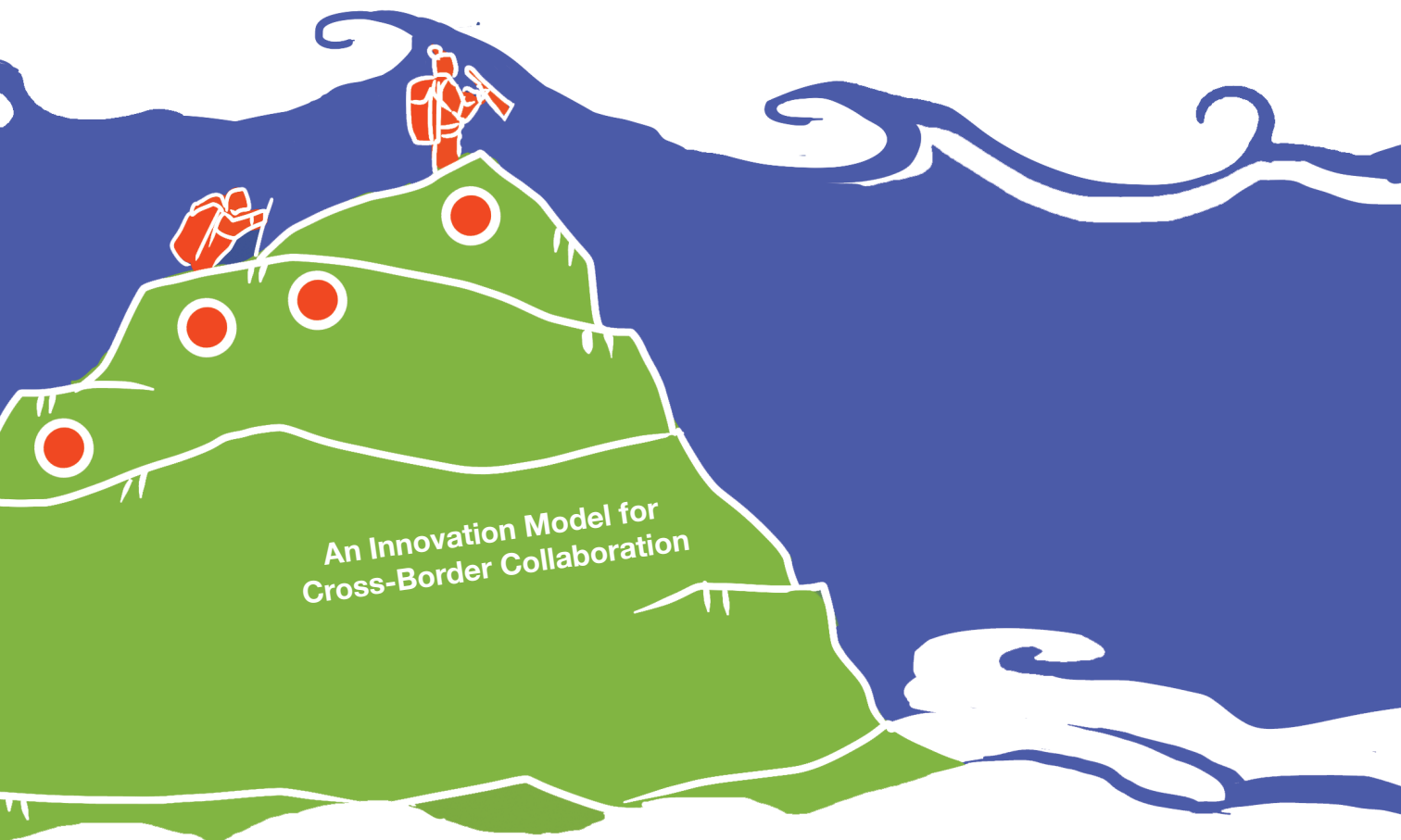




Anitra Arkko-Saukkonen • Anželika Krastiņa

CREATIVE STEPS 2.0

• STEP BY STEP GUIDELINES TO BUSINESS IDEA •



An Innovation Model for
Cross-Border Collaboration



Northern Periphery and
Arctic Programme
2014-2020

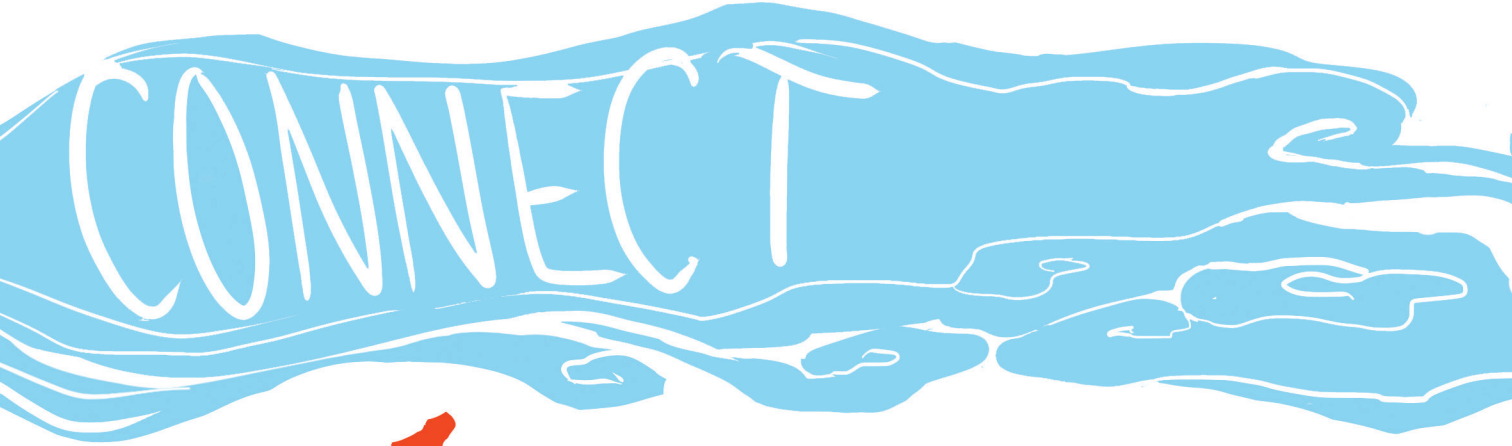


EUROPEAN UNION

Investing in your future
European Regional Development Fund

PUBLICATIONS OF LAPLAND UAS

Serie C. Study Material 5/2016





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Lapland University of Applied Sciences
Rovaniemi 2016



INNOVATE



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Arctic Programme
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a creative
momentum
project

LAPIN AMK⁷
Lapland University of Applied Sciences

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Illustration: Marianne Kammonen (Anna Koivukangas)

Layout: Minttu Merivirta

Lapland University of Applied Sciences
Jokiväylä 11 C
96300 Rovaniemi, Finland

Tel. +358 20 798 6000
www.lapinamk.fi/Publications



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AUTHORS

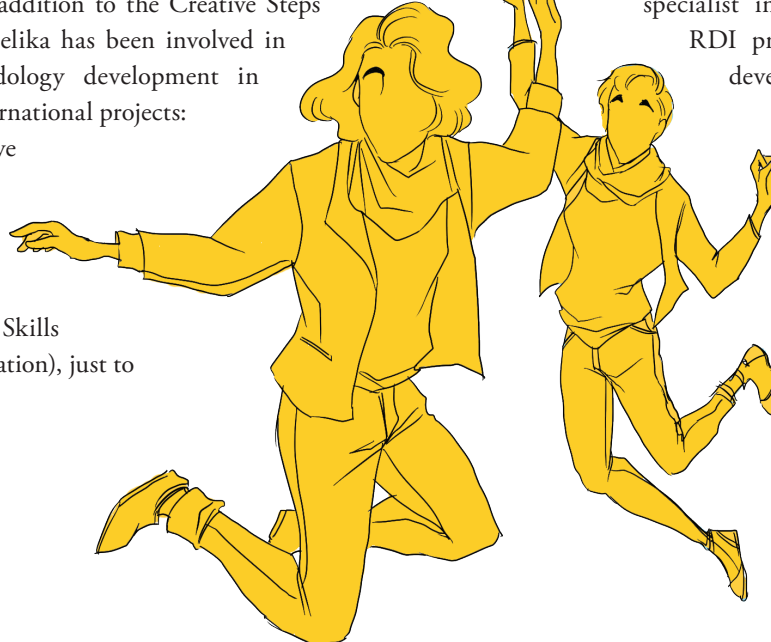
Anželika Krastiņa

MEd.

Creative Steps 2.0 co-developer and coach

Currently, Anželika holds the position of a lecturer in International Business Degree Programme at Lapland University of Applied Sciences, Finland. She is actively involved in developing entrepreneurship education at Lapland UAS. Among others, she has established InnoBarentsLab IBL, a place for students to develop, prototype and test business ideas and practice entrepreneurship in the European High North region. The IBL model is directly integrated with university studies. Anželika is also in charge of several related study courses, such as Innovation and Entrepreneurship, Service Innovation, and Arctic Business and Innovation. In addition to the Creative Steps 2.0 model, Anželika has been involved in similar methodology development in many other international projects:

Young Innovative Entrepreneurs, and SMART practice (Empowering Entrepreneurial Skills in Higher Education), just to name few.



Anitra Arkko-Saukkonen

MA (Art and Design)

Creative Steps 2.0 coordinator, developer and coach

Anitra is known for her enthusiasm to try out and develop various methods and boldly apply them in online working as well. In the Creative Steps 2.0 workshop, she was responsible for the innovation, creative methods, motivating participants, communications and, in particular, the online working part. Service design is close to her heart due to its customer-friendliness. As the process progressed under Anitra's guidance, bursts of laughter occasionally filled up the room. You have to take things seriously without being too serious. Anitra works at Lapland University of Applied Sciences as a lecturer in the field of culture and acts as a specialist in national and international RDI projects. She was involved in developing the earlier Creative Steps model in the Creative Edge project and has acted as an instructor on InnoMarathon innovation courses for several years. Her research interests concentrate on the communal, creative application of online working using service design methods.



INTRODUCTION:

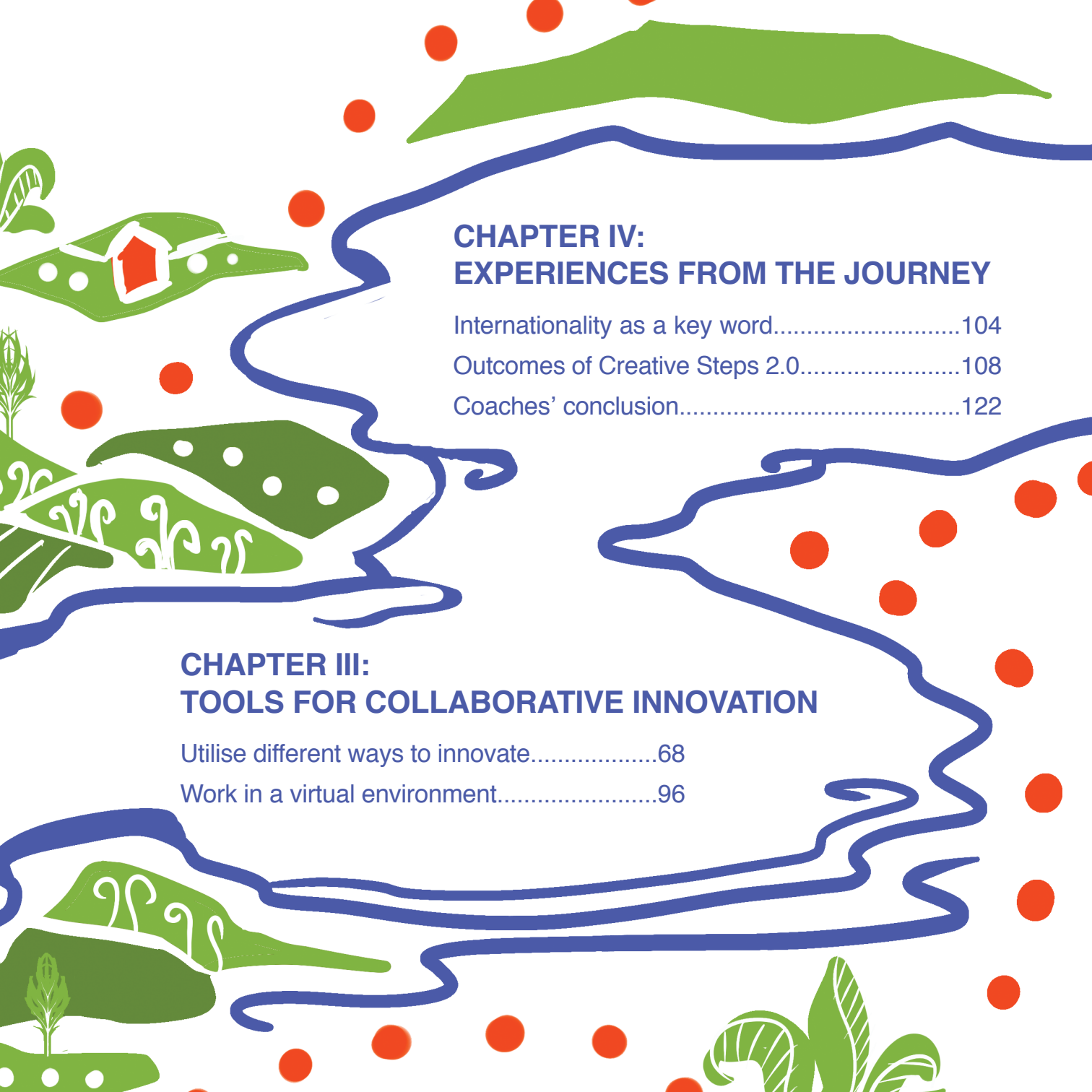
What is Creative Steps 2.0 model?.....8

CHAPTER I: CREATIVE STEPS 2.0 MODEL

Co-design in action.....	16
Walk step by step towards the business idea.....	22
Dive into the innovation.....	24

CHAPTER II: CREATIVE PARTICIPANTS

Swing in the multiple networks.....	48
Form your assignment.....	52
Step towards the challenge.....	54
Get inspired by the experts.....	58
Evaluate your innovation.....	60
Benefit from collaboration.....	64



CHAPTER IV: EXPERIENCES FROM THE JOURNEY

Internationality as a key word.....	104
Outcomes of Creative Steps 2.0.....	108
Coaches' conclusion.....	122

CHAPTER III: TOOLS FOR COLLABORATIVE INNOVATION

Utilise different ways to innovate.....	68
Work in a virtual environment.....	96

INTRODUCTION:

WHAT IS CREATIVE STEPS 2.0 MODEL?

Creative Steps 2.0 is a model of an innovation workshop - a guided step by step approach and the methodology that helps to develop business ideas in the context of international and cross-border collaboration between the main participants involved in the process: companies, students and business experts.

Creative Steps 2.0 methodology helps to enhance business cooperation and innovations across borders by the use of a blended mode of work where face-to-face workshop events are combined with online collaboration and ICT mediated activities.

Building the Creative Steps 2.0 model is a response to the challenges of our globalised world, contemporary working life and business nature that require a creative and innovative mindset and ability to work across distances and incorporate modern technologies. It is also a response to the need to develop education and training methods that will encourage entrepreneurship among young people.

Creative Steps 2.0 model takes into account three main cornerstones that are the ultimate goals of the model:

- 1 Encouraging entrepreneurship and entrepreneurial mindset development** by boosting creativity and innovativeness for the development of innovative business ideas and products and services
- 2 Creating a support mechanism for local entrepreneurs to go global and international** by enhancing cross-border business-academia collaboration locally and internationally, and **enabling the use of modern technology and digital collaboration tools**
- 3 Enhancing entrepreneurship pedagogies** that would better meet the challenges of 21st century working life.

