction-based revenue, project revenue, or service revenue.
- Seed – Seed money, sometimes known as seed funding or seed capital, is a form of securities offering in which an public and/or private investor invests capital in a start-up company in exchange for an equity stake or convertible loan stake in the business.
- Shareholders – an individual or institution that legally owns one or more shares of stock in a public or private corporation.
- Start-up – A start-up is a business or project initiated by an entrepreneur to seek, effectively develop, and validate a scalable business model. Different countries may have own criteria set how to identify a start-up. In Lithuania a start-up is a very small or small enterprise with great potential of innovation-based business development, operating for less than 5 years.

- SWOT – analysis is a framework used to evaluate a company's competitive position and to develop strategic planning by evaluating strengths, weaknesses, opportunities and threats. SWOT analysis assesses internal and external factors, as well as current and future potential.
- Technical due-diligence – Technical due diligence is the process of analysing and evaluating the technology, product and/or service, architecture and processes in an organization prior to the acquisition of a company or an investment in it.
- Total addressable market – This refers to the total possible market that you could address with your technology, product and/or service.
- Validation – research in order to prove assumptions about a business to be true.
- Valuation – the value of a start-up business considering the market forces of the industry and sector in which that business belongs.
- Value driver – This is the input that has a large effect on your margin. It adds perceived or real value to your product and/or service in the eyes of its customers.
- Value pricing – Value pricing refers to setting a price based on what you think is value for your customer rather than what it costs. The high-end market, like premium electronics, provides a perfect example of value pricing.
- Value proposition – The promise of value to be delivered, communicated, and acknowledged. It is also a belief from the customer about how value will be delivered, experienced and acquired.
- Venture capital fund (VC funds) – private equity investors that invest in businesses that provide high growth potential with correlating risk factors. Usually referred to as VC funds.

## Annex 2: Program participant registration application form

Question	Optionality	Type of answer
1. Personal information		
1.1. Name, surname	Mandatory	Text field
1.2. The city you live in	Mandatory	Text field
1.3. Date of birth	Mandatory	Date field
1.4. Are you currently studying?	Mandatory	Choose: Yes; No
1.5. If you are studying, specify where:		
1.5.1. Higher education institution and faculty	Optional	Text field
1.5.2. Study programme / Specialty	Optional	Text field
1.5.3. Course	Optional	Choose: Year 1 of Bachelor's; Year 2 of Bachelor's; Year 3 of Bachelor's; Year 4 of Bachelor's; Year 5 of Bachelor's; Year 1 of Master's degree; Year 2 of Master's degree
1.6. Level of English proficiency:		
1.6.1. Speaking	Mandatory	Choose: Beginner, Advanced, Proficient
1.6.2. Writing	Mandatory	Choose: Beginner, Advanced, Proficient
1.6.3. Understanding	Mandatory	Choose: Beginner, Advanced, Proficient
1.7. Phone number	Mandatory	Text field
1.8. E-mail address	Mandatory	Text field
2. Your experience		
2.1. Working experience: Describe shortly your formal (employment, professional practice, etc.) and informal (selling vegetables from your parent's garden at the market, assembling your friends' computers for a fee, etc.) working experience. Up to 1000 symbols.	Optional	Text field
2.2. Other experience. Describe your activity experience (participation in pupil or student organisations, volunteering activities, etc.) outside employment. Up to 1000 symbols.	Optional	Text field
3. Motivation to participate in the Program		
3.1. What do you expect from the participation in the Program? Up to 1000 symbols.	Mandatory	Text field
3.2. Why do you think it is worth to invest time for participation in the	Mandatory	Text field

<b>Question</b>	<b>Optionality</b>	<b>Type of answer</b>
Program and temporarily prioritise the Program in regard to your other activities? Up to 1000 symbols.		
4. Why should we accept you to the Program?		
4.1. You can participate with a business idea or without an idea and come up with one together with the other participants during the Program. Choose an appropriate answer and fill in the required fields.	Mandatory	Choose: I have a business idea; I do not have a business idea, but would like to acquire knowledge and test myself out
4.1.1. A business idea. Describe your business idea shortly and support it. Why do you think it would be successful? Answer this question in English. Up to 1000 symbols.	[if you have a business idea] Mandatory	Text field
4.1.2. Why would you make a good participant of the Program? Explain briefly, why do you wish to participate in the Program and why would you make a valuable member of the team of participants? Answer this question in English. Up to 1000 symbols.	[if you do not have a business idea] Mandatory	Text field
5. Your obligations		
5.1. I undertake to follow the rules of the Participation in the Program. You can find the rules here >>>	Mandatory	Choose: Yes; No
5.2. I agree that my personal data, provided to the organisers, would be processed according to the provisions specified in the rules of the Participation in the Program. You can find the rules here >>>	Mandatory	Choose: Yes; No
5.3. I confirm that if I were to be selected for the Program, I will be able to participate in all the activities of BE BETTER phase from X to X of Y month of year 20XX .	Mandatory	Choose: Yes; No
6. Your comment		
6.1. If you wish, you can leave a comment to the organisers.	Optional	Text field

