STUDENT INNOVATION CAMPS: DOES A BUSINESS BENEFIT FROM PARTICIPATING?

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ABSTRACT

This paper addresses the expectations and benefits of student innovation camps as catalyst for new business ideas and/or recruitment. Studies have shown that businesses in general benefit from collaborations with higher education institutes. However, no studies have focused on the perceived benefits from businesses participating in student camps. This paper focuses on both business- and relationship -related benefits from student camps. The empirical data for the paper is 16 in-depth interviews with business representatives that have been involved in student innovation camps during 2012-2017. The findings show that the businesses' expectations before and their perceived benefits after the innovation camps do not match each other. More specifically, the study shows that businesses have high business–related expectations but achieve more relationship-related benefits, and that they see their participation as a valuable contribution to the students' education.

Keywords*: Business Benefits, Student Innovation Camps, Higher Education Institutes*

1. INTRODUCTION

The success of businesses is closely linked to innovation and to increase their innovative performance it is important for them to cooperate with external partners such as higher education institutes (Pittaway et al., 2004; Trott, 2008).

However, the potential of collaborations between businesses and higher education institutes is often overlooked even though it can result in the development of new product ideas, new knowledge and access to complementary skills (Nielsen, 2012; Leydesdorff et al., 2001).

Higher education institutions' capacity to provide students with new ideas, skills and entrepreneurial talent has become a major asset in the knowledge society (Ranga and Etzkowitz, 2013). Therefore, higher education institutions such as business colleges and universities have for many years held innovation camps, where students collaborate with businesses to bring new ideas and solutions to the organisations. Research indicates that students can achieve cross-cutting skills through participation in innovation camps. However, there only exists sporadic research about how businesses may benefit from collaborating with students from higher education institutions on finding innovative solutions for their current challenges during innovation camps.

This paper assumes that we need more knowledge on whether business partners benefit from their collaboration in order to understand whether the concept of innovation camps is a vital and sustainable component of the higher education curriculum. The objective of this research is therefore to focus on the benefits of the businesses.

It is challenging to measure the performance outcome of innovation camps. The output of

businesses is often intangible and hence difficult to measure directly. The focus of innovation camps is idea generation which is an early stage of innovation and therefore relatively far from an actual commercialization. This makes the value of the innovation camp output even more difficult to assess.

In this paper, we assume that the output of innovation camps is likely to be twofold in terms of both business- and relationship-related benefits. For instance, while businesses search for new solutions through innovation camps (business-related benefits), businesses will also seek to benefit from access to the wider pool of basic knowledge and access to talented graduates (relationship-related benefits) (Perkmann et al., 2011). Noticeable, benefits from the innovation camps may be realized only over the long term. Hence, any measure must take account of multiple outputs.

Our research question is as follows:

• *What kind of expectations and benefits does a business experience from participating in student innovation camps at higher education institutions– both in the short and in the long run?*

The objective is to investigate the relationship between the expectations about the involvement in innovation camps versus the perceived business- and relationship-related outcomes.

2. THEORETICAL FRAMEWORK

Student innovation camps have become a popular format for teaching innovation- and entrepreneurship at higher educations in Denmark. At many of these camps, businesses are invited to present their current challenges as real life cases for the students. In this paper, student innovation camps are defined as a group of students working in interdisciplinary teams within a limited timeframe with an innovation problem set by an external partner that is to be solved under time pressure (Bager, 2008).

The collaboration between higher education and businesses is reported to bring benefits not only for the students and education institutions, but also for the businesses (Tran, 2016). Research shows that students develop innovation competences and self-efficacy (Bandura, 1997) through innovation- and entrepreneurship education such as innovation camps (Moberg, 2014; Darsøe, 2011), and that collaboration between businesses and education institutes can improve the image of their educations (Cooper et al., 2010). However, there only exists very limited knowledge on the perceived benefits of the businesses participating in innovation camps.

