Tool 1: Checklist and Examples of Timings for a Coach

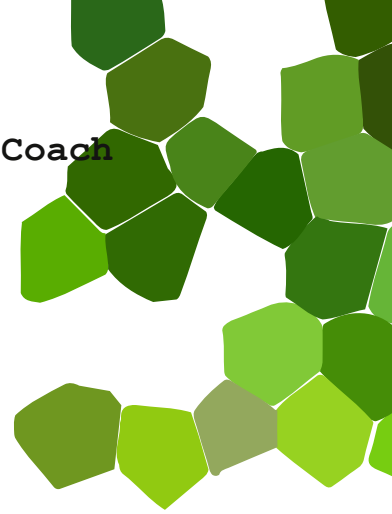Adapt the list to meet your own needs.

BEFORE THE PROJECT STARTS

☐ Writing agreements, including a sufficient description of the task.
☐ Necessary qualifications and permits if needed for the task.
☐ Access cards
☐ Inductions Inducting team members?
☐ Protective clothing
☐ Assessment of required skills if necessary
☐ Logical and realistic scheduling
☐ Communications plan: what will be communicated and who is responsible
☐ Financial transactions
☐ Resourcing
☐ Recruiting
☐ Evaluation of the students' start level
☐ Agreeing on and documenting the assessment criteria

DURING THE PROJECT

☐ Milestones: what themes and outcomes will be reviewed and when
☐ Monitoring the schedule: have things been done as agreed?
☐ Monitoring the finances: are the costs in accordance with the budget?
☐ Monitoring the use of time: are working hours spent as planned?
☐ Planning the upcoming workload ahead of time
☐ Changes and exceptions: comparing what is actually taking place with the plan
☐ A possible plan B
☐ Rules for the project
☐ Keeping in touch with various stakeholders
☐ Systematic observation and documentation of the ideas and possible new projects arising from the ongoing one
☐ Learning journals
☐ Evaluation of students during the project
☐ Making sure the assessment is carried out according to the agreed principles

AFTER THE PROJECT

☐ Marketing the possible new projects
☐ Filing and sharing contact information
☐ Conclusions from the project
☐ Successes
☐ Things to develop
☐ Compiling the feedback from all parties
☐ Sharing and utilising what has been learnt in subsequent projects
☐ The essential information stored and access to the information granted as agreed
☐ Include observations carried out at the beginning and during the project
☐ Learning report
☐ Final assessment according to the agreed principles
☐ Any other evaluation

Research Hatchery – Example of a Schedule

Time	Client	Coach	Student	Student throughout the project
Prior	A need for analysis or develop	A need for a brief	Desire to learn about the circular economy in practice	Writing the learning, log, meetings, individual work
		Formulating the brief together Agreement on the brief		
		Recruiting students Preparing the start of the workshop	Enrolling into the Research Hatchery	
In the beginning	Initial meeting, giving out the brief			
During	Briefing	Initial evaluation of the innovation competences, team building	Actively building the team	
		Evaluating the project plan and commenting	Project plan, division of labour, scheduling, choice of research method	
	Sharing information	Regular meetings with the students, booking spaces for the students to use	Searching for more information, benchmarking... Interviewing experts, surveys, literature reviewss, visits etc. Preparing for the seminar	
Halfway	Progress seminar			
	Feedback on the seminar		Going through the feedback, specifying plans,possible changes, keeping up the good work	
	Sharing information	Regular meetings with the students, booking spaces for the students to use	Writing the final report, preparing the final presentation	
At the end	Final seminar			
	Evaluating the idea and feedback		Final presentation and report on results	
	Applying the idea	Going through the evaluations and feedback, reading the report, informing about the project	Self evaluation and peer evaluation of the innovation competencies, feedback, writing the learning report	

Circular Economy Path – Example of a Schedule

Date and Time	What is learnt?	How is the learning evaluated?	What are the learning results?	What time/competence is required from the teacher?	Criteria for a good brief
Week 1 Briefs	Listening, selecting, evaluating	Presence Choice of project Questions?	Choosing a development project	Organising Cooperation, relations, scope	Clear Space for innovation
Week 2 Team building, information search	About oneself and others: Strenghts Competence	Reflection, dialogue, presenting theory (website)	Learning agreement, group spirit, resourcing, rules, risk management, competence, sharing information	Organising, space, freedom, enthusiasm	Clear guidelines, inspiring environment
Week 3 BootCamp Pitching	Prioritising, planning, canvases Searching for information Coping with pressure, presenting	Progress (dialogue) Presentation and idea	What will be done, resourcing Team spirit, top team	Organising, space, freedom, enthusiasm	Freedom and limits
Week 4–8 Information search, website Project plan	Information search and presentation Designing a website	Website Meetings, progress	Competence, ability Visualising, prioritising, information search, project planning, leadership, teamwork	Competence (to guide in the right direction)	Freedom and limits
Week 10 Meetings	Resourcing Meeting practices	Meetings, practicability of plans	Project plan	Coach, scope, realism	Clarity, what is wanted?
Week 10–16 Realisation	Competence, networking, acting, scheduling, communicating, competence	Meetings, doing what has been agred	Product/service Presentation, publication, website	Realism, visualisation, competence, openness, giving space, keeping the brief in mind. Questions.	Clear guidelines, timely interventions Giving space
Week 16 Reflection, reports, article	Summarising, visualising, analysing, making concrete, tenacity, giving instructions	Presentation, dialogue, returned tasks, website, article	The business possibilities in the circular economy, networking, giving and receiving feedback, reporting	Organising, competence, innovation competence, reporting	Possible to realise

Example Schedules of Two Different 24h-Innovation Camps

Example schedule: 3x8 h

First day

- Division into teams and team building (2 h)
- Introduction to the circular economy (1 h)
- Induction into innovation techniques (0.5 h) – by an expert/representative of industry, if possible
- Lunch
- Briefs (0.5 h)
- Innovation (brainstorming, 10 ideas by each team member in 10 minutes) and grouping the ideas (altogether 1 h)
- Moving on with 6 chosen ideas with the ”Yes and” method (1 h)
- 2–3 ideas into the matrix, evaluation of the ideas (1.5–2 h)
- Presenting the matrices to the coaches (and to the client) and to a peer group. Feedback (1.5–2 h)
- Continuing with the matrix and developing the idea based on the feedback

Second day

- Developing the idea to fit the Business Model Canvas (2–3 h)
- Lunch
- Presenting the Business Model Canvas to the coaches and peer group (1 h)
- Developing the idea further (2–3 h)

Third day

- Preparing a presentation (2 h)
- Pitching the ideas (2–3 h depending on the number of groups)
- Self-evaluation, peer evaluation (1 h)
- Round-up session (0.5 h)

Example schedule: 24 h

- Introduction to the circular economy (1 h)
- Division into teams and team building (2 h)
- **Lunch**
- Induction into innovation and the brief(s) (1 h)
- Innovation (brainstorming, 10 ideas by each team member in 10 minutes) and grouping the ideas (altogether 1 h)
- Moving on with 6 chosen ideas with the" Yes and" method (1 h)
- 2–3 ideas into the matrix, evaluation the ideas (1.5–2 h)
- Presenting the ideas to the coaches
- Further development of the ideas
- **Dinner**
- Continuing with the matrix and developing the idea based on the feedback
- Relaxation and sleep

Night

- **Breakfast**
- Finalising the presentations (2 h)
- Lunch
- Pitching the ideas (2–3 h depending on the number of groups)
- Self-evaluation, peer evaluation (1 h)
- Round-up session (0.5 h)