

# Collaborative Talent Development

Community of Practice

Transforming Learning through Live Challenges and Enterprise Projects

Dr. Kevin Delaney, Irene McGinn, Thomas Tracey , Dr. Fernando Perez Tellez, Niamh O'Hora

31 January 2024

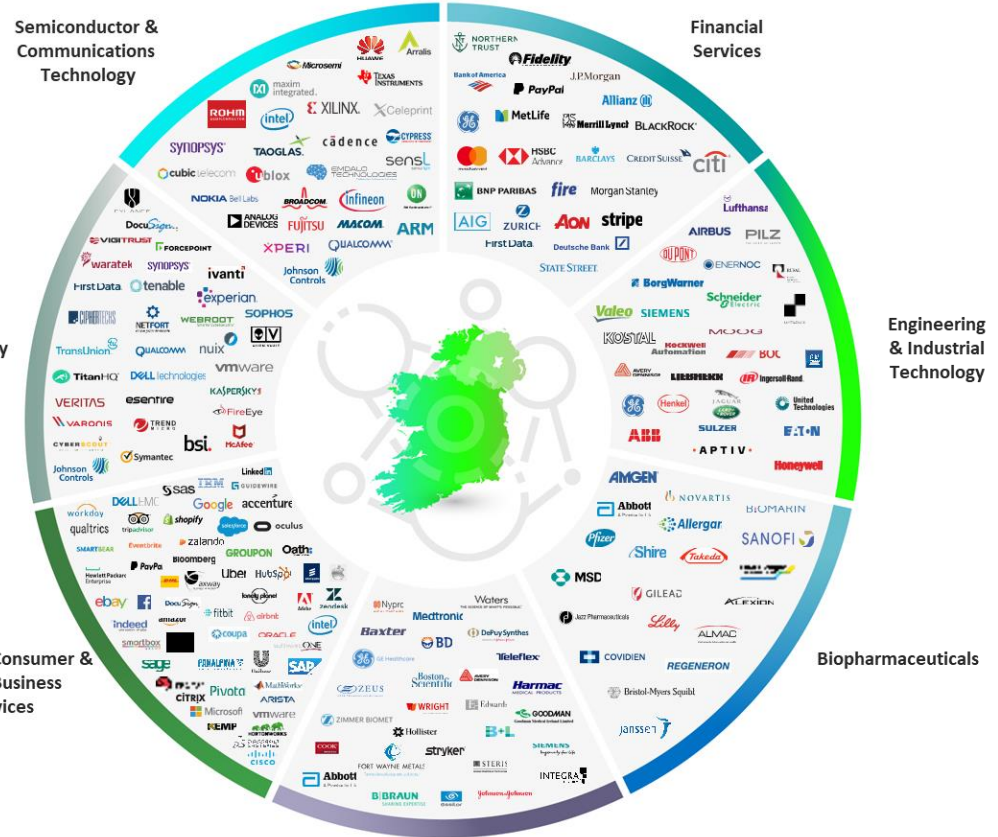
[tudublin.ie/enterprise-academy](https://tudublin.ie/enterprise-academy)

# Welcome & Schedule

|               |                                  |   |
|---------------|----------------------------------|---|
| <b>2:00PM</b> | <b>Dr. Claire Mc Bride</b>       | Welcome to the TU Dublin Enterprise Academy COP & Introductions |
| <b>2:10PM</b> | <b>Dr. Kevin Delaney</b>         | Introduction to Enterprise Challenges                           |
| <b>2:15PM</b> | <b>Thomas Tracey</b>             | A Case Study on The Glan Agua Sustainability Challenge          |
| <b>2:20PM</b> | <b>Irene McGinn</b>              | Creative Digital Media Professional Project                     |
| <b>2:25PM</b> | <b>Dr. Fernando Perez Tellez</b> | Developing Skills in Practice                                   |
| <b>2:30PM</b> | <b>Niamh O’Hora</b>              | The Enterprise Challenge Toolkit                                |
| <b>2:40PM</b> | <b>Audience &amp; Panel</b>      | Questions and Answers   |
| <b>2:55PM</b> | <b>Dr. Claire Mc Bride</b>       | Closing Remarks   |



# Brokering University-Enterprise Collaboration



**TU DUBLIN**  
TECHNOLOGICAL UNIVERSITY DUBLIN

5 FACULTIES

25 SCHOOLS

Source: IDA Ireland

# What we do

Sector-facing team of academics and domain experts offering partnership resources to facilitate the co-development of flexible, accredited talent development solutions.

- Co-develop accredited programmes that are organisation, industry or function-specific.
- Bridge on-campus learners with partners through our Enterprise Faculty.**
- Recognise and accredit industry programmes through Collaborative Provision – delivered by industry, for industry.



# Guest Speakers

## Transforming Learning through Live Challenges and Enterprise Projects



**Dr. Kevin Delaney**  
Educational Developer,  
TU Dublin Enterprise Academy

Dr Kevin D. Delaney lectures and researches in the areas of Design, Innovation, Knowledge Management and Engineering Education.

He is an Educational Developer for the Enterprise Academy, a Human Capital Initiative Convene Project at TU Dublin with a particular focus on the areas of Creativity, Human Centred Design and Innovation for Enterprise.

Previously he spent 10 years in advanced development and design roles in global world class companies in the automotive and connector industries. He is a Chartered Engineer and Fellow of Engineers Ireland.



**Irene McGinn**  
Lecturer in Creative Digital  
Media, School of Media

Irene McGinn is a lecturer in Creative Digital Media at TU Dublin. She holds an MA in Film and Television studies from DCU, a Graduate Certificate in Software Systems and New Venture Creation from DCU, and a BA (Hons) in Communications and Creative Multimedia from DKIT. She has been recognised both nationally and internationally for her work at undergraduate level.

Irene is enthusiastic about best practice in teaching and pedagogy. She has a Postgraduate Certificate in University Learning and Teaching from TU Dublin and continues to engage in professional development in this area.



**Thomas Tracey**  
Academic Staff Member & Programme  
Chair TU717, School of Mechanical  
Engineering

Thomas Tracey is the Programme Chair of TU717 Mechanical Engineering Degree. He has a particular interest in aligning academic and other activities with industry expectations to prepare students for their careers post-graduation and influencing how sustainability can be realised in practice. Tom's research includes studying how the academic community can contribute to achieving the University's Strategic principles of People Planet and Partnership. A graduate of both Tallaght and Bolton Street campuses, Tom has been a member of the academic staff in City Campus since 2016. Before that, he held various roles in engineering design, procurement and customer service.



**Dr. Fernando Perez Tellez**  
Lecturer and researcher in Computing,  
School of Computing & Digital  
Transformation

Dr. Fernando Perez Tellez is a lecturer and researcher in Computing at the School of Enterprise Computing and Digital Transformation. Dr. Perez Tellez has been an active researcher in the area of Machine Learning with especial interest in Natural Language Processing and Data modelling. He is also an enthusiast of the use of Cloud Computing technologies and Ethical AI. He has industry experience and recently, he has been collaborating with different partners to engage students to do industry projects.



**Niamh O'Hora**  
Educational Developer,  
TU Dublin Enterprise Academy

Niamh is experienced educator and designer, passionate about driving innovation and fostering positive change through design. Previously a designer with Microsoft, she teaches on the Creative Digital Media programme at TU Dublin, Blanchardstown, with expertise in Design Thinking, User Experience and Interaction Design.

As Educational Developer with the TU Dublin Enterprise Academy she facilitates collaboration between learners and enterprise partners through live challenges and authentic problem-solving projects. Niamh also provides design mentorship to startups at RDI innovation hub, and co-hosts the UX Book Club.



