

Project Deliverable

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Abstract :

This document describes the overall curriculum and material that will be used for the seminars of the H2M training programme. In this regard, it integrates the inputs from partners and previous project activity (mainly Training Needs Analysis) and offers an explanation regarding the content of seminars and the ways these blend in together to achieve significant synergies.

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1. INTRODUCTION

Preamble: This document regroups information that is present in previously presented deliverables (D.2.1 & D.4.1). Indeed, these deliverables, besides outlining the detailed training programme and schedule and providing the implementation plan on deployment of regional and European training actions, already included information regarding the training curricula. The training curricula were in fact developed at an early stage in line with the overall programme concept and have only been detailed, where necessary, during the last months. Thus, this document offers more detail and up to date information as to the progress of the training programmes.

In this sense, the Training Needs Analysis (TNA) and roundtable discussions conducted by the Health-2-Market consortium confirmed that our main target audience is not homogeneous, but rather divided into unique cluster groups. These clusters show significant variation in their attitudes towards entrepreneurship/commercialisation activities, and have different training needs.

To address prospective participants' diverse needs, the Health-2-Market training programme (academies, seminars, and e-learning) is characterized by a high degree of modularity. Over the next 2 years 7 Academies (2 per Business School plus 1 pilot Academy) will be conducted at a European level on the following topics (more details on the academies can be obtained in D.2.3):

1. *Intellectual Property, Ethics, and the Utilization of Academic Research in health/life sciences*
2. *Entrepreneurship and Business Planning in health/life sciences*
3. *New Venture Creation and Marketing in health/life sciences*

In addition, 15-17 training seminars (5 per Business School plus 1-2 pilots) will be held in the same time frame. As explicated in following sections, seminars demonstrate an even higher degree of modularity, focusing on specific topics of interest and being organized at the regional rather than at the European level. This will allow for a wide regional coverage all over Europe and facilitate the access to training for health/life science researchers from different backgrounds.

Training will be facilitated by the use of diverse methods, including business case studies, short cases, interactive material, and workshops. Material for the training will come from many different sources. Many cases, small case, interactive cases, and workshops have been developed by or are currently under development at the 3 business schools that are part of the H2M consortium (IE, SKEMA, UGOT) and other partners (e.g. engage, inno). Other material will be sourced from "open-source" sources like MIT's depository of business cases. Where applicable and possible, the all partners will develop new cases that will be based on the experience of training participants. It is thus planned to update the training material continuously during the project lifetime, in particular with regards to the case studies' development based on training participants' own cases.

The sections that follow detail the training curricula and the respective dates of the seminars.

2. SEMINARS

Seminars are 1-2-day-long training events that focus on specific topics concerning the process of entrepreneurship in the health sector and to related challenges. As such, they are highly specialized in order to cater for specific training needs of prospective trainees. This modular form of the training activities maximizes their efficiency, as it allows trainees to participate in the activities that they consider more relevant and more important in their specific case. Furthermore, trainees that attend one of the three weeklong academies can choose to complement their training with a seminar that covers specific topics that are relevant in their individual case, but were not covered by the specific academy that they attended.

Seminars are mainly taught and hosted by the 3 business schools (UGOT, IE, & SKEMA). A total of 15 seminars (8 different topics) plus an additional pilot seminar (taught and hosted by UGOT) will be organized over the course of the next 2 years. Once again, professors from the 3 business schools will be the main trainers for these events. However, non-university partners are welcome to bring on other guest trainers that would better fit the local entrepreneurial training needs and specificities.

Seminars are organized on a semester-basis and primarily target researchers at the regional level. The Business Schools will be supported for the organization of seminars by local project partners, ensuring a broad spreading of the seminar offer all over Europe. Depending on the conducted training needs analysis (TNA) some seminars will be held more than once during the above specified time period, according to the needs that may occur in specific regions. The following subsections (2.1-2.3) offer a detailed description of each of the seminars planned.

2.1. UGOT Seminars

2.1.1. *Introduction to Knowledge-Based-Business (KBB)*

Context and training description

It is commonly agreed that the economy is in a transformation from industrial to knowledge-based business, but what does this really mean? This seminar will introduce the concept of knowledge-based business and develop a substantial framework to operationalize the concept beyond its typical use as an economic buzzword.

