Deliverable 1.4
Coaching methodology developed, tested and improved

Deliverable Name	Coaching methodology developed, tested and improved
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| **Dissemination Level**		
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	

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1. Introduction

The following deliverable reports about the methodology used for the coaching process provided by RespiceSME partners to photonics SMEs as well as the trainings as "Innovation assistant" to be able to assist SMEs that were conducted in the first 10 months of the project. The aim of these trainings was to introduce the RespiceSME partners to the concept of coaching and prepare them for the coaching process with SMEs.

The aim of Task 1.3 was to develop a coaching methodology suitable to Photonics SMEs for implementing the results of the innovation audits and strategy workshops. In this framework, it was necessary to define the role of each RespiceSME partner towards its respective SME as "Coach" considering that they are primarily not business developers, but cluster managers sometime without a business background. This is why the training as "Innovation assistant" was a necessity to define this role and train the partners to become coaches.

Finally, partner PhAu was in charge to organise the training sessions: 2 trainings were conducted in the first year of the project. They took place on the 10th of June 2016 in Graz and on the 11th of October 2016 in Berlin. The trainings were conducted by Martin Prangl from *Prangl Jazz Consulting[1]*. During these trainings the partners were introduced to the role of a coach, his different tasks as coach, goal setting and models for coaching processes as it is explained in chapter 3.

2. Coaching process for photonics SMEs

The RespiceSME coaching process includes different **modules** and aims to assist photonics SMEs in developing a **business strategy** in order to increase their **innovation potential and generate further collaborations**.
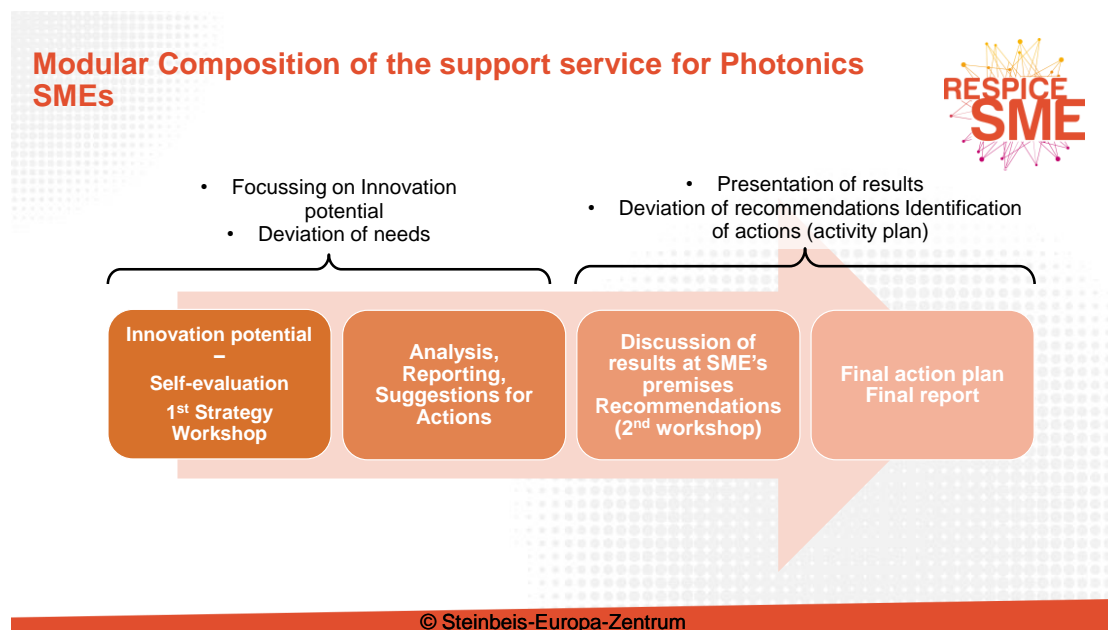
2.1. Innovation audits

The process starts with an **innovation audit** to assess the **Potential Innovation Index (PII)** of photonics SMEs by means of a questionnaire analysing **6 main areas of innovation practices**: 1) Ideas creation and creativity, 2) Design and new product development, 3) Competence management, 4) Competitive technology intelligence, 5) Project Management, 6) Knowledge Management. The additional area introduced in the RespiceSME Innovation Potential Index is the Value Chain Analysis (cf. D1.2).

2.2. Strategy workshops

Afterwards, the results of the innovation audits are presented and discussed in so-called **strategy workshops** with dedicated representatives of the audited photonics SMEs. In this framework, the following strategy workshop aims at:

- ❖ Providing an overview about the current situation of the company regarding its innovation management;
- ❖ Identifying the strengths and weaknesses and thus, defining its threats and opportunities (SWOT-Analysis);
- ❖ Identifying the product life cycle of the company;
- ❖ Analysing trends, markets, products, services & technologies
- ❖ Positioning products/services along the product life cycle
- ❖ Positioning products/services on the market
- ❖ Identifying new activity fields

The strategy workshop takes place during ½ day and a final meeting of around 2 hours. The 1st day is a comprehensive workshop to present the results of the innovation audits and analyse further external factors relevant to the company such markets, trends, etc. The methodology of the strategy workshops is presented in details in Deliverable 1.3.