Studies have also shown that business in general benefit from cooperating and participating in networks with knowledge institutions and science partners (Nielsen, 2012; Pittaway et al., 2004; Knudsen, 2007). However, the potential benefits of University-Industry cooperation in regard to innovation camps are not yet explored even though possible benefits may be the development of new products and new complementary knowledge (Kaufmann & Tödtling, 2000; Nielsen, 2012; Ranga & Etzkowitz, 2013).

Based on a review of the literature on University-Industry collaboration, we have identified how the benefits for businesses can be grouped under two main headings: (1) Business-related benefits, and (2) Relationship-related benefits.

2.1 BUSINESS-RELATED BENEFITS

Studies investigating benefits from University-Industry collaboration (e.g. Pittaway et al., 2004; Ankrah & Omar, 2015), but also collaboration between businesses and other education institutions (Nielsen, 2012), found several business-related benefits that businesses gain from collaboration with higher education institutions such as idea generation, product development, access to new knowledge and methods (e.g. Pittaway et al., 2004; Ankrah & Omar, 2015, Nielsen, 2012; Leydesdorff & Ekowitz, 2001).

Pittaway et al. (2004) found that a collaboration with third parties (such as higher education institutions) have a positive impact on innovation. Higher education institutions enable business to think outside their day-to-day operations (Liyanage, 1995). During the collaboration between higher education institutions and businesses (such as innovation camps) relevant problems are identified and solved through fresh and different ideas that result in the development of new or improved products and/or process (Ankrah & Omar, 2015, Lee, 2000). Interestingly, collaboration between business and knowledge institutes has been found to accelerate commercialization of ideas (Ankrah & Omar, 2015). An explanation could be that the collaboration gives access to a wide variety of international and multidisciplinary expertise (e.g. students from different education programmes) and to specialized consultancy (e.g. teachers). Furthermore, such collaboration provides the opportunity to test products or concepts with independent credibility in testing and thereby provide the needed legitimacy for product or concept (Ankrah & Omar, 2015).

The potential output of collaborations with knowledge institutions can also consist of access to new knowledge and complementary skills (Nielsen, 2012), and to resources such as instruments and new methods (Santoro & Gopalakrishnan, 2000) that improve innovative ability and capacity (Ankrah & Omar, 2015*),* and create valuable learning through the integration of academic theory with industrial practice (Slotte & Tynj, 2003).

2.2 RELATIONSHIP-RELATED BENEFITS

In our review, we also found that businesses' collaboration with higher education institutions can act as a reputational device (Santoro & Gopalakrishnan, 2000; Ankrah & Omar, 2015), which increases the attractiveness of firms as employers (Hicks, 1995). This may also provide the opportunity to spot and recruit high quality graduates before graduation (Ankrah & Omar, 2015; Lee, 2000)

The companies do not only gain the opportunity to establish an on-going collaboration with the higher education institution (Lee, 2000), but also gain access to a short-term labour pool at low or non-cost (e.g. thorough internship).

Finally, research also found that business enter collaborations to support with higher education institutes (Lee, 2000) that enhance their reputation by becoming a more social responsible business (Ankrah & Omar, 2015).

3. EMPIRICAL SETTING: STUDENT INNOVATION CAMPS

The unit of analysis are the businesses (see table 1 and 2) involved in innovation camps with

students at higher educations at two Danish business colleges (Business Academy Southwest (BASW) and Zealand Institute of Business and Technology (ZIBAT) from two geographically diverse parts of Denmark. The participating businesses were regionally represented across different business areas such as tourism, hotels- and restaurants, communication, entertainment, production and research. The businesses were of different sizes with between 1 and 450 (globally 2000) employees.