### Annex 3: Educational organization mentor registration application form

Question	Mandatory	Type of answer
1. Personal information		
1.1. Name, surname	Mandatory	Text field
1.2. The city you live in	Mandatory	Text field
1.3. Date of birth	Mandatory	Date field
1.4. Workplace, where you are teaching		
1.4.1. Higher education institution, faculty, department	Mandatory	Text field
1.4.2. Position and occupational records	Mandatory	Text field
1.4.3. Subjects you are teaching	Mandatory	Text field
1.5. Level of English proficiency:		
1.5.1. Speaking	Mandatory	Choose: Beginner, Advanced, Proficient
1.5.2. Writing	Mandatory	Choose: Beginner, Advanced, Proficient
1.5.3. Understanding	Mandatory	Choose: Beginner, Advanced, Proficient
1.6. Phone number	Mandatory	Text field
1.7. E-mail address	Mandatory	Text field
2. Your experience		
2.1. Business experience. Provide the most relevant information about working in businesses, cooperation with businesses, participation in Program, where services are provided to businesses and similar experience. Up to 2000 symbols.	Optional	Text field
2.2. Experience in entrepreneurship education. Provide information about your experience in entrepreneurship education activities, for example, leading students during their participation at business idea and similar contests, works performed by the students, applying developed business products, ideas, etc. to a business and similar experience. Up to 2000 symbols.	Optional	Text field
3. Motivation to participate in the Program		
3.1. What do you expect from the participation in the Program? Up to 1000 symbols.	Optional	Text field
3.2. Why do you think it is worth to invest time for participation in the Program	Optional	Text field

<b>Question</b>	<b>Mandatory</b>	<b>Type of answer</b>
and temporarily prioritise the Program regarding your other activities? Up to 1000 symbols.		
4. Why would you make a good participant of the Program?		
4.1. When participating in the Program, you will have to become a colleague and a mentor to other participants of the Program. Describe how do you understand your role in the Program and why do you think you would make a good mentor. Answer this question in English. Up to 2000 symbols.	Optional	Text field
5. Your obligations		
5.1. I undertake to follow the rules of the Participation in the Program. You can find the rules here >>>	Mandatory	Choose: Yes; No
5.2. I agree that my personal data, provided to the organisers, would be processed according to the provisions specified in the rules of the Participation in the Program. You can find the rules here >>>	Mandatory	Choose: Yes; No
6. Your comment		
6.1. If you wish, you can leave a comment to the organisers.	Optional	Text field

## **Annex 4: Rules for participation in the Program**

### **1. General Information on the program**

- 1.1. The goal of the “CREAzone“ Program (hereinafter referred to as the Program) – to combine the modern business ideas empowered by the knowledge-based economy and the business models of traditional industries, thus creating new viable businesses and ensuring a sustainable increase of employment and new business establishment.
- 1.2. Program promoter – [...]
- 1.3. For the achievement of the objective of the Program, persons authorised or recruited suppliers and persons authorised by them (hereinafter all referred to as the Program organisers or Organisers) are acting on behalf of the Program promoter and partners to achieve the goal of the Program.
- 1.4. The Program consists of these integral phases:
  - 1.4.1. BE BETTER. Six, one-day youth training on development of personal and social entrepreneurship skills or a two-day mentoring camp for the potential mentors.
  - 1.4.2. PITCH IN. One, two-day training on creation of business ideas and team building.
  - 1.4.3. TEAM UP. One, five-day entrepreneurial camp.
  - 1.4.4. DESIGN IT. Five, one-day training on creation of business plans, two, one-day interim joint training and one, one-day contest for business plans Demo day.
  - 1.4.5. GET STARTED. Four, one-day training for practical skills of business creation.
- 1.5. The Program will take place from the [...] until [...].

### **2. Rights and Obligations of the Participants**

- 2.1. Only the persons conforming to the mandatory and additional requirements of the Organisers and Programme can become the participants of the Program.
- 2.2. A person, having been approved for the Program under participant’s rights and having signed the declaration of a Program participant, acquires the rights and obligations of a participant.
- 2.3. The participant of the Program has the right to:
  - 2.3.1. Participate free of charge in the activities of the Program – at training according to the personal schedule but cannot transfer the rights of participation in the Program to any third parties without a written consent of the Organisers.

- 2.3.2. Compete fairly and ethically with other participants of the Program regarding the transferring from one Program phase to others.
  - 2.3.3. Be selected for transferring from one phase to another, but only in case, if has attended all the training provided to him/her, completes and signs all the relevant documentation and will act in accordance with the provisions of these Rules.
  - 2.3.4. If specified by the Organisers, receive additional services during the training (for example, feeding, accommodation, transportation).
  - 2.3.5. Use the attributes of the Program (logo, name, etc.) when making public his/her achievements and participation in the Program.
  - 2.3.6. Receive certificates certifying the participation in training, but only in such cases, if he/she attended them full time and fully carried out instructions of the Organisers, set out in this declaration and in the additional written or oral instructions of the Organisers.
  - 2.3.7. Request for the Organisers to verify, if they are processing any data related to you, and in such cases, request to grant access to such personal data, processed by the Organisers.
  - 2.3.8. Request for the Organisers to amend any incorrect or incomplete information stored about the participant.
  - 2.3.9. In certain cases, request for the Organisers to delete the personal data of the participant, however, this provision is not applicable, if, according to the laws or requirements of the Program, the Organisers are obligated to keep such data.
  - 2.3.10. If the participant wishes to use the rights defined in clauses 2.4.7-2.4.9 of these Rules, he/she must submit a relevant written request to the Organisers, and the Organisers shall consider the request, and if it shall be so decided, implement them in 15 working days.
- 2.4. The participant of the Program undertakes to:
- 2.4.1. Ensure that all the information and data, provided to the Organisers and by reference to which the Organisers make a decision on the acceptance of the person to the Program and/or transferring him/her from one phase of the Program to another, is correct and complete.
  - 2.4.2. Base participation in the Program on the principles of goodwill, honesty, ethics, responsibility and respect to other participants and Organisers.
  - 2.4.3. Dutifully participate in all the training planned for him/her according to a personal schedule.
  - 2.4.4. If necessary, pay the transportation costs at own expense from and to the training, if they cannot be covered from the funds of the Program budget.
  - 2.4.5. If justified reasons occur (e.g. sickness, accident), due to which he/she will not be able to participate in the activities of the Program, inform the Organisers by phone or e-mail at least 2 days before the start of the activities and provide the supporting documentation for those reasons.

