



Lifelong
Learning
Programme



European Entrepreneurs Campus - Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education



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EU Camp Guide

A practical guide for organizing camps where students can develop innovative and entrepreneurial skills...

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



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

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October 2013



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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](#), 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

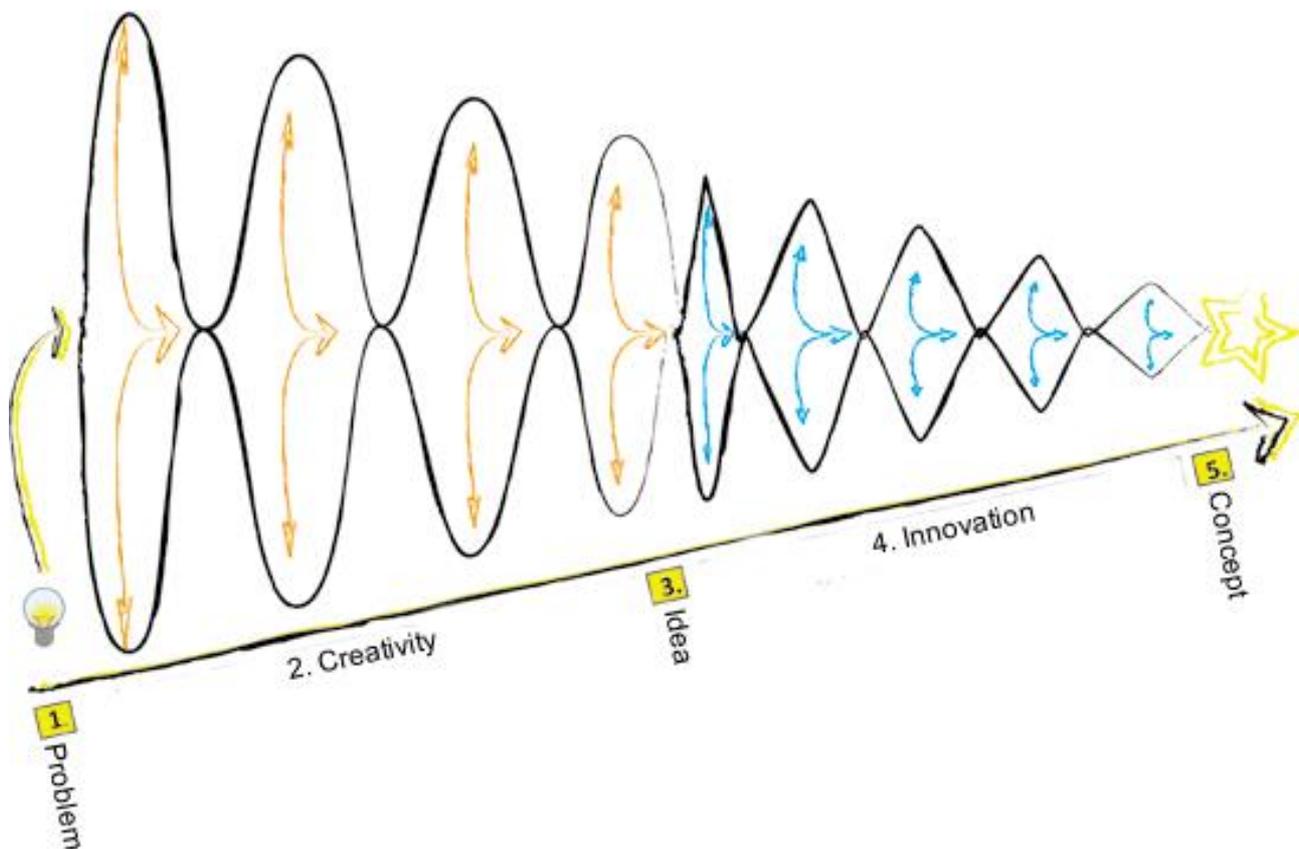
In the following we will go through an example of a 48 hour camp.

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) - Make <i>5 commandments</i> for group work. - Make a name and slogan 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Sales presentation - Elevator pitch - Prototyping </p>	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 se 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.



BA Innovation Workshop

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From idea to business concept

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Modules 1 – 5

Odense, Slagelse, Sønderborg, Esbjerg, Kolding





BA Innovation Workshop

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Time schedule

Case description

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- Group forming
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Module 2

- Work sheet
- Hand in module 2

Module 3

- Work sheet
- Circle of Business
- Business Model Canvas
- Hand in module 3

Module 4

- Work sheet
- Power point "How to present your idea"
- Hand in module 4

Module 5

- Work sheet
- Evaluation of ideas / criteria
- Hand in module 5





Module 1

Module 1	Introduction and kick off
Aim	Introduction to the workshop and the challenge/case To start the creative process
Content	Participants are introduced to the specific case. Ideation phase. Presentations <ul style="list-style-type: none">• Introduction to campus• Introduction to the course Entrepreneurship• Introduction the workshop• Introduction to ideation Forming of groups and introduction to workshop assistants. Creativity session. Ideation <ul style="list-style-type: none">• Idea generation• Looking for opportunities
Tools	Description of the case. Group forming tools Tool Training sheets <ul style="list-style-type: none">• Focus your search – Know what you are looking for• Trendspotting – Identify general trends• Creative focus – define your question• Brainstorm – Generate ideas – lots of ideas• Negative brainstorm Hand in day 1
Output	Each groups hands in 3-5 ideas in title form.



Group forming "Name Game"

Form a circle. The one with the darkest shirt starts.

Say your name and a verb starting with the same letter as your name. Illustrate your verb/skill while you say it.

E.g. My name is Charlotte and I can cook.

The person to the left repeats it and presents herself in the same way. And so on until everybody has presented themselves.



Group assignment: "What do we have in common?"

Each group discusses what similarities there are within the group.

Does everyone have a bike? Have you all been to London? Do you all dislike cheese? Etc.

You have 15 minutes to come up with 5 similarities (crazy, special, unexpected or?).

Present to the other groups.



Know what you are looking for - but be open about where you look!

When you want to make user driven innovation, you should start by defining what you are looking for:

Who do we want to do something

for? Define the buyers and users that you want to develop something for. Be careful not to define the problem too narrowly - and don't say anything at all about the solution.

The most important is to find the right problem and solve it right - not solving the wrong problem right!

What is valuable to us? Even if you work with user driven innovation, you should also gain from it yourself:

Who would we love to have as customers?

In which areas do we want to improve our own skills?

Where do we have unique skills, that could be the basis for developing something new?

Which ethical standards should be the foundation of the business?

How feasible ideas do we seek? Must our ideas be realized fast, or is it all right to develop ideas, that it will take a long time to realise. And should it be feasible with our own money, or will we accept taking loans or involving investors to realize our idea.

Identify general trends through observation of lifestyle. Read magazines, visit fairs, search the web. Speak to opinion leaders, specialists and experts - or read what they write.

Trends can be found in lifestyle, culture, politics, technology and many other areas.

Four important trend indicators

Economics and demography. Economic and/or demographic changes cause many long lasting trends.

Who have become richer? Or poorer? Where do people want to live? How many kids do they get? When? When do they start your working career. When do they retire? Etc.

Shortfalls. A trend often starts, when we will demand what we feel we fall short of in our lives.

What do we long for? What do we have too little of? What do we want a little more of?

Backlash. A new trend will often be a reaction against what has become mainstream or a clash with whatever has been dominant in the market for years.

What is getting a little to ordinary? What are we bored with or tired of doing, buying and looking at.

Style. The style ideals will often swing like a pendulum from one extreme to the other. Which style ideals ar starting to swing the other way. Clothes, haircut, home, body ideals etc.

“To have a usable answer, you need a good question”

Creative Focus is a method for formulating assignments and problems in such a way that it appears to generate ideas in the following creative process.

The specific formulation of the assignments is decisive for what ideas then occur.

The usage presupposes a joint conception of the assignment or problem.

Method

1. Formulate the assignment as a question – begin with how/what/when/why etc.
2. Formulate the assignment as brief and open as possible, preferable only one sentence.
3. Formulate the assignment from different viewpoints/angles. Ask the question in different ways.
4. Choose the preferred formulation.

Take Off

Market

User

Idea

Concept

Evaluation

1. Arrange the meeting for a group of the right size and make up (typically 4-8 people)
2. Write the initial topic on a flip board, white board or other system where everyone can see it. The better defined, and more clearly stated the problem, the better the session tends to be.
3. Make sure that everyone understands the problem or issue
4. Review the ground rules
 - Avoid criticising ideas/suspend judgement. All ideas are as valid as each other
 - Lots, Lots & Lots - a large number of ideas is the aim, if you limit the number of ideas people will start to judge the ideas and only put in their 'best' or more often than not, the least radical and new.
 - Free-wheeling. Don't censor any ideas, keep the meeting flow going.
 - Listen to other ideas, and try to piggy back on them to other ideas.
 - Avoid any discussion of ideas or questions, as these stop the flow of ideas.
5. Have someone facilitating to enforce the rules and write down all the ideas as they occur (the scribe can be a second person)
6. Generate ideas - either in an unstructured way (anyone can say an idea at any time) or structure (going round the table, allowing people to pass if they have no new ideas).
7. Clarify and conclude the session. Ideas that are identical can be combined, all others should be kept. It is useful to get a consensus of which ideas should be looked at further or what the next action and time scale is.

FOCUS

GENERATE

SORT

DEVELOP

EVALUATE

Negative Brainstorm



Take Off Market User **Idea** Concept Evaluation

Positive question

Describe your task as a question - like "how do we solve problem X?"

Negative question

Reformulate the question to a negative question - the opposite of the positive question.

Examples:

How do we create a solution, that the users won't use?

How do we create a solution, that we can't make a profit on?

How do we create a solution, that no distributors will take in?

Negative ideas

Create ideas from the negative question. It will be a kind of reverse and distorted ideas.

Positive ideas

Go through each negative idea and try to change it into a positive idea. That will not be possible for all ideas, but it may lead to surprising and original ideas.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Hand in form for module 1

Innovation workshop

Team number: _____

Team name: _____

Based on the case presented to you, each team must hand in 3-5 ideas in title form:

1. _____

2. _____

3. _____

4. _____

5. _____





Module 2

Module 2	Idea selection and concept formulation
Aim	Based on the ideation phase each group decides on 1 idea and formulates a short description of the idea and concept.
Content	Idea evaluation Idea sorting Idea specification Idea improvement
Tools	Tool Training sheets <ul style="list-style-type: none">• Summarizing – Create an overview of your ideas• Idea sieve – Prioritize your ideas• Idea improvement• NAF – Novelty, attractiveness & feasibility
Output	Each group hands in 1 specific idea. Describe "We will ... to ... by..." <ul style="list-style-type: none">• Idea / What• Target group / who• Implementation / how



Summarizing



Take Off Market User **Idea** Concept Evaluation

Summarizing is used to create an overview when a large amount of ideas have been produced.

Grouping

Sort the ideas by topic or in groupings with natural affiliations. (This might cause some debate)

Overlapping

Screen the individual ideas, search for overlaps, by assessing if the idea is a copycat of some of the other ideas (like a sub idea to a main idea), if this is the case it should be deleted.

Combination

Screen the individual ideas again and see if there are natural affiliations or combinations that can be compiled as one idea. Do this combination of ideas when/if you find this.

Elaboration

Is the individual idea clear and concrete so everybody understands it, otherwise the idea must be elaborated by asking how, if you cannot elaborate on the idea, then delete it.

Relevance

Clear out ideas that has no value for a solution to the problem or assignment. Ask for each idea:

- Is this idea relevant for the purpose? (Your problem definition). If not, delete it.

FOCUS GENERATE **SORT** DEVELOP EVALUATE

The idea sieve is a method for fast prioritising of a large number of ideas.

The techniques Summarizing and The idea sieve are supplementing each other and are useful tools if you first use the Summarizing followed by The idea sieve.

The idea sieve is a method for assessing and prioritising the ideas, NB! This method also works on its own.

Choice of criteria

Choose 1, 2 or 3 simple assessment criteria that fit this specific task.

Examples:

- Is the idea feasible?
- Is the idea useful?
- Is the idea new?
- Is the idea competitive?

Individual assessment

Every group member must individually make up their mind of how he/she would assess every idea based upon the assessment criteria agreed upon in the group.

Based upon this personal assessment he/she appoints each idea with points according to the following scale:

Criteria are met:	2 points
In doubt:	1 point
Criteria are not met:	0 point

Count and prioritizing

Chairperson makes a counting of the points. When the points are counted, the ideas are prioritized based upon the score of each idea.

1. Idea description

All members of the group must have the same clear picture of what the idea is.

Therefore start by making a description of the idea, continue until everybody has the same perception of the idea.

2. Strengths

Find all strengths of the present idea.

3. Weaknesses

Seek for weaknesses of the idea, find all problematic qualities of the idea.

4. Idea development

Look at the strengths in Step 2 and search for improvements or developments.

5. Idea development

Look at the weaknesses in Step 3 and search for ways to alter or avoid these weaknesses.

How can this be done?

6. Summarize

Assess the individual ideas and suggestions from Step 4 and 5.