Business interview	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**
Sector	Private	Private	Private	Private	Private	Private	Private	Private
Business area	Online communication	Setting for holiday, meeting & training activities	Booking and management	Contract brewery	Restaurant	Life saving equipment	Waste water	Balcony advice and instalment
No of Employees	6	2	2	2	12	2450	50	130
The challenge	Business development	Business development in outer seasons	Branding through new channels	Business development	Business development	Recycling of life boats	Recycling of demolition materials	Border zones in backyards
Camp setting	2015 2 days in 5 day camp ZIBAT	2015 2 days in 5 day camp ZIBAT	2015 3 days in 5 day camp ZIBAT	2015 1 day in 5 day camp ZIBAT	2015 2 days in a 5 day camp BASW	2015 and 2016 3 days BASW	2016 1 day BASW	2016, 1 day in 5 day camp ZIBAT
Number of students	20 –25	20 – 25	30	20 – 25	20 – 25	80 - 110	172	20-25

Table 1. The empirical setting of the student innovation camps (interview #1-8)

Business interview	**#9**	**#10**	**#11**	**#12**	**#13**	**#14**	**#15**	**#16**
Sector	Private	Private	Private	Private	Socio-economic	Private	Private	Private
Business area	Tourism	Concrete production	Energy	IT equipment and software	Meeting place	Research and product development.	Humidity management	Basketball
Number of Employees	12	25	1800	100	5-10	5	55	20
The challenge	Sustainability	Product development	Future homes	Online communication	International business development	Marketing	Business development for waste products	Development of product and fan culture
Camp setting	2014 1 day BASW	2012 12 hours BASW	2015 3 days BASW	2016 1 day BASW	2016 1 day in 5 day camp ZIBAT	2016 1 day in 5 day camp ZIBAT	2016 1 day in 5 day camp ZIBAT	2016 2 days ZIBAT
Number of students	100	20-25	450	160	80	20-25	15	60-90

Table 2. The empirical setting of the student innovation camps (interview #9-16)

The innovation camps had the duration of 1-5 days. Approximately 1300 students from different study programs within business and technology, 40-70 teachers/facilitators, and 74

employees from the businesses participated in the innovation camps. Each business worked together with 15-170 students and they were represented at the camp with 1-25 employees. The students worked in interdisciplinary teams with between 4-6 students in each group. The topics and challenge areas of the camps were defined in cooperation between the teachers/facilitators and representatives from the businesses prior to the event. The challenges and topics had focus on business development, product development, marketing or recycling and environment. The camps were not designed or changed for this study, but have been an annual event at the academies for the past 2-4 years.

4. RESEARCH DESIGN AND METHODOLOGY

The research question is explored through of business partner perspectives at two Danish business colleges (Business Academy Southwest and Zealand Institute of Business and Technology).

Our assumptions on business partners possible *business–related* and *relationship-related* benefits are constructed from our theoretical framework described above. This was further supported and supplemented by reports and surveys from 7 Danish business colleges, which described partner perspectives on innovation camps. The reports and surveys mostly evaluate the camps from a teacher and student perspectives, but some reports sporadically describes the business partner perspectives.

To conduct this study, we chose a mixed methods approach, which combined a quantitative and qualitative research methods strategy (Green, 2007). The data collection was based on 16 face-to-face interviews with representatives of the businesses that have participated in innovation camps during 2012 and 2016 at Business Academy South West and Zealand Institute of Business and Technology (see table 1 & 2).

Data was collected using a fully structured interview protocol, containing around 140 questions requiring both short and semi-short answers. The protocol was predetermined with a list of primarily closed quantitative questions but also a number of open-ended qualitative questions enabling businesses to describe and elaborate on expectations and benefit in their own words. The purpose of the open-ended questions was mainly to support and supplement the quantitative data.

The collected quantitative data has been structured and analysed through 5 tables: 1) Expectations to the camp (table 3); 2) Value of the camp - just after (appendix 1), 3) Expected outcome - just after the camp (table 4); 4) The long-term value (appendix 2) and 5) The actual outcome (appendix 3). The qualitative data from the open-ended questions was transcribed, coded and subjected to thematic analysis, which focused on expectations, experienced value and outcome. Through meaning condensation and interpretation we have collected representative quotes that supplement the findings presented in the five tables (Kvale & Brinkmann et al., 2009).

