

PETER JONES'
ENTERPRISE AND ENTREPRENEURSHIP

Specsavers

Unit 1: The Innovative Entrepreneur

Complete unit

fppt.com

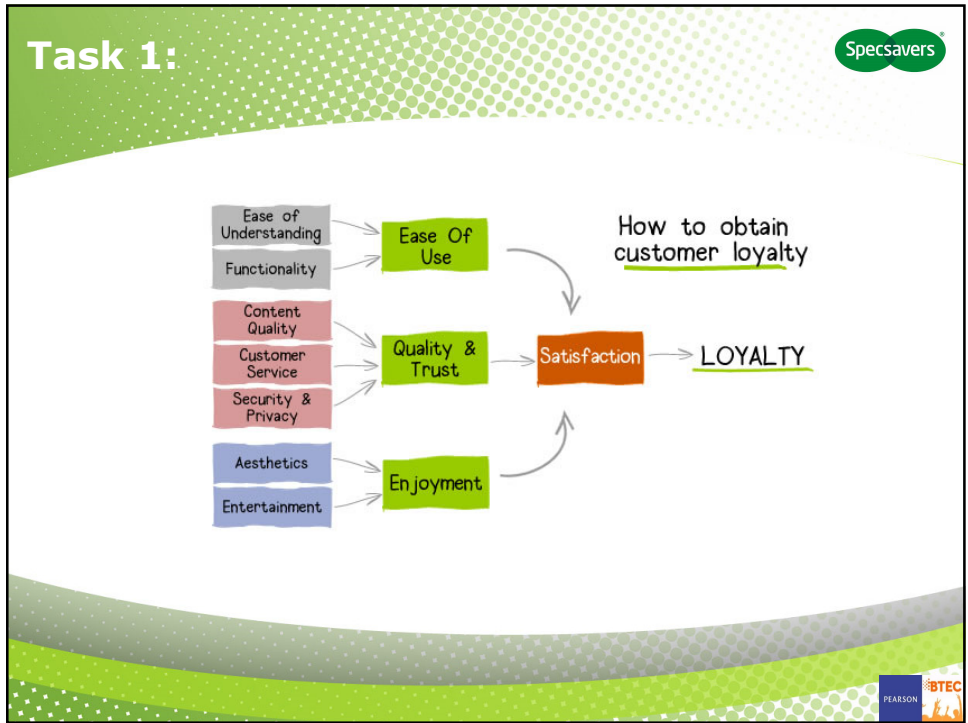
Task 1:

De behoeften:

- geld
- ontplooiing
- schoonheid
- genegenheid
- vrije tijd
- hygiëne
- lustgevoelens
- gemak
- gezondheid
- zekerheid
- waardering
- bezitsdrang
- acceptatie

Specsavers

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- Task 1:** Specsavers
- Introduction to Business Model innovations:**
- Twee modellen:**
- **Value Proposition**
 - Target Segments
 - Product or Service offering
 - Revenu Model

 - **Operating model**
 - Value Chain
 - Cost Model
 - Organisation
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Task 1:

AN INNOVATION MATRIX

culture
research

HUMAN
(interdepartmental, HR)

DISRUPTIVE
(policy, industry-driven)

shared language

shared knowledge

shared tools

shared resources

intrinsic **VALUE** *extrinsic*

extrinsic **VALUE** *intrinsic*

CREATIVE
(experimental, idea creation)

OPERATIONAL
(resource-driven, supply chain)

service

market

Gunther Sonnenfeld 2013

Task 1:

Target Market

"Who are the potential customers for our offering. How do they differ?"

Value proposition

"What does a customer seek in purchasing this offering and why is it better than competitors?"

Research Programmes

"Which research programmes to anticipate best responses in the right moment?"

"What is the timing and amount of investment to ensure timely delivery of our planned solution?"

Roadmap/investment planning

"Which offerings or enhancement have the most impact on revenues? Customer satisfaction?"

Portfolio Management

Task 1:

SIX QUESTIONS ABOUT BUSINESS MODEL INNOVATION

Business model innovation can occur in a number of ways: by adding new activities, by linking activities in novel ways — or by changing one or more parties that perform any of the activities.

