

With the support of the
Erasmus+ Programme
of the European Union



Innovation Camp Training Material (D2.1)

Mikko Grönlund
Vesa Hautala
Céline Kylänpää
Kaisu Paasio

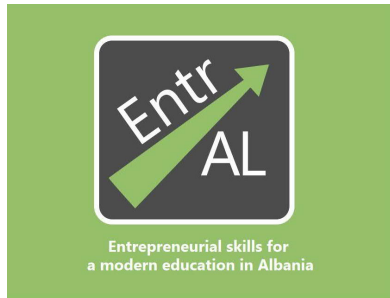
Introduction

The purpose of this **Innovation Camp Training Material** is to give an insight into how the camp is organised and how it was run. The material was produced by the EntrAL staff of University of Turku with the guidance of the Work Package 2 leader, Technological University Dublin.

Description

The **Innovation Camp** is a 36-hour innovation journey for university teaching staff. Similar Innovation Camps have been organized both for the university staff and for the students at the University of Turku in order to introduce Entrepreneurship and New Venture Creation. The Innovation Camp supports the universities' shift towards entrepreneurial universities. Emphasis is given to supporting entrepreneurialism among its students and staff of the university as well as to further developing cooperation with the surrounding business environment and society.

During the 36 hours entrepreneurship camp organised at University of Turku, Finland, participants develop business ideas in multidisciplinary teams, which enable them to build new networks. Participants get practical experience about entrepreneurship, the process of developing a



With the support of the
Erasmus+ Programme
of the European Union



business idea and how to sell it. The participants are expected to engage and challenge themselves.

After the camp, participants have a better understanding of the requirements to become an entrepreneur and can advise and support their students better. The camp also introduces another approach on how to teach entrepreneurship and foster entrepreneurial skills. Participants are better equipped to foster an entrepreneurial mind-set at university level (WP6).

Participants will find in teams new and creative solutions to innovation activities that are based on a new start-up scenario in a short time period. The process is supported by lectures and mentoring by teaching staff.

Target Groups

This Innovation Camp is targeted to the university staff.

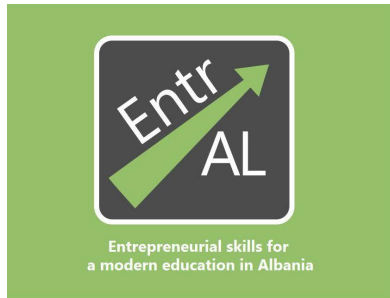
In general, the Innovation Camp can be targeted both to teaching and university staff and to students in university and in tertiary education, and even in the further education, when the participants are intended to explore the commercial aspects from their own starting point.

Intended Learning Outcomes

During the EntrAL Innovation Camp, the participants will reach the following learning objectives:

- Knowledge and skills for turning innovative ideas into new products and services
- Understanding about the entrepreneurial process (e.g. opportunity creation and recognition)
- Problem solving and teamwork skills under time pressure
- Presentation skills

The EntrAL Innovation Camp will give the members of the faculty transferable skills to organize similar activities in their universities. Camps of this kind can be used as part of the teaching curriculum or the innovation services of the universities. The camp can be used as a vehicle to promote entrepreneurialism and innovation in the universities.



With the support of the
Erasmus+ Programme
of the European Union



In the case of students as participants, the EntrAL Innovation Camp will enhance the working life skills of the students, which are needed in the modern competitive working environment. The following learning outcomes for student can be expected:

- teach the students' problem solving skills and creative thinking
- learn to use their skills and knowledge to recognize the existing business problem and to find a creative and feasible solution to the problem at hand
- develop more entrepreneurial undergraduates and graduates through training and use of appropriate entrepreneurship education methodologies to foster the entrepreneurial spirit, entrepreneurial society, and innovative capability; learn how to communicate their ideas in a commercial manner in order to convince business professionals. In this way, the learners get familiarized with the entrepreneurial process
- enhance the understanding of the target group in business opportunities, business competence, business logics, start-ups and enabling two-way communication and collaboration with the business environment
- promote entrepreneurship as a career option for university students
- provide the learners with relevant competencies to work as part of a business development team, and to improve their team and communication skills.

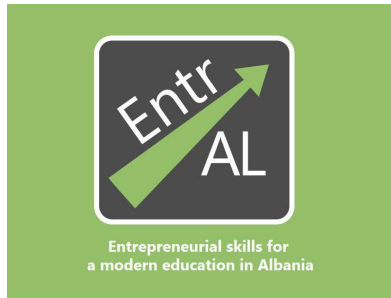
Content and Delivery

The course content mimics the entrepreneurial process¹, where the entrepreneur is understood as an actor who perceives an opportunity, evaluates different ways to proceed and creates an organization to pursue it or implement it in an existing organisation. Through applying the entrepreneurial process, the participants will familiarize themselves with the process in action and at the same time gain skills in new venture development.