In summary, our study tries to conceptualize whether or not the companies experience added value to their organizations through a more *business-related* approach or a more *relationship building* approach. The business-related approach concerns new ideas, new professional/academic knowledge, and new market potentials. The relationship building approach strives for branding of the company, relationship with the knowledge institution, and possible recruitment of students. The following analysis looks into the results concerning the business expectations, and try to discuss if these expectations are met.

5. ANALYSIS AND FINDINGS

Our analysis of the qualitative and quantitative interview data is structured around perceived benefits, which are 1) business-related and 2) relationship-related.

5.1 BUSINESS-RELATED EXPECTATIONS AND BENEFITS

The quantitative results show that most of the businesses have very high **business-related expectations before** the participation in the camps (see table 3). In total 75 % of the interviewed business expected the camp to *provide new ideas for products, services or concept development*. On average the business prioritized this highly (average score of 2,08).

Variable	N = 16 (total)	% of the companies	Average Score *	Business- or relationship related expectations
Expectations to *receive ideas* for product, service or concept development.	12	75 %	2,08	**Business**
Expectations to *test* our products/services/business areas on a young target group	10	62,50 %	2,78	**Business**
Expectations to *create cooperative relations* to *knowledge institutions*	9	56,25 %	2,88	Relationship
Expectations to use the students *inter-disciplinarity* for idea generation	11	68,75 %	2,90	**Business**
Expectations to *assist and contribute* to knowledge institutions	9	56,25 %	3,25	Relationship
Expectations to get the opportunity to *brand their business*	8	50 %	3,43	Relationship

Table 3. Distribution of businesses' business- and relationship related expectation before the innovation camps

* Explanation: 1 is the highest priority and 8 is the lowest priority

In the open-ended qualitative questions the businesses were asked to elaborate on their expectations regarding idea generation and innovation camps. One organisation representative argued:

> *"I thought that good ideas could come from anywhere. What if one of the young persons come up with a great idea."* (Interview #9)

And another small business stated:

> *"Just imagine if there is a bright head that ties up our knots and says: Look, this is what you should do. Unfortunately, this was not the case. But you only win the lottery if you play"* (Interview #15)

As shown in table 3, around 69 % of the businesses had high expectations regarding the utilization of *students interdisciplinarity for idea generation* (average priority of 2,90). Finally, nearly 63% of the businesses had high expectations for *testing the business' product/service or concept on a young target group*.

Similarly, the open-ended questions indicated that the businesses expected to gain benefit

from the students' *young approach*, their *interculturality* or *higher educational background.* One small startup elaborated that they participated because of expected benefit from *"the possibility to interact with 25 young brains, who think differently* […] *and uses social media in another way than we do"* (Interview #14). Likewise, one of the big businesses described in the interview that:

> "*First of all it would be nice to invite young people into the business, but also with a higher education than we are used to. We can't afford to hire an engineer"* (Interview #10).

At the same time, one social economic business expects to gain benefit from the students' *interculturality.* They stated:

> "*And because we worked on an idea with international potential, we said yes, because this gave us access to international students*" (Interview # 13)

Interestingly, the results regarding the business-related benefits just after the completion of the camps show that the business realize that the outcome from the camps was less business-related than first expected. Now only 50% of the businesses expect to be able to *implement the ideas, products, services or concepts* (average score of 1) (see table 4).