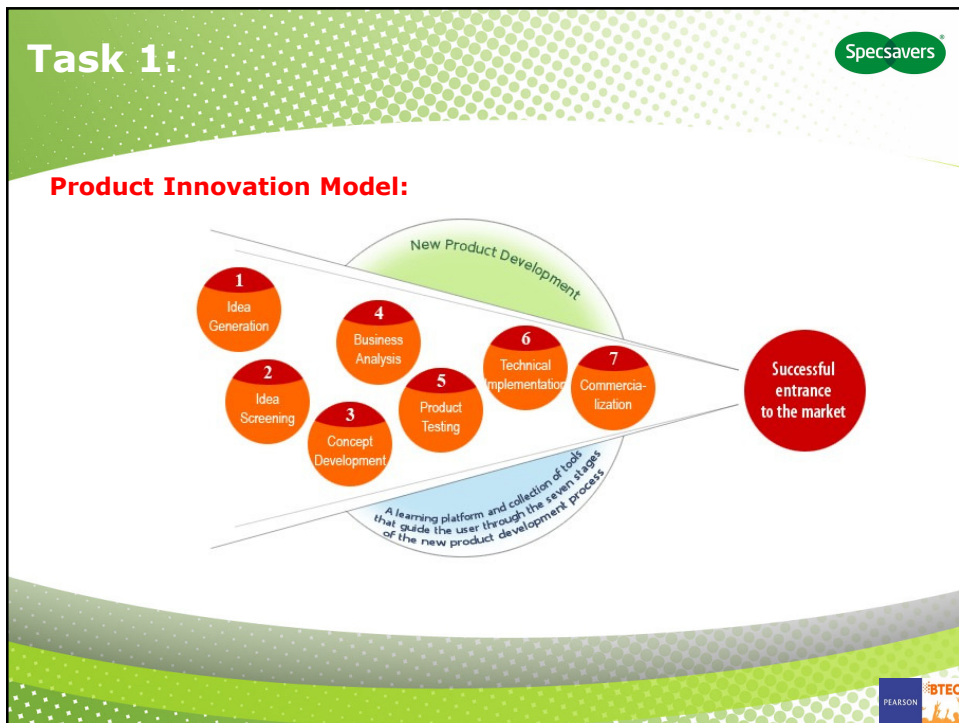
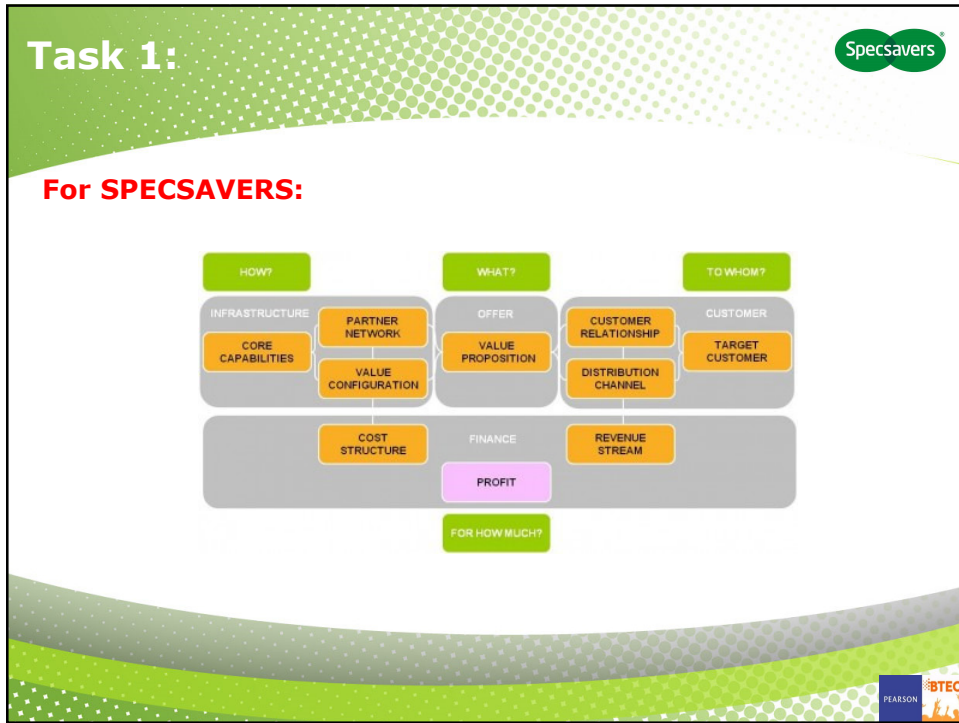
- 1 What customer needs will the new business model address?
- 2 What novel activities could help satisfy those needs?
- 3 How could the activities be linked in novel ways?
- 4 Who should perform the activities? What novel governance arrangements can be found?
- 5 How will value be created for each stakeholder?
- 6 What revenue models can be adopted to complement the business model?