# Introduction to Enterprise Challenges

---

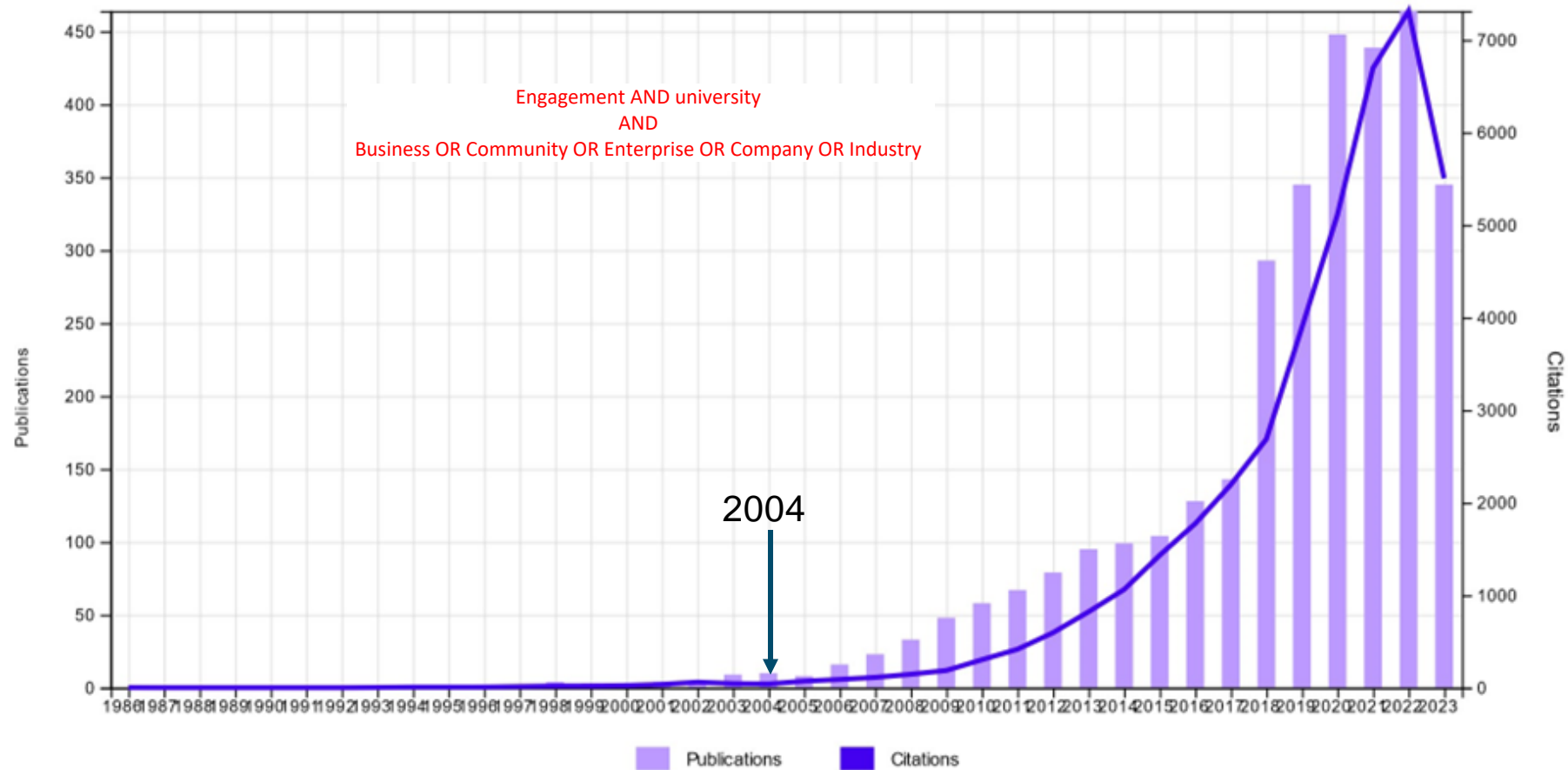


Dr. Kevin Delaney

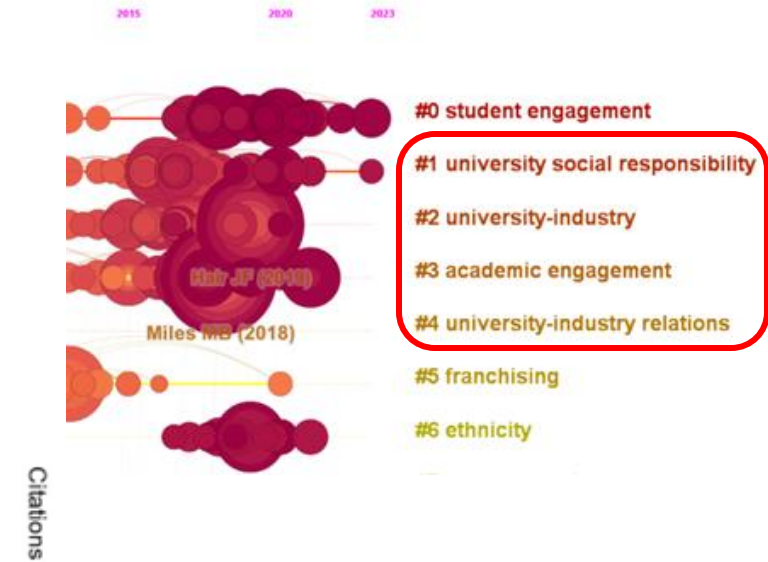
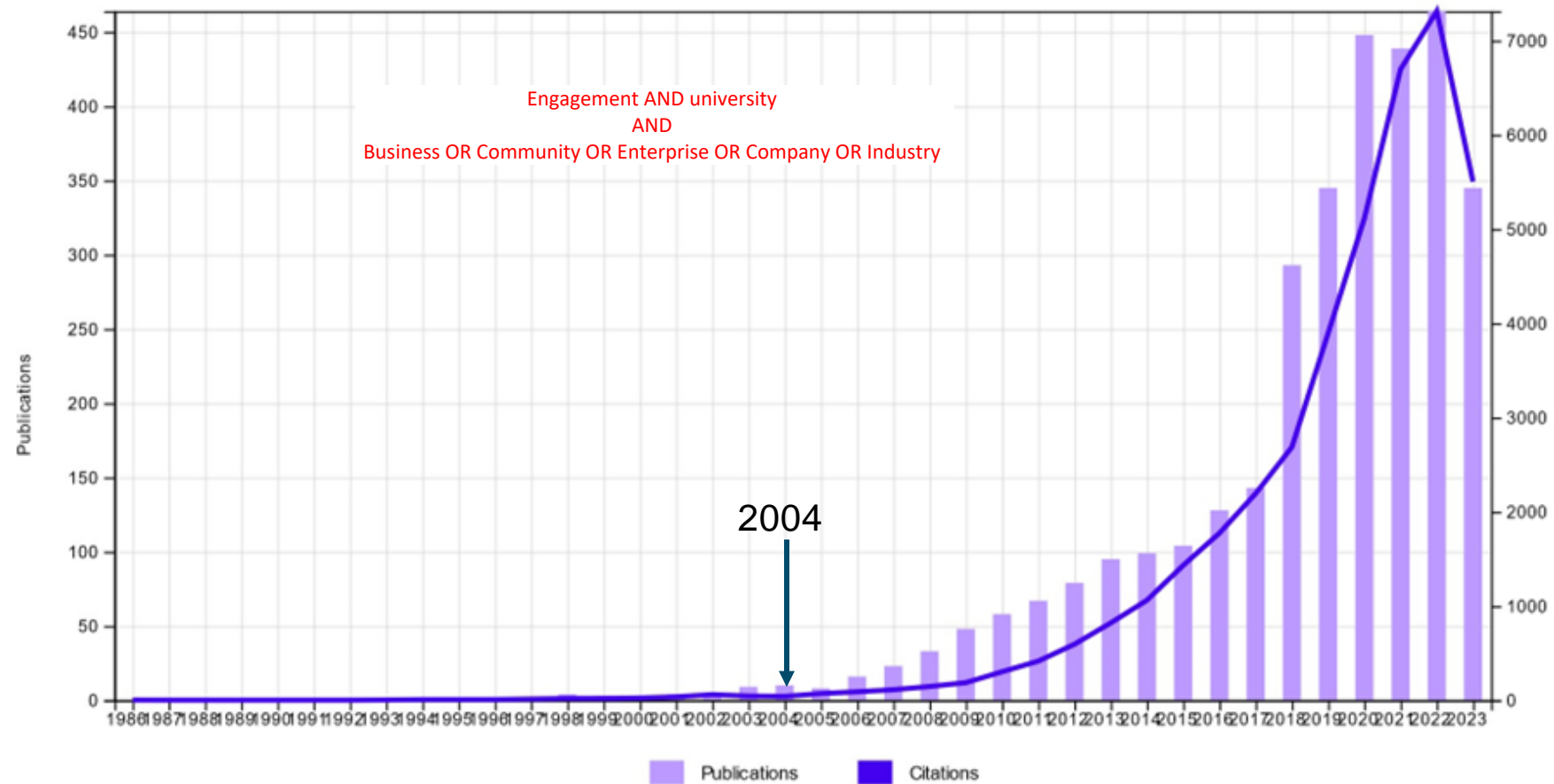
Educational Developer, Enterprise Academy  
Lecturer, School of Mechanical Engineering

[kevin.delaney@tudublin.ie](mailto:kevin.delaney@tudublin.ie)

