Lean Innovation Educators Summit

December 2020

Breakout Room Discussion Slides

H4SDG Breakout Room - Paul Fox & Asetila Köstinger

- Greater geographic reach online, greater availability of participants.
- Online we get better attendance, some of the quieter voices participate. Online programs are better than ever. Difficult to keep momentum online. Community building is challenging.
- Mixed results in customer discovery – some have more insights, some aren't able to go as deep, and difficult to observe. Problem-solution fit is easier than product-market fit, so depends on the phase.
- Minimize large-group Zoom discussion, and maximize breakout group time. Hybrid model post-pandemic with online training plus in-person meetings for community building.

Breakout Room 3 - Philip Bouchard

- Overall, classes are better remote.
- Wallflowers get to use chat versus not participating at all. Wallflowers can type to ask questions.
- Easier to get and bring in guest speakers because no travel requirements as the speaker can Zoom in from wherever they are working.
- Have adapted to a discussion class format avoiding the master class approach.
- Teachers who invited to students into the conversation were the most successful.
- Tip for teachers. Avoid fatigue by using a stand-up desk versus sitting for the duration of the the class or classes that you teach throughout the day.
- Avoid lecturing! Provide lecture related materials to students in advance of the class; ask/require students to submit a question on the material to indicate that the student (at least) reviewed the material.
- Move all the master material to video, better for everyone and gives professors more time to coach teams. The simplest thing to do was to let them see lectures and post questions in the online class.
- Students get tired fast, need more breaks. For a 3-hour class, have three 45-min sections with 2 breaks.
- Break the sections up into 10-15 minute time blocks. Breakout sessions should also be 10-15 mins.
- Heavy use of breakout rooms: Present breakout rooms (hard to set up in Zoom), give groups quick problems to work on and report back.
- Be sensitive to each student's personal situation. Students who live in shared spaces can't leave their cameras on. Not all students can zoom in from a private room. Students may be sensitive to sharing what's going on in the background.
- However, as a "House Rule", because participation is often part of a student's grade, when speaking the student must/should leave their camera on.
- Observation: whenever a professor jumps into a breakout "room" with students the conversations stop.
- Observation: Under remote learning, there is more pressure on the professor to be entertaining.
- Technology: Be sensitive to a student's bandwidth issues; don't use applications for your class that are bandwidth hogs.
- Exams need to be redesigned - all open book exams now, require that we test understanding and application of concepts not memorization.

Breakout Room 4 - Jim Hornthal

- Main Street business (Ellen Sloan - Greater LA area - digital inclusion, getting business online, social media, coaching on BMC; pivots, customer development, etc)
- Keith McGreggor - Puerto Rico cohorts based on I-Corps - most businesses are Main Street businesses; those kinds of startups; the intent is to start right up immediately following the program (or concurrent) — need to cover more than canonical I-Corps program; post-class curriculum
- Balance of System; Lean is a component to a larger ecosystem ... multi-faceted challenge ... W Mass (John Fabel) - regional economic development; big tech spin-out is NOT the theme; more Main Street local in nature...
- Need to track more than team activity ... critical to track and measure engagement (with mentors and instructors) and the insights that come from those engagements (questions/answers are inverted) - resulting pivots - 3 kinds of mentors: process, technology, and market mentors ... Zoom makes this easier, but mentor tools and training is important - also no longer restricted by the size of the classroom, size of cohorts has been increased providing greater access to the lean content, process and engagement - hats off to Stanford's H4Recovery as a first mover in this direction using breakout presentations as well as large "auditorium" presentations
- Tactical recommendation: National program changes - office hours required every week with every team
- New tools like Zoom for Education (Class EDU) hold great promise for education writ large to do more with the virtual connectivity for the classroom ... Michael Chasen (Blackboard)

Breakout Room 5 - Michael Marasco

1. In deploying distance learning and responding to COVID-19, what adaptations have been most effective? Least effective?
   - **Create a truncated program to avoid Zoom fatigue.**

2. What challenges have you observed in the response to COVID in high growth / high potential sectors and Main Street businesses?
   - **Investing can happen over Zoom; face-to-face is not needed**
   - **"Drive-in" demo days**

3. Curriculum Changes:
   - **Customer development has to be rethought; interviews without live product is harder; Zoom makes customer development easier.**

4. What are your personal "lessons learned"?
   - **Customer development has Zoom and non-Zoom sweet spots.**

5. Are they scalable solutions? Which innovations would you recommend to others?
   - **Role of MVP is critical; get ready for Zoom backlash; hard to deliver compelling content.**