- 2.4.6. Not be late to the training at each phase and leave only after they have come to an end, and if, for any justified reasons, he/she has to leave before the end of the training, inform the teacher/expert about it and sign/complete the documentation provided.
- 2.4.7. Be held responsible for any damages during the Program (the damaged caused to the equipment of the premises by the participant, training cancelled due to the fault of the participant, physical injuries caused by a participant to another participant or similar).
- 2.4.8. During the events of the Program, be unconditionally responsible for own physical and psychological safety as well as for the other participants, as much as it is possible within the limits of the participant.
- 2.4.9. To complete and sign the documentation foreseen in the requirements of the Organisers and Program in a correct and timely manner including, but not limiting to:
  - 2.4.9.1. Sign the list of participants at the beginning of each of the training.
  - 2.4.9.2. After each phase of BE BETTER and DESIGN IT training, complete a participant's assessment questionnaire.
  - 2.4.9.3. Complete the Program activity quality and teacher assessment questionnaire after each of the training.
  - 2.4.9.4. Sign the certificate registration form after each of the training.
- 2.5. The person, submitting the application to participate in the Program, agrees that:
  - 2.5.1. The Organisers would capture him/her, his/hers participation in the Program activities, his/her results of the participation in Program activities and other aspects of participation in the Program by visual (photos, video footage, etc.), sound (sound recordings, etc.) and other means.
  - 2.5.2. The footage captured by the Organisers with the image of the participant, described in clause 2.5.1 of these Rules, could be used for the purposes of publicity, marketing or advertising of the Program and/or Program organisers. This usage includes the publications in the press, websites, social networks and other sources of information for a period of 5 years after the end of the Program.
  - 2.5.3. The name, surname, higher education institution and faculty would be made public in the selected lists of the participants of the Program at the Programs website, Organiser's websites or other sources of information related to the Program.
  - 2.5.4. The personal data specified in the application of the participant, questionnaires and signed documentation would be protected by the Organisers submitted to the institutions administrating the Program, so that the appropriate participation in the Program activities could be justified.
  - 2.5.5. The Organisers would send him/her the information and messages, related to the participation in the Program by e-mail, phone, social

networks and other means and communication channels available to the Organisers.

### **3. Rights and Obligations of the Organisers:**

#### 3.1. The Organisers have the right to

- 3.1.1. Organise and implement the Program activities in all measures and methods available that do not conflict with the relevant requirements of the Program or legislation.
- 3.1.2. Make changes to the Program activity schedule, place, programme and other attributes at their own discretion.
- 3.1.3. Make decisions on accepting persons to the Program and on the removal of participants from the Program at their own discretion. The Organisers are not obliged to make public the arguments of such decisions.

#### 3.2. The Organisers undertake to

- 3.2.1. Implement the Program activities in line with the highest standards.
- 3.2.2. Treat the participants of the Program fairly and give them only appropriate directions and instructions.
- 3.2.3. Organise the Program activities in such a way that maximum security of the participants would be guaranteed.
- 3.2.4. Inform the participants about all the significant changes to the Program in a reasonable time by appropriate measures.
- 3.2.5. Properly store and process personal data of the persons who submitted applications for participation in the Program and the Program participants.

**Annex 5: Program participant application assessment form**

Row No.	Personal information				Mandatory criteria			Additional criteria					Selection results	
	Name, surname	City, living in	Date of birth	Studying	Age	Knowledge of English language	Location (Will be able to participate in all of the Program activities?)	Motivation to participate in the Program	Having relevant experience	Preparation for the start of the business	Total points of the 1 <sup>st</sup> assessor	Total points of the 2 <sup>nd</sup> assessor	Total score	Result
a	b	c	d	e	f	g	h	i	y	j	k	o	p	r
Row number	Text	Text	dd/m m/yy yy	Yes No	Yes No	Yes No	Yes No	1-5 points 1 is the lowest, and 5 is the highest evaluation	1-5 points 1 is the lowest, and 5 is the highest evaluation	1-5 points 1 is the lowest, and 5 is the highest evaluation	$k=i+y+j$ Minimal value – 3 points, maximum value – 15 points	$o=l+m+n$ Minimal value – 3 points, maximum value – 15 points	$p=(k+o)/2$ Minimal value – 3 points, maximum value – 15 points	Selected Waiting Not selected

**Annex 6: Educational organization mentor application assessment form**

	Personal information				Mandatory criteria		Additional criteria					Selection results	
Row No.	Name, surname	City, living in	Date of birth	Higher education, faculty, department	Knowledge of English language	Location (Will be able to participate in all of the Program activities?)	Motivation to participate in the Program	Having relevant experience	Preparation for mentoring	Total points of the 1 <sup>st</sup> assessor	Total points of the 2 <sup>nd</sup> assessor	Total score	Result
a	b	c	d	e	f	g	h	i	y	j	n	o	p
Row number	Text	Text	dd/mm/yyyy	Text	Yes No	Yes No	1-5 points  1 is the lowest, and 5 is the highest evaluation	1-5 points  1 is the lowest, and 5 is the highest evaluation	1-5 points  1 is the lowest, and 5 is the highest evaluation	$j=h+i+y$  Minimum value – 3 points, maximum value – 15 points	$n=k+l+m$  Minimum value – 3 points, maximum value – 15 points	$o=(j+n)/2$  Minimum value – 3 points, maximum value – 15 points	Selected Waiting Not selected

## Annex 7: Digital awareness plan

Phase	Activities	Amount	Comments
INCEPTION	Post about CREAzone with call for action - apply	One when application starts, one when application period is mid-way, one when three days are left, one on the last day.	
INCEPTION	Post about CREAzone Alumni success stories with call for action - apply	Five success stories – shared experience	
INCEPTION	Post about CREAzone trainers' profiles with call for action - apply	One per trainer	Trainers should be encouraged to re-share, to increase chances their respective professional network sees this information.
INCEPTION	Post about CREAzone sponsors and partners with call for action to potential participants - apply	One per sponsor and/or partner	Sponsors and/or partners should be encouraged to re-share, to increase chances their respective professional network sees this information.
INCEPTION	Post about Hackathon collaboration (if applicable)	One before Hackathon, one after Hackathon with fast-tracked team(-s)	If applicable
INCEPTION	Give-away, with call for action – apply and tag a friend, who want could be interested in becoming in an entrepreneur	This activity should be used as much as possible, depending on available prize pool and partner support for prizes.	This activity is advised for Facebook

<b>Phase</b>	<b>Activities</b>	<b>Amount</b>	<b>Comments</b>
INCEPTION	Post about Phase retrospect	One Post after Phase is concluded and relevant information gathered and available for sharing: number of applicants, number of events held, participants accepted, time of next event.	