Creative Momentum project

Originally, this model was designed to help developing business ideas for small companies in the creative sector within the project Creative Momentum. Creative field businesses often consist of one or few persons. Dedication of sufficient time for the production, service, marketing and development is challenging for small companies, especially if you bring international operations into the mix. Creative Momentum is a 3-year project financed by EU Northern Periphery and Arctic programme which aims to offer better support services for starting and existing creative field SMEs within sparsely populated regions of Northern Europe. At the same time, the project focuses on supporting internationalisation, networking and the export of creative field businesses. Creative Steps 2.0. Model (referred also as CS 2.0) development is one of the main tasks of the project. (My Creative Edge 2015.)

The Creative Momentum project involves six partners. Two of the partners are from the West Region of Ireland: the Western Development Commission (WDC) and National University of Ireland, Galway (NUIG). Northern Ireland has been represented by the organisation called Armagh City, Banbridge & Craigavon Borough Council. From Mid-Sweden and North East Iceland partners are Technichus Mid-Sweden Ltd and Cultural Council of North East Iceland. The partner from Northern Finland is Lapland University of Applied Sciences which is also a coordinator of Creative Steps 2.0. Model development. In the course of the project activities, four workshops based on Creative Steps 2.0 methodology are carried out by four partner countries during years 2016–2017, including partners from Northern Finland, Western Ireland, Northern Ireland and Mid Sweden.

Origins of the Creative Steps 2.0 model

The Creative Steps 2.0 model is based on a previous Creative Steps model developed during the Creative Edge project (2011–2013). The aim of the Creative Edge project was to support innovation work with new creative methodology and, as a result, a Creative Steps workshop was developed which supports the innovation and development work of businesses. Its foundation is the “Innomarathon” concept, which has been used for cooperation with businesses at Lapland University of Applied Sciences (Arkko-Saukkonen & Merivirta 2013, 18; Valli 2007). The first implementation of Creative Steps was considered to be a success. However, there appeared a need to further develop the concept that would go beyond local business development towards a more international collaboration of companies and business developers. Moreover, there is a need for such a model that will enhance the active use of online collaborative tools to help the companies of the creative sector located in remote regions of Northern Europe to connect, collaborate and innovate across the borders.

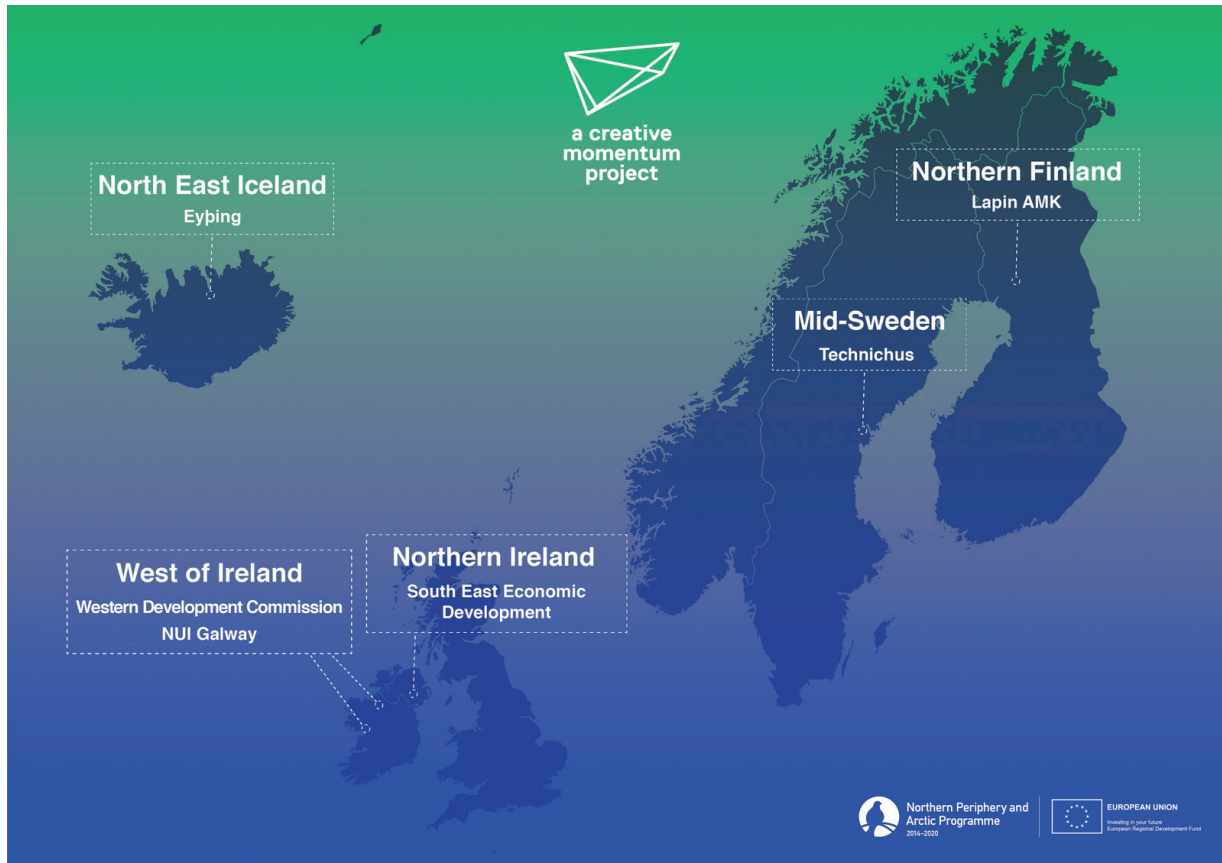
The Creative Steps 2.0 model was further developed by using the service design approach involving actual stakeholders. Through the joint co-design method, entrepreneurs, experts and students actively participated

in further development of the Creative Steps by sharing their own vision regarding future Creative Steps 2.0 workshop. Their ideas, wishes and suggestions were taken into account for the further development of the Creative Steps approach.

As mentioned earlier, one of the targets of the Creative Momentum project is increased internationality and, therefore, a new methodology offers an even more efficient and systematic process for working in an international environment and it takes into account the development of remote working skills. Based on this, the Creative Steps

model was upgraded to Creative Steps 2.0. Compared to the previous Creative Steps model, which was focusing mostly on local, single business development, the focus of new model has been on remote business collaboration methods with creative use of virtual tools.

According to the Creative Steps 2.0 model, there are two companies from different countries matched for innovative collaboration and joint product development. They both can be from the same creative sector or different sectors depending on the needs of the companies. Companies work on a joint business idea development



with the help of Creative Teams – group of students with an international and multidisciplinary background. The work is based on the so-called Business Case that is formed by mirroring challenges of businesses with the aim of creating added value for both matched entrepreneurs. Business experts are involved in providing the feedback and suggestions. The entire workshop results in the prototype of a new product, service or process. The workshop consists of 1+10 steps and is implemented in a time period of ten workdays.

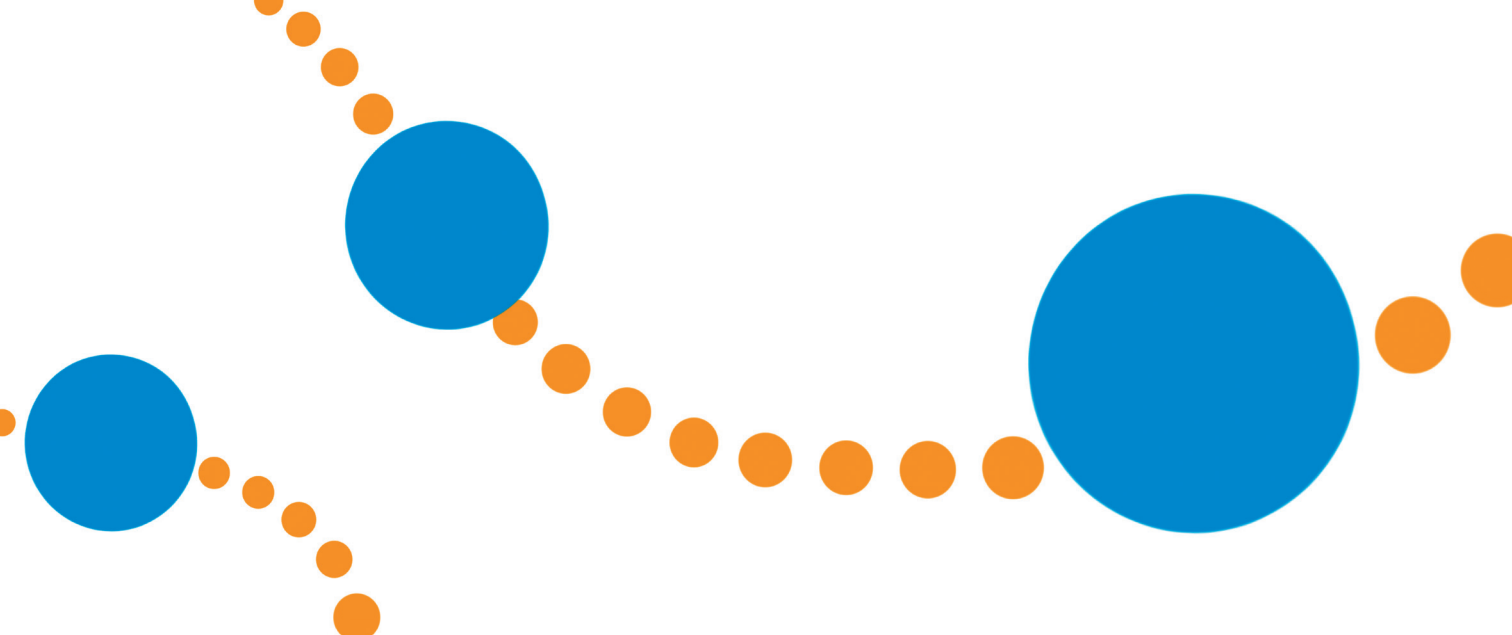
Innovative entrepreneurship pedagogy

Entrepreneurship is gaining more and more importance in every economy, small and medium-sized businesses create the core of every national economy, and governments all over Europe and the world encourage entrepreneurship and start-ups. Creativity and innovativeness are a backbone of modern enterprise, but it is clear that not every entrepreneur or enterprise is innovative by nature. Therefore, there is a need for tools to boost innovation and creativity as well as to encourage entrepreneurship at the local, regional and university level.

A large part of this task can be carried out by changing the education approach. Ken Robinson, a world famous education adviser stresses that governments and business throughout the world recognise that education and training are the keys to the future, and they emphasise the vital need to develop powers of creativity and innovation. First, it is essential to generate ideas for new products and services, and to maintain a competitive edge. Second, it is essential that education and training enable people to be flexible and adaptable, so that business

In Creative Steps 2.0, there are two companies from the creative field and from different countries matched for innovative collaboration and joint product development. Companies work on a joint business idea development with the help of Creative Teams – group of students with an international and multidisciplinary background.

The work is based on Business Case that is formed by mirroring challenges of businesses with the aim of creating added value for both matched entrepreneurs. Entire workshop results in the prototype of a new product, service or process.



can respond to changing markets. (Robinson 2011.) Creative Steps 2.0 is, in a way, an attempt to fulfil this gap in education and training that offers a pedagogical approach that is going away from the traditional education towards an interactive form of learning, aiming to develop those powers of creativity and innovation.

On the one hand, there are many well developed methods and models for business idea development, innovation work and creativity, such as Business Model Canvas (Osterwalder & Pigneur 2010), Agile Innovation (Morris, 2015), Scrum (Rubin 2013) and many others. On the other hand, also in education, there are many modern pedagogies that help to train young people to better prepare for the working life such as Problem Based Learning (Poikela & Nummenmaa 2006), Project Based Learning (Boss 2015), Learning by Developing (Raij 2014). However, there is this division: business related methodologies and education and training related methodologies.

Creative Steps 2.0 is an attempt to blend together both perspectives into one – the CS 2.0 model is a collection of well-known tools and methods used in both – in education and in the business, and it also adds new developed tools and approaches that encourage entrepreneurship, innovation and business development. Integrating modern technology and intensive use of digital tools – all together, it constitutes new methodology called Creative Steps 2.0 model.

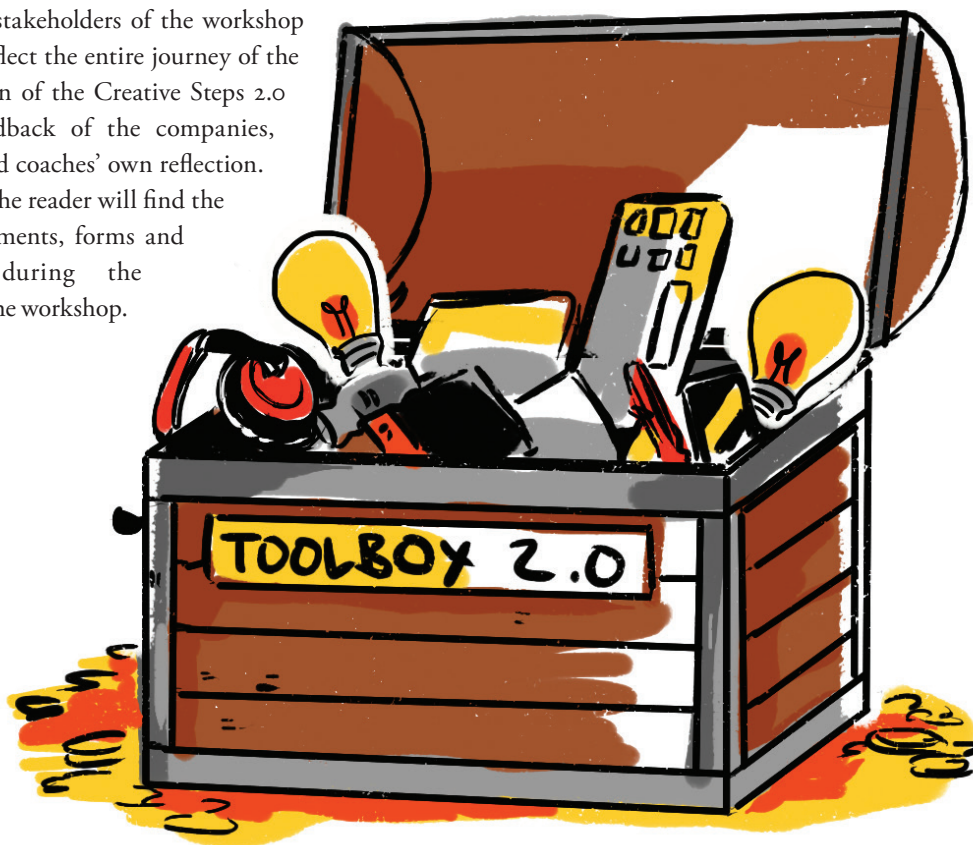
The first version of the Creative Steps 2.0 model has been developed and piloted during the spring of 2016. During an intensive ten day workshop, four business cases were carried out with the participation of eight companies from different project partner countries that were paired and matched with four Creative Teams of students from Lapland University of Applied Sciences.

The aim of the guidelines

The aim of these guidelines is to introduce the methodology of the Creative Steps 2.0 workshop and share the experiences gained during the piloting of the model. The guidelines will introduce to the model, step-by-step process methodology, present the participants and their role; reflect the process of recruiting and selection of participants, describe the set of tools that are used during the workshop, in particular emphasising online collaboration tools.