Breakout Room 6 - Bob Dorf

Challenges and Issues:

1. DIVERSITY of founders, funded startups, mentors; Girls & Women in and moving into STEM came up repeatedly.
2. SENIORS should be more engaged as coaches/mentors and volunteer board members--they have time and experience
3. INTIMACY hard to achieve online. Smaller groups, less formal "chat-like" sessions, outdoor activities recommended
4. HOMELESSNESS is not particularly lucrative, but will be a far greater challenge in 2021 and needs innovative startup help

Ideas and Solutions:

1. NICHES, SMALLER GATHERINGS on highly-focused subjects help encourage engagement (i.e. "marketing for sellers of marketing/creative services"); also personalization of interaction, as in "let's talk about whatever's bugging you/your startup"
2. REQUIRE STARTING A BUSINESS TO GET YOUR DEGREE, per U of Buckingham, small UK university does so. It helps…
3. REMEMBER WE ARE TEACHING LIFE SKILLS that serve careerists at big banks: problem solving, decision making, selling, ideation etc.; Point this out to recruit more ambitiously
4. TREAT MAIN STREET BUSINESSES AS STARTUPS' EQUALS, which they are...adjust content to help more at grass roots; don't treat as second-class citizens
5. OPEN YOUR INCUBATORS to local main street founders

Breakout Room 7 - Tom Bedecarré

Our group shared mostly positive aspects of using Zoom for meetings during Covid-19:
Zoom makes SOME things about LLP class meetings BETTER:

- Easier to find convenient times for team meetings, customer interviews, meetings with mentors

- Easier to book guest speakers, as speakers can be recorded prior to class

- Students (and instructors) discovered power of collaboration tools, including:

- Mural, Miro, Zoom Whiteboard

- Using pre-recorded lectures and guest speakers frees up class time for team presentations

- One instructor said it was the first time he used "flipped classroom" (and glad to learn that method)

- Mentors found students more open to building connections and relationships that transcended class projects

- Some instructors are exploring the use of Zoom in post-Covid courses to complement live class meetings

- Hybrid classes (live + Zoom) were not successful – best to either present all on Zoom or all live in classroom

- Poor internet connections and technical difficulties were a big problem for one instructor

Breakout Room 8 - Dave Chapman

- Issues surfaced that need further consideration
- Challenges of developing & promoting resilience whilst providing a supportive environment in context of significant (Covid-related) mental health issues in student population

- Things that worked (better) and should be retained
- Online team gathering & collaboration
- Lots of (online) guests
- Great tools for rapid collaboration at scale (e.g. Business Model Canvas)
- Additional opportunities for peer review in large class settings

- US 4th Mission == EU Third mission (outreach/impact)
- Already a significant component of activities in several institutions (Technion, UCL etc.)

- Students should be given additional opportunities to respond to "global scale" challenges.

- Tenure and promotion criteria significant barrier to cultural change (e.g. focus on publication)
- Some institutions already rewarding 4th Mission activities c.f. https://www.ucl.ac.uk/human-resources/sites/human-resources/files/ucl-130418.pdf

Breakout Room 9 - Phil Weilerstein

Virtual learning changes:

- Enabled broadening of speaker pool and reaching out across geography - especially intl connections.
- Possible to build programs across time zones and continents
- Interaction between people is enhanced with time for small group interaction
- Begins to raise questions about regionality of programming? Is that the relevant frame anymore?
- Uptake for / by working students to be able to participate, difficult to teach design work - - hard to feed off each other

Resources: Jamboard, MURAL, MIRO - online lots of issues with technical and bandwidth issues - can we harvest what we've learned about these tools and how to use them?

> Curriculum changes:

- Looking for opportunities - looking at topical and sector areas - like AI.
- Probably will remain as a hybrid course and do more outreach - have reached out much more broadly expanded speaker pool and engagement.
- Broadening access? -> Virtual access has allowed people to participate at diff levels - +&- both possible to be partially present - this is a challenge.
- Online learning requires a different instructional design - need to take a different approach - engagement strategies that convert experiential learning into a virtual format - at this point it's a lot of piloting. The big gain is in reaching people who would not have had access before - across continents, serving entrepreneurs in diff countries and making programs accessible
- Instructional design learnings:
  - Make things work asynchronously - post on a CMS so materials area accessible, communicate with their peers and actively participate in peer to peer engagement (chats, assignments, etc)
  - Added a clinic session - is on teams to bring forward their challenges and then get input from their peers on how to address those challenges. Peer coaching model
  - Recording online materials -> able to harvest great sound bites that can be scaled across the whole network
  - Some sessions might be better not to record to maintain confidentiality on sharing sessions
  - Online learning takes longer - need a diverse set of tools and portfolio,