Task 1:

Osterwalder's 9 point decomposition of a Business Model:

```


    graph LR
      CC[Core Capacities] --> VC[Value Configuration]
      VC --> VP[Value Proposition]
      VP --> DC[Distribution Channel]
      DC --> CS[Customer Segment]
      CS --> RS[Revenue Streams]
      RS --> SF[Success / Failure]
      SF --> CS
      CS --> VC
      CN[Partner Network] --> VP
      CR[Customer Relationship] --> CS
  
```


Task 1: 


Product Innovation Model:

The New Product Development Process



www.innovationreactor.com





Task 1: 

Market Development Model

The ANSOFF MATRIX:

		Existing Products	New Products (NPD Process)
Existing Market	MARKET PENETRATION Existing products into existing markets	PRODUCT DEVELOPMENT New products into existing markets	
	New Market	MARKET DEVELOPMENT Existing products into new markets	DIVERSIFICATION New products into new markets





Task 1: 

Market Development Model in relation with Customers

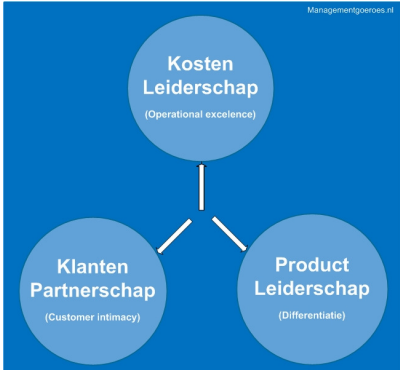
The ANSOFF MATRIX:

Existing Products to Existing Customers	Existing Products to New Customers
New Products to Existing Customers	New Products to New Customers





Task 1: 

Waarde posities Treacy & Wiersema:



The diagram shows three interconnected value positions: **Kosten Leiderschap (Operational excellence)** at the top, **Klanten Partnerschap (Customer intimacy)** at the bottom left, and **Product Leiderschap (Differentiatie)** at the bottom right. Lines connect all three positions to a central point.



Task 1: 


Er zijn volgens Michael Porter vier Generic strategies:


Kostenleiderschap – je biedt een producten of diensten waar veel vraag naar is aan tegen een zo laag mogelijke prijs.

Differentiatie – je biedt een product of dienst waar veel vraag naar is maar met unieke eigenschappen.

Kosten focus – je biedt een product of dienst aan in een niche markt, en hierin zorg je voor een zo laag mogelijke prijs.


Differentiatie focus - je biedt een product of dienst aan in een niche markt, en je product of dienst heeft unieke eigenschappen.




Task 2: 

Creativity by Graham Wallas:


Preparation
Collecting background information & Focusing on the problem or opportunity




Incubation
After reviewing and processing information you sleep on it!



Illumination
Often when least expected an idea will flash into your mind. Eureka!



Implementation/Verification
Develop a plan to implement the idea and test.



