Week 5

“Building Bridges for Innovation: Inter-organisational Collaboration in the European Innovation Council (EIC)”

MoT1452: Inter- and Intra-Organizational Decision-Making

May 27th, 2024

Teaching team

Module manager:

Dr. Jenny Lieu

The amazing co-teaching facilitation team:

Aditya Chhetri, Anggi Paramitha Siregar, Devano Yehezkiel Adipradhana, Giovanni Nian Gani Meghana Kotha, and Pavlo Topalli

TU Delft

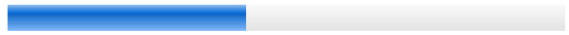
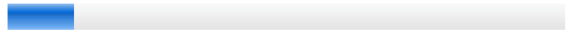
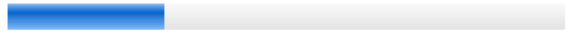
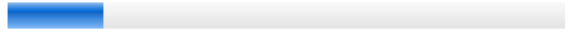
Survey results from last week on learning:

Completion Summary

75 attempts have been completed

Question 1

What kind of learner are you primarily?

Visual learner: you prefer to absorb information using charts, maps, graphs, and diagrams.		32	(42,67 %)
Auditory: you learn best when information is heard or spoken.		9	(12 %)
Reading/writing: you prefer information to be presented using words		21	(28 %)
Kinesthetic: you learn best you have a physical activity to apply new information		13	(17,33 %)

Agenda

9:15-9:45: Group report and reflection writing support

9:50- 10:45: Lecture on “Inclusive decision making – Facilitating an inclusive energy transition” Mr. Panagiotis Sevdalis (Q&A)

10:45-11:00 Assignment 5 explanation & attendance quiz; Questions / break

11:00-12:45 In-class group work; team presentation & self reflection: run by facilitator (groups listed on bright space)

Checkpoints/submission dates reminders:

- Individual assignment submission
- 1st submission group paper topic proposal 1-2 pager (May 21st) *(required for group report) –* you can submit your proposals earlier – feedback by May 28th
  - Fill in buddy check (May 21st)
- Individual assignment submission (June 5th)
- 2nd presentation & feedback of nearly final draft (June 10th)
- 3nd submission of draft plagiarism check (June 11th)
- 4th final submission (June 17th)
  - Fill in buddy check (June 18th)

Feedback on reflections based on TA's observation (Week 4)

- The assignment encouraged **out-of-the-box thinking**. For some, this was challenging to find explicit connection to their wicked problems while some found them irrelevant, and confusing them further.
- Groups enjoyed discovering their **creative types** and learning about teammates and group dynamics. It was surprising for some that the “ideal collaborator” type was not applicable in their case.
- Students found the **decision matrix** to be a powerful and important decision-making tool. Some students were already familiar with the decision matrix, while others found it helpful for personal decisions. There was uncertainty about how to define criteria for the decision matrix; examples led to assumptions of technical solution assessment.
- Some students found the idea **of drawing inspiration from nature to be sensible**, even if not always applicable.
- The **outside ice-breaking activity** was enjoyed and provided a refreshing break. Some found it a bit uncomfortable and did not see the link with the activity and their workshop assignment
- Some groups collectively progressed to **reflective/reflexive thinking** over the week. On the other hand, some students remained at a descriptive level instead of progressing to reflexive thinking.

Excellent example of applying concepts in the lecture (1)

Tabel 1. Criteria Matrix

Criteria	Weight factor (1-5)	Concept 1		Concept 2		Concept 3		Concept 4		Concept 5	
		Score	Value	Score	Value	Score	Value	Score	Value	Score	Value
	Weight factor x Score = Value	Group Organization Protects From the Cold Emperor penguin		Maintain Community: Manage Disturbance in a community - "Microbial Consortium Protect Plant Hosts From Harmful Pathogens"		"Fight or Flight" and "Emergency State" Manage Stress Vertebrates (Mammals, Fish, Birds, Reptiles)		Peer-to-peer learning spreads innovation rapidly		Species Richness Helps SystemRespond to Disturbance	
1. Health consequences of social media addiction	5	4	20	5	25	4	20	3	15	3	15
2. Degree of knowledge stakeholders	3	1	3	3	9	3	9	5	15	1	3
3. Regulatory control	5	3	15	1	5	4	20	4	20	1	5
- Users privacy											
- Barrier to innovate											
4. Users added value of using the platform	2	5	10	4	8	1	2	1	2	5	10
5. Financial perspective	3	0	0	2	6	2	6	1	3	3	9
6. Fair regulation objectiveness	5	5	25	1	5	2	10	2	10	5	25
Overall total			73		58		67		65		67
Team total		73		58		67		65		67	

Excellent example of applying concepts in the lecture (2)

Reflecting on the use of biological strategies from AskNature.org in Table 1, we see a powerful method for tackling the complex issue of social media addiction. **This method, called biomimicry, taps into nature's own time-tested solutions to help us solve modern problems. By using these natural strategies, the matrix not only offers practical ways to address issues but also helps us understand how nature can guide our approaches to problems centered around humans.**

Each of the five concepts developed by members of the group demonstrates how we can use ecological principles to improve our interactions with digital technology. **For instance, [group member X] concept draws on how certain animals form protective groups, suggesting that we could create supportive online communities to shield against the harms of social media. [Group member X] I use the "Fight or Flight" responses of animals as a basis to develop strategies for handling social media crises swiftly and effectively. [Group member X] looks at how animals communicate crucial information quickly within their groups and sees a way to use this for spreading positive behavior online. Lastly, [group member X's] concept focuses on increasing diversity, similar to how ecosystems thrive, to suggest varied ways of engaging on social media platforms to better handle challenges.**

What's truly engaging about this biomimicry approach is its optimism. It suggests that nature might already have solutions to our problems, encouraging us to think creatively and hope for better outcomes as we deal with digital challenges. The way each concept was developed individually, yet the criteria were formed collaboratively, highlights the strength of bringing diverse perspectives together. This is vital, as social media addiction affects people differently, influenced by personal and environmental factors.

In summary, using biomimicry in this matrix not only addresses the specific issue of [our group's wicked problem] but also serves as a powerful example of how learning from nature can improve both societal and individual well-being. It encourages us to look to nature for both inspiration and practical solutions, deepening our connection to the environment and boosting our collective ability to tackle complex issues.

Moreover, the mix of individual creativity and team collaboration in creating the matrix shows the benefits of diverse groups working together to solve complex problems. Each member brings unique insights inspired by nature, enriching the approach to [the group's wicked problem] with personalized and effective strategies. This approach not only solves problems but also fosters a deeper appreciation for nature as a source of innovation and wisdom, inspiring a more sustainable and thoughtful use of technology in our lives.

Description (observing, listening)

Concept application

Team work can improve/speed up the learning process?

Reflexivity (relation-change)

Reflection (self-learning)

Another excellent example from one of your reflections

This week's goal was to gain inspiration from nature to enable us to further understand the wicked problem. To be able to compare different concepts, the group had to agree upon a set of criteria.

Description (observing, listening)

At first there was some confusion about what these criteria were supposed to represent. We had some discussion about this before deciding to make a list of criteria each and then to compare. My criteria centred mostly around the concerns of the general public. **My teammate [...] criteria had a lot to do with [....], and my teammate [...] mentioned [....].** Looking back on it now this shouldn't have been a surprise as these overlap the different perspectives we all researched independently last week. Apparently my reading into consumers' concerns in regards to [...] and [...] gave me a certain level of tunnel vision.

