

Environmentally driven business development (module)



Facts & Main Elements

- The module aims to develop the capabilities to formulate and plan a business solution for an environmental problem.
- It is 6 ECTS and has been offered since 2013.
- Approximately 250 students (50 yearly) from two engineering programmes (Energy and Environmental Engineering, Industrial economics).
- Students work with own ideas sometimes suggested by external actors such as companies.
- Idea generation, Shitty prototyping, Value creation forum and final exhibition are central activities on top of lectures and workshops.
- NABC, BMC, Porters five forces are central frameworks.



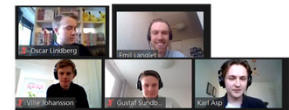
Main outcomes

1. Approximately 40 business plans.
2. Three student start-ups developing their own ideas in the module.
 - ✓ One start-up recently awarded for their innovation.
3. One university start-up helped in drafting their first business plan.
4. New digital formats such as at the European Sustainability Innovation Contest.



Above: Team Imprius, Auxulus sustainable lenses. Winners in two categories: Most Original Idea and Best Movie

To the right: GOLDWCO2 (Linköping): App for Climate Footprint of Food. Winner in the category: Most Sustainable Idea.



What's new? / Assessment

- Involvement of a business partner (Tekniska verken) throughout the module. Previously, business partners had mainly been involved at the start of the module and in a guest lecture.
- New format for idea generation seminar.



- Improved format for feedback on project reports.
- Increased focus on sustainability dimensions of entrepreneurship.
- Digitalization due to pandemic.

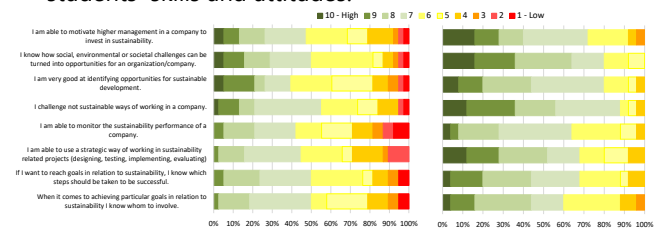
Assessment

- Students liked the developments.
- Business partner noted that many ideas generated from students were not in line with Tekniska Verken's mission. Could perhaps be influenced by even closer participation in the module.



Lessons learned & Plans for Future

- Well functioning module with an indicative impact on students' skills and attitudes.



- We will keep the focus on students own idea. Mainly since it would require to much work to scout for external ideas. That approach is used for other modules offered to the same students.
- Digital tools such as Mural for documenting workshops and pre-recorded lecturers will be further developed and used even in on-campus mode.
- Digitalization on focus of students' own ideas makes the module scalable and transferable.
- Development of individual reflection portfolio:
 - ✓ My development journey as an environmentally driven entrepreneur.