	<b>Activities</b>	<b>Amount</b>	<b>Comments</b>
BE BETTER	Post about start of BE BETTER Phase	One at start of phase	
BE BETTER	Post about CREAzone mentor and/or trainer profile	One post per mentor and/or trainer during phase	
BE BETTER	Partner and/or sponsor spotlight post	One during phase or as deemed appropriate	Spotlight post about cooperation with partners and/or sponsors.
BE BETTER	Retrospect post about completed BE BETTER Phase	One post	

	<b>Activities</b>	<b>Amount</b>	<b>Comments</b>
PITCH IN	Post about start of PITCH IN Phase	One at start of phase	
PITCH IN	Post about CREAzone mentor and/or trainer profile	One to three during Phase or as deemed necessary.	Trainers/mentors that were not featured during previous phases should be promoted.
PITCH IN	Partner and/or sponsor spotlight post	One during phase or as deemed appropriate	Spotlight post about cooperation with partners and/or sponsors.
PITCH IN	Retrospect post about completed PITCH IN Phase	One post	

	<b>Activities</b>	<b>Amount</b>	<b>Comments</b>
TEAM UP	Post about start of TEAM UP Phase	One at start of phase	
TEAM UP	Post about CREAzone mentor, speakers and/or trainer profile	One to three during Phase	
TEAM UP	Partner Spotlight Post	One during phase	Spotlight post about cooperation with the Partner.
TEAM UP	Post about highlights of the day	As necessary	Since the TEAM UP phase is a full-time five day event, more information can be published about ongoing activities
TEAM UP	Spotlight best Teams/Ideas	Depending on team performance	
TEAM UP	Retrospect post about completed PITCH IN Phase	One post	

	<b>Activities</b>	<b>Amount</b>	<b>Comments</b>
DESING IT	Post about start of DESIGN IT	One at start of phase	
DESING IT	Post about CREAzone mentor, speakers and/or trainer profile	One to three during Phase	
DESING IT	Partner Spotlight Post	One during phase	Spotlight post about cooperation with the Partner.
DESING IT	Post about Joint-Session	One post	
DESING IT	Post about Demo day	One post	
DESING IT	Spotlight best Teams/Ideas	Depending on team performance	
DESING IT	Retrospect post about completed DESIGN IT Phase and winner of Demo day	One post	

	<b>Activities</b>	<b>Amount</b>	<b>Comments</b>
GET STARTED	Post about start of GET STARTED	One at start of phase	
GET STARTED	Post about CREAzone mentor, speakers and/or trainer profile	One to three during Phase	
GET STARTED	Partner Spotlight Post	One during phase	Spotlight post about cooperation with the Partner.
GET STARTED	Spotlight best Teams/Ideas	Depending on team performance	
GET STARTED	Retrospect post about completed GET STARTED Phase	One post	

## Annex 8: Program participant declaration form

### DECLARATION OF THE PARTICIPANT IN

#### THE PROGRAM [...]

20[..]

This declaration includes all the obligations of the participant of the Program, related to the participation in “[...]” (hereinafter referred to as the Program), which is implemented in [...]

I, [name], [Date of birth], [e-mail], [phone]

hereby sign this declaration and confirm the following declaration

1. I hereby confirm that currently I am a (choose one out of clauses 1.1-1.3):
  - 1.1. A student of higher education . If you choose this clause, specify
    - 1.1.1. The HE institution and faculty where you are studying click here to enter text.
    - 1.1.2. Level of studies: Bachelor , Master , Doctor
    - 1.1.3. Course: click here to enter text.
    - 1.1.4. Student certificate number: click here to enter text.
  - 1.2. Teacher at the educational organization . If you choose this clause, specify
    - 1.2.1. The educational organization and faculty where you are working:  
\_\_\_\_\_.
  - 1.3. I am not studying at a higher education institution . If you choose this clause, specify
    - 1.3.1. Your status: employed , working under an individual activity certificate , unemployed , other .
    - 1.3.2. Describe the status you have specified in more detail: click here to enter text.
2. I hereby confirm that I have familiarised myself with the rules for the Participation in the Program.
3. I undertake to:
  - 3.1. Participate in training of the BE BETTER phase in accordance with an individual plan.
  - 3.2. Ensure that all the information and data provided to the Organisers, by reference to which, the Organisers make a decision on my acceptance to the Program and/or transferring from one phase of the Program to another, is correct and complete.