Concept application
Team work: provides different understanding of the concepts

I failed to think of balanced perspectives in my criteria suggestions. This isn't really what I expected of myself. It comes to mind that we were interrupted during the criteria generation for the experiment outside. After we came back we discussed our criteria somewhat hurriedly. Perhaps I was just interrupted before I broadened my criteria to include additional perspectives, but perhaps I just wouldn't have included them even without being interrupted.

Reflection (self-learning)

In a group setting I don't think my tunnel vision is harmful. It can actually be helpful to have multiple perspectives represented strongly by different people, instead of only having broad and shallow representation. If I work by myself however, I should take a step back after creating something the should contain balanced perspectives and then check how it could have been influenced by previous work.

Reflexivity (relation-change)

Individual assignment (1)

Question 1: Individual reflection considering positionality and intersectionality for an individual & intraorganizational perspectives (20 points; 400 words max)

Discuss how your positionality and intersectionality has impacted the following:

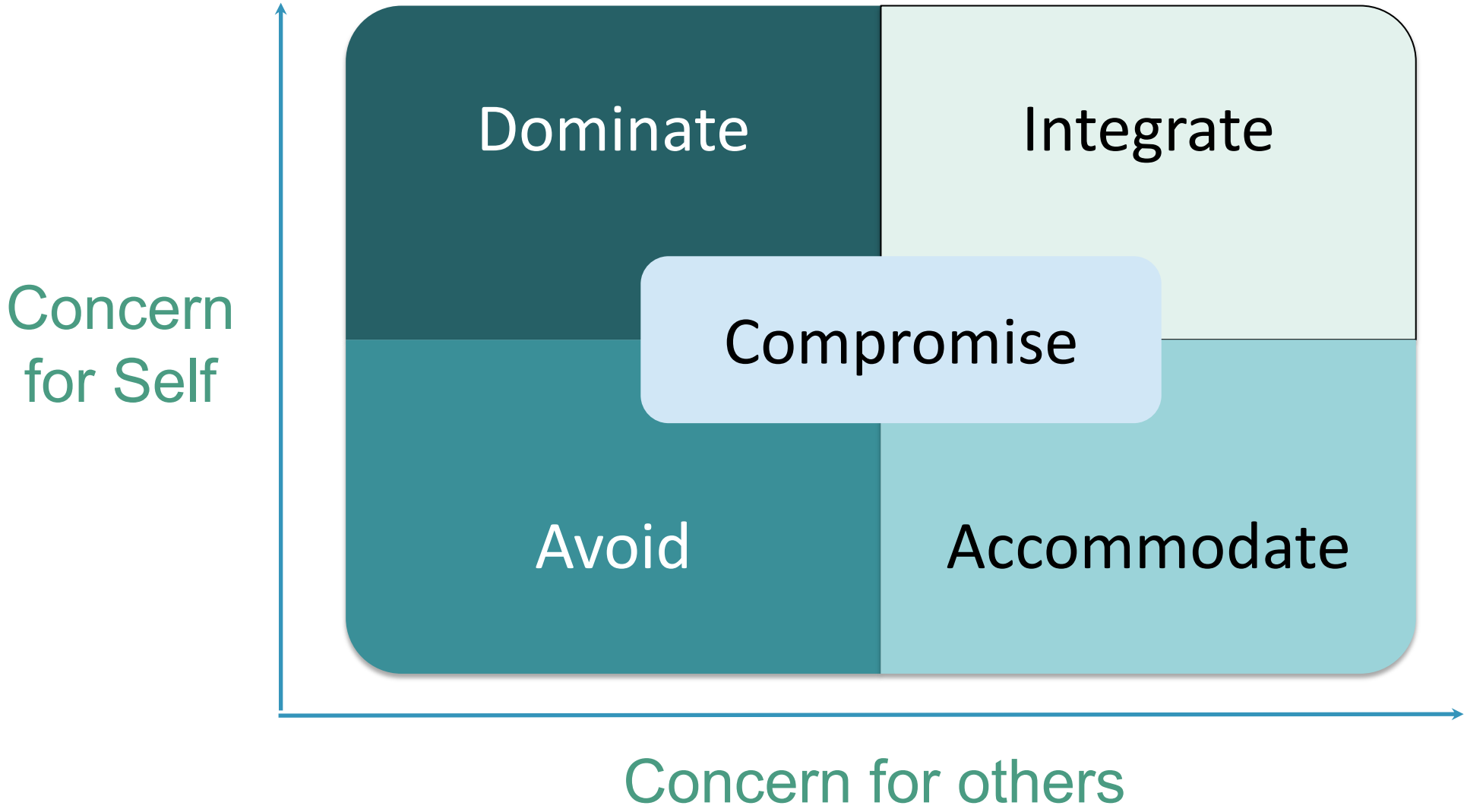
1.1 How you work in your team (refer to team contract for examples of what worked and what did not work) **(10 points)**

1.2 How you address team conflicts *(refer to lecture 1 slides on team conflict)* **(10 points)**

Hint: This questions tests your understanding of working in teams AND linking it to the concepts introduced in the lecture 1

- You are assessed by the depth of your reflective thinking and thinking how the concepts helped or were not helpful in your team work

Conflict Management Styles



Individual assignment (2)

Question 2: Reflection on applying 1-2 concepts in the course within a real-world wicked problem considering inter and intraorganizational perspectives (60 points; 1200 words max)

2.1 Select 1 or 2 course concepts in lecture 1-5 that resonated with you the most and explain that concept by applying it into a decision-making process related to a real-world wicked.

Note: You can select a current decision from the news or a topic discussed during the lectures. You cannot choose the same topic as your group project. You are allowed to add (realistic) assumptions on the process for your analysis but make these explicit. **(20 points)**

Hint: This question tests your conceptual understanding and ability to go more in depth into 1 or 2 concepts.

- Choose the concepts most interesting to you or invoked a positive/negative emotional response.
- Select a real work example that you already know- take examples from in-class, or in another course, with events you follow in the new/social media

Wicked problems vs other problems

Type	Simple	Complicated	Complex	Wicked (highly complex)
Example	Baking a cake	Sending a rocket to the moon	Raising a child	Preventing biodiversity loss
Nature of the problem	Consensus exists on problem definition and solution.	Problem can be scientifically approached and resolved.	Each situation is unique. Formulae have limited application.	No consensus on nature of problem or solution.
Predictability	Highly predictable: following standard operating procedures can achieve desired outcome.	There are known and/or predictable characteristics identified by sufficient testing.	The problem has a high degree of uncertainty. Predictions cannot be relied upon.	Problem is multi-causal, dynamic, fluid; activity hard to predict or control.
Expertise	Problem can be solved by small teams or individuals with little conflict.	Success possible by highly skilled teams from a variety of fields.	Insight and experience across fields is required, although will not necessarily ensure success.	Requires cross-system working but high potential for conflict due to multiple perspectives and actors.
Approach	Expertise creates the solution which can be implemented with training.	Although challenging, repetition increases chances of implementing solution.	Highly dynamic problem, resistant to predetermined solutions which need to be contextualised.	Highly contextualised solutions required at multiple levels.