Guidelines provide a detailed description of the benefits for all the stakeholders of the workshop and, finally, they reflect the entire journey of the pilot implementation of the Creative Steps 2.0 workshop: the feedback of the companies, students, experts and coaches' own reflection. In the attachment, the reader will find the most relevant documents, forms and materials used during the implementation of the workshop.

The guidelines will help the implementation of the Creative Steps 2.0 workshop in the partner countries of the Creative Momentum project. However, these guidelines can be used in many different situations. They can be useful for any innovation work, especially if that is done internationally. Education institutions and universities can use this methodology for their entrepreneurship pedagogics. Companies can use the process for their internal innovation and business development process.



ONLINE



COLLABORATION

A stylized graphic in shades of blue and white. At the top, the word 'COLLABORATION' is written in a large, hand-drawn, blue font. Below the text is a graphic of a hand holding a pen, with the pen tip pointing downwards. The background is a solid light blue, and the bottom edge is a green, torn-paper-like border.

CHAPTER I

CREATIVE STEPS 2.0 MODEL

CO-DESIGN IN ACTION

Integrating Service Design to the planning of the model

Planning the Creative Steps 2.0 model with future users

As mentioned in the introduction, the Creative Steps 2.0 model is based on a previous Creative Steps model developed during the Creative Edge project (2011–2013). The development of a new methodology for innovations' work, which emphasises creative, international and online collaboration, was based on actual needs of main beneficiaries: small companies and aspiring entrepreneurs (students) in remote European Northern regions. These target groups need tools that will help them to become more international, to find new international markets and to develop their products and services. The Creative Steps 2.0 model was developed by taking into account the experiences of the previous Creative Steps model. However, to further develop it and upgrade to a new Creative Steps 2.0 model there was an applied service design approach, involving actual stakeholders in the planning of the new model workshop.

Service Design - the role of the co-design

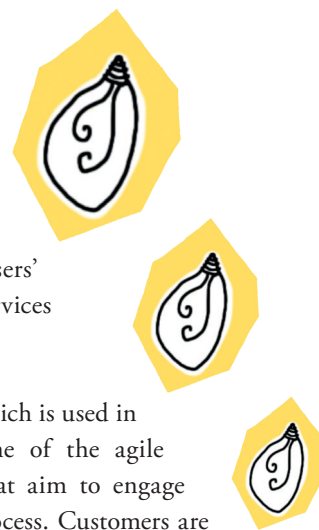
The service design contributes to the overall development of the Creative Steps 2.0 model. It helps to create such an approach that better matches the actual needs of the businesses. Service design is the way to understand

customers' and end users' opinion of products or services (Miettinen 2011).

The co-design approach, which is used in model development, is one of the agile service design methods that aim to engage customers in the design process. Customers are the best experts of their area (Skeeswijk Visser, Stappers, van der Lugt & Sanders 2005). Therefore, it is crucial to involve the target group in actual service design work.

Creative Steps 2.0 is the “service” in itself. As a service, it offers to its customers - creative sector businesses - help and practical support in international cooperation, business development and innovation's work.

The advantage of the Co-design workshop is that it gives the perspective of the target group and helps to develop the new CS model based on the needs of the target group. By analysing co-design workshop material and discussion results, the Creative Steps 2.0 model was developed by taking into account entrepreneurs' opinions and comments.



The aim of a co-design workshop is to create such a Creative Steps 2.0 model that will serve the entrepreneurs in the best possible way and will help them to develop new products and services in the most efficient way. The aim is to have a Creative Steps 2.0 model which becomes a five star workshop and that is the reason the co-design method used in the development of CS 2.0 has “Five Stars” in its name.

Co-design workshop and “Five Stars” method

Hereby, is a brief description of the “Five Stars” co-design process, which could be useful for other partners implementing the Creative Steps 2.0 model in other countries.

Workshop duration: 1 h 15 min → 15 min per topic

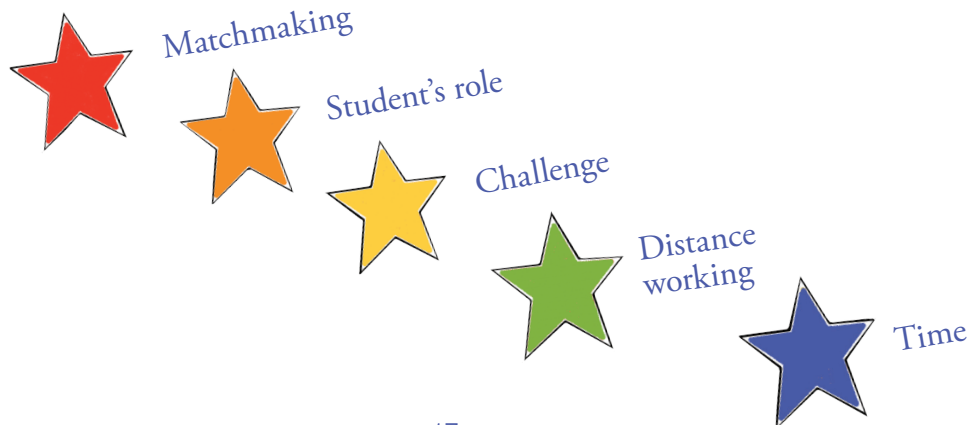
Participants: companies, entrepreneurs, aspiring entrepreneurs (students) and facilitators

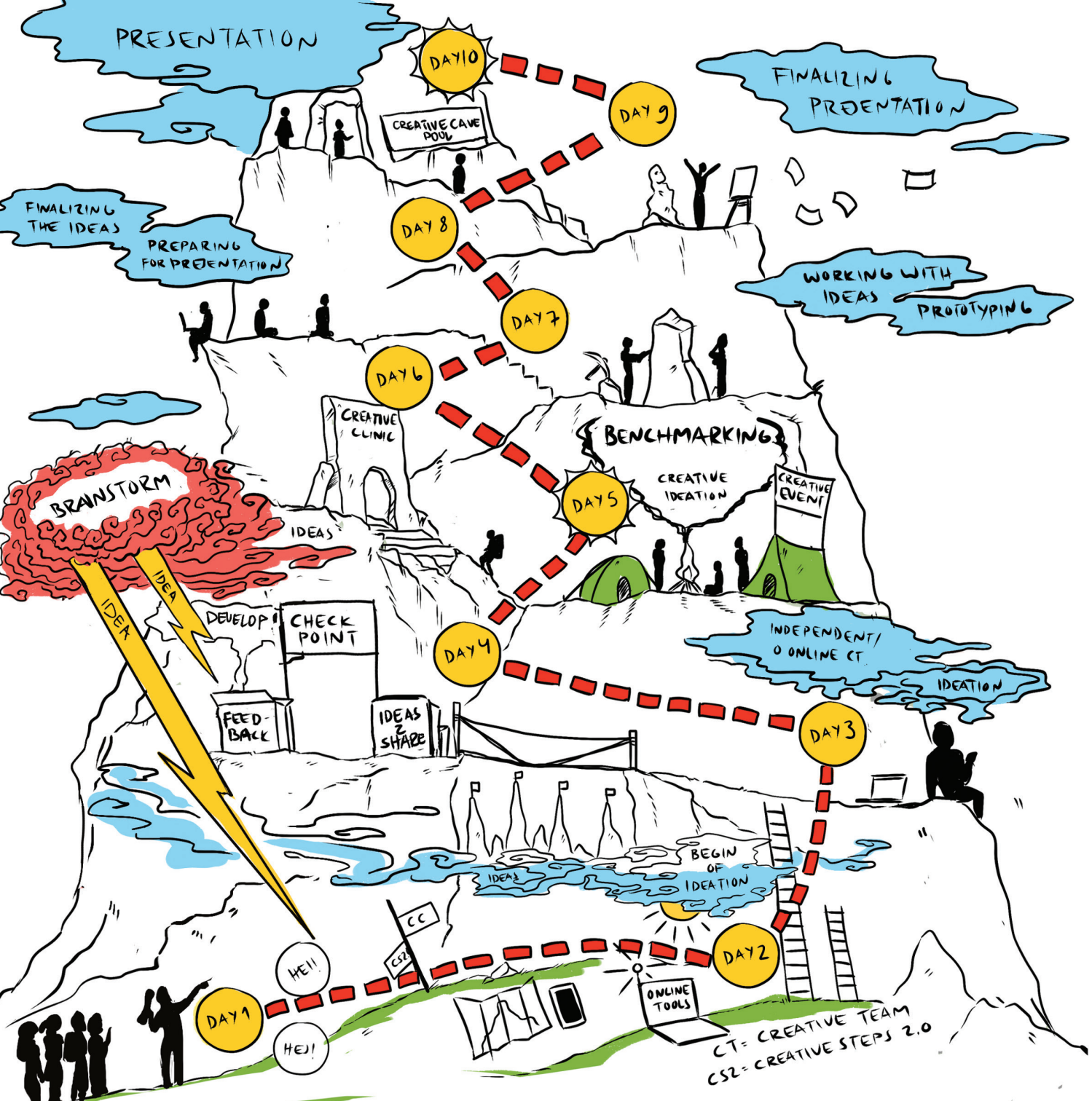
The workshop is divided into five parts, each focusing on one topic. The topics of discussion used in the workshop are the stars that we try to catch in order to create a new innovation’s process model.

The duration of the co-design workshop is about one hour and fifteen minutes, while about fifteen minutes are dedicated for each topic discussion. In the beginning, participants are introduced to each of the topics as well as a rough model of the Creative Steps 2.0 step by step roadmap in the form of a mountain (see the picture on next page). In the co-design workshop, the participants are asked a key question and follow-up sub-questions. The facilitator encourages the participants to express their opinions. Participants can answer orally or use post-it notes bringing their answers to a certain part of the wall of the “mountain”. They also use images and stickers to express their opinion.

The facilitator leads the discussion based on previously prepared questions and controls the timing. The facilitator can create new questions depending on the situation of the discussion in order to make sure that the main topics are answered.

Five stars are:







1 TOPIC – Matchmaking

AIM:

The core of the Creative Momentum project is to encourage international cooperation among entrepreneurs and to open international markets to local entrepreneurs.

Key questions:

- Do you have any previous international experience with companies abroad?
- Was it a good experience?
- What kind of challenges did you have?
- What is the benefit of international cooperation?
- Are you interested in developing international cooperation?
- If not, why not?
- If yes, what special interest is there to work with international entrepreneurs. / Please write **Post-it** notes after that; you can discuss this with the person beside you and write down your comments.

GUIDE:

The facilitators lead the topic of discussion by way of follow-up questions. Participants give comments and write **Post-it** notes.

2 TOPIC - Students' role

AIM:

The task of the project is to involve the students in the process in order to give them an opportunity to learn entrepreneurship and innovation skills. At the same time, they will help entrepreneurs to develop products and services.




The facilitators provide an explanation about how teams will be formed. Creative teams are groups of students and the plan is to create a 4 x 4 person team with a multidisciplinary and international background.

Key questions?

- Have you had any experience in working with students?
- What type of students would you like to work with, e.g. with a background in creative arts, economics, business, marketing, science, engineering students? / **Post-its**
- What kind of help do you think you want to get from them? / **Post-its**

GUIDE:

The facilitators lead the topic by follow-up questions. The participants give comments and write **Post-it** notes.



3 TOPIC – Challenge

AIM:

Creative Steps 2.0 will work around a challenge which comes from the business.

There are two ways to select the challenge:

- One way is when the original company finds an existing problem in connection with its own business/product/service.
- The other way is that two companies operate internationally by solving a common problem/challenge.

Key questions?

- Which of these options would you prefer?

Example:

- Could you give us an example of a potential challenge from your company?
- Could you give us an example of a potential challenge that you would like to solve with your international partner?

Help questions:

- What do you think about if you get a common third party (Corporate social responsibility) challenge with another international entrepreneur? What third party challenge could interest you? What could be the problems with these kinds of cases? What could be extra value to your company with this kind of challenge?/

Post-its


GUIDE:

The facilitators lead the topic by following questions. Participants give comments and write post-it notes.

4 TOPIC - Distance working

AIM:

Innovation work will be carried out via the Internet with entrepreneurs, except student teams that work face-to-face part of the time.



Key questions?

- What kind of distance platform have you used before?
- Do you have interest in learning distance working platforms and collaboration work by using different online platforms?

GUIDE:

The facilitators lead the topic by following the questions. The participants use images of online tools and Post-its/pens.

An entrepreneur can choose those images that are familiar to them or that they want to use as a collaboration tool: Facebook, Padlet, Realtimeboard, Eliademy, Drive, Thinglink, Skype, Adobe Connect, iLinc and write if they know some other tools they want to use in the CS 2.0 workshop.

5 TOPIC - Time



AIM:

We would like to find out entrepreneurs' interest in getting involved in Creative Steps 2.0 process.

After explaining the CS path, the facilitators tell the participating entrepreneurs and other participants to use stickers by marking where (in which step or phase of the process) they want to participate and give a comment by using post-it notes.

Key questions?

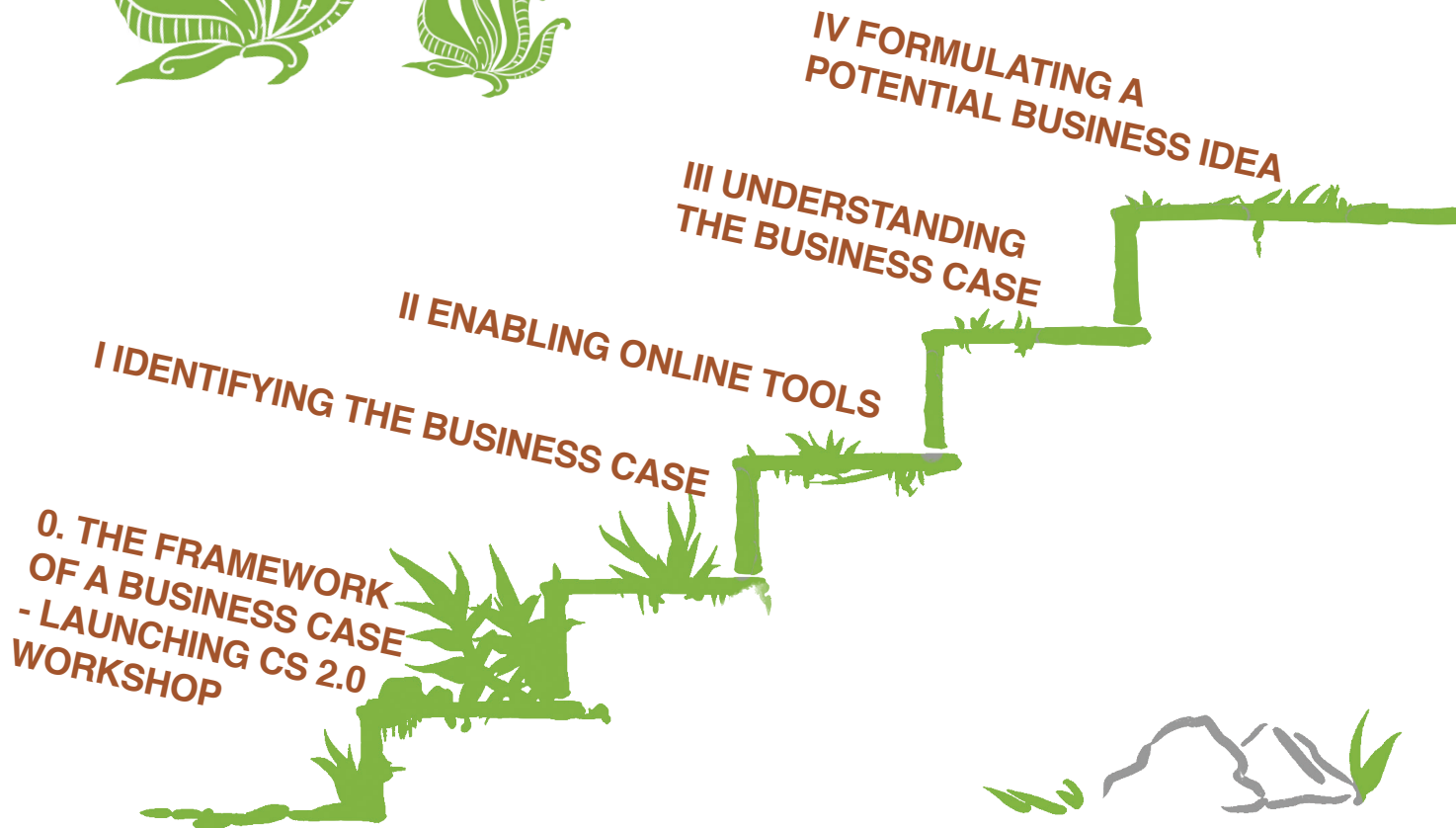
- How much do you think you would like to get involved with different phases and tasks of the CS process? / **Stickers**
- How much do you think you could dedicate of your time towards CS workshops? / **Post-its**

GUIDE:

The facilitator shows the image on the wall of the Creative Steps roadmap (mountain), explains the process of CS 2.0 and asks the participants to give comments and marks the spot where they want to participate in the CS 2.0 workshop process with stickers. The facilitators lead the topic by follow-up questions and give more advice and information about the CS 2.0 process if needed. The participants give comments and write Post-its.

