

EU Camp Guide

A practical guide in organising camps where students can develop innovative and entrepreneurial skills...

...and where lecturers become facilitators who accept that creativity works best without their expertise and judgement.



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Introduction

Moving people from their normal work place or school environment to a camp site can be an efficient means for team building, creativity training and innovation boosting. A camp setting opens for tight and intense processes among participants, promising to take them beyond daily life dominated by goal oriented and rational behaviour. In camps, a playful atmosphere can be created and ease out-of-box thinking and constructive collaboration. Camps are not an alternative to normal activities, but complementary and a means to reshape and enforce normal activities.

The camp model can be applied in entrepreneurship teaching. Here, too, camps are not an alternative to class-room teaching, but a valuable complementary activity, easing creative processes, interaction across disciplines, and involvement of outsiders such as business leaders.

Entrepreneurship camps often depart from student ideas, but may also depart from ideas and innovation challenges picked in companies or educational institutions. Some camps focus at idea generation, often called Innovation Camps, while others focus at solution to innovation problems, often called Solution Camps. Some last a few days, while others last for weeks. Regardless of the precise form, however, all such camps use the same underlying learning and innovation principles. Core principles are: Diversity, horizontal thinking, parallel thinking, problem orientation, action learning, future orientation and facilitation.

In recent years, camps have appeared in entrepreneurship teaching in several countries. In Denmark, the model has flourished, with at least 40 camps being organised during 2005-2008. Three such camps are described here in detail. While very different in terms of points of departure and duration, they have had similar positive win-win effects. Students benefit from creativity training, practical application of their disciplinary knowledge, cross fertilisation with other disciplines and working with outsiders. Other parties involved, such as company staff and university Tech Trans staff, benefit from the competences, fantasy and energy of cross-disciplinary student teams, in addition to being part of an interesting innovation journey.

Download a full academic article [The Camp Model for Entrepreneurship Teaching](http://idea-camp.eu/wp-content/uploads/2013/10/The-camp-model-for-entepreneurship-teaching-TOB-091.pdf), by professor Torben E. Bager, at

<http://idea-camp.eu/wp-content/uploads/2013/10/The-camp-model-for-entepreneurship-teaching-TOB-091.pdf>

Examples

For illustration of specific examples we have provided three videos at <http://idea-camp.eu/eu-camp-guide/3-videos-for-illustration/>



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Key elements of a camp

The key elements of a camp are:

- Typically 20-50 participants and teachers/trainers/facilitators.
- Move participants to a facility outside their normal habitat.
- 4 hours to 5 days (overnight stay if possible).
- Cross-curricular groups if possible
- Work intensively on developing new ideas and concepts to solve a given challenge.
- External participants like business leaders, experts etc. Involved in 1) defining the challenge, 2) work with students in groups, 3) evaluate ideas and solutions.
- A camp leader is in charge of the overall process.
- Facilitators assist each group.
- Camp leaders and facilitators are in charge of creating a cooperative, lively and intensive atmosphere.
- The challenge is well defined, but details about the programme is kept secret before the camp.
- Put time pressure on participants to increase focus and produce results.
- Block or avoid communication with the outside world, like friends and family.

Depending on time and on the challenge camps can have a different focus. Some camps will focus on the early creative process and on generating a lot of ideas, while other camps will focus on developing actual solutions and concepts.

Camps have been held in many different ways, but some of the common principles are:

- Diversity of participants increases the level of innovation. Diversity can be obtained through diversity among group members, but also by involving experts.
- Horizontal thinking – the ability to integrate knowledge across disciplines.
- Alternating between creative ideation processes and more logical and structured concept development and evaluation.
- Problem Based Learning where you focus on a problem, not a topic.
- Experience Based Learning, where you learn through action and reflection on observations.
- Facilitating learning processes – facilitators are not experts content, but in facilitating processes and stimulating energy and focus in groups.
- Be open to the output/the solution presented.
- Be specific in the expectation to form of the output.



Camp Organisation

Organising a camp requires several people in different roles.

Camp leader

The camp leader has general responsibility for organising, planning, running and evaluating the camp.