Source: https://www.thinknpc.org/resource-hub/systems-practice-toolkit/cake-rocket-child/

Individual assignment (2)

2.2 Identify two stakeholder groups: one group that has a conflicting view from the other group in the decision-making process. Indicate who the stakeholder groups are, and why they could have conflicting views. **(20 points)**

2.3 Considering the decision-making process that you selected in 2.1 and identified at least one potential positive impact and one negative impact on either the wider society, the ecological environment or policy goals/programs **(20 points)**

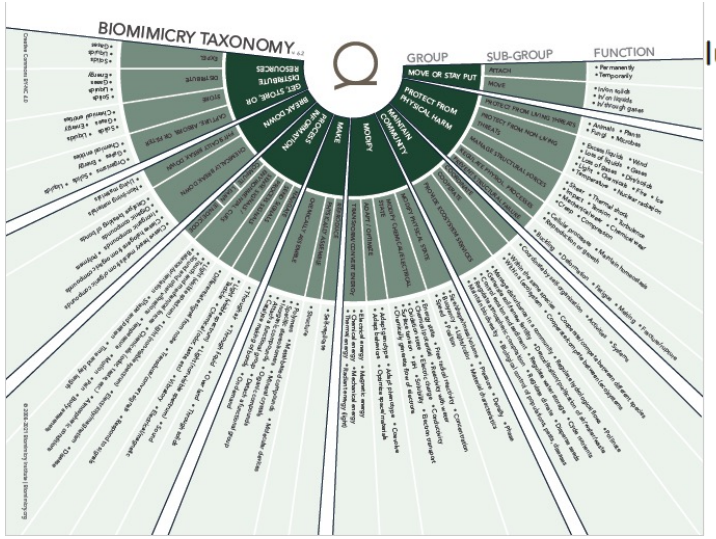
Hint: This question tests your ability to consider diverse and conflicting view points from different people in the same organisation (intra) or across different organisations (inter).

- Consider the workshop assignments in week 2 and 3 where you're asked to bring in diverse views
- The stakeholders you select need to relate to your wicked problem

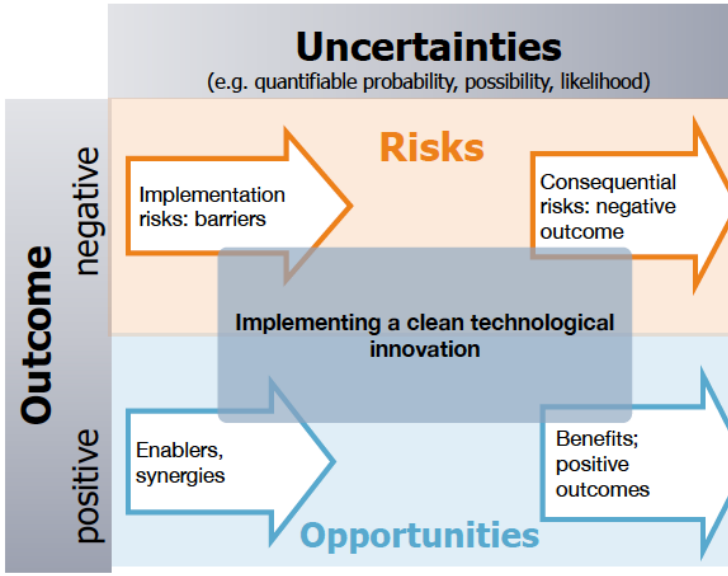
Decision Matrices

Each team member scores the concepts (also between 1 and 5)

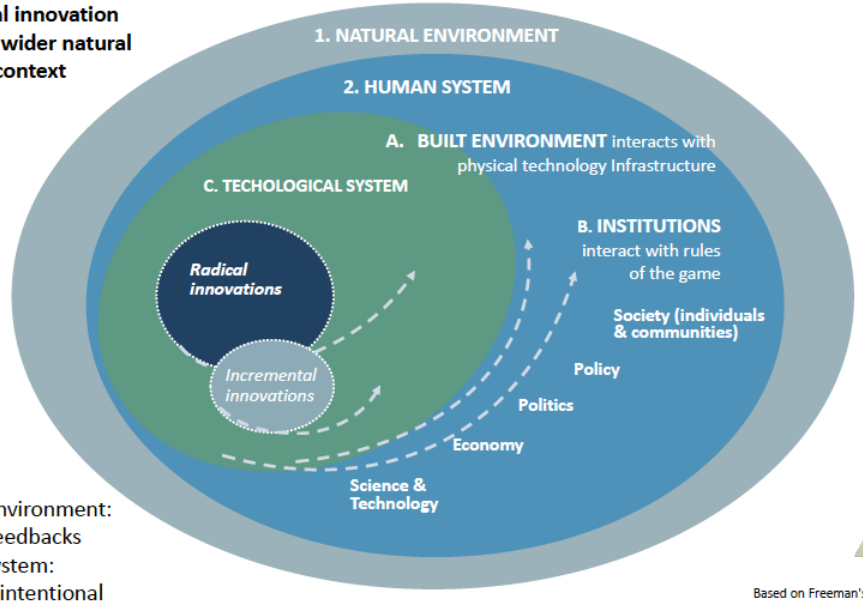
Criteria	Weight factor (1-5)	Concept 1 Score	Concept 1 Value	Concept 2 Score	Concept 2 Value	Concept 3 Score	Concept 3 Value	...	...
	Weight factor x Score = Value								
Green power production									
Low carbon agenda									
Energy security	5	3							
Community experiences	3	2							
Technical know-how									
Policy instruments/subsidy									
Ownership									
Overall total									



lutions: consider risks in social-technological innovations

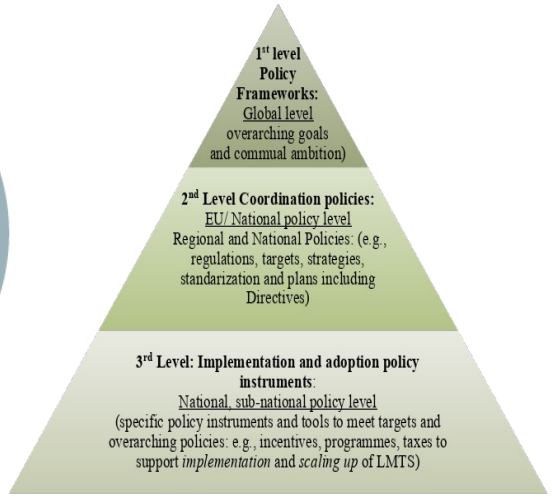


Technological innovation systems in a wider natural and human context



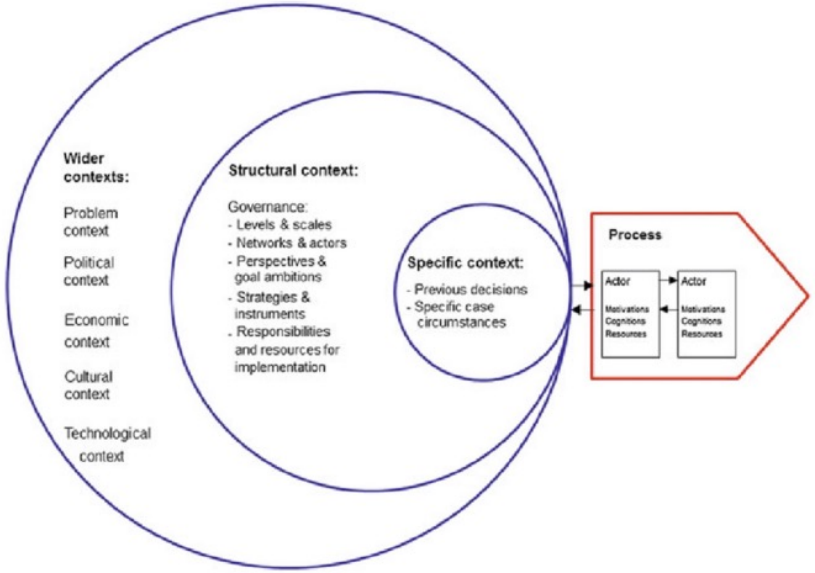
- Natural environment: cyclical, feedbacks
- Human system: arbitrary, intentional

Multi-level policy portfolio analysis framing



Based on Freeman's concepts

Contextual Interaction Theory (CIT)



Individual assignment (3)

Question 3: Critical thinking on your learning process in the course (20 points; 400 words)

3.1 Refer at least *one of the different learning models* presented in the lecture and how that learning model explains or contributes to your understanding of concepts for work within your team **(10 points)**

Models on learning:

- 4Rs on Respect, Responsibility, Reciprocity and Relevance (week 1)
- The Learning Zone model: comfort zone, learning zone, alarm zone (week 2)
- Triangle on description, reflection and reflexity thinking (Description (summary of what happened), Reflective thinking (why do I think the way I do) and Reflexive (what can I do to change my way of thinking/doing) (week3)
- Systems 1 and System 2 thinking (week 2)

3.2 Reflect on how this learning experience has or could possibly contribute to changing how you view (wicked) problems and solutions in decision-making process **(10 points)**

Hint: This questions tests your ability to understand the difference between description, reflection and reflexivity and to apply one learning concept in lectures.