WALK STEP BY STEP TOWARDS THE BUSINESS IDEA

Creative Steps 2.0 process

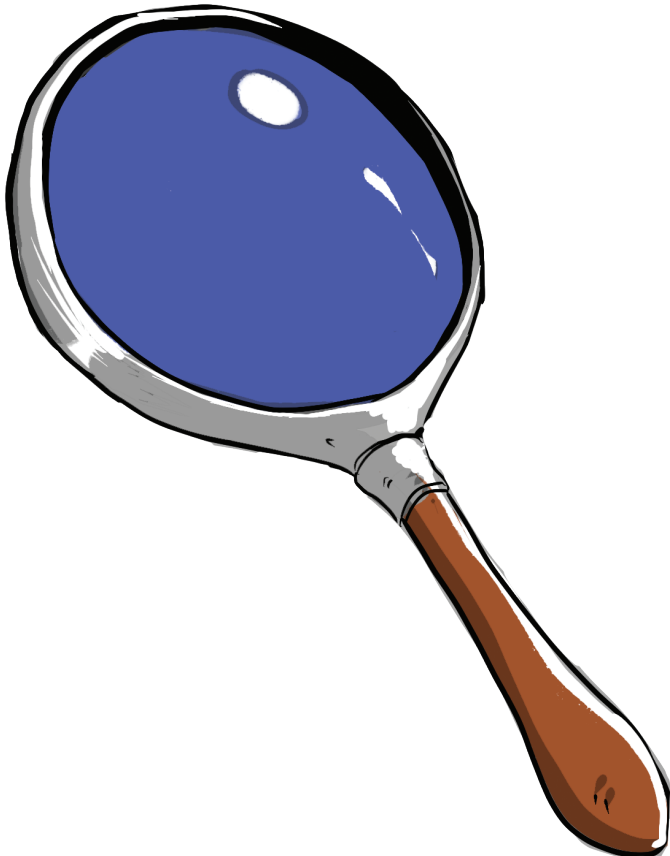




DIVE INTO THE INNOVATION

Methodology of the Creative Steps 2.0 workshop

The methodology of the CS 2.0 workshop offers 1+10 steps to be performed in order to achieve the main goal of the workshop - a new product or service jointly developed by two matched companies, with the help of students and experts. Face-to-face meetings and workshops are combined with online meetings, workshops and independent distance work. The guidelines lead through the 1+10 steps' approach with a defined aim and the outcome at each step. Each of the steps or phases of the methodology are explained in this chapter.



Aim of the workshop and the final outcome:

to create new product or service idea and to present a prototype

Participants:

companies,
students (Creative Teams, CTs),
business experts (Creative Clinic, CC)
business advisors (Creative Cave Pool, CCP)
and coaches

Duration:

ten working days

Mode of work:

blended approach - face to face activities,
online collaboration and independent work

Summary of the process

Two companies in the creative sector from different countries are matched. Each pair of companies is assigned a Creative Team that consists of four students. Based on the analysis of the background of the companies, market potential and challenges, the *business case* is created. This business case serves as a framework for further business idea development. The emphasis is put on developing a *joint innovative product or service* or new process that is based on the resources of the companies, using their strengths and defined potential in the market. Further ideation with various *creativity and innovation tools* takes place. The first checkpoint of fresh ideas is Creative Clinic - local experts and entrepreneurs give their feedback regarding new ideas. Further on, teams research deeper about the business case and develop first *prototype*, after which *validation* of the new product or service takes place. After the testing and *market demand* analysis the prototype is upgraded and presented in the *final pitch* to Creative Cave Pool - an international group of business experts provide critical feedback and valuable suggestions.

Involvement of participants

At the beginning of the workshop, all the stakeholders are introduced to the process and each step. The students are obligated to participate in each step during the workshop. Companies have to participate at least in the beginning, during checkpoints and at the end of the workshop during the final pitch. However, they are advised to collaborate with Creative Teams as much as possible during 10 steps. Creative Clinic experts are local entrepreneurs or business experts who give feedback to newly developed ideas in the face-to-face mode for each team. The Creative Cave pool experts are international

experts who participate at the beginning and at the end of the workshop to give the final feedback. Coaches participate in the entire workshop each step by supervising and guiding the Creative Teams and leading the entire collaboration process.

Specific tasks given to the Creative Teams

Specific tasks for the Creative Teams are given in order to help them to achieve the final goal of the workshop in cooperation with companies and experts:

- Create added value for an existing product or service
- Build a product to solve a defined “pain” of the customer
- Use the resource of two matched companies in order to create a new resource
- Produce an innovative product or service, for which markets will “scream”

Developing new ideas is an important part of the workshop, but the task of the teams is to ensure that the idea is really an innovation that will fill the gap in the market by bringing a change or adding a value to an existing product/service or resource. Since the groups have a multidisciplinary background, it is worth setting a framework and direction at the beginning of their work. Innovation is a wide concept with hundreds of different definitions. Some fundamental theories and practices should be made familiar for those who begin an innovation’s work. Teams can take a certain direction and approach looking from the perspective of creating a new product or service.

Sources of an Innovative Opportunity

One approach would be creating added value for an existing product or service. It is wise to become familiar with the Purposeful Innovation theory and the theory of Sources of Innovative Opportunity by Peter Drucker. It will also help to understand how to use the resource of two matched companies in order to create a new resource. According to Peter Drucker (2006, 36), there is no such thing as a “resource” until humans find a use for

something in nature and thus endow it with economic value. Until then, a mineral is just another rock.

Curing the Customer’s Pain

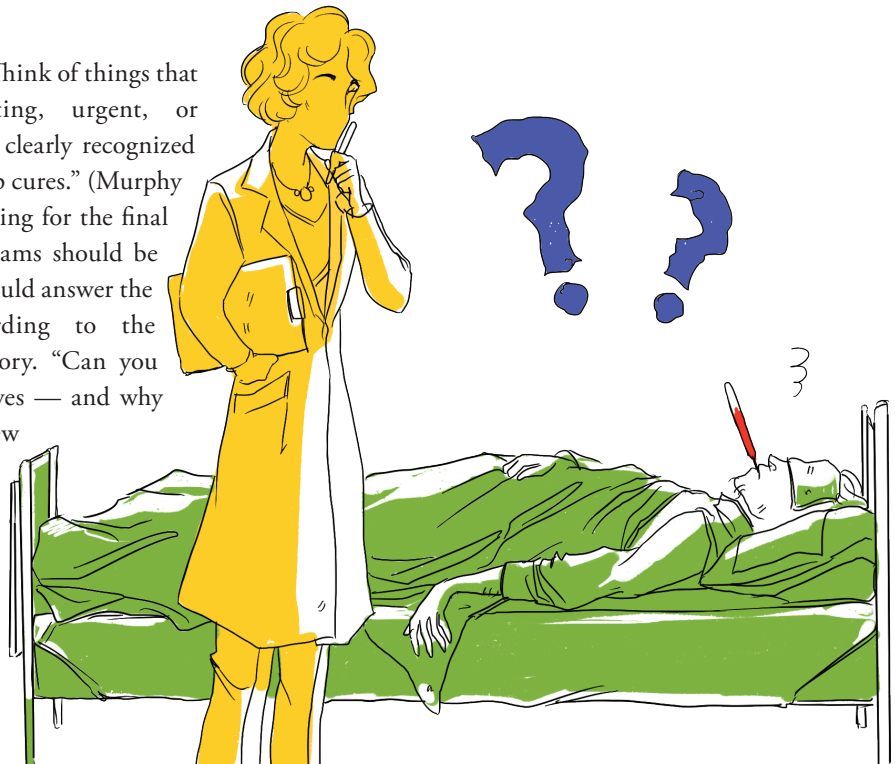
The philosophy of “curing the pain” of the customer becomes central for the innovation’s workshop approach in the CS 2.0. The concept of the Customer’s Pain is well revealed in “Breakthrough Entrepreneurship” by Murphy and Burgstone, who suggest that the development of a new product should be based on the idea of curing the



customer's pain. "Look for the pain. Think of things that people find disturbing, frustrating, urgent, or uncomfortable. Then, with the pain clearly recognized and in mind, switch gears and develop cures." (Murphy & Burgstone 2012, 59.) When preparing for the final presentation of the business idea, teams should be able to create the presentation that would answer the most important questions according to the Breakthrough Entrepreneurship theory. "Can you describe the pain your company solves — and why anyone should care — in just a few words? Can you then persuade a prospective customer to purchase your product using your simple explanation?" (Murphy & Burgstone 2012, 62.)

"Blue Ocean" approach

Another very important perspective, when innovating, would be to look at the idea of creating new markets. Given the task Create a product for the future customer based on creating new markets - it would be valuable to apply relevant theories and practices, including Blue Ocean Strategy concept (Kim & Mauborgne 2015) and Innovator's Dilemma ideas (Christensen 2016) for finding such a space for the product or service, where there does not exist yet any competition due to new added value. Kim & Mauborgne suggest that, in order to win in the future, companies should stop competing with each other. They compare "red ocean" as a market space which represents all existing industries and high competition. What about at creating a "blue ocean", that represents an industry that does not yet exist and thus is free of competition? "Blue ocean" is



demand creation, realisation of the opportunities and value innovation (Kim & Mauborgne 2015, 12).

Step-by step guide

CS 2.0 methodology consists of tools, tasks and guided activities by coaches. In order to guide the reader through the methodology of 1+10 steps of innovations, a description will contain the explanation of the main aim of each step, the average duration of the completion of particular step, the tools that have been used during the step (most of them contain detailed description in the Tool Box chapter), expected outcome at the completion of the step, the role of coaches in each step and method of work with detailed explanations of the actual process.



STEP 0: THE FRAMEWORK OF A BUSINESS CASE - LAUNCHING CS 2.0 WORKSHOP

MAIN AIM:

Overall introduction: getting to know what is CS 2.0, meet all the participants, matchmaking and creating the background for a business case.

DURATION:

8 h: one day divided in two sessions - morning session (work within Creative Teams) and afternoon session (online session with all CS 2.0 participants)

TOOLS:

10Q

OUTCOME:

DEFINED BUSINESS CASE FRAMEWORK

CTs and companies get to know each other, participants get to know the role of CCP and their professional background, CTs get overall understanding about the operations and products/services of the companies, challenges and problems as well as future expectations. 10Q questions, answers and additional comments are collected together on Padlet platform created for each team - this is the framework for the business case that teams will be working on in order to create an innovative business idea.

COACHES' ROLE:

Leading introduction, monitoring and supervising during 10Q online discussions

METHOD OF WORK:

CS 2.0 workshop starts from the phase of identifying the framework of a business case. In one way, an entire CS 2.0 process can be compared with hurdles sprint running in sports. It is a short distance for one to get from start to finish, which, however, requires the needed techniques, knowledge, strengths, endurance and fast moving forward overcoming many barriers in order to achieve a result.

As in every sport, there is a starting point or “zero” point. Therefore, CS 2.0 methodology starts with “zero” step or the starting point where all the participants of the workshop come together and begin from the same starting line. The aim of the step “o” is to create the framework of a business case and thus to give all the participants the starting background for the entire workshop.

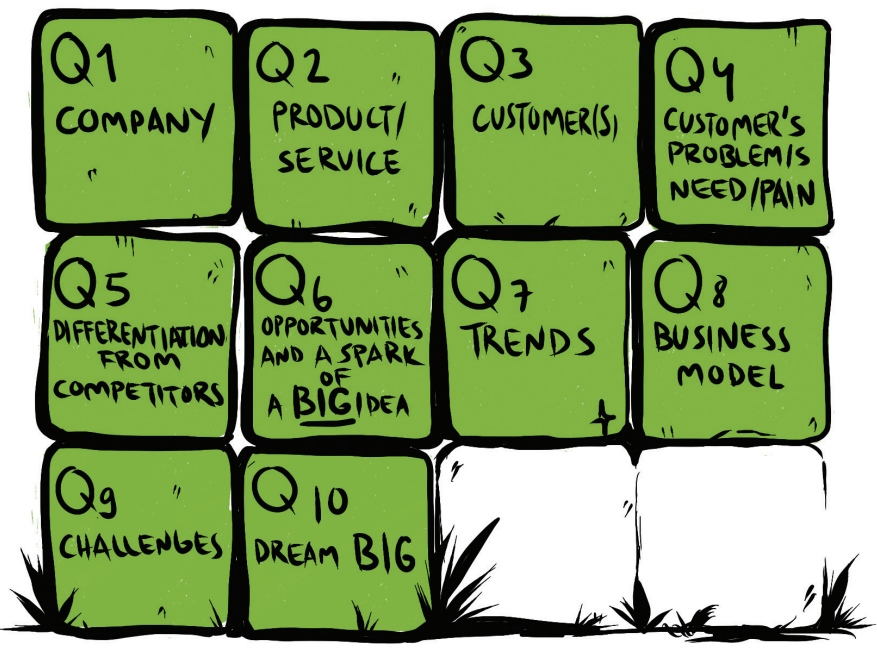
In this phase, all the participants meet for the first time. There are three different core parties involved: Creative Team (international students with a multidisciplinary background), two selected creative sector companies from different countries and outside experts (business consultants, advisers, specialists) - Creative Cave Pool (CCP). All of the work is carried out and facilitated by two coaches.

The main aim of the starting step is to have all the participants to get to know each other and learn about each other's backgrounds. CTs become familiar with the companies who are key stakeholders in this process, and also upon availability, external experts present themselves.

The launching of CS 2.0 is divided into two parts: Morning session and Afternoon session. The morning session is a face to face meeting, preparation and familiarisation work within CTs. The afternoon session is an online meeting with the participation of all the involved parties (CTs, companies, CCP and CC experts, coaches).