Learning Outcomes

The participants will learn to:

- Differentiate between industrial and knowledge-based business models
- Understand the relationship between the material value chain and the intellectual value chain
- Understand the unique characteristics of intellectual assets, property, and capital and the role IPRs in knowledge-based business
- Identify the components to design a knowledge-based innovation

- Understand the importance and tools of control in developing knowledge-based business propositions
- Develop a basic understanding of intellectual assets management
- Practice their new understanding on knowledge-based business cases

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- Understanding the value chain
- Developing an introductory understanding of intellectual asset management

2.1.2. Intellectual Asset Management & Knowledge-Based Business Strategy (IAM)

Context and training description

In order to operationalize knowledge-based business it is necessary to move upstream of the product and service and focus on the underlying intellectual assets that form the building blocks of the value proposition. This seminar will focus on the identification and assessment of intellectual assets as the main strategic resources of organizations and the key source of competitive advantage for both start-ups and corporations.

Learning Outcomes

The participants will learn to:

- Differentiate between different theories of competitive advantage
- Operationalize the key capabilities of the intellectual value chain
- Identify and assess the value of intellectual assets
- Identify and assess the control over intellectual assets
- Practice IAM in a start-up, a knowledge-based SME, and an industrial corporation

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- Identifying the value of intellectual assets
- Practicing IAM in a start-up

2.1.3. Intellectual Property Management & Open Innovation in Health/Life Sciences (IPM)

Context and training description

The use of the term open innovation has become in vogue in recent years, but what does it really mean to be open and what is the right amount of openness to maximize value creation and extraction? This seminar will take an intellectual property management approach to governing openness in relation to technology development and commercialization based on the strategic objectives of an organization.

Learning Outcomes

The participants will learn to:

- Identify different types of open innovation and degrees of openness
- Understand and use intellectual property as a means to govern openness
- Identify background and foreground intellectual property in collaborative technology development
- Understand the use of licensing and other contractual mechanisms to manage open innovation for development and commercialization
- Practice their new understanding on title due diligence, licensing-based business development, and open platform design

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- Practicing their understanding of licensing-based business development
- Learning the basics of open innovation management

2.2. SKEMA Seminars

2.2.1. Essentials of Negotiation Behavior (ENB)

Context and training description

At the core of negotiation is the art of managing interpersonal relationships. Despite numerous misconceptions, negotiation and more specifically the art of selling does not match predicted trajectories. This lack of planned itinerary is a major reason for negotiation failure when stakeholders cannot handle deviation from “what should have happened”. This training will provide participants with practical and cognitive techniques for an efficient management of interpersonal relationships and negotiation situations and help them dealing with an inherent determinant of negotiation: uncertainty.

Participants

This training is dedicated to entrepreneurs, intrapreneurs and all stakeholders willing to get comfort and efficiency in negotiation management.

Duration

2 days of transfer of best practices through action learning.

Learning outcomes

After the training, the participants will be able to:

- Understand the cognitive process underlying an efficient management of interpersonal relationships leading to a win-win negotiation
- Develop active listening, versatility with regard to different negotiation contexts, ability to generate willingness to buy and reciprocity from the other party
- Manage effectively negotiation situations both in commercial and non-commercial contexts.
- Conduct efficiently all types of negotiations in a comfortable and self-confidence mindset.

Program

Day 1

Interpersonal relationships: A new perspective

Pre-requisites for a good negotiation

Practice

Conditions for a good start

Managing body language

Practice

Day 2

Make the other work

Listen to your feelings

Practice

Negotiation techniques: Write

Negotiation techniques: The right argumentation

Negotiation techniques: Keep control

Negotiation techniques: Conclude

Practice

Teaching methods

The training will emphasize action learning, placing participants in negotiation situations related to the entrepreneur's curriculum. Self-assessment and feedback from peers will be highlighted using video recording.

Such methods emphasize participants' attitudes to be corrected while accelerating the learning process and transfer of best practices.

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- Negotiation techniques
- Managing one's body language

2.2.2. Marketing of Innovation & Effectual Entrepreneurship (ISMA)

Context and training description

Innovations become more and more crucial, particularly when existing business models based on volume are threatened. This perspective is complex but also really exiting. However, the innovation process seems not to be understood nor really controlled / managed yet. When dealing with innovation, one of the main issue is about market creation for the novelty/invention. How can a market be created? How to design an innovation when creating new market or changing an existing market? Are existing marketing concepts applicable when market doesn't exist?

This course aims at delivering the framework to understand and to deal with innovation strategic concepts. At the end of the course, Trainees will be familiar with new concepts presented here and the specific way of thinking to deal with disruptive innovation.

Participants

This training is dedicated to entrepreneurs, intrapreneurs and individuals supporting and coaching entrepreneurial projects willing to experience the entrepreneur's mindset and toolkit through an intense accelerated academy.