- The goal of this question is to encourage you to think about your learning proces in the course and not only course concepts (tested in question 2)

Learning concepts

The Alarm Zone

What it feels like:
Stress and overwhelm block learning and growth.
Learning is beyond what you are familiar with and becomes very difficult.

What it's good for: It's time to stop and reorient, seek a different direction to keep learning and stay engaged.

The Learning Zone

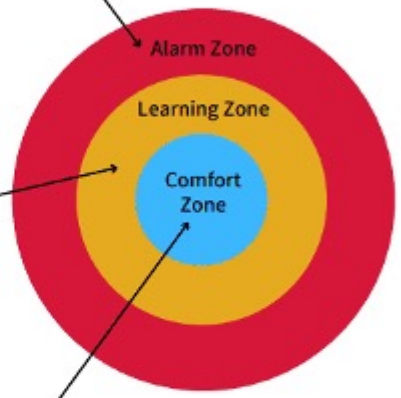
What it feels like:
Challenge, excitement, and engagement create learning and growth.
Uncomfortable, requires focused effort and attention.

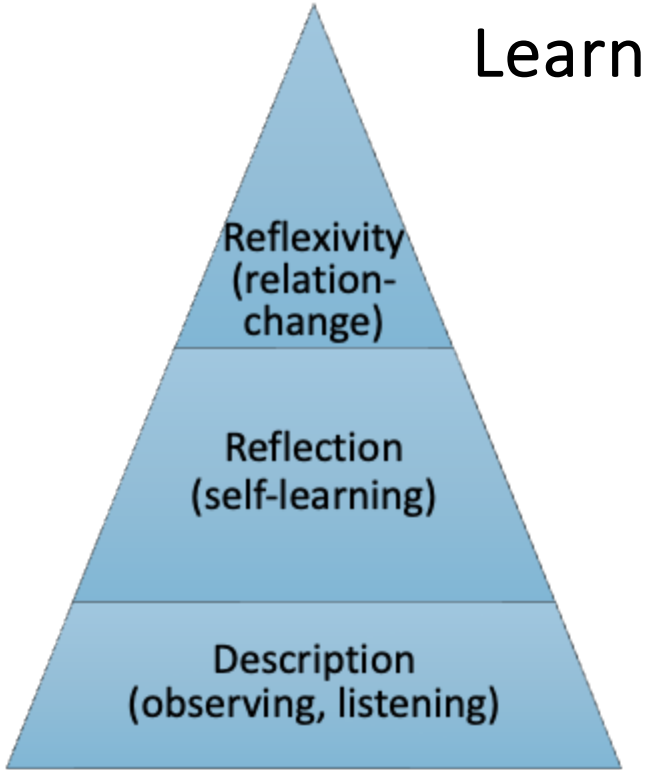
What it's good for: Where you learn and grow.

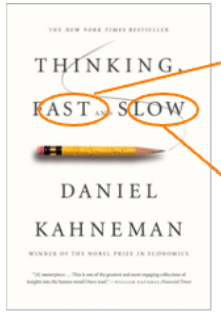
The Comfort Zone

What it feels like: It feels good to stay here, where it's comfy and safe. Boredom and complacency stifle learning and growth.

What it's good for:
A safe place to reflect.