Innovation Camps can be organised in different durations. Typical durations of a camp are 24 hours and 36 hours.

The EntrAL Innovation Camp is an intensive 36 hour new venture development programme. It focuses on business idea development (early phase) which enables the participation of individuals with limited to no entrepreneurial intentions. During the Camp, the participants are divided into teams of 3 - 4 people preferably. The teams are created so that all members of the group

¹ Bygrave, W. D. (2004). 'The Entrepreneurial Process'. In W. D. Bygrave & A. Zacharakis (Eds.). The Portable MBA in Entrepreneurship. Hoboken, NJ: John Wiley & Sons.



With the support of the
Erasmus+ Programme
of the European Union



represent different universities. The task of the teams is to develop a viable new venture concept with business ideas and models. The camp consists of independent team work supported by short lectures. Based on these supporting lectures, the group uses entrepreneurial methods and techniques that ensure the business-relevance of their solution. As a result, the group will pitch their idea for the business problem and show how it will be feasible in a business environment.

EntrAL Entrepreneurship Camp Program

Day 1 November 9

EduCity, Room EDU 1002 Moriaberg (Joukahaisenkatu 7, Turku)

- 9:00– 9:30 Introduction and ice-breaker
- 9:30 – 10:00 UN sustainable development goals and team formation
- 10:00 – 10:30 Supporting lecture 1: Idea generation and effectuation
- 10:30 – 11:30 Facilitated team work session
- 11:30 – 12:00 Supporting lecture 2: Evaluation, lean start-up and understanding markets
- 12:00 – 13:00 Lunch break
- 13:00 – 15:00 Facilitated team work session
- 14:00 Coffee
- 15:00 – 15:30 Supporting lecture 3: Tools and methods for business development
- 15:30 – 17:00 Facilitated team work session
- 17:00 – 9:00 Independent team work session

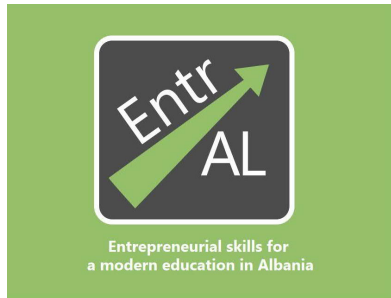
Day 2 November 10

EduCity, Room EDU 1001 Dromberg (Joukahaisenkatu 7, Turku)

- 9:00 – 9:30 Supporting lecture 4: Pitching business idea
- 9:30 – 12:00 Facilitated team work session
- 12:00 – 13:00 Lunch break

EduCity, Rooms EDU 1089 Maskulin , EDU 1090 Ringsberg, EDU 1091 Hammarbacka

- 13:00 – 15:00 Facilitated team work session
- 14:00 Coffee
- 15:00 – 16:30 Practice pitching of all teams
- 16:30 – 17:00 Wrapping up the day and presentation of next day
- 17:00 – 9:00 Independent team work session



With the support of the
Erasmus+ Programme
of the European Union



Day 3 November 11

Educarium, EDU 2 auditorio (Assistentinkatu 5, Turku)

9:00 – 12:00 Final pitching by teams and announcing the winner of the challenge

12:00 End of the Innovation camp

12:00 – 13:30 Lunch break

13:30 – 15:00 Project meeting

15:00 End of the visit

All the supporting lectures can be held also in the beginning of the camp, which gives the teams more freedom to proceed with the business development task at their own pace. This will probably give the teams more ownership. When the supporting lectures are provided in sequence during the programme, the teams may assume that they have to complete a certain task before the next lecture.

Teaching

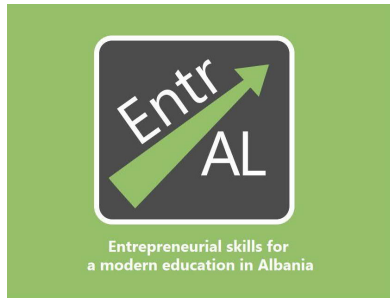
Approach

The teaching method of the camp is utilizing the **Entrepreneurial Education (EE)** approach and is based on the constructionist learning theory. The teaching methods are *cooperative learning* and *learning-by-doing*. Apart from the short introductory lectures, the teacher will only facilitate the group work of the learners. The goal is to empower the teams to find their own solutions and ideas.

EE is often defined by using terms like enterprising and entrepreneurial². Entrepreneurial traditionally refers to business activity, while enterprising can be used in any context³. The objective EE is to teach students to be both entrepreneurial (referring to the business context, i.e.

² Hautala, Vesa & Paasio, Kaisu (2016) Developing Entrepreneurial Education Skills in HE Teachers: Lessons Learned in IDEATE project. In INTED2016 Proceedings. 10th International Technology, Education and Development Conference.

³ Gibb, A. (2005). The Future of Entrepreneurship Education – Determining the Basis for Coherent Policy and Practice? In: Kyrö, P. & Carrier, C. The Dynamics of Learning Entrepreneurship in a Cross-cultural University Context, Entrepreneurship Education Series 2/2005. Hämeenlinna, University of Tampere, Research Centre for Vocational and Professional Education, 44-67.