# So, what are “engagement” and “Enterprise challenges” anyway?

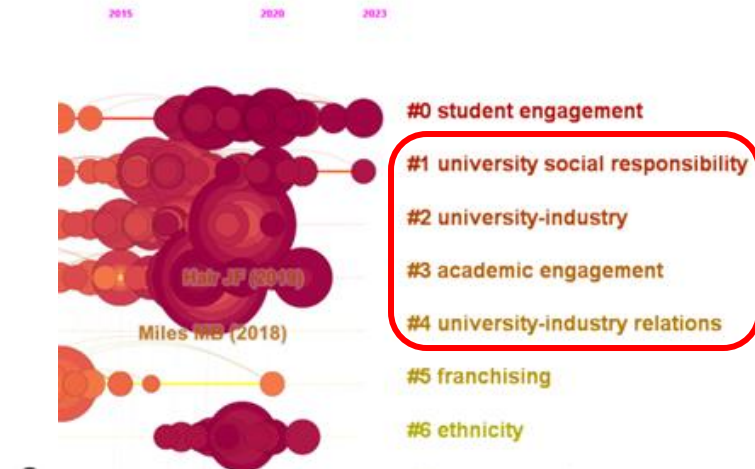
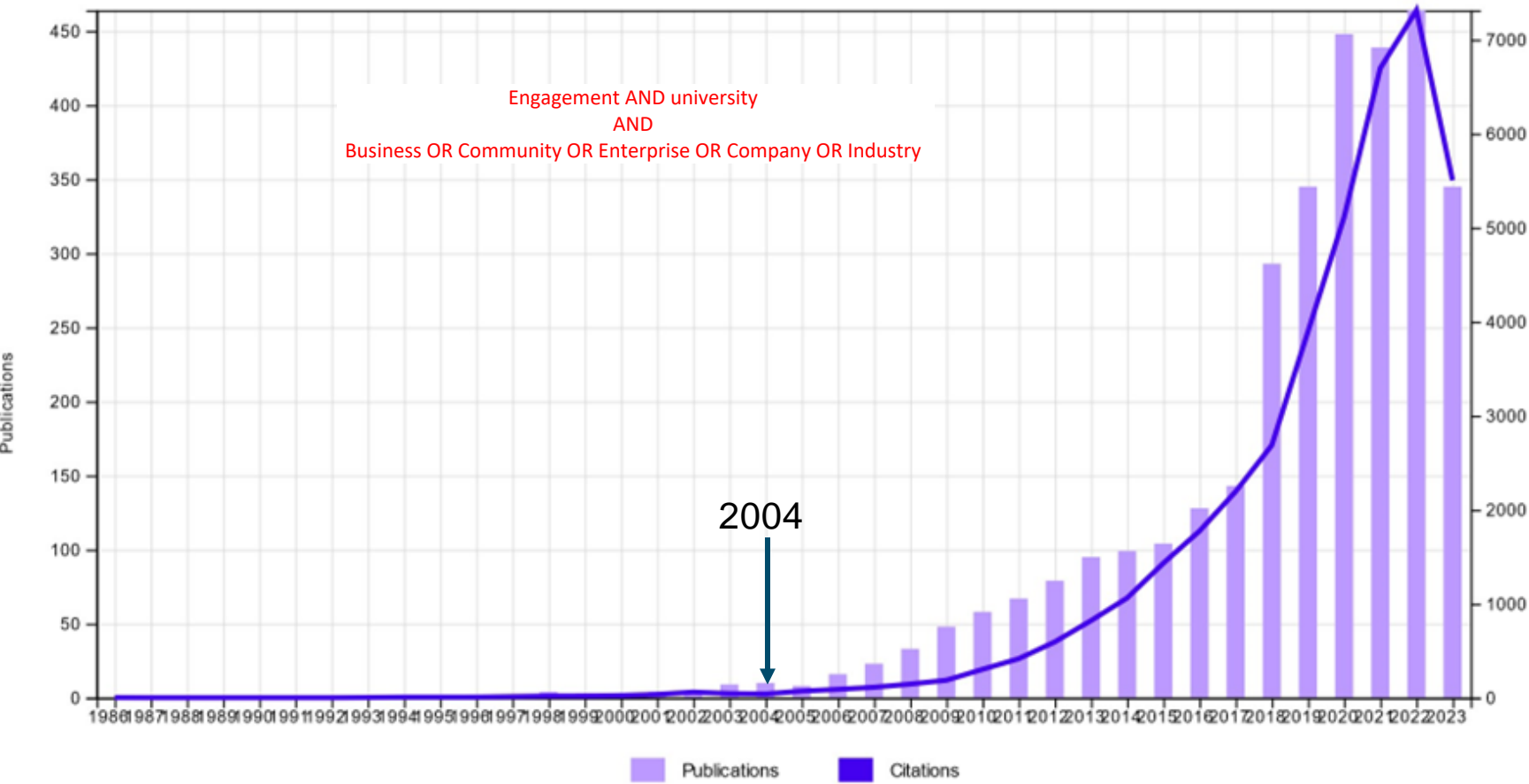