Breakout Room 11 - Jim Chung

- Need to democratize our training to include diverse communities, including K-12, returning citizens, and Main St. businesses and acknowledge increase of "necessity" based entrepreneurship

- Instilling culture change is as important as teaching the methodology

- Increase use of flipped classroom approach to leverage the advantages of remote learning platforms

- Mentorship and matching becomes easier to implement remotely, and can play a greater role in the training process

- Conversely, networking becomes more challenging and new modes need to be developed

Breakout Room 12 - Babu DasGupta

Main focus of group discussion was on deploying distance learning and adaptations. Focused on what worked and what did not.

Positives

- Ability to recruit and teach remotely
- Ability to reach out globally, engage and build partnerships
- Maintaining the same teams during breakouts each week
- Instituting virtual pitching and customer discovery
- Additional opportunities to innovate because of technology (Zoom, Microsoft Teams, others)
- Ease of finding/recruiting mentors
- Enabling students to do Customer Discovery better

Negatives

- Drop off in engagement after 1 hour
- Difficulty in creating/maintaining energy
- Online fatigue (time zone differences?)
- International Zoom calls

Breakout Room 13 - Todd Warren

1. In deploying distance learning and responding to COVID-19, what adaptations have been most effective and?
   - Focus on bringing experts into the classroom. Practitioners and the best theorists.
   - Need to lean harder in flipping the classroom, better collab tools and focus on collab sessions more coaching.
   - new tools: discord to

2. What challenges have you observed in the response to COVID in high growth / high potential sectors and Main Street businesses?
   - Mainstreet fell out of product market fit; need to help them have the tools to do it.
   - using students as teachers to help mainstreet businesses. Pivot from "building the next app" to helping mainstreet businesses use the tools of the information age to fit into product market fit.
   - Need for rural areas to have different tools and experiences to engage them. Challenges with getting "older" folks to engage; more luck with focusing with younger people and having them build community.

Breakout Room 14 - Jeff Reid

Most effective:
- Miro/Mural
- Zoom team meetings discussing socratic questions.
- Slack as community for keeping team engaged
- Shorter sessions
- Virtual collaboration to keep class engaged

Least effective:
- corporate firewalls blocking useful tools
- corporations using clunky tools
- Discussion Boards
- Pre-reads have not been effective

Scalable Solutions
- Remote learning, collaboration via crowd-sourcing at global scale. We were forced to it but it may stay
- The whole key is EMPATHY and ENGAGEMENT. Very scalable.
- Too many are twitter brainwashed, and too chat focused on participation, instead of engaging.
- Students want cutting edge: assigned YouTube videos work and are scalable.
- Students LOVE hearing from the source (e.g. Steve Blank). Yes, easily scalable. +1
- Big problem with scholarly pubs is translation. We need more translates into video.
- Video is king for scaling. Simple but true.
- Universities and lecturers have a golden opportunity to do this professionally and leverage the awesome content and knowledge.
- We offer no-charge original video clips and podcasts about innovation and entrepreneurship by Steve Blank and many other thought leaders at http://ecorner.stanford.edu; feel free to have a look (Tom Byers)

Breakout Room 14 - Jeff Reid Pt. 2

<u>**COVID Challenges:**</u>
- Convincing the importance of visual and video communication (inter & intra)
- Digital transformation is still the key
- Businesses who differentiate themselves by focusing on the "personal-touch"
- Getting clients to realise that most past customer data is a poor source of Covid innovation validation

<u>**Teaching Innovations:**</u>
- Focus on motivation, motivation of learning from full-time professional in my case
- Bring in more COVID-impacted current market trends and opportunities
- Focus more on Lean x Antifragile mindset
- Use recent commercial examples such as Quibi so they know no one is immune to ignoring desirability

<u>**Lessons Learned:**</u>
- Every business has had to pivot as a result of COVID. Where large business could be complacent before, they at least see one area that could be improved by these techniques.
- Experimentation gets results! #ExperimentLife
- "Data beats disagreements" - You may have multiple opinions, but it's the data that helps drive decisions
- Get data over opinion in a structured experimental way. Move fast and get pre-totypes in front of customers in 24 hours to learn fast.
- Track experiments at scale and measure experiment velocity
- Be flexible, always prioritize, and re-prioritize, develop empathy
- Had no idea how non-digital (stuck in past) so many mindsets and firms. Importance of shifting mindsets.
- Students and firms too stuck on immediate crisis rather than step back and think "Lean"

Breakout Room 15 - Micah Kotch

In deploying distance learning and responding to COVID-19, what adaptations have been most effective? Least effective?