With the support of the
Erasmus+ Programme
of the European Union



new business formation and business development) and enterprising (referring to general education and learning processes, i.e. support students to seize opportunities, be enterprising and innovative). EE generally has three learning objectives: *learn to understand entrepreneurship*, *learn to become entrepreneurial*, and *learn to become an entrepreneur*⁴. In addition, Gibb⁵ has specified that EE is about *learning for entrepreneurship*, *learning about entrepreneurship*, and *learning through entrepreneurship*. According to Blenker et al,⁶ it is decisive to differentiate whether the aim of the teaching is teaching about entrepreneurship or teaching in entrepreneurship, which then should reflect in the choice of pedagogical methodology.

Kyrö⁷ offers yet another classification for EE. Accordingly, there are three main components: self-oriented, internal, and external entrepreneurship. Of these, self-oriented entrepreneurship points to an individual's self-oriented behaviour, which is the basis for the development of internal and external entrepreneurship. Internal entrepreneurship explains a person's entrepreneurial and enterprising behaviour, whereas external entrepreneurship deals with starting up and running of a business.⁸

EE challenges the traditional way of teaching and the prevalent paradigm in pedagogics.⁹ Teaching entrepreneurship thus requires different methods compared to the conventional way of education,¹⁰ and a new approach based on action and practice. Cooperative learning, problem-

⁴ Hytti, U. (ed.) (2002). State-of-Art of Enterprise Education in Europe – Results from the Entredu project. Written jointly with Kuopusjärvi, P. & Vento-Vierikko, I. & Schneeberger, A. & Stampfl, C. & O'Gorman, C. & Hulaas, H. & Cotton, J. & Hermann, K. A publication published in the Entredu-project, Leonardo da Vinci-programme of the European Commission: Turku, Finland.

⁵ Gibb, A. (2005)

⁶ Blenker, P. & Dreisler, P. & Kjeldsen, J. (2006). Entrepreneurship Education – the New Challenge Facing the Universities – A Framework for understanding and development of entrepreneurial university communities. Working Paper 2006-02.

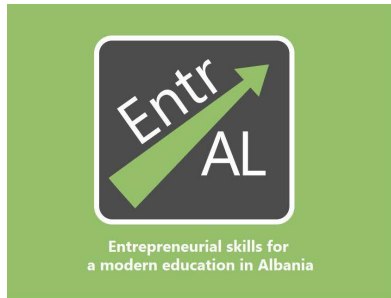
⁷ Kyrö, P. (1998). Yrittäjyyden tarinaa kertomassa. Juva. WSOY.

⁸ Remes, L. (2003). Yrittäjyyskasvatuksen kolme diskurssia. Jyväskylän yliopisto. Jyväskylä: Jyväskylä University Printing House.

⁹ Hautala & Paasio (2016).

Gibb, A. (1996). Entrepreneurship and small business management – can we afford to neglect them. *British Journal of Management*, 7, 13.

¹⁰ Gibb, A. (1996). Entrepreneurship and small business management – can we afford to neglect them. *British Journal of Management*; Gibb, A. (2005) The Future of Entrepreneurship Education – Determining the Basis of Coherent Policy and Practice. In: Paula Kyrö and Ca-mille Carrier (Eds.) *The Dynamics of Learning Entrepreneurship in a Cross-Cultural University Context*. Entrepreneurship Education Series 2/2005, University of Tampere, pp. 44-67; Fayolle, A. (2006). Essay on the Nature of Entrepreneurship Education. Paper presented at the International Conference Entrepreneurship in United Europe – Challenges and Opportunities, Sunny Beach, Bulgaria.



With the support of the
Erasmus+ Programme
of the European Union



based learning, group and peer work, project work, teamwork, learning by doing, pedagogical drama and learning diaries are a few examples of working methods that are reported to activate students' interactive learning. These differ from the traditional teaching that is structured and organised in such a way that contents are studied at one time and the learning situations are controlled so that students do not feel insecure during the learning.¹¹

Many of the entrepreneurial teaching pedagogy and methods utilize **cooperative learning**. It is an old idea in education, in which students work in small groups and receive rewards or recognition based on their group performance.¹² Two categories of cooperative learning methods are listed: structured team learning and informal group learning. The former gives rewards to teams based on the learning progress of the members, which results in individual accountability, since the team's success depends on its individual's learning, not the group products. The latter includes methods that are more focused on the social dynamics, projects and discussions than learning of well-specified content.¹³ Working together in teams or groups gives students a good learning environment that is mimicking the environment of a typical entrepreneur who needs to negotiate with different stakeholders, form alliances, and sell ideas to his/her team, stakeholders and customers.

