Essence Camp

WIND

WATER

FIRE

EARTH

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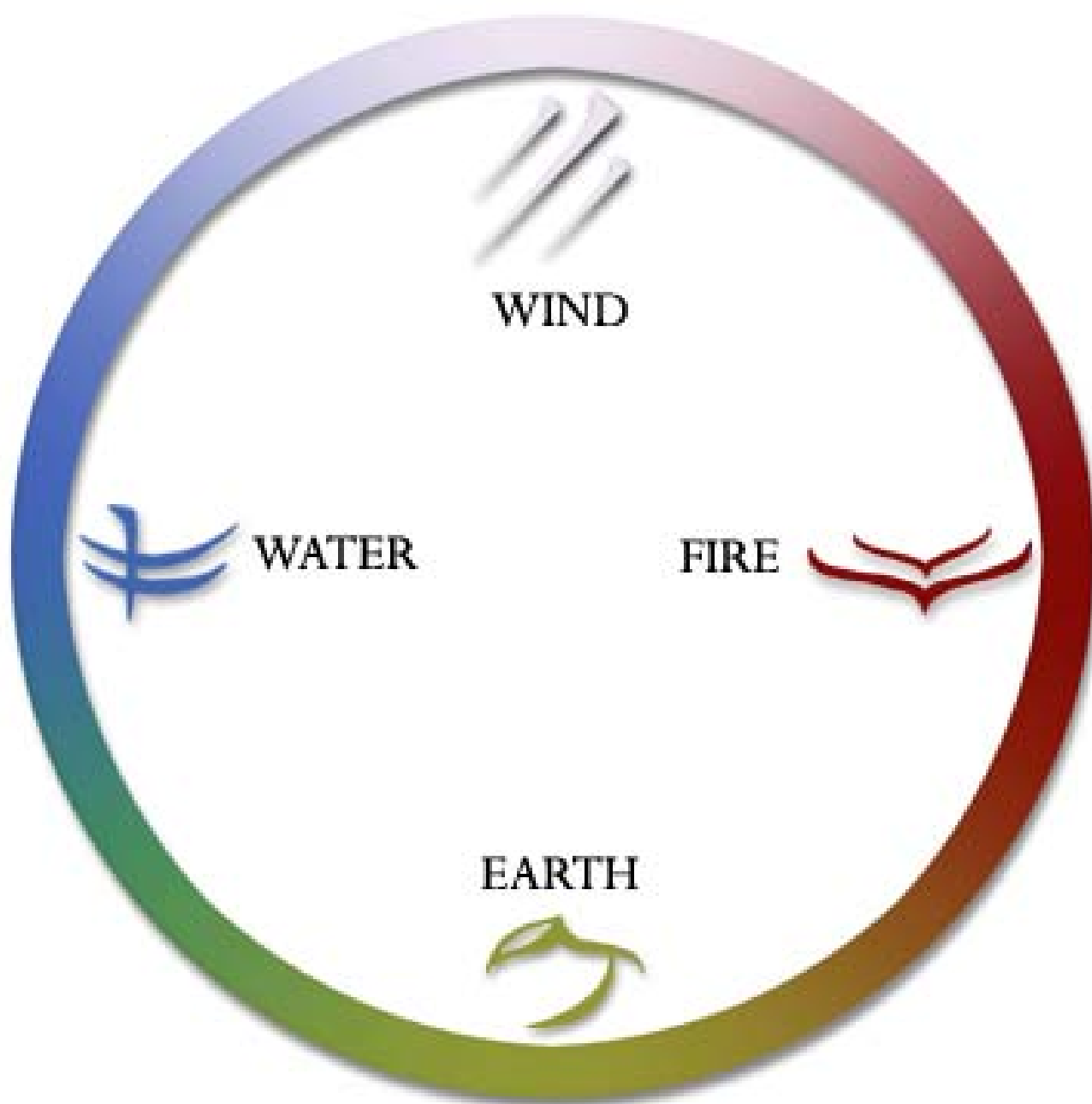
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Synopsis:

This report introduces a method for the introduction and use of *Essence*, through the means of a camp, *intensive teaching*, and *coaching*.

Essence is an addition to regular development practices, and it is designed to help increase *innovation* during software development.

The method is a theoretical model based on a camp and a *self-organizing team* participating in the camp.

At the camp intensive teaching and coaching are used as the means to share knowledge.

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Preface

This report is written by a Software Engineering student at the Computer Science Department at Aalborg University, Denmark.

This report is the second part of a specialty in Information Systems. The first part of the specialty is covered in the report Discovering Essence[2]. This second part of the specialty is based on some of the contents from the first part, and therefore references are made throughout this report.

This report assumes that the reader is familiar with agile software development processes and software innovation processes.

Throughout the report the use of he, she, his, or her might happen in reference to a person. Such references should be read as he/she and his/her – and are not meant to be gender discriminating.

The timeframe for the project started February 3rd, 2008 and ended on June 6th, 2008.

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Jan Leckscheidt

Summary

The following summary is done in Danish and will summarize briefly the project documented in this report.

Denne rapport beskriver et forskningsprojekt som definerer en metode til at introducere Essence og dens brug. Projektet er delvist baseret på projektet Discovering Essence[2] og de problemer, der opstod i løbet af projektet. Denne rapport indeholder projektresultatet og de aktiviteter, som førte til resultatet. Dette forskningsprojekt er udført som en litteratur studie, hvor emner såsom camps, selvorganiserende teams og undervisningsmetoder vil indgå.

Essence er en samling af innovative koncepter og processer til udvikling af software. Essence i sig selv kan ikke bruges som en udviklingsmetode. For at Essence kan have den fulde effekt, skal den kombineres med en anden udviklingsmetode. Essence egner sig bedst til at blive kombineret med en agil udviklingsmetode. I Essence er der defineret diverse koncepter såsom roller, perspektiver og tilstande. Den innovative del af Essence kommer fra den interaktion, der sker mellem rollerne. Essence lægger op til, at der skal foregå en konfrontation mellem rollerne, som er den hovedsagelige kilde til innovation i Essence.

Metoden i dette projekt er defineret som en teoretisk model. Modellen vil være baseret på en camp og et selvorganiserende team, som skal deltage i campen. Campen er en intensiv hændelse, hvor et team bliver taget ud fra deres sædvanlige arbejdsomgivelser og sendt ud i en støjfri omgivelse. Campen vil foregå på den måde at teamet arbejder intensivt på et emne. Der er tre faser, som udgør campen. Disse er: Før camp fasen, camp fasen og efter camp fasen.

Før camp fasen

Før campen kan blive udført, skal der indsamles information om det deltagende team. Denne information skal blandt andet beskrive hvilken udviklingsmetode, teamet bruger, hvilket udstyr teamet bruger til deres daglige arbejde, og hvilke metoder der normalt bliver brugt til at interagere med en onsite kunde. Informationen indsamles via interview. Denne indsamlede information bruges til forberedelse af det materiale, som

skal bruges til campen, d.v.s. undervisnings materiale og noget af det udstyr, som skal bruges i løbet af campen.

Camp fasen

Campen vil bestå af to dele, en teoretisk del og en praktisk del. Den teoretiske del vil kort introducere campen, hvad der vil komme til at foregå og Essence, hvorefter den praktiske del starter. Denne del fylder det meste af campen og vil bestå af en del praktiske aktiviteter. Disse aktiviteter er blandt andet innovative spil (Innovation Games). Efter disse aktiviteter, som foregår over to dage, afsluttes campen med en præsentation og en evaluering. Teamet forbereder en præsentation af det, de nåede frem til på campen og præsenterer denne. Efter præsentationen evalueres, campen og campen slutter efter denne evaluering.

Efter camp fasen

Et stykke tid efter campen skal der følges op på hvad der blev lavet på campen, og hvordan teamet har tilegnet sig Essence koncepterne. Dette sker i form af et innovativt spil, som skal vise om produktet går i den forventede retning.

Det teoretiske grundlag for metoden er blandt andet en gruppeudviklingsmodel (Group Development Model) og en team-livscyklus model (Team Live Cycle). Gruppeudviklingsmodellen er brugt til at få en forståelse, af hvad et selvorganiserende team er, og hvilke faser det går igennem for at blive selvorganiserende. Team-livscyklus modellen er brugt til at se, hvornår et team er mest åben overfor indflydelse. Campens teoretiske del er udført ved brug af intensiv undervisning (Intensive Teaching), og den praktiske del bliver hjulpet af coaching.

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1   Introduction

Essence is a lightweight innovative addition to agile software development. Essence is a set of concepts and processes which are meant to raise the innovation during software development projects.

The concepts of Essence[8] are still new in the world of software development and lack practical experience. An experiment with Essence was conducted in Fall 2007. This experiment was the first experiment in which Essence was used over a longer period of time. The experiment was called Discovering Essence[2].

The outcome of the experiment pointed out that a better way to introduce Essence is needed. This project will try to define an introduction method for introducing Essence. The method and the theory behind the method will be documented in this report.

1 Project Foundation Part

2 Part Introduction

This part will document the theory and the consideration behind the method defined in this report.

The first chapter will describe the problems encountered during the experiment Discovering Essence. After the problems have been described the next chapter will establish the research focus and goal for this research project. This chapter establishes the premises and limitations of the research project documented in this report. After the research focus and goal have been establishes Essence will be explained. The last two chapters will explain and discuss the self-organizing team and knowledge transfer methods used in this project.

3   Discovering Essence

Between September 3rd 2007 and January 7th 2008 a research project[2] was conducted. The main focus of the project was Essence[8] and how well Essence fared concerning innovation. This project consisted of two parts, a research project and an experiment conducted with Discovery Experimentation[5]. The research project was based on data collected from the discovery experiment.

The discovery experiment was a software development project based on Scrum[4] modified with Essence. The experiment was conducted in the Software Innovation Research Laboratory (SIRL) at Aalborg University.

The development project consisted of four sprints. The Essence roles were switched between the team members at the beginning of each sprint. This was done to let every team member experience the different roles in Essence. The Essence views were represented on four big-screens[6]. All Essence views were used except the Process view. The Process view did not contain any tools at the time the experiment was conducted, and was therefore not used.

The interesting part of the research project is the problem areas that were encountered during the experiment.

3.1   Problem Areas

The following problem areas were encountered and identified during the experiment. The problems mentioned here are the ones that have or could have anything to do with this project. These problems are in connection with Essence. Other problems such as programming issues will not be mentioned here.

Essence Modes

There was some confusion about the Essence modes during the experiment. The confusion was about when a mode was active and when a mode change should happen. A way to solve this problem could be to clarify when and where the modes in Essence are active.

Essence Views

It took time for the participants of the experiment to adapt the Essence views and what they represent. Also as mentioned earlier the Process view was the only view that was not used, as it did not contain any tools. Before the Process view can be of any use for the project or team then it has to be equipped with various tools. Tools such as meeting templates, programming patterns, or archive of already completed projects. A proper introduction to the Essence views could help with the understanding and use of them.

Essence Roles

The problems concerning the Essence roles were mostly about the Anchor and Child role. Both roles were not used as intended. The Anchor took a more leading role in the conducted experiment. The confusion about the Child role was that the team members were not fully aware of what to use the role for. A better introduction to the Essence roles could help avoid these problems and understanding the roles.

Essence Game

During the experiment an Essence Game was performed. This game was an Essence modified Innovation Game[7]. There were a number of concerns about this Essence Game, but only the important ones will be mentioned here.

First, the participants were unclear about the focus of the game until it was re-explained later during the game. Second, the structure of the game limited the roles and prevented participants to come forth with what they had on their minds. Third, focus of the game failed to correspond to where the project was at that moment.

An external facilitator who was not part of the team introduced the game briefly. Later during the game this external facilitator re-explained the game. As some of the problems suggests, a better introduction of the game could have helped the participants to understand the game better.