Planning the camp

The camp leaders job is to do the following:

- Plan date and time of the event
- Book facilities, equipment and accommodation.
- Agree on level of food and drink.
- Invite, register and follow up on participants.
- Group formation.
- Appoint camp leader.
- Appointment with and training of facilitators.
- Appointment with speakers (if necessary).
- Appointment with judges.
- Appointment with professional helpers (if necessary)
- Define creative and innovative methods according to the problem/challenge.
- Detailed script/scenario for the camp.
- Define and get prizes (if any).
- Arrange payment or gifts for external helpers.
- Make a budget.
- Press contact (if any)
- Copy or prepare materials.

The camp leader will be present all through the camp and will be "connecting the dots" by

- Opening the camp
- Introducing exercises
- Introducing guests
- Presenting prizes
- Closing the camp
- Keeping track of time and see to it that the time table works



Before the camp

Practical things to do for the camp leader before the camp:

- Bring audiovisual aids and make sure they work (projector, screen, black-/whiteboard, flipover).
- Bring slidsshows and laptop.
- Bring camp program in print.
- Bring copied materials.
- Pens, paper, siccors, glue sticks, sticky notes etc.

During the camp

- Check table setting and audivisual aids.
- Check laptop and sound.
- Sort and distribute materials
- Check with kitchen (time plan, number of participants, guests).
- Start welcoming slideshow and music on projector.

Facilitator

The role of the facilitator is to keep the process flowing: Get the group started, bring them back on track, remind them of deadlines, help them think out of the box and suggest methods and tools.

The facilitator is not suggesting ideas for the solution, but is constantly aware of the process and gently helps the group turn attention to their own work process. That includes suggesting a break when that is necessary to restore energy.

To-do list regarding facilitators

Identify need for facilitators – how many? For how long?

- Find potential facilitators.
- Arrange payment for facilitators.
- Arrange a pre-meeting with facilitators.
- Book accomodation and food for facilitators.
- Hand over teaching materials to facilitators at the camp.
- Keep in touch after each common session during the camp.
- Evaluate with facilitators.



External partners

The role of external partners can be:

- **Defining the problem** – it is very motivating when the camp challenge is an authentic problem or challenge presented directly by the problem owner. If external partners like companies don't want to reveal the specific problems they are currently struggling with, they may be willing to present a more general and open problem.
- **Experts** – a short speech or lecture of 30-40 minutes by an expert in the field of the challenge can be very inspiring.
- **Professional helpers** – for visualization it can be very helpful to have professional helpers who are good at illustrating or visualizing.
- **Evaluators** – by having a panel of judges who listen to presentations and evaluate at the end of the process can also be very motivating for participants.

To-do list regarding experts

- Find suitable potential partners.
- Invite or ask relevant partners.
- Thank them for accepting to participate and check if they will participate in lunch/dinner.
- Order lunch/dinner for experts (if wanted).
- Organize gifts or payment.
- Place external partners in the program.
- Arrange for reception of expert guests at the camp and prepare instructions for guests.
- Present guests and thank them for participating and hand over gifts before they leave.
- Thank them by email for participating after the event.

Participants

Selection of participants are (if possible) based on diversity. Select a variety of people with different knowledge and skills in order to cover all relevant skills regarding the problem and solutions.

To-do-list regarding participants

- Arrange which disciplines should participate.
- Arrange how knowledge about the camp should be spread to potential participants.
- Make invitations and promotion material.
- Arrange how to allow registration and follow up.
- Form groups or define how they must be formed during the camp.
- Make a group list and plan of accommodation for facilitators.



Choose location

It is important to find a location outside the usual environment in order to break the usual habits and keep focus on the job to be done.

The location must have a large conference room for common meetings and smaller rooms for groupwork. Preferably a room for each group.

Furnishing and arrangement must be flexible and Wi-Fi access available.

To-do list regarding location

- Find suitable locations for the camp.
- Arrange number of participants and groups.
- Arrange and check facilities.
- Arrange check-in and check-out.
- Arrange food and drink.
- Arrange audiovisual aids, internet access and office facilities etc.
- Adjust the timetable and the list of participants on arrival and during the camp.