In general, learning methods in entrepreneurship can be divided to traditional methods and action learning or learning-by-doing methods. While the more traditional methods, such as lectures and assignments, can provide a good understanding of the benefits of entrepreneurial activity, they often lack an understanding of "how to" act as an entrepreneur. This shortcoming can be tackled by having more entrepreneurs as role models in the classroom.¹⁴

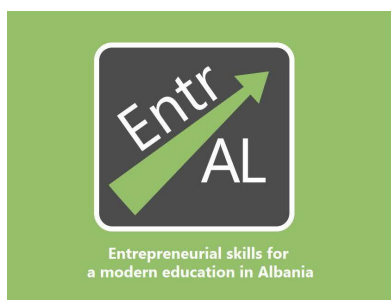
The Innovation Camp utilizes the **learning-by-doing method** and takes participants or students away from the normal learning environment to develop a start-up. The learning-by-doing methods

¹¹ Gibb, A. (2005) The Future of Entrepreneurship Education – Determining the Basis of Coherent Policy and Practice. In: Paula Kyro and Ca-mille Carrier (Eds.) The Dynamics of Learning Entrepreneurship in a Cross-Cultural University Context. Entrepreneurship Education Series 2/2005, University of Tampere, pp. 44-67

¹² Gibb, A. (2005) The Future of Entrepreneurship Education – Determining the Basis of Coherent Policy and Practice. In: Paula Kyro and Ca-mille Carrier (Eds.) The Dynamics of Learning Entrepreneurship in a Cross-Cultural University Context. Entrepreneurship Education Series 2/2005, University of Tampere, pp. 44-67

¹³ Slavin, R. E. (1980). Cooperative Learning. Review of Educational Research, 50(2), 315–342.

¹⁴ Slavin, R. (2010), "Co-operative learning: what makes group-work work?" in Dumont, H., D. Istance and F. Benavides (eds.), The Nature of Learning: Using Research to Inspire Practice, OECD Publishing, Paris, <https://doi.org/10.1787/9789264086487-9-en>



With the support of the
Erasmus+ Programme
of the European Union



gives students the primary role in learning and can trigger development of their entrepreneurial competencies. Business development is a task to create value (preferably innovative) based on opportunities and/or problems the students detect through an iterative development process. The students own and take full responsibility for the task which leads to repeated interactions with the environment, which triggers uncertainty, ambiguity and confusion. This uncertainty, ambiguity and confusion should be considered as a positive outcome and a source of deep learning for students. The Innovation Camp approach should be applied giving the students access to increased creative ability and peer learning opportunities. It also eases the levels of difficulty and uncertainty.¹⁵

While students' roles change and they take the active role in learning, so changes the role of teachers. Teachers become **“coaches” and “facilitators”** of learning instead of acting as the “traditional” teacher role suggested by constructivist learning theory¹⁶. The teachers should allow the students to do their independent work with the minimum of teacher supervision and intervention, but meanwhile the teachers should also monitor and give feedback to students during the learning experiences, because the students may find that they progress slowly, that the experience is frustrating, and that the workload is excessive. As “coaches” the teacher should not give authoritative instructions, but to give the necessary questions to the students that helps the students to identify the critical issues. When the teachers have to provide advice, they should give it in the form of suggestions and options, which allows the students to make the choice of how to proceed.¹⁷

Innovation camps or intensive courses seem to have an impact on students' motivation. According to Christy¹⁸, students taking part in intensive courses demonstrate higher levels of achievement motivation than students in traditional courses. From intensive courses, students have an increased focus, stamina and retention with a decrease in their procrastinating behavior¹⁹. This can be explained by the fact that intensive courses or camps are short and concentrated and they

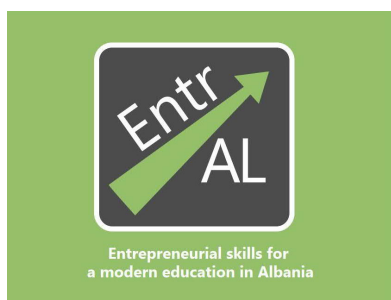
¹⁵ Lackéus, Martin (2015) Entrepreneurship in Education: What, why, when, how. Entrepreneurship360 Background Paper. OECD.

¹⁶ Tenenbaum, G., Naidu, S., Jegede, O. and Austine, J. (2001), “Constructivist pedagogy in conventional on-campus and distance learning practice: an exploratory investigation”, Learning and Instruction, Vol. 11 No. 2, pp. 87-111.

¹⁷ Hytti & O’Gorman (2004).

¹⁸ Christy, D. F. (1991) Motivation of intensive English program participants: A factor analytical exploration. Dissertation Abstracts International, 54: 782

¹⁹ Scott, P. A. (2003) Attributes of high-quality intensive courses. New Directions for Adult and Continuing Education, 97: 29–38.



With the support of the
Erasmus+ Programme
of the European Union



often include more interaction, discussion and other constructive teaching methods, improving students motivation and achievement.²⁰

Teacher training or conducting a similar course for students with teachers, is a key component for a high quality education²¹; and shows how students apply the competences they have learnt, supporting the assessment of the intensive course/camp.