Duration

2 days of knowledge transfer and iterative practice leading to a complete presentation of the business plan in front of an audience of professionals.

Learning outcomes

After the course, the participants will be able to:

- Understand the effectual logic
- Understand the need of 13 strategic variables to deal with innovation
- Use the basic principles of the ISMA 360° methodology.

Program

Day 1:

- ✓ 8h45-11h: Warm-up session on definitions related to innovation
- ✓ 11h- 13h: Pillar 1: The domain of innovation defines the relevant market boundaries for the invention. It also determines the cognitive area for designing the innovation.

- ✓ 14h-16h: Pillar 2: Designing an innovation means separating the invention domain from the market domain, for their interaction is weak. Within these two domains, 13 weakly related strategic variables are taken into consideration (Simon 1969).
- ✓ 16h-18h Pillar 3: Innovation requires a particular type of logic. This part describes the « effectual » logic used by experienced entrepreneurs to cope with uncertainty. This logic defines the sequence to be followed in order to take account of the 13 variables mentioned above. (Sarasvathy, 2001 ; Sarasvathy & Simon, 2000).

Day 2:

- ✓ 8h45-12h: Pillar 4: The features of an innovative offer must both solve latent needs and embed the invention's characteristics. If this is not the case, the result can only be a copy of something that already exists, or an offer that nobody needs. This part deals with the particular posture of functional analysis that is very different from the traditional process that targets a specific goal.
- ✓ 14h-17h: Pillar 5 aims to help innovators to find the most efficient market access. Unlike in a traditional strategic approach, the job of innovator is guided by the highest potential client in the external value chain of the domain. Innovators must choose the best scenario to ensure the most rapid diffusion of their innovation. For example, an innovator who invents a method related to strategy could choose to be a simple coach, to coach the coaches or to train trainers to train coaches. The last one possibility speeds-up diffusion if those trainers are customers.

Teaching methods

The training will emphasize iterative construction of the different steps of the ISMA360 method. Real innovative projects structure the training in order to concretely understand the method.

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- How to access the market
- Using the ISMA 360 methodology

2.3. IE University Seminars

2.3.1. Cutting-Edge Decision Making Tools for Entrepreneurs (DM)

Context and training description

Making good decisions is an essential skill in any career, but it becomes even more important for entrepreneurs. While most people would consider themselves good decision makers, decades of research in the psychology of decision making show that people often fall prey to cognitive biases and make suboptimal decisions. This could introduce serious risks to entrepreneurs since their decisions have a much bigger impact in the success of their enterprise compared to the decisions

of individuals within larger organizations. On the positive side, it is well known that being aware of these cognitive biases goes a long way in reducing them, which leads to better decisions.

This knowledge can be particularly important in health-related markets since potential customers/patients do not always make the best decisions themselves (e.g., patients who do not comply with the treatment). Understanding how patients and customers make decisions can help improve compliance and lead to better outcomes to the patients/customers themselves.

Participants

This training is appropriate for any researcher who is interested in improving their decision making skills and to understand how others make decisions (e.g., customers, managers, etc), from any position (e.g., entrepreneurial, or as a member of a larger organization)

Duration

1.5 days of transfer of best practices through action learning.

Learning outcomes

After the training, the participants will be able to:

- Understand some of the most important and ubiquitous cognitive biases in decision making.
- Learn methods to reduce the bias in their decisions.
- Learn how to apply the recently acquired behavioral decision making knowledge to improve the chances of success of their business by understanding how consumers make decisions.
- “Design” choices for others (e.g., customers, patients) that improve the outcomes for both parties.

Program

Day 1

Choice strategies and their mental shortcuts

Understanding the strategies used to make decisions and how the mind automatically interprets and frames them

Improving estimations by understanding cognitive biases

Identify cognitive biases and learn debiasing procedures

Practical case study – Applying behavioral decision making to improve patient compliance, health, and benefits to the health professional

The elusive impact of incentives

Understanding why incentives have limited effect in mental biases, motivation, and performance

Applying Behavioral Decision Making knowledge to Participants’ cases.

Day 2

Group decision making

Leverage the knowledge of the group and crowds to reduce individual biases

Presentations & Discussions of the participants' strategies.