Duration

Duration will of course depend on how much you want to achieve.

If you only want to work with ideation, half a day will be enough. If you also want to work on concept development, you should at least plan for 24 hours, preferably 48 hours.

If you want participants to start working on a business plan as well, you should plan for a week.

To do-list regarding duration

- Agree on goal (how much do you want to achieve).
- Arrange duration according to resources.
- Arrange time schedule.
- Arrange that the time period fits into the schedules of the organisation.



Budget

The costs of a camp will vary a lot and of course also depend on the general price level of your country.

According to experiences in Denmark (high price level) a camp for 30-40 participants can be arranged for all sorts of budget from 4.000 € and up.

The most expensive solution is when you hire an professional company to arrange the full camp. The cheapest is when you use internal resources – e.g. including experienced students as facilitators - and skip accommodation.

To do-list

- Consider whether you have internal experience to run the camp or will need to hire external partners.
- Can you use employees in your own organisation?
- Can you find external partners who will contribute under favorable conditions?
- Can you get anything funded by external sources?



Camp Model – Example

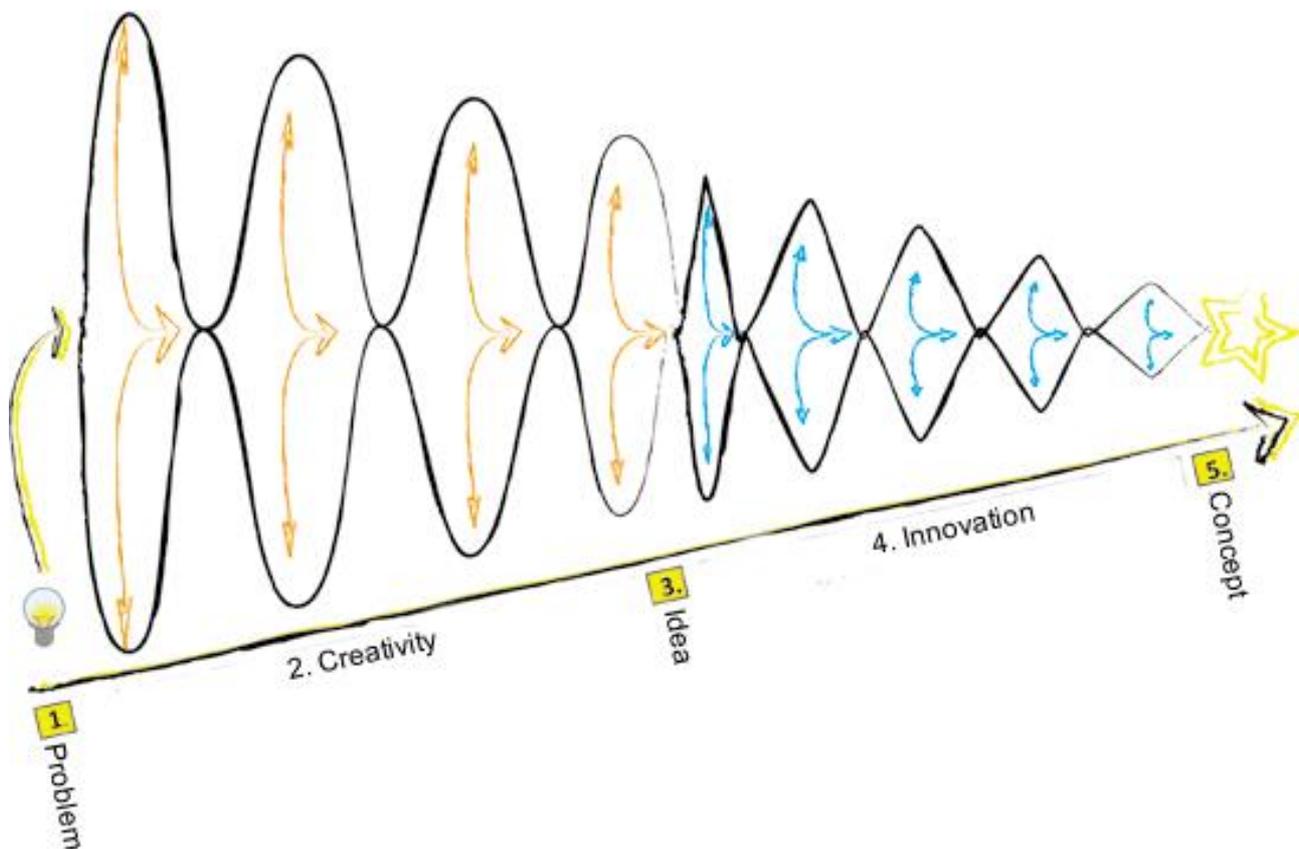
In the following we will go through an example of a 48 hour camp.