After analysis, the results of the strategy workshops are transformed into an **action plan** that is based on a **recommended business innovation strategy**. Following the strategy workshop, the RespiceSME partner meets the representatives of the SME for a final meeting by which it will be decided whether the recommendations of the action plan can be implemented by the SME itself of if external support is necessary. At this stage, the RespiceSME partner also evaluates if some recommended actions can be provided by the cluster itself because such services are provided in the cluster's portfolio. If not, external expertise will be requested and an access to experts' networks will be provided by the RespiceSME partner. It is important to make clear that the project partners are not professional business developers, but mainly play the role of a spring board between the SME and the enablers for their new projects.

2.3. Technology/Business transfer – looking for new cooperation partners

Based on the implementation of the innovation strategy, the SME might be seeking the opportunity to find partners for its technology offerings or requests. The **Enterprise Europa Network** (EEN) therefore provides a global profile database, 'Merlin' (http://een.ec.europa.eu/tools/), which contains more than **12.000 profiles for technology, business and R&D offers and requests**. This database is being used to identify and find suitable collaboration opportunities. The coordinator, Steinbeis 2i GmbH, as a member of the EEN, has access to the database. If an SME desires to publish its own profile, the coordinator will signpost it to the EEN partner in charge of the region where the SME is located who will be then in charge to create the profile and follow-up the activities with the SME. Further potential collaborations are also being raised amongst RespiceSME stakeholders between

cluster members and SMEs involved in the innovation audits and strategy workshops. In this framework, a dedicated site has been created on the project website where all profiles are being published and made available for broader audience: http://www.respice-sme.eu/the-respicesme-toolbox/business-technology-profiles/

Additionally, RespiceSME provides a direct access to the EEN Platform to carry out technology watch activities and look for potential cooperation partners: http://respice-sme.eu/the-respicesme-toolbox/een-partnering-opportunities/

3. Coaching process for RespiceSME's partners

The SMEs are not only being advised by the RespiceSME partners, but also assisted by them in putting the results of the innovation audits into practice. Following this appraisal, the RespiceSME consortium has undergone a training to be able to assist SMEs as "Innovation assistant". This training was conducted by an external professional coach specialised in Business Development of enterprises. The training took place during 2 sessions; the 1st was in June 2016 and the 2nd in October 2016.

In a coaching process there are different areas which need to be kept in mind. The following topics are essential during such a process and will be explained in the next chapters.

- My self-concept resp. identity as coach/consultant in the RespiceSME project
- My task resp. the different layers of tasks
- Defining goals in workshops in the light of the audit reports
- Who is working in a coaching session?
- Listening within coaching
- Models for coaching processes
- Coaching with goals
- Coaching when personal issues emerge

3.1. Role of a business coach

First of all, it was very important for the RespiceSME consortium to clearly determine the role they are playing as cluster managers towards their SMEs. Since the consortium is composed by multidisciplinary stakeholders with different background; some industrial and others coming from the research area; who are not automatically familiar with business practices, it was necessary to clarify their role in order to allow them being comfortable with their new role. This is why the first step of the training was to **differentiate a business coach from a business consultant.**

The **business coach** works with you to develop the skills you already have. They work to bring out the "best" of you. He also helps you develop your purpose, brainstorms with you and motivates you in your business. **Overall, the result is you having a "plan of action" for your business (after brainstorming), and your coach will support you as you implement it.**

The **business consultant** is more of an expert you turn to for help with your business. They teach you skills you don't know, analyze your business and create an action plan for you to implement.

They are well versed in business planning and strategy, which they use to help gauge the direction and scalability of your business. They also work with you regarding customer acquisition and retention, systems, packaging of services, pricing, sales and marketing!

Business consultants analyze the goals you have for your business and help you create the plan of action required for you to actually accomplish those goals!

3.2. Multiperspectivity of involved stakeholders: coach vs. company

It should be considered that the coach is usually influenced by a multitude of factors. The most essential individual formative factors include the genetic disposition, social environment, educational and professional biography, professional and academic work, values, worldview, interests and others. On the other hand a company is influenced by other formative factors like motive of foundation, history, status quo, field, company's purpose and status, guiding principles, vision, mission, strategy and goals.