Online bootcamps. Hard to gauge feedback from teams, hybrid-classes are most detrimental learning environment. Hard to maintain 1:1 intimacy, but Zoom has been a passable, safe, option. Keep it simple, trust, be proactive. Takes teams longer to get interviews, can't just knock on doors. On the other hand, people have more time on calendar, so getting zoom interviews is easier.

What challenges have you observed in the response to COVID in high growth / high potential sectors and Main Street businesses?

Main Street is distracted and focused on day to day issues, also impacted personally. Look at all aspects of the entrepreneur. Prioritize the human element. Focus on what's important and be methodical.

Breakout Room 16 - Todd Basche

1.   **Distance Learning is here to stay:**

a. Covid broke the myth that distance learning is not effective. We will use DL even when we come back to class.

2.   **Teachers without Borders:**

a. We found we can reach a much larger audience locally and worldwide by Distance Learning.

b. This causes us to shift to early morning classes to satisfy more time zones.

c. Recording is good, allows increased access, but summarizing, key points is also effective.

The UN provides a set of caricatures and bullet points to make the summary interesting.

3. **Team Formation takes longer:**

a. Team forming and storming happens through socializing , which happens naturally in person, and is much harder virtually. It does happen, it just takes takes longer.

b. Encourage ways for Students to connect outside of class: Distance Socialization

      i. Spend more time together online, Gaming, 1:1's, etc.

Breakout Room 17 - Todd Morrill

In deploying distance learning and responding to COVID-19, what adaptations have been most effective? Least effective?

- Very small chunks, e.g. one minute presos rather than 5 or 15 mins.
- Let students design their own programs -- (maybe make it part of the course requirements?!) -- because they are 'the audience' and because they know the tools that they like/use.
- Use collab tools both in class and outside.
- Allow/encourage more 'teaming' action because casual team-building e.g. coffee after class doesn't happen -- must be much more intentional.
- More exercises, esp. if team based.
- Team to team feedback in break outs -- don't rely on teacher exclusively
- New tech like multiple monitors, better camera.

NOT fully effective - Zoom (just a virtual classroom). Old syllabus.

SIMPLE SOLUTIONS: UTRioGrande added wifi strength to get into parking lots, thereby allowing students to attend class from their car -- when home internet is not good enough.

Breakout Room 18 - Jessica Fields

1. **In deploying distance learning and responding to COVID-19, what adaptations have been most effective? Least effective?**

   1. Orientation before cohort; 2. Chunking down the information and serving it up appropriately, i.e., buffet style rather than a monolith; 3. At the top & bottom of every lecture stating, "here are the five things you need to know about the topic;" "learning in service of the business." This helps to be clear about the learning path and the different levels of proficiency.

2. **What challenges have you observed in the response to COVID in high growth / high potential sectors and Main Street businesses?**

   1. Students are overwhelmed; 2. How to keep investors engaged over video is a challenge to surmount – tried shortening & simplifying presentations, however Q&A has been a struggle to get into a flow.

3. **How have you adapted your teaching to support Main Street and regional business during this challenging time? Please draw on your experience in these sectors if applicable.**

   1. Combine market issues with a diverse team of 6-8 students (this budgets for potential drop off in the teams) to build a solution. Students get experience working with (smaller) mainstreet businesses, connect with local community, and businesses can get some support; 2. Connect main street to university capabilities and services – CUNY has a Tech Ventures program supported by the city that does this and provides students with project experience, ASU has a Masters in Innovation & Venture Development program now as well; 3. Build programs to replace subsidies to independent restaurants – have entrepreneurial students working with individual restaurants to connect waitresses and bartenders to funding programs; 4. J-School has a Covid Pen Pal program in Kansas – Eastern Kansas students send a note and a mask to an individual in Western Kansas (major hotspot currently) and offer to call in 30 days to see if they're alive, well, and using the masks;

4. **How have you modified your curriculum to address high growth / high potential sectors and Main Street, regional business opportunities?**

   Provide booklets to help: Innovative Creativity & Communication of Ideas

5. **What are your personal "lessons learned"?**

   Need to teach all students and mainstreet businesses to clearly communicate on the market, so investors can understand what they are getting for their money and entrepreneurs get what they need.