The camp example is a "solution camp" where ideas are generated, developed and turned into business concepts for companies/organisations.

The camp is divided into two main parts:

- The creative part – where new ideas are generated and developed.
- The innovative part – where new ideas are developed into concepts that can be launched in the market and turned into a business.

In both phases the work process switches between creative and critical thinking like in the figure below.



The steps of the camp are:

- Prepare camp
- Introduction
- Idea Development 1
- Idea Development 2
- Idea Development 3
- Idea Development 4
- Idea Selection 1
- Idea Selection 2
- Conceptualization
- Selling the idea
- Next Step

Prepare camp

A camp must be prepared thoroughly in detail. For every minute you must consider potential problems or needs. This will allow participants to keep full focus on their assignment.

Introduction

The purpose of the introduction is to introduce the way of working at the camp and the assignment to work on. Furthermore presentation of background information about the company, line of business or general challenge to work on.

Idea Development 1

In the first round of Idea Development participants should develop ideas for a solution based on their current understanding of the problem they are solving. It is important that they don't spend their time asking clarifying questions. They must focus on generating ideas based on their current understanding of the problem.

Idea Development 2

The purpose of the second round of Idea Development is to think about new ideas. They must understand that it is not about getting one good idea, but to get a lot of different ideas to choose from.

Assist idea development with creative techniques in this phase.

At the end of this phase groups will help each other develop the ideas further.



Idea Development 3

In the third round of Idea Development the purpose is to let participants help each other develop ideas and utilize the knowledge that each group member possesses.

Idea Development 4

In the fourth round of Idea Development the purpose is to combine knowledge and principles from different fields in order to come up with radically new ideas.

Idea Selection 1

In this phase the group will start selecting the most promising ideas internally. They will sort and rank the ideas by using different methods like the NAF-method, where Novelty, Attractiveness and Feasibility are the main criteria.

The group will prepare the best ideas for presentation.

Idea Selection 2

In the second phase of Idea Selection the best ideas will be presented in plenum – could be in front of an expert panel.

The purpose is to get feedback and knowledge from people outside the group – that is the other participants or experts in a panel.

Conceptualization

The purpose of Conceptualization is to build a full concept and business model based on selected ideas.

Selling the Idea

The camp final is prepared and an efficient and convincing presentation is prepared. The presentation must clearly show the need, the solution, the customer value and the overall concept and business model.

The purpose is to create a presentation that will convince decision makers in the organisation of the problem owner.

At the end of this phase the presentation is delivered in front of the judges.

Next step

Immediately after the final the group should meet and evaluate the goals and motivations of each group member and agree whether and how to continue with the project. An rough project plan is sketched out and next meeting is scheduled.



Camp Model – Example

Day 1 – Creativity

Phase 1: Prepare idea development

Introduction to camp and group presentations. In this phase we find the exercises that promotes creative cooperation.