Another important term which needs to be kept in mind is "Multiperspectivity". This many facetted term compasses different viewing angles. Three examples of multiperspectivity are structural/sociological levels, various disciplines of knowledge from whose viewpoints matters can be looked at (science, sociology, law, finances…) and the "social-world" perspective. These different types of Multiperspectivity are visualized in the following pictures.
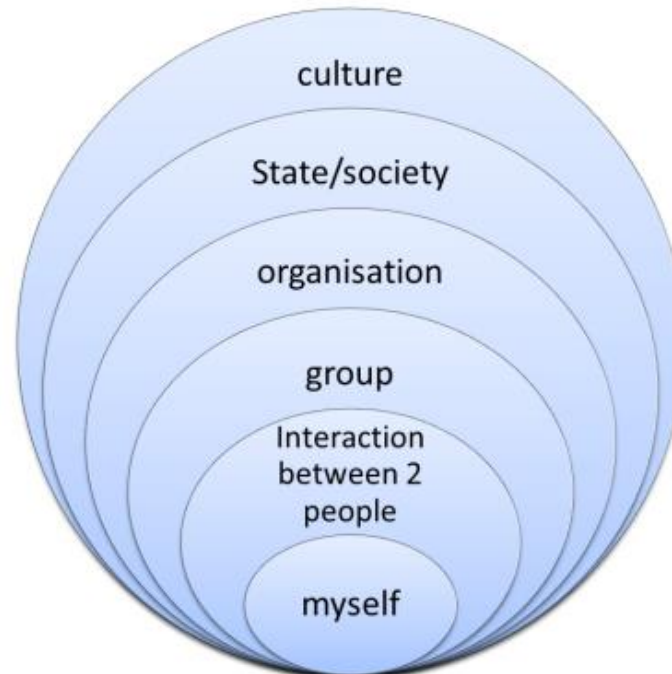
Picture 1: Structural/sociological levels
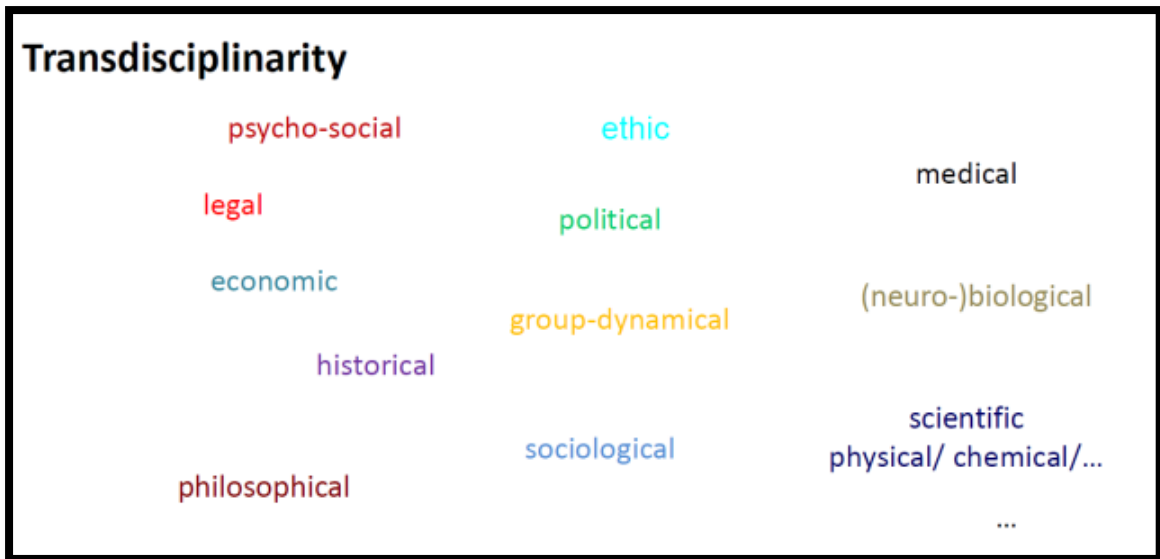
Picture 2: Disciplines of knowledge
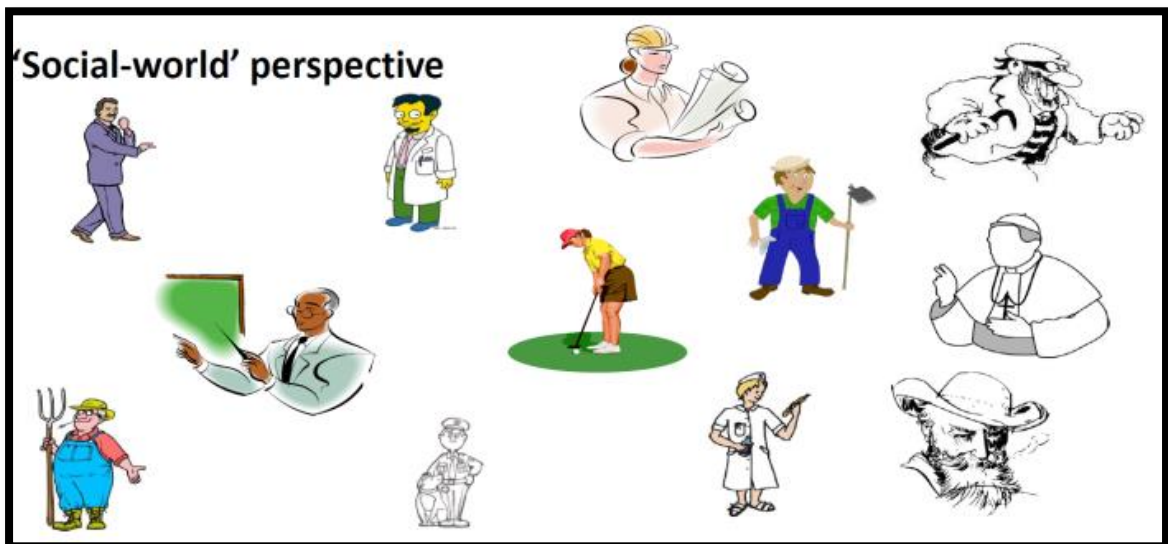
Picture 3: social-world