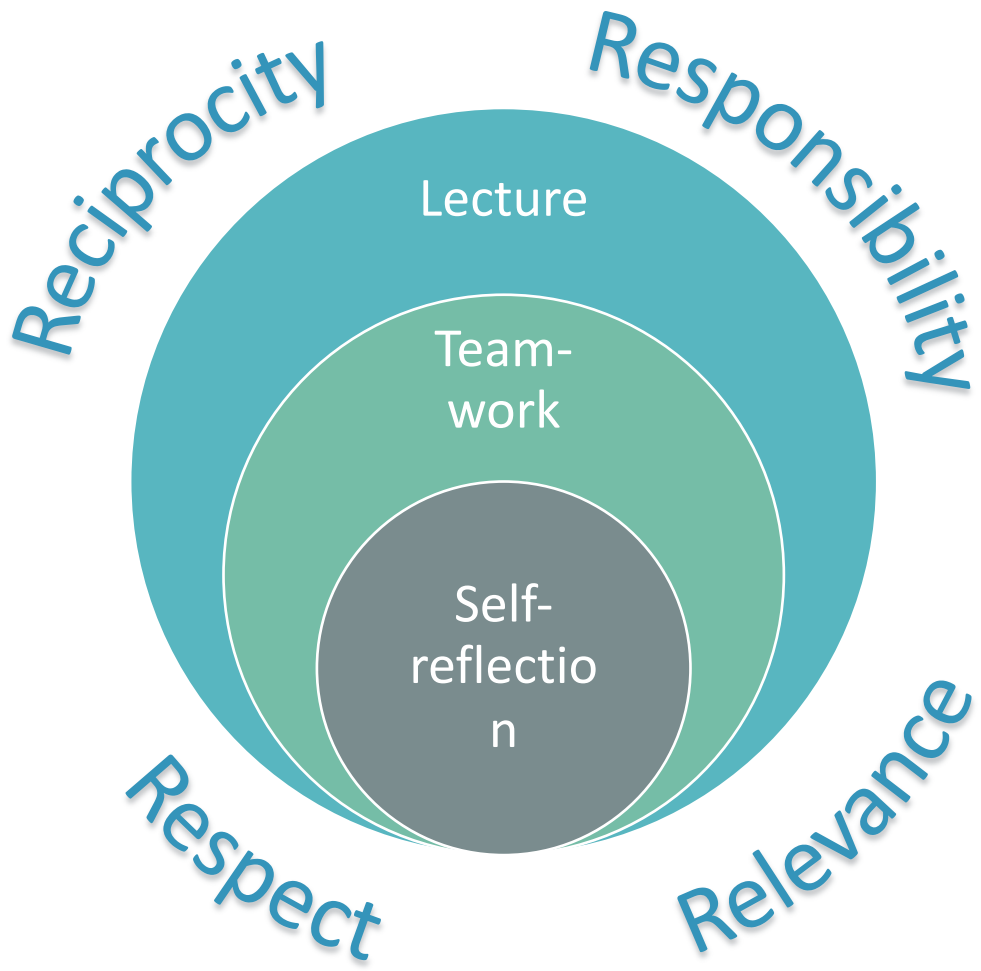


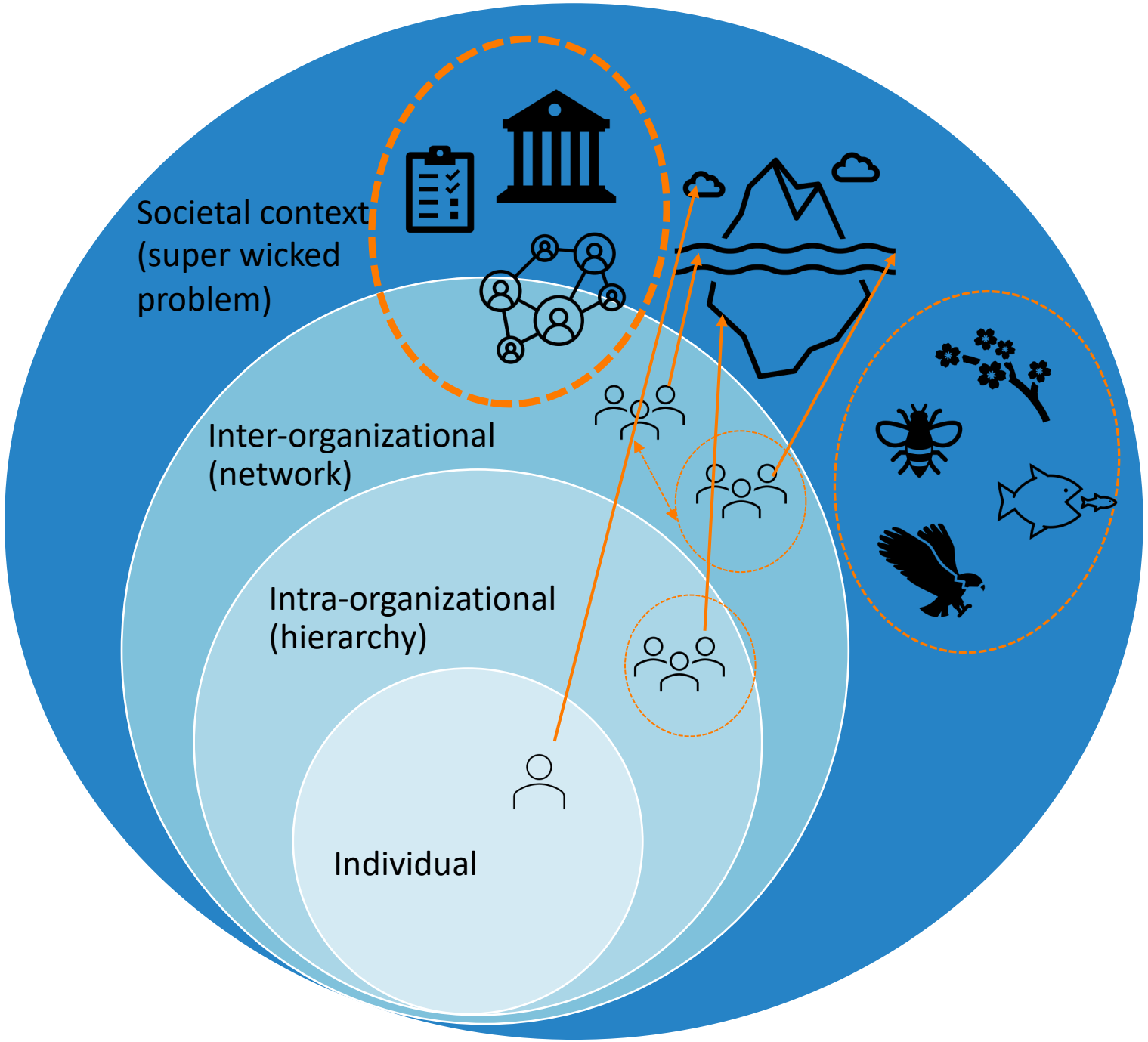




"System 1"
- Automatic, effortless
- Associative, intuitive
- Generally accurate short-term predictions

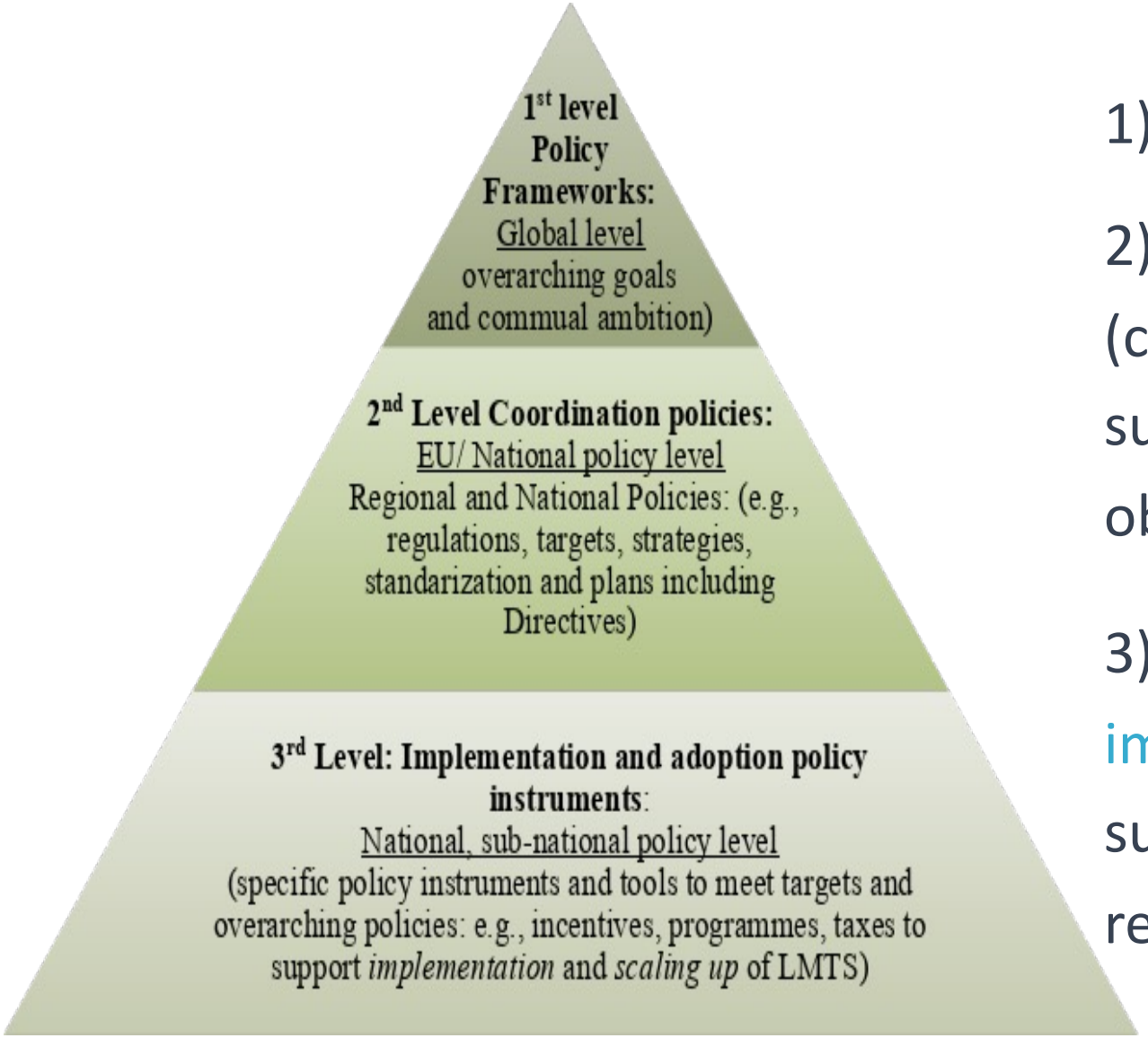
"System 2"
- Deliberate, effortful
- Conscious and logical
- Helping to 'solve' complicated problem





Decision-making: policy/program agenda priorities and funding

Multi-level policy portfolio analysis framing



1) **Overarching global policy** frameworks

2) **Coordination policies** *at the* regional (continental) and national levels that support action via specific goals, objectives, strategies and standardisation

3) **Policy instruments** that support the implementation at the country/ subnational level via incentives, regulations programmes, and taxes.