Entrepreneurial Methods

Below are introduced some methods which may be used on the innovation camp to support the learning of the student.

An **ice-breaker exercise** can be constructed to fit any programme or event. For example, in the Innovation Camp, it can be used to get participants to introduce each other before group work or before choosing groups for an experiential exercise (e.g. business planning). These ice-breaker exercises are executed under time pressure when discussions between any two participants are deliberately limited to encourage a focused introduction. The goal of the exercises are to facilitate networking and enable participants to quickly get a basic knowledge of each other. The ice-breakers also break down social barriers and enable the beginning of trust to emerge between participants to assist their learning.²²

Ice-breaker exercises are normally fun activities which easily can take more time than planned, therefore the moderators have to be tightly in charge of the exercises. There are many resources for ice-breakers available online. Here is two of them:

<https://teambuilding.com/blog/large-group-icebreakers>

<https://www.quizbreaker.com/large-group-icebreakers>

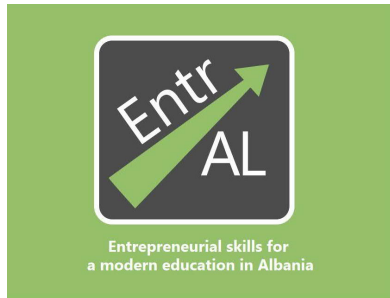
The Innovation Camp could use **External speakers**²³ for a number of purposes:

²⁰ Kucsera, John V., and Dawn M. Zimmaro. "Comparing the Effectiveness of Intensive and Traditional Courses." *College Teaching* 58, no. 2 (2010): 62–68. <http://www.jstor.org/stable/25763421>.

²¹ Buchberger, F., Campos, B. P., Kallos, D., Stephenson, J. (eds) (2000). Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training, Thematic Network on Teacher Education in Europe, Umeå, University of Umeå.

²² Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010). 3EP – A Compendium for Pedagogies for Teaching Entrepreneurship.

²³ Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).



With the support of the
Erasmus+ Programme
of the European Union



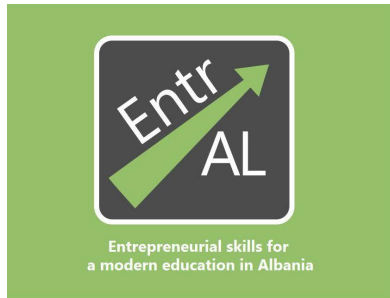
- providing role models of entrepreneurs –‘what’s it really like’
- providing a ‘real-life case’ of how to start a new venture
- teaching more formally the ‘how-to’ part of entrepreneurial management
- acting as a mentor/evaluator for a piece of work
- presenting on what their institution/organisation does
- giving a view on a general issue of relevance to starting up

The briefing of external speakers is extremely important, so they know what is expected from them. It is important to plan and make clear how their presentations support the learning goals of the Camp. For example, a new young entrepreneur as an external speaker can serve many possible objectives: demonstrating clearly the motivations and drivers to self-employment; establishing how one finds and evaluates an idea; demonstrating how one copes with and adapts to real-world problems as an entrepreneur, among many others. Another enterprising way is not to brief the invitee too much but to set up an interview panel or panels of programme participants (each one dealing with a different issue). Their task is to draw out the relevant experiences of the participants.²⁴

Where external persons are being used as evaluators of pitches and business plans, initial briefing and agreement of frames of reference and process are important. Where external persons are used as teachers, then camp staff should give them initial training or camp staff should be working jointly with them. The engagement with the ‘real world’ provides feelings of ‘what it is like’ to do things and experience things in practice. In order to make a simulation of tacit learning successful, it must leave the participants with an ‘emotional’ understanding of the learning input and a heuristic framework against which they can judge future events. The participants are given a real ‘feel’ for the practice of the real world, so they are able to better understand how entrepreneurial decisions are made. We do not recommend using fellow students as evaluators instead of external persons, because they probably lack the experience to assess the new ventures and cannot give balanced feedback.

Brainstorming is a method to create different ideas, even crazy ones in a short time, from 1 to 2 hours. The activity starts with the rules of brainstorming. The teacher should give the students examples of how other people brainstorm, how brainstorming is used for example in the world of advertising, art, and engineering. In short, by brainstorming a group of people works together to generate many ideas quickly and without judgment. Participants stimulate each other’s thinking, build on each other’s ideas, merge ideas, etc. It is important for participants to understand the

²⁴ Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).