Variable	N = 16 (total)	% of the companies	Average Score*	Business- or relationship-related expectations
Ongoing assistance and contribution to the knowledge institution	12	75 %	3,2	**Relationship**
Implementation of specific ideas, products, services or concepts.	8	50 %	1	Business
More new cooperative relations with the knowledge institution.	8	50 %	3,67	**Relationship**
Further branding of the business.	4	25 %	2,75	**Relationship**
To use knowledge from testing our product/service/business area on a young target group/customer segment	2	12,5 %	2	Business

Table 4. Distribution of businesses' business- and relationship-related expectation just after completion of the camps

* Explanation: 1 is the highest priority and 8 is the lowest priority

In regard to business-related benefits the results show that 4 - 17 month after the camps, only 25% of the business believed that they would be able to implement some of the new products, services or concepts that were developed during the camps (see appendix 2). At the end, the quantitative results show that only one of the businesses implemented a new product, service or concept developed at the camps (see appendix 3). In the words of the business representative:

> *"So we are implementing a* [name of the business] *Summit, where we invite bigger clients to a common event. Yes, and the name of the event was born there [at the camp], so I actually found that quite funny, and it was not until last week we found out that it* [the summit] *would actually become a reality"* (Interview #12)

The qualitative data analysis further expands the quantitative findings by indicating that two additional businesses were able to implement ideas that were further developed at the

innovation camps. One example was an idea from one of the innovation camps, which was also implemented, but had already been invented by the business prior to the camp:

> *"We were slightly in the process of making a sponsor portal which is now almost done"* (Interview #15)

Another example was a small business, which closed down their business and followed an old idea that was also initially suggested at the camp:

> *"We had in mind to open a bar to sell our own beer so there is no one in between and then we can interact with the consumer. At that time it was just an idea that seemed totally impossible from a capital point of view, and now we ended up having a bar actually* […] *And it is a good idea because it works"* (Interview #4)

Even though only 13% of the businesses expected to be able to *utilizing knowledge from testing the business product or service* (see table 3*)* and around 50 % of the businesses totally disagreed that they gained any new professional knowledge or knowledge and competences in development and innovation 4-17 month after the camps (see appendix 2), many of the businesses emphasized in the open-ended questions in the interviews that the interaction with the student was either *eye opening,* or something that *inspired* or *challenged* the businesses way of thinking. One small business described it this way:

> "*It is nice to actually be able to talk about the different practical issues in the business. We did not find any solution or magic way to go but* […] *It was a good feeling after the session* […] *It was challenging that they had questions: "why did you not do this and that", and then you come with your answers and they come with suggestions. So it is really a 'sparring game'"* (Interview #4)

Another big enterprise stated:

> *"It was the interaction with the students. That was the wildest! It opened the whole company's horizon."*(Interview #10)

Yet another big enterprise commented that they learned something new about the use of social media for branding:

> *"It was an eye opener for us to hear the young people they were telling us about how you can brand the business because we always use the same terms* […] *it was fun to hear how the young people use Facebook and new ways to communicate a message"* (Interview #15)

The same business representative emphasized how he afterwards became inspired by the way the students worked across disciplines:

> *"* […] *and what we took home was the lesson that it is an advantage to put together different competences to solve a task. You might say that this is what could be a future force in Denmark –to think horizontal"* (Interview #15)

5.2 RELTAIONSHIP-RELATED EXPECTATIONS AND BENEFITS

Before the camps and compared to business-related expectations, relationship-related expectations are lower and less prioritized by the business. The expectation of *creating cooperative relations* to the knowledge institution are high (average score of 2,88) (see table 3), whereas the expectation to *assist and contribute* the knowledge institution (average score of 3,25) and the expectation to *brand the business* (average score of 3,43) are less prioritized.

However, the results show that just after completion of the camps, the businesses expected higher relationship-related benefits than business-related benefits from the camps. After completion of the camps, 75% of the businesses expect that they will provide *ongoing assistance and contribute* to the knowledge institution (average score of 3,2), and approximately 50 % of the businesses expect *more and new cooperative relations* with the knowledge institute (see table 4).