The role of the coach needs to be clarified considering aspects like identity, tasks, influencing factors and goals which should be achieved for the company. Two basic types of consulting exist, the expert consulting and process consulting (coaching).

- Expert consulting: The consultant works with the own expertise and the client mainly requires information about the concerned thematic area. An asymmetry of knowledge between consultant and client exists.
- Process consulting (coaching): In contrast process consulting focuses on the development process. A development process to reach a goal is required by the client and the consultant basically serves as a process mediator not as an expert in a thematic field.

Expert consultants bring the knowledge and translate it to the client while in process consulting the **coach serves as a companion and not as an expert**. The following imagination could be mentioned as an example for process consulting: "Let's explore your mental map together. But you (the client) have to walk by yourself."

The coach does not take leadership; he accompanies the client during the process. As the client has enough knowledge, he is able to take its own decisions. **The role of the coach is to guide the client through the process** and should **never decide for the client**. It is a need for the coach to belief in the clients' intuition and competence for solutions. Ideas and knowledge from the coach should be offered to the client but the client decides whether he accepts it or not.

3.3. Mission of the coach

There are some central questions about the mission assigned to the partners within the RespiceSME project. Which mission does the SME assign to me? Which mission does the project RespiceSME assign to me? Which – implicit or explicit – mission does my immediate employer assign to me? Which mission do I assign to myself? How clear are the particular missions; where do they coincide, where are they – in the worst cases – diametrically opposed?

The fundamental element of coaching is the mission assigned by the client/company and therefore, the following points should be kept in mind:

- Open and hidden missions are to be determined and kept apart
- To recognize the different endogenous and exogenous influencers
- To lay the focus properly and set priorities according to the customer and "the mission"
- To recognize and resist temptations and distractions

Furthermore, the reduction of complexity is a vital element in coaching and it starts with a **clarification of the mission**. The more complex a situation is (or at least described and experienced as such by the client), the more important it is. The higher the pressure on the client, the more difficult it becomes to lead him towards a reflexive exploration of the overall situation. This complicates a reasonably objective problem formulation, as well as action orientation and goal definition. A collective system should be coached as the client usually consists of many individuals. Phenomena like stereotypical positions and hardenings within the group could appear. Thus, **managing the clarification of the mission** in a good way remains the main goal of a coaching session.

3.4. Defining goals as starting point for a sustainable innovation strategy

A **goal** is a brief, clear statement of an outcome to be reached within a specific timeframe. A goal is a broad, general, tangible, and descriptive statement. It does not say how to do something, but rather what the results will look like. It is measurable in terms of quality and quantity.

Generally, goals describe a future state which is not describable with number-data-facts or they are defined through distinct measurements. In comparison, an **objective** is specific, measurable, actionable, realistic, and time-bound. It is a series of objectives that must be attained to accomplish specific goals. **Objectives** define the actions that must be taken to reach the goal. A common way to define goals is the "SMART-Model" by using the items

Specific, **M**easurable, **A**ccepted, **R**easonable and **T**ime-bound. Moreover, goals should always be formulated in a positive way.

- **S**pecific: the five **w**-questions should be answered, what, why, who, where and which
- **M**easurable: concrete criteria should be established to make sure the progress of reaching the goal can be measured
- **A**ccepted: the goal should be attractive, desirable and accepted by all included parties
- **R**easonable: the goal should be reachable and realistic
- **T**ime-bounded: a target date should be set, helps to clarify priorities within different goals

3.5. Listening within coaching

One of the most essential skills in coaching is "active listening" which is the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression:

- Attends to the client and the client's agenda, and not to the coach's agenda for the client,
- Hears the client's concerns, goals, values and beliefs about what is and is not possible,
- Distinguishes between the words, the tone of voice, and the body language,
- Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding,
- Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.,
- Integrates and builds on client's ideas and suggestions,
- "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories,
- Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

3.6. Models for coaching processes

There are various models for coaching processes. The following two models derive from hermeneutical-scientific models and can be easily transferred to coaching processes: the "Hermeneutic Spiral" can be used to **achieve knowledge from experience** and the "Tetradic model" is more dedicated to **modulate processes in coaching**.