The ideas and suggestions which can be utilised, recapitulate these with the basic idea.

Take Off

Market

User

Idea

Concept

Evaluation

This is a simple way of scoring / assessing potential solutions to a problem. Give a score out of 10 for each of the three items:

Novelty How novel is the idea? If it isn't novel for this situation, it probably isn't very creative

Attractiveness How attractive is this as a solution? does it completely solve the problem? Or is it only a partial solution?

Feasibility How feasibly is it to put this into practice? It may have been a really attractive solution to use a time machine, but is it really feasible?

Once you have the mark out of 30 for each potential solution, you can easily rank them to then refine the top few.

FOCUS

GENERATE

SORT

DEVELOP

EVALUATE

Hand in form for module 2

Innovation workshop

Team number: _____

Team name: _____

In short, describe your idea in the following way:

“We want to _____ for _____ by _____”

(eg. We want to *provide efficient means of transport for students by providing them with cheap tickets.*)

Please notice that you explain:

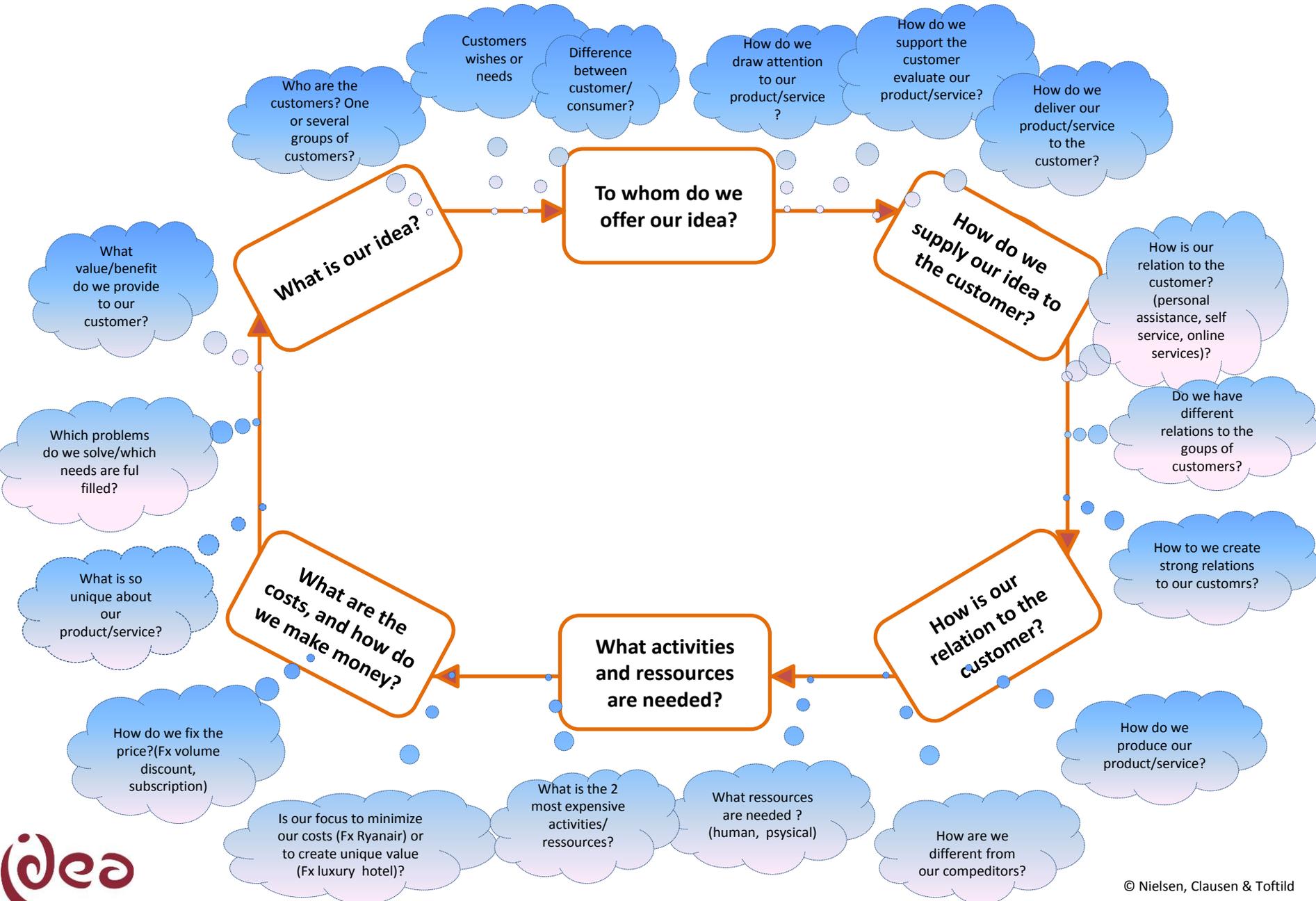
- *What* it is you plan to do
- *For whom* you are making it
- *How* you plan to make it



Module 3

Module 3	Idea, market and users
Aim	Describe the business potential related to your idea.
Content	<p>The business potential – the financial viability of the idea.</p> <p>Business Model Canvas Describe the market, customers and competitors Who are your users “Show me the money” Visualize the idea</p>
Tools	<p>The Circle of Business – what elements are part of the business rationale</p> <p>Business Model Canvas – based on the Circle of Business</p> <p>Tool Training sheets</p> <ul style="list-style-type: none"> • User profiles – illustrate who your users are • Storyboards – visualize your concept
Output	Business Model Canvas

Circle of Business...



Business Model (based on the Circle of Business)

What is our idea?	To whom do we offer our idea?	How do we supply the idea to our customer?	How is our relation to our customer
What activities and resources are needed?		What are the cost and how do we make money?	

Take Off

Market

User

Idea

Concept

Evaluation

Make up a person that represents a group of users. A user profile should describe the specific user in very specific details. Fx.

Name Yes, give him or her a name. You will find, that he/she can not be given just any name.

Portrait Find a photo to portray the profile. It helps your imagination.

Demography Sex, age, family status, address, occupation, education, income etc.

Personal goals and values. What would the person like to achieve and what are his/her personal values - in general and concerning the specific product area. What is good and what is bad.

Consumption and buying habits If your product/service is for private use, it is especially relevant to consider which specific products and brands the profile buys - and where they are bought.

Needs What are the specific needs and problems in the area, where you are searching for solutions.

Skills How experienced and knowledgeable is the person concerning your product area. What are his habits, at where are the limits of his abilities.

Perspective on the task and product For which purposes is the person using the product or service, and how important are these in his daily life? What is the persons role, when the product/service is used.

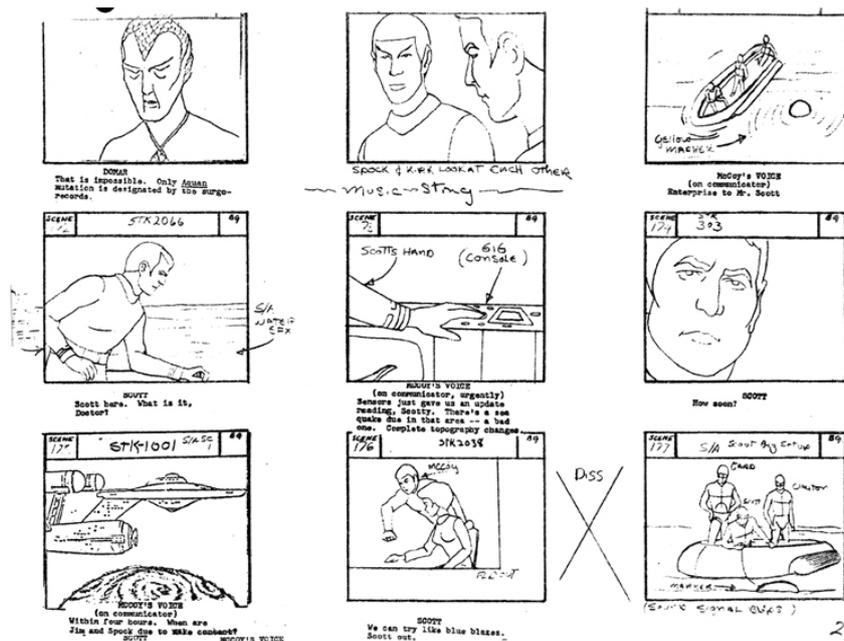
Storyboards



Take Off Market **User** Idea Concept Evaluation

Make little **cartoons** of **scenarios** where the target user is using your product or service, or where he/she is doing something, where you want to make it easier or better for the user. Focus on the critical actions and situations.

You might also use photos to illustrate the scenario. Make them yourself while observing the user in action or search the web.



Hand in form for module 3

Innovation workshop

Team number: _____

Team name: _____

Your concept:

Hand in a description of your concept based on the Circle of business and the Business Model Canvas:



Module 4

Module 4	Pitch your idea
Aim	To present your idea – sell the idea and concept
Content	<p>Presentation skills</p> <p>Pitch training</p> <p>Prepare a pitch</p>
Tools	Power point on pitching
Output	Each group delivers a 3 min pitch, focusing on selling the idea including e.g. power point slides, story board, posters, video etc.

Hand in form for module 4

Innovation workshop

Team number: _____

Team name: _____

Your pitch / presentation:

In the form of a power point, pictures, slides, posters or notes for your 3 minutes presentation.



Module 5

Module 5	Final pitch and evaluation
Aim	To present the idea Evaluate the ideas and selection of the most promising idea and concept
Content	Presentation in front of a jury
Tools	Evaluation form – scale 1-5
Output	All teams make a presentation Each team is given feedback The winners are...

Evaluation

Innovation workshop

Jury member name: _____

Team number.: _____

Team name: _____

On a scale from 1-5 you must evaluate the following (5 being best):

Is the idea: attractive	
Is the idea: feasible	
Is the idea: imaginative	
Is the idea: at the right time and place	
Is the idea: profitable	
How was the presentation	
TOTAL	

Know what you are looking for - but be open about where you look!

When you want to make user driven innovation, you should start by defining what you are looking for:

Who do we want to do something

for? Define the buyers and users that you want to develop something for. Be careful not to define the problem too narrowly - and don't say anything at all about the solution.

The most important is to find the right problem and solve it right - not solving the wrong problem right!

What is valuable to us? Even if you work with user driven innovation, you should also gain from it yourself:

Who would we love to have as customers?

In which areas do we want to improve our own skills?

Where do we have unique skills, that could be the basis for developing something new?

Which ethical standards should be the foundation of the business?

How feasible ideas do we seek? Must our ideas be realized fast, or is it all right to develop ideas, that it will take a long time to realise. And should it be feasible with our own money, or will we accept taking loans or involving investors to realize our idea.

Build a complete team

Know what you do not know - and find somebody to fill the gaps.

User driven innovation demands many different skills. Try to get people with the following skills in your development and design team:



User empathy People with experience and education to understand the users. People with backgrounds in fx sociology, ethnology, anthropology, psychology or education can strengthen your team in this area.



Business analysis and business model. People with experience and education in fx marketing, finance and management may strengthen you team in this area.



Visualization and design. People with creative skills and education in design can strengthen you ability to visualize your ideas, so they are easy to understand for yourself and for others.



Technology. People with experience and background as engineer or other technical/scientific background should be involved in the team if we talk about technological innovations to analyze and evaluate your choice of technology.



Process facilitation and management. A good team leader with ability to stimulate enthusiasm and progress - but also with the ability to manage resources and keeping the general view is very valuable. Without good project management development projects often fizzle out..

Who? Why? What? Where? When? How?

Formulating the right questions from the beginning is crucial for the direction that you are going in.

Formulate a series of questions relating to the line of business that you want to operate in.

The many questions will help you identify which questions are the most important to answer.

Some questions can and must be answered in phase 1, but other questions might be a good starting point for the research in phases 2 and 3.

Take Off

Market

User

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Evaluation

The solution to your problem might be found in an area, where you wouldn't naturally look.

If you want to create a new fastfood-concept, you would naturally look at the restaurant business, but the inspiration for innovative concepts might be found somewhere else.

“Look at suppliers of another service or product, but with some common characteristics to your product/service”

By looking at a service or product, that has been developed from another perspective, you might learn from experience in other industries.