With the support of the
Erasmus+ Programme
of the European Union



rules, therefore it would be beneficial first openly to discuss what is brainstorming and what is not. The Post-It notes could be used in the activity.²⁵

The 10 rules of brainstorming:

1. Don't judge. Take every idea as it is.
2. Don't comment. Just shoot more ideas.
3. Don't edit ideas. Let them be.
4. Don't execute. Plenty of time for that later!
5. Don't worry. Tell even the worst idea that comes to your mind.
6. Don't look backward. What is your next idea?
7. Don't lose focus. Stop talking about lunch break. Yes, you!
8. Don't sap energy.
9. Don't compare ideas. They are not there yet.
10. Don't make fun of others. It will surely shut them down²⁶

After the idea-generating phase, there should be a break. When the work continues, the participants should have about 30 minutes to reflect on the ideas, organize them and choose the best ones²⁷.

Business Model Canvas is a visual and intuitive business development tool for designing new business models for start-ups and existing businesses, but it can also be used for visualizing and communicating a simple story of the existing business model and further even to manage a portfolio of business models²⁸. The entire business can be presented on just 1 page²⁹. "A business model is a company's plan for making a profit. It identifies the products or services the business will sell, the target market it has identified, and the expenses it anticipates"³⁰.

The Business Model Canvas consists of nine key elements of the business model which are presented as nine blocks: Customer Segments, Value Proposition, Channels, Customer

²⁵ Mitja Mavsar (2015) How to IDEATE. Unpublished Compendium.

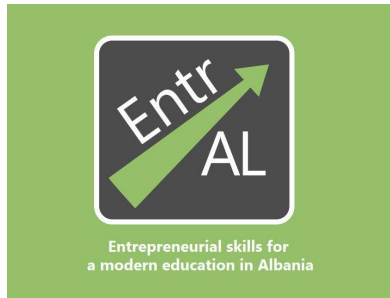
²⁶ Mitja Mavsar (2015)

²⁷ Mitja Mavsar (2015)

²⁸ Strategyser (2020) Business Model Canvas. Available: <https://www.strategyser.com/canvas/business-model-canvas>. Retrieved: October 28, 2021

²⁹ Mitja Mavsar (2015)

³⁰ Kopp, Carol M. (2019) Business Essentials. Investopedia. Available: <https://www.investopedia.com/terms/b/businessmodel.asp>. Retrieved: October 28, 2021.



With the support of the
Erasmus+ Programme
of the European Union



Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure.

There are several benefits in using a business model canvas³¹:

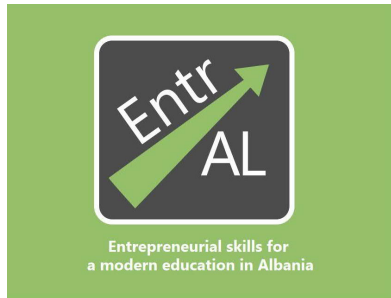
1. It forces you to think of your business more scientifically and formally.
2. It reduces your business model into a set of assumptions that you can then test to either validate or reject.
3. The overall design and layout forces you to think about the various key aspects of the business. When you see one part of the canvas empty, you know where you need to put more effort.
4. It is visual and intuitive. This makes it easier to communicate the ideas.
5. It is easy to create and maintain. This makes the business models very agile that can be constantly adapted to be in sync with the business realities.

However, using the Business Model Canvas it is easy to ignore the competition, because there is no block for it. When designing a business model, the assumptions made should be always tested with the potential customers and market.

An Elevator Pitch³² (or Elevator Speech) is a brief presentation of an idea for a product, service, or project. As the name implies a pitch can be delivered in a very short time from the time span of an elevator ride (say, thirty seconds or 100-150 words). The elevator pitch is often used by venture capitalists to judge the quality of an idea and team based and to quickly weed out bad ideas in a funding process. The basic approach is to invite individuals to develop their pitch beforehand with a strict time limit (usually 1 to 3 minutes). Entrepreneurs are asked to compete in front of a panel of judges equipped with agreed judging criteria. Entrepreneurs present their pitch one after another and they are timed – a whistle is blown at the end of the time and they must then stop. Elevator Pitches are often used in business plan competitions especially in US Enterprise Education. In education students are given more time to pitch which makes pitching easier. The purpose is to make students prepare a short and focused explanation of their business idea, if they have the opportunity to pitch it to somebody in an informal situation. Students should think out the core of the business and find attractive ways of presenting it. The main benefits are that this enables students to pick up the skills to summarise something in a focused and precise

³¹ Mitjar Mavsar (2015)

³² Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).



With the support of the
Erasmus+ Programme
of the European Union



way. The outcome is often that they understand how important lucky opportunities can be in entrepreneurship and are prepared for such opportunities.

Learning diary (or learning journal) enhances writing and learning skills³³. Writing learning diaries fosters the development of learning strategies³⁴, which are required to become a reflective practitioner³⁵. Learning strategy is here defined as “behaviours and thoughts that a learner engages in during learning and that are intended to influence the encoding process”³⁶. A learning diary, at its best, is a self-assessment tool by which a student can follow her/his own development toward the set goals³⁷. The learning diaries also support reflection on experiences and help to track learners’ signs of learning³⁸. The student can be instructed to write her/his learning diary daily or weekly. The aim is that the student deepens the learning through writing, reflecting and forming a personal viewpoint on her/his own learning and interpreting the learning content. In the Innovation Camp, learning diary can also work as a tool for assessment and development, which supports the growth and the recognition of the strengths and weaknesses of the student³⁹.