One of the businesses considered the perceived value of the business camp as more than just business ideas:

> *"Well, we received 6 good ideas from 6 groups, and I actually had a really positive impression of the business academy. That was the value"* (Interview #2)

After a longer period of time (4 – 17 month), more than 66 % of the businesses believe that their participation in the camps contributes to the development of students' expertise in their field of study. When asked to elaborate on the businesses contribution to the development of students several businesses were very confident that they contribute:

> *"Actually, I think the students had the most benefit, so I do not regret participating. I did not receive so much in terms of new development, but we do not mind giving back to society"* (Interview #12)

Other businesses were more hesitant:

> *"I think it seemed as if they* [the students] *got something out of it, so I say yes*. […] *it is not theory, they are presented for a real business with real products, and they have to respond in a constructive and creative way"* (Interview #14)

More than 30% of the businesses agreed that the camps were a way of *spotting talents* and recruiting students. Finally, approximately 27% of the businesses perceived the camps as a *branding opportunity*.

> *"If your students finishes their studies and are to take up marketing positions, they might need our competences and will contact us"*(Interview #1)

From our open-ended answers, we saw that 4 businesses unsolicited state that they would like to join another similar camp. A majority of the businesses also saw a good potential in cooperation between students and businesses. One business expressed this as a way out of being stuck with no good ideas:

> *"Where I find it most valuable is that in situations, where you get stuck* [and say]: *"I can't find a solution to this!" Then a 100 heads can step in. And something pops up."* (Interview #14)

6. DISCUSSION : DOES THE BENEFIT OF THE CAMPS MEET EXPECTATIONS?

Most of the businesses expected the students to develop and test concrete ideas and gain interdisciplinary benefits for this process. As expected, the results also show that the businesses in the short run received new ideas. However, in the long-run the results show that even though the businesses receive new ideas from the innovation camps, only few of the businesses were able to implement the ideas from the innovation camps.

Even though it was not expected, the findings show that the businesses consider innovation camps a valuable context for branding their businesses, and that they consider themselves valuable contributors and outcome for the innovation camp.

In summary: the businesses become engaged in innovation camps based on expectations regarding the development and implementation of new business ideas, but find that the long-term benefits are of different value than expected as they mainly see themselves as delivering on-going assistance and contributions to the knowledge institutions.

This mix-match between business-related expectations and relationship-related benefits could be considered a serious threat for future collaboration between two parties. No collaboration would survive in the long run unless expectations are met. However, our results show that businesses would like to continue the collaboration with the higher education institutes – indicating that the unexpected relationship-related benefits are valuable to the businesses.

Prior research has shown that many businesses consider collaboration with knowledge institution as a way to increase their social responsibility and to improve their corporate image (Santoro & Gopalakrishnan, 2000; Ankrah & Omar, 2015). Businesses have their own agendas for which they are willing to commit corporate resources. These objectives and agendas are not always formalized on paper, but nonetheless must be understood an appropriately recognized. At the same time, it may be argued that the long-term benefits are mostly earned by the higher education institutions in terms of "co-development" of students. A close relationship between higher education institutions and business is essential as a way to ensure students' adequate training for the real needs of the labour market and to ensure resourceful workers, which are capable to act on a global and demanding marketplace (Orazbaveva and Baaken, 2016).

According to the quantitative data, many businesses do not perceive an increase in new professional knowledge. However, the qualitative findings strongly emphasize how the same businesses were inspired by the camps, receive good sparring, have eye-opening experiences as well as new knowledge about social media and branding. Marketing, branding and social media along with innovation tools and techniques are taught at business colleges as either main or cross-disciplinary competences, and the students are asked to use this knowledge and competences in the camps. This knowledge and competences might not be seen by the businesses as core knowledge but nevertheless contributes significantly to their perception of value creation

7. CONCLUSION

This study has examined perceived expectations and benefits by Danish businesses involved in innovation camps at higher business college education institutions – both in a short term (just after) and a long term (4-17 months after) perspective.