3.6.1. Hermeneutic Spiral

The Hermeneutic Spiral is based on the concept of a spiral which is going deeper and deeper into knowledge. This Hermeneutic Spiral exists in coaching in an <u>individual perspective</u> but also in a <u>structural perspective</u>.

The **individual spiral** consists of 4 steps: percipience, recognition, comprehension and explanation. The way from a diffuse percipience to a clearer recognition to a clear comprehension and gives an explanation to others. This spiral follows the usual way how humans learn new things. The steps can be better explained by an example:

- Percipience: something is wrong with my hand
- Recognition: my hand is being burned
- Comprehension: the cooktop is on
- Explanation: do not lay your hands onto turned on cooktops because you would get a burn
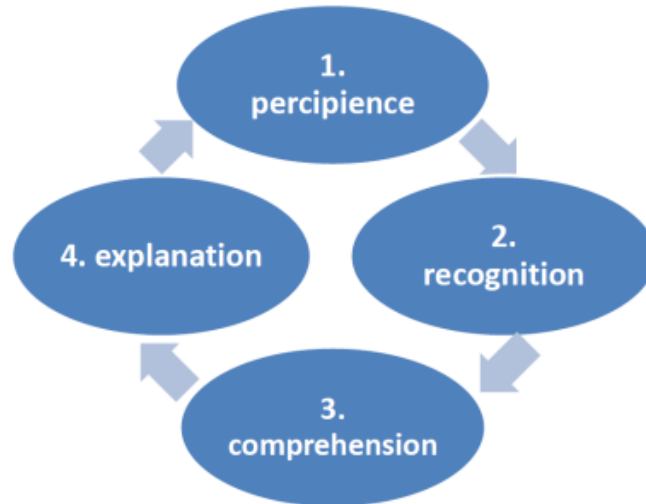
Picture 4: Hermeneutic Spiral - individual perspective

The **structural hermeneutic spiral** includes also 4 steps: phenomena, structures, concepts and implementation. This spiral shows the way from phenomena to structures to concepts to implementation. Such a process is common in coaching and is worked out together with the client. Expertise is given by both, the coach and the client. For this process, the following example can be mentioned:

- Phenomena: sometimes the whole company gets confused about
- Structures: it does so when work has to be distributed
- Concepts: the processes and hierarchies are not clear enough
- Implementation: we have to put up new processes and hierarchies
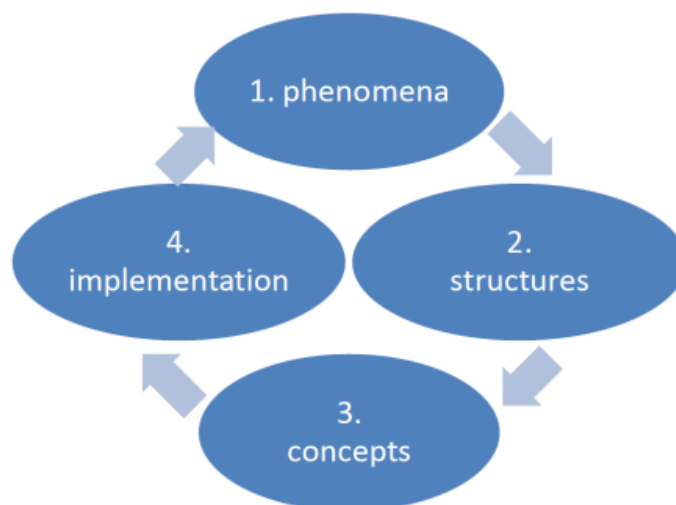
Picture 5: Hermeneutic Spiral - structural perspective

3.6.2. Tetradic model

The translation of the hermeneutic spiral into the language of consulting and coaching processes is the **Tetradic model**. The model gives an overview over the phases in coaching processes and describes what happens in theses phases. The **4 phases** which exist in each coaching session as well as the whole process are **initial phase, action phase, integration phase and phase of reorientation.**

The **initial phase** includes problems, tasks and facts on factual and emotional level. During the **action phase**, the coach deals with facts and problems on factual and emotional level and develop structures out of the phenomena. The integration of the facts from the action phase into concepts that everyone can sufficiently accept takes place in the **integration phase**. In the final phase, the **phase of reorientation**, the concepts are implemented into the company and exercised every day.

3.6.3. Coaching when personal issues emerge

If you can refer only to professional/factual issues and topics coaching is easy. Most of the time personal issues emerge and in this case coaching becomes more psychological and it starts to border on to counseling. There are 3 questions which should be asked in such a situation:
1. Is the issue a "general human problem" within the borders of daily struggles in life?
2. Does the client seem to be "grounded" ("psychologically stable") in general?
3. Do you feel that you can be helpful within the key skills you bring with you?