The morning session is carried out with CT members according to the following schedule

- Coaches introduce themselves
- All CT members get to know each other
 - *Here, it is recommended to carry out an interactive introduction method (see in toolbox energiser tools)*



- Introduction to the Creative Momentum project by the project manager
- Introduction to the tasks and assignments (Learning diary)
- Introduction to the process of CS 2.0 workshop (from zero to tenth step)
- Lecture providing a theoretical background regarding business idea development and innovation (coaches)
- Dividing student groups into four teams and an additional interactive task to help participants to get to know each other better.
 - *Here, it is recommended to carry out an interactive method "Learning languages" to help the newly created teams of four students to get to know each other*
- CTs' students prepare themselves for the afternoon session

- Reading applications of companies
- Looking at websites of companies
- Reading 10Q questions and preparing additional sub-questions to pose to companies.

The afternoon session is carried out with all the participants of the CS 2.0 workshop (CTs, eight companies, CCP members and coaches) according to the following schedule

- Logging in and testing the online platform to be used for the workshop meeting (iLinc, Skype or any other preferred)
- Coaches present themselves and the meeting programme
- Introduction to the CS 2.0 workshop methodology and process (coaches)
- Introduction to the online tools to be used during the CS 2.0 workshop (coaches)
- Individual introduction by everyone
- Personal short presentation on the Padlet board: picture, short text providing individual and professional background
- Introducing CTs (four groups) and matching companies (two companies for each team)
- Separate online work in groups. Each creative team meets two companies online separately. Coaches are supervising the work team by team. CTs get to know companies better by using Padlet, adding questions and answers based on 10Q method (see Toolbox).
- The work of the day is finalised by common session: feedback by participants, companies, additional comments and further introduction to following steps and tasks

As a result of this work, CTs gain a better understanding of the selected business environment, products/services, challenges and opportunities, potential to combine resources of matched companies for the creation of a new resource - new product/service.

10Q METHOD

Q1 DESCRIBE YOUR COMPANY

Q2 PRODUCT/SERVICE: what are the products or services that your company offers?

Q3 DESCRIBE YOUR CUSTOMERS: WHO ARE THEY, WHERE ARE THEY, WHY THEM?

Q4 HOW YOUR PRODUCT/SERVICE SOLVES CUSTOMER'S PROBLEM/S, NEED, PAIN?

Q5 HOW YOUR PRODUCTS/SERVICES DIFFERENTIATE FROM COMPETITORS?

Q6 WHAT OPPORTUNITIES DO YOU SEE? DO YOU HAVE IN MIND THE SPARK OF A BIG IDEA?

Q7 WHAT ARE CURRENT TRENDS IN YOUR INDUSTRY?

Q8 BUSINESS MODEL: what is the ongoing process of producing, offering, selling, and collecting payment?

Q9 WHAT ARE THE KEY CHALLENGES THAT YOUR COMPANY IS FACING RIGHT NOW?

Q10 NOW YOU ARE ALLOWED TO DREAM – DESCRIBE YOUR COMPANY AS A GREAT SUCCESS STORY THE WAY YOU SEE IT YOURSELF IN THE FUTURE?



STEP I: IDENTIFYING THE BUSINESS CASE

MAIN AIM:

Based on the established framework of the business and a deeper understanding of the operations of two companies, CTs brainstorm on potential new business ideas and eventually identify and specify a business case that will be chosen for the further ideation process.

DURATION:

4 h of interactive teamwork and brainstorming work facilitated by coaches.

TOOLS applied:

Business Case Mindmap

OUTCOME:

ESTABLISHED BUSINESS CASE - identified a more specific area of business for further business idea development


COACHES' ROLE:

facilitation of brainstorming

METHOD OF WORK:

This is first step in the CS 2.0 workshop after it has been launched. CTs are on their sprint running distance now. They take the material gathered during business case framework development. Now they have many parts of the puzzle they have to put together in some systematic way. In the starting session they have gathered information (created framework) about the matched companies, their business environment and operations, their current products and services, resources, strengths, weaknesses, as well as actual problems, challenges and also future dreams of those companies. For brainstorming, CTs use

a tool called “Business Case Mindmap” (see Toolbox), under the supervision of coaches - it helps to organise, systematise and structure gained information within the framework, as well to look at the potential of combining resources of two companies in order to create an innovative joint product/service. Among other CTs, categorise the problems, define “Customer’s pain”, define the possible causes and brainstorm the possible solutions.



In other words - Establishing the business case – what is it?

It is creating a mind map reflecting the environment of the selected businesses - then narrowing down the information gained to a specific area of development. Once you have identified the business case, you will be able to focus on new business idea development.

Mindmap is a reflection of the status quo – the next step is to CHANGE the STATUS QUO.

Now, as CTs have developed the mindmap they have to establish the business case. Teams have to set the goal for the next project on business idea development. CTs have to be able to describe the current problems/pain that the case should solve. They must be able to explain on which existing resource the case will concentrate and what possible added value will be developed. As a result, they produce a short statement for the business case to be presented in the following steps. Teams write the business case in a few short paragraphs and present it at the end of the 4 h brainstorming session. In the presentation, it should be explained as to what the framework of the business case is and what the borders of the case are that the team selects for further development. This will then be later presented for the first feedback to other teams, coaches and companies.



STEP II: ENABLING ONLINE TOOLS

MAIN AIM:

To make online tools efficiently used during CS 2.0 workshop.
It is especially important since a lot of work by teams and collaboration with companies and CCP members takes place online.

DURATION:

2 h of presentation (by coaches) and testing on the presented tools (CTs and companies)

TOOLS applied:

see Online working and tools

OUTCOME:

ENABLED THE USE OF VARIOUS ONLINE PLATFORMS AND TOOLS

COACHES' ROLE:

training about online tools to be used during CS 2.0

METHOD OF WORK:

CTs and companies are invited to participate in this part on Learning online tools that is carried out in Online class room (companies are invited participate online, while CTs are present in the classroom). The participants are introduced to different tools that are the most useful for efficient and interactive online collaboration and work. Among others, participants are introduced to tools such as

- iLinc
- Padlet
- Eliademy

- Skype for business
- Coggle etc.

See more detailed description in the chapter presenting Online working and collaboration tools.

After the presentation and introduction to the online tools, each team continues discussion online (i-linc) with their companies to decide what online tools the CTs and companies will use in their work by judging the plusses and minuses of the tools, sharing experiences or deciding to learn new tools.



STEP III: UNDERSTANDING THE BUSINESS CASE

MAIN AIM:

CTs gain more and deeper knowledge in the subjects related to the business case (established in step I). Many areas and topics discovered during step I will be new to most of CTs' members and, therefore, there should be given a time for studying particular subjects (as defined by team and companies) and gaining more background from various sources.

DURATION:

4 h of independent work by CTs

TOOLS applied:

Information search by different methods. CTs search for additional information on specific topics and issues as defined.

OUTCOME:

WIDENED KNOWLEDGE ON SPECIFIC TOPICS RELATED TO THE BUSINESS CASE

COACHES' ROLE:

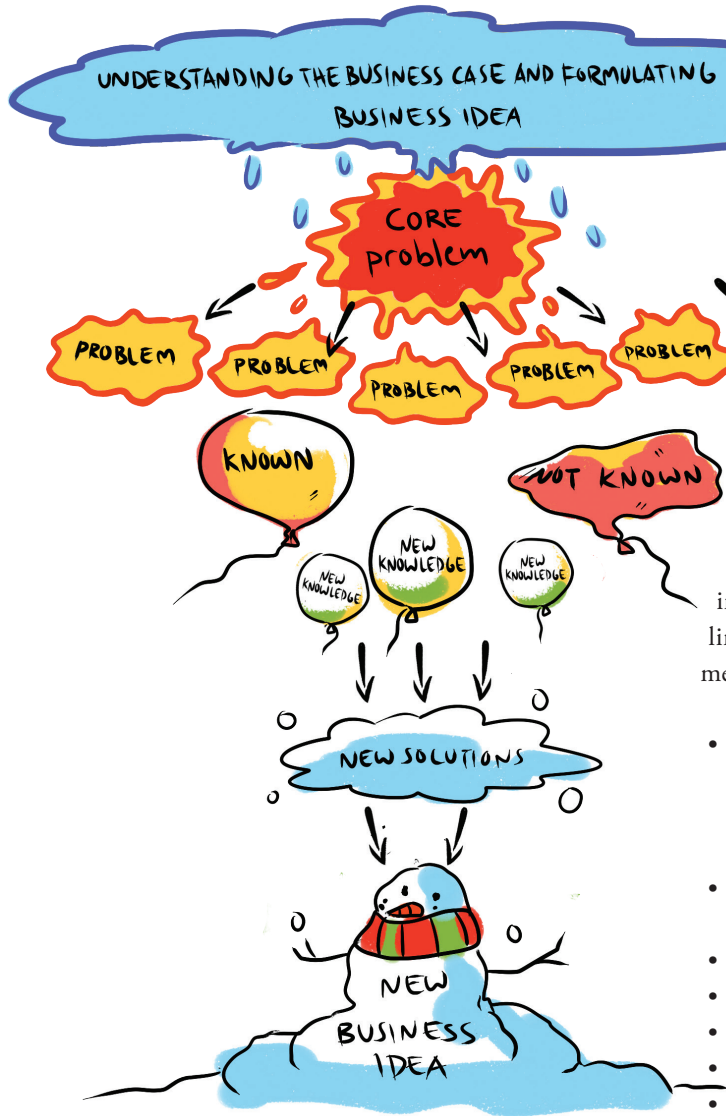
supervising online

METHOD OF WORK:

In this step, teams will use the approach known as a Problem Based Learning (PBL). PBL is understood as a strategy for developing knowledge and competence in the context of education and work (Poikela 2006). Teams have at their hands the framework (overall information) of a business case, formulated and established business case (with identified problem/s). Now they need to

confirm what they already know, what they need to know better, how to know it (access to information) and how to organise the work of information acquisition. Teams begin with one hour PBL session, performing the brainstorming by following the PBL cycle approach.

UNDERSTANDING THE BUSINESS CASE AND FORMULATING THE BUSINESS IDEA



The typical PBL cycle consists of several phases:

First up is setting the problem/s (that derives from the business case), and then the group discusses the concepts and thoughts that the problem/s provoke. The second phase is brainstorming, teams name various associations, own knowledge, associated issues sharing freely without any criticism. All the ideas appear on the board and all the reflected thoughts are categorised now. Once the subjects are categorised, each category receives a title and the group decided learning objectives: what topics need to be studied further and how to acquire information needed. Learning tasks are divided between the team members. Each member gets some particular subject to study (learning task) and prepares a short (written or oral) report regarding the task. Once the team has identified the tasks and methods, CTs' members work independently. Knowledge acquisition methods are not limited. Some suggestions for knowledge acquisition methods:

- Benchmarking (Studying more about the company and its potential markets/competitors, customer pains from all possible sources, interview more companies)
- Collect inspirational material related to the challenge/problem CTs are dealing with
- Read articles about the trends
- Identify weak signals
- Use all available printed sources in library
- Use the Internet
- Ask questions from experts, teachers, companies
- Experiment



STEP IV: FORMULATING A POTENTIAL BUSINESS IDEA

MAIN AIM:

CTs brainstorm a new business idea and prepare for presenting it to the coaches and companies in order to receive the first feedback

DURATION:

2-3 h

TOOLS applied:

Padlet presentation

OUTCOME:

PRESENTATION OF NEW BUSINESS IDEA

COACHES' ROLE:

Supervising online and providing guidance and feedback upon the team's request

METHOD OF WORK:

CTs meet in their own groups after step III is performed - all the members have gathered new information and learnt more about the business(es). Now, each member briefly reports: he/she shares what has been learnt/ discovered during information and new knowledge acquisition. It takes about 10-15 minutes per participant. Thus, the reporting session will last about one hour. After all the participants have reported their learning, CT begins ideation - brainstorming new business ideas/ solutions to the problems that come to their mind based

on the whole work done so far and all of the information gathered so far. The teams formulate one or several new business ideas and prepare a short presentation (max. 10 minutes). Meanwhile teams organise an online meeting with coaches and companies if needed to make sure that CTs are “on the right track” (asking questions, comments and/or feedback).

CTs are given the Format that helps them to develop a business idea presentation for pitching to companies and



the Creative Clinic. They are advised to follow the core presentation points, which would be good to take into account, but they are given the flexibility to add or delete presentation points based on the needs of their own vision for clear presentation. For the presentation, the teams are advised to use Padlet Board. Hereby, few recommendations for the presentation to CTs.

Present **JOINT PRODUCT/SERVICE** idea, provide a description and justification for it based on the following points:

- Brief description of Company 1 and Company 2
- Brief description of the current products/services of two companies
- Description of the established Business case - providing a background on how the case based on the resources of two companies and market opportunities was created
- What problems are detected and which solutions are envisaged?
- In one/two paragraphs, explain what resources are combined and what could be new product/service (new business idea)
- How the potential business idea will solve the existing “pain” of a customer, solve their problem, what will be the added value?
- What resource is needed, what needs to be developed/improved in order to make this idea possible in reality/what is missing?



STEP V: IDEA EVALUATION CHECKPOINT

MAIN AIM:

Test ideas, get outside the box. This is the first checkpoint where a new business idea is presented and introduced to companies and all the other teams and coaches.

In addition, this step helps to look a little bit beyond the traditional view, getting participants out of the box and helping them to see more innovative solutions to the problem.

DURATION:

4 h

TOOLS applied:

SCAMPER, Catch Me Energiser

OUTCOME:

UPGRADED BUSINESS IDEAS based on feedback and innovation ideation process

COACHES' ROLE:

Facilitating presentations, discussion and feedback

METHOD OF WORK:

In the first part of the session, each team makes a 20 minute presentation of their initial business idea. Team members and coaches gather in the same place while companies are connected online and also can follow the presentations and give the first feedback to CTs. This session ends with conclusions by teams and coaches. The task of teams now would be to continue the ideation process. It is important that teams take into account the given feedback, but to add a more innovative spark to the ideation process, teams are offered a session with a “getting out of the box” approach. In order to energise teams, coaches organise a physical activity, teams are going outdoors and playing a game. Next, they need to continue ideation with the SCAMPER method. First of

all, it should happen in the unusual environment - outside traditional classroom (traditional classrooms can hinder innovation energy). SCAMPER is a tool used for brainstorming business ideas in order to stimulate the development of innovative solutions to existing problems. It awakens the thinking of pushing us beyond the traditional zone of thinking. It often leads us towards seemingly awkward and unexpected directions that would not be otherwise easy to discover. As a result, CTs have received feedback on their ideas and they have added “crazy” ideas based on SCAMPER ideation. Now, it would be the time to polish ideas as well as give the ideas some incubation time before those are presented to the Creative Clinic experts, who are supposed to give professional feedback.



STEP VI: ENHANCING BUSINESS EXPERTISE

MAIN AIM:

Expand your prospective on business issues.

DURATION:

1-2 days

TOOLS applied:

participation in an external event that provides new business perspectives

OUTCOME:

EXPANDED BUSINESS PROSPECTIVE

COACHES' ROLE:

Organising a possibility for an outside event (business seminar, conference, clinic etc.), participating in the event as an observer together with CTs

METHOD OF WORK:

CTs are given a possibility to take a break from the ideation process and learn about the different business issues from experienced entrepreneurs. In this way, new developed business ideas by CTs are also given a so-called incubation time before the prototyping. In the pilot case, CTs and companies who were able and willing had an opportunity to participate in an external business event - Barents Reunion (24-25 May 2016). It is the largest event in the northernmost part of Europe where experienced and successful entrepreneurs gather for two days to share their success and failure stories. As it is said on the website

of the event "With Barents Reunion, its organisers IKEA, and the cities of Haparanda (Sweden) and Tornio (Finland) want to inspire the youth of Barents to see the endless opportunities their home region offers." (Barents Reunion 2016.) In practice, CTs participate as listeners and observers in the event and many stories will open wider perspectives for many of the participants. It will also help in the future development of new product/ services.