Business Development Theories

Effectuation and Lean Startup presented below are central business development theories, which enable us to reduce risks and costs and are generally used to create successful new ventures.

Effectuation is a logic of thinking, discovered through scientific research, used by expert entrepreneurs to build successful new ventures. Great entrepreneurs across industries, geographies, and time use a common logic, or thinking process, to solve entrepreneurial

³³ Lonka, I., Lonka, K., Karvonen, P., & Leino, P. (1996). Taitava kirjoittaja: Opiskelijan opas. Helsingin yliopiston Lahden tutkimus- ja koulutuskeskus. Helsinki: Yliopistopaino.

³⁴ McCrindle, Andrea R., Christensen Carol A. (1995) The impact of learning journals on metacognitive and cognitive processes and learning performance. *Learning and Instruction*. Volume 5, Issue 2, 1995, Pages 167-185. [https://doi.org/10.1016/0959-4752\(95\)00010-Z](https://doi.org/10.1016/0959-4752(95)00010-Z)

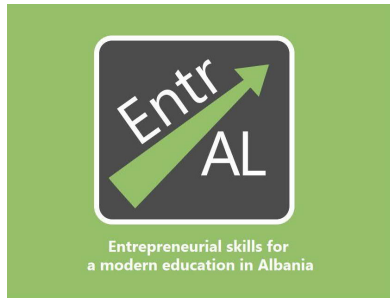
³⁵ Schön DA (1987) *Educating the reflective practitioner*. Jossey-Bass San Francisco, San Francisco

³⁶ Weinstein CE, Mayer RE (1986) The teaching of learning strategies. *Handb Res Teach* 3:315–327

³⁷ Lonka et al., (1996)

³⁸ Schwendimann, B.A., Kappeler, G., Mauroux, L. et al. What makes an online learning journal powerful for VET? Distinguishing productive usage patterns and effective learning strategies. *Empirical Res Voc Ed Train* 10, 9 (2018). <https://doi.org/10.1186/s40461-018-0070-y>

³⁹ Seikkula-Leino, J. (2007). Opetussuunnitelmaudistus ja yrittäjyyskasvatuksen toteuttaminen. Opetusministeriön julkaisuja 2007: 28. Koulutus- ja tiedepolitiikan osasto.



With the support of the
Erasmus+ Programme
of the European Union



problems. Effectuation can be utilized by both novice and experienced entrepreneurs in the highly unpredictable start-up phase of a venture to reduce failure costs for the entrepreneur.⁴⁰

Effectual reasoning is opposite to causal reasoning, which is commonly taught in business classrooms. Utilizing causal reasoning, one starts with a specific goal and a given set of means for reaching it. Utilizing effectual reasoning, one begins with only a set of means; in the process of deploying them, goals gradually emerge. Effectuation is concretely described with five principles. These five principles are core to using the “effectual cycle” as a venture develops.⁴¹

Effectual cycle is where expert entrepreneurs go through the process to gain early customers and committed partners who then create new means and new goals as their resources and viewpoints are added to the mix. Thus, instead of having a stated goal and finding means to reach it, expert entrepreneurs use the new means and new goals to drive the creation of the venture in ways they hadn’t expected, leveraging surprises as they present themselves. This process lowers the risk of the venture (by getting customers and income early, setting affordable loss, and spreading risk to others) and finding truly new and useful market opportunities by leveraging constraints and new information.⁴²

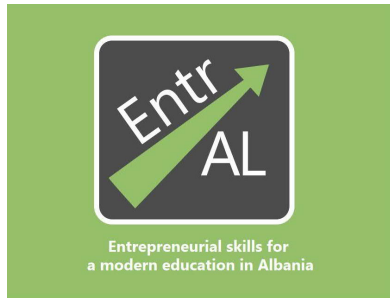
The further material:

- Effectuation 101: https://www.effectuation.org/?page_id=207
- What is effectuation? 3 pager: <https://www.effectuation.org/sites/default/files/documents/effectuation-3-pager.pdf>
- Sarah D. Sarahvathy: What makes entrepreneurs entrepreneurial? <https://www.effectuation.org/sites/default/files/documents/what-makes-entrepreneurs-entrepreneurial-sarasvathy.pdf>
- Video: Sarah Sarahvathy: What is the Entrepreneurial Method <https://www.effectuation.org/?p=1353>
- Society for Effectual Action: <https://www.effectuation.org/>
- Effectual Entrepreneurship. Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, Anne-Valerie Ohlsson (2011).