Questions?

Jenny Lieu

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Assignment 5: Building Bridges for Innovation (1)

Part 1:

Link your technology/innovation solution to the EU's wider policy and program agenda (40 mins). In this exercise, you need to convince the EU Commission on why they should consider your technology or innovation solution by doing the following:

a. Explain how/why your technology/solution is important to the headline ambition in the EU Work Program 2024.

b. Describe how specific stakeholders in the EU and your project will benefit from your technology/innovation solution.

c. Provide arguments on how your project facilitates learning across regions within and outside Europe.

Presenting the most convincing topics (10-15mins)

- Your group will a give a short 2-minute presentation on why your topic is important and who it will impact. The guest speaker, guest lecturer, module manager, or another TA, will decide on whose argument is the most convincing. You will be assessed by how convincing you can link your project to EU related priority goals.
- The winning group will receive a surprise reward.

Assignment 5: Building Bridges for Innovation (1)

Part 2:

Self-reflection (10mins) 1-2 short paragraphs (submit on Brightspace by end of next working day 5:00pm).

How did the exercise make you feel and try to explain why you felt the way you did? (reflection)

Is there anything that you would approach differently in the context of this group exercise and why? (reflexivity)

European Innovation Council

Backing visionary entrepreneurs

TU Delft – TPM

Panos Sevdalis – Policy Officer, DG for Research & Innovation, European Commission

About Me

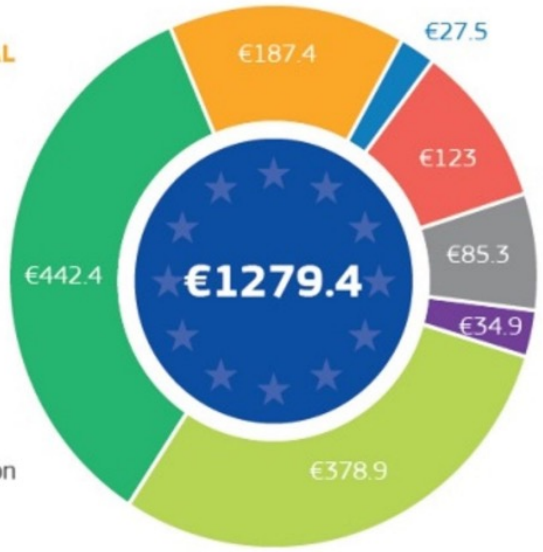
European Innovation Council

- MOT Alumnus, 2020
- Policy Officer at the European Commission
  - DG for Internal Market, Industry, Entrepreneurship & SMEs
    - Unit for Machinery and Equipment
  - DG for Research & Innovation
    - Unit for Innovation Policy & Access to Finance
    - Unit for European Innovation Council

Multi-Annual Financial Framework (2021-2027)

European Innovation Council

In billion euro, current prices



I. SINGLE MARKET, INNOVATION AND DIGITAL
€187.4

1 Research and Innovation
2 European Strategic Investments
3 Single Market
4 Space

II. COHESION AND VALUES
€442.4

5 Regional Development and Cohesion
6 Economic and Monetary Union
7 Investing in People, Social Cohesion and Values

III. NATURAL RESOURCES AND ENVIRONMENT
€378.9

8 Agriculture and Maritime Policy
9 Environment and Climate Action

IV. MIGRATION AND BORDER MANAGEMENT
€34.9

10 Migration
11 Border Management

V. SECURITY AND DEFENCE
€27.5

12 Security
13 Defence
14 Crisis Response

VI. NEIGHBOURHOOD AND THE WORLD
€123

15 External Action
16 Pre-Accession Assistance

VII. EUROPEAN PUBLIC ADMINISTRATION
€85.3

17 European Public Administration

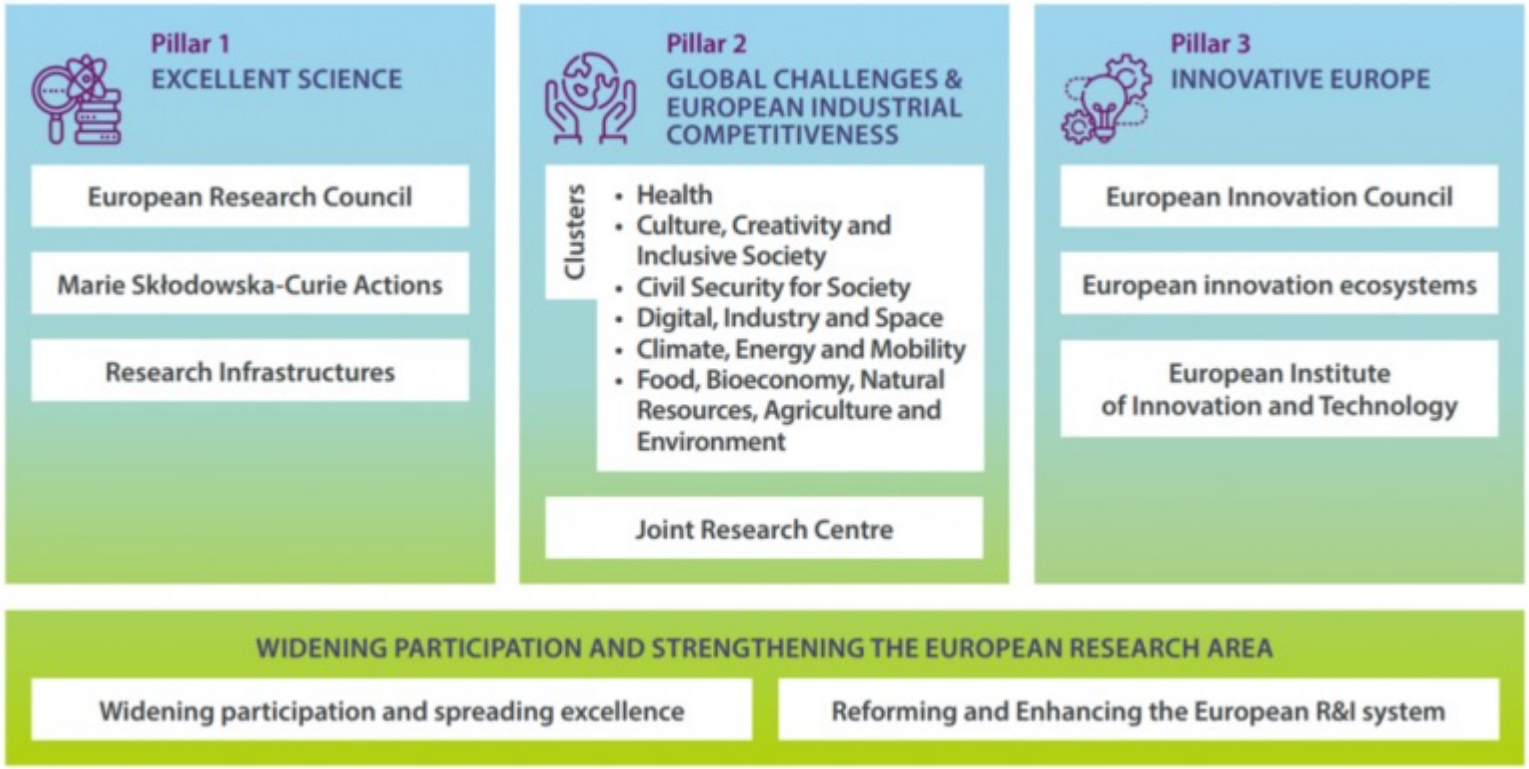
Source: European Commission

European Commission

Horizon Europe Framework Programme

European Innovation Council

THREE PILLARS FOR IMPLEMENTATION



Europe's most ambitious innovation initiative

European Innovation Council

Budget

€ 10 billion

Unique

combines research & accelerator for SMEs, startups, scaleups

Largest deep-tech innovator in Europe

Over €3 billion

Enhances the European Innovation Ecosystems

Partnerships with ERC,EIT regions…

Annual Work Programmes (separate from Horizon Europe main WP)