STEP VII: CREATIVE CLINIC

MAIN AIM:

To get the feedback from professional experts for business ideas

DURATION:

4 + 4 h

TOOLS applied:

Go Around method, Padlet for presentation

OUTCOME:

PROFESSIONAL FEEDBACK ON A BUSINESS IDEA

COACHES' ROLE:

Organising and facilitating the workshop and the Go Around method

METHOD OF WORK:

Creative Clinic (CC) is a one day workshop with the participation of four invited local professional and experienced entrepreneurs who will give advice to CTs for further business idea development and share their own experience. CC is divided into two parts. The first part of the day includes a feedback session by professionals for CTs' presentations on their business idea. The second part of the CC is presentations by invited four professionals where they share their content expertise and also entrepreneurial experience.

Practical work is organised as follows. All four CTs have upgraded and prepared their business idea presentations after the idea evaluation checkpoint and innovation workshop. Now, the presentations are prepared on the Padlet platform. They include pictures, descriptions, video links etc. and are easy to be shared and followed

online. Teams are located in four different rooms. Using the Go Around method, each team makes a 20 minute presentation to four different business professionals and gets valuable feedback from these experts. Companies participate online to follow the presentations and feedback by professionals.

In the afternoon, local business professionals make presentations on specific selected topics relevant to the process, such as service design, innovation, social media marketing, entrepreneurship and so on. It is up to the particular team, group and case to select the particular, relevant topics and professionals. Companies also follow the presentations either online or in the seminar venue. The session concludes with a lively discussion and preliminary conclusion by coaches summing up the results of the day.



STEP VIII: BUSINESS IDEA PROTOTYPING

MAIN AIM:

“Test fast, fail fast, adjust fast.” —Tom Peters

DURATION:

One day

TOOLS applied:

Prototyping workshop

OUTCOME:

READY PROTOTYPE OF PRODUCT/SERVICE

COACHES' ROLE:

facilitate the process face-to-face and online

METHOD OF WORK:

Main task at this step is to:

- Make a first version of the product/service
- Formulating clearly – what is a product (in max. two sentences)
- Visualising the product/service

Prototyping can be understood as creating a more specific concept of the product or service, or *proservice*, where the product and service is combined into one as a business idea. CTs should then create a demo of a first version of

their business product. If it is a tangible product, they will create a physical demo using whatever materials are available. If it is a service as a basis of a business idea, CTs may use a blueprint of a customer's journey or a scenario. Video can be used as well to better reflect user experience and product/service. In practice, CTs are advised to use any form of presentation they can imagine as long as it will make it clear as to what the product/service is all about. Each team creates a prototype: PADLET – reflecting the product/service with comments/pictures/process description/customer journey.



STEP IX PROVING MARKET DEMAND

MAIN AIM:

To test, validate the product and prove market demand

DURATION:

2 days

TOOLS applied:

Market Demand Analysis

OUTCOME:

VALIDATION AND MARKET ANALYSIS REPORT

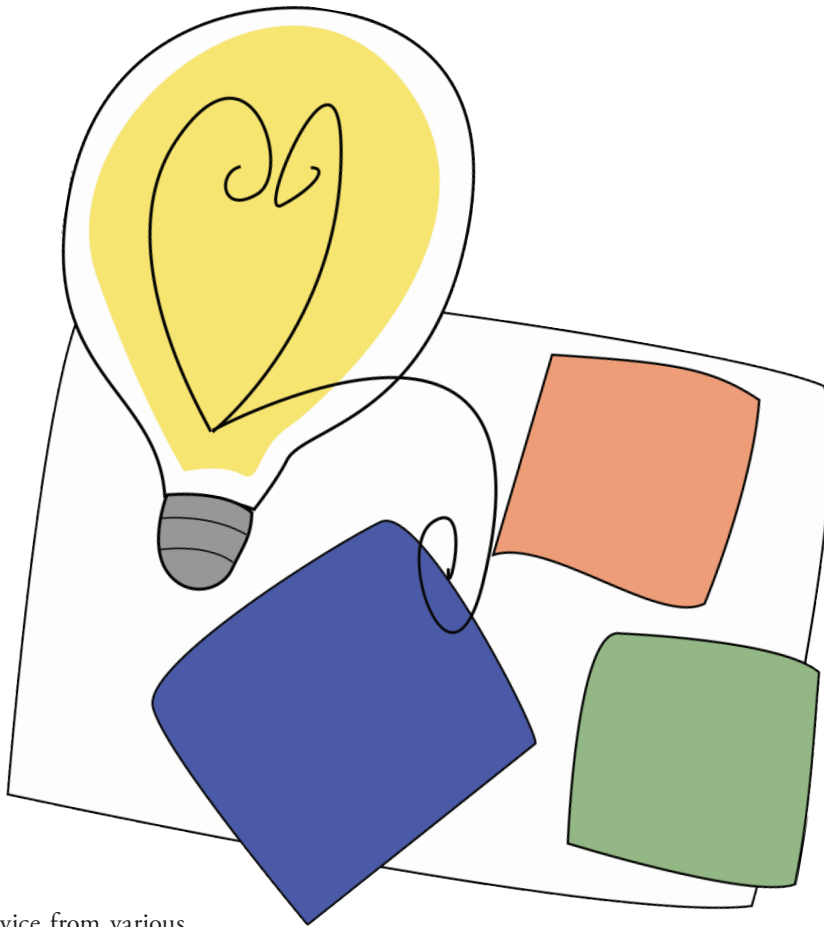
COACHES' ROLE:

facilitating the process online, advising

METHOD OF WORK:

In this step, the task of CTs is to identify and prove market demand for a new business idea. CTs use a developed prototype in order to test it with a potential customer and get their feedback. To complete this task, perform the following steps. First, analyse who your competition is, make a list and short description. The second step is to identify the potential market for your product/service. Use a different approach: analyse market trends, observe, read articles, check trends on the Google trend monitor, use social chatter - analyse what customers are talking about regarding the product. Now try to identify your target customer. Carry out a survey with your target group. Get opinions and feedback about your





product/service from various groups (you can use friends, friends of friends, family etc.). Finally, create the test store: one of the best and most reliable ways to test demand for your idea is by approaching an actual potential customer - do the demonstration of a product/service prototype and ask their feedback. Prepare a summary report about market demand.

The aim of this task is to understand what the actual market demand is and whether a product/service solves the actual problem or need of the customer. Market demand analysis will help you to understand the strong

and weak points of the product, actual reaction of the potential customers and will provide background for improvements of the prototype.

Each CT creates a Padlet board to reflect the findings and conduct validation and market demand analysis and own conclusions. As much as possible within a limited time frame, CTs upgrade their prototype and business idea based on conclusions performed in this step. The final version of a prototype and business idea presentation must be almost ready in this step for final pitching.



STEP X PITCHING

MAIN AIM:

Pitching - to prepare and make a final presentation of the business idea to all stakeholders: companies, coaches, all CTs and Creative Cave Pool members

DURATION:

4 h preparation and 4 h pitching

TOOLS applied:

Pitching

OUTCOME:

FINAL PITCH AND FEEDBACK FROM CREATIVE CAVE POOL

COACHES' ROLE:

supervising on final pitch preparation and facilitating a final online presentation workshop.
The final conclusions about the entire CS 2.0 process and results.



METHOD OF WORK:

Coaches give the guidelines for the final pitch presentations: structure, contents and schedule. The following suggestion can be used:

- Each team has 15 minutes for the presentation
- The presentation can be made by using any visual aids (PowerPoint, Prezi, Video etc.)
- One presenter at a time. Either each team member has an own part or one team member presents the entire project
- Practice your presentation well
- Be as convincing as possible! Sell your new product/service!

The content of the pitch can be as follows:

- Title/Creative team/Names
- Brief description about two case companies
- Brief description about the business case created – problem/opportunity identified, customer's pain
- Value proposition
- Presenting prototype
- Competitive analysis and proving market demand
- Conclusions

The pitching will be carried out in a blended manner, meaning that CTs, coaches and some of the companies will gather in one venue while the rest of participants will follow the presentations online and also will listen to the feedback of the CCP members online. This might be an unusual and new experience for the CTs and, therefore, there is a need to organise a practice session that lasts a few hours - CTs practice online presentations taking into account the specifics of online pitching. Coaches are coaching CTs.

The final pitching takes place preferably in the late afternoon, taking into account that many CCP members have a day job and as volunteers for this assignment are able to join the event in the afternoon more likely.

The day and entire CS 2.0 concludes with pitches by CTs, feedback from CCP members, companies, coaches and feedback for each other. Further and future cooperation based on this model is also discussed in order to make sure that the methodology of CS 2.0 has been sustainable. CCP members and coaches give the final conclusion words for the event.





CROSS-BORDER

CHAPTER II

CREATIVE PARTICIPANTS



SWING IN THE MULTIPLE NETWORKS

Matchmaking and Networking opportunities

Creative Steps 2.0. Process provides a great possibility for multiple networking for all the participants. Matchmaking and networking has a very important role in the entire process of a Creative Steps 2.0 workshop. “Creative participants” of the workshop represent various stakeholders and that way make the workshop more valuable and beneficial for all the parties involved. The key participants of the workshop are

- **Companies** representing creative industries
- **Creative Teams (CTs)** - Students with a multidisciplinary and international background
- **Creative Clinic (CC)** members - local business experts who act as advisers
- **Creative Cave Pool (CCP)** - group of international business advisers

This makes networking very diverse within the Creative Steps 2.0 model and workshop. It can take many forms: networking between companies, networking through collaborative working, various project events can become a beneficial networking place, Creative Clinic enables networking, students create their own network and have a network with other stakeholders, Creative Cave Pool members are a network and in addition there is a network between the project partner countries where the knowledge transfer happens. In addition, a possibility to participate in side events creates a good opportunity to meet new people and create new business networks.

Matchmaking - Network of companies

One of the main goals of Creative Steps 2.0. is to help companies to find networks and partners internationally. During the CS 2.0 workshop, there is a possibility for two companies from different countries to meet and cooperate from a distance. Thus, the workshop facilitates the matchmaking activity. Matchmaking begins with the search process. First, four companies from the country of workshop organisers are selected. These companies determine their preferences for the matchmaking with the companies from abroad. After that, the search and selection of matching companies is performed in other project partner countries.

Companies are divided into work pairs and each company gets a student group (Creative Team) for business development help. In the beginning of workshop, the purpose is to find a common background between the companies and form a mutual business case. These two companies work together through the workshop and their work in cooperation with other creative participants will result in a joint business idea, innovative product or service. Matchmaking of the companies gives them a great possibility to get to know each other, to start actual cooperation through a joint work in workshop, to overcome the “distance” and cultural barriers. The

network of companies is also enlarging through the connection with other pairs of companies involved in the workshop.

Students' networks

A possibility of networking will also open for the students. Four groups of four students constitute the so-called Creative Teams. First of all, the students will benefit from a network among themselves, since they represent

different study fields and also come from different countries. Students will also develop strong networking ties with the participating companies during joint working and sharing their know-how. There is also a great possibility for the students to see the everyday life of creative entrepreneurs when working with the assignment given by the entrepreneurs.

In addition, students have a great possibility to network with business professionals. Four experts of their field will be invited to the Creative Clinic (CC); they will support the work of Creative Teams and give comments for the





situation at hand. The CC members will challenge the teams through various questions in order to help them to develop innovative business ideas. International companies involved in the process can take part in CC via virtual connection. This way, Creative teams' students and entrepreneurs involved in the CS 2.0 process have an opportunity to meet the invited experts of their field, which gives a possibility for networking with other professionals in the field.

Networking through collaborative working

Collaborative working during the workshop is a great possibility for an intensive networking for all the stakeholders. In the beginning of the workshop, two matched entrepreneurs and a Creative Team (CT) meet each other through the Internet. Through this online session, entrepreneurs introduce themselves and familiarise themselves with the student group who will work on their business ideas. After that, all together they develop a common business case by using the 10Q method. Coaches facilitate the collaborative development of the business case framework. The entrepreneurs get the great possibility to familiarise themselves with each other's business background, share own experiences, challenges and find common opportunities. CT's students also get a great possibility to take part in an actual business development process and get a possibility to better understand the specifics of entrepreneurship through development work with the companies.

An education organisation can also have the possibility to create the network with the involved companies and business experts. Through the process they have a possibility to learn about the activities of participating companies and this can be also beneficial for the future collaboration between the organisations.

Side events as a networking place

Various side events taking place in the area can be included rather well in the programme of CS 2.0. In Finland, the Barents Reunion business conference is

linked to the Creative Steps 2.0 process. Students and participating companies from the region can attend the event for free, which lasts two days. Keynote speakers are people with solid entrepreneurial experience. Participation in this event gives a possibility to broaden participants' viewpoints about business and entrepreneurship and it serves as a great forum for networking. There is a possibility to meet many entrepreneurs, experts, exchange experiences and get new partners.

Creative Clinic enables networking

Creative Clinic offers another possibility for networking. Local, experienced entrepreneurs participate in a so-called sparring session with the students by providing the feedback to their work and in addition they make presentations for sharing their expertise and entrepreneurship success stories. The presentations take place on campus and are also simultaneously live streamed, so that the involved case companies can follow the speeches. Presentations are also recorded and later shared with the whole target group of the project via the selected channels. CC also offers the invited experts of their field a possibility to meet each other and create a network among themselves.

Creative Cave Pool as a network

A Creative Cave Pool is an international network in itself, since CCP participants represent different countries. It is hoped that the group of professional business advisers would act through all four pilot workshops in different partner countries. Their main task is the final evaluation of the presented business ideas, produced prototypes and final pitches. CCP members have a possibility to get to

know each other and, according to their needs, during CS 2.0 there can be organised advance online sessions for CCP members to give them a possibility to share their business expertise. They have an opportunity to present the possibilities, challenges and future visions of their regions.

Also during the Creative Momentum project, the CCP members have the possibility to meet each other face-to-face. The meeting is supposed to be organised in connection with one of the countries' hotspot events.

Partner countries' knowledge transfer and network

CS 2.0 piloting is organised in four regions in four different countries: Northern Finland, West Region Ireland, Northern Ireland and Mid Sweden. Knowledge transfer takes place between these countries after the organisation of CS 2.0. After each workshop, the implementation results are collected: partner of the organising country collects the feedback of the participants and shares the experiences with other partners in the project countries. This way, CS 2.0 is also developed during the project. Sharing experiences gives valuable knowledge on how the implementation has succeeded in different countries, what the challenges have been, what results were obtained, in what way the CS 2.0 model was modified in the context of country and what kind of differences were carried out during the implementation of the workshop. It is particularly important to share the assessment of the CCP members regarding the final outcome and how participant students and entrepreneurs experience the CS 2.0 process and results.