The way Essence was introduced in the experiment was mostly through self study and discussion. This approach took time and some aspects of Essence were not used in the intended way. A comment[3] the team mentioned suggests that an early encouragement of Essence will help the involved people to understand Essence better.

3.2   Concerning This Project

A better introduction to Essence could have helped with some of the problems encountered. To summarize: it is important that the Essence concepts are introduced early in a project to have the greatest impact. Meaning to clarify the Essence modes, a proper introduction in understanding and use of views, and give an explanation of the different roles in Essence for better understanding. These statements will become part of the goal for this project, to define a method to introduce Essence and encourage the participants to use Essence and stick with it.

4   *Research Goal*

The experiment performed Fall 2007 suggested that further research is needed on how to use Essence. Essence was still incomplete as the experiment was conducted. As a result the startup of the experiment was difficult. The problems suggest that if there had been a proper introduction of Essence the difficulties could have been lessened. An explanation of the experiment can be found in Chapter 3. The problem areas encountered during the experiment are also mentioned in that chapter.

The research of this project will be focused on how Essence should be introduced and used in connection to software development.

The goal of this project is to find a method to introduce and show how Essence is to be used.

The area of research for this goal will involve theory on Essence concepts, development team's structure and building, knowledge sharing methods, and knowledge sharing environments. Each of these areas is each a large area to cover and would be enough for a project. For this reason research questions and premises are needed to narrow the area of research. To help get closer to the research goal the following research questions are defined:

- What is software innovation in a self organizing team?
- How to introduce innovative processes in a self-organizing team, in particular Essence?

4.1   Premises

The following premises are defined in order to find a suitable start point. The method to introduce Essence should take the form of a camp. A camp is chosen because the intensive environment is ideal for introducing new knowledge. The camp will give the participants a better chance to get a firm grasps of Essence than some sessions performed over a period of time. Also by moving the introduction to a camp instead of the participant's normal working environment, the participants can focus more on the camp then anything else. The focus of this camp will be on already established development teams. The development team should be in a state of self-organization.

This choice was made as the focus of the camp depends heavily on who is participating. In an already established self-organizing team there is no need to build the team from scratch. It will not be necessary to let the people get to know each other. Each member of the team knows the capabilities of the others and what to expect from them. Valuable time is saved without the team building part and practical work can begin much earlier.

To give the team a more real experience of Essence the method will be based on a project at hand. This means that the participating team is about to start on a new project. The choice was made to give the team a motivation to use Essence not only during the camp but also after.

As theoretical basis for this project the following topics will be included; self-organizing teams, consulting, intensive teaching, camps, and Essence concepts.

All of the mentioned topics are described in this part. Self-organizing teams are discussed in Section 6. Consulting, intensive teaching, and camps are explained in Section 7 and Essence concepts in Section 5.

4.2 Research Method

This project will be based on a literature study and an earlier conducted experiment. The literature study will form the basis for the theoretical model of the method used to introduce Essence. The activities performed in the literature study are described later in this section. The reason why a literature study method is chosen for this project is because the concepts behind Essence are relatively new and still under development. The concepts behind the roles, modes, and views are still new and do not have a long practical background. To understand how such concepts can be introduced a knowledge foundation is needed. This knowledge foundation will consist of self-organizing team structure, consulting concepts, teaching methods, and camps building. Self-organizing team structure will be used to understand how such teams come into existence and what will happen to a team when introduced to change. Such change can consist of new processes which makes the team perform their work differently. Consulting concepts will be used to get ideas on how to see where improvements can be introduced. Teaching methods will be used for getting ideas on how to introduce new processes to the team. Camps will be used to set the environment where the introductions to the new processes will be conducted.

The conducted experiment, see Section 3, will help to identify problem areas which the method defined in this project should try to solve. The interesting part of this experiment is that an Essence modified Scrum development method was used during the project. The problems that were discovered during and after the experiment indicated that a more optimal and suitable method to introduce Essence could have helped to avoid certain misunderstandings.

4.2.1 Activities Planned

The project will progress in steps. Each step is shortly described in this section.

1. Get a basic understanding of teams and team structures. This involves reading literature on team building and team structures. The focus is especially on self-organizing teams, which considerations are there concerning change and when is it most suited to introduce a change.

   Literature is books on teams and team structures. Furthermore search for articles on teams will be conducted through the digital library.

2. Get a basic understanding of how to effect change through teaching and consulting. This involves reading literature on consulting concerning how to do change. In this activity the camp is considered as sharing environment. Focus will be on considerations concerning how to teach and consult a team during a camp.

   Literature is books and articles on teaching and consulting. Search for articles on teaching will be conducted through the digital library.

3. Define which order Essence concepts are to be introduced. This involves analyzing the concepts of Essence and argument for which order is appropriate. The focus of the analyses is to determine the essential concepts of Essence and in which order to introduce them. Essential means, what is needed to get a team started to work with Essence. That which is analyzed is based on articles and the experiment performed.

4. Setup a model for how an introduction session could be arranged. On basis of what was learned define a theoretical model on an introduction session. Write up arguments for the chosen model. Prepare the model for testing.

5. Test the theoretical model. For testing, a third person with consulting background is asked to verify the theoretical model. Write up the testing and evaluation result from the third person.

6. Evaluate the test result with own expectations. Take the test result of the model into consideration for a revised model. Compare the tests results and own expectations of the model, write up arguments.

Each of the steps and their outcome are reflected in this report.

4.3 Expected Results

The expected outcome of this project is a method to introduce Essence. The method may contribute to further research and experimentation concerning Essence. The purpose of this project is to find a possible way to do the introduction.

5 Essence

Essence is based on the idea that creativity and innovation will play an important role in the future of software development[16]. Essence applies innovative concepts and methods to heighten the creativity and innovation during a software development project. The concepts and methods defined in Essence do not make up a complete development method in itself. Essence is a collection of concepts and processes which should be combined with an agile development method to have its fullest effect.

Ivan Aaen used in his article[15] keywords like lightweight, easy, and fun to describe the intention of Essence. Essence should be lightweight as in not to drop Essence for lack of time, easy to use and come natural to the participants, and fun to heighten encouragement for a better outcome.

Views, roles, modes, and Essence Games are defined in Essence to help heighten the creativity and innovation. Each of these views, roles, modes, and Essence Games concepts has its own meaning and use in Essence. Views are applied to get a clear insight on the project or problems encountered during a development process. The views consist of four different views: Product, Project, Process, and People. Essence applies roles to enable interaction. It is through this interaction that the creative and innovative ideas will flow. Each role has its own set of values and area of responsibility and it is through this responsibility the different roles are enabled to interact. The roles consist of four different roles: the Challenger, the Responder, the Anchor, and the Child. Modes are applied to get a specific focus during a development process. The modes consist of three different modes: Idea, Plan, and Growth. Each mode, view, and role is briefly introduced later in this section. The Essence Games are inspired by Hohmann's Innovation Games[7]. Each Essence Game has its own purpose and there are games for each Essence mode. The concepts of the Essence Games are briefly discussed later in this section.

Essence is still under development and therefore the mentioned concepts and methods are not absolute. Some parts of Essence are still at a conceptual stage with little practical background. This means that some parts in this section are explained or discussed through concepts.

5.1 Views

The Essence views are inspired by the 4P by Pressman[15]. The Essence views are used to get a clear overview of the project and problems encountered during the development process. The views are used in connection with the Essence roles. Each Essence role is associated with a view. This association enables the roles to: make changes, maintain project status and planning, access a repertoire of methods, tools, and techniques, and have a connection to external resources.

Product view

The Product view is the responders' means to represent the product being developed. This view can become an important part in team discussions. It enables the participants to get a clear overview of current issues related to the product's coding or architecture. Changes can be made to solve these issues.

Project view

The Project view represents the project status and planning. Items found in this view could be status overviews and backlogs related to the project. Challenges, as in requirements, put forth by the Challenger are defined in this view. The Challenger keeps track of the project through this view.

Process view

The Process can be seen as a toolbox. This toolbox is a collection of methods, tools, and techniques. The contents could be anything that has a relation to the project, such as coding patterns, meeting templates, or game templates. Where game templates is a reference to Essence Games. An Anchor could retrieve an item when a situation calls for it, as to bring forth a meeting template just before a meeting. The Anchor would be the primarily user of this view.

People view

The People view is the team's connection to external resources, such as an actual user or use scenarios. The connection could be through live video feed or video footage. This view is used for visualizing the software under development. This view is also

used as a way to communicate with off-site stakeholders. The child role is associated with the People view.

5.2   Roles

The purpose of the Essence roles is to give the participants a foundation to interact or role-play. The interactions will be based on the values each role has. These values represent the characteristics of a specific role. The character in the role performs its interaction with these values in mind. It is through this interaction that the creative and innovative ideas will flow.

Anchor

The Anchor acts as a facilitator, meaning that most of the work is managed by the team. The Anchor should try and remove obstacles which could hinder the team's progress in any way. It is also the responsibility of the Anchor to keep the team motivated and focused on the task at hand. The Anchor has the Process view to help out with its work. An example could be that the Anchor sees that the team lacks in focus. To solve this lack of focus the Anchor could use a tool from the Process view. This tool could be an Essence Game which should help the team to refocus on what is important.

The Anchor is a character who stands in the background and helps the team from the side line. It is the Anchor's responsibility to provide the team with what it needs to perform its work.

Responder

The Responders are the ones that answer to the challenges given by the Challenger. The answers are in the form of the developed product. The responder should use any means to answer the challenges. The Responder is encaged in interactions with the Challenger for gaining better understanding of the challenges. These interactions between the Responder and the Challenger are very important. It is through these interactions that the creative and innovative ideas should flow from.

The Responder is a character who encages any who challenges him. It is the responsibility of the Responder to answer any challenge with a fighting spirit.

Challenger

The Challenger has the requirements representing a vision for a system he wants developed. The requirements have to be formulated as challenges to open up for innovative opportunities and motivate the Responder. The Challenger should encage in any interaction that concerns the challenges he has given and relate what the challenges were about.

The Challenger is a character who likes to challenge and encage in confrontation. It is the responsibility of the Challenger to relate his challenges to anyone who answers his challenge.

Child

The Child is the one that puts a question mark on everything. Any of the other roles can take on this role if they have a concern or something else to add. The ideas or concerns brought forth can even contradict decisions made at an earlier point. The Child's questions and opinions should help the team think of other ways to do things.

The Child is a character who has an open mind and is not afraid to say what is on its mind. It is the responsibility of the Child to bring forth his questions and opinions at any point he sees fit.

5.3   Modes

The purpose of the Essence modes is to define what focus the project is in at a given moment. Essence defines three modes which a project can be in: a mode where the ideas are brought forth and explored, a mode where the focus is on planning and maintaining of the project, and a mode where the ideas are made into reality. These modes are to help the team to maintain a certain level of focus and attention during the project.

Idea Mode

In this mode the ideas and suggestions are brought forth. The goals for the project are set in this mode. The ideas will often originate from the confrontations between the Responder and the Challenger. It is in this mode that the Challenger relates his challenges, the requirements, to the Responders.

Plan Mode

During this mode the team's attention is on planning and maintaining the project. It is in this mode the ideas and suggestion are converted into workable tasks and are estimated.

Growth Mode

It is in this mode the ideas or suggestions are made into reality. The team's focus in this mode is on creating possible solutions based on the ideas or challenges brought forth by the Challenger.

5.4   Essence Games

Some Essence Games are inspired by Hohmann's Innovation Games[7] and methods described in Huczynski[14]. Other Essence Games currently under development will be based on the concept of Role Playing. The Essence Games have each its own purpose. The general concept of the games in each mode is briefly discussed here.