If all 3 questions can be answered with yes, the coach should continue with his basic human competences and instincts. Furthermore, the model "Hermeneutic Spiral – Individual Sight" should be used to accompany the client in finding a solution.

If the questions cannot be answered with yes, the client needs to be informed politely but determinedly that these issues go beyond the competence of the coach and deviate from the professional issues the coach is engaged for. The coach needs to suggest other forms of intervention like counseling.

4. Evaluation of impact of coaching

4.1. Lessons learnt during the strategy workshops

At this stage of the project, some strategy workshops have not been carried out yet and are still ongoing. The final results and outcomes will be then communicated at a later stage and integrated into the final report of the project.

However, some first insights and lessons learnt from the perspective of the project partners could have been generated:

- Some SMEs finally interrupted the process after the innovation audits pretending not to have enough time and resources to focus on such strategic issues. In such a situation, the partner involved identified other SMEs who might be interested in the strategy workshop. The consortium decided to achieve 30 strategy workshops in alignment with the KPI of the innovation audits.

- In their daily work, SMEs do not have the time to carry out an extended analysis of internal processes and identify potential problems. They realise that they rarely have a clear and structured vision or roadmap of their activities and function rather in a reactive mode, driven by commercial opportunities. But they agree that it is useful to reflect their own work in order to improve constantly. For this case, the strategy workshop offered an appropriate frame.
- Some SMEs appreciated the methods and tools presented and applied in the workshops, because they are easy to understand and apply; they allowed also a deeper analysis.
- Some SMEs are embedded into larger enterprises and are not able to change standardized processes, because they are defined by the superordinate enterprise. For those, the tools and the results of the workshops were less useful.
- Most SMEs are not in favour of sharing internal information or hesitate when it comes to revealing internal weak points. Even with a long-standing established relationship of trust, not all information was given by the CEOs. According to some SMEs, NDAs would not change the scope of shared information while other SMEs request a NDA specifying in details the use of information for the needs of the project.
- SMEs are interested in further methods and tools provided by the cluster management, for instance HR management tools or workshops on project management tools.
- Despite their interest in tools to help them improve their performances and their decision making processes, the SMEs rather focus on concrete business, collaboration and/or funding opportunities. This is one of the expected outcomes that motivate them to commit to the strategy workshops; it is important to clarify from the beginning the advantages and added-value such a process would bring them in terms of ROI or new businesses. This is why the cooperation profiles of EEN and the list of funding instruments (D3.7 *Best practices of regional financial supports & instruments for SMEs*).
- In order to convince an SME to participate in the workshops, confidence-building measures should be taken such as conducting informal meetings with the company management and explaining in details the potential benefits of the workshop to the company like the generation of additional insights about the product-market fit from an outside perspective and new product ideas.
- Most of photonic SMEs are already highly innovative (even though they do not have structured processes) – their offer is based on emerging technologies issued from long-term R&D. One of their main problems is to have their products adopted by the end-users on different markets – thus for them innovation is not/rarely related to the development of a new technology but rather to applying a technology they develop/master to new use-cases. Developing a solid business around the/each technology is one of the main problems that photonic SMEs have to overcome before diversifying.
- Most of the SME are seeking help from clusters and are aware of the value of the services they offer – nevertheless they are also highly demanding and looking for real expertise allowing them to gain time, find relevant information and identify opportunities leading to real business. They are rather reluctant to new methodologies involving an important investment on their part and having a longer term ROI.

- SMEs do not know very well their environment and furthermore do not take/have the time to perform an in-depth analysis. They are seeking outside information about their ecosystem allowing them to have a broader but precise view/understanding of their environment, identify potential opportunities and challenges and be able to decide quickly about the necessary actions.

- The approach for leading a workshop with the SMEs should be based on sharing information, open-mindedness, listening and getting the feed-back to adapt the proposed solutions since the SMEs' perception of the results provided by the different tools, or even the method and the tools themselves, might not correspond to their vision and strategy.

- A brief overview of the coaching process and the agenda of the workshop need to be presented at the very beginning of the workshop. A company representative should have the opportunity to include additional items on the agenda or propose changes to the individual parts of the process, e.g. due to the confidentiality issues or any other type of restrictions that he/she is bound to.

- If during the strategy workshop new ideas about business opportunities and/or technology applications emerge at any stage of the process, they need to be taken through a new iteration cycle of the process, thus providing additional input and a new context for the analysis.

- SMEs felt a sense of gaining clarity of vision in the direction their company needs to go in as a result of taking part in the workshop.

- Both businesses would love to spend more time on a strategic level helping to strengthen their business as a result of the outputs identified from the workshop but know that often when orders come in and due to the micro sized nature of these businesses, responding to commercial queries takes priority over implementing new strategy.