Task 2: Specsavers

Preparation/Incubation/Illumination/Verification

Interatif Model
(Whole Brain Creativity)
http://jasarnina.blogspot.com

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Task 2: Specsavers

Creativity by Anderson & West:

EXPERIENCE

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Task 2: Specsavers

The diagram shows a profile of a human head with the brain exposed. Four blue boxes are positioned around the brain, each with an arrow pointing to a specific area of the brain. The boxes are labeled: 'do' (top), 'think' (left), 'feel' (right), and 'watch' (bottom). The 'do' box is connected to 'Active Testing' and points to the 'Premotor and Motor' cortex. The 'think' box is connected to 'Abstract Hypotheses' and points to the 'Frontal Integrative Cortex'. The 'feel' box is connected to 'Concrete Experience' and points to the 'Sensory and Postsensory' cortex. The 'watch' box is connected to 'Reflective Observation' and points to the 'Temporal Integrative Cortex'. The brain is also labeled with 'Frontal Cortex' and 'Back Cortex'. The background features a green dotted pattern at the top and bottom.

do
Active Testing
Frontal Cortex
Premotor and Motor
Sensory and Postsensory
Back Cortex
Frontal Integrative Cortex
Temporal Integrative Cortex
Abstract Hypotheses
think
Concrete Experience
feel
watch
Reflective Observation

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Task 2: Specsavers

Creativity the Journalistic Six:

Six colorful chalkboards are scattered in the center of the slide. Each chalkboard has a word or symbol written on it in white chalk. The words are: WHO (yellow border), WHAT (green border), HOW (red border), WHEN (blue border), WHY (orange border), and WHERE (green border). A question mark is written on a small black board in the center. The background features a green dotted pattern at the top and bottom.

WHO
WHAT
HOW
WHEN
WHY
WHERE

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Task 2:

Creativity by thinking exercises as PMI:

P-M-I Chart


Plus	Minus	Interesting

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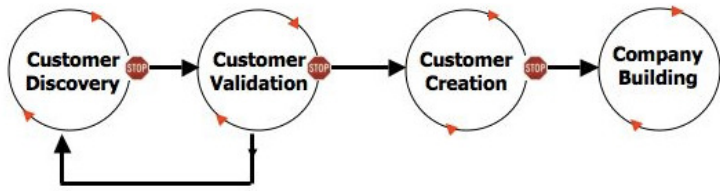
Task 2:

Creativity by thinking exercises as PMI:

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Task 3: 


Proposals & Ideas:



```


graph LR
    A((Customer Discovery)) --> B((Customer Validation))
    B --> C((Customer Creation))
    C --> D((Company Building))
    B --> A
  
```




Task 3: 

Proposals & Ideas:

- Overall Vision
- Overall Purpose
- Potential Customers
- Benefits to Customers
- Benefits to "Sponsors"
- Core Values
- Brand & Brand Personality
- Competitors
- Other Entrepreneurs



Task 3: 

Ideas:

- **SWOT Analysis**
- **Viability**
- **ROI = Return on Investment**
- **Licences**
- **Patents**
- **Copyright**
- **Intellectual Property Rights**
- **Trademarks**

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Task 3: 

SWOT in detail:



STRENGTHS (Blue circle with lightbulb icon):

- Strong customer relationships
- Positive company culture
- Geographic location
- Knowledge of industry being served (e.g., automotive, dairy, machinery)

WEAKNESSES (Yellow circle with lightbulb icon):

- Leadership/management
- Financial management/Key Performance Indicators (KPIs)
- Driver recruiting and management
- Aging equipment

THREATS (Red circle with lightning bolt icon):

- Creditors
- Competition
- Cost of capital
- Compliance issues

OPPORTUNITIES (Green circle with magnifying glass icon):

- Freight network optimization
- Diversification
- Fuel management
- Maintenance management

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Task 3:

Viability in detail:

Minimum + Viable:
Good products for startups to build

Minimum:
Crappy Products nobody wants to use

Viable:
Products built by companies better-financed than you

Task 3:

ROI in detail:

The Du Pont Return on Investment Formula*

Return on Investment is **Multiplied By**:

- Turnover** (Sales / Total Investment)
- Earnings as a % of Sales** (Earnings / Sales)

Total Investment is **Plus** **Permanent Investment**

Working Capital** includes: Inventories, Accounts Receivable, Cash

Earnings is **Minus** **Cost of Sales**

Cost of Sales includes: Mill Cost of Sales, Selling Expense, Freight & Delivery, Administrative

* Adapted from Relevance Lost Figure 4-1, p. 85. See their footnote 47 for the original source .
** Working capital also includes small amounts of deferred charges.