Teaching methods

The seminar consists of three lectures in the first day that will introduce participants to Behavioral Decision Making and will expose them to the most important concepts. They will learn the predictable ways in which people make “irrational” decisions (i.e., biases) and how to overcome them. In the first day, a mini case study will be used to apply the knowledge to a common situation in healthcare. Finally, participants will be briefed on the final assignment of designing a strategy to improve the likelihood of success of their own business/case. The second day will consist of a lecture that will discuss complexities introduced by group decision-making and participants will present their final projects and the group will discuss the suggested strategies.

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- Understanding cognitive biases
- Improving strategy to increase chances of success

2.3.2. Marketing for Innovative Products in Health/Life Sciences (MIP)

Context and training description

Although an effective marketing plan is essential for long-term commercial success, this need is even greater for innovative products. The reason is that when a product is innovative, benchmarking and following known “success recipes” becomes problematic. This is obvious by the fact that most innovative products are registered as failures soon after they enter the market. As many health research outputs can, broadly, be considered as innovations, this training will provide participants with the necessary knowledge and skills to generate a comprehensive marketing plan to successfully launch their research outputs in the market.

Participants

This training is appropriate for any researcher who is interested in getting involved with the marketing of their research outputs, from any position (e.g., entrepreneurial, or as a member of a larger organization)

Duration

1.5 days of transfer of best practices through action learning.

Learning outcomes

After the training, the participants will be able to:

- Understand what “the marketing process” is and how it can be applied to health research.
- Identify potential customers, and propose to them an attractive value proposition.
- Handle potential complexities in the above processes that stem from the innovative nature of research
- Create and implement a marketing plan.

Program

Day 1

The Marketing Process.

Practical Case study. Implementing the Marketing Process.

Applying the marketing process to health & innovative products.

Tailoring Marketing to Participants cases.

Day 2

Presentations & Discussions of the participants marketing plans.

Teaching methods

The seminar will start with a brief lecture introducing the key concepts. Then a case study (unrelated to health research) will be discussed. This helps to consolidate the learning, without introducing complexities that may arise from particular conditions that each of the participants may face in their jobs. Next, a brief lecture will introduce how health research, and in particular innovative health research, may be compatible with the marketing approach. Finally, participants will apply what they learned to their own cases, and they will present the resulting marketing plan.

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- How do you market your product
- Discussing one's marketing plan in front of their peers

2.3.3. Identifying Entrepreneurial Opportunities and Understanding Modes of Financing (EOF)

Context and training description

This seminar aims at analyzing the process of opportunity identification, evaluation, and exploitation. A common mistake that entrepreneurs often make is to try to promote a solution (i.e. technology or product) to a problem that they have not fully understood and to stakeholders that they have not properly identified. Using techniques of divergent and convergent thinking, this seminar helps aspiring entrepreneurs to identify and examine in detail real and important problems before venturing to solve them. At a second stage, the role of stakeholders (customers, influencers, media, the state & regulatory agencies, etc.) is analyzed in depth. This is particularly important for entrepreneurs in health sciences, where innovative products & technologies often face considerable suspicion or even opposition from various groups such as regulators, media, religious groups etc. At the third stage, and only after the problem and stakeholders have been fully identified and analyzed, strategies for devising a winning solution and successfully venturing a business are discussed.

Moreover, this seminar discusses different modes of financing that are available for startups. Different kinds of investors have different motives, bring different skills and capabilities, invest significantly different amounts of capital, and have different demands and expectations. Not all of them are of equal fit for all entrepreneurial ventures. As a result, entrepreneurs need to assess their capital needs, their time horizon, and their own motives before deciding which type of investor to target and when.

Participants

This training is appropriate for any researcher who is interested in identifying and evaluating opportunities for entrepreneurship, and understanding where and what kind of financing to seek for their venture.

Duration

1.5 days of transfer of best practices through action learning

Learning outcomes

After the training, the participants will be able to:

- Fully understand what constitutes an opportunity for entrepreneurship.
- Analyze an opportunity and its constitutive parts, as well as evaluate its attractiveness.
- Understand different modes of financing and their advantages/disadvantages for entrepreneurial ventures.

Program

Day 1

Introduction

Opportunity Workshop

Analysis of a real case opportunity in the health sector

Day 2

Starting & financing a new venture: modes of financing and their implications

Conclusion

Teaching methods

The seminar will start with a brief lecture introducing the key concepts. This will be followed by a workshop where participants will apply the introduced methodology to the identification, evaluation, and development of opportunities for entrepreneurship. The day will end with the analysis of a real-life case of a successful entrepreneur in the health sector.

Day 2 will start with a role-play that will familiarize participants with different sources of financing for startups and will help them understand their implications. This will be followed by a case discussion on the same subject.