Idea Game

The idea with the idea games is to use them as kick-off to start a project. In this game the Challenger relates his challenges to the Responders in a dialogue. The Anchor will act as a facilitator during the game. His attention should be on keeping the team focused and keep the game going. The idea game's focus mainly is on exploring the possibilities in the current setting.

The Remember the Future [2] game can be taken into consideration as an example for an idea game. The game is played out as one year has passed after the project was completed. In this scenario the Challenger relates his experience with the product over the year. The purpose of the game is to gain an insight in what vision the Challenger has for the product. This vision is used for the discussions that follow.

Plan Game

A plan game is performed when the fundamental ideas are in place. This game is used to define what the different ideas involve and estimate them. The defined and estimated

ideas or tasks are then planned according to which to do first and by whom. The plan game's focus is mainly on identifying tasks and what they involve.

As an example for a plan game can the W5H2 [13] method be mentioned. The game uses W5H2 method to define the ideas that were found during the idea game. The purpose of the game is to break the ideas down to a manageable size.

Growth Game

The growth games can be seen as a sort of status tools. Tools to confirm or investigate if the project has a sufficient level of innovation. The growth game's focus is mainly on getting an insight in a project's current level of innovation. If the innovation is too low appropriate changes are made.

An example for a growth game can a game much like the Remember the Future game be considered. The purpose of the game would be to compare the ideas from the Challenger and the project team. This game can give the project team an insight in if it follows the same understanding as the Challenger.

6   The Self Organizing Team

When introducing new concepts and processes, in this case Essence, the audience needs to be considered. Different introduction approaches are needed depending on this audience. It is certain that the team involved with this project is a team of software developers. This team must use or have knowledge of agile development methods. As Essence is designed to be combined with agile development methods would an agile team be a good start point. In the agile manifesto[1] self-organization is mentioned as one of the many principles behind the manifesto. The team chosen for this project will be a self-organizing team as it seems to be a suitable start point for the integration of Essence. This chapter will discuss what the self-organizing team is and how it works. Also this chapter will explain how a team becomes self-organizing and when an intervention or change can happen in a team's active project. Reasons for choosing self-organizing teams are mentioned in different parts in this report. The reasons are summarized last in this chapter for better overview.

A quote from Diana Larsen[9] will be used to define what the self-organizing team is:

"When we say an Agile team is self-organizing, we mean that a group of peers has assembled for the purpose of bringing a software development project to completion using one or more of the Agile methodologies. The team members share a goal and a common belief that their work is interdependent and collaboration is the best way to accomplish their goal. Empowered team members' reduce their dependency on management as they accept accountability, and the team structure places ownership and control close to the core of the work. Rather than having a manager with responsibility for planning, managing and controlling the work, the team members share increasing responsibility for managing their own work and also share responsibility for problem-solving and continuous improvement of their work processes."

This quote catches the meaning of a self-organizing team very well. For better overview, the keywords used in the quote to describe a self-organizing team are:

Agile team, bring project to completion, interdependent and collaboration to accomplish goal, ownership and control, managing their own work, and continuous improvement of their work processes.

Two very interesting keywords for this project are continuous improvement of their work processes and managing their own work. Diana Larsen mentioned that a self-organizing team has a shared responsibility to improve its work processes. This responsibility could be a motivation to why the team should choose to integrate Essence into its work processes. This choice is dependent on if the team can see the usefulness of Essence though. By usefulness is meant that Essence can improve the team's work processes and let it work more efficiently toward its goal. It will be assumed that for this project that the involved team has the desire to integrate Essence.

There are a few similarities between Essence and a self-organizing team which could make the introduction of Essence easier. The first similarity is how a self-organizing team manages its project work. This similarity is very much like how a team using Essence manages its project work. Secondly, the team leader, Anchor, acts a facilitator as mentioned in Section 5.2. Like the team leader in a self-organizing team the Anchor is the team's connection to external resources and provides the team with the resources it needs to perform its task. The introduction of Essence will be easier as the team already knows how to manage its work and it is not first necessary to instruct the team in how to do so.

A good idea, when working with self-organizing teams, is to know how they function and how they have become self-organizing. This understanding will help when introducing new concepts and processes to the team. A team's ability to self-organize could suffer depending on the impact of an introduction or a change to the team's processes. An understanding of the team's structure could be a help to understand if a change would have a negative impact on the team. For this reason the next will be to take a closer look on a group development model defined by Bruce W Tuckman[10].

6.1   Group Development Model

Teams do not become self-organizing from one day to another. Bruce W Tuckman defined in the mid sixties a group development model. This model describes the stages

a team goes through from the creation of the team to the task or goal of the team is completed. The beginning stage is where a group of people is assembled to accomplice a task or goal and the last stage where the team works as a fully functional self-organizing team. The stages in between describes the issues and problems the team have during its journey to reach its goal.

This model has been used as a basis to subsequent models of group development, team behavior and team dynamics theory[11]. The focus for the model Tuckman defined is interpersonal issues and problem solving activities. This focus is made clear in the stages defined in the model. The stages are Forming, Storming, Norming, and Performing.

Forming

In this stage there is a high dependence on the leader for guidance and direction. There is little agreement on team aims other than received from the leader. Mostly at this stage the individual roles and responsibilities are unclear. The leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored at this time of the team development. The members test the tolerance of the system and the leader to get a feeling of their boundaries. The leader's purpose at this stage is to direct the coming team.

Storming

At this stage decisions don't come easily within the group. Team members look for a position for themselves. They attempt to establish themselves in relation to the other team members and the leader. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. At this stage the leader acts as a coach for the team.

Norming

In this stage agreement and consensus is largely formed among the team members. Roles and responsibilities are clear and accepted. Big decisions are made by team

agreement. Smaller decisions may be delegated to individuals or small teams within the team. Commitment and unity is strong within the team. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of the leadership is more shared by the team. The leader at this stage acts as a facilitator.

Performing

At this stage the team is more strategically aware. The team knows clearly what it is doing and why. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and the structure are made by the team. The team is able to work towards achieving the goal and along the way attend to relationships, styles and process issues. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. In this stage the leader delegates and oversees the team.

Later Tuckman added a fifth stage, adjourning. This stage is where the team breaks up. The team will hopefully only reach this stage when the task is completed successfully, its purpose fulfilled.

After a team has reached its goal and is moved to another task, instead of being spilt up, will the team still be at the same stage when it starts on the new task? The model Tuckman defined does not answer this clearly. Examining the different stages could suggest that the team will still remain in the same stage. The first two stages consist of building the team's relationship and internal interaction. These stages are not dependent on which task is performed. Also if there is no alteration in the team setup there is no need for the team to enter these stages again. The third stage is where working processes are defined. The team chooses the processes from what fits the team's interest best. These processes could also to consistent through a task change. The last stage is

where the team has reached the state of self-organization and performs work at that stage. At this stage the team manages most of its work and knows exactly what it wants. There is nothing in what was mentioned earlier that suggests a concrete connection to the stages and the task at hand which could prevent the team to move to another task.

The team considered for this project is a team that has reached the Performing stage. It is this stage that is desired for a starting point to integrate Essence.

With the understanding of how a team becomes self-organizing the next topic is to know when a change can occur. A change can have different effects on the current team's stage of self-organization. Depending on the degree and kind of the change, the team is forced to enter another stage to sort out this change. Changes in the team's current stage can occur under different circumstances. A change can happen through e.g. a new team member, a new team leader, circumstances which require a different approach to reach the goal, or new processes. It would be interesting to know when it will be a good idea to introduce new processes and make corrections during a project. Furthermore to look into which stage the team enters when affected by a change. For explaining at which point a change can occur, the Team Life Cycle model defined by Connie Gersick[12] is taken into consideration.

6.2 Team Life Cycle Model

Connie Gersick defined a Team Life Cycle model that described at which point a project team is most acceptable for interventions or change during a project. Such an intervention or change can occur between a project kick-off to a deadline, e.g. from a sprint kick-off to a sprint deadline. Gersick defined three phases at which a change could occur during such a cycle, in the beginning, midpoint, and in the end. Each of the phases has a different effect on the team. The three phases will be explained later in this section. The focus behind Gersick's model was partly based on Tuckman's model and issues Gersick saw as missing in Tuckman's model. The issues Gersick addresses are: The groups' attention to outside resources and requirements, their temporal pacing, what groups did to get the intended product outcome, and when they did. The result of Gersick's research gave the following three phases:

Motivational

When a team is about to start work, members are open for interventions that can help the team with its work. A good launch could help the team's motivation and commitment to the project at hand. An intervention at this point will be concentrated on the team's interaction and the work processes of the team. The purpose of this intervention is to raise the team's motivation and commitment for the coming project. Such an intervention can consist of a before-project start meeting. This meeting is then being performed every time a new part of the project begins, e.g. at sprint kick off. At this meeting improvements and suggestions are made which aims to make the team work more efficiently.

Consultative

About halfway between the cycle start and the deadline the team becomes open for another intervention. This midpoint intervention's focus should be on helping the team to reflect on how well the project is going so far. With this intervention the team can see if changes are needed and make them.

Educational

The last intervention happens after the deadline has passed. This intervention should help the members learn from their experiences. The learned experiences could be used to handle certain situations differently the next time. An intervention at this stage could be an after-deadline meeting. At this meeting improvements and suggestions are made on how certain situations could be handled differently next time.

The phases of interest to this project are the Motivational and the Consultative phase. The Motivational phase because this project's goal is to introduce the concepts and processes of Essence. The Motivational phase is ideal for introducing new concepts and processes as the team at this point is open something that can help them with its work. An example for such a change could be a process that changes how the team interacts with the onsite customer.

The Consultative phase is interesting because it would be possible to see if the concepts and processes were introduced successfully. This phase can also be used as a means to

make corrections and clear misunderstandings to what was introduced in the motivational phase. Furthermore this phase can be used for a meeting that shows if the path the team is on is the optimal one to follow. By path is meant if the project follows the same ideas that the customer and the team have in mind. Both the change in how the team interacts and to check if a change has been successful is situations which could happen by the introduction of Essence.

The above mentioned phases can each have a different effect on the team. This depends on what the intervention or change is and how big an impact it makes. If taking a look on the changes this project introduces. The main changes Essence introduces are new concepts and processes and these are mainly introduced in the educational phase. Essence is made to be lightweight which makes the adaption of it easier, as mentioned in Chapter 5. The impact of these changes on a self-organizing team would be minor. The roles Essence introduces are already part of every developer, team leader, or onsite customer. These roles have been defined in Essence as to be the foundation of the interactions between the different members. The Essence views are a logical separation of the information that flows during a project. Essence sorts this information to gain a clear overview. The modes in Essence are defined to set a focus on different moments during a project. The introduction of Essence can be performed without a self-organizing team leaves the performing stage. The above mentioned considerations are taken into account when designing the camp for the introduction of Essence.

6.3   Why Self-Organizing Team

Reasons for choosing a self-organized team:

1. To narrow the area of research the focus will be on already established development teams. The development team should be in a state of self organization. This choice was made as the focus of the method depends heavily on who is participating. In an already established self-organizing team there is no need to do team building to let the people get to know each other. Each member of the team knows the capabilities of the others and what to expect from them.

2. A self-organizing team has a shared responsibility to improve its work processes. This responsibility could be a motivation to why the team should

choose to integrate Essence into its daily work. Not saying that other teams do not have a reason to choose Essence. But in the case of a self-organizing team it would be a good reason to choose Essence for improving its work processes.

3. The work management forms of in Essence and a self-organizing team are similar. This connection will make the introduction of Essence easier. As the team will already know how to manage its work and therefore is it not necessary to instruct the team in how to do so.