Time	Activity	Responsibility	Methods	Place	Materials
	Prepare camp				
-	Preparation – before arrival	Camp leader	Introduce camp secretary and facilitators to camp purpose and principles. Check arrangement in camp rooms.	-	-
15 min.	Check in - accomodation	Facilitator	Participants get their rooms, leave luggage there and go to group rooms.	Reception	Welcome package to all (paper and pens) to use during the camp.
30 min.	Group identity	Facilitator	Exercises: <ul style="list-style-type: none"> - <i>Childhood dream</i> (+ name badge with childhood dream) (training). - <i>2 truths and 1 lie</i> (training) - <i>Make 5 commandments</i> for group work. - <i>Make a name and slogan</i> for the group, stage the room and prepare presentation. 	Group areas	<ul style="list-style-type: none"> - Flip-over sheets - Blank name badges - Coloured markers/pens
1 hour	Welcome	Camp leader	Exercises: <ul style="list-style-type: none"> - Childhood dream (training) - Hand clap 1, 2 and 3 (training) - Tell your day backwards (training) Introduction to camps: <ul style="list-style-type: none"> - Way of working. - Role of the facilitator, camp leader and camp secretary. - Group presentations. - Camp rules - Collect mobile phones and watches) Exercises <ul style="list-style-type: none"> - Yes, we made a mistake (training) 	Plenum	Stop watch Honk horn
30 min.	Challenge	Problem owner or camp leader	Present challenge Exercises: <ul style="list-style-type: none"> - Give presents (training) - Plan a holiday together (training) 	Group area	Stimuli cards Pictures Person cards



Time	Activity	Responsibility	Methods	Place	Materials
	Idea development 1				
1 hour	Ideation	Facilitator	Exercises: - Reverse brainstorm (task focus) - Develop a bicycle together (training) - Person card (task focus) - Plan a trip to the moon (training) - Stimuli cards (task focus) - Develop a bus together (training) - Picture stimuli (task focus)	Group area	Stimuli cards Pictures Person cards
1 hour	Selection	Facilitator	Select all exiting ideas. Help eachother develop every idea in groups of two. Groups prepare presentation of all selected ideas for problem owner.	Group area	Flip-over sheets
30 min.	Presentation	Facilitator and problem owner	Exercise: - Giant – Troll – Dwarf (training) Presentation for problem owner. Feedback from problem owner: What has already been done? What sounds exiting? Feedback should also clear all misunderstandings.		



Time	Activity	Responsibility	Methods	Place	Materials
Idea Development 2					
1 hour	Ideation	Facilitator	Exercise: - Collective monologue (training) - Yes and... Communication (training) - Provocation cards (task focus). - What is the opposite of... (training)	Group area	Provocation cards
1 hour	Selection	Facilitator	Select one exiting idea each. Help eachother develop each idea in groups of two. The group chooses the idea that they feel have the the highest potential. The group prepares a presentation of the chosen idea for all (incl. problem owner).		
1 hour	Presentation	Camp leader	Exercises: - Stork – Frog – Pregnant woman (training) Presentation for all. Silent feedback given anonymously by all (incl. problem owner) on pad notes or sticky notes after presentations. Groups gather to read feedback. Facilitator rounds up the day with positive feedback.		



Day 2 – Creativity

The day starts with energizers and 3D-exercises to make participants take on their creative attitude again.

Time	Activity	Responsibility	Methods	Place	Materials
	Idea development 3				
1 hour	Ideation	Facilitator	Apply: - What happens next? - Over again - New guess ...on the problem. Do it while you write down ideas on pad notes or sticky notes.	Group area	Stimuli cards Pad notes/sticky notes
1 hour	Selection	Facilitator	Categorize ideas: - select an idea each among the recently developed ideas. - Help each other develop each idea in groups of two. - Prepare presentation to "sister group". - Presentations should involve participants from the sister-group so they can experience how the solution will work on them.	Group area	Prototyping equipment
1 hour	Presentation	Facilitator	Groups gather in teams of two groups. Exercise: - Look, there goes a mammoth (training). Present all the selected ideas for the "sister group". Groups keep developing the ideas by using: - what happens next? - over again. - new guess. ...to develop each others ideas.	Group area	Stimuli cards
1 hour	Idea development	Facilitator	Staging the group rooms: Hang up Christmas decorations, light candles, put on music etc. The room must give the participants energy to work horizontally again.	Group area	Candy Decoration Etc.