- 3.3. Base the participation in the Program on the principles of goodwill, honesty, ethics, responsibility and respect to other participants and Organisers.
- 3.4. Dutifully participate in all the training planned for me according to a personal schedule.
- 3.5. If necessary, pay the transportation costs at own expense from and to the training, if they cannot be covered from the funds of the Program budget.
- 3.6. If justified reasons occur (e.g. sickness, accident) due to which I will not be able to participate in the activities of the Program, inform the Organisers by phone or e-mail at least 2 days before the start of the activities and provide the supporting documentation for those reasons.
- 3.7. Not be late to the training at each phase and leave only after they have come to an end, and if, for any justified reasons, I would need to leave before the end of the training, inform the teacher/expert about it and sign/complete the documentation provided.
- 3.8. Be held responsible for the damages done by me during the Program (the damage caused to the equipment in the premises by the participant, training cancelled due to the fault of the participant, physical injuries caused by the participant to another participant or similar).
- 3.9. During the events of the Program, be unconditionally responsible for own physical and psychological safety as well as for the other participants, as much as it is possible within my limits.
- 3.10. To complete and sign the documentation foreseen in the requirements of the Organisers and Programme in a correct and timely manner including, but not limiting to:
  - 3.10.1. Sign the list of participants at the beginning of each of the training.
  - 3.10.2. After BE BETTER complete a participant's assessment questionnaire.
  - 3.10.3. Complete the Program activity quality and teacher assessment questionnaire after each of the training.
  - 3.10.4. Sign the certificate registration form after each of the training.

4. I understand that:

- 4.1. I lose the right to receive certificates of the carried-out activities, which certify the possibility to take part in other phases of the Program, if I do not abide to the obligations defined in this declaration.
- 4.2. I lose the right to be selected for the second phase of the Program, if I do not participate in the working sessions of the first phase and (or) shall not complete the assessment applications given after each activity, or shall not sign the list of participants or the registry form of certificates.
- 4.3. If I do not participate in the Program activities (training) for other reasons than sickness, health problems or force majeure, the Organisers of the Program may encounter financial losses, and (or) the Program may be declared unsuccessful, and (or) the Organisers of the Program may require for me to cover the losses proportionate to the extent of my participation in the Program.

5. I agree that:
- 5.1. The Organisers would capture me, my participation in the Program activities, my results of the participation in Program activities and other aspects of my participation in the Program by visual (photos, video footage, etc.), sound (sound recordings, etc.) and other means.
  - 5.2. The footage captured by the Organisers with the image of me, described in clause 5.1 of this declaration, could be used for the purposes of publicity, marketing or advertising of the Program and/or Programs organisers. This usage includes the publications in the press, websites, social networks and other sources of information for a period of 5 years after the end of the Program (applicable only if funded by the EU budget)
  - 5.3. My name, surname, higher education institution and faculty would be made public in the selected lists of the participants of the Program at the Program's website, Organiser's websites or other sources of information related to the Program.
  - 5.4. My personal data, specified in the application of the participant, questionnaires and signed documentation would be protected by the Organisers and submitted to the institutions administrating the Program for my adequate participation in the Program activities to be justifiable.
  - 5.5. The Organisers would send me the information and messages, related to the participation in the Program or other Program and initiatives of similar nature, by e-mail, phone, social networks and other means and communication channels available to the Organisers.

Participant of the [...] Program

---

(name, surname, signature and date)

## **Annex 9: Rules for presenting a business idea to get additional "carrots"**

### **What kind of an assignment is it?**

This is an assignment where, if you carried it out properly, you could acquire additional “carrots”, in order to improve if you wish to advance to another phase of CREAzone. Read the rules of the assignment very carefully and carry out the assignment strictly according to them.

So, you probably already know that at the second phase of the CREAzone, which is called PITCH IN, the action will be concentrated around business ideas, where you, the participants of the program, will generate a part of them, mentors will offer you a part, and another part will be brought to you by businesses, as the their representatives will take part in the business idea fair.

In order to prepare the participants of the CREAzone for the introduction of their ideas, we encourage you to start formulating and forming business ideas already now. In addition, we would like other participants of the program to get familiar with your business ideas and start thinking the implementation of which idea they would like to join.

If you do not have a business idea or do not wish to share it, it is not a problem. This assignment is not mandatory, though we encourage that it is carried out by as many participants as possible.

### **What do you need to do?**

- a) If you have a business idea you would like to participate with at the PITCH IN phase, prepare a description of the business idea by answering these questions:
  1. The name and surname of the author of the business idea.
  2. Name of the business idea (up to 50 symbols).
  3. Short description of the business (up to 1000 symbols), where you should answer these questions:
    - i. What and whose issue does the business idea solve?
    - ii. What is the offered solution?
    - iii. Why is your solution better than the ones already in the market?
    - iv. How are you going to make money from this solution?
  4. Description of the team members you are looking for (up to a 100 symbols), where you will specify the exact roles of the team members you are looking for.
- b) Create or find on the Internet an image or a photo that is not protected by copyright, which would illustrate your business idea the best.
- c) Send us your prepared description of the business idea (in MS Word format) and the photo until 23:59 of xx/xx/xxxx at name@e-mail.com.
- d) All the descriptions of the business ideas and photos, conforming to the set-out rules, will be published in a closed social media group, where we will encourage all the participants to vote for the ideas by “liking” them.

- e) If you will not send the description of the idea and the photo on time, or your sent files will not open, or you will not give all the answers to all the questions raised, or you will exceed the number of symbols specified, we will not publish your idea on the social media group and you will lose the opportunity to acquire additional “carrots”.

**Have any questions?**

You can contact the Program team at any time:

- write us an e-mail to name@e-mail.com
- call us via +xxx xxx xxxxx

## **Annex 10: Rules for charting and validating assumptions to get additional "carrots"**

### **What kind of an assignment is it?**

This is an assignment where, if you carried it out properly, you could acquire additional "carrots", in order to improve if you wish to advance to another phase of CREAzone. Read the rules of the assignment very carefully and carry out the assignment strictly according to them.