7 Knowledge Transfer

Having knowledge and the need to share this knowledge with others can be accomplished through different means. The normal means are either by writing it down so others can read it or telling the individuals through verbal means. Both means are reliable methods to accomplish the sharing of knowledge. A good strategy would be to let interested people read a little about the knowledge to catch their interest. Using a little bit of the knowledge for bait. And if the people are interested enough they ask for more about the knowledge.

This chapter will look into different teaching concepts and an environment for knowledge sharing. First the teaching concepts are briefly introduced and then the camp environment is explained.

7.1 Concept Definition

There exist different kinds of methods to gain and give knowledge. For this project, consulting, intensive teaching, and coaching are used as valid knowledge sharing methods. Consulting to let people know about the knowledge. Consulting would be the first step in introducing the knowledge to others. Intensive teaching is to effective give a large amount of knowledge in a small amount of time. Intensive teaching would be the actual mean to give the knowledge to others. Coaching is to guide the involved people in how to use the newly gained knowledge.

7.1.1 Consulting

Gerald M. Weinberg[17] defined consulting as: *the art of influencing people at their request*. In Weinberg's eyes consulting is only consulting when it has been requested by someone. Given knowledge or advice to someone who did not ask for it, is not consulting.

Companies use consulting if it has the need for external expertise or knowledge in a certain area. A consultant with expertise in that needed area is then hired to help solve a problem or improve a certain situation. The consultant will look into the problem and give recommendations on how to solve the problem or improve the situation. It is up to the company to decide if it wants to follow the recommendations.

Example: A software company wants to improve the innovation level in its software development section. For this reason is a consulting firm hired with expertise in software innovation. The consultant gives recommendations on how to improve the innovation. The company accepts the recommendations and hopefully as an outcome the innovation is improved.

The above example is a very simplified. The intention with the example is only to get an understanding of how a company could use consulting and relate it to this project. The camp model defined in this project could be a recommendation from a consultant to a company to improve its team's innovation. The consulting part of this project should explain the gains and opportunities the camp offers to the people involved.

7.1.2   Intensive Teaching

Intensive teaching[18][19][20], also known as *accelerated*, *time shortened*, *block format*, *compressed* teaching, is not like traditional teaching. Traditional teaching is the method known from normal educational institutes. The courses are static and the material is the same no matter who the participants are. Instead of performing a static approach, intensive teaching is open for change through dialogue between the staff and the participants. Teaching with intensive teaching requires more preparation than traditional teaching though. The skills and committed time of the participants is taken into account when putting the teaching material together. The benefit of intensive teaching is high level participation and motivation from the participants. The purpose of intensive teaching is to create a comfortable climate in which the staff's and participant's learning experiences are optimized.

7.1.3   Coaching

Coaching is used as a guiding method for helping the people involved using new-gained knowledge. The following quotation is used to define coaching[21]:

"Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking. Training may include seminars, workshops, and supervised practice."

This quote defines coaching on a general level. This helps to get an understanding of what coaching is about. Hackman[22] is taken into consideration for a more specific definition on what coaching is concerning teams. According to Hackman, team coaching is about improving the team's interaction to optimize the use of resources and the teamwork within the team. A coach is not the same as a team leader. A team leader has a more involved role than a coach. The difference is that a team leader provides and coordinates work whereas the coach is more about building teamwork. A coach's work could for example be: starting a meeting before the work begins, provide the team with feedback, or ask questions about certain decisions made by the team.

For this project intensive teaching is considered as the means to share a large amount of knowledge in a short amount of time. The time available to accomplish the sharing is short and the material that needs to be covered is large. The involved people considered for this project are people who have daily work. This means that the people do not have the time to meet up to a teaching session every day over a period of time. So the teaching has to be effective in a short time. The time must be sufficient enough for the participants to gain enough knowledge to start working. The material needs to be cut down so it can be fitted into the short time available.

As mentioned above the coaching method is a good choice to guide the people involved through the newly gained knowledge. The coach will not be acting as a team leader, but more like a bystander that comes with suggestions and directions. The coaching is performed while the involved people try out the gained knowledge.

A good idea would be to combine intensive teaching and coaching in one session. Intensive teaching will be used to introduce the material and coaching will be used as a guide while the team is working.

7.2 The Camp

The time and place where knowledge is shared is of great importance. For this project a camp environment is considered. A camp is a good starting point for an intensive sharing environment. A camp[23][24][25] is a concentrated event that spans normally over 48 hours. The purpose of such an intensive camp is to share a concentrated amount of knowledge in a short amount of time. The involved people only have to concentrate

on the topic at hand and nothing else. A camp is normally conducted at some remote location. The involved people are taken out of their normal working environment and put into a concern free environment. This remote location helps to minimize the influence from external and unrelated sources. Influences such as annoying traffic sound.

All camps have a purpose that it seeks to accomplish. Without a purpose there would be no need for the camp, besides who would sign up for a camp which has no purpose.

In most cases a camp targets a specific group of people. Typically the target group has some relation to the knowledge shared at the camp. The relation could be that the camp offers new knowledge within the target group's area of expertise.

The environment at which a camp is held is important. The camp environment should motivate and encourage the involved people. People tend to be more open-minded when allowed to be free. Free as in, the involved people are taken out of their normal working environment and taken to a more relaxing environment. This relaxing environment enables the involved people to work without the restrains from their daily work. The camp environment is not going to be discussed any further in this report except a few suggestions on the camp equipment. The camp environment is not an essential part for this project.

The time span in which the camp is conducted can vary. The time used can depend on what the purpose of the camp is and how much knowledge there is to share. The time can be longer or even shorter than 48 hours. The allocated time should be sufficient enough for those involved to get a firm grasp of what is shared at the camp.

The camp considered for this project will consist of three phases: Pre-Camp, Camp, and Post-Camp. The Pre-Camp phase is the phase that happens before the actual camp. The Camp phase is where the actual camp is performed. The last phase is the Post-Camp phase. This phase will consist of a session to follow up on the camp. Each of the phases will be explained in this section.

7.2.1   Pre-Camp Phase

Before making a camp important questions[23] have to be answered to define what the camp should be about:

- What is the purpose of the camp?
- Who are the clients of the camp?
- Which environment will improve the success of the camp?
- How long a time span is the camp planned for?

These questions will help to define a purpose and focus for the camp. With the right focus the planning of the camp can begin. To plan a camp requires preparation. First of all the world needs to know that there is a camp that can fill their need or help them. Consulting is the perfect candidate to let people know what the camp has to offer. Consulting is used to point out there are problems and help find solutions for those problems, see Section 10.3.2.

A camp that is going to be made for a specific group of people needs information in advance. Information such as: what the involved people already know of a certain topic, what the involved people expect from the camp, or what the involved people normally do in certain situations. Using this information can be helpful in finding specific problems and areas where improvements can be made. The gathered information will be used to tailor the camp to the involved people's needs. The information gathered can help to improve the success of the camp greatly. For this project interview is considered as the method to gather information. This method is used as it easy to use and can give a basic understanding of certain related topics.

Interview

Interviewing is a method to gain information about a specific topic. An interview involves an interviewer asking one or more interviewees a series of questions about a specific topic. From the answers of the asked questions the foundation for the desired information is formed. The interview can be conducted by talking to the involved people in person or by a questionnaire filled out by the involved people.

The purpose of the interview conducted for this project is to gather the information needed for the teaching material used at the camp. The questions asked at the interview will focus on the currently used processes, the equipment used, and general questions about the involved people. The processes in question are which development methods the involved people use. The reason to ask about the development methods is that

Essence will be combined with that method. The questions centered on the equipment are to understand how and to what the people uses the equipment available. The general questions about the team are to get some basic information about the team. Information such as: the creation of the team, the team leader, the team structure, and how they normally share responsibility. Also the interviewee could be prepared for the coming camp event during the interview. The interviewee is prepared for the responsibilities he is going to have during the camp. This is done so that the participants have some time to prepare their minds for the camp.

7.2.2 Camp Phase

In this phase the actual camp is performed. The purpose of the camp is to introduce the new knowledge to the participating people. The participating people will also get practical experience with the new knowledge during the camp.

The camp follows an intense time schedule. The knowledge shared at the camp depends on which information was gathered during the Pre-Camp phase. The intention of the camp for this project is not to introduce a new development method but use the currently used method combined with new concepts and processes. This way the Essence combined method will contain a familiarity of the team's old development method, but with a little twist. The little twist would be the concepts of Essence. This means that if a team uses a method such as Scrum. The familiarity on how to use Scrum is still there when developing with the Essence combined Scrum method.

An example of a camp schedule could look like is found in Appendix A. This example schedule is taken from the Solution Camp 2004 [26]. The camp schedule has a very intense time schedule. The work starts early and stretches late into the evening with only a few breaks in between. The same approach will be considered for the camp defined in this project.

7.2.3 Post-Camp Phase

The last phase is the Post-Camp phase. This phase starts when the Camp phase has ended or as the camp as been performed. The Post-Camp phase has different purposes:

1. Follow up on what was introduced at the camp
2. See if the camp had its intended result
3. Correct misunderstandings

The camp has its focus on the kick-off of a project. The Post-Camp phase will have its focus on what happens after a project kick-off. Some time after the camp has been performed a new event can be held in the form of a session. Such a session can consist of an extended meeting. The extended meeting can be used to show where the project is standing at the moment or as a follow up on the camp. This meeting involves people discussing a problem or topic related to their work. The length of the session depends on what is being discussed. Generally a session can vary from one hour to several hours in length. For this project a session will be used as a follow up meeting for the camp. This session will be conducted some time after the camp. The exact time at which the session can be performed varies. A good point to conduct such a session would be around midway between a sprint kick-off and a sprint deadline, as mentioned in Section 6.2. According to Connie Gersick a team is open for an intervention at that time, which will help the team to see if it is on the right path. Path is the choices of ideas the team is working with. If this is not the case, actions needs to be taken to bring the team on the right path again.

After the camp has ended the coach can follow the team's work in the coming time. The coach's responsibility is to guide the team in the use of the knowledge gained and answer coming questions. The reason for letting a coach follow the team's work is the coach can come with suggestion and guidance as problems or questions arise. Also by having a coach follow the team can help with gaining feedback on how the team adapts the learned knowledge. For this project the coach will not follow the team after the camp but the possibility is available.

8   *Summary*

This part documents the theory used in the project. Problems encountered during the Discovering Essence experiment were mentioned and the research goal for this project was defined which is: to find a method to introduce and show how Essence is to be used. The concepts of Essence were introduced and explained. The self-organizing team theory was discussed and explained. The knowledge transfer methods are introduced and discussed in which relation they are used in the introduction method. Knowledge transfer methods introduced are consulting, intensive teaching, coaching, and camps.

2 Camp Model Part

9 Camp Model Introduction Part

This part will document the theoretical camp model and the consideration behind the camp model. Furthermore this part will contain an evaluation of the camp model.

The first chapter will present the camp model and decision behind the camp structure. The purpose and goal of the camp are given, the interview questions are defined and shown, and the camp schedule is shown and explained.

After the camp model the next chapter will show the evaluation of the camp model. The evaluation will contain an evaluation from a third person. Suggestions and comments from the third person are used to make a revised version of the camp model. Last an evaluation from the author of this report is given.

10   Initial Camp Model

Now it is time to talk about and present the theoretical model for the camp. This model represents the method for introducing Essence and the use of Essence. For future reference the camp model defined in this chapter will be called Essence Camp.

This chapter will consist of explanations and discussions concerning the Essence Camp. The complete camp model can be found in Appendix B. This model represents what is explained and discussed in this chapter but without the background reasons and decision mentioned here.

The Essence Camp will consist of different participating people. Specific criteria have been defined for these people. These criteria represent which members the camp is based on, see Section 10.1. The Essence Camp consists of three phases: Pre-Camp phase, Camp phase, and Post-Camp phase.