# So, what are “engagement” and “Enterprise challenges” anyway?



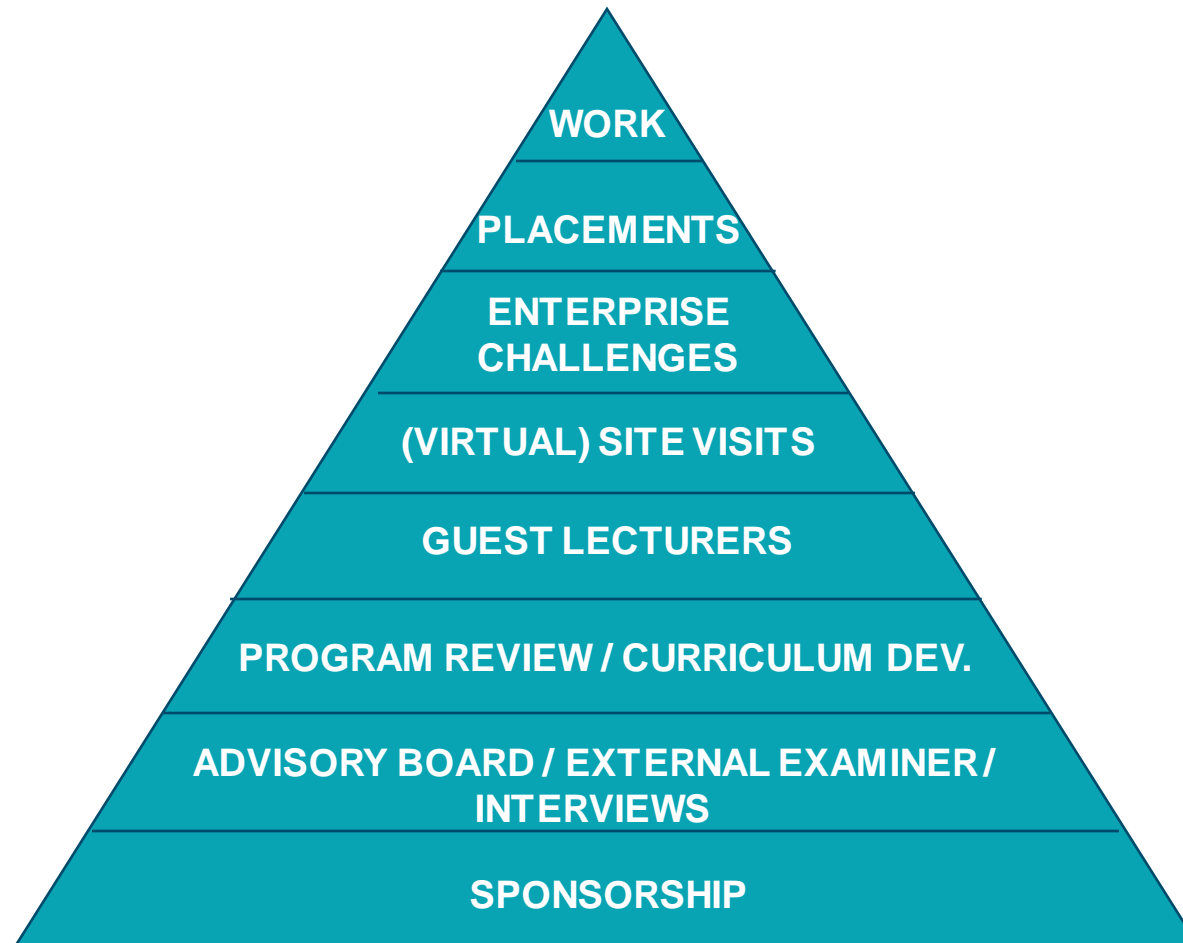


# So, what are “engagement” and “Enterprise challenges” anyway?

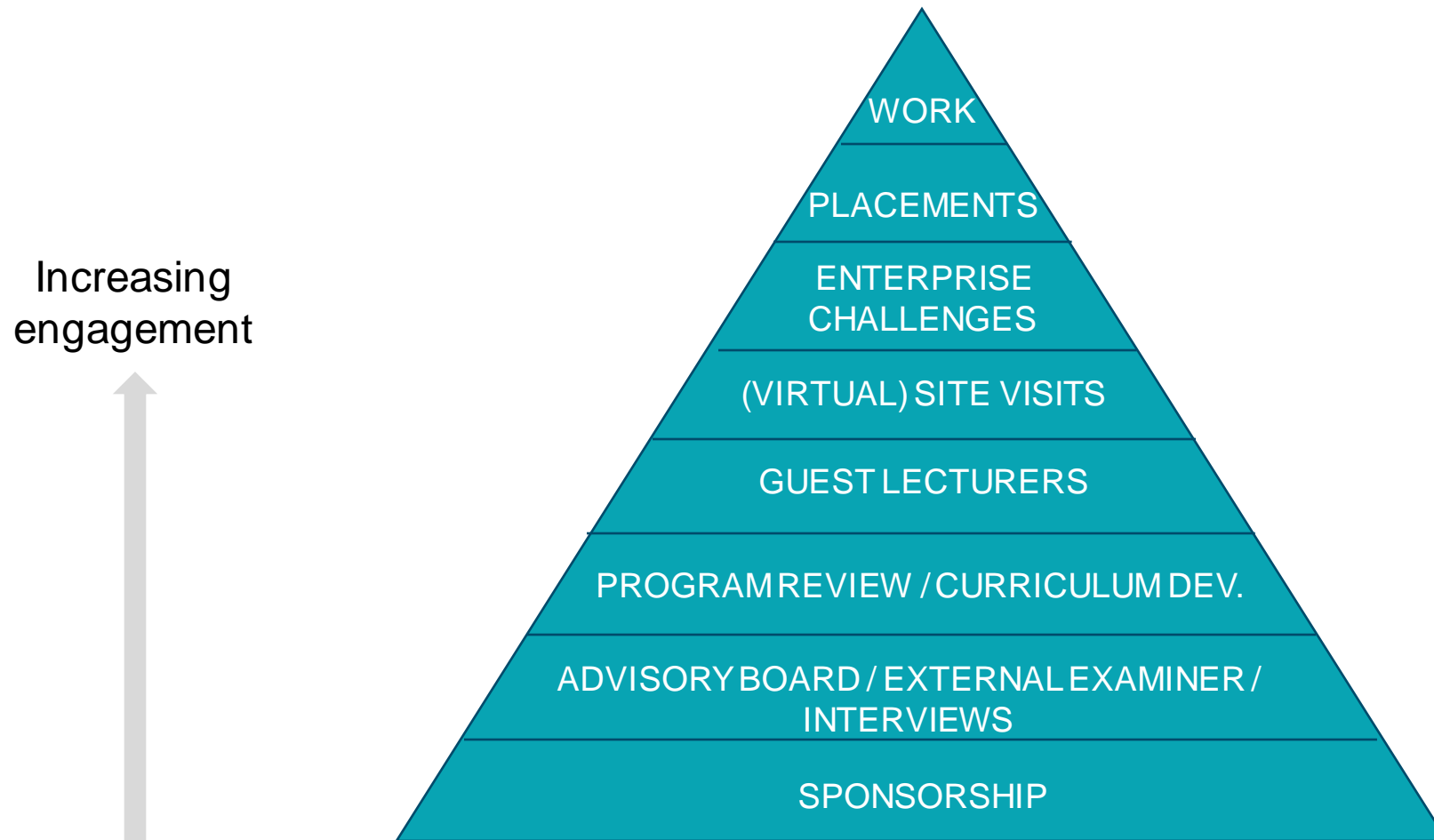


...people inside universities interacting with those outside universities to share knowledge and research, collaborate on ideas, co-produce new approaches and enable curiosity, exploration and conversation. Through it everyone gains valuable interactions and insights, in turn contributing to societal development and progress.

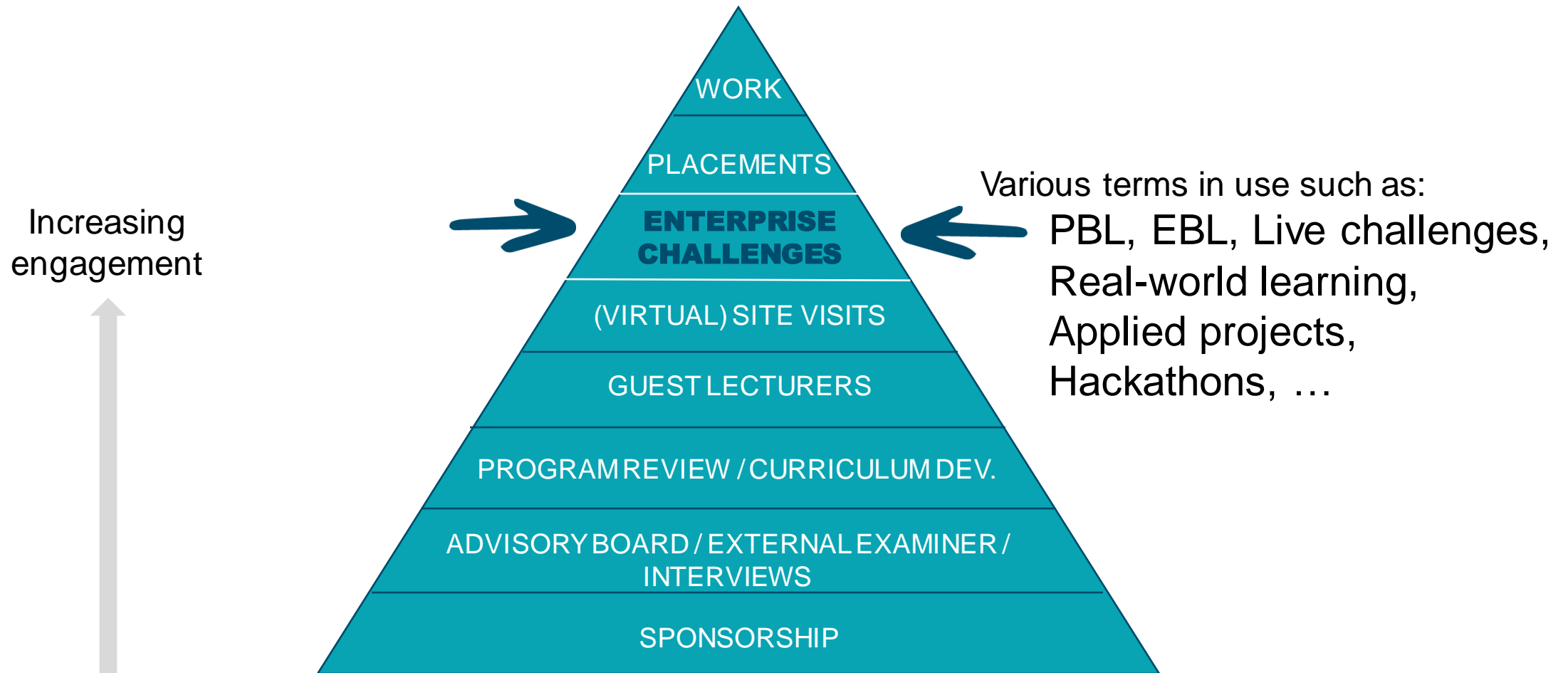
# Pyramid of Engagement for our on-campus learners



# Pyramid of Engagement for our on-campus learners



# Pyramid of Engagement for our on-campus learners



# Huge range of existing Enterprise Challenges within TU Dublin

| Module Code | Module Title   |
|-------------|--|
| DMKT H3019  | Professional Project   |
| DMED H3029  | Professional Project   |
| MUSG 4008   | Professional Project (Major)   |
| MUSG 4011   | Professional Project (Minor)   |
| VSCS 3003   | Independent Learning: Real World Research Project                                |
| ART 2002    | Real World Engagement  |
| MGMT 4406   | International Management Challenge   |
| RECE 4108   | Real Estate Challenge  |
| BEHV H3010  | Understanding Behaviours that Challenge  |
| ACSE H3000  | Case studies & problem based learning-laboratory analyst                         |
| BSMT 3416   | Critical Thinking and Problem Solving  |
| CIES H1013  | Problem Solving & Team Skills  |
| INPJ H3001  | Applied Industry Project / Placement   |
| PLPP H4000  | Capstone Work Placement - Preparatory Module                                     |
| PHYS 4829   | Clinical Measurement Science Final Stage Hospital Placement                      |
| WKPL 3013   | Food Industry placement for Culinary Science                                     |
| WKPL 9000   | MSc Work Placement   |
| TECH 3200   | Professional Practice Placement: Architectural Technology                        |
| WORK H1005  | Work Placement/ Internship   |
| TBC         | Block delivery of (Re)Designing modules to embed Community Engaged Research & Le |

Some examples extracted from Akari

# Huge range of existing Enterprise Challenges within TU Dublin

| Module Code | Module Title   |
|-------------|--|
| DMKT H3019  | Professional Project   |
| DMED H3029  | Professional Project   |
| MUSG 4008   | Professional Project (Major)   |
| MUSG 4011   | Professional Project (Minor)   |
| VSCS 3003   | Independent Learning: Real World Research Project                                |
| ART 2002    | Real World Engagement  |
| MGMT 4406   | International Management Challenge   |
| RECE 4108   | Real Estate Challenge  |
| BEHV H3010  | Understanding Behaviours that Challenge  |
| ACSE H3000  | Case studies & problem based learning-laboratory analyst                         |
| BSMT 3416   | Critical Thinking and Problem Solving  |
| CIES H1013  | Problem Solving & Team Skills  |
| INPJ H3001  | Applied Industry Project / Placement   |
| PLPP H4000  | Capstone Work Placement - Preparatory Module                                     |
| PHYS 4829   | Clinical Measurement Science Final Stage Hospital Placement                      |
| WKPL 3013   | Food Industry placement for Culinary Science                                     |
| WKPL 9000   | MSc Work Placement   |
| TECH 3200   | Professional Practice Placement: Architectural Technology                        |
| WORK H1005  | Work Placement/ Internship   |
| TBC         | Block delivery of (Re)Designing modules to embed Community Engaged Research & Le |

Some examples extracted from Akari

## • Common themes

- Expose students to approximations of practice
- Linking theory to practice
- Assigning a challenge to a student (group)
- Can have an enterprise or social focus

## • Various modes

- Extra-curricular
- Integrated into existing module
- Dedicated module



Connecting Students With Industry Through Extra-Curricular Activity & The Opportunities That May Bring For The Student, The Partner & The Environment:

# A Case Study on The Glan Agua Sustainability Challenge

---



Thomas Treacy

Programme Chair School of Mechanical Engineering

[thomas.treacy@tudublin.ie](mailto:thomas.treacy@tudublin.ie)