- First WP (2021) adopted 18 March 2021, €1.5 billion
- Second WP (2022) adopted 7 February 2022, €1.7 billion
- Third Work Programme (2023) adopted 7 December 2022, € 1.7 billion
- **Fourth Work Programme (2024) adopted 12 December 2023, € 1.2 billion**

EIC PRIZES

- Women innovators
- Capital of innovation
- Innovation procurement
- Social innovation
- Horizon
- Humanitarian Innovation

SEAL OF EXCELLENCE

Fast track to other funding

EIC ACCELERATOR SERVICES

- Mentors, coaches
- Global partners
- Innovation ecosystems
- EIC Community Platform

EIC ACCELERATOR

- For single companies
- Grants up to €2.5 million
- Equity up to €15 million or above
- To enter the market & scale-up (TRL 6-9)

EIC TRANSITION

- For consortia & single companies
- Grants up to €2.5 million
- To develop business cases (TRL 4-6)

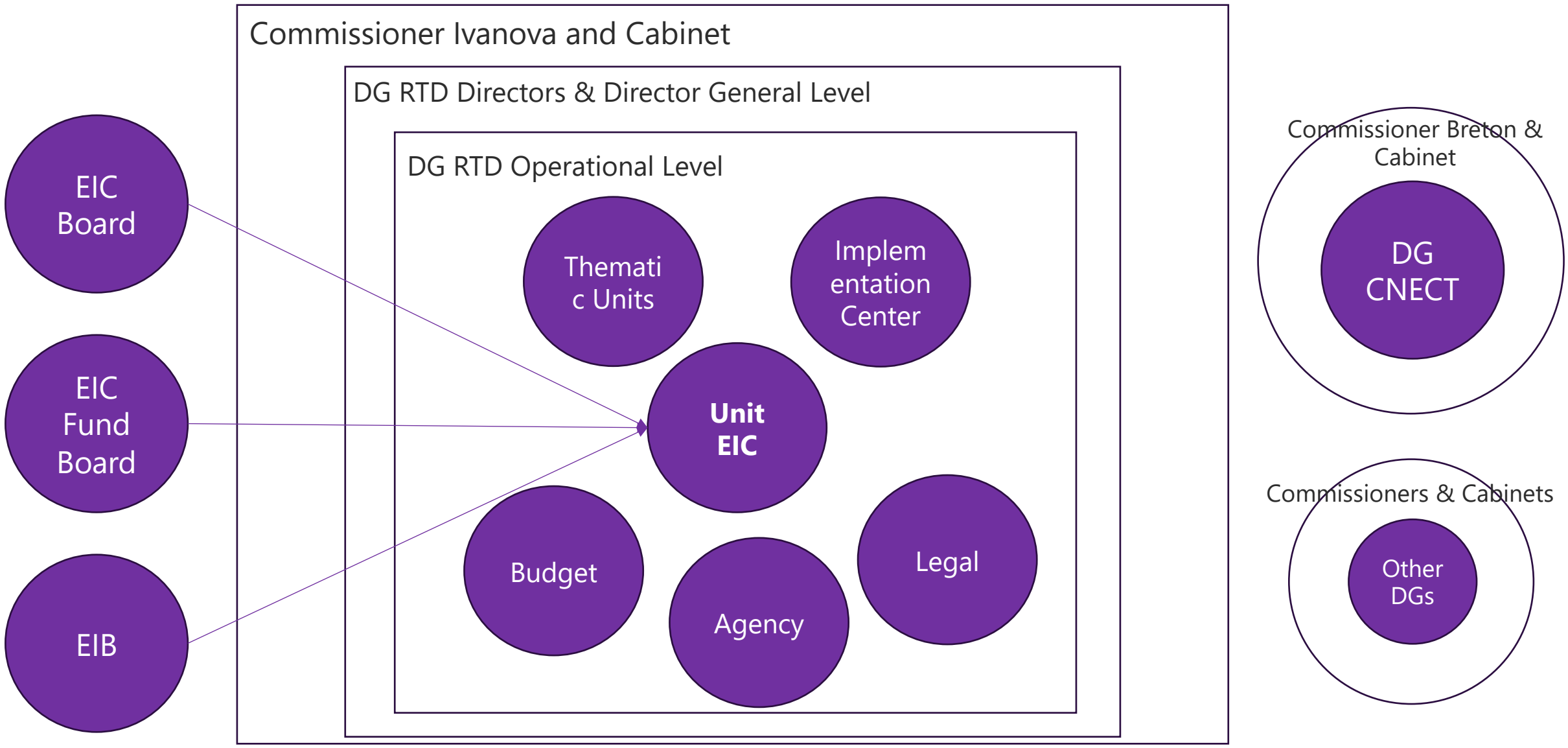
EIC PATHFINDER

- For consortia
- Grants up to €4 million
- To research technology breakthroughs (TRL 1-4)