The findings clearly indicate that the relationship between what the businesses initially desired and what they subsequently gained from collaboration is not linear. Our analysis

shows that even though business pronounced product development as the primary objective, the business mainly experienced broad *relationship-related* benefits.

The study further shows that the participating businesses perceived themselves as valuable contributors by bringing a reality and relevance aspects into the students' education.

This study on innovation camps provide chances for higher education institutions to revise and reflect on their curriculum and practices in more responsive ways.

8. LIMITATIONS AND FURTHER RESEARCH

Our study is a limited quantitative study of only 16 participating businesses. The study could lead to a larger scale study involving businesses from more business colleges and universities collecting further data to validate or reject our results.

Our study also points to the need for further understanding of why and how businesses gain more relation- related value and how businesses benefit further from participating the camps.

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APPENDIX

APPENDIX 1: VALUE OF THE CAMP (JUST AFTER)

Factor	N (total) = 16	% of the companies	Average Score
We assisted and contributed to the knowledge institution	14	87,50 %	4,17
We received *ideas* for product-, service- or concept development	12	75 %	2,09
We got the opportunity to *brand* our business	9	56,25 %	3,22
We used the students *interdisciplinarity* for idea generation	9	56,25 %	2,875
We had the chance to *spot and recruit* talented students (for internships or employment)	7	43,75 %	4
We created *cooperative relations* to a knowledge institution	7	43,75 %	4,6
We tested our products/services/ business areas on a young target group/customer segment	6	37,50 %	2,4
We got access to *knowledge about innovation* tools and process	6	37,50 %	3,8
Others	4	25 %	1,75
We had access to *new professional knowledge*	2	12,50 %	2

APPENDIX 2: THE LONG TERM VALUE OF THE CAMP (N= 15, MISSING = 1)

Factor	Average Score	Totally disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Totally agree (5)
Our participation in the camp contributes to *helping students professional development*	3,87	1 (6,67 %)	0 (0 %)	4 (26,67 %)	5 (33,33 %)	5 (33,33 %)
The camp was a good platform for *branding* the business	3	2 (13,33 %)	2 (13,33 %)	7 (46,67 %)	2 (13,33 %)	2 (13,33 %)
The camp was a good way to *explore new business areas* and business ideas.	2,87	2 (13,33 %)	3 (20 %)	6 (40 %)	3 (20 %)	1 (6,67 %)
The camp was an interesting tool for *spotting talent/recruiting* students.	2,6	6 (40 %)	1 (6,67 %)	3 (20 %)	3 (20 %)	2 (13,33 %)
The business received some concrete ideas for new products/services/business concepts that could be implemented or executed.	2,2	5 (33,33 %)	6 (40 %)	1 (6,67 %)	2 (13,33 %)	1 (6,67 %)
The camp strengthened our *knowledge* about, and *competences* in development and innovation.	2,07	7 (46,67 %)	3 (20 %)	3 (20 %)	1 (6,67 %)	1 (6,67 %)
The camp broadened our *professional network*.	2,07	9 (60 %)	0 (0 %)	3 (20 %)	2 (13,33 %)	1 (6,67 %)
The business got access to	1,73	8	4	2	1	0

important *professional knowledg*e.		(53,33 %)	(26,67 %)	(13,33 %)	(6,67 %)	(0 %)
By participating in the camp the business *saved working hours* on idea generation.	1,33	12 (80 %)	1 (6,67 %)	2 (13,33 %)	0 (0 %)	0 (0 %)

APPENDIX 3: THE ACTUAL OUTCOME (N= 15, MISSING = 1)

Factor	Average Score	Totally disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Totally agree (5)
The business is implementing new products, services or business concepts derived from the camp.	1,3	13 (86,67 %)	1 (6,67 %	0 (0 %)	1 (6,67 %	0 (0 %)
The business was inspired by the camp and implemented innovation tools or innovation- and development processes.	1,6	11 (73,33 %)	1 (6,67 %)	1 (6,67 %)	2 (13,33 %)	0 (0 %)