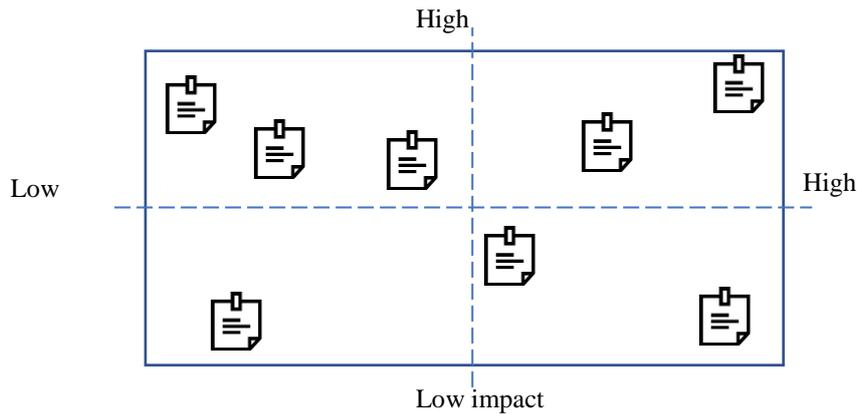
So, you probably already know that at the TEAM UP phase, the action will be concentrated around teams and business ideas, where you, the participants of the program work on teamwork and finetuning your business ideas.

In order to prepare the participants of the CREAzone for further developing the business ideas, we encourage you to validate assumptions of your ideas already now, in order to work with validated information during TEAM UP rather than spending time doing validation.

This assignment is not mandatory, though we encourage that it is carried out by as many participants as possible.

### **What do you need to do?**

1. Create a list of assumptions regarding your business idea. You need to think of all assumptions and understand what needs to be true and based in facts for your business to work. Examples:
  - a. Is the problem you solve a real problem (with priority) for your customers?
  - b. Do you fully understand the market? Are you an insider?
  - c. Can your product/service deliver your proposed value? Reduce cost by X?
  - d. Do you have all necessary skills? Are all core competencies covered?
  - e. Are you the first one to do/try/make this? Why are you better?
2. When you have your list of assumptions you can work on all together or prioritize. In order to prioritize you should understand:
  - a. How certain or uncertain are you the assumption is true?
  - b. What is the impact of the assumption on your business?
3. You have now a list of assumption that you are surer and part of which you are more uncertain about. Now these assumptions should be ranked in another perspective – impact on business. Is the impact of the assumption on your business high, moderate or low?
4. Chart your assumptions now visually for better prioritization in a two axis chart, where X is „low uncertainty“ to „high uncertainty“ and Y is „low impact“ to „high impact“. The result should look like this:



5. The top right quadrant is your priority as these are the most important assumptions you should start to work on and go from assumption to facts.

### Validation

1. In order to receive extra “carrots” during phase IV – TEAM UP you must prepare your assumption chart.
2. You have to validate assumption using facts – case studies, quotes from valid sources (governmental, NGO and/or scientific web resources), research paper and/or survey industry insiders.
3. Each validated assumption from the top-right quadrant of your assumption chart awards 3 “carrots”.
4. Each validated assumption from any other quadrants than the top-right quadrant of your assumption chart awards 1 “carrot”.
5. Send us your prepared chart and validated assumption of the business idea (in MS Word format) until 23:59 of xx/xx/xxxx at name@e-mail.com.

### Have any questions?

You can contact the Program team at any time:

- write us an e-mail to name@e-mail.com
- call us via +xxx xxx xxxxx

## Annex 11: Participant 180-degree assessment survey form

### 180-Degree Assessment Survey Form

Dear participant,

The purpose of this survey is to get to better know the participants of the CREAZone Program with your help. The answers given will be used in a generalised manner, i.e. without specifying the name of the participant who completed the survey. We guarantee the confidentiality of the answers provided. We hope to receive sincere answers from you.

Please, answer the following questions about other participants of this training. You should assess the behaviour of the participants only during this training. Please put an X next to your name and do not make an assessment. If you do not know some of the participants well enough to make an assessment, please mark N/A. If a training participant is not on the list, please write his/her name by hand.

Training date: \_\_\_\_\_

Subject of the training: \_\_\_\_\_

Group number: \_\_\_\_\_

Name and surname of the assessor: \_\_\_\_\_

*Assess each participant on a 5-point scale, where*

- 1 – lowest evaluation,
- 5 – highest evaluation,
- N/A – cannot decide.

<b>Participants of the Program</b>	<b>Initiative / participation</b>	<b>Teamwork / sociability</b>	<b>Entrepreneurship / Business knowledge</b>
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			
Participant 7			
Participant 8			
Participant 9			
Participant 10			
Participant 11			
Participant 12			

Specify one participant with whom you would like to work with at the Program or in a business, would trust his/her opinion, his/her decisions, could work under his/her supervision (leadership):

**Annex 12: Summary of 180-degree assessment surveys**

		<b>Subject of the training #1</b>					<b>Subject of the training #2</b>					<b>Subject of the training #6</b>					<b>Cumulative assessment</b>			
Row number	Row No.	Training date	C. Initiative / participation	D. Teamwork / sociability	E. Entrepreneurship / business knowledge	F. Leadership	Training date	C. Initiative/ participation	D. Teamwork / sociability	E. Entrepreneurship / business knowledge	F. Leadership	Training date	C. Initiative / participation	D. Teamwork / sociability	E. Entrepreneurship / business knowledge	F. Leadership	C. Initiative / participation	D. Teamwork / sociability	E. Entrepreneurship / business knowledge	F. Leadership
Text	Name, surname	dd/mm/yyyy	1-5 points	1-5 points	1-5 points	0-10 points	dd/mm/yyyy	1-5 points	1-5 points	1-5 points	0-10 points	dd/mm/yyyy	1-5 points	1-5 points	1-5 points	0-10 points	1-5 points	1-5 points	1-5 points	0-10 points
		c	d	e	f	g	h													