Take Off **Market** User Idea Concept Evaluation

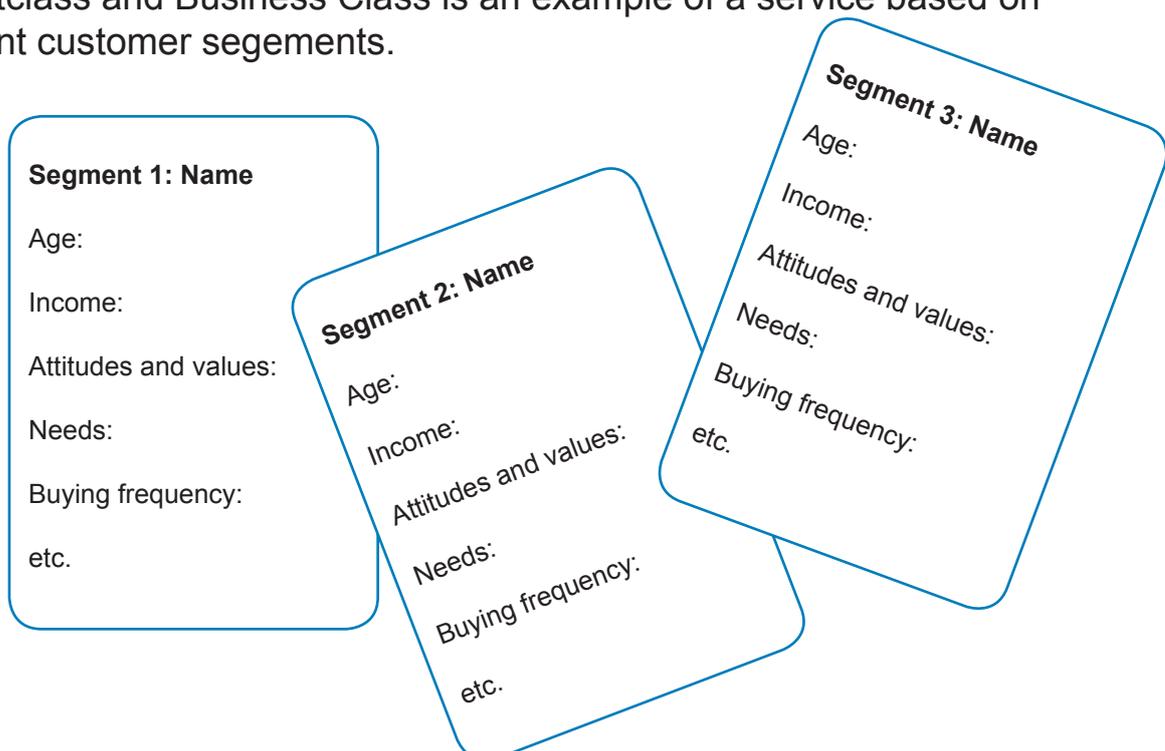
For most services and products it helps to define different segments of customers and users.

“Separate existing or potential customers in the market in different groups, that have similar interest in the need, that the product/service should fulfill”

Segmentation is based on needs and helps us understand, which products or services, the customers need.

Example:

Touristclass and Business Class is an example of a service based on different customer segments.



Identify general trends through observation of lifestyle. Read magazines, visit fairs, search the web. Speak to opinion leaders, specialists and experts - or read what they write.

Trends can be found in lifestyle, culture, politics, technology and many other areas.

Four important trend indicators

Economics and demography. Economic and/or demographic changes cause many long lasting trends.

Who have become richer? Or poorer? Where do people want to live? How many kids do they get? When? When do they start your working career. When do they retire? Etc.

Shortfalls. A trend often starts, when we will demand what we feel we fall short of in our lives.

What do we long for? What do we have too little of? What do we want a little more of?

Backlash. A new trend will often be a reaction against what has become mainstream or a clash with whatever has been dominant in the market for years.

What is getting a little to ordinary? What are we bored with or tired of doing, buying and looking at.

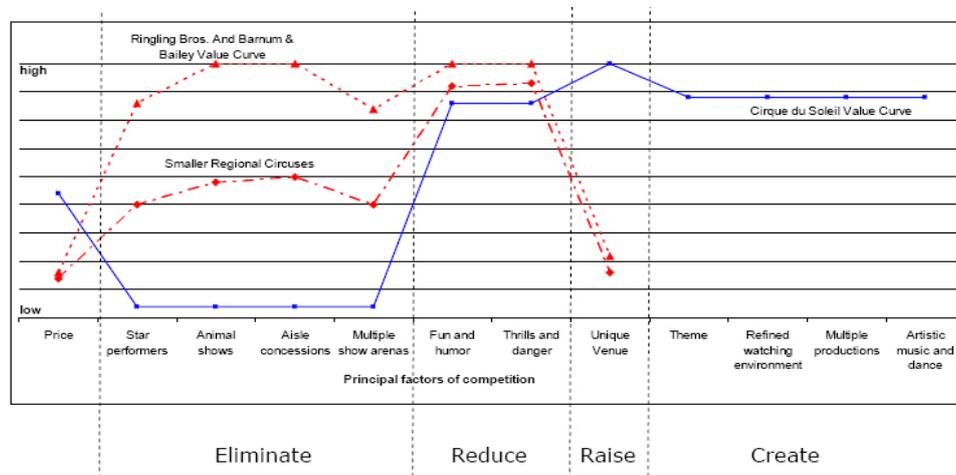
Style. The style ideals will often swing like a pendulum from one extreme to the other. Which style ideals ar starting to swing the other way. Clothes, haircut, home, body ideals etc.

“Draw a strategy canvas for your industry/business”

Develop a Strategy Canvas for the industry in which you are developing ideas.

The model Strategy Canvas is taken from the book: Blue Ocean Strategy. The preparation process of a Strategy Canvas is as follows:

1. Identify the competitive factors in the industry you want to operate in.
2. Draw your competitors' profiles into a canvas, using their competitive factors detected in step 1.
3. Consider which elements gives limited customer value but has high costs.
4. Consider which new factors/elements that could increase customer value and make you unique.
5. Sort the competition elements after which should be eliminated, reduced, raised or created.
6. Draw in your own profile in the canvas.



Read more: Kim & Mauborgne, Blue Ocean Strategy, 2005

Opportunity Grid



Take Off **Market** User Idea Concept Evaluation

“Where can you increase customer satisfaction?”

Customer value can be created before, during and after purchase, and one can create customer value on all levels.

But where is there an opportunity to give more customer value in comparison to the options he has today?

There are 36 opportunities to increase customer value. Where are your opportunities?

		Six stages in the customers buying cycle					
		Purchase	Delivery	Use	Supplement	Main-tenance	Disposal
Six value drivers	Productivity						
	Simplification						
	Convenience						
	Risk						
	Image, pleasuere						
	Environment						

The value drivers must be adjusted after customer needs. Where do you differ from your competitors?

“Tell 3 stories about the future”

Future scenarios are a number of alternative imaginations about how the world - or part of the world - will develop if....

If A, B and C continues to rise, the market will move in a direction where....and that will mean 1, 2 and 3.

But if C starts to fall, then we will have a situation where 4, 5 and 6 will happen.

And if C falls and A and B only rises a little, then we will have a situation with 7, 8 and 9.

A typical method of working with future scenarios is:

1. What is changing at the moment?
2. What is very uncertain in the future?
3. How far into the future do we want to look?
4. Write fx. 2-4 alternative stories (scenarios) about, how the future will look.
5. How likely are the different scenarios to come true?
6. What will the different scenarios mean to the business we are working in?

Contextual Interviews



Take Off

Market

User

Idea

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Evaluation

Interview the user **in the relevant situation and surroundings**. The interview takes place as close as possible to the context, where the product/service will be used.

The interview takes place **while the user is using** the product/service.

Through the interview you try to understand why they do certain things and what their expectations are.

Information is collected as audio, video or in writing.

It is important, that the interviewer is familiar with the type of situation, where the product/service is used.

You get a good idea about how people actually use different things.

Step by Step

Define your target group. Fx defined by user profiles (see separate method card).

Select 5-8 people for interviews.

Plan time for interviews.

Understand your subject and the situation. Try it yourself if possible.

Expectations. Write down, what you will especially be looking for.

Documentation. Chose a method to document your experience. Fx notes, photo, video, audio.

Carry through interviews. Ask without influencing the users behaviour.

Analyze results. What do the users do? How? Why? etc.

Critical Error



Take Off

Market

User

Idea

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Evaluation

Look at the customer experience step by step, and identify the critical situations, where things can go wrong. Identify the critical errors. Fx it is very critical, that the payment check out works smooth in a webshop.

Break down the user situation in its individual incidents and activities.

Write down each incident and activity on a **yellow** Post It-note and organize them in order if possible.

Analyse things, that can go wrong.

Write down each individual thing, that can go wrong on a **red** Post It-note and place it under the activity, where the problem could occur.

Let the result inspire you to **make the product or service better, more secure, easier, more fun etc.**

Observe users in real life situations

Go to places, where the product/service is used and watch the users use it.

Observe how the user is using the product or how he reacts on the service. Notice the distinct phases and look for problems, doubt, frustrations, error etc.

And pay attention to possible improvements - even where the user doesn't experience any problems.

Document your observations

Photo and Video:

Observations of environment, actions and important details are registered with a camera.

Sketches:

Catch observations with quick hand drawings. Don't worry too much about details, but try to catch the situation, so you can remember it.

Notes:

Handwritten notes - or spoken notes on fx. your mobile phone. Pay attention to the situation, and take notes immediately after.

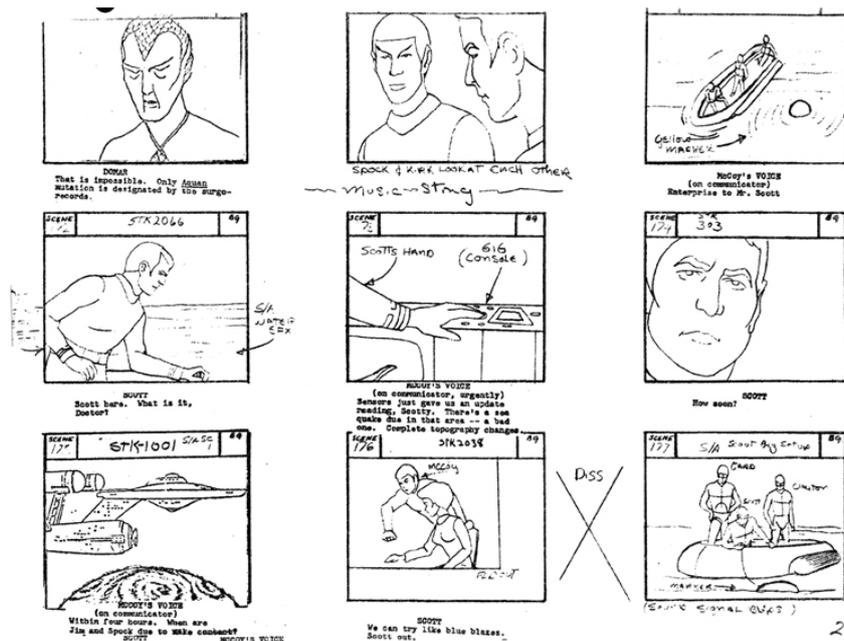
Storyboards



Take Off Market **User** Idea Concept Evaluation

Make little **cartoons** of **scenarios** where the target user is using your product or service, or where he/she is doing something, where you want to make it easier or better for the user. Focus on the critical actions and situations.

You might also use photos to illustrate the scenario. Make them yourself while observing the user in action or search the web.



Take Off

Market

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Evaluation

Act as users

Improvise as actors through different situations with people in different roles.

Prepare in advance which roles and situations you want to perform - but don't make scripts. Improvise.

Example:

The Danish national train service - DSB - invited actors to play different types of passengers with different problems and different personalities.

The usual train staff acted as themselves, and tried to handle the situations and the customers as they normally would.

Afterward they discussed ways to improve.

Role Play may be recorded on video and played afterwards for discussion.

Take Off

Market

User

Idea

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Evaluation

Create big or small 2- 3-dimensional models of products or service situations.

Just make it rough and quick with whatever materials you got.

**It is a lot easier to understand,
when you can see and touch.**

Make it in cardboard, LEGO, clay or whatever material you got at hand - or can get for almost nothing.

And remember....

...just make quick and dirty...

The first model doesn't have to look exactly like the end product. It is easier to get critical comments from people, if they can see, that it is just a rough model.

We tend to be more polite, if we are shown something, that people have put a lot of work into.

Mood boards



Take Off

Market

User

Idea

Concept

Evaluation

Lifestyle analysis by making **collages** of pictures - or a series of video clips - that describe the users important moods and preferences.

It is the combination of pictures, that create an overall impression of the user.

A mood board should catch **feelings, values and moods**, that describe the user, but can be hard to describe exactly in words. And they also give a visual image of the user.

You might look for pictures in the users favourite magazines or search the web by using relevant search phrases.

Take Off

Market

User

Idea

Concept

Evaluation

Make up a person that represents a group of users. A user profile should describe the specific user in very specific details. Fx.

Name Yes, give him or her a name. You will find, that he/she can not be given just any name.

Portrait Find a photo to portray the profile. It helps your imagination.

Demography Sex, age, family status, address, occupation, education, income etc.

Personal goals and values. What would the person like to achieve and what are his/her personal values - in general and concerning the specific product area. What is good and what is bad.

Consumption and buying habits If your product/service is for private use, it is especially relevant to consider which specific products and brands the profile buys - and where they are bought.

Needs What are the specific needs and problems in the area, where you are searching for solutions.

Skills How experienced and knowledgeable is the person concerning your product area. What are his habits, at where are the limits of his abilities.

Perspective on the task and product For which purposes is the person using the product or service, and how important are these in his daily life? What is the persons role, when the product/service is used.

Object archtypes & icons



Take Off

Market

User

Idea

Concept

Evaluation

Make a selection of typical products (pictures of them) - that is part of the daily life of your users. It should be products, that symbolize the values that the users find important in their life.