European Innovation Council

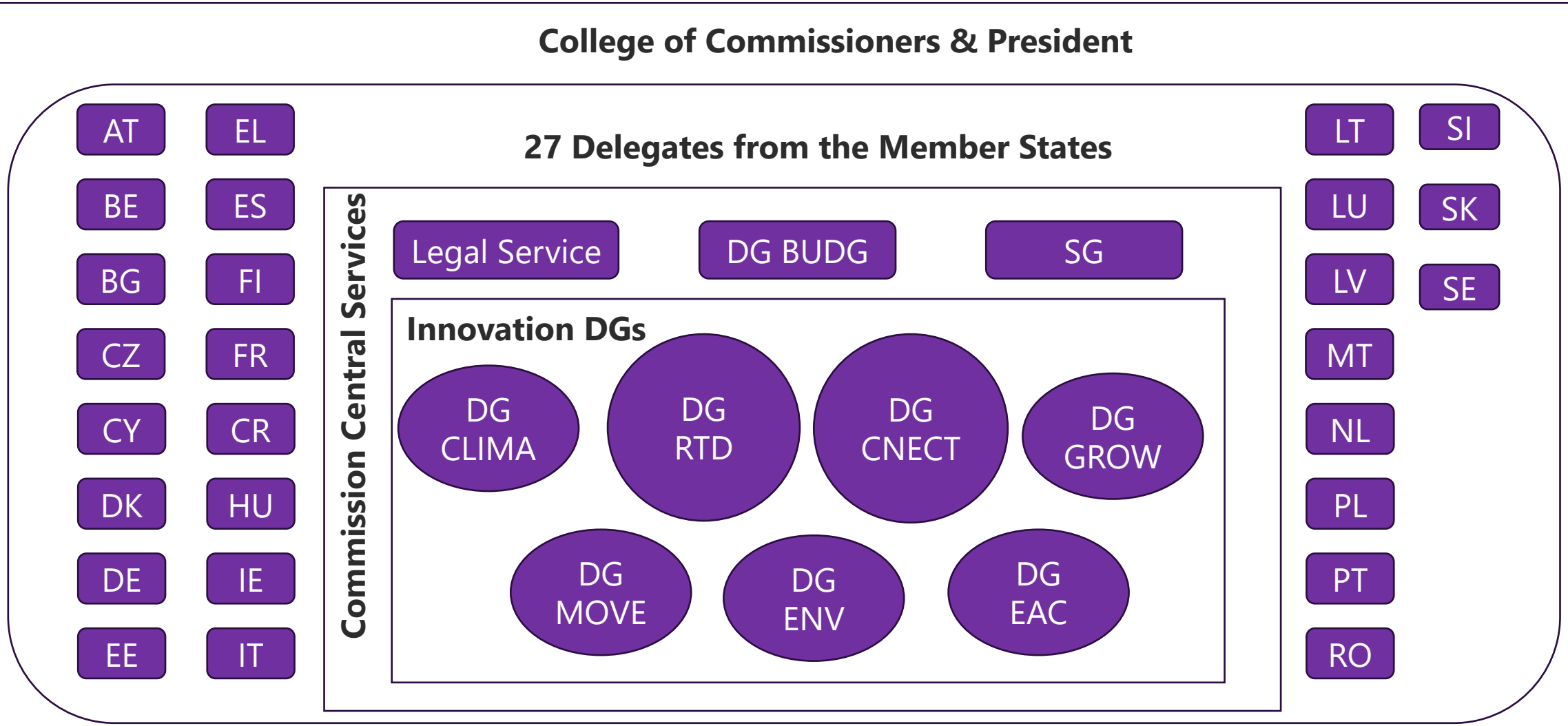
Decision Making Process - Micro

European Innovation Council



Decision Making Process - Macro

European Innovation Council



Stakeholders

European Innovation Council

EIC Work Programme

European Innovation Council

EN

Annex

European Innovation Council (EIC) Work Programme 2024

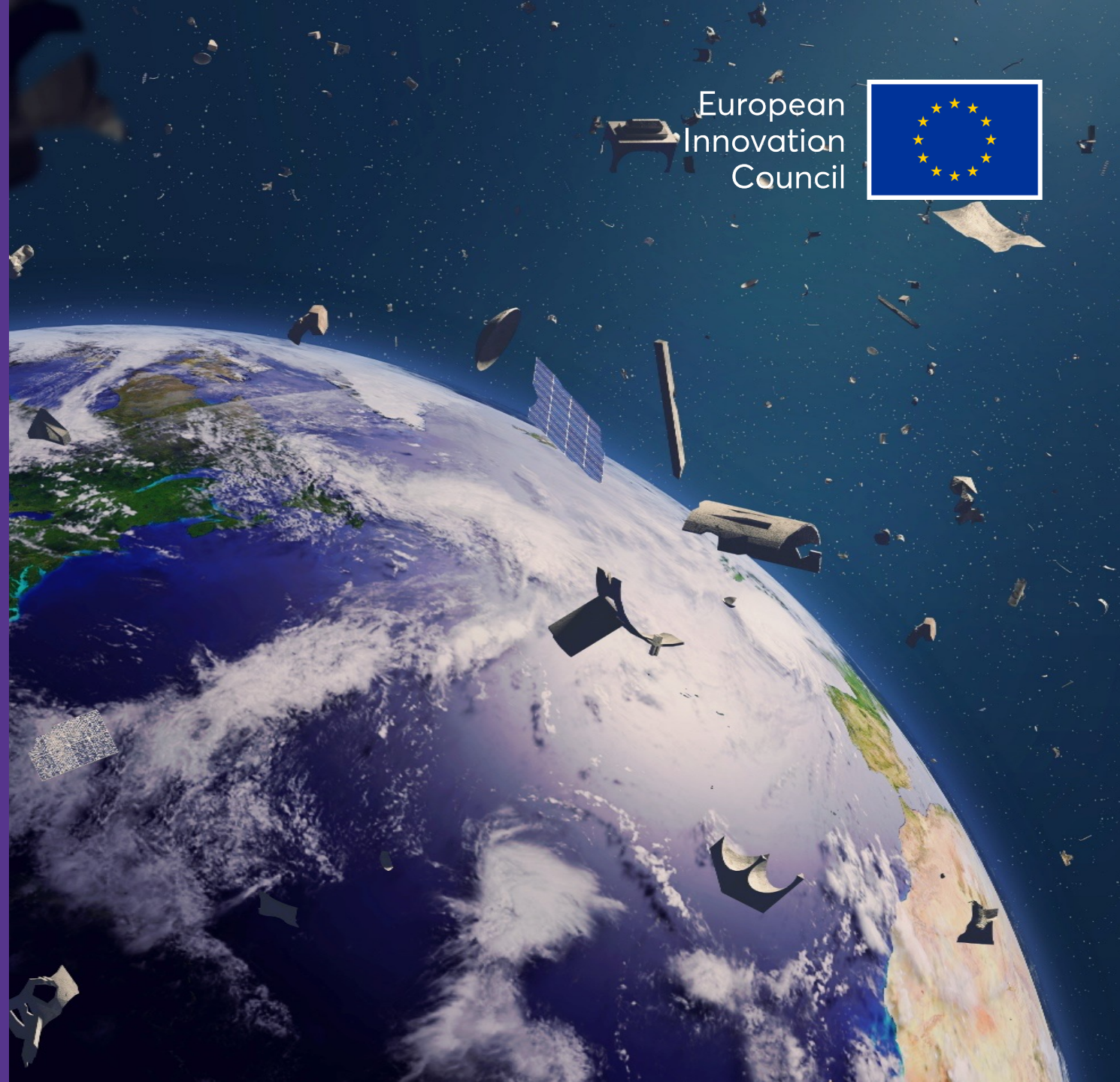
European Innovation Council

European Innovation Council (EIC) established by the European Commission, under the Horizon Europe programme (2021-27)

C(2023) 8849 - 12.12.2023

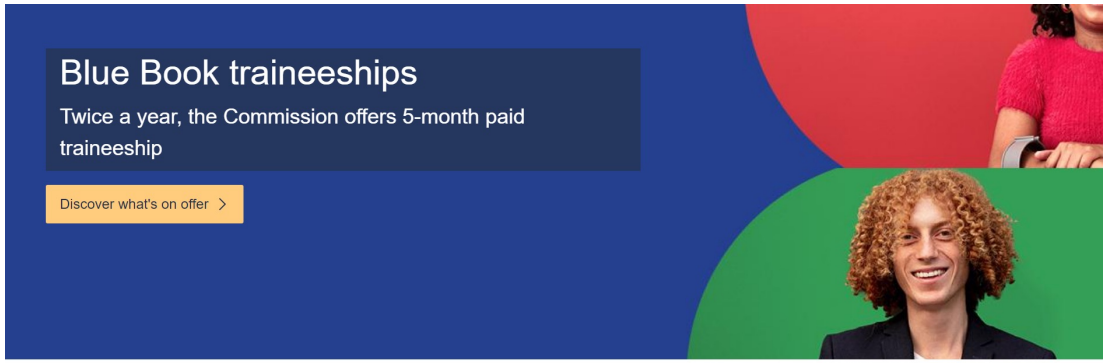
Working in the EC

Blue Book Traineeship



Working in the European Commission

European Innovation Council



Equal opportunities

At the European Commission's Traineeships Office, we believe in equality and diversity

Find out what we're doing

Registration for the March 2025 session

will open on July 15, 2024, at 10:00 a.m. CEST

Check your account

Who can apply?

The traineeship is open to all EU citizens, subject to eligibility criteria.

Am I eligible?

How can I apply?

Discover the simple steps you need to take to apply for the next session.

Application procedure

Your questions answered

Have a question? Find the answer in this section.

Frequently asked questions

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Thank you !

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