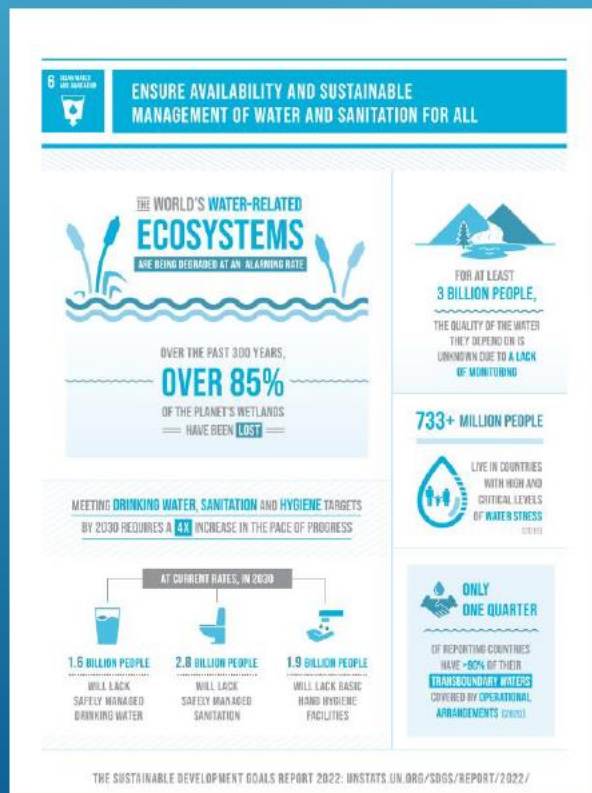
TU Dublin

Sustainability

Solutions to Industry



# GLAN AGUA



Inaugural TU Dublin Sustainability Challenge in conjunction with Glan Agua

<https://forms.office.com/e/H5huSNVdNv>

Join in on 14<sup>th</sup> March 2023



# Water Treatment Plants (Awareness & Sustainability)

Potable Water Treatment is fundamental to industries and communities across Ireland, both urban and rural. Awareness around the valuable sources of water that feed water treatment facilities are of fundamental importance to safeguard our water for the future.

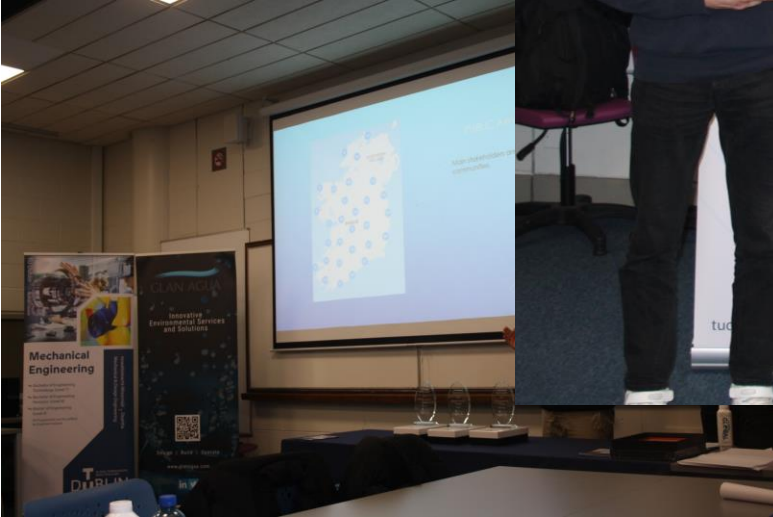
Your team must develop a solution to the

1. How can the protection of water treatment plants be improved?
2. Identify practical solutions which protect water sources.
3. Explore how water treatment plants can be promoting sustainable practices and awareness.



The ideas included:

- UV water purifiers at the entry to areas of importance to raise awareness of and influence behaviour
- Sensors and drone mounted cameras to monitor possible trespass/illegal dumping
- Water quality monitoring on farm run off



# The Students Enjoy Their Moment After The Prizegiving



# Review

- Mostly positive feedback from the students who participated
- 2 students applied for and had a paid summer work placement with Glan Agua
- Agreement in Principle to run this as an annual event (1<sup>st</sup> March 2024)
- Consideration to broadening the reach to students on other programmes

With Thanks to Growthhub at TU Dublin



# Creative Digital Media Professional Practice Module

---



Irene McGinn

Lecturer in Creative Digital Media,  
School of Media

[irene.mcginn@tudublin.ie](mailto:irene.mcginn@tudublin.ie)



# The Professional Project Module

Working in collaboration in a community-led approach, initiated by a community group, a student engages with professionals, freelancers, stakeholders, clients or groups, who merge together in the formation of solutions too challenging | complex to be devised otherwise.

These projects can involve the bringing together of varied groups, creating a strong impact, particular emphasis on a communal meetings, awareness of the local, as well as devising the solutions to participants who might not otherwise have the skillset | processes to do so.

# The Professional Project Module

Creative Digital Media technologies, rooted in social media, website design, photography, video, graphic design, animation offer new opportunities for community-led design, potentially transforming the ways in which people take part in these processes, and their ability to make an impact.

The projects initiated as part of the Professional Project module on the BA in Creative Digital Media at TU Dublin, Blanchardstown reflects on the individual student role, and the values for those involved. This is a community need with a collaborative creative approach to delivery, benefiting the wider community, the student(s), the participants, and client.

# Range of Projects

- Web Design
- Graphic Design
- Branding
- Digital Marketing
- Documentary
- Music Video
- Promotional Videos
- Social Media | Marketing
- Photography
- Prototype App design
- Animation
- Audio/Visual/Sound

# Range of Clients

---

|   |
|---|
| Rehab   |
| Collaborative Studios                         |
| Castleknock Community Centre                  |
| Irish Kidney Association                      |
| National Council for Special Education (NCSE) |
| Photo Museum Ireland                          |
| Fingal County Council                         |
| Draíocht                                      |
| Avista  |
| Powerchair Football Association               |
| Jigsaw  |
| Enable Ireland                                |
| FAI   |
| Depaul Ireland                                |
| Alzheimers Society of Ireland                 |
| Fidelior                                      |
| Irish Blood Transfusion                       |

National Council for Special Education (NCSE)



WOLF

ncse  
National Council for Special Education

**WHAT TIME IS IT**  
**MR. WOLF?**



draíocht

# Look

### Looking around the Gallery

You don't need to be an expert to look at or talk about art. Just enjoy looking and take whatever you like from the work! Look and see if the art work is bigger or smaller than you? Can you see any shapes in the work that you can copy with your body? When you look closely, can you tell what material the art work is made from?

Now: Stop Looking - Close your eyes - Can you hear anything?

### Drawing with the Viewfinder

Ask at the Box Office for paper and a pencil. Use the Viewfinder to help you focus on one object, a part of an art work in the Gallery or Architecture of the building. Draw what you see through the Viewfinder. Do you notice anything interesting as you focus and draw - what shapes, textures and colours do you notice?

# Draw

# Viewfinder



### Talking about Art Together

Walk around the Gallery: What do you think a Gallery is for? Discuss about at least two art works. Ask open-ended questions: What do you see? What colours do you notice? What shapes? What is happening? What might have happened before? What might happen next? Does this remind you of anything you know or have experienced?

# Talk

### Playing Gallery Games Together

#### "I Spy"

Have a good look around the work in the gallery. Ask your child to pick one artwork, and keep it in their mind, but not to tell you which one they have picked. Now guess which one they have chosen by asking them to give you clues about the work. What colours and shapes are there? What medium? How does it make you feel? What words do you think of when you are looking at the work? - Now switch places and allow them to question you about your chosen art work!

# Play

gallery pack

### The Mosaic Project

This permanent sculpture was created by 350 fifth class pupils from primary schools around Dublin 15. Can you find it?

Once you have found it, finish off the drawing by adding to it. Continue with the same pattern or create something new, add your own squiggles, lines, shapes, colours.

Tell a story about your creation!



## Welcome to Draíocht

This Guide has been designed for adults and children to work together to explore and enjoy the Exhibitions and Architecture of Draíocht. Please do Look, Draw, Talk and Play in the Gallery, but please remember not to touch the art work!



### Imagination Architect

Use the viewfinder to find our staircase. It's a spiral! Is a spiral more fun to walk on? What other fun ways can you get to our first floor Gallery? A rope, a slide, a hot air balloon? - Draw it!



Delight

Delight

### Finish the sentences to find pictures and words...



- This might be buying T. \_ \_ETS at the S. \_ \_ O. \_ \_ C. \_
- This says M. \_ and should be the fair, but is hanging around our front D. \_ \_RS instead!
- This is usually in the Park, but wants to tell you what's on in our Th. \_ \_RE.





# AGE / GENDER



EPFA Nations Cup 2014

Ireland were the inaugural hosts of the first EPFA Nations Cup in 2014 in Limerick. Ireland lost out on penalties to Belgium in the top/4th place play-off





## Participant Charter

- Dignity and respect
- Fairness and non-discrimination
- Confidentiality and privacy
- Choose their own goals
- Consent to and be part of clinical decisions regarding their rehabilitation
- Express and develop own opinion and views
- A safe, clean and supportive environment
- Personal Safety
- Emotional and educational support
- Use of only evidence based treatment methods
- High professional standards from our staff
- Participant responsibilities
- Be on time
- Take personal responsibility
- Respect confidentiality
- Respect one another
- Be a participant

## The Staff

Gerry Ryan - Service Manager  
Cindy Lynch - CE Supervisor  
Lisa Coughlan - CE Supervisor  
David McCrossan - Case Worker  
Andrew Merrigan - Case Worker  
Christin Herbert - Case Worker

## Additional Support Workers



The Tolka River Project is a community based rehabilitation centre, providing quality and accredited education, training and development. We use evidence based therapeutic models of care which aim to facilitate people in their recovery from drug problems and alcohol misuse.