It is easy to search the web for pictures of the products, that your user might buy.

You may also include pictures that illustrate services, that your user prefer.

Make fx a plate or a slideshow with the image. Make one for each user type, if you work with more profiles.

Think-aloud protocol



Take Off

Market

User

Idea

Concept

Evaluation

“Make your user think aloud”

A user is asked to do specific tasks with your product or solution and think aloud during the process. What does he see, what does that make him want to do, what does he think and feel etc.

The observer will typically make a video recording and simultaneously ask open questions as a help for the user to formulate reflections.

This is excellent for users who have difficulties in explaining themselves systematically and to capture areas which might be filtered out in a structured interview.

Take Off

Market

User

Idea

Concept

Evaluation

“Try how the shoe fits”

Seek understanding by **using the product** or **trying the situation**.

In this way you see things from the user perspective.

Try it in **different situation** and for **different purposes**.

Try different suppliers and products.

Take Off

Market

User

Idea

Concept

Evaluation

“Peep into the users diary”

The users are asked to register own observations and answer questions regularly over a longer period of time.

Excellent for understanding incidents that does occur frequently, and to seek insight in conditions which requires user experience and usage over a longer period of time.

Cultural Probes

Give the user a package of probes for registering and documenting relevant observations and activities, e.g. camera, diary, postcards etc.

Focus Groups



Take Off Market **User** Idea Concept Evaluation

Select a small group of people for a guided discussion about a specific idea or topic.

With this qualitative method you can learn from users sharing their thoughts, attitudes, emotions, experience and misunderstandings about a topic in a more intimate setting.

A facilitator or moderator is necessary to guide the discussion. The discussion is managed by using a list of questions written down in advance.

Focus Groups can be used for generating as well as filtering ideas.

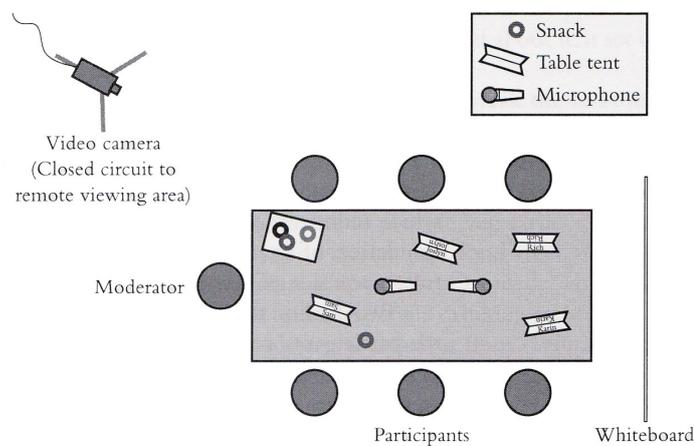


Figure 9.2 Temporary conference room-style focus group layout.

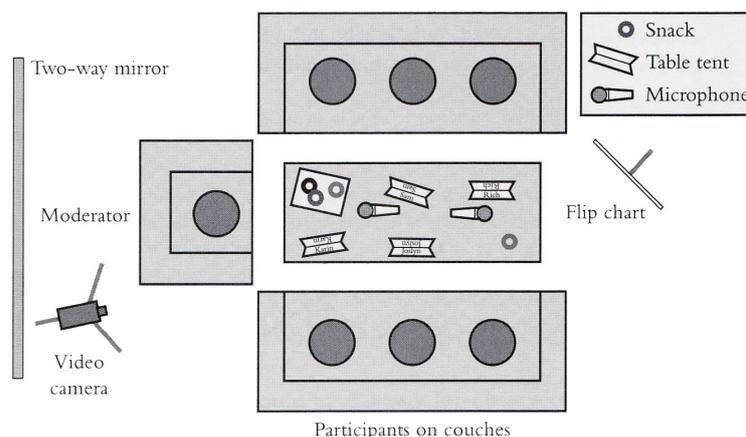


Figure 9.3 Permanent living room-style focus group layout.

“To have a usable answer, you need a good question”

Creative Focus is a method for formulating assignments and problems in such a way that it appears to generate ideas in the following creative process.

The specific formulation of the assignments is decisive for what ideas then occur.

The usage presupposes a joint conception of the assignment or problem.

Method

1. Formulate the assignment as a question – begin with how/what/when/why etc.
2. Formulate the assignment as brief and open as possible, preferable only one sentence.
3. Formulate the assignment from different viewpoints/angles. Ask the question in different ways.
4. Choose the preferred formulation.

Backward Forward Planning



Take Off Market User **Idea** Concept Evaluation

Backwards forwards planning is a process to help you define the problem, and make sure you are not in tunnel vision where you can't see the real problem because of the close problem you think is biting you. The process has three stages.

1. Write down the short version of the problem, preferably starting with "How to..."

2. If you were to solve the problem in statement 1, what higher level problem would it also solve? Write this down. Continue asking what higher level problem it solves and writing them down. Try to obtain at least 3 statements.

3. Going back to statement 1, ask what other benefits would flow from it, if it were a solution. Make sure these are different from those in stage 2.

You can then look at the various definitions and decide which is the most appropriate statement of the problem.

As an example, you are at home, your car is at the garage for repairs and you feel you really need to go and do the food shopping. Your first statement might be;

"How to get into the shops."

If you were to work down the list of additional problems this would solve you might write down

"I could get all the food and drink for the week"

Followed by

" I could relax and not worry any more about where the food was"

Which may lead you to

" I could finish that painting I want to hang in the living room"

Working the other way, what benefits would you also have if you could get to the shops may lead to;

" I could have a look at some clothes whilst I was there."

" I could enjoy some retail therapy" and

" I could call in on my friend for a chat since they live near the shop."

You now have 7 potential problem statements to choose from, it may be that your original statement is the problem to be solved, or it may be that "How to find time to complete the picture I'm painting" is more important to you.

FOCUS GENERATE SORT DEVELOP EVALUATE

Examining Borders



Take Off Market User **Idea** Concept Evaluation

Boundary examination offers a refinement of problem definition. Defining a problem gives a clear task to focus on. The definition highlights some features of the situation as being particularly relevant, and plays down others as largely irrelevant. The problem boundary is the notional 'container', which separates highly relevant features (inside the boundary) from less relevant ones (outside the boundary).

The problem definition, and what is relevant or not, often evolves as your understanding of the situation develops. If the boundary has been provided for you (e.g. because someone else has defined the problem for you) it will reflect their biases and concerns as well as your own, and the boundary setting may itself be part of the problem. It is easy for the area outside the boundary to become ignored 'background'. This simple method is designed to bring potentially relevant aspects back into awareness.

1. Write down an initial statement of the problem.
2. Underline key words
3. Examine each key word for hidden assumptions. A good way to do this is to see how the meaning of the statement changes if you replace a key word by a synonym or near synonym.
4. Having explored how the particular choice of key words affects the meaning of the statement, see if you can redefine the problem in a better way.
5. The aim is not necessarily to change the position of the boundary but rather to understand more clearly how the wording of the problem is affecting our assumptions about the boundary.

FOCUS GENERATE SORT DEVELOP EVALUATE

Take Off

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Idea

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Evaluation

1. Arrange the meeting for a group of the right size and make up (typically 4-8 people)
2. Write the initial topic on a flip board, white board or other system where everyone can see it. The better defined, and more clearly stated the problem, the better the session tends to be.
3. Make sure that everyone understands the problem or issue
4. Review the ground rules
 - Avoid criticising ideas/suspend judgement. All ideas are as valid as each other
 - Lots, Lots & Lots - a large number of ideas is the aim, if you limit the number of ideas people will start to judge the ideas and only put in their 'best' or more often than not, the least radical and new.
 - Free-wheeling. Don't censor any ideas, keep the meeting flow going.
 - Listen to other ideas, and try to piggy back on them to other ideas.
 - Avoid any discussion of ideas or questions, as these stop the flow of ideas.
5. Have someone facilitating to enforce the rules and write down all the ideas as they occur (the scribe can be a second person)
6. Generate ideas - either in an unstructured way (anyone can say an idea at any time) or structure (going round the table, allowing people to pass if they have no new ideas).
7. Clarify and conclude the session. Ideas that are identical can be combined, all others should be kept. It is useful to get a consensus of which ideas should be looked at further or what the next action and time scale is.

FOCUS

GENERATE

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DEVELOP

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Negative Brainstorm



Take Off Market User **Idea** Concept Evaluation

Positive question

Describe your task as a question - like "how do we solve problem X?"

Negative question

Reformulate the question to a negative question - the opposite of the positive question.

Examples:

How do we create a solution, that the users won't use?

How do we create a solution, that we can't make a profit on?

How do we create a solution, that no distributors will take in?

Negative ideas

Create ideas from the negative question. It will be a kind of reverse and distorted ideas.

Positive ideas

Go through each negative idea and try to change it into a positive idea. That will not be possible for all ideas, but it may lead to surprising and original ideas.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Trigger Sessions



Take Off Market User **Idea** Concept Evaluation

Trigger Sessions are a good way of getting lots of ideas down from un-trained resources.

- The Problem owner defines the problem
- Each member of group writes down his ideas in shorthand (2 minutes only)
- One member reads out his list - others silently cross out ideas read out and write down "Hitch-hiked" ideas
- The second member reads out his list of ideas not already covered, followed in turn by other members
- The last member reads out his original list and his "Hitch-hiked" list and procedure is repeated counter current (i.e., if there are 6 folk, the order goes 1,2,3,4,5,6,5,4,3,2,1,2,3,4,5,6...)

A good group will be able to manage seven passes. Everyone's paper is then collected and can be typed up into a single list of ideas - all duplicates should have been crossed out during the session.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Brainwriting Pool



Take Off Market User **Idea** Concept Evaluation

Each person, using Post-it notes or small cards, writes down ideas, and places them in the centre of the table. Everyone is free to pull out one or more of these ideas for inspiration. Team members can create new ideas, variations or piggyback on existing ideas.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Brainwriting 6-3-5



Take Off Market User **Idea** Concept Evaluation

The name Brainwriting 6-3-5 comes from the process of having 6 people write 3 ideas in 5 minutes. Each person has a blank 6-3-5 worksheet (below)

Problem Statement: How to...

Problemformulering: Hvordan.....?			
	Idé 1	Idé 2	Idé 3
1			
2			
3			
4			
5			
6			

Everyone writes the problem statement at the top of their worksheet (word for word from an agreed problem definition). They then write 3 ideas on the top row of the worksheet in 5 minutes in a complete and concise sentence (6-10 words). At the end of 5 minutes (or when everyone has finished writing) pass the worksheet to the person on your right. You then add three more ideas. The process continues until the worksheet is completed.

There will now be a total of 108 ideas on the 6 worksheets. These can now be assessed.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Brain Writing Game



Take Off Market User **Idea** Concept Evaluation

This method is set in the form of a light-hearted competitive game. Creativity methods normally avoid competition because it tends to be divisive. However, as long as the game atmosphere is fun rather than overly competitive, and the facilitator ensures that there are no significant losers, the game format might be useful, particularly in training contexts where winning and losing are likely to be less of an issue and both can be used to provide teaching material.

The game will take a little longer than some other brainwriting techniques. Very little facilitation skill is needed. The structure is as follows:

1. Display the problem statement, and explain that the winner of the game is the one who devises the most unlikely solution.
2. The facilitator sells each group member an agreed number (say 10) of blank, serially numbered cards at, say, 10 cent each, pooling the money to form the prize. Each group member signs a receipt that records the serial numbers of their set of cards.

3. Members try to think of utterly implausible solutions, writing one per card. The cards are then put up on a display board.
4. Members now have (say) 15 minutes to silently read all the solutions, and to append to them (on further un-numbered cards or Post-its) ways in which they could be converted into a more practical way of solving the problem (so reducing that ideas' chances of winning).
5. Each member then has two votes (e.g. two sticky stars) to vote for what s/he now considers to be the most improbable idea on the numbered cards. The idea that attracts most votes wins the pooled money.
6. Form two sub-groups, give half the cards to each, and give each group (say) 15 minutes to develop six viable solutions from their cards.
7. Each sub-group tries to 'sell' their ideas to the other sub-group.
8. Everyone comes together and agrees on the best ideas overall.

FOCUS

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Bonfire of ideas



Take Off Market User **Idea** Concept Evaluation

Focus question

Write down the focus question with a big felt-tip pen.
Place the question in the middle (usually on the floor)

Variation: Place the ideas on the floor gradually as you write them. This can give inspiration amongst the participants.

Individual idea generating

Brainstorming (work-yourself)
The individual writes down own ideas on a sheet of paper (one idea per sheet, big letters)

Organizing

The ideas are organized by the participants after groups/types and headlines are produced accordingly.

Present ideas

All ideas are hereafter presented - preferably shifting between participants - and are placed on the floor surrounding the focus question (wood on the fire)

Idea development

The idea development is made from each headline.
Focus on the ideas. Use other techniques to sophisticate a special idea.

It is allowed to write down new ideas, if you get inspired by the other ideas during the presentation round.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Association Technique



Take Off Market User **Idea** Concept Evaluation

Chain of words

Create a random chain of words by choosing a random startword. Fx by random loop up in a dictionary and taking the first noun.