⁴⁰ Effectuation 101 (2018) Society for Effectual Action. Available: https://www.effectuation.org/?page_id=207

⁴¹ Effectuation 101 (2018)

⁴² Effectuation 101 (2018)



With the support of the
Erasmus+ Programme
of the European Union



Lean startup methodology aims to shorten product development cycles and rapidly discover if a proposed business model is viable and it is used in developing businesses and products. The lean startup utilizes a combination of business-hypothesis-driven experimentation, iterative product releases, and validated learning. Lean startup emphasizes customer feedback over intuition and flexibility over planning. Recovery from failures is seen as positive.⁴³ Using the Lean Startup approach, entrepreneurs test a vision continuously in business or product development and reduce their risks. The approach leads to spending less money, but also finding out faster if the business or product idea is viable. The Lean Startup methodology follows the build-measure-learn feedback loop. The first step is finding the problem that needs to be solved and then developing a minimum viable product (MVP) in order to start the loop as quickly as possible. MVP is the simplest workable product, the core product. After the MVP is established, a startup can iterate through the build-measure-learn feedback loop, which involves measurement and learning and includes actionable metrics demonstrating cause and effect.⁴⁴

Further information:

- Why the Lean Start-Up Changes Everything. Steve Blank Harvard Business Review (2013) <https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>
- The Lean Startup <http://theleanstartup.com/>
- How constant innovation creates radically successful businesses. Eric Ries (2011)

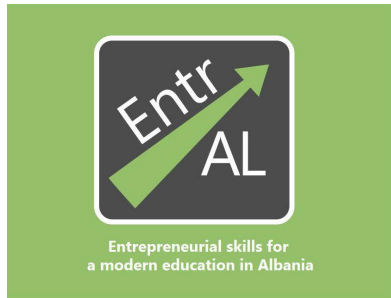
Stakeholders

The business camp has several important stakeholders who need to be involved in the various stages of its operation. Important stakeholders include, for example, representatives of local businesses and entrepreneurs, local and regional development companies, entrepreneurship societies and other business incubators, as well as internal stakeholders from the universities. Representatives of different stakeholder groups can have several different roles in the business camp. For example, external stakeholders can:

- Present business cases e.g. to inspire, motivate and present a case of failure
- Act as Expert lecturers giving insights to the business environment, competitive landscape, etc.

⁴³ Steve Blank (2013) Why the Lean Start-up Changes Everything. Harvard Business Review. Available: <https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>

⁴⁴ The Lean Startup Methodology (2011) Lean Startup. Available: <http://theleanstartup.com/principles>



With the support of the
Erasmus+ Programme
of the European Union



- Provide a business challenge for the teams based on their own challenge
- Mentor the team in the business development
- Be members of a pitching jury and evaluate the business ideas

Internal stakeholders can:

- Act as expert lecturers giving insight to the technology, research findings about future trends on a specific field, etc.
- Seek help with commercialization of research
- Act as group facilitators

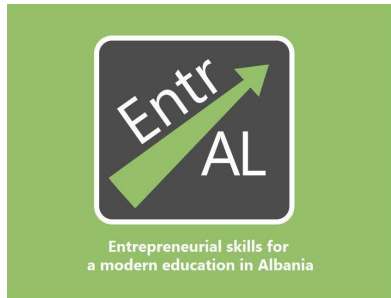
Therefore, it is crucial that organizers involve these stakeholder groups in the execution of the business camp. This can be achieved with carefully executed stakeholder management and active two-way communication with different stakeholders.

Business Ideas

The Innovation Camp will not focus on any specific industry, but instead use the UN Sustainable Development Goals as a way of grouping people. The participants are asked to decide which Goal they would like to address and create a team of maximum of 4 people. There should be no more than one representative from any single university in the team. Once the teams are created, their task is to develop an innovative business idea that addresses the SDG that they are targeting. The business idea addressing the SDG must lead to a profitable enterprise and not a social enterprise.

The 17 UN Sustainable Development Goals (<https://sdgs.un.org/goals>) are:

- No poverty
- Zero hunger
- Good health and wellbeing
- Quality education
- Gender equality
- Clean water and sanitation
- Affordable and clean energy
- Decent work and economic growth
- Industry, innovation and infrastructure
- Reduced inequalities



With the support of the
Erasmus+ Programme
of the European Union



- Sustainable cities and communities
- Responsible consumption and production
- Climate actions
- Life below water
- Life on land
- Peace, justice and strong institutions
- Partnerships for the goals

Teaching Materials and Facilities

The facilities for the camp are provided by the Finnish staff. A big room, which facilitates the whole group, and break-out rooms/spaces suitable for team work, with movable desks and chairs, are needed. Some snacks and refreshments could be served during the camp hours, such as water, coffee, chocolate, and fresh fruits. The Albanian staff should plan how to organize the independent team work session facilities and inform the Finnish team by the end of October.

The Finnish team will provide the following equipment:

- Presentation canvas + Projector
- Wi-Fi access
- Pens and papers
- White/Black board and markers
- Laptops (participants bring their own)