Materials used

In order to fully appreciate the value of the training offered and given the short amount of time of the seminars (1-2 days), the attendees will receive a major portion of class-like training, presentations and expositions followed by some practical activities. In the case of the present seminar, the attendees will have focused exercises and practical activities that will allow them to work on such key capabilities as:

- Identifying an entrepreneurial opportunity
- Role-playing in order to get some peer feedback

3. TRAINING MATERIAL & ASSESSMENT OF TRAINING QUALITY

3.1. Training Material

3.1.1. Material Development

Where possible and appropriate, training material already developed by the 3 business schools will be used. When this is not possible, training material will be obtained from external sources. In this case, and to the degree that this is possible, trainers will utilize open-source material. When deemed necessary for the purposes of training, material can also be purchased (e.g. HBS business cases).

In addition to material that is already available, the Health-2-Market project team will prepare business cases based on trainees' attempts to commercialize their technology or products and their respective experiences. Moreover, the partners will develop material for the trainings, such as business cases based on real-case examples from consortium partners' experiences and contacts (e.g. health start-ups). When appropriate, such business cases will be incorporated to the Health-to-Market training curricula (i.e. upcoming academies and seminars) and they will in any case be accessible through the e-learning platform.

Given the aim of the seminars, it seemed appropriate for attendees to have a correct blend of theory and practice. In this sense, in the practical part of their training, attendees will focus on practicing activities that will give them a higher chance of success once they decide to launch their venture. For instance and as described in the previous section, each seminar will have their specific practical activities allowing for the best development possible. However, given the limited time of the seminars and the larger number of attendants, there will be a limit as to what the practical activities accomplish. Academies on the other hand will allow for far more practical development.

These highly practical and interactive materials should allow attendees to get the best from the proposed seminars. Furthermore, the training tools, cases and outcomes of the seminars will be put in a repository where they will be accessible by attendees. They will thus be able to rediscover the material presented and thus increase their chances of success.

3.1.2. Type of Material

For the purposes of training, a combination of business cases, workshops, videos, and interactive role-plays will be used. This blended learning approach facilitates the exploitation of synergies among the different methods of learning and maximizes their efficiency. As a norm, theoretical concepts are first introduced through short lectures and/or with the aid of multimedia. Subsequently, trainees apply them hands-on to address problems presented in specific business cases or as parts of workshops and/or role-plays. Once again, given the limited time frame proposed by seminars (1-2 days), the practical portion of the training will probably be limited in what it accomplishes. The weeklong academies on the other hand offer far greater practical

interaction that will be key to the academies' success as well, and perhaps even more importantly, key to the success of the attendees' business ventures' success.

As the experience of the 3 business schools has demonstrated, the hands-on application of theoretical concepts to solving real business problems makes for a deeper learning experience, whereas the frequent change of learning media maintains a high level of interest and engagement among the trainees.

3.2. Assessment of Training Quality

Where appropriate and possible, the Health-to-Market training modules will incorporate feedback mechanisms that will facilitate the assessment of the effectiveness of the training. In the case of the academies, the assessment of learning will be conducted through the evaluation of the deliverables outlined in the preceding Section 2. A similar format of deliverables will be used (and evaluated) in the case of seminars as well.

To further ensure the high quality of the training, Health-2-Market partners will observe trainers at the pilot academies and seminars. Moreover, the feedback of participants will be actively sought with the use of *teaching evaluation* forms that will assess the quality of both the trainer and the training material. All reasonable effort will be made to adjust teaching style and content according to feedback and in order to maximize efficiency.

As an additional step to ensure consistency among different training media, trainers will develop teaching notes (unless such notes are already available) detailing the process and learning points of the specific training modules. Also, when applicable and necessary, trainers will be coached before the actual training takes place.

4. CONCLUSIONS

The modular form of the Health-to-Market training programme allows for maximum tailoring to the specific needs of individual researchers. Possibly even more importantly, the blending of different training methods, both online and offline, that emphasize action learning, facilitates the maximization of synergies between them and of the training programme's effectiveness.

Moreover, the incorporation of active feedback loops allows for the constant evaluation of the training programme's effectiveness, the coherence of training material and its just-on-time adjustment to the specific needs of different trainee cohorts.

Finally, the creation of a repository of training material, some of which will be based on the individual case of trainees, ensures that trainees will be able to revisit and revise the concepts techniques, and tools covered in their training programme, whereas other aspiring entrepreneurs will have at their disposal high-quality tools that can aid them in their attempt to commercialize their product or technology.