Write the words, that spontaneously come into mind. Write a chain of words of fx 20-25 words.

Problem

Write your problem as a question. Start by asking "How can we....?"

Write the problem in a short and open way.

Write different versions of the problem from different angles.

Chose the most relevant and idea-creating version.

Idea Creation

Generate ideas from the inspiration you get from each individual word in the chain.

Write each idea on a sheet of paper.

Be open to crazy ideas and avoid criticism.

Some words generate more ideas than others. Move on, if some words don't give you much and stay a little longer if they are very inspiring.

Be specific

Make the individual idea more specific:

How can it be made?

Write specific details on each idea sheet.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Extended association technique



Take Off Market User **Idea** Concept Evaluation

Chain of words

Make a random chain of words without relation to the assignment. Randomly choose a starting word, e.g. by looking up a dictionary. Note down the word that spontaneously comes to mind and form a chain of words of 20-25 words.

Action words

The words in the chain of words are changed into action words (verbs) e.g. book = read, paper = drawing, sales contract = buying etc.

Focusing

Formulate the assignment as a question, begin with what/how/why/when etc.

Formulate the assignment from different viewpoints.

Choose the most relevant and idea generating formulation.

Idea generating

Confront the action words in the association chain one by one and generate ideas based upon these. Be open to crazy ideas.

Elaboration

Go through the ideas one by one and try to elaborate upon these:

How can this be done/combined/adapted etc.?

The ideas that can be elaborated upon can be used for further development and improvement of the initial idea.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Role Storming



Take Off Market User **Idea** Concept Evaluation

RoleStorming is an evolution of Brainstorming, whereby you take on another identity.

Viewing problems and solutions from a different standpoint. Unusual 'off the wall' ideas may seem radical/'silly' if 'you' present them, however, generated by a nameless person removes any embarrassment.

- Use traditional brainstorming or other idea generating technique as a start point
- Invent an identity or use that of someone you know
- Assume that identity or refer to the fictitious person as 'this person would suggest.....'
- Brainstorm (or use other idea-generating techniques) in separate identity
- Change roles. Now try another identity obviously this can be done many times for many different characters.

FOCUS **GENERATE** SORT DEVELOP EVALUATE

Critique Method



Take Off Market User **Idea** Concept Evaluation

The critique method is good for solving existing assignments or known problems where improvements or further development of the original ideas is needed.

Focusing

Formulate the assignment as a question; begin with what/how/why/when etc.

Formulate the assignment as brief and open as possible, preferable in one sentence only.

Formulate the assignment from different viewpoints.

Choose the most relevant and idea generating formulation.

Stakeholders

Find possible stakeholders by asking:

Who has the professional interests? – business interests? User interests? Or other forms of interests?

Also conflicts of interests can be desirable to include, so try to find these as well.

Critique points

Use every stakeholders in step 2 to find criticism points in the existing solutions by asking?

- What would this stakeholder criticise by...?

It is not important if the criticism is fair or not, the more points of criticism the better.

Redress

Seek ideas of how to avoid or redress all these points of criticism we have found in step 3.

Correct following question on each critique point:

- How do we redress or avoid these flaws and deficiencies?

FOCUS **GENERATE** SORT **DEVELOP** EVALUATE

Summarizing



Take Off Market User **Idea** Concept Evaluation

Summarizing is used to create an overview when a large amount of ideas have been produced.

Grouping

Sort the ideas by topic or in groupings with natural affiliations. (This might cause some debate)

Overlapping

Screen the individual ideas, search for overlaps, by assessing if the idea is a copycat of some of the other ideas (like a sub idea to a main idea), if this is the case it should be deleted.

Combination

Screen the individual ideas again and see if there are natural affiliations or combinations that can be compiled as one idea. Do this combination of ideas when/if you find this.

Elaboration

Is the individual idea clear and concrete so everybody understands it, otherwise the idea must be elaborated by asking how, if you cannot elaborate on the idea, then delete it.

Relevance

Clear out ideas that has no value for a solution to the problem or assignment. Ask for each idea:

- Is this idea relevant for the purpose? (Your problem definition). If not, delete it.

FOCUS GENERATE **SORT** DEVELOP EVALUATE

The idea sieve is a method for fast prioritising of a large number of ideas.

The techniques Summarizing and The idea sieve are supplementing each other and are useful tools if you first use the Summarizing followed by The idea sieve.

The idea sieve is a method for assessing and prioritising the ideas, NB! This method also works on its own.

Choice of criteria

Choose 1, 2 or 3 simple assessment criteria that fit this specific task.

Examples:

- Is the idea feasible?
- Is the idea useful?
- Is the idea new?
- Is the idea competitive?

Individual assessment

Every group member must individually make up their mind of how he/she would assess every idea based upon the assessment criteria agreed upon in the group.

Based upon this personal assessment he/she appoints each idea with points according to the following scale:

Criteria are met:	2 points
In doubt:	1 point
Criteria are not met:	0 point

Count and prioritizing

Chairperson makes a counting of the points. When the points are counted, the ideas are prioritized based upon the score of each idea.

Circle Technique



Take Off Market User **Idea** Concept Evaluation

The circle technique is a method, where you individually and independently develop further on ideas or improve suggestions.

Basic idea

First phase presupposes that you have already generated a number of ideas or suggestions.

Every participant describes the ideas or suggestions which he/she finds most interesting .

Preferably the one chosen should be one of his/her own, but it is not a must.

Describe the chosen idea briefly in cue, you can supplement the description with sketches.

The different working schemes are hereby after circulated in the group.

Idea development

The working schemes are in circulation, add improvements to the basic ideas.

Ask: - how can this basic idea be improved and developed further?

Add suggestions for improvements in the scheme and pass it on to the next group member.

Summarize

Summarize the original ideas with suggestions for improvement written in the schemes.

Evaluate whether each suggestion actually improves the idea. If they do, integrate them in the basic idea in your summary.

FOCUS GENERATE SORT **DEVELOP** EVALUATE

1. Idea description

All members of the group must have the same clear picture of what the idea is.

Therefore start by making a description of the idea, continue until everybody has the same perception of the idea.

2. Strengths

Find all strengths of the present idea.

3. Weaknesses

Seek for weaknesses of the idea, find all problematic qualities of the idea.

4. Idea development

Look at the strengths in Step 2 and search for improvements or developments.

5. Idea development

Look at the weaknesses in Step 3 and search for ways to alter or avoid these weaknesses.

How can this be done?

6. Summarize

Assess the individual ideas and suggestions from Step 4 and 5.

The ideas and suggestions which can be utilised, recapitulate these with the basic idea.

Idea Assessment



Take Off Market User **Idea** Concept Evaluation

A method for assessing the emerged ideas and choosing the idea/ideas that you want to bring forward.

The method has five steps:

- 1. Requirements** , formulate the requirements for the solution that you are seeking
- 2. Prioritize** , put up the chosen requirements in order of priority.
- 3. Assess** , how well do the ideas meet the requirements (scale from 1-5). Write the assessment in the scheme shown below.
- 4. Extra advantages** , note possible advantages by every idea, additional to the formulated demands
- 5. Overall assessment** , make an overall assessment of each idea using the scheme.

	Idea number								
	1	2	3	4	5	6	7	8	
1st requirement									
2nd requirement									
3rd requirement									
4th requirement									
5th requirement									
Extra advantages									
1.									
2.									
3.									

FOCUS GENERATE SORT DEVELOP **EVALUATE**

The Idea Advocate method has an Idea Champion to offer continual support and enthusiasm for a project in the development stage. Assume that the group of original ideas for solving some issue has already been concentrated to a small number, say 3 – 6 of strong contenders:

1. A participant (the 'idea advocate') is allocated to each idea to present a case for that idea. Someone already familiar with the idea, or who initiated it, or who would have to implement it would be ideal choice.
2. If required the 'idea advocate' is permitted a set amount of research time to prepare their case.
3. Ideas advocates then make presentations of their assigned cases to the relevant decision makers and other idea advocates.
4. Each case is then discussed and decisions made. If a particular case was illuminating then a straightforward selection can be made, however, if there are several strong cases several rounds of elimination will take place.
5. Ensuring there are no differences in power and status amongst the idea advocates is essential. The more sophisticated approach outlined in Dialectical approaches handle the balance between positive and negative evaluation better.

Take Off

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Evaluation

This is a simple way of scoring / assessing potential solutions to a problem. Give a score out of 10 for each of the three items:

Novelty How novel is the idea? If it isn't novel for this situation, it probably isn't very creative

Attractiveness How attractive is this as a solution? does it completely solve the problem? Or is it only a partial solution?

Feasibility How feasibly is it to put this into practice? It may have been a really attractive solution to use a time machine, but is it really feasible?

Once you have the mark out of 30 for each potential solution, you can easily rank them to then refine the top few.

FOCUS

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Dot Voting



Take Off

Market

User

Idea

Concept

Evaluation

A popular, quick method for determining priorities by voting.

- Ideas are itemised clearly on a flip chart (or similar aid).
- Nameless voting tends to work best.
- Give each group a different coloured set of dots, i.e. group A have red dots.
- Give each individual or group a number of dots (say 10 each)
- Allow the group time to deliberate over the ideas they wish to vote for.
- Once all the groups are ready, one person from the group sticks their dots by their preferred top ideas.
- In some variations, there is no maximum number of votes an individual / group can give to one idea.
- Once all the dots are placed, all the groups enter into a discussion on any patterns, and general observations.
- A short-list of the top 5 is made

This is not a deeply analytic method, but a short, sharp measure of the current thinking of the task in hand.

FOCUS

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EVALUATE

Who are the target users of the concept?

Specify fx. 3-5 different usergroups for your concept and make an elaborate description of a person in each group. Example below.

Userprofiles should create a lively image of a specific user, so you know exactly what he or she needs.

How many profiles you need will depend on your concept and your target groups.

Which idea and which principles and values is the concept based on?

A good basic idea is clear, **opportunity creating** and **meaningful** for the target group.

It should be quick and **easy to understand** for everybody involved in developing, producing and communicating the concept.

It is also important, that the idea is opportunity creating. It should stimulate creative thinking in stead of being exact and delimited.

We want to give.....
to.....
by.....

Takeoff

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Idea

Concept

Evaluation

Which functions and applications does the concept offer?

In the outline of the functions of the concepts you may distinguish between:

Core functions - necessary functions, that have to be created to sell the concept and to live up to the basic idea. Fx. a haircut at the hairdresser.

Additional functions - Functions and applications that give extra value to the user. Fx hair wash and advice on hair care at the hair dresser.

Peripheral functions - Functions and applications that can be considered “nice to have” rather than “need to have”. Gives something extra to users and creates loyalty, but is not strictly necessary. Fx tasty coffee, glossy magazines and exclusive interior at the hairdresser.

Peripheral

Additional

Core

Takeoff

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Evaluation

Which processes and which activities does the concept include?

Describe all the **customer oriented** and the **internal** processes and activities in the concept. Not only the product or service.

Some ways to describe processes and activities:

Storyboard Illustrate step by step by step by using cartoons or pictures.

Diagrams Illustrate the flow and the necessary resources by diagrams.

Opportunity grid Use the scheme from the blue method cards (Mulighedsgitteret) to write processes and activities in different phases.

Takeoff

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Evaluation

Which identity and information does the concept contain?

Create identity and emotions

When the user meets the product or service, the visual communication should match the users, you want to approach. Which emotions do you want to create?

Work systematically on the details in the user experience.

Design every single activity

Split up the user scenario in a number of main activities. Typically the main activity and activities before and after that.

When the most important situations are identified, you should describe:

Who will be involved in the different situations?

What is the goal for each of these experiences/situations?

What are the expectations, motives and contributions from the people involved to the experience?

What are the means you will use to create an experience for the users involved so you reach the goals.

Takeoff

Market

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Concept

Evaluation

How do you create revenue?

When the business model is developed, you should consider:

Price and payment model

Choice of partners - see separate sheet.

Price and payment

Revenue can be generated in many different ways:

Buy and pay Customers pay directly for the product or service - price reflects the value for the customer or cost for the producer.

Pay for use or consumption Get something cheap or for free and pay for use. Fx. printers are sold this way. They earn the money on the toner refills.

Others pay Free for the user because others pay. Fx. free papers or webservices paid for by advertisers.

Swings and roundabouts (danish expression)
You attract customers with great offers with low profit for you, but once the customer is in, you get him to buy other things with high profit. Fx. selling all-you-can-eat pizza for 40 kr. and expecting to earn on drinks.

The first fix is for free Free introduction period. Payment if you want to continue. Great if people tend to get addicted once they have tried it. Very common way to sell software.

Takeoff

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Evaluation

Who does what?

The concept as a whole is not necessarily executed by one company. It may be better to find partners for the parts, that are not your core skills.

Which tasks and functions should be executed by your company?

What are your core skills? Which tasks should be executed internally.

Which tasks and functions should be executed by partners?

Where are your weak points? What can be outsourced to external suppliers and partners, so it doesn't involve fixed costs for you.

Look at your work under **Process**, and consider which processes should be executed externally and by whom.