Tolka River Project  
Buzardstown House  
Mulhuddart  
Dublin 15  
Phone: 01-8242060 0872730999  
E-mail: [infotolkariver@gmail.com](mailto:infotolkariver@gmail.com)  
[gerry@tolkariver.ie](mailto:gerry@tolkariver.ie)  
Website: [www.tolkariver.ie](http://www.tolkariver.ie)



## Tolka River Project A Pathway to Recovery

### Opening Times:

- Mon - 8am to 9pm
- Tue - 9am to 4pm
- Wed - 9am to 4pm
- Thur - 8am to 8pm
- Fri - 9am to 4pm

INFORMATION LEAFLET



# Tolka River Project

## A Pathway to Recovery

If you are seeking help remember you are not alone and we are here to help you every step of the way.

We will provide you with all the resources that you need in order to help you get better such as:

- Community
- Therapy
- Rehabilitation
- Education

## Assessment

### Referral, Assessment Stage

This is the start of the programme and at this stage we explore the basics of the project with you. This ensures that you are fully aware of the commitment involved and also makes sure that the project is best suited to you and your needs.

It can take between 2-8 sessions for an Assessment to be completed. A key part of Assessment is the preparation group which is run twice weekly to support clients.

### Stage 1: New Beginnings

#### Introduction Programme

The early stage of the programme is set aside for clients to adapt to being part of a group and on a rehab programme. This stage is focused on learning about addiction and recovery. This group is for people who are beginning their journey of recovery.

### Stage 2: Discovery

#### Recovery Programme (Drug/Alcohol Free)

The early stage of the programme is set aside for clients to adapt to being part of a group and on a rehab programme. This stage is focused on learning about addiction and recovery. This group is for people who are beginning their journey of recovery.

### Stage 3: Pathways

#### Move-on programme

This stage of the programme is for those who are finalizing their move on from Tolka River. The group is focused on move on options, these include employment, education, job placement and work experience. This group is only for people who have completed one or two of their earlier stage groups.

## Programmes and Services

- Relapse Prevention/Recovery Management
- Community Enforcement Approach
- Anger Management
- Behavioural Change
- Emotional Awareness
- Mindfulness/Yoga/Reiki/Massage
- Education/Training
- Work Placement
- Evening Social Club
- Healthy Food/Living
- Money Management
- Life Skills
- Addiction Awareness
- Referral
- Care Planning
- Adventure Therapy
- Interagency Work
- Community Employment Scheme



## Criteria

- Stabilised on prescribed medications
- Actively working towards being drug/alcohol free
- Drug free if attending the Discovery stage
- Willingness to address addiction issues
- Motivated towards change
- CE eligible
- Voluntary places for those that completed CE
- Dublin 15 resident or within surrounding area
- 18 or over

### Community Reinforcement Approach (CRA)

The Community Reinforcement Approach (CRA) is a comprehensive behavioural programme for treating substance abuse problems. It is based on the belief that environmental contingencies can play a powerful role in encouraging or discouraging drinking or drug use. Consequently, it utilizes social, recreational, familial, and vocational reinforcers to assist clients in their chosen recovery process. Its goal is to make a sober/stable/abstinent lifestyle more rewarding than the use of substances.



## Tolka River Project A Pathway to Recovery

Tolka River Project  
Buzardstown House  
Mulhuddart  
Dublin 15  
Phone: 01-8242060 0872730999  
E-mail: [infotolkariver@gmail.com](mailto:infotolkariver@gmail.com)  
[gerry@tolkariver.ie](mailto:gerry@tolkariver.ie)  
Website: [www.tolkariver.ie](http://www.tolkariver.ie)



01 824 2060



[tolkariverproject@gmail.com](mailto:tolkariverproject@gmail.com)

# Developing Skills in Practice

---



**Dr Fernando Perez Tellez**

Lecturer, School of Enterprise Computing  
and Digital Transformation

[fernando.pereztellez@tudublin.ie](mailto:fernando.pereztellez@tudublin.ie)

# Objectives

- To develop skills using real industry scenarios
- To place the students in a real industry situation and help them to find the solutions for the challenges
- To help the community with student projects

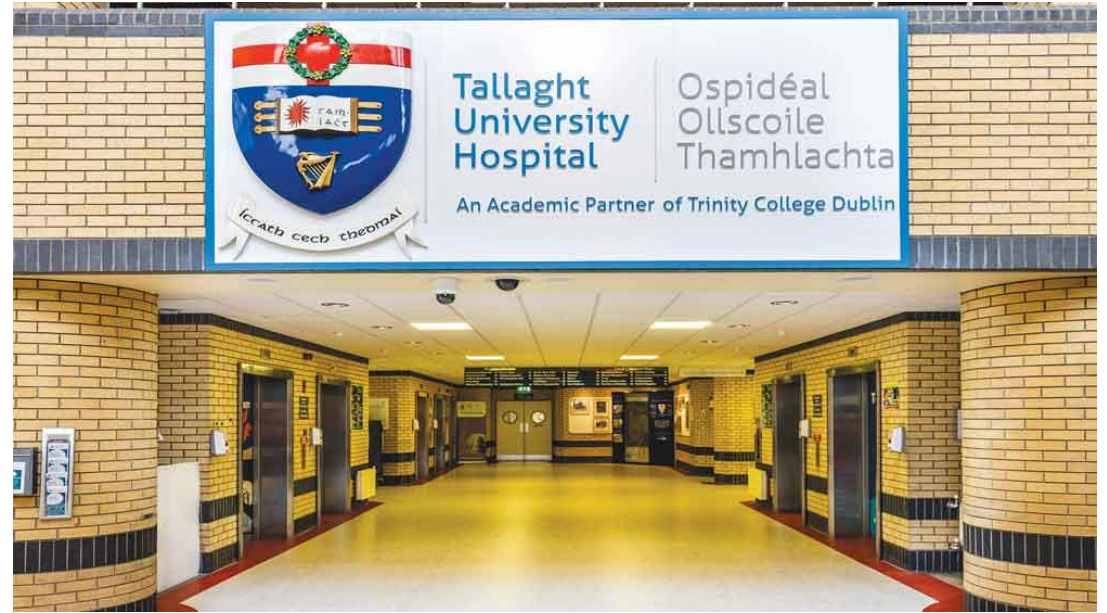


# Partners

- Cloud Computing



- Health Sector



# Type of events

- Year Long Projects
  - 4<sup>th</sup> Year Projects
  - Tallaght University Hospital
- Day Long Projects
  - AWS GameDay
  - AWS JAM
  - Health Hackathons

Spark Summit | Innovation in Action  
Thursday 15 June 2023, Clayton Hotel, Cardiff Lane, Dublin

### A Co-designed Hands-free Pathology Dictation Solution

Cian Hardiman Ray\*, Ann Leonard†, Hannah O’Keeffe†, Ende Lee†, Fernando Perez Tellez†, Sarah Delaney†  
\*Year 4 Computing Student @ TU Dublin, Tallaght  
†Technological University Dublin, Tallaght, Tallaght University Hospital  
Contact: cianh@tallaght.tu-dublin.ie, annleonard@tallaght.tu-dublin.ie

**INTRODUCTION AND CHALLENGE**  
This project provides an innovative solution to a dictation challenge for medical scientists and pathologists in the Cellular Pathology Department in Tallaght University Hospital (TUH). In 2022 the Cellular Pathology Department in TUH produced 29,000 individual reports, each of which had to be dictated onto cassette tapes and manually typed into the laboratory information system.

We propose the use of a bespoke Web application which can be controlled hands-free using a foot pedal and used by the staff to record, report, dictate and generate transcriptions. The project’s main components include a web application for recording and dictating audio files, and another for viewing automatically generated transcriptions. There are dictation products on the market but all have their limitations; this is a bespoke application designed specifically for the intended use in TUH, with no investment required to software or hardware.