The first phase is a sort of preparation phase. It is in this phase the needed focus for the camp is established, consultative work is presented, and interview questions are answered. The second phase is where the actual camp is performed. The camp follows an intensive camp schedule. This schedule shows the time and which activity that is going to be performed at that time. The last phase, the Post-Camp phase, serves different purposes. The phase will be used as a follow up on the camp and to see how the team has adapted Essence.

The participant criteria, a camp timeline, a camp schedule, and activities for the Essence Camp are explained and discussed later in this chapter. Each phase of the Essence Camp is also explained in this chapter.

10.1   Participating Member Criteria

As mentioned earlier the Essence Camp has specific criteria for its participants. The camp consists of three different members: the essence staff, the product owner, and the developing team.

Essence Staff

The Essence staff, as they will be called in this model, has knowledge of Essence. The instructor and coach are included in this category. The Essence staff can consist of one person who also acts as the instructor and coach. The criteria's for this member is not going to be commented on more in this part.

Product Owner

The product owner is the member that needs something created by the development team. The criteria for this member are that he is related to the product created and has insight in what the products purpose is. He does not necessary have to be familiar with any agile developing methods. The product owner can consist of more than one person for a broader view of the product area.

Developing Team

The developing team creates what the product owner wants created. For this Essence Camp the Developing team only consists of one team. The criteria for the developing team are:

- An already established development team
- The development team is self-organized
- Use an agile software development method, such as scrum or XP
- Embarking on a new project

The development team must already be an established team and self-organized. This criteria is defined because Essence is more compatible with a self-organized team, see Section 6.3 for reason to choose a self-organizing team. The development team must use an agile development method as Essence is combined with the currently used method. To give the development a more real experience with Essence the project developed at the Essence Camp is based on a project the development team is about to embark on.

10.2 Camp Timeline

The preparation, camp, and after camp session all take time to conduct. Figure 1 shows a tentative camp timeline. The time needed for the Pre-Camp Phase and the Post-Camp Phase can vary. The interview should be conducted with enough time to prepare the needed resources for the camp. The time needed for the Post-Camp Phase and the After-Camp Session conducted depends on the project management processes used by the involved team. The time needed for the steps before the Interview step are not estimated for this project and not discussed further. The reason for this is that the actual camp is the main focus for this project, starting from the Interview step. Time estimates

for the Interview step and After-Camp Session step are used in the complete model to get a feeling of the time needed.
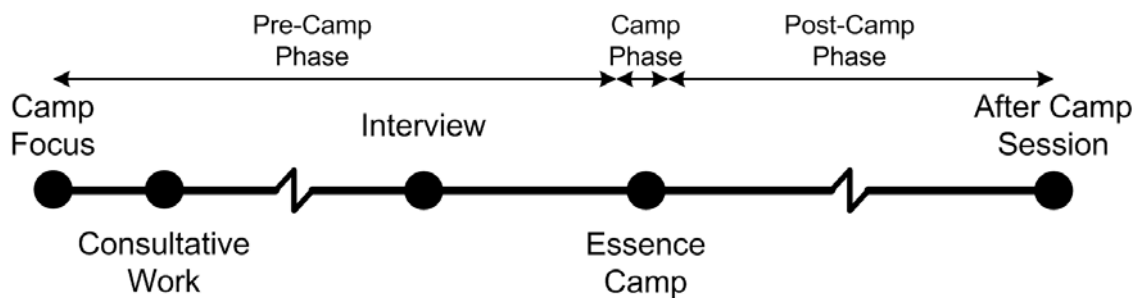
Figure 1 Camp Model Timeline

As Figure 1 shows the first step is to define the focus for the camp. The focus is defined by the purpose the camp has and whom it targets. The next step is the consultative work step. This step explains the gains and opportunities of the camp for the people involved. As a suitable team for the camp is found the next step can start. At this step the participants are interviewed. The information gathered through the interview is used for the material used during the Essence Camp, see Section 7.2.1. With the pre-information and preparation ready the camp can start. The Essence Camp will be conducted over a time span of two days. A camp schedule is given later in Section 10.4.1. The camp is based on what was discussed in Section 7.2.

Some time after the camp a final session is performed. It is this session that is used as: a follow up on the camp to see if the project is on the right path and to see how the team has adapted Essence. Each of the above mentioned steps are explained in more detail in the coming sections.

10.3 Pre-Camp Phase

In the first phase, the Pre-Camp phase, questions are answered to focus the camp and establish a start point for the camp's capabilities. Next step is to get people interested in what the camp offers. This part should clarify what the participant in the Essence Camp get of going on this camp. The step mainly consists of consulting related work.

As people have become interested the preparation for the actual camp can begin. For this preparation information is needed. This information is gathered through

interviewing the participants some time before the camp. When sufficient information has been gathered the material for the camp can be set up.

10.3.1 Camp Focus

Before any camp can be established it needs to have a purpose and target someone who can gain something from participating, see Section 7.2.1. To do so the following questions are answered:

- ***What is the purpose of the camp?***

The purpose of this camp is to raise the innovation level in a team by the integration of Essence. The camp is to give the participating team a practical feeling of Essence by minimizing the theoretical part and going straight to practical work. The camp will be based on a project that the participating team is about to embark on.

- ***Who are the clients of the camp?***

The target clients of the camp will be a team consisting of a self-organizing team and the onsite customer(s) of the project. The reason for a team to participate is that it wants to improve innovation during projects. The self-organizing team must use or be familiar with agile development methods. The onsite customer's reason for participating in the camp is to relate the requirements for the product to the team. The onsite customer(s) do not have to be familiar with agile development methods.

- ***Which environment will improve the success of the camp?***

The camp site is spacious enough for a team, the camp staff, and at least four moveable blackboards or whiteboards. The work room is large so not to give the people working in it a feeling of being cramped in. The working room will have windows for a good view and natural lightning.

- ***How long a time span is the camp planned for?***

The camp will be held over a time span of 33 hours, from 09:00 to 18:00 the next day. Two weeks before the camp an interview session is conducted. In this interview the development team that will participate in the camp is interviewed concerning its current developing processes. This interview session will make up the basis for the material needed for the camp. About half a month after the camp an after camp session is performed. This session is performed about halfway between the camp and the first deadline of the team's project. This session is a follow up event on the camp. The

purpose of this session is to take the next step with Essence and to check on the current innovation level of the project. The times given for the interview session and the after camp session are only estimates for the time required to conduct these. A real estimate will not be given in this report.

10.3.2 Consultative Work

This step explains the gains and opportunities of the camp for the people involved. It is important to point out what the Essence Camp has to offer. For this camp the following lines are used as the selling lines:

The Essence Camp is based on a newly developed innovative method called Essence. The camp is used to introduce Essence and its uses to a team. The camp outcome is a combination of the team's current developing processes and the Essence concepts. This makes the work with Essence contain a familiar element. Essence offers a lightweight and easy to integrate innovative solution for any agile team. Essence focuses on the interactions between the developers and the involved onsite customers as the source of innovation. Different perspectives and games are used to accomplice this. The result of this camp will be a team with an innovative developing method heavier and a sketch in its backpack.

The purpose of this camp is to raise the innovation level in a team by the integration of Essence. The camp will consist of two parts: a theoretical part and a practical part. The camp is to give the participating team a practical feeling of Essence by minimizing the theoretical part and going straight to practical work. The material for the camp will be based on the information gathered before the camp. The practical part will be based on a project that the participating team is about to embark on. The target clients of the camp will be a team consisting of a self-organizing team and the onsite customer(s) of the project.

In short the goal of the Essence Camp defines the outcome of this specific camp. The purpose defines the long term outcome of the Essence Camp. The participants of the camp will consist of an instructor and a team. An onsite customer is included in the team. The material of the camp is mainly bases on the information gathered through the interview. Material such as the development method combined with Essence and the equipment used at the camp.

10.3.3 Information Gathering

As mentioned earlier the interview method is used to gather information for the camp. The purpose of the interview is to get an insight in the participating team's daily work and routines, as mentioned in Section 7.2.1. This insight is used to prepare the teaching material and equipment for the camp. Also this interview can be used a mean to prepare the interviewee for the coming camp. This is done to give the participants of the camp some time to focus their mind.

Instead of defining all questions for the interview an area of interest and start questions for that area will be outlined. These questions will form the basis for the teaching material and equipment for the camp.

General Questions:

This area covers general information about the camp.

- When was the team created?
- Who is the team leader?
- Can you mention anything the team lacks?

The last question here can be used as a motivational factor for the Essence Camp. By motivational is meant that the participants are asked if they can point out any problems or improvements concerning their work. Related problems and improvements are then made a part of the Essence Camp. Where related means problems or improvements which are or can be solved with the integration of Essence. This combination of the concerns and the camp could raise the participant's motivation for the camp.

Concerning Processes:

This area covers information about the processes used by the team. The questions should focus on which processes the team uses for its daily work on projects and how it uses them.

- How do you normally start a project?
- Which methods and processes do you use for a start up of a project?
- Which processes can you mention that are used during the first session with the customer?
- Do you use a process to clarify specific information?

Concerning Interaction

This area covers the information about the interactions between the onsite customer, the team leader, and the team. The focus of the questions should be on the interaction between the team leader and the team, and the team and the onsite customer.

Team Leader:

- How do you normally interact with the team?
- What is your normal role in a team session?

Team:

- How do you normally interact with the onsite customer?
- What is your normal strategy to start interaction with the customer?

Concerning Equipment

This area covers information about the equipment used by the team. The questions should gather information about how the team uses the available equipment and for what. The questions will cover the workplace, single work, pair work, and work on team basis.

Workplace:

- What equipment can you mention that is at the place you work?
- What is it used for?

Single:

- Which equipment is normally used for your daily work?
- What is it used for?

Pair:

- Which equipment is normally used when working together with another colleague?
- What is it used for?

More than two:

- Which equipment is normally used when the whole team is together?
- What is it used for?

As mentioned these are only the start questions to get the conversation started. It will be assumed that the interviewer knows what information he seeks and that one question will lead to another. The interview ends when the desired information has been gathered.

10.4 Camp

With all the preparation done it is at last time to start the camp. The camp follows a very intent time schedule where all the Essence knowledge is shared. The schedule for this camp will consist of an introduction, a try out Essence Game, four Essence Games, camp result presentation, and last an evaluation of the camp. The Essence Games mentioned in the schedule are briefly described in Section 5.4. The activities planned during the camp are explained later in this section but first the camp schedule.

10.4.1 Camp Schedule

This section shows the schedule for the camp. The camp is split up over two days. Each activity during the camp will be presented with the activity name and with a start time and end time.

First Day

09:00 – 09:30	Camp Site Introduction
09:30 – 11:00	Introduction of Essence
11:00 – 11:30	Break
11:30 – 14:30	Idea Game on a small example project
14:30 – 18:30	Idea Game, includes end of game discussion
18:30 – 19:30	Dinner break
19:30 – 22:30	Plan Game, includes end of game discussion
22:30 –	End of Day One

Second Day

08:00 – 09:00	Breakfast
09:00 – 13:00	Idea Game
13:00 – 16:00	Plan Game, includes lunch (13:00 – 14:00)
16:00 – 18:00	Presentation and Evaluation
18:00 –	End of Day Two and the Camp

10.4.2 Activities

Each of the activities mentioned in the schedule in Section 10.4.1 are going to be explained and discussed here.

First Day

Camp Site Introduction

The camp kicks-off with the introduction of the camp staff and the camp site. The camp staff member will introduce himself briefly to the team and describe which function he has. After the camp staff introduction the camp site is explained and the camp schedule is outlined.