Takeoff

Market

User

Idea

Concept

Evaluation

What is your extraordinary knowledge or Intellectual Property Rights?

Is the idea and concept in any way protected from competition. Some examples of ways to get protection:

Patent

Other IPR

Design

Authorization

Trademark

Unique knowledge

Copyright

Takeoff

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Evaluation

Direct competition

Alternative offers that are comparable with your offers.

Substitutes

Alternative offers, that can satisfy the same needs but in another way.

Indirect competition

Other external factors, that can reduce the interest around your product or service and reduce sales.

“ You say, that you don't have any competitors. I don't believe you. What is the best alternative for the customer?

Prototype and visualization



Takeoff

Market

User

Idea

Concept

Evaluation

Physical

Physical prototypes, close to the actual product, is often the best form of communication. But also models or other visual presentations

Analytical

Mathematical model, 3D CAD, spread sheet.

Focused

Illustrating specific elements of the product.

The need



Take Off

Market

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Evaluation

Quick Screening

Did we spot a user need, that the user also feels?

Users don't think they need it, and they wait until other users convince them.

Users don't feel the need, but they realize it as soon as they see our concept.

Users yearn for our product. They will come running with their wallets open and cry "What took you so long!"

The user has a real need. The product/service is "need-to-have", not just "nice to have".

STOP

WATCH OUT

GO

The customer has realized the need and does not have to be convinced first.

STOP

WATCH OUT

GO

The need is not met in other ways or with other products/services.

STOP

WATCH OUT

GO

The need is permanent or long lasting.

STOP

WATCH OUT

GO

The customer is willing to pay.

STOP

WATCH OUT

GO

We have a dialogue with potential customers, who are interested.

STOP

WATCH OUT

GO

The Solution



Take Off Market User Idea Concept **Evaluation**

Quick Screening

Do we make a user friendly concept? Can the users figure it out? Do they want to bother using it?

Hard to understand. It will take some training to get used to it. The user must radically change old habits and establish new ones.

New to the user. A little training and instruction necessary - and a slight change of habits.

Extremely user friendly. Easy to understand and use right away.

Our concept is in complete harmony with user needs.

STOP

WATCH OUT

GO

Our solution is a meaningful way for users to solve their problem.

STOP

WATCH OUT

GO

The user finds our solution acceptable and has no hesitations.

STOP

WATCH OUT

GO

The user immediately understands the concept.

STOP

WATCH OUT

GO

The users are able to use and take advantage of the concept without startup difficulties.

STOP

WATCH OUT

GO

We have tested the concept on users, where they could evaluate visually (fx via model, prototype, visualization).

STOP

WATCH OUT

GO

Quick Screening

We have a tested concept, that can be protected against competition?

The concept is easy to copy, and we cannot prevent others from doing it. Others might be able to get on the market before us.

Others can make something similar, but we might be able to get some protection from being the first.

All is tested and works- and we have protected the concept, so it is hard or impossible to copy.

The product/service is technically feasible.

STOP

WATCH OUT

GO

The product/service can be ready for sale and marketing in time.

STOP

WATCH OUT

GO

The product works technically.

STOP

WATCH OUT

GO

The product/service can be protected by patent or other kinds of IPR

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO

Competition



Take Off Market User Idea Concept **Evaluation**

Quick Screening

Did we find a market, where we will be left in peace from competitors? Or will we get smacked like a fly?

We go into a hard and bloody battle with established competitors with similar concepts.

We are slightly different and not a direct threat to anybody, so probably they will leave a share of the market for us.

We have a clear position in the market, that is not threatened by others, and that nobody wants to challenge.

We are unique compared to competitors.

STOP

WATCH OUT

GO

Our concept has a clearly defined position in the market.

STOP

WATCH OUT

GO

We found a niche, that competitors won't bother taking.

STOP

WATCH OUT

GO

We know how competitors are expected to react.

STOP

WATCH OUT

GO

We have countermeasures to the most likely competitor reactions.

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO

Quick Screening

Are we dependent on a lot of partners? And do they want to cooperate?

We are deeply depending on several partners and some of them probably will reject us.

We need several partners, but some of them might be sceptical.

We are only depending on a few partners, and they surely will like to cooperate.

We have access to partners for the technical development and design.

STOP

WATCH OUT

GO

The necessary suppliers will want to cooperate with us.

STOP

WATCH OUT

GO

We can establish strategic partnerships.

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO

Realizability



Take Off Market User Idea Concept **Evaluation**

Quick Screening

Is our project realizable?

We cannot realize the project with our own resources. We need massive supply of money, time and skills.

We can do the most with our own resources, but we need resources in certain areas.

We can go for it ourselves right now and be ready on time.

The project is technically feasible with the existing team.

STOP

WATCH OUT

GO

The project is financially feasible with our current financial situation.

STOP

WATCH OUT

GO

The project is feasible within a reasonable time limit.

STOP

WATCH OUT

GO

The project is generally feasible with the skills of the current team.

STOP

WATCH OUT

GO

We can get the extra resources needed (money, skills, time, partners etc.)

STOP

WATCH OUT

GO

STOP

WATCH OUT

GO



European Entrepreneurs Campus - Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education



Project funded by European Commission LLP Programme – Leonardo Da Vinci – TOI – 2012-1-IT1-LEO05-02794 – CUP G12F12000080006

USER GUIDE:

This description provides detailed information regarding the use and navigation of the system. Here you can find some important aspects to be considered in terms of its operation:

- Through the relevant sections identified in the main menu can be seen all the characteristics of the system itself ('About System', 'About Indicators', 'Monitoring System' or 'Remind'). In those items you can find the methodological guide to understand the monitoring system model (all the needed keys to understand better).
- Observation and for completing the different indicators considered can be accessed through identified as 'Blocks of Indicators', accessing each of them through the reflected structuring element.
- You can move from one block to another using the indicators provided for this purpose buttons.
- Various Completed forms may be amended at any time during the period of data collection after the established deadline.
- From ítem 'Contact' you can send anytime any doubts or queries that are considered appropriate.



Progetto finanziato dalla Commissione Europea, programma LLP – Leonardo Da Vinci.

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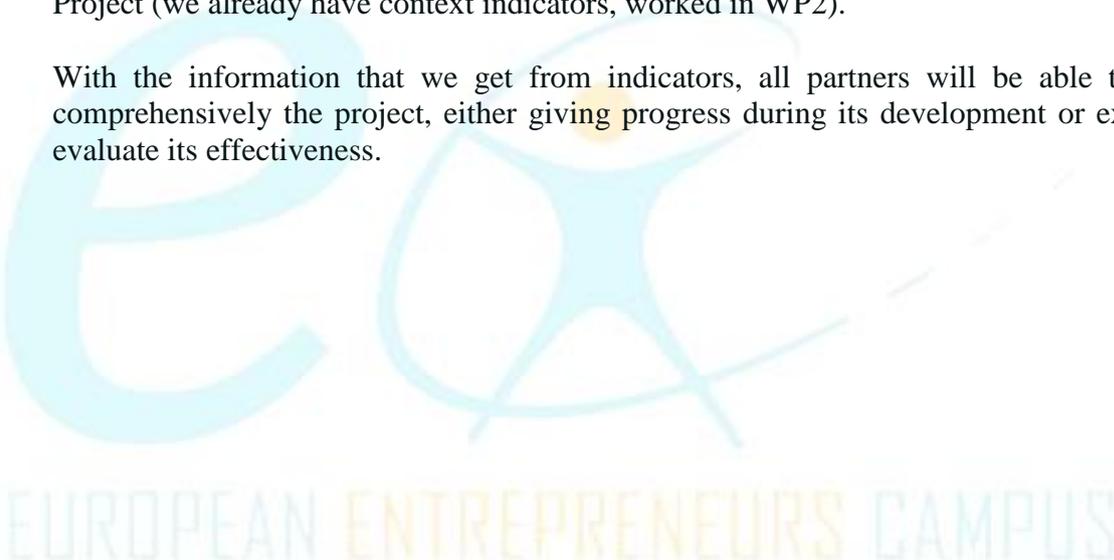
ABOUT SYSTEM:

This application is a tool that aims to standardize the information of all partners, using the same indicators and it is a quick and easy tool for managers and future evaluators of Campus Project.

Indicators are quantitative and / or qualitative expressions about reality under study and are one of the most excellent ways to systematize information. Show only partial aspects of the variables that we need measure, thus no indicator is complete or perfect. However, it is more useful to have a measure that lack any estimate.

The aim pursued is to design a tracking/check system to provide information at three levels: implementation, outcomes and results, and impacts (indirect results) of Campus Project (we already have context indicators, worked in WP2).

With the information that we get from indicators, all partners will be able to assess comprehensively the project, either giving progress during its development or ex post to evaluate its effectiveness.



METHODOLOGICAL GUIDE ABOUT INDICATORS SYSTEM:

ABOUT INDICATORS:

TYPES OF INDICATORS:

UNIQUENESS:

One measure should look

PERTINENCE AND RELEVANCE:

Measure the most significant elements of the project

ACCURACY AND CONSISTENCY:

Provide accurate measurements and provide the same measurements at each

OBJECTIVITY:

Reflect facts, not subjective impressions

EASY TO READ

ACCESIBILITY:

Based on readily available data at an acceptable cost

COMPARABLE:

Especially and temporally

Base Indicators

- **Outputs indicators:**

Used to measure physical and financial implementation of the various measures of the project.

- **Results indicators:**

Related to the measurement of the results (direct or indirect) in the conduct of the proceedings; Quantify the products generated as a result of the actions taken. Measure the direct or immediate effects, quality and performance that performing an action gets.

- **Impact Indicators:**

You can define two concepts of impact:

The **specific impact**, which measures the effects after a certain lapse of time, but are directly related to the action taken (i.e. jobs created to support the project and have been maintained over a certain period of time).

The **overall impact** is to measure all the consequences in the medium term impact to individuals or organizations that have not been directly targeted project. To quantify and qualify them is necessary after a certain period.

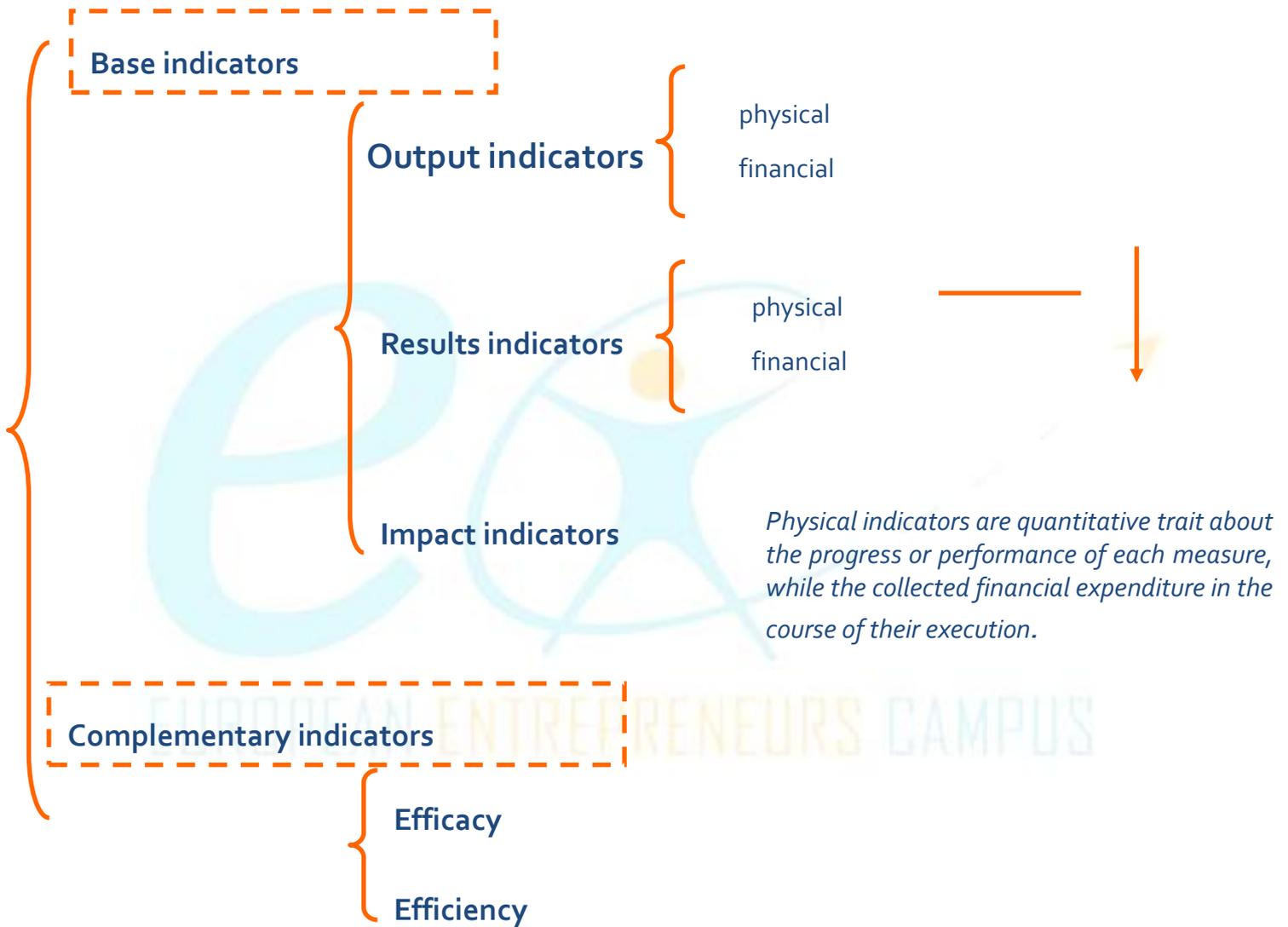
Complementary Indicators

Efficacy:

To measure the performance and results achieved with respect to the embodiments and expected outcomes or established by reference.