**CHALLENGE**  
The cellular pathology laboratory currently relies on outdated analogue dictaphones and microcassette tapes for dictation and transcription processes. This technology presents several limitations, including:

- poor audio quality
- tape damage due to multiple uses and erasures,
- limited capacity for dictations on each tape,
- manual transfer of tapes within the department with risk of misplacing tapes,
- labor-intensive manual transcription requiring specialized medical typists,
- frequent replaying of tapes to capture dictated reports,
- difficulty in identifying urgent dictations,
- manual cataloging and erasing of tapes,
- challenges in obtaining increasingly obsolete replacement equipment

The laboratory is in need of an updated, digital solution to address:

**OUTCOME**  
The web-based application will greatly improve the workflow, meaning transcribed dictations only need to be proof read before being copied into the LIS. Audio recordings can be easily retrieved and reviewed to assist with proof reading. The workflow will greatly be

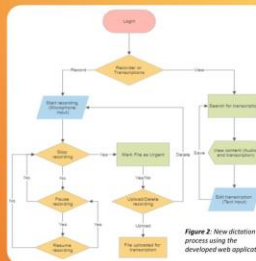


Figure 2: New dictation process using the developed web application



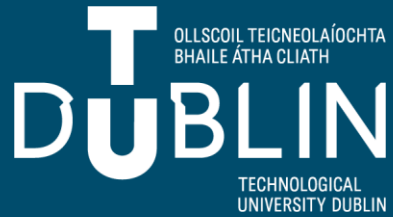
## Topical Steroid Calculator

This app will calculate the amount of topical steroids that is needed when a consultant pours an area of the body



Get started





ACADAMH  
FIONTRAÍOCHTA  
ENTERPRISE  
ACADEMY

[fernando.pereztez@tudublin .ie](mailto:fernando.pereztez@tudublin.ie)

Thank you



# THE ENTERPRISE CHALLENGE TOOLKIT

---



Niamh O'Hora

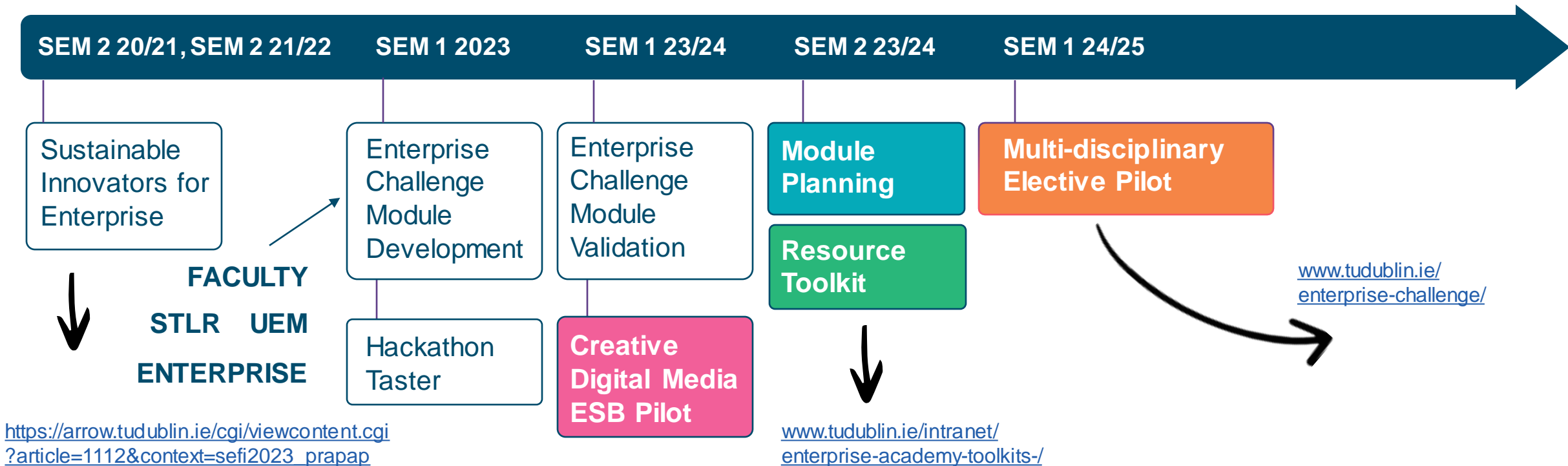
Educational Developer TU Dublin Enterprise  
Academy & Lecturer Creative Digital Media,  
School of Media

[niamh.ohora@tudublin.ie](mailto:niamh.ohora@tudublin.ie)



# Enterprise Challenge Pillar Elective

*In conjunction with Global School of Business, multi-disciplinary 5 ECTS elective, open to second to fourth year undergraduate, international, Erasmus, and postgraduate students at TU Dublin.*





# Creative Digital Media ESB Pilot

"I liked working with a real client, and felt like I was being listened to by ESB"

"It was chill. I liked the teamwork with friends. Learnt some cool stuff."

Empathise

Define

Ideate

Prototype

Test

Implement

"I like the freedom we had for creative ideas"

"It gives people the chance to choose what route they wanted to take their project"





## Enterprise Challenge Toolkit

A resource to assist faculty collaboration with business and civic partners, tackling live challenges and innovation projects. For suggestions or feedback, reach out to [niamh.ohora@tudublin.ie](mailto:niamh.ohora@tudublin.ie). Learn more about the Enterprise Challenge at [www.tudublin.ie/enterprise-challenge](http://www.tudublin.ie/enterprise-challenge).

- Assessment: Example Assignment Brief (Word Download)
- Assessment: Example Assignment Rubrics (Word Download)
- Project Sponsor: Example Explainer (Word Download)
- Activity: Discovery Interview Script Template (Word Download)
- Activity: Persona Template (Powerpoint Download)
- Activity: Persona Template & Workshop (Miro Link)
- Activity: Journey Mapping Template (Powerpoint Download)
- Activity: Journey Mapping Template & Workshop (Miro Link)
- Activity: How Might We (HMW) Problem Statement (Powerpoint Download)
- Activity: How Might We (HMW) Problem Statement & Workshop (Miro Link)
- Activity: Ideation Workshop (Miro Link)
- Activity: Business Model Canvas Template (Miro Link)
- Activity: Storyboarding Workshop (Miro Link)

Download, modify  
and use!



**Resource Toolkit**

## ENTERPRISE CHALLENGE

[www.tudublin.ie/enterprise-challenge](http://www.tudublin.ie/enterprise-challenge)

### PROJECT BRIEF

[Insert Challenge Title]

#### LEARNING OUTCOMES

1. Work with enterprise or community partners to solve business, social or civic challenges in a professional, ethical and sustainable manner.
2. Demonstrate an ability to co-create and work effectively in a multidisciplinary team, while demonstrating self-direction and self-management skills.
3. Deliver end-to-end innovation through planning, discovery, definition, ideation, design, prototyping and evaluation.
4. Demonstrate technical competence, problem-solving and adaptability in the context of a changing environment.
5. Develop self-confidence and demonstrate influence for impact through effective negotiation and communication.
6. Critically evaluate the potential impact, usability and sustainability of project outcome(s) and reflect on the individual learning experience.

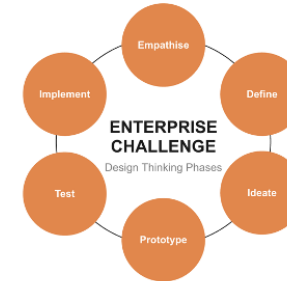
#### BACKGROUND

[Introduce the enterprise or civic partner here. Outline the context and backdrop leading up to the present challenge or problem. It might help to consider:

- **Goals:** What does the sponsor hope to achieve with this project?
- **Impact:** How does the challenge fit into bigger issues like community welfare, the economy, or the environment?
- **Existing Research:** Mention any previous research done by or about the partner that's relevant.
- **Current Strategies:** Talk about how the partner operates and reaches their audience in their sector.
- **Known Issues:** List any problems or limits that could affect solving the problem.]

### THE BRIEF

Collaborating in teams, adopt the role of innovation consultants, handpicked by [insert project sponsor's name]. Your mission is to offer deep, strategic insights and inject fresh, disruptive ideas tailored to [insert specific strategy, product, or service under examination]. Armed with a [Design Thinking](#) mindset, convert actual challenges into impactful solutions. Your creativity and insights have the potential to not just solve problems but to impact lives and drive meaningful change.



### DELIVERABLES

#### EMPATHISE AND DEFINE PHASES (TEAM) REPORT & PRESENT (40%)

1. **Report:** Teams should comprehensively document the results of the *Empathise* and *Define* phases, incorporating the following:
  - **Background & Objectives:** Clearly articulate the project's aims and how they align with the sponsor's expectations and needs.
  - **Research & Analysis:** Understand the problem in its real-world setting, considering its impact on people, the economy, and the bigger picture. Learn | about who's affected using human-centered methods focused on real experiences. Show what you've learned from exploring the market, economic trends, laws, and social issues. For each research method used, include the following elements:
    - **Goals:** State what the team want to learn from the research.
    - **Methodology:** Explain how information was gathered and analysis techniques (include appendices if applicable).
    - **Results:** Share what you found, both in detail and in summary form (use synthesis formats and methods suggested in class).
    - **Conclusions:** Explain how your findings inform what the team will do next.
  - **Problem Definition:** After researching, write 3-4 "How Might We" problem statements that pinpoint the main problems found. Use these questions to guide your project. For each one, specify who is most impacted or who will benefit the most from solving the issue.
  - **Teamwork & Collaboration:** Elaborate on your team's collaboration methods, approach to meetings, and the various activities undertaken to foster effective teamwork (include appendices if applicable). Include reflective insights as to how teamwork





ACADAMH FIONTRAÍOCHTA  
ENTERPRISE ACADEMY

# ENTERPRISE CHALLENGE

## BECOMING A PROJECT SPONSOR

The Enterprise Challenge is a 5 ECTS elective module where TU Dublin students work in multi-disciplinary teams to tackle a challenge or problem posed by an enterprise or civic partner. Using a design thinking approach, teams follow an end-to-end innovation lifecycle over a 12-week period.