Introduction of Essence

With the introduction done the theoretical part will begin. During this time the concepts of Essence are briefly introduced and explained to the participating team. The team will be made familiar with the Essence views, roles, modes, and games. The purpose of this activity is to give the participants a general idea of the concepts and processes of Essence. The theoretical part is kept short to move on to the practical work early to let the participants experience Essence in use.

Break

After the knowledge filling activity the participants will be given a 30 minutes break. This break lets the members think and ponder about what they have just learned. As the break ends the practical work starts.

Idea Game on a small example project

The first part of the practical work is an Idea game based on an example project. An Idea game is designed to let the onsite customer relate requirements, ideas, and suggestions to the developers. The game is introduced and explained briefly. The example Idea game's purpose is to let the team get a general idea of what is happening during a game and get a feeling for the Essence views and roles in use. This example game is scheduled for three hours. The camp staff will give explanations during the example game and function as coaches.

Idea Game

After the example game the real Idea game will start. This game is performed with the real project in mind. The game is left more in the hands of the participants than in the example game. The game is scheduled for four hours. In this time the camp staff will function as coaches and coach the participants through the game. At the end of the game the participants are asked about their thoughts and result of the game.

Dinner Break

A one hour dinner break is put in to let the participants relax and refresh their energy.

Plan Game

After the dinner break the next part of the practical work begins, the Plan game. This game is designed to breakdown the ideas that came up in the real Idea game. The game is set to have the duration of three hours. Again at the end on the game the participants are asked about their thoughts and result of the game.

End of Day One

This concludes the first day of the camp. The rest of the day is free time where some social activities can be done.

<u>Second Day</u>

Breakfast

The second day starts out with breakfast. The participants are given the opportunity to collect their thoughts before the work of the day can begin.

Idea Game

With filled stomachs and a focused mind the participants will begin the first activity of the day, an Idea game. This game will continue the real Idea game performed the first day but with possible changes to and deeper details of the discovered ideas. The game is conducted as the real Idea game performed the day before just with a deeper focus.

Plan Game

The next activity on the schedule is a Plan game. In this game the ideas are broken down but in more detail than the day before. This game has the duration of three hours where lunch will be available from 13:00 to 14:00.

Presentation and Evaluation

The last camp activity is Presentation and Evaluation. This activity involves the team to prepare a short presentation of what was achieved during the camp. The team will present its result to a customer. This presentation can consist of mockups or sketches of the product in question. If a customer is not available to participate on this day the team will present the result to the customer the next workday.

The last activity is an evaluation activity. In this activity the participants are asked for their opinions about the camp and the activities. After feedback has been given the camp is concluded and dismissed. End of day two and the camp.

End of Day Two and the Camp

After feedback has been given the camp is concluded and dismissed. End of day two and the camp.

And this concludes the activities of the camp. The next step would be the Post-Camp phase.

10.5 Post-Camp

About half way between the camp and the first deadline in the project a final session is performed. See Section 6.2 for the reason why it has to be about half way. This session is a follow up activity from what was started at the camp. The session has different purposes: to see how the team has adapted the practices of Essence and to check the team's current level of innovation. The check on the team's innovation level is performed through a game. The game is designed to compare the understanding of the product of the customer and the developing team. If the current level of innovation is too low appropriate changes are made. During the session the Essence staff is going to act as coaches but more in the background as they were during the camp. It is very

much preferred that the team performs the game without the intervention of the Essence staff. Not saying that the Essence staff cannot come with suggestions. The Essence Games mentioned here is briefly described in Section 5.4.

At the end of the session the team will be asked for feedback much like the feedback questions asked at the end of the camp.

11 Evaluation

This evaluation will contain an evaluation from a third person. The third person whom has been evaluating the camp model is a lecturer at Aalborg University with a background in the consulting area. The camp model evaluated by the third person can be found in Appendix B.

11.1 Third Person Evaluation

The evaluation from the third person can be found in Appendix C. The evaluation was given in Danish and the important parts will be summarized in this section in English.

- The description of the course is a bit disorderly. Use classic headlines like: Purpose, Goal, Participants, Lecturers, and Material etc. Sort the text under these headlines.
- There is missing some essential information such as: number of participants, number of instructors, the qualification for the instructors, and criteria for the participants.
- The course is very dependent on exercises.
- There was a confusion about the:
  - Interview performed before the camp – The participants are some how prepared for the camp.
  - Time estimates for: the period between the interview and the camp and the period after the camp. Why is one phase a half month and the other 2 weeks?
  - After the camp an "Event" of unknown size is performed.
- The text reflects some kind scare from theory. The theoretical part is minimized and kept short. The participants are not given any theory except the introduction part. A frequent change between the theoretical and practical parts would improve the learning process.
- There are no comments on the camp concerning if it has any better outcome then other courses.

Changes were made based on the comments and suggestion from the third person. A revised version of the camp model is shown in Chapter 12, the following chapter. The revised version was made after the evaluation from the third person.

12 Revised Essence Camp Model

The Essence Camp is based on a newly developed innovative method called Essence. The camp is used to introduce Essence and its uses to a team. The camp outcome is a combination of the team's current developing processes and the Essence concepts. This makes the work with Essence contain a familiar element. Essence offers a lightweight and easy to integrate innovative solution for any agile team. Essence focuses on the interactions between the developers and the involved onsite customers as the source of innovation. Different perspectives and games are used to accomplice this.

Purpose of the Essence Camp:

The purpose of the Essence Camp is to improve the innovation during a development project and the team's development processes through the use of innovative concepts and processes.

Goal of the Essence Camp:

The goal of this camp is to introduce Essence and its uses to the participating team. The camp will consist of two parts: a theoretical part and a practical part. The camp is to give the participating team a practical feeling of Essence by minimizing the theoretical part and going straight to practical work. The practical part will be based on a project that the participating team is about to embark on. The result of this camp will be a team with an innovative developing method heavier and a sketch in its backpack.

The Participating Team:

A team of size three to seven people, onsite customer not included. A team size of total four to eight people with one onsite customer. The team must be self-organizing and use or be familiar with agile development methods.

The Participating Instructors:

One instructor, with experience on Essence, team consulting, and team coaching.

Material:

The material for the camp will be based on the information gathered through the interviews conducted before the camp.
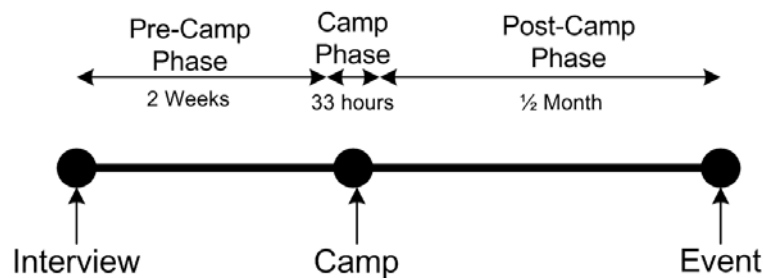
Camp Environment

The camp site is spacious enough for a team, the camp staff, and at least four moveable blackboards or whiteboards. The work room is large so not to give the people working

in it a feeling of being cramped in. The working room will have windows for a good view and natural lightning.

Camp Time Span

The camp will be held over a time span of 33 hours, from 09:00 to 18:00 the next day. Some time before the camp an interview session is conducted. In this interview the team that will participate is interviewed concerning its current developing processes. This interview session will make up the basis for the material needed for the camp. About half a month after the camp an event is performed. This event is performed about halfway between the camp and the first deadline of the team's project. This event is a follow up event of the camp. The purpose of this event is to take the next step with Essence and to check on the current innovation level of the project. Figure 3 shows a timeline for the camp.

Figure 2 Revised Essence Camp Timeline

Pre-Camp Phase

The interview session is conducted in the so called pre-camp phase. In the pre-camp phase questions are answered and information is gathered to focus the camp and establish a start point for the camp. This information is needed before the camp can be performed. With this information, the teaching and equipment material can be set up. Each member of the team is interviewed separately. The questions asked during the interview will concern:

- The team and how long the team has been together
- The processes the team uses at a project kick-off
- The processes the self-organizing team uses for the interaction with the onsite customer
- The team leader's interaction with the team

- The self-organizing team's interaction with the onsite customer
- The equipment used for the team's daily work

The answers collected are used to prepare examples for the theoretical part and the practical part.

As mentioned the interview serves to gather information for the camp but also to prepare the team for the camp. Each member will be prepared for the role he has at the camp. Each member is prepared for the responsibilities he will have during the camp.

Camp Phase

The camp will follow this schedule:

First Day

09:00 – 09:30	Camp Site Introduction
09:30 – 11:00	Introduction of Essence
11:00 – 11:30	Break
11:30 – 14:30	Idea Game on a small example project
14:30 – 18:30	Idea Game, includes end of game discussion
18:30 – 19:30	Dinner break
19:30 – 22:30	Plan Game, includes end of game discussion
22:30 –	End of Day One

Second Day

08:00 – 09:00	Breakfast
09:00 – 13:00	Idea Game
13:00 – 16:00	Plan Game, includes lunch (13:00 – 14:00)
16:00 – 18:00	Presentation and Evaluation
18:00 –	End of Day Two and the Camp

The camp kicks-off with the introduction of the camp staff and the camp site. The camp staff member will introduce himself briefly to the team and describe which function he has. After the camp staff introduction the camp site is explained and the camp schedule is outlined.

With the introduction done the theoretical part will begin. During this time the concepts of Essence are briefly introduced and explained to the participating team. The team will

be made familiar with the Essence views, roles, modes, and games. The purpose of this activity is to give the participants a general idea of the concepts and processes of Essence. The theoretical part is kept short to move on to the practical work early to let the participants experience Essence in use.

After the knowledge filling activity the participants will be given a 30 minutes break. This break lets the members think and ponder about what they have just learned. As the break ends the practical work starts. The first part of the practical work is an Idea game based on an example project. An Idea game is designed to let the onsite customer(s) relate requirements, ideas, and suggestions to the developers. The game is introduced and explained briefly. The example Idea game's purpose is to let the team get a general idea of what is happening during a game and get a feeling for the Essence views and roles in use. This example game is scheduled for three hours. The camp staff will give explanations during the example game and function as coaches.

After the example game the real Idea game will start. This game is performed with the real project in mind. The game is left more in the hands of the participants than in the example game. The game is scheduled for four hours. In this time the camp staff will function as coaches and coach the participants through the game. At the end of the game the participants are asked about their thoughts and result of the game. A one hour dinner break is put in to let the participants relax and refresh their energy.

After the dinner break the next part of the practical work begins, the Plan game. This game is designed to breakdown the ideas that came up in the real Idea game. The game is set to have the duration of three hours. Again at the end on the game the participants are asked about their thoughts and result of the game. This concludes the first day of the camp. The rest of the day is free time where some social activities can be done.

The second day starts out with breakfast. The participants are given the opportunity to collect their thoughts before the work of the day can begin. With filled stomachs and a focused mind the participants will begin the first activity of the day, an Idea game. This game will continue the real Idea game performed the first day but with possible changes to and deeper details of the discovered ideas. The game is conducted as the real Idea game performed the day before just with a deeper focus.

The next activity on the schedule is a Plan game. In this game the ideas are broken down but in more detail than the day before. This game has the duration of three hours where lunch will be available from 13:00 to 14:00.

The last camp activity is Presentation and Evaluation. This activity involves the team to prepare a short presentation of what was achieved during the camp. The team will present its result to a customer. This presentation can consist of mockups or sketches of the product in question. If a customer is not available to participate on this day the team will present the result to the customer the next workday.

The last activity is an evaluation activity. In this activity the participants are asked for their opinions about the camp and the activities. After feedback has been given the camp is concluded and dismissed. End of day two and the camp.