Efficiency:

To measure the performance and results obtained in relation to the resources used.



EXAMPLE:

Example	Base indicators		Complementary indicators	
	Execution	Outcome	Efficacy	Efficiency
Types				
Physical	N° activities with Academic Link	N° students had entrepreneurship	N° students had entrepr. / total students involved	N° activities / € used

MONITORING SYSTEM:

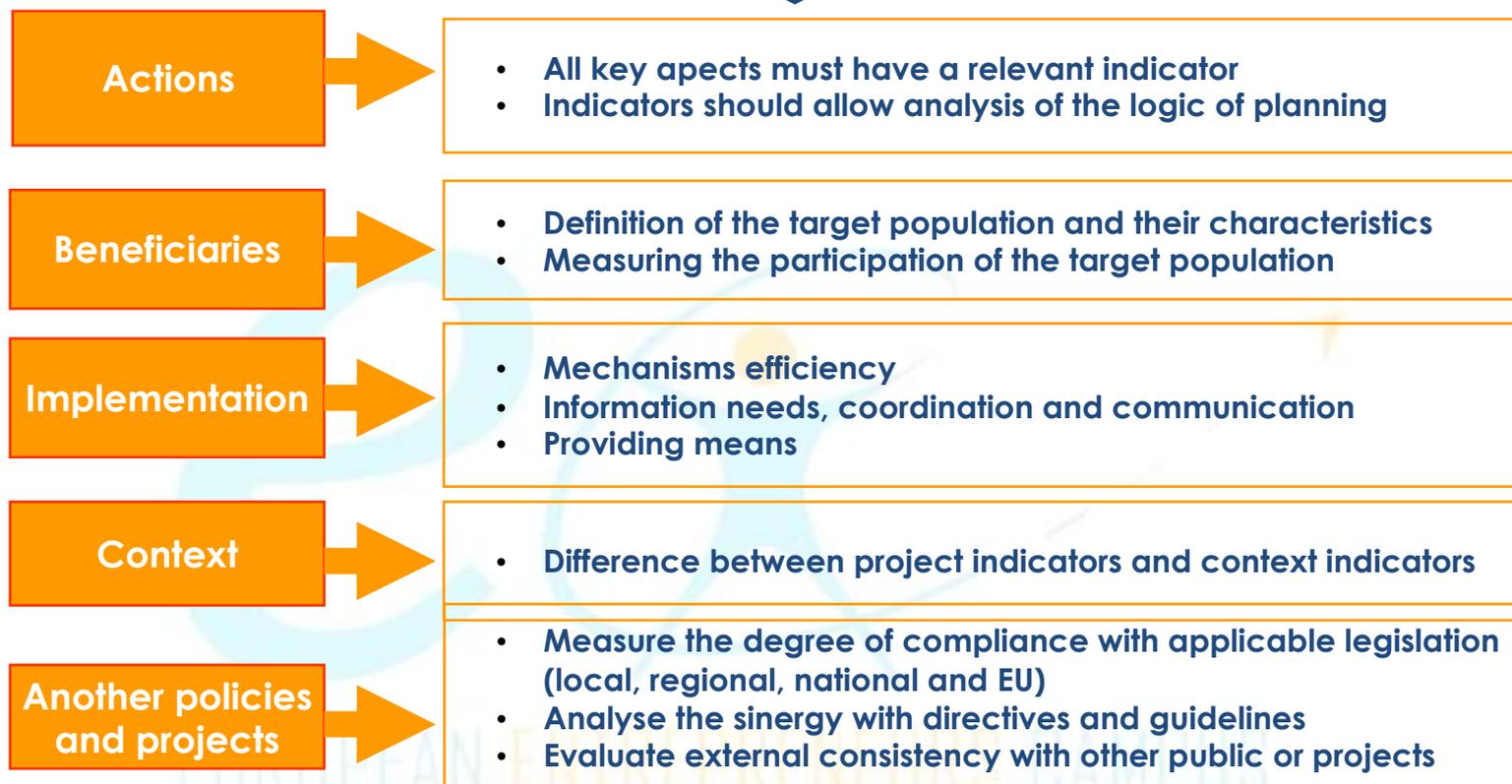
KEYS FOR OUR MONITORING SYSTEM:

- It must be **coherently integrated with organizative esturcture of each partner**, because:
- It is essentially an administrative labor.
- And there is a close link with the project management.
- It must **consider the information needs** of those involved or affected by Campus Project.
- It must **cover all aspects** (areas and levels) **of Campus Project**.
- It must **have the necessary resources** (human, material and financial) to be done in time, cost and quality.

ELEMENTS OF MONITORING SYSTEM:

AREAS:

Specific Criteria for defining indicators

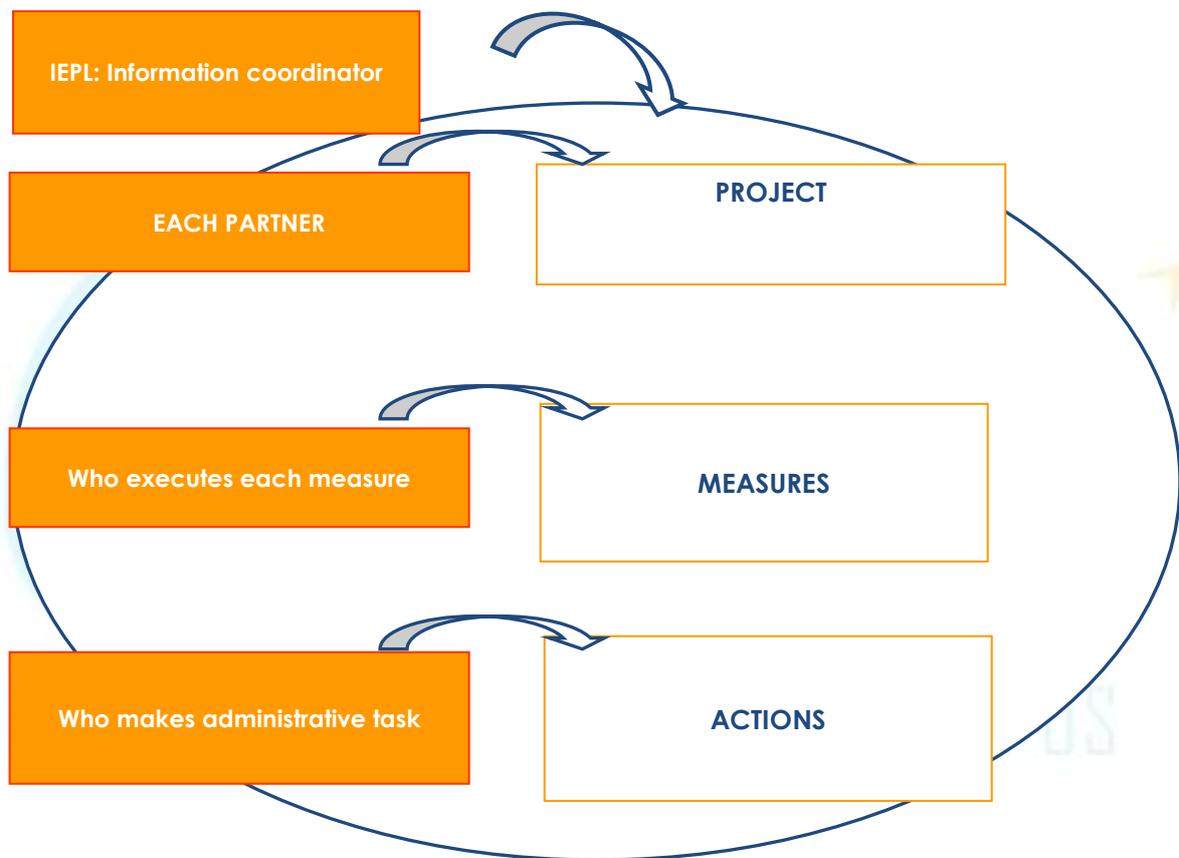


LEVELS:



MONITORING RESPONSABILITIES:

- It's an inseparable own task management of the project.
- Each partner has the obligation, the right and the ease of access to the necessary information.
- Each technician or administrative people involved in Campus project (from each partner) knows the project, its origin, development and conclusion.

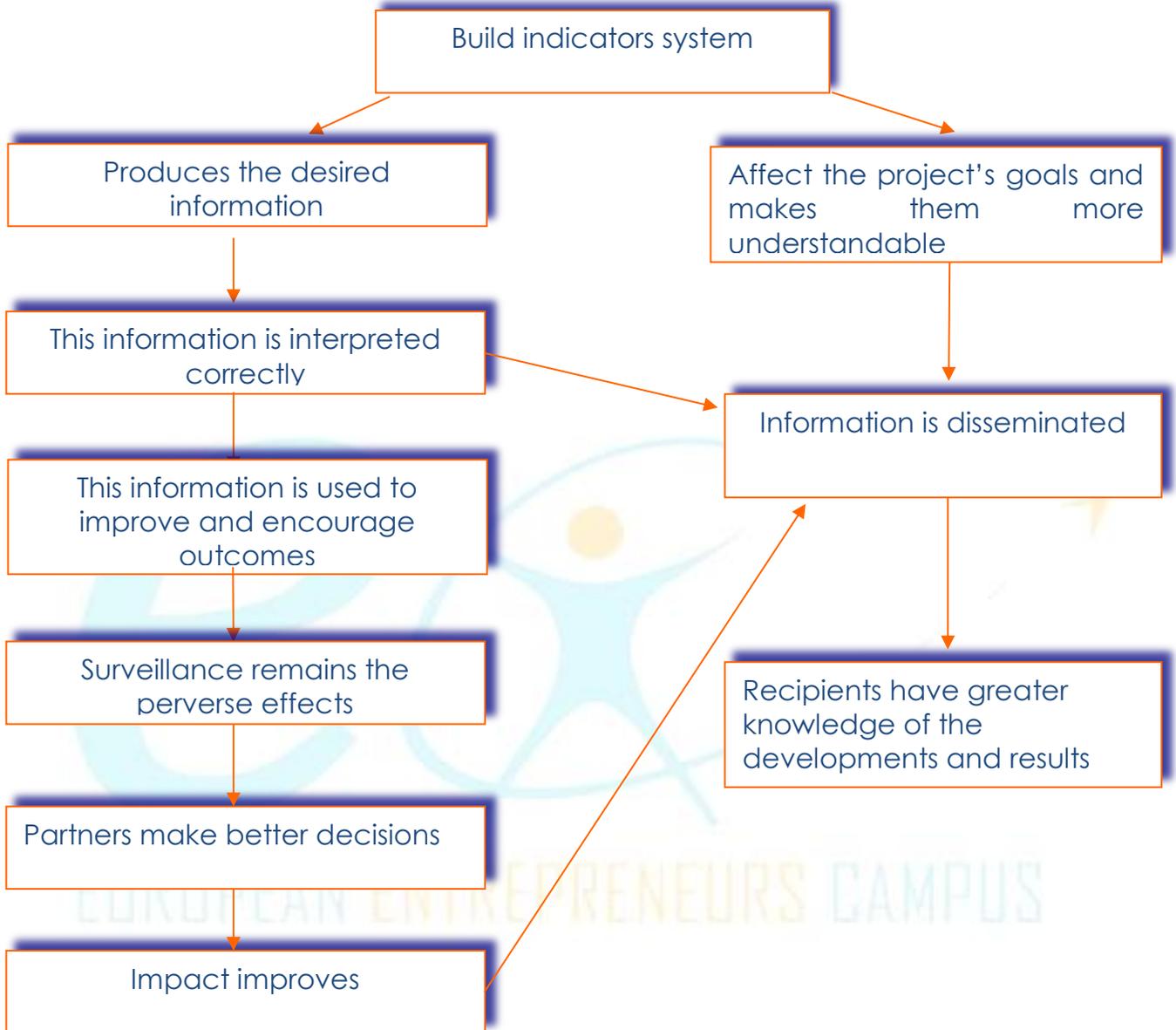


Searching:

The collection of information on the development of the shares must be continuously and automatically.

