

Description: A Business Model

When we started the project I didn't exactly know what a business model was. I assumed it was a basic structure of a business. Our challenge was to develop a business model that is simple and easily understandable, aimed at creative people who do not usually operate the business side of things.

Feelings

All the previous business models we looked at were hard to understand and complicated terminology which was difficult to understand as an art student as I have never been confronted with this type of terminology before.

Evaluation

The challenge was clear: we had to develop a simple and visually aesthetic business model tool for creative students and graduates to be able to put their own business/practice into a business perspective.

Analysis



Developing the business models it was very helpful to have time to test our basic concept on students and see what works for them and what doesn't. Personally it was great being paired up with a recent graduate and having to explain to them our first Generic Business Model that we developed. Having to actually talk about their creative business in the right terminology showed that the student actually already had a business plan and all its parts thought out but hasn't previously used the widely-accepted terminology before. So when we sat down with the business model and the simplified questions/aspects it was great for the student to be able to fill all the missing parts and afterwards the student felt like they had a proper business model that they could present to others.

Conclusion

The project had in my opinion a great outcome. We developed a tool that can easily be printed out and used by anyone who isn't that familiar with business terminology but offers a business in whatever form that might be. In particular creative students business can vary greatly in form. It could be a service or which it was the case with my assigned graduate, the student offered lectures to muse-

Action Plan

<p>What is your unique selling point? (usp)</p> <p>Value Propositions</p>	<p>Who are you paying?</p> <p>Expenses</p>	<p>What pays you?</p> <p>Income</p>
<p>How do you communicate with customers?</p> <p>Customer Experience</p>	<p>Who are your customers?</p> <p>Target Customers</p>	<p>What are your platforms to reach the customers?</p> <p>Communication / Distribution</p>
<p>Who is helping you?</p> <p>Partners</p>	<p>What do you do?</p> <p>Functions</p>	<p>What do you need?</p> <p>Resources</p>

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Generic Business Model

We designed the cards to be used to help with the thinking process. Oftentimes students who think of making a business model might not know exactly what audience to target or via what channels they want to distribute their product. Creative students in particular might want to make a business that might not incorporate all the parts of a generic model. That is why we made the business model dynamic and the cards can be moved around according to what the student or graduate thinks is more important. The Business Model cards make the questions surrounding a business model easily understandable and accessible. The cards can be used in a dynamic context and the students can brainstorm different points adding to their business description. After testing the cards out with students it became apparent that thinking of a business model one can be unsure of some aspects of a business and a thinking process is necessary for the student to be able to write down some ideas and then being able to cross these out and replace them with better points. So to sum it up, the business model cards serve the process and by rephrasing usually complicated questions give the students an easy way to understand what they need to be considering when thinking of a business.

Specific business model - Fold Out

This business model works along with the card concept. The cards should help with accumulating the main ideas of the business especially when the student or graduate has not thought about all required aspects yet. There might be some missing elements that can be worked out and the cards allow the possibility to play around with the hierarchy of certain points and are part of the process. Once the student/graduate has filled out all the missing parts on the cards, the Fold Out Business Model comes in. Now the student can write the final points on the clean fold out paper and carry it around easily and if needed present the business model.

The graduate that we have tried out the business model with loved the idea of having all the final points on one piece of paper after being able to move around the cards and brainstorm parts of her business model that they haven't thought about. The graduate was not entirely sure about some aspects of a business model before trying the business model cards approach.

The cards help figuring out missing elements with the dynamic approach and the foldable business model concept gives a space for the final business model to be filled out into one form. The form can additionally be folded for compatibility purposes.

After filling out the Business Model, cut on the cutting marks and fold the Business Model for compatibility.

NAME OF BUSINESS	VALUE PROPOSITIONS What is your unique selling point?		
	FUNCTIONS What do you do?	RESOURCES What do you need?	COMMUNICATION/DISTRIBUTION What are your platforms to reach customers?
	TARGET CUSTOMERS Who are your customers?	CUSTOMER EXPERIENCE How do you communicate with customers?	INCOME What pays you?
	PARTNERS Who is helping you?	EXPENSES Who are you paying?	

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