**Annex 13: Summary of the assessment of BE BETTER phase**

Row No.	Name, surname	Attendance	Dislocation (Will be able to participate in all of the Program activities?)	Initiative / participation	Teamwork / sociability	Entrepreneurship / business knowledge	Leadership	Introduction of a business idea	Organiser's Assessment	Being late	Inappropriate behaviour	Total number of carrots received
a	b	c	d	e	f	g	h	j	l	m	n	o
Row No.	Text	Yes/no	Yes/no	1-5 carrots	1-5 carrots	1-5 carrots	0-10 carrots	0-5 carrots	0-20 carrots	Minus 5 carrots for each time being late	Minus 5 carrots for each episode of inappropriate behaviour	$\sum e-n$ 0-50 carrots

**Annex 14: Summary of the assessment of PITCH IN phase**

Row No.	Team	Number of participants	Number of mentors	Total number of participants in a team	Jury member #1	Jury member #2	Jury member #n	Average of the assessment of the Jury	Organiser's Assessment	Cumulative assessment
a	b	c	d	e	f	g	h	i	y	j
Row number	Text	Number	Number	$e=c+d$	0-50 carrots	0-50 carrots	0-50 carrots	0-50 carrots	0-50 carrots	0-100 carrots

**Annex 15: Summary of the assessment of TEAM UP phase**

Row No.	Team	Number participants	Number of mentors	Total number of participants in a team	Additional “carrots”: validating assumptions	Jury member #1	Jury member #2	Jury member #n	Average of the assessment of the Jury	Organiser’s Assessment	Cumulative assessment
a	b	c	d	e	f	g	h	i	y	j	L1
Row number	Text	Number	Number	e=c+d	0-15 carrots	0-50 carrots	0-50 carrots	0-50 carrots	0-50 carrots	0-50 carrots	0-100 carrots

**Annex 16: Summary of the assessment of DESIGN IT phase - Demo day**

Row No.	Team	Number of participants	Number of mentors	Total number of participants in a team	Jury member #1	Jury member #2	Jury member #n	Average of the assessment of the Jury	Home tasks assessment of the organizers	Peer evaluation	Cumulative assessment
a	b	c	d	e	g	h	i	y	j	k	y+j+k
Row number	Text	Number	Number	e=c+d	0-50 carrots	0-50 carrots	0-50 carrots	0-50 carrots	0-30 carrots	0-20 carrots	0-100 carrots

**Annex 17: Assessment criteria form for jury**

TEAM NAME _____		
Order No.	Assessment criterion	Evaluation score
<b>BUSINESS IDEA: ASSESSMENT OF THE JURY</b>		<b>Max score: 50</b>
1.	What issue is being solved by the presented business idea? Is this issue relevant?	30 points
2.	Is the concept of the business idea clear? Is the business idea solving the presented issue?	
3.	Is the target audience clear? Are the needs and characteristics of the target audience accurately understood?	
4.	Is it clear, what exceptional competitive advantages will allow the business to beat the competitors?	
5.	Is the business model viable and based on clear economic/business logic?	
6.	The originality, creativity and general consistency of the presentation of the business idea	20 points
JURY MEMBER NO. _____		

**Annex 18: Assessment criteria form for organizers**

TEAM NAME _____		
Order No.	Assessment criterion	Evaluation score
<b>TEAM: ASSESSMENT OF THE ORGANIZERS</b>		<b>Max score: 50</b>
1.	The team is balanced, there are no free-riders or competence “holes”	50 points
2.	The culture of the team is based on mutual trust and respect	
3.	All the team members undertake responsibility for the achievement of the objective	
4.	All the team members believe in their business idea and are determined to implement it	

**Annex 19: Assessment criteria form for peer evaluation**

TEAM NAME _____		
Order No.	Statement	Points
1.	I would invest a great amount in this idea	20
2.	I would invest a lot in this idea	15
3.	I would invest a moderate amount in this idea	10
4.	I would invest a little amount in this idea	5
5	I would not invest in this idea	0

**Annex 20: Summary of peer evaluations**

TEAM NAME _____		
Points (a)	Answers received (b)	Points awarded
20		$=a*b*100/\text{total amount of answers received}/100$
15		$=a*b*100/\text{total amount of answers received}/100$
10		$=a*b*100/\text{total amount of answers received}/100$
5		$=a*b*100/\text{total amount of answers received}/100$
0		$=a*b*100/\text{total amount of answers received}/100$
TOTAL POINTS BY PEERS = SUM(c) _____		

## **Annex 21: Promotional event agenda template for INCEPTION**

<b>Time</b>	<b>Topic</b>
10:00 – 10:30	Registration
10:30 – 11: 00	Opening speech
11:00 – 11:45	Keynote speech about business and personal experience
11:45 – 12:00	Coffee Break
12:00 – 12:45	Speech about business and/or technology
12:45 – 13:30	Introduction to CREAzone program
13:30 – 13:45	Coffee break
13:45 – 15:00	Speech about business development opportunities
15:00 – 15:30	Q&A and networking

**Annex 22: Participant training agenda template for BE BETTER**

<b>Time</b>	<b>Topic</b>
09:30 – 10:00	Registration
10:00 – 11:00	Part I: seminar
11:00 – 12:00	Part II: seminar
12:00 – 13:00	Lunch break
13:00 – 15:00	Part III: workshop
15:00 – 15:15	Coffee break
15:15 – 16:00	Individual consultations

**Annex 23: Mentor training agenda template for BE BETTER**

<b>Time</b>	<b>Topic</b>
8:30 – 9:00	Registration
9:00 – 10:30	Workshop
10:30 – 10:45	Coffee break
10:45 – 12:00	Workshop
12:00 – 13:00	Lunch break
13:00 – 14:45	Workshop
14:45 – 15:00	Coffee break
15:00 – 16:30	Workshop