- The tools seemed simple to follow and could be replicated with staff in the businesses to get input from their employees which fits well with the outputs of the audits in allowing staff to be innovative.

- The SMEs engaged with are personal connections of RespiceSME partners who have built up trust with these businesses over many years. They expressed their honesty and willingness to partake was largely due to the personal relationship with the coach and this process would work better if ran by contacts known to SMEs rather than an unknown.

- SMEs have little time to implement tools and the simple nature of this process was appealing. A follow up prompt from the coach (RespiceSME partner) might remind them to look at this again. Often new processes and tools are suggested to a business and there is no follow up which means uptake is good at the start and then not maintained.

4.2. Evaluation of impact of strategy workshops

To gather the impressions and evaluate the impact of the strategy workshops amongst SMEs, partner S2i elaborated an evaluation questionnaire that the SMEs had to fill in after the strategy workshops.

Since most questionnaires have not been sent back yet, the results will be integrated into the final project report.

4.2.1. Strategy Workshop Evaluation Form

Your feedback is critical for RespiceSME consortium to ensure we are meeting your strategic needs. We would appreciate if you could take a few minutes to share your opinions with us so we can optimize our tools and offer.

****

Organisation:

_____

Date: _____Moderator: _____

	Strongly agree				Strongly disagree
The objectives of the workshop were clear defined	1	2	3	4	5
This workshop lived up to my expectations	1	2	3	4	5
The workshop was applicable to my organisation	1	2	3	4	5
I will recommend this workshop	1	2	3	4	5
The program was well paced within the allotted time	1	2	3	4	5
The moderator was a good communicator	1	2	3	4	5
The material was presented in an organized manner	1	2	3	4	5
I would be interested in attending a follow-up, more advanced workshop on this same subject	1	2	3	4	5
The activities in this workshop gave me sufficient feedback	1	2	3	4	5
The workshop was a good way for me to get an overview about strategic issues in my company	1	2	3	4	5

Please rate the following:

	Excellent	Very Good	Good	Fair	Poor
a. Visuals	❑	❑	❑	❑	❑
b. Meeting space	❑	❑	❑	❑	❑
c. Handouts	❑	❑	❑	❑	❑
d. The program overall	❑	❑	❑	❑	❑

What did you most appreciate/enjoy/think was best about the workshop? Do you have any suggestions for improvement?

_____
_____
_____

What aspects of the workshop do you see yourself using within the next 6 months? Where, with whom and how?

_____
_____
_____

Your Background

Please indicate your **top** area of specialization using the list below

- ❑ Production Technology
- ❑ Measurement & Image Processing
- ❑ Medical Technology &Life Science
- ❑ Communication
- ❑ Optical components & systems

- ❑ Information Technology
- ❑ Displays

- ❑ Lighting

- ❑ Defence & Security
- ❑ Photovoltaics

Company size: Number of employees

- ❑ 1 – 10
- ❑ 11 - 50
- ❑ 51 - 249
- ❑ + 250

4.2.2. Analysis of participants' feedback

The following graphs show the analysis

a) The objectives of the workshop were clear defined

Zeilenbeschriftungen	Anzahl von The objectives of the workshop were clear defined
1 - Strongly agree	7
2 - Agree	4
3 - Partially agree	2
(Leer)	
Gesamtergebnis	**13**

Anzahl von The objectives of the workshop were cl...

Definition of workshop objectives

The objectives of the wor...
- 1 - Strongly agree
- 2 - Agree
- 3 - Partially agree
- (Leer)

b) This workshop lived up to my expectations

Zeilenbeschriftungen	Anzahl von This workshop lived up to my expectations
1 - Strongly agree	4
2 - Agree	7
3 - Partially agree	2
(Leer)	
Gesamtergebnis	**13**

Anzahl von This workshop lived up to my ex...

Meeting Expectations

This workshop lived up to ...
- 1 - Strongly agree
- 2 - Agree
- 3 - Partially agree
- (Leer)

c) *The workshop was applicable to my organisation*

Zeilenbeschriftungen	Anzahl von The workshop was applicable to my organisation
1 - Strongly agree	6
2 - Agree	6
3 - Partially agree	1
(Leer)	
Gesamtergebnis	**13**

d) *I will recommend this workshop*

Zeilenbeschriftungen	Anzahl von I will recommend this workshop
1 - Strongly agree	8
2 - Agree	4
5 - Strongly disagree	1
(Leer)	
Gesamtergebnis	**13**

e) *The program was well paced within the allotted time*

Zeilenbeschriftungen	Anzahl von The program was well paced within the allotted time
1 - Strongly agree	8
2 - Agree	1
3 - Partially agree	4
(Leer)	
Gesamtergebnis	**13**

Anzahl von The program was well paced within the...