Time	Activity	Responsibility	Methods	Place	Materials
Idea development 4					
1 hour	Ideation	Facilitator	Exercises: - Nouns meet (training) - Principle cards (task focus) - Things meet (training) - Principle cards (task focus) - Find principles (training) - Things meet principles (training) - Principle cards (task focus)	Group area	Principle cards Box of random things



Phase 2 – Innovation – from idea to value

Time	Activity	Responsibility	Methods	Place	Materials
30 min.	Idea selection 1	Facilitator	<p>Internal idea selection: Rank ideas according to selection criteria.</p> <p>Exercises:</p> <ul style="list-style-type: none"> - Self defined criteria: Each participant evaluates ideas according to self defined criteria and present the result in the group. - NAF-method: The group collectively selects ideas according to the NAF-method. 	Group area	Flip over sheets
1 hour	Idea selection 2	Camp leader	<p>External idea selection: Three selected ideas are presented in plenum. 3-5 minutes presentations for each group. Response cards from groups in plenum.</p>	Plenum	<p>Flip over sheets Response cards</p>
2 hours	Konzept development	Facilitator	<p>Build a concept around the idea. Use IDEA Business Model Game.</p> <p>Exercises in the game:</p> <ul style="list-style-type: none"> - Basic idea - User profile - Function - Who does what? - Protecting idea an concept - Competition - New opportunities <p>A group member writes down the results.</p>	Group area	Business Model Game



Day 3 - Innovation

Time	Activity	Responsibility	Methods	Place	Materials
1 hour	Selling the idea and concept	Facilitator	<p>Preparation: Idea and concept must be sold to decision makers in and organisation or to investors.</p> <p>Sales presentation is prepared in group. Techniques given by facilitator.</p> <p>Exercises:</p> <ul style="list-style-type: none"> - Sales presentation - Elevator pitch - Prototyping 	Group area	<p>Flip over sheets</p> <p>Laptops</p> <p>PowerPoint</p> <p>Prototyping</p> <p>Audio visual aids</p>
1 hour	Sell idea and concept	Camp leader	<p>Camp final: Present ideas and concepts for a panel of judges who evaluate the ideas.</p> <p>5 minutes presentations. Feedback from judges.</p>	Group area	<p>Principle cards</p> <p>Box of random things</p>
1 hour	Next step	Facilitator	<p>Make agreements and arrangements in groups about possible next steps.</p> <ul style="list-style-type: none"> - Goals - Basic project plan - Agreement and next meeting 	Group area	



Camp method in practice

The main purpose of the camp method is to stimulate creativity in groups. Mastering creativity in groups requires understanding of both creativity, group dynamics, individual psychology, learning processes etc., but a few core principles will help you start your own learning process as camp organizers and facilitators.

- Say YES! Ideas – and people - are vulnerable in the early stages, so say "yes and..." instead of "yes, but..." . Build on other peoples ideas instead of criticising.
- All sorts of knowledge is valuable. Participants should not represent a narrow discipline. They should bring in all the knowledge they have from all aspects of their life. So avoid focus on education, job or position.
- Avoid telling group members about each others disciplines or skills in advance and avoid personal presentations in the beginning. In this way ideas will not be judged by who they come from.
- Let facilitators direct the groups attention on building on other peoples ideas instead of just promoting their own ideas. Encourage them to say "And what I like about this idea is..." or "...and then we could..." .
- Avoid discussions. In discussions we try to win and be right. It is a competitive game, not a cooperative game. Facilitators should try to take groups out of discussions and back into cooperation. Encourage them to see the opportunities in the countering viewpoints.
- One task, one deadline. Only give groups one task and one deadline at a time. And only when the previous task is finished. In this way they can focus on the task and not worrying about planning or structuring the process. If a group is working on more than one task, they start using energy on planning and structuring. The facilitator must take charge of the process and not let the group in doubt about whether they are responsible.
- Split the overall process in small tasks in order to avoid thinking about planning and structuring. If a group spends more than 10-20 seconds understanding the task, it is too complex and should be divided in subtasks.
- Find new locations where the participants haven't been before – or where they are at least not used to come. In this way they don't carry any habits with them related to the location.
- Collect watches, mobile phones and laptops before the start in order to avoid disturbances or focus on time.