Task 3 & 4:

Specsavers

ENTREPRENEURIAL INDIVIDUAL

SKILLS
 problem solving
 creativity
 persuasiveness
 planning
 negotiating
 decision making

ATTRIBUTES
 self-confident
 autonomous
 achievement oriented
 versatile
 dynamic
 resourceful

PROCESS	BEHAVIOURS
INTENTION triggering event	PROACTIVITY actively seeking goals
↓	
OPPORTUNITY SEARCH AND DISCOVERY	INNOVATION opportunity search coping with and enjoying uncertainty
↓	
DECISION TO EXPLOIT OPPORTUNITY	CHANGE taking risky actions in uncertain environments flexibly responding to challenges
↓	
EXPLOITATION OF OPPORTUNITY	acting independently on own initiative solving problems/conflicts creatively persuading others commitment to make things happen

Source: Elaborated from Gibb (1993) and Shook *et al.* (2003)

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Task 4:

Specsavers

Skills in relation:

The diagram illustrates the relationship between three core areas: **PERSONAL EFFECTIVENESS**, **RELATIONSHIP**, and **STAFF MANAGEMENT**. Each area is associated with specific skills:

- PERSONAL EFFECTIVENESS** includes: MANAGE STRESS, LEADERSHIP, and BE ASSERTIVE.
- RELATIONSHIP** includes: LISTENING CAPACITY and NEGOTIATE AND MANAGE CONFLICTS.
- STAFF MANAGEMENT** includes: MANAGE AND MOTIVATE TEAM.
- The intersection of **PERSONAL EFFECTIVENESS** and **RELATIONSHIP** is linked to: BE ORIENTED TO RESULTS, which further leads to BE ABLE TO GIVE GOALS AND CONTROL RESULTS and DECISION SKILLS.

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Task 4:

PdP: (unit 22)

- Skill audits
- Competences
- 360 degree feedback
- Personal SWOT

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Task 4:

Test:

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	Insufficient competence: Area of weakness that needs improvement	Some competence: You know what to do but find it difficult to apply	Sufficient competence: You know what to do and sometimes apply it in practice	Fully Competent: You know precisely what to do and apply it fluently in practice
1. Making decisions and initiating activities				
2. Managing others				
3. Financial management				
4. Marketing and sales				
5. Working with customers				
6. Acting ethically and in an honest manner				
7. Forming relationships and networks				
8. Persuading and influencing others				
9. Giving presentations				
10. Formulating and reporting				
11. Applying specialist knowledge				
12. Making use of materials and resources				

5 STUKS INVULLEN

- U zelf
- Vrouw / Man
- Vriend / Vriendin
- Familie
- Mede ondernemer

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Task 4: **Specsavers**

Skills in 2020: The 21st-Century Workplace: Six Disruptive Forces and Ten Essential Skills

KEY

- Drivers—disruptive shifts that will reshape the workforce landscape
- Key skill needed in the future workforce

The infographic details the following:

- Drivers (Six Disruptive Forces):**
 - extreme longevity:** Increasing global life expectancy changes the nature of careers and learning.
 - rise of smart machines and systems:** Workplace robotics erode human workers out of rote, repetitive tasks.
 - computational world:** Massive increase in services and processing power makes the world a programmable system.
 - new media ecology:** New communication tools require new media literacies beyond text.
 - globally connected world:** Increased global interconnectivity puts diversity and adaptability at the center of organizational operations.
 - superstructured organizations:** Social technologies drive new forms of production and value creation.
- Key Skills (Ten Essential Skills):**
 - Trans-disciplinarity
 - Sense-Making
 - Social Intelligence
 - Novel and Adaptive Thinking
 - Design Mindset
 - Cognitive Load Management
 - Virtual Collaboration
 - Cross-Cultural Competency
 - New Media Literacy
 - Computational Thinking

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Unit 1:
The Innovative Entrepreneur

Complete unit Finished / Think about the **deadline**

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