[WWW.TUDUBLIN.IE/ENTERPRISE-CHALLENGE](http://WWW.TUDUBLIN.IE/ENTERPRISE-CHALLENGE)

## Sponsoring an Enterprise Challenge Project

We're seeking business and civic partners to sponsor live challenges for our multidisciplinary student teams at TU Dublin over a 12 week period. We're on the lookout for challenges where organisations will benefit from fresh thinking and innovation, tapping into diverse student skill sets. The problem should be broad, without the need for specialised knowledge, inviting a range of potential solutions and ideas.

### Why Get Involved?

- **Diverse Skills:** The multi-disciplinary approach brings a unique blend of perspectives and skills focused on the sponsor's specific problem or challenge.
- **Fresh Thinking:** Third-level students bring ideas and perspectives from diverse market segments.
- **Innovative Approaches:** Underpinned by Design Thinking, students foster a culture of experimentation and risk-taking.
- **Accelerated Problem Solving:** When projects are stalled due to resource constraints, students can inject new energy and time to problem-solving.
- **Talent Pipeline:** Collaboration creates a talent pipeline making it easier to potential future employees early.
- **Long-Term Partnerships:** Establishing collaborations can lead to enduring partnerships, creating long-term connections.
- **Community Engagement:** Partnering with students showcases commitment to education, innovation, and collaboration.

### What's Involved?

We'll schedule an initial virtual meeting to chat about the perfect problem for our student teams. We'll craft a project brief, send it your way for feedback, and incorporate your suggestions. We're requesting three points of on-campus engagement from project sponsors throughout the semester, which run from January-May and September-December each year:

1. Help students teams understand the problem in week 2
2. Share your valuable feedback during week 6/7
3. Join us for the grand presentation in week 12

### Project Timeline



### Next Steps

Please contact [insert name, role] at [insert email] to get started.



<https://miro.com/education-whiteboard/>

# Free digital whiteboard for online education

Miro makes distance learning and working with classmates and colleagues easy and fun. If you're a student, an educator, or a school, you can apply for a Miro account.

**Student** 10 😊

Work on assignments and group projects

---

Free

Apply as student

---

What's included:

- ✓ 10 team members

**Educator** 100 😊

Set up your online classroom

---

Free

Apply as educator

---

All Students features, plus:

- ✓ 100 team members

**Institution**

Integrate interdepartmental workflow, maintain security, and support

---

Custom

Contact us

---

**Resource Toolkit**

All Students and Educators features, plus:

- ✓ Starting at 50% off the regular price

# The Journey Mapping Template



**TU DUBLIN** **ACADAMH FIONTRAICHTA ENTERPRISE ACADEMY**

## Journey Mapping

**TEMPLATE** Enterprise Challenge Toolkit

*A Resource to Assist Faculty Collaboration with Business and Civic Partners*  
www.tu-dublin.ie/enterprisechallenge

### What's a Journey Map?

A journey map visually outlines the steps taken by a customer, learner, or stakeholder group when engaging with a system, product, brand or service to fulfil a goal. Journey maps vary in form but can share key elements:

- **Actor:** Involved stakeholder(s) or persona(s).
- **Scenario:** The actor's objective or goal.
- **Journey Phases:** Key stages of the process.
- **Touchpoints:** Interaction points with the system, product, brand or service.
- **Actions:** What the actor is doing.
- **Experiences:** The actor's thoughts and feelings.
- **Pain Points:** Challenges or frustrations encountered.
- **Opportunities:** Potential areas for improvement or innovation.

### Why Develop Journey Maps?

Journey maps are a research-based collaborative tool for understanding and improving the experience of customer, learner or stakeholder groups:

- **Insights:** They offer deep insights into interactions with a system, product, brand or service and pinpoint areas that impact experience and satisfaction.
- **Human-Centered:** They help organisations and teams to focus on developing solutions that respond to people's needs.
- **Synthesise:** Useful for analysing, summarising, and conveying research findings, they can encapsulate insights from various research studies.
- **Alignment:** Journey maps promote team alignment and shared understanding, breaking down silos and revealing opportunities for improvement and innovation.

### When Develop Journey Maps?

The TU Dublin Enterprise Challenge module integrates a Design Thinking approach, where journey maps are crafted between the Empiricise or research phase and the early stages of Define phase.

These maps provide a well-organised perspective of stakeholder experiences, connecting initial insights to problem definition and laying the groundwork for ideation.

### Journey Map Examples

The first journey map example illustrates the experience of a budget traveller looking a holiday. Insights were gathered from a qualitative interview study with travellers.

The second journey map example contains the same scenario, insights and information, reformatted for presentations, reports and pitches.

#### Journey Map: The Budget Traveller

Scenario: A 40-year-old male from TU Dublin, Drogheda, with a budget of €1000 will be tasked to complete the trip for his wife.

| Touchpoints   | Research | Booking | Pre-Travel | Travel | Post-Travel |
|---------------|----------|---------|------------|--------|-------------|
| Experiences   | ...      | ...     | ...        | ...    | ...         |
| Painpoints    | ...      | ...     | ...        | ...    | ...         |
| Opportunities | ...      | ...     | ...        | ...    | ...         |

#### Journey Map: The Budget Traveller

Scenario: A 40-year-old male from TU Dublin, Drogheda, is planning a holiday with his family to celebrate the completion of their first year in jobs.

| Touchpoints   | Research | Booking | Pre-Travel | Travel | Post-Travel |
|---------------|----------|---------|------------|--------|-------------|
| Experiences   | ...      | ...     | ...        | ...    | ...         |
| Painpoints    | ...      | ...     | ...        | ...    | ...         |
| Opportunities | ...      | ...     | ...        | ...    | ...         |

### Journey Map Templates

Use the first template to synthesising research findings in a 60-90 minute workshop with your team.

- Set the context by describing the actor/stakeholder title and the scenario.
- Adjust the journey stages in the template to fit your specific journey.
- Modify the tabs by adding or deleting rows and columns as required.
- Fill in the template with details about touchpoints, actions, experiences, painpoints, and opportunities at each stage.
- As you create the map, focus on identifying opportunities for innovation and improvement.

Use the second template to reformat for presentations, reports and pitches.

#### Actor/Stakeholder

Scenario: description that sets context or outlines the experiences, actions, and emotions of a specific actor or persona as they interact with a product, service, or brand.

| Touchpoints   | Stage Title | Stage Title | Stage Title | Stage Title | Stage Title |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Experiences   | ...         | ...         | ...         | ...         | ...         |
| Painpoints    | ...         | ...         | ...         | ...         | ...         |
| Opportunities | ...         | ...         | ...         | ...         | ...         |

#### Actor/Stakeholder

Scenario: description that sets context or outlines the experiences, actions, and emotions of a specific actor or persona as they interact with a product, service, or brand.

| Touchpoints   | Stage Title | Stage Title | Stage Title | Stage Title | Stage Title |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Experiences   | ...         | ...         | ...         | ...         | ...         |
| Painpoints    | ...         | ...         | ...         | ...         | ...         |
| Opportunities | ...         | ...         | ...         | ...         | ...         |

# Resource Toolkit



The Journey Mapping Template by Niamh O...  
Miro.com

# Multi-disciplinary Elective Pilot

[www.tudublin.ie/enterprise-challenge/](http://www.tudublin.ie/enterprise-challenge/)

## Enterprise Academy

About | Partnerships | News & Events | People | Contact



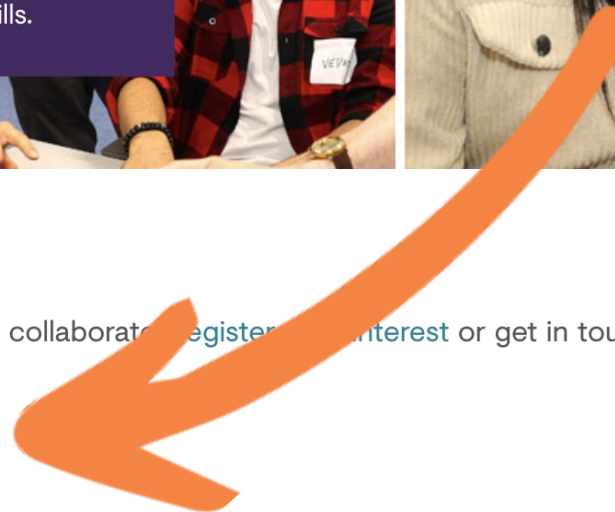
### ENTERPRISE CHALLENGE

Bridging the gap between academic knowledge and practical skills.

## Getting Involved

To explore opportunities for becoming a project sponsor or academic collaborator, [register your interest](#) or get in touch with the Enterprise Academy educational development team:

[Register Your Interest in the Enterprise Challenge](#)





# Next Community of Practice Event

## Wed. 28<sup>th</sup> February 2pm – 3pm

Talent Recruitment and Retention and HR Trends  
**Robert MacGiolla Phadraig, Founder Talent Summit**

[tudublin.ie/ea-community-of-practice](http://tudublin.ie/ea-community-of-practice)



**T**  
**DUBLIN**  
OLLSCOIL TEICNEOLAÍOCHTA  
BHAILE ÁTHA CLIATH  
TECHNOLOGICAL  
UNIVERSITY DUBLIN

**ACADAMH  
FIONTRAÍOCHTA  
ENTERPRISE  
ACADEMY**



[tudublin.ie/enterprise-academy](https://tudublin.ie/enterprise-academy)