Analysis:

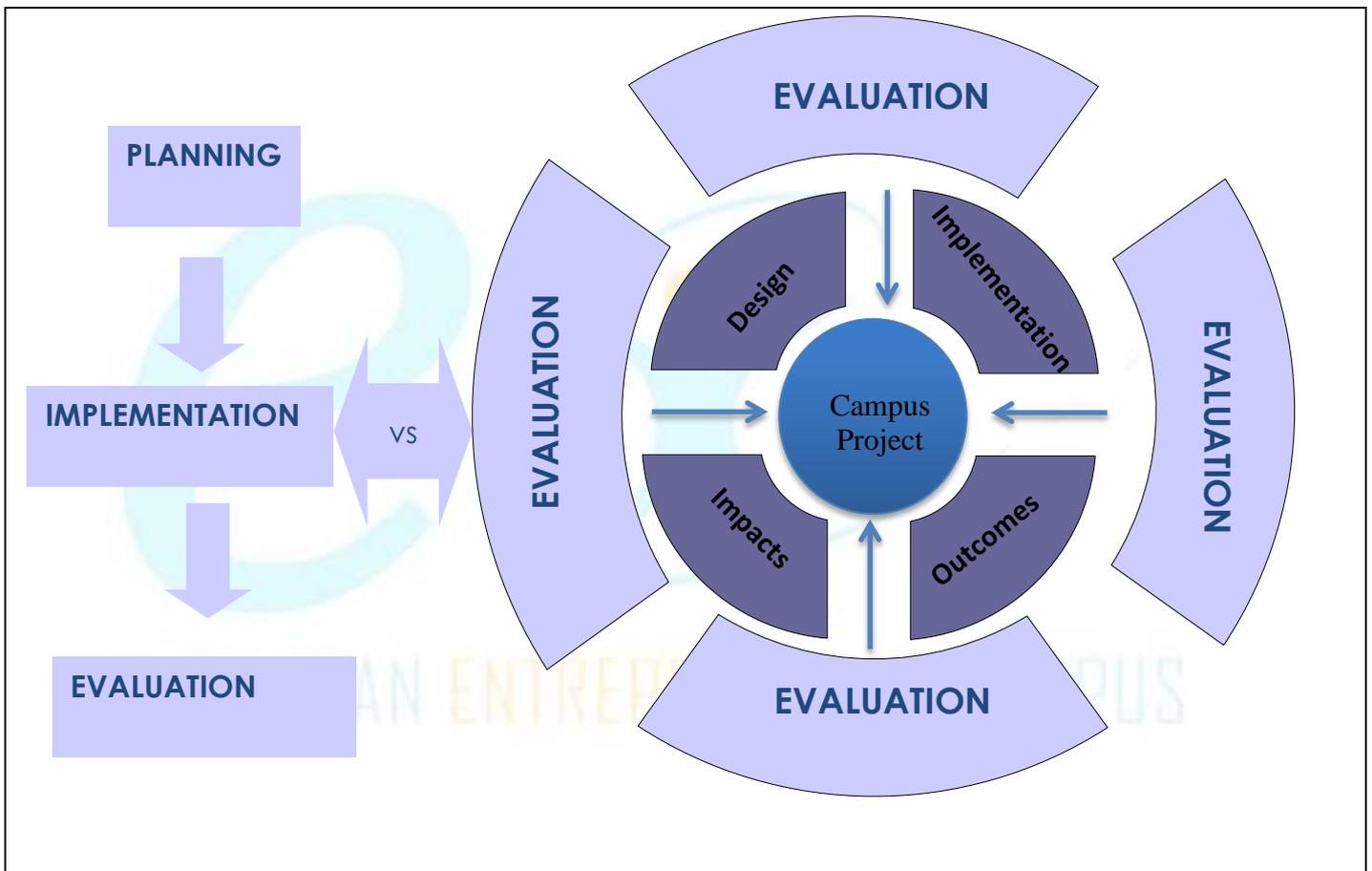
Phases of the process: After the completion of each key step is the right time to review the indicators that measure the progress of the implementation of the actions.



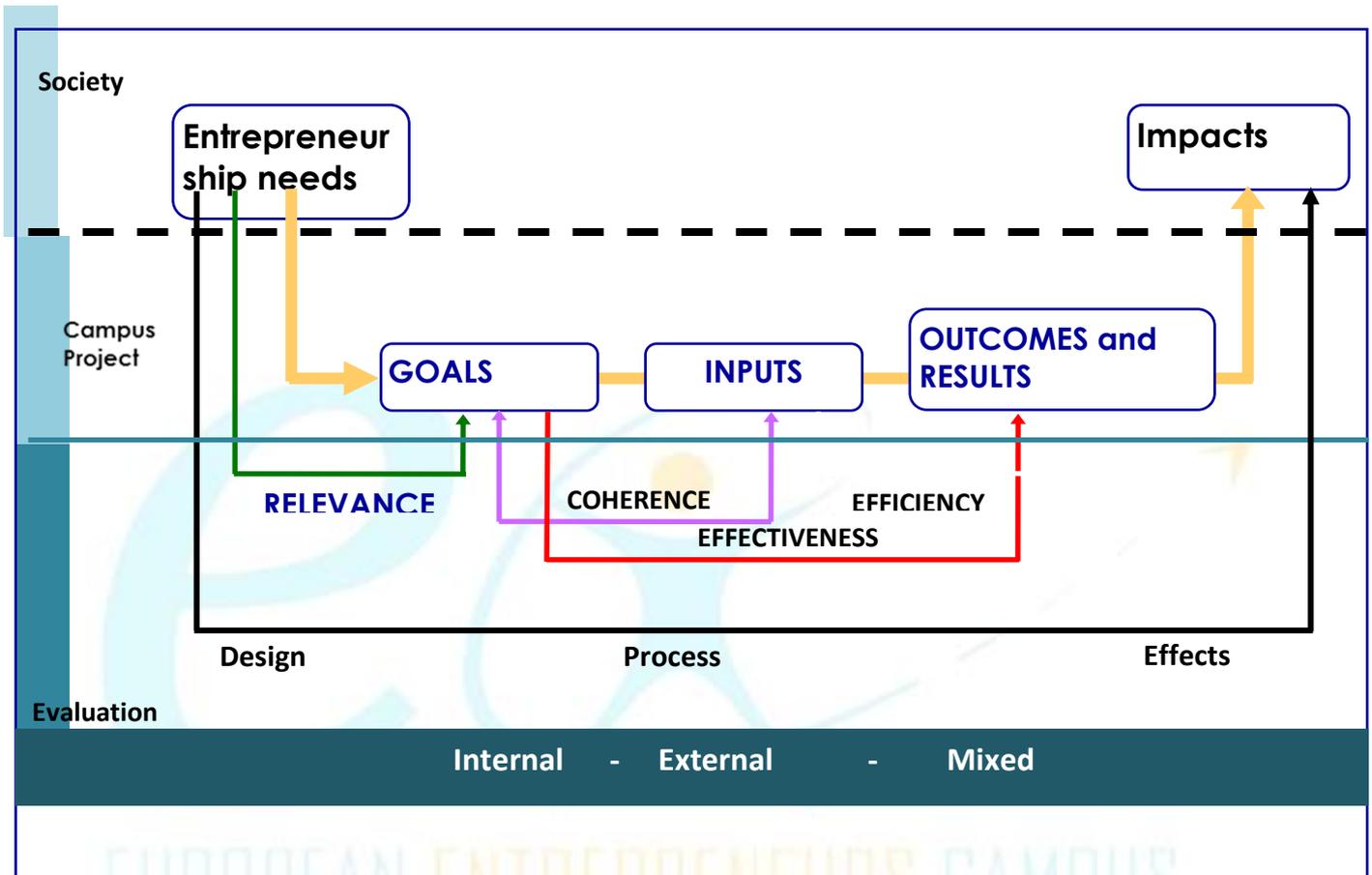
REMINDE:

WHAT IS EVALUATION FOR US:

It is the systematic application of social research procedures for assessing the conceptualization and design, implementation and utility of social intervention programs - Rossi, P. y Freeman, H. (1993). Evaluation: a systematic approach. Sage Publications.



OUR APPROACH OF FUTURE EVALUATION:





Lifelong Learning Programme



Indicators' System

1 EXECUTION INDICATORS/IMPLEMENTATION							
1.1 PHISYCAL	Number of activites	Innovation Camp		BMC Model			
		Yes	No	Yes	No		
1.1.1 Activities conducted with the tools							
1.1.2 Number of information given							
1.1.3 Tools needing adaptations/changes							
1.1.4 People involved per activity							
1.1.5 Skills worked						Leadership	
						Innovation/creativity	
						Personal Autonomy	
						Business skills	
						Other	



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1.2 FINANCIAL			
1.2.1 Economic resources used from the program in € per activity/tool	Budget	Innovation Camp	BMC Model

1.3 QUALITATIVE DATA	Innovation Camp	BMC Model				
1.3.1 Degree of suitability to transfer the know-how of the tools to partners			Excellent	Good	Enough	Poor
1.3.2 Difficulty in adapting tools to the needs of each country			Very high	High	Low	Very low
1.3.3 Degree of initial entrepreneurial intention student			Very high	High	Low	Very low

2. OUTCOMES AND RESULTS INDICATORS					
2.1 PHISYCAL	Number of..	Innovation Camp		BMC Model	
		Yes	No	Yes	No
2.1.1 People who acquired key skills					
2.1.2 Births of business					
2.1.3 Jobs created in the companies created					
2.1.4 Patents generated by the companies created					
2.1.5 Companies that have been associated with or have created networks					
2.1.6 Companies that have submitted projects for competitions					
2.2 QUALITATIVE DATA					
2.2.1 Level of user satisfaction					



3. IMPACT INDICATORS	Innovation Camp	BMC Model				
3.1 Period livelihood of businesses created			Very high	High	Low	Very low
3.2 Entrepreneurial intention level resulting in students			Very high	High	Low	Very low
3.3 Market companies created			Local	Regional	National	International
3.4 Average size of company revenue created			Yes	No		
3.5 Jobs that remain more than a year in business generated by the Project			Yes	No		

**IDEA - Innovation Camp –
PARTICIPANTS**

General Information:

Student

Discipline _____

Degree

Postgraduate

Entrepreneur

Sector _____

Established

Intending

Teacher

Discipline _____

Other

Indicate _____

Gender **Male** **Female** **Age** __

About to the tool: <http://idea-camp.eu/innovation-camp/>

Legend:

1	2	3	4	5
Not at all	Not much	Moderately	Yes	Absolutely yes

1. PURPOSE.

- Was it the first for you participating to a business innovation experience?

Yes	No
-----	----

- Did the Camp meet your expectations?

1	2	3	4	5
---	---	---	---	---

- Did the Camp help you to generate and/or improve a business idea?

1	2	3	4	5
---	---	---	---	---

2. EFFECTIVENESS

- Did you find any difficulties in participating to the Camp?

Yes	No
-----	----

If yes, explain your difficulties

- Do you think that the Camp lacks any educational element that you were expecting?

Yes	No
-----	----

If yes, explain

- Do you think that the time for the Camp was sufficient for the purpose?

Yes	No
-----	----

If not, explain

- Were Camp Leader/Facilitators relevant for the Camp success?

1	2	3	4	5
---	---	---	---	---

- Which skills you developed/improved through the Camp?

Leadership	
Creativity	

Business skills	
Personal autonomy	
Others (indicate)	

3. FOLLOW UP

- Do you intend to participate to another Camp again in the future?

Yes	No
-----	----

- Would you recommend the participation to the Camp to other colleagues?

Yes	No
-----	----

- Do you have any suggestions to improve the Camp?

- Are you willing to realize the business idea generated during the Camp?

• Yes	• No
-------	------

4. How did you gain knowledge of Innovation Camp?

Please indicate:

EEC Project Partners	
Web Search	
Business Advisor/Mentor/Coach	
Teacher	
Colleagues	
Other	

IDEA - Business Model Creator

General Information:

Student

Discipline _____

Degree

Postgraduate

Entrepreneur

Sector _____

Established

Intending

Other

Indicate _____

Gender Male Female Age __

Link to the tool: <http://idea-bmc.eu/>

Legend:

1	2	3	4	5
Not at all	Not much	Moderately	Yes	Absolutely yes

1. PURPOSE.

- Was it the first time for you using a tool for designing a business model?

Yes	No
-----	----

- Did the tool meet your business modeling expectations?

1	2	3	4	5
---	---	---	---	---

- Did BMC tool help you to develop and improve your business idea?

1	2	3	4	5
---	---	---	---	---

2. EFFECTIVENESS

- Is the BMC interface user-friendly?

1	2	3	4	5
---	---	---	---	---

- Did you find it easy to use?

1	2	3	4	5
---	---	---	---	---

- Did you find any difficulties using it?

Yes	No
-----	----

If yes, explain them

- Do you think that the tool lacks any key element in defining your business model?

Yes	No
-----	----

If yes, explain

- Did all the predefined closed options correspond to your aims?

Yes	No
-----	----

If not, explain

- Did you find the reports (full/brief) generated by BMC tool useful?

Yes	No
-----	----

If not, explain

3. FOLLOW UP

- Do you intend to use BMC tool again in the future?

Yes	No
-----	----

- Would you recommend the use of BMC to other students/entrepreneurs?

Yes	No
-----	----

- Do you have any suggestions to improve the tool?

4. How did you gain knowledge of BMC tool?

- Please indicate:

EEC Project Partners	
Web Search	
Business Advisor/Mentor/Coach	
Teacher	
Colleagues	
Other	