Time allocation

The program was well pac...
- ■ 1 - Strongly agree
- ■ 2 - Agree
- ■ 3 - Partially agree
- ■ (Leer)

f) *The moderator was a good communicator*

Zeilenbeschriftungen	Anzahl von The moderator was a good communicator
1 - Strongly agree	11
2 - Agree	2
(Leer)	
Gesamtergebnis	**13**

Anzahl von The moderator was a good co...

Moderation

The moderator was a good...
- ■ 1 - Strongly agree
- ■ 2 - Agree
- ■ (Leer)

g) *The material was presented in an organized manner*

Zeilenbeschriftungen	Anzahl von The material was presented in an organized manner
1 - Strongly agree	4
2 - Agree	8
3 - Partially agree	1
(Leer)	
Gesamtergebnis	**13**

h) *I would be interested in attending a follow-up, more advanced workshop on this same subject*

Zeilenbeschriftungen	Anzahl von I would be interested in attending a follow-up, more advanced workshop on this same subject
1 - Strongly agree	4
2 - Agree	5
3 - Partially agree	1
4 - Disagree	3
(Leer)	
Gesamtergebnis	**13**

i) *The activities in this workshop gave me sufficient feedback*

Zeilenbeschriftungen	Anzahl von The activities in this workshop gave me sufficient feedback
1 - Strongly agree	3
2 - Agree	5
3 - Partially agree	4
4 - Disagree	1
(Leer)	
Gesamtergebnis	**13**

Anzahl von The activities in this workshop gave me sufficie...

Feedback

The activities in this works...
- 1 - Strongly agree
- 2 - Agree
- 3 - Partially agree
- 4 - Disagree
- (Leer)

j) *The workshop was a good way for me to get an overview about strategic issues in my company*

Zeilenbeschriftungen	Anzahl von The workshop was a good way for me to get an overview about strategic issues in my company
1 - Strongly agree	4
2 - Agree	5
3 - Partially agree	3
4 - Disagree	1
(Leer)	
Gesamtergebnis	**13**

Anzahl von The workshop was a good way for me to get an overview about strategic iss...

Overview

The workshop was a good way for ...
- 1 - Strongly agree
- 2 - Agree
- 3 - Partially agree
- 4 - Disagree
- (Leer)

k) Visuals

Zeilenbeschriftungen	Anzahl von Visuals
1 - Excellent	2
2 - Very good	7
3 - Good	3
4 - Fair	1
(Leer)	
Gesamtergebnis	**13**

l) Meeting space

Zeilenbeschriftungen	Anzahl von Meeting Space
1 - Excellent	4
2 - Very good	7
3 - Good	2
(Leer)	
Gesamtergebnis	**13**

m) Handouts

Zeilenbeschriftungen	Anzahl von Handouts
1 - Excellent	2
2 - Very good	7
3 - Good	2
4 - Fair	1
(Leer)	
Gesamtergebnis	**12**

n) Overall program

Zeilenbeschriftungen	Anzahl von Handouts
1 - Excellent	2
2 - Very good	7
3 - Good	2
4 - Fair	1
(Leer)	
Gesamtergebnis	**12**

4.3. Conclusions

4.3.1. Positive appreciations from participating SMEs

Considering the overall results of the analysis, the participants were satisfied about the format, content and impact of the innovation audits and strategy workshops.

The strategy workshop helps the SMEs to realise that stronger focus and better routines could be put on creating new ideas increasing the chances of the company to keep being ahead. Furthermore, the value chain knowledge together with creativity processes among employees seems to be crucial for expanding into new markets.

The Self-Assessment Tool of the Potential Innovation Index (PII) was particularly interesting as it helped identifying methodologies and processes implemented by the company that could be enhanced.

The chance to use the time to reflect the activities and their organization in the company was very valuable.

The moderator plays a significate role by giving relevant information on strategic opportunities and advices. The workshop provided a much needed forum for the company to begin to address broader strategic issues that have otherwise been neglected in day to day operations.

The workshop helped us to consider how this will tie into a long term strategy taking the regional strengths into account. I enjoyed the discussion about where future products should be targeted.

The audit and strategy workshop help to stimulate the management to have a more long-term and expansive view of the future, find strategies for growth, or by being bought up and to fully exploit the large potential of the technology we offer.

The Stakeholders Analysis chart is a very useful illustration of the positioning of the company, its alliances, dependences and expansion potential.

The analysis of industrial trends and the relation to what the company could potentially offer provide useful information for considering new market applications.

The value chain analysis is a good tool for developing a long term strategy as well as competitive technology intelligence measures is well worthwhile.

4.3.2. Recommendations for improvement from participating SMEs

The second part of the workshop involved many critical aspects of the company and it was difficult to address all of them in the limited time available. The allocated time should be extended or the workshop should focus on specific issues only, based on the wishes of the company.

More examples on how companies handle their innovation management in practice could be helpful to contribute to the development of an innovation business strategy.