FORM YOUR ASSIGNMENT

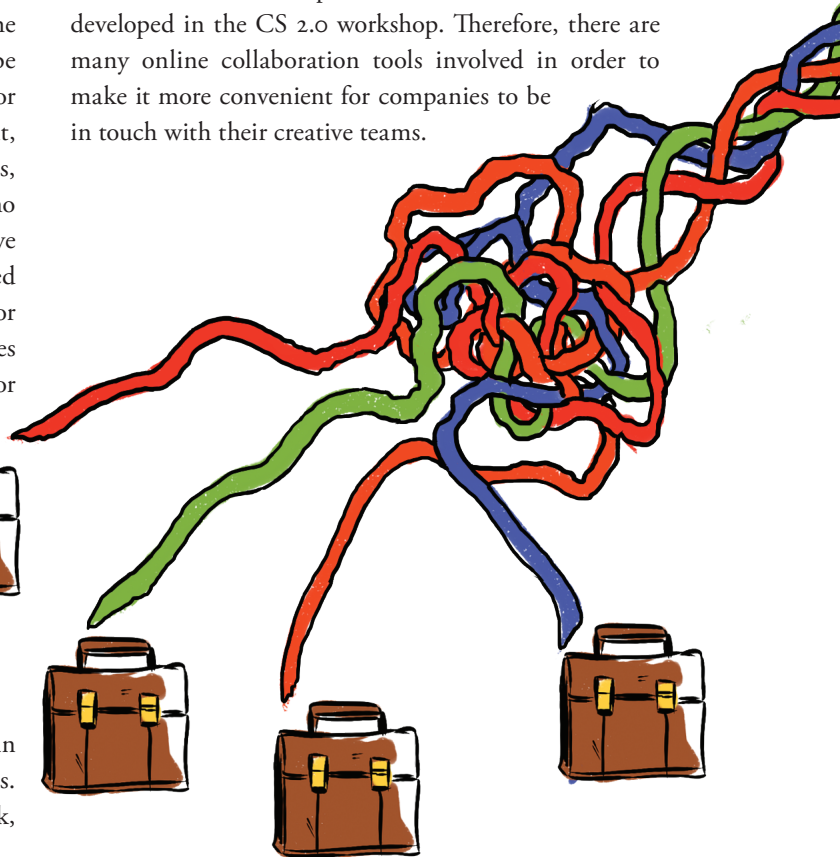
Matching Creative Companies

Companies in the creative industries are the main beneficiaries of the CS 2.0 workshop. The aim is to select eight creative companies from different project partner countries. Two companies (possibly from different countries and different creative sectors) are matched together in the process of the CS 2.0 workshop.

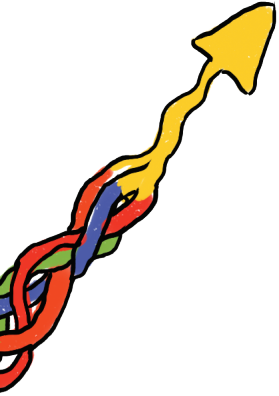
During the application process, the companies have the possibility to define whether they would like to be matched with a company from the same creative sector or with one from a different creative sector. As a result, during the workshop there will be four pairs of companies, each pair being assigned to a group of four students who act as a Creative Team (CT). With the help of Creative Teams, companies define the business case that is based on their background and defined challenges, problem or opportunities. Based on this business case, the companies further work with CTs in order to develop a product or service as a business idea.

Assigned team of students work on this business case during 10 days of intensive structured workshop process guided by the experts and coaches. Companies are invited to participate in the process and engage with CTs as much as they wish or as much as they can, taking into account the busy life of entrepreneurs. If the companies can or wish, they can participate in the entire creative process with the students. But taking into account the reality of busy work,

companies have a guidance of the process with the emphasis on those parts where their participation is wanted, where it is compulsory and how they can follow and join the work at any time they wish online. However, their role is crucial, especially when advising CTs during their work on a new product or service that will be developed in the CS 2.0 workshop. Therefore, there are many online collaboration tools involved in order to make it more convenient for companies to be in touch with their creative teams.



At the end of the workshop, a new project/service/business idea and its prototype is presented and in practice is owned by two companies. If they wish, they can continue cooperation after the workshop and develop a joint business idea and bring it to the market.



RECRUITING COMPANIES

The selection is done via an online application. First, four companies are selected from the country of the workshop organisers. These companies determine their preferences for the matchmaking with the companies from abroad. After that, the search and selection of matching companies is performed in other project partner countries.



STEP TOWARDS THE CHALLENGE

Innovating in Creative Teams

Creative Teams are the groups of students who work during the CS 2.0. workshop together with selected and matched companies in order to develop a business idea and innovate a joint product or service. It is recommended to mix in the teams of students from different study fields, thus making CTs multidisciplinary and, if possible, to have an international group of students, which would bring the diversity of the backgrounds and dynamics for an innovations process.

The involvement of CTs in the Creative Steps 2.0. process has two main purposes. First of all, it has an educational purpose, where students have a possibility to gain working life and entrepreneurial experience. Students get the possibility to learn in a real life working environment, developing their own know-how in a multi-field team during the innovation's work: on-campus and online collaborative activities and work with international companies. Through this work, students gain an insight on how businesses operate and what challenges they face. In addition, they learn how to work in a multidisciplinary and international environment.

The second important purpose that the participation of Creative Teams serves is the support and help given to the companies in their business development process. While students are learning by doing, at the same time CTs also act as a support for small businesses: they help in small business innovation's work and enrich participating

companies with valuable, fresh and new insights for their business development.

The role of the students as mentioned earlier is to actively participate in the CS 2.0 workshop in order to produce a new business idea (product/service) in cooperation with selected entrepreneurs in the creative sector in partner countries. The aim is to create four Creative Teams (CT) of international students from different study fields in order to make teams more multidisciplinary. Each CT is matched with two companies (preferably from different countries). Under the supervision of coaches, CTs participate in an intensive 1+10 step process (2 weeks/10 working days) – step-by-step path with a set of creative tools wherein student teams and companies/entrepreneurs work on a business idea/product/service and bring it to the new level. Students who are selected for the participation in the workshop can also receive study credit points (depending on the university). For students, CS 2.0 is a hands-on learning process that gives an insight into entrepreneurship and the business idea development process.

Teacher's role as a coach

The CS 2.0 workshop is organised and guided by two teachers from the university, which is organising the workshop in its home country. In this workshop, teachers act as coaches by encouraging, supporting and directing

Student's role

- Making a “survey” to businesses which will give the needed information to entrepreneurs in the field of a given challenge
- Students generate ideas for a business challenge
- Students will innovate and rejoin the products/services in a new way

Every participating country creates four Creative Teams. During the pilot CS 2.0 workshop in Finland in spring 2016, four teams were named by four seasons of the year:



Creative Team Spring



Creative Team Summer



Creative Team Autumn



Creative Team Winter

Creative Teams, as well as actively facilitating the collaboration process with all the stakeholders. The coaches guide, support and supervise the teams throughout entire the CS 2.0. process by using step-by-step methodology, various innovation, ideation and online tools. The coaches also lay the foundation for CS 2.0 by explaining what innovation's work demands, how to use the "customer pain" approach through the model, they guide in online and distance working and

collaboration, advise on the use of virtual tools, give advice on prototyping, market research and also coach teams for the final pitching. At the same time, coaches take care of the communication between all the stakeholders, making sure that the connection stays dynamic between the participants and stakeholders. Coaches also supervise teams online during their independent work.



RECRUITING STUDENTS

The selection of the student participants in CS 2.0 is organised via an online application, which is sent to the university students.

Selection is based on the motivation of the student and interest to get involved with challenging business innovation tasks, ability to dedicate fully for 10 workdays (two weeks) to the work in the CS 2.0 workshop.

During the selection procedures, coaches pay attention to the fact that teams should have a multidisciplinary and international background.



GET INSPIRED BY THE EXPERTS

Creative Clinic as a source of new ideas

What is a Creative Clinic?

The Creative Steps model utilises, besides the help of the coaches, the help of experts in going through the processes. Every country creates a team of experts for the Creative Clinic work. The purpose of the Creative Clinic is to support the work of student teams with the assistance of professionals from different fields. Student teams need different viewpoints in working with their assignments. For student teams to be capable of developing new ideas and thoughts and recognise all the significant viewpoints, field professionals offer sparring help from the perspective of their own know-how. Working in a Creative Clinic takes one workday.

The Creative Clinic is divided into two parts. One part is the sparring session given to the student teams by the experts and the other part consists of the pitches held by the experts which are recorded and shared with the other target group of the Creative Momentum.

Each partner country creates a professional team for the Creative Clinic (CC). Half of the day consists of a workshop using the “Go around” method and the other half of the day professionals give speeches of their topics to the students and audience. This local professional team and its members help Creative Teams (CT) by sharing their expertise and knowledge of the topic and Creative Teams.

Who is the right person for the professional team?

A professional is a person who has a specific area of knowledge or experience that assists with the business case which students are working with, for example brand specialist, service designer, business specialist, social media expert etc. One could also represent the customer perspective and give advice from a completely different viewpoint in comparison to experts. A customer examines the contents of the assignment from the viewpoint of experience.

How to work in the Creative Clinic?

The Creative Clinic is a one day workshop that utilises the *Go Around* method

- The first part is a two hour session in which professionals help with the assignment. The coach works as a facilitator during the Creative Clinic.
- During the second part, professionals hold speeches of a topic on their own field. The event is open and content can be taped and shared or directly streamed to an international target group.

It is important to introduce in the beginning of the task the used method and the professional guests who support the work of the Creative teams.

Go around method

Four rooms or a room with four tables with seats for both CT members and professionals are reserved for working. One of the tables could also be the table of the “customer” where a chosen person shares the viewpoint and observations from the perspective of a customer or a user. Through questions and comments, the professionals bring out different thoughts and viewpoints of content.

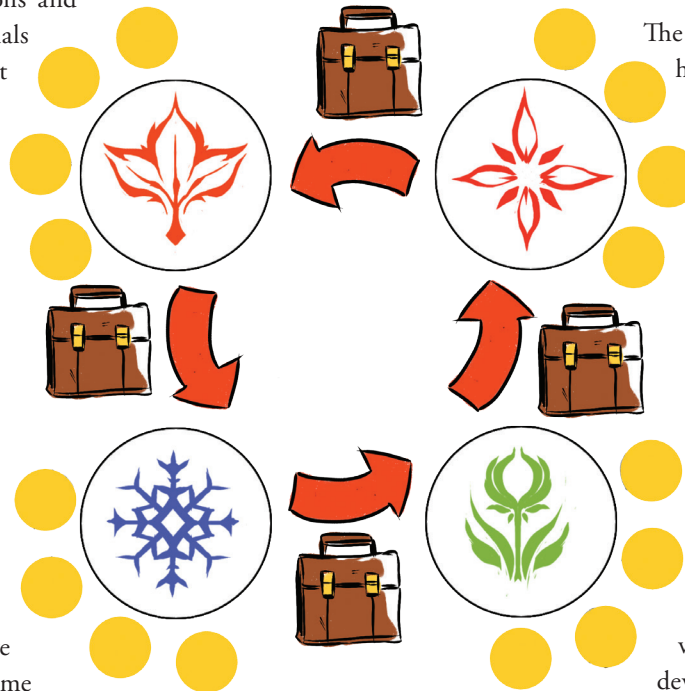
The work is organised as follows:

The working time is 4 x 20 min including a 5-10 min switch from a table to another so, in total: 4 x 30 min = 2 h.

All sparrers go around each table. The sparrer is shown the table to start from. The Creative Teams stay at the same tables for the whole time with an open remote connection to entrepreneurs e.g. via Skype. Sparrers change tables every half an hour. The facilitator (coach) takes care of the time management.

When the working starts, the members of the CT group pitch their own idea to a professional in the table. The professional asks questions, shares viewpoints, comments on their idea and spars with the group in their assignment. A discussion is held for 20 min.

The CT members take an active role in the discussion and take notes throughout so that the group can continue later on with their task and take into account the viewpoints given by the professional. When the time is up, the sparrers switch tables and the members of a team begin again by pitching their idea to the professional and then discuss its content.



The work ends when the sparrers have gone around each table. Now CT should have four different viewpoints to help with their own working and they continue with developing the product based on these comments. The teams could in the end have a discussion with present entrepreneurs through a remote connection on what viewpoints were in their opinion the most important from the viewpoint of continuing development.

After the Creative Clinic, every team formulates the most important viewpoints that rose from the discussion for the next time and will present these viewpoints to other teams when getting next time together. The most important point is to tell what students themselves have learned during CC and how they can utilise the learned things in the work. This is sharing knowledge together and with the same time other teams can get good advice on their own work.

EVALUATE YOUR INNOVATION

Feedback from the Creative Cave Pool

What is a Creative Cave Pool?

A Creative Cave Pool (CCP) is a panel of international business experts who are willing to contribute as judges for innovative product/service or business process development during the Creative Steps 2.0 process within the project Creative Momentum. A Creative Cave Pool (CCP) is formed by one representative from each Creative Momentum project's participating country.

Who are potential panellists?

- A member of the panel could be a business adviser of the region or person who has the competence to evaluate the viability of business ideas and innovative products/services.
- A CCP panel is an international team of judges with a background in business advising or relevant background in the business field (business owner, manager or entrepreneur)

What the panellists do?

- A CCP panel meets once on a virtual platform in order to evaluate the results created by Creative Teams and give professional feedback regarding the developed innovative products/services and business ideas and their viability.

- In addition, participation in the idea evaluation process CCP gives an opportunity to become a part of a network of professionals between the national and international experts.

The mode of work

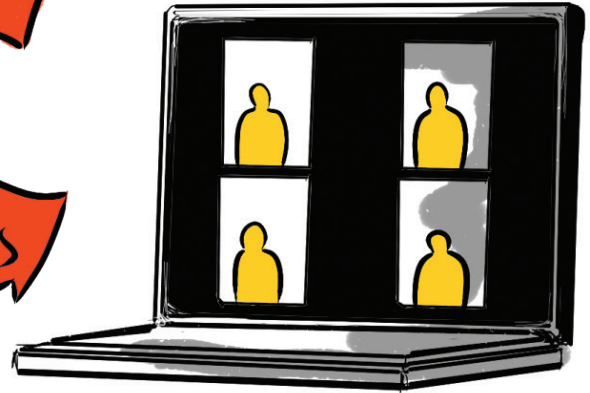
Two matched entrepreneurs provide the background information about their companies, including the information on products/services they produce, business processes as well as share the problems, challenges and business opportunities. Based on that information, students create a business case on which this group of students called Creative Teams, CTs work during a 10 day workshop under the supervision of coaches. The task of CT is to develop innovative solutions on a selected business case, which would result in innovative services/products/business ideas. The final outcome of the CT's work is an actual prototype which is presented to the entrepreneurs, creative cave pool experts, outside experts and "virtual visitors" for the evaluation and feedback.

First, the students present the idea/prototype for 10-15 min. After that, the entrepreneurs have an opportunity to ask questions regarding the idea/prototype. The CCP panel members provide their comments and give professional feedback about the viability of the product/service/idea presented.