Post-Camp Phase

About half way between the camp and the first deadline in the project a session is performed. This session is a follow up activity from what was started at the camp. The session has different purposes: to see how the team has adapted the practices of Essence and to check the team's current level of innovation. The check on the team's innovation level is performed through a game. The game is designed to compare the understanding of the product of the onsite customer and the developing team. If the current level of innovation is too low appropriate changes are made. During the session the Essence staff is going to act as coaches but more in the background as they were during the camp.

And this concludes the activities concerning the Essence Camp and Essence.

13 Evaluation

This is an evaluation of both the camp model in Appendix B and the revised model in Chapter 12. The evaluation is split up in: Pre-Camp Phase, Camp Phase, and Post-Camp Phase. Each of these phases is evaluated in the following.

Pre-Camp Phase Evaluation

The interview conducted in the Pre-Camp Phase could maybe not be enough to gather sufficient information about the team. People tend to ignore or forget the obvious unless reminded.

Before the camp the participants are prepared for what is going to happen at the camp. How much of preparation would be suitable for the optimal gain on the camp? Should the team read up on Essence besides the explanation of which roles they are going to fill? This will have to be looked into.

Camp Phase Evaluation

The theoretical part is meant to be kept short to move on to the practical part but is the time allocated enough? The camp model has allocated one and a half hour for the introduction of Essence. The time may not be enough for the team to grasp the Essence concepts. A longer theory part can be considered.

The try-out Essence Game is a good start for showing the use of the Essence concepts. In the end of the try-out game the team should be asked to reflect on game. The team should be asked what they think was important for their role. The instructor will give his reflections on the try-out game after the team. The instructor should give his reflections on how he saw the game.

A concern which has to be looked into is that the team may grow tired during the Essence exercises. Maybe there should be some none project related activities in between to refresh the team and keep the team focused longer through the camp. This concern also brings on the next concern. Is the content of the scamp good enough to keep the attention of the team through the two days?

Post-Camp Phase Evaluation

One session as a follow up on the camp is maybe not enough. More sessions could be conducted or a good idea would be to let the Essence instructor follow the team during their work in the time after the camp. This could give the opportunity to continue coaching after the camp and make sure the team grasps the concepts of Essence.

14 Summary

This part documents the theoretical camp model and an evaluation of the camp model. The different camp phases were defined and decisions behind the camp model are explained.

An evaluation from a third person was shown and the evaluation from the author of this report is given. The evaluation resulted in that the camp model got revised. The changes were mostly camp presentation related.

3 Conclusion Part

15 Conclusion Introduction Part

The conclusion is divided into two topics: a conclusion and a future work. In the conclusion important decisions and the outcome of this project is discussed. These decisions were made to focus the research area of this project and define a suitable start point for Essence. The outcome of this project is an intensive method to introduce Essence. The method is based on a camp and self-organizing teams as its target. The practical exercises conducted during the camp are based on a related project. This related project is a project the participating team is about to embark on. Concerns related to the Essence Camp are discussed in this conclusion. These concerns are possible problems which the camp has or lacks. The problems are that the camp is very dependent on practical exercises and the Essence Camp lacks of practical experience.

The second part will consist of considerations for future development concerning the Essence Camp. Future development in the areas of: frequently change between theory and practice, mind releasing activities, and a coaching session for Essence coaches. The third person evaluation pointed out that a frequent change between theory and practical exercises could raise the learning process during the camp. The Essence Camp as it is now consists of mostly practical work. There is a risk that the participants will grow bored and lose focus. Mind releasing activities could be brought in to focus the participants again. A coaching session could be made to educate people from a company to act as Essence instructors. This would enable the company to use internal resources for teaching Essence and solving problems related to Essence.

16 Conclusion

In this chapter discussions and conclusions for this project is given. The conducted research will be discussed and then concluded. These discussions are focused on the important decisions made early in this project. Furthermore the outcome and concerns of the Essence Camp is discussed. The benefits of the Essence Camp are given last in this chapter. These benefits show what the Essence Camp has to offer.

16.1 Research

The choice to base the Essence introduction method on a camp environment was partly based on that sessions or courses would not have the same effect as a camp. A traditional course has the following concerns:

- The courses have a fixed time period available and are normally performed through a number of courses over a period of time.
- The participants are working people. This makes the time available for the course limited.
- A course normally has all kinds of people participating. This makes it difficult to focus the theory on the course to fit each participant.

A course with a better impact would be a course that takes these concerns into account. That means a course conducted in a short period of time and focused on the participants. By focused is meant that the material in the course is based on the participants' needs. This led to the decision about the camp environment. The camp is an ideal opportunity to relate the concepts of Essence in one go. Furthermore intensive practical experience can be built during the camp through focused exercises.

An important decision concerning which type of team should participate was made. The type of team chosen for the camp was a self-organizing team. This decision was based on the following arguments:

- A self-organizing team's project management form is similar to the project management form described in Essence. The management of the project is left in the hands of the team.
- The team building part of a camp can be left out with the choice of an already established self-organized team.

- A self-organizing team has a motivation to improve its processes.

These are all valid reasons for the choice of the team type and partly also the camp. These decisions have a negative side to it. If considering that the Essence Camp must host any kind of team or even more teams, the camp structure needs to be reconsidered. The target client area for the Essence Camp is decreased to this specific team type.

Depending on the team participating, a team building activity step or a project management step needs to be included in the camp schedule. More development is needed in the future to target a bigger area of clients.

The literature for this project was plenty for most related areas but less for some key areas. It was very hard to find the right focus for this project in the start-up steps as the research area is huge. The related research areas had many different interesting paths but the time available required a very specific focus. This focus ended with the choice of the camp environment and the self-organized team.

A difficult area to find specific information about was camps and consulting concerning camps. In some ways this is understandable as it is a money earning area. The camp facilitators want to keep their trade secrets. The Essence Camp defined in this project has been inspired by the "Den Kreative Platform" camp and the "Solution Camp" camp. These camps have been performed and received positive feedback from the participants. This makes me believe that these are valid sources for the Essence Camp.

16.2 Essence Camp

The structure of the Essence Camp defined in this report is promising. It is an intensive introduction method for Essence. The participants on the camp will build real experience with Essence through intensive camp exercises. This experience will be based on a project the participants are about to embark on. The camp model consists of two parts: a theoretical part and a practical part. The theoretical part introduces Essence to the participants. The practical part makes the participants experience Essence in use. The outcome of the camp is knowledge about Essence and a draft or sketch for a potential product idea.

In the evaluation of the initial camp model there were some remarks concerning the camp's practical part. The remarks were concerning the fact that the camp is build up

on many practical exercises. This is true but a necessary truth. The purpose of the practical part is to give the participating team a practical experience with Essence in use. This requires the knowledge of Essence in advance of the practical part. Essence if only known in bits is not easily used at its current stage of development. Some concepts in Essence are dependent on each other, such as the roles and views. A suggestion was made to change between the theory and the practical part frequently. This could be achieved by conducting an evaluation step after each activity in the practical part. In this step the team is asked to reflect on the game just performed. This reflection should be related to Essence. The instructor can give comments and suggestions on what he heard the team say and his own reflection of the game. With this step, misunderstandings can be sorted out and corrections can be made between each exercise.

The Essence Camp method defined in this report lacks practical experience. The model defined in this report is still on a theoretical basis. An actual practical test would benefit the Essence Camp. Benefit in the way that with the practical experience the method can be improved to fit the needs of the involved people better. Furthermore an instructor is needed before this method can be used. The method is very dependent on the instructor who has to relate the Essence concepts. Such an instructor will first have to be educated in the concepts of Essence. The success of the camp can depend on the instructor. If the instructor fails to relate Essence to the camp participants the camp fails. Also the Essence Games mentioned in Section 5.4 have to be defined. The games are still on a conceptual basis and need practical experience. These games are also an important part of the Essence Camp method that can contribute to the success of the Essence Camp.

There is still lost of work to do before the method can show its benefits but the basic structure is set. I believe that the Essence Camp method is the right direction to go. The concepts of Essence are more suitable to be explained in one go than through a number of courses.

16.3   Benefits of the Essence Camp

Why should one pick the Essence Camp over another camp? The decision for which camp to pick is based on what the customer seeks. If he seeks to improve the

company's or a team's innovation level the Essence Camp would be suitable. The Essence Camp has the following benefits:

Camp participant:

- Is an already established self-organizing team.
- No team building is needed. The Essence Camp is concentrated on what is essential: knowledge sharing.

Theme of the camp:

- Is based on a project that the participating is about to embark on. The Essence Camp will be based on related work that is also usable after the camp.

Outcome of the camp:

- Is that the participants will head home with an innovative development method and a draft heavier in their backpacks.

After the camp:

- The gained knowledge is meant to be used not only during the camp but also after. The combination of the participating team's current development methods and Essence is also to be used after the camp.

17   Future Work

The Essence Camp model defined is still in a rough stage of development. For future improvements the following considerations and ideas could be a positive addition.

Interview and observation

Instead of only conducting interviews to gather information an observation can be conducted some time before the camp. This observation could help to gain more precise insight on the team participating. The observation will be conducted by participating in the involved people's work. The focus should be on the interaction within the team and with the onsite customer. Also the equipment used is to be observed. How the involved people use the equipment and what they use it for.

Mind releasing activities during the camp

The Essence Camp is based heavily on practical exercises. There is a risk the involved people will grow bored and lose focus. Mind releasing activities could be performed to prevent the team to loose focus during the camp. Such an activity could for example be a physical activity such as taking a little walk.

A Frequent change between the theory and the practical part

The third person commented that a frequent change between the theory and the practical part could heighten the learning process. This can be achieved by introducing an evaluation step can be conducted between every exercise. In this step the team is asked to reflect on the game just performed. This reflection should be related to Essence. The instructor can give comments and suggestions on what he heard the team say and his own reflection of the game. With this step misunderstandings can be sorted out and corrections can be made between each exercise.

Plan more events for the Post-Camp phase

A coach could be joining the team after the Essence Camp in addition to the midway session held. This would give a faster response on problems and misunderstanding that

could arise. The total costs of the Essence Camp needs to be considered. Coaches are not cheap

A coaching session for Essence coaches

This session's purpose is to teach people from a company to be a coach in Essence. The coach will be shown what to look out for and make changes. The coach will be able to come with suggestions at the needed situations. This gives a company the opportunity to use internal resources to teach Essence to others.

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4 Appendix

A. Solution Camp 2004 Schedule

This appendix contains the camp schedule for the Solution Camp 2004.