## Annex 24: Event agenda template for PITCH IN

### Day 1

<b>Time</b>	<b>Topic</b>
09:30 – 10:00	Registration and coffee
10:00 – 10:05	Opening speech
10:05 – 13:00	Participant familiarization and team building in workshops
13:00 – 14:00	Lunch break
14:00 – 15:00	Business idea presentation
15:00 – 15:30	Workshop on pitch deck preparation
15:30 – 16:30	Pitch deck preparation – working in teams
16:30 – 17:00	Coffee break
17:00 – 18:00	Mentoring session
18:00 – 18:30	Discussions
18:30 – 19:30	Dinner
19:30 – 20:00	Networking

### Day 2

<b>Time</b>	<b>Topic</b>
09:00 – 09:30	Registration and coffee
09:30 – 11:45	Business idea workshop
11:45 – 12:00	Coffee break
12:00 – 13:30	Business idea presentation to jury
13:30 – 14:30	Lunch break
14:30 – 15:30	Working in teams
15:30 – 16:00	Announcement of results

## Annex 25: Event agenda template for TEAM UP

### Day 1

<b>Time</b>	<b>Topic</b>
10:00 – 11:30	Registration and welcome coffee
11:30 – 12:00	Event opening
12:00 – 13:00	Team building workshop
13:00 – 14:00	Lunch
14:00 – 15:30	Team building workshop
15:30 – 16:00	Coffee break
16:00 – 17:30	Team building workshop
17:30 – 19:00	Team building workshop
19:00 – 20:00	Dinner
20:00 -	Other activities (informal); independent work; team building

### Day 2

<b>Time</b>	<b>Topic</b>
08:00 – 08:30	Registration
08:30 – 09:00	Morning energiser
09:00 – 10:00	Presentation of 1 <sup>st</sup> day progress
10:00 – 10:30	Coffee break
10:30 – 13:00	Team building workshop; Team role definition
13:00 – 14:00	Lunch
14:00 – 16:00	Team building workshop
16:00 – 16:30	Coffee break
16:30 – 18:00	Team building workshop
18:00 – 18:30	Break
18:30 – 19:00	Independent teamwork
19:00 – 20:00	Dinner
20:00 -	Other activities (informal); independent work; team building

### Day 3

<b>Time</b>	<b>Topic</b>
08:00 – 08:30	Registration
08:30 – 09:00	Morning Energiser
09:00 – 10:45	Business Idea Fine-Tuning Workshop: Problem, Solution, Business Segment
10:45 – 11:00	Coffee Break
11:00 – 12:30	Business Ideas fine tuning Workshop: Unique Value Proposition
13:30 – 13:30	Lunch
13:30 – 15:00	Business Ideas fine tuning Workshop: Customer segments
15:00 – 15:30	Coffee Break

<b>Time</b>	<b>Topic</b>
15:30 – 17:00	Independent Teamwork
17:00 – 17:45	Team Presentations
17:45 – 18:15	Break
18:15 – 19:00	Team Presentations
19:00 – 20:00	Dinner
20:00 -	Other activities (informal); independent work; team building

#### **Day 4**

<b>Time</b>	<b>Topic</b>
08:00 – 08:30	Registration
08:30 – 09:00	Morning Energiser
09:00 – 10:00	Team Integration Workshop
10:00 – 10:15	Coffee Break
10:15 – 11:15	Business Idea Presentations and meeting Mentors and Business representatives
11:15 – 12:15	Speed Dating Sessions
12:15 – 13:00	Lunch
13:00 – 14:00	Keynote – Business Success Story
14:00 – 16:30	Speed Dating Sessions
16:30 – 16:45	Coffee Break
16:45 – 17:30	Business Idea Fine-Tuning and Independent Teamwork
17:30 – 19:00	Interim Contest
19:00 – 20:00	Dinner
20:00 -	Other activities (informal); independent work; team building

#### **Day 5**

<b>Time</b>	<b>Topic</b>
08:00 – 08:30	Registration
08:30 – 09:30	Keynote – Start-up Success Story
09:30 – 11:00	Keynote – Business Success Story
11:00 – 11:30	Coffee Break
11:30 – 13:00	Independent Teamwork
13:00 – 14:00	Lunch
14:00 – 15:00	Business Idea & Team Competition
15:00 – 15:30	Coffee Break
15:30 – 16:30	Business Idea & Team Final Competition
16:30 – 17:00	Winner Announcement and Event Closing

## Annex 26: Event agenda template for DESIGN IT

### Trainings for participants

<b>Time</b>	<b>Topic</b>
09:30 – 10:00	Registration
10:00 – 11:00	Part I: seminar
11:00 – 12:00	Part II: seminar
12:00 – 13:00	Lunch break
13:00 – 15:00	Part III: workshop
15:00 – 15:15	Coffee break
15:15 – 16:00	Individual consultations

### Joint session - Day 1

<b>Time</b>	<b>Topic</b>
09:30 – 10:00	Registration
10:00 – 11:30	Workshop - reflection on previous workshops
11:30 – 11:45	Coffee Break
11:45 – 13:00	Workshop - business idea analysis
13:00 – 14:00	Lunch Break
14:00 – 15:45	Workshop – planning ahead
15:45 – 16:00	Coffee Break
16:00 – 17:30	Q&A and mentoring

### Joint session - Day 2

<b>09:30 – 10:00</b>	<b>Registration</b>
10:00 – 11:30	Workshop - reflection on previous workshops
11:30 – 11:45	Coffee Break
11:45 – 13:00	Workshop - business idea analysis
13:00 – 14:00	Lunch break
14:00 – 15:45	Workshop – pitch preparation
15:45 – 16:00	Coffee break
16:00 – 17:30	Q&A and mentoring

**Annex 27: Participant training agenda template for GET STARTED**

<b>Time</b>	<b>Topic</b>
09:30 – 10:00	Registration
10:00 – 11:00	Part I: seminar
11:00 – 12:00	Part II: seminar
12:00 – 13:00	Lunch break
13:00 – 15:00	Part III: workshop
15:00 – 15:15	Coffee break
15:15 – 16:00	Individual consultations