Programmet for SC04

48 timer fra fredag kl. 12.00 til søndag kl. 13.00 (pga. sommertid begynder)

Fredag d. 26. marts

Kl. 12.00-13.00	**Caféseminar i gruppelokalerne/plenum** Sandwich og sodavand Opgave: 2 sandheder og 1 løgn + Skab et motto for gruppen Resultat: Alle lærer hinanden at kende, grin og retning for gruppens arbejde *Kommentar: Alle lærte hurtigt hinanden at kende*
Kl. 13.00-15.00	**Plenum præsentationer** Præsentation af grupperne Grupperne fremlægger dem selv + deres motto Velkomst v/Opdragsgiver og Campmaker Præsentation af opgaverne v/ virksomhederne6 *Kommentar: Motiverende oplæg hvor niveauet for ambitioner og engagement blev lagt.*
Kl. 15.00-17.00	**Gruppearbejde, Bulls Eye** Problemdefinition, behov og mål - Hvem er interessenterne? - Hvilke behov har interessenterne? - Hvilke behov fokuserer vi på at løse? - Hvad er vores mål? Der er mulighed for at stille afklarende spørgsmål til virksomhederne de første 15 min.
Kl. 17.00-19:30	**Brainstorming og prioritering** Opgave: Flest mulig ideer på kort tid Resultat: Valg af 3 bedste løsningsmuligheder *Kommentar: Der skete meget på kort tid. Der blev anvendt mange visuelle metoder i grupperne*
Kl. 19.30-20.30	**Middag**
Kl. 20.30–21.30	**Inspirationsoplæg v/ Peter Langdal**
Kl. 21:30-23.00	**Plenumpræsentationer** Postkort response på det bedste løsningsforslag
Kl. 23.00-?	**Fortsat gruppearbejde** Fastlæggelse af evt. uafklarede spørgsmål, for at kunne trætte den endelig beslutning om valg af løsning Konsensus i gruppen om den løsning der arbejdes videre med

Lørdag d. 27. marts

Kl. 8.00-9.00	**Morgenmad**
Kl. 9.00-9.15	**Plenum, brief på dagen**
Kl. 9.15-10.00	**Gruppearbejde** Afklaring af spørgsmål til konsultation
Kl. 10.00-12.00	**Konsultation med virksomhederne** Opgave: Præsentation af valgt løsningsforslag + 2 fravalgte Resultat: feedback, afklaring, erfa udveksling mellem grupper
Kl. 12.00-16.00	**Modeludvikling** Hvordan skal vores løsning konkret se ud ? Frokost tilgængelig mellem 12.00-1300
Kl. 16.00-17.00	**Konsultation med virksomhederne** Præsentation af modellen og diskussion
Kl. 17.00-20.00	**Gruppearbejde** Modeludvikling fortsat
Kl. 20.00-21.00	**Middag**
Kl. 21.00-23.00	**Plenumpræsentation** Postkort response på idéer/tiltag
Kl. 23.00-?	**Gruppearbejde/hygge**
Kl. 23.30	**Natmad, øl, vand**

Søndag d. 28. marts

Kl. 8.00-9.00	**Morgenmad**
Kl. 9.00-9.30	**Plenum** Status og præsentationsrækkefølge
Kl. 9.30-11.00	**Gruppearbejde** Færdiggørelse af præsentationer og modeller
Kl. 11.00-13.00	**Endelig præsentation**
Kl. 13.00	**Reception**

B.   Essence Camp Model

The Essence Camp is based on a newly developed innovative method called Essence. The camp is used to introduce Essence and its uses to a team. The camp outcome is a combination of the team's current developing processes and the Essence concepts. This makes the work with Essence contain a familiar element. Essence offers a lightweight and easy to integrate innovative solution for any agile team. Essence focuses on the interactions between the developers and the involved onsite customers as the source of innovation. Different perspectives and games are used to accomplice this. The result of this camp will be a team with an innovative developing method heavier and a sketch in its backpack.
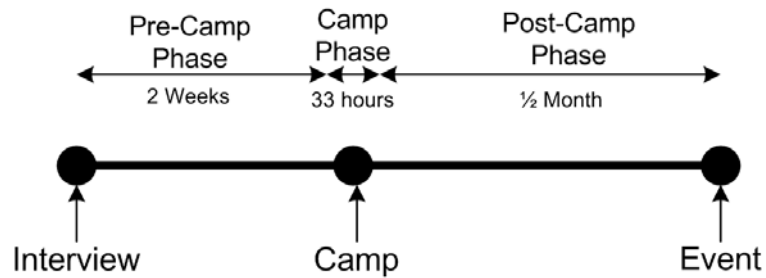
The purpose of this camp is to raise the innovation level in a team by the integration of Essence. The camp will consist of two parts: a theoretical part and a practical part. The camp is to give the participating team a practical feeling of Essence by minimizing the theoretical part and going straight to practical work. The theoretical part will be conducted through the use of intensive teaching. The material for the camp will be based on the information gathered before the camp. The practical part will be based on a project that the participating team is about to embark on.

The target clients of the camp will be a team consisting of a self-organizing team and the onsite customer(s) of the project. The reason for a team to participate is that it wants to improve innovation during projects. The self-organizing team must use or be familiar with agile development methods. The onsite customer's reason for participating in the camp is to relate the requirements for the product to the team. The onsite customer(s) do not have to be familiar with agile development methods.

The camp site is spacious enough for a team, the camp staff, and at least four moveable blackboards or whiteboards. The work room is large so not to give the people working in it a feeling of being cramped in. The working room will have windows for a good view and natural lightning.

The camp will be held over a time span of 33 hours, from 09:00 to 18:00 the next day. Some time before the camp an interview session is conducted. In this interview the team that will participate is interviewed concerning its current developing processes. This interview session will make up the basis for the material needed for the camp.

About half a month after the camp an event is performed. This event is performed about halfway between the camp and the first deadline of the team's project. This event is a follow up event of the camp. The purpose of this event is to take the next step with Essence and to check on the current innovation level of the project. Figure 3 shows a timeline for the camp.

Figure 3 Essence Camp Timeline

Pre-Camp Phase

The interview session is conducted in the so called pre-camp phase. In the pre-camp phase questions are answered and information is gathered to focus the camp and establish a start point for the camp. This information is needed before the camp can be performed. With this information, the teaching and equipment material can be set up. Each member of the team is interviewed separately. The questions asked during the interview will concern:

- The team and how long the team has been together
- The processes the team uses at a project kick-off
- The processes the self-organizing team uses for the interaction with the onsite customer
- The team leader's interaction with the team
- The self-organizing team's interaction with the onsite customer
- The equipment used for the team's daily work

The answers collected are used to prepare examples for the theoretical part and the practical part.

As mentioned the interview serves to gather information for the camp but also to prepare the team for the camp. Each member will be prepared for the role he has at the camp. Each member is prepared for the responsibilities he will have during the camp.

Camp Phase

The camp will follow this schedule:

First Day

09:00 – 09:30	Camp Site Introduction
09:30 – 11:00	Introduction of Essence
11:00 – 11:30	Break
11:30 – 14:30	Idea Game on a small example project
14:30 – 18:30	Idea Game, includes end of game discussion
18:30 – 19:30	Dinner break
19:30 – 22:30	Plan Game, includes end of game discussion
22:30 –	End of Day One

Second Day

08:00 – 09:00	Breakfast
09:00 – 13:00	Idea Game
13:00 – 16:00	Plan Game, includes lunch (13:00 – 14:00)
16:00 – 18:00	Presentation and Evaluation
18:00 –	End of Day Two and the Camp

The camp kicks-off with the introduction of the camp staff and the camp site. The camp staff member will introduce himself briefly to the team and describe which function he has. After the camp staff introduction the camp site is explained and the camp schedule is outlined.

With the introduction done the theoretical part will begin. During this time the concepts of Essence are briefly introduced and explained to the participating team. The team will be made familiar with the Essence views, roles, modes, and games. The purpose of this activity is to give the participants a general idea of the concepts and processes of Essence. The theoretical part is kept short to move on to the practical work early to let the participants experience Essence in use.

After the knowledge filling activity the participants will be given a 30 minutes break. This break lets the members think and ponder about what they have just learned. As the break ends the practical work starts. The first part of the practical work is an Idea game

based on an example project. An Idea game is designed to let the onsite customer(s) relate requirements, ideas, and suggestions to the developers. The game is introduced and explained briefly. The example Idea game's purpose is to let the team get a general idea of what is happening during a game and get a feeling for the Essence views and roles in use. This example game is scheduled for three hours. The camp staff will give explanations during the example game and function as coaches.

After the example game the real Idea game will start. This game is performed with the real project in mind. The game is left more in the hands of the participants than in the example game. The game is scheduled for four hours. In this time the camp staff will function as coaches and coach the participants through the game. At the end of the game the participants are asked about their thoughts and result of the game. A one hour dinner break is put in to let the participants relax and refresh their energy.

After the dinner break the next part of the practical work begins, the Plan game. This game is designed to breakdown the ideas that came up in the real Idea game. The game is set to have the duration of three hours. Again at the end on the game the participants are asked about their thoughts and result of the game. This concludes the first day of the camp. The rest of the day is free time where some social activities can be done.

The second day starts out with breakfast. The participants are given the opportunity to collect their thoughts before the work of the day can begin. With filled stomachs and a focused mind the participants will begin the first activity of the day, an Idea game. This game will continue the real Idea game performed the first day but with possible changes to and deeper details of the discovered ideas. The game is conducted as the real Idea game performed the day before just with a deeper focus.

The next activity on the schedule is a Plan game. In this game the ideas are broken down but in more detail than the day before. This game has the duration of three hours where lunch will be available from 13:00 to 14:00.

The last camp activity is Presentation and Evaluation. This activity involves the team to prepare a short presentation of what was achieved during the camp. The team will present its result to a customer. This presentation can consist of mockups or sketches of the product in question. If a customer is not available to participate on this day the team will present the result to the customer the next workday.

The last activity is an evaluation activity. In this activity the participants are asked for their opinions about the camp and the activities. After feedback has been given the camp is concluded and dismissed. End of day two and the camp.

Post-Camp Phase

About half way between the camp and the first deadline in the project a session is performed. This session is a follow up activity from what was started at the camp. The session has different purposes: to see how the team has adapted the practices of Essence and to check the team's current level of innovation. The check on the team's innovation level is performed through a game. The game is designed to compare the understanding of the product of the customer(s) and the developing team. If the current level of innovation is too low appropriate changes are made. During the session the Essence staff is going to act as coaches but more in the background as they were during the camp.

And this concludes the activities concerning the Essence Camp and Essence.

C. Third Person Evaluation

Det drejer sig om et dokument på fire en kvart side, der beskriver et kursus. Det præcise formål med dokumentet er ikke angivet. Det er lidt uklart, hvem man vil sige hvad til.

Kursusbeskrivelsen er noget rodet. Således præsenteres hensigten med kurset tre forskellige steder med tre forskellige formuleringer: "The camp is used to introduce Essence and its uses to a team." "The purpose of this camp is to raise the innovation level in a team by the integration of Essence." og "The reason for a team to participate is that it wants to improve innovation during projects."

Jeg ville foretrække nogle klassiske overskrifter: Formål, mål, deltagere, undervisere, materiale osv. Teksten kunne så sorteres under disse overskrifter.

Der mangler væsentlige oplysninger, bl.a. antal deltagere, antal instruktører, instruktørernes kvalifikationer, deltagernes forudsætninger (ud over kendskab til agile metoder).

Nogle forudsætninger antages bare. Således omtales en eller flere "onsite customer(s)" næsten altid i bestemt form. Det vil sige, at hvis man ikke har en "onsite customer", så kan man ikke deltage. Vi får ikke at vide, hvad Essence kan bruges til, ud over at det er en innovativ metode. Men er det til software udvikling, egnsudvikling eller hvad?

Der anvendes et par usædvanlige (man kunne kalde dem pop-smarte) ord: Kursus hedder camp, øvelse hedder game.

Selve kurset er tungt baseret på øvelser. Der er nogle interviews i en "Pre-Camp Phase". Interviewene tjener til, at instruktørerne kan målrette øvelser og teoripræsentation. På en eller måde bliver deltagerne også forberedt på deres rolle på kurset ved at deltage i interviewene.

En halv måned (hvorfor har den ene fase en længde på 2 uger, og den anden en længde på 1/2 måned?) efter kurset er der en "Event" af ukendt omfang. Den tjener især til at give instruktørerne viden om, hvad deltagerne har lært.

Teksten afspejler en vis teoriforskrækkelse. Den teoretiske del skal angiveligt minimeres og holdes kort. Efter øvelserne bliver deltagerne spurgt om deres tanker eller meninger. Men tilsyneladende udsættes de ikke for teori, bortset fra den introducerende lektion. Man kunne godt overveje om ikke en hyppigere vekselvirkning mellem teori og praksis ville give en bedre indlæring hos mange deltagere.

Der er ikke anført nogen erfaringer for, at denne kursusudformning skulle give bedre resultater end en anden udformning.