CREATIVE CAVE POOL



CREATIVE TEAM



Proposed approach for the evaluation of presentations:

Idea and its attractiveness:

- Innovativeness and attractiveness of the idea
- Idea takes into account the target group
- Novelty of the idea
- The idea will benefit company's operations
- The idea has been worked out carefully

Realistic business:

- The idea is realistic and logical
- The risks have been taken into account
- The idea meets the needs of the customer
- The idea is viable
- The idea can be applied and further developed

Presentation:

- Quality and attractiveness of presentation
- Team's ability to sell the idea
- Overall impression
- Final comments by the evaluator

Virtual presentation

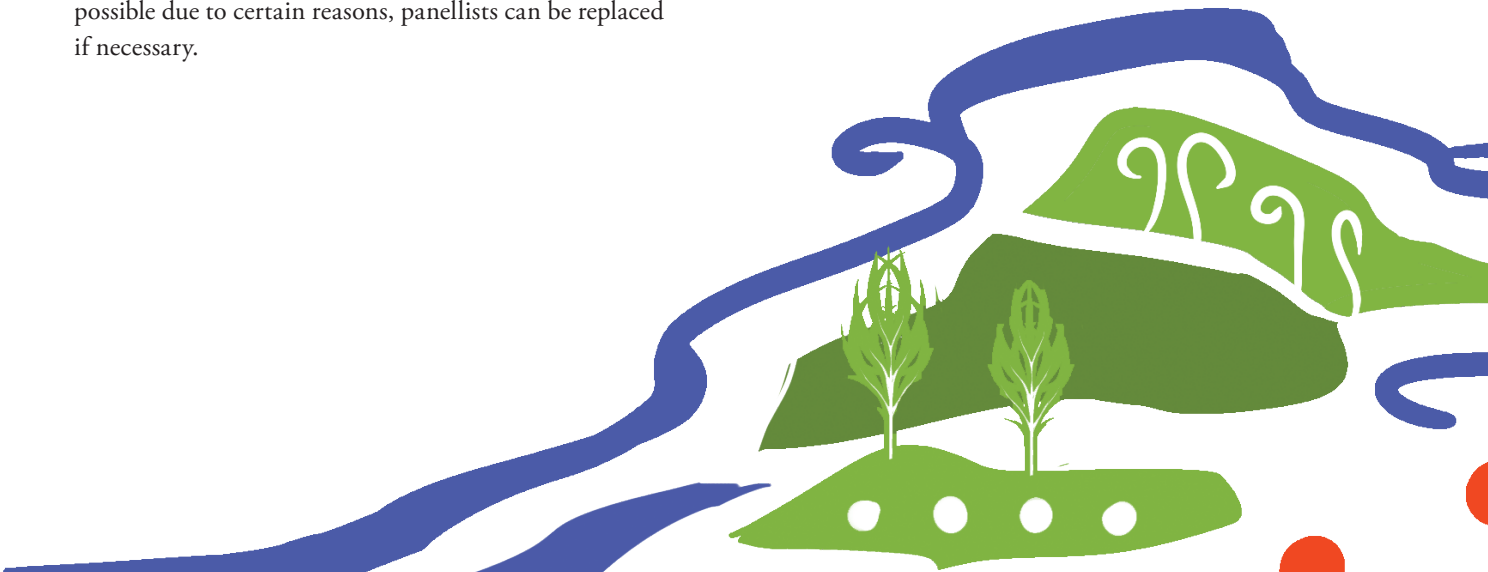
The presentations are organised in the virtual mode via iLinc or Skype platforms. CCP panellists are introduced to the virtual platform to be used in advance. Presentations that are organised during Creative Steps 2.0 in Finland will take place via the iLinc virtual platform. The link of the platform and presentation virtual space is provided in advance before the presentation day. It is important that all the participants use USB headphone sets. If it is not possible, we hope that the panellists inform about the use of computer microphones. It is important to do the testing of microphone use in advance. All the technical details about the I-Linc use will be given during the preliminary training for CCP panellists.


Creative Steps 2.0 in different project countries

Creative Steps 2.0 will be organised during the years 2016 and 2017 in all project participating countries. The aim is that the same CCP panel team would assess the outcomes of CS 2.0 in all the participating countries. If this is not possible due to certain reasons, panellists can be replaced if necessary.

Training for CCP members

Members of the panel get a training before the Creative Steps 2.0 workshop. The training time is decided through a Doodle poll. In addition, there could be organised another virtual meeting among the panellists where they could get to know each other better and share the experiences from their own or national practices. The idea is that participants of the CCP have an opportunity to learn from each other about the support initiatives for entrepreneurs in their countries and regions as well as to develop a network of experts.





“I learnt more about business relationships and cooperation. Also I learnt a lot and experienced stress management skills: immersed myself into real life environment, and it really differs from studying.”


– Creative Steps 2.0 student feedback



BENEFIT FROM COLLABORATION

Creative Steps 2.0 for different parties

The Creative Steps 2.0 outlined key benefits for the businesses as clients, students as learners and educational actors as stakeholders in this process. The joint innovative process gives an exceptional arena for businesses to network with other business across the borders and participate in Creative Steps 2.0 implementation. At the same time creative teams have an opportunity to work intensively with these companies. Student teams get work-life oriented tasks, an authentic entrepreneurship learning environment and a possibility to develop new ideas to product and services of actual companies.

- 
- collaboration with other creative sector company
 - an interactive arena for cooperation with international students - Creative Team
 - an environment for development together with an educational institution
 - ideas from the creative team about the emerging needs in the company and the market
 - gaining the perspectives that emerge from the creative group of participants with diverse skill sets
 - networking and a chance to find new partners locally and abroad
 - the development of your own company's operations, its products or its services
 - guidance for innovation work from specialists of various sectors
 - internationalisation



- interactive networking with students in a multidisciplinary field and companies from international working life
- understanding of working life through the assignments
- developing your knowledge/know-how during the process: interactive skills, and understanding of the needs of the corporate world, developing your creative thinking, developing your networking skills
- an opportunity to showcase your know-how
- access point to entrepreneurial creative industries
- guidance for innovation work from specialist of various sectors
- internationalisation



- the development and assessment of learning-, teaching- and working methods
- increasing the knowledge of the needs of working life
- utilising online tools and social media as a part of the process and learning from it
- developing entrepreneurial methodical knowledge of the teachers
- widening the network
- getting perspective from specialists of various sectors for innovation work
- developing international cooperation



CHAPTER III

TOOLS FOR COLLABORATIVE INNOVATION



UTILISE DIFFERENT WAYS TO INNOVATE

A Toolbox for methods

The “Toolbox for methods” offers a detailed description of various tools used during CS 2.0. workshop that helps in various situations during the collaborative innovation process: getting to know each other among participants, ideation and brainstorming, collaborative online work etc.

Similar toolbox was also used during previous model of Creative Steps. These tools are directly incorporated in the new methodology (see Chapter I - Creative Steps 2.0 model) and can be used as suggested by the methodology description in order to advance the work in creative and efficient way.

Creativity and innovation tools can be divided into the following categories:



Icebreaker (team building activity)



Energisers



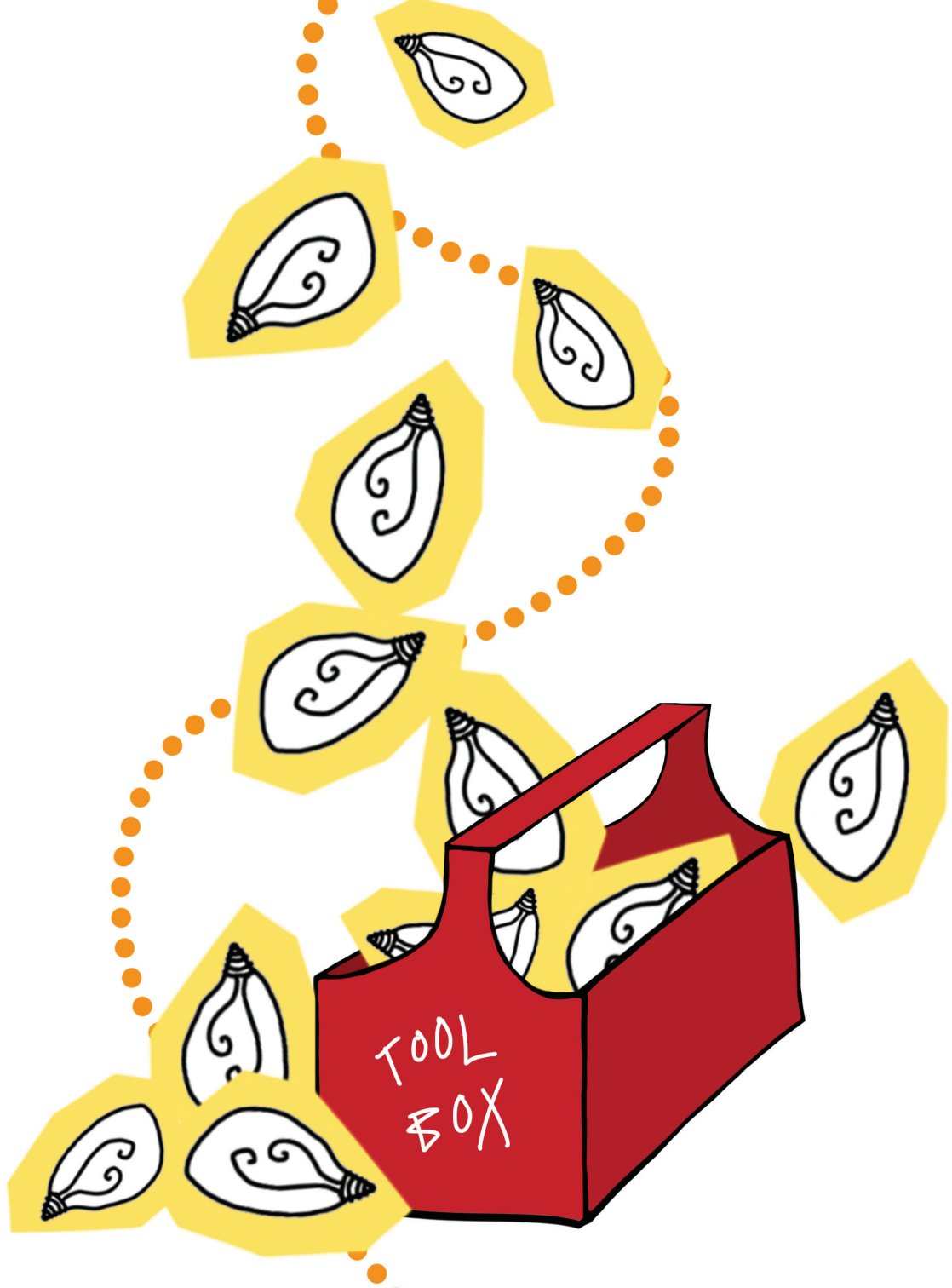
Ideation and brainstorming methods



Collaboration tools



Analytical and product development tools





10Q - a trigger for the business case

The task:

10Q method is a process of trigger questions in order to facilitate the discussion and initial interaction between the participants of CS 2.0 (Creative Teams and selected companies). All together there are 10 core trigger questions. Each Creative Team (CT) meets with two selected creative companies online. CT questions/interviews companies by using 10 core questions that are placed on an online (Padlet) board and follow-up sub-questions, which originate from the discussion. Companies write their answers on the board or give oral answers to the CT. Creative Teams and coaches facilitate the discussion. For better online interaction, the Padlet platform can be used where the questions are placed and where companies write their answers. Additional material, such as web links, pictures and posters can be added on the board.

The point:

10Q method aims to provoke a starting discussion by the involved CS 2.0 participants: creative teams (students), companies in different geographical location (different countries) and coaches. It takes place online and helps participants to get to know each other's background; it helps all of participants to better understand the background of business involved and to define potential and current challenges of the business. For the company it is also a possibility to revise its own business model. The method gives tools for structured discussion which is particularly challenging when conducted online.

Requirements:

Use the best suitable Internet platform (possibly Padlet) what can be shared with all the participants simultaneously and where the questions answers can be placed on the board so that the answers appear in real time during the actual discussion. Every participant should be connected online with the possibility to communicate orally (Skype, iLinc etc.)

Time:

Max 10 minutes per question

The benefit:

On an individual level:

Creative Teams are better prepared to interact with companies that are not familiar to them. CT students learn to ask relevant questions in order to better understand the business environment of selected companies. Everyone increases the capacity of online interaction.

Cooperation:

It helps all the participants to better get to know each other taking into account that they are all located at different geographical points (different cities/countries). It helps to carry out an online discussion in a more structured and organised manner.

On a general level:

Structured discussion following 10Q questions will help the participants to better understand the business environment of selected companies. It helps students to get to know the companies better, while companies also get to know each other. A structured and facilitated manner of discussion helps everyone to better interact and to get to know potential challenges and opportunities within selected business cases.





Scamper

The task:

SCAMPER is an acronym of letters that represent words/titles for tasks directing us towards a certain thinking: S-Substitute, C- Combine, A-Adapt, M-Magnify, P-Put to other uses, E-Eliminate, R- Rearrange or Reverse. SCAMPER is a checklist of questions which participants need to go through and apply during the workshop. The process is reflected in a mindmap, and is best in the form of a tree. Each letter is a branch on the mindmap, where participants attach their ideas on Post-it notes. Participants use a large sheet (can be used A1 size flip chart paper) where the answers to each question are attached. Ideas produced and reflected on the mindmap are summarised at the end of the workshop and one final business idea is presented by the team.

S – Substitute

C – Combine

A – Adapt

M – Modify

P – Put to another use

E – Eliminate

R – Reverse



The point:

SCAMPER is a tool used for brainstorming business ideas in order to stimulate the development of innovative solutions to existing problems. It awakens our thinking pushing us beyond traditional zone of thinking. Often it leads us towards seemingly awkward and unexpected directions that would not be otherwise easy to discover. (SCAMPER 2016.)

Time:

7–10 minutes answering each question, 15 minutes to summarise material and come up with new developed idea

The benefit:

On an individual level:

A possibility to practice the ideation “outside the box”, pushing participants to think beyond traditional borders.

Cooperation:

A possibility to further develop positive group dynamics by working deeper and in a more interesting way on a given challenge.

On a general level:

A possibility to learn new ideation tool that can be applied in any business situation in the future

Requirements:

Large piece of paper (preferably A1), Post-it notes in various colours, markers for each participant. If participants work on distance, Padlet and Coggle programmes can be used for the creation of a mind map.





Business case mindmap (BCM)

The task:

Use material and information gained during the 10Q workshop/method. Use the mindmap brainstorming method for categorising 10Q and related information: creating branches of main subjects and related sub-branches. Work with 10Q results – combine answers by companies on one mindmap by using colour post-it notes and markers to create branches.

Cluster 10Q results in the following categories:

- Identify an existing product/service
- Identify a current resource/s of two companies
- Define the business model
- Identify and categorise the problems
- Define more specifically customer's Pain
- Define possible causes of the customer's pain - Create possible solutions
- Define trends in related field
- Define opportunities
- Define big idea (as set by company)
- Define big dream (as set by company)

Next step is to brainstorm around developed mindmap:

- What information it gives to you?
- Do you see potential area for narrowing your project?
- Do you see specific problem areas?
- Do you see specific potential area of opportunities?

Narrow this PROBLEM/OPPORTUNITY area (area for further development) and mark in RED

- Has the actual pain of the customer really been identified?
- Do you see a potential pain that would/could be solved?

Further develop the mindmap by adding your thoughts/ideas on the specific selected RED area

Time:

4 hours

The point:

10Q method aims to provoke starting ideas for the Business case. Mindmap is a tool that helps to deepen the understanding of selected two businesses and their environment, opportunities and challenges and it helps creating a framework for a business case. It is used after the 10Q method, which normally would give starting information regarding the businesses for the CS 2.0 process. Now, the task of CTs is to establish the business case based on mindmap as a framework for identifying specific goal or area for further business (product/service) development.



Requirements:

Large working space (large paper sheets or board or the floor), Post-it notes in different colours, markers.

The benefit:

On an individual level:

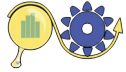
Creates a deeper understanding about the case company, its products and services, potential opportunities for development and/or existing challenges. It helps to identify the problem/s and its causes and creates a way for visualising potential solutions to the identified problem. Each team member has an opportunity to share their thoughts and expertise.

Cooperation:

Deepens interaction among the Creative Team members, enhances the exchange of thoughts and creative approach to visualising complex issues.

On a general level:

BCM helps to make a better visualisation and systematisation of what has been learned during 10Q discussion regarding the business case and from the visualisation of problems/challenges/opportunities/business model - it opens the window for identifying a business cases to be taken for further business idea/product/service development. Taking into account that CS 2.0 aims to bring two different creative companies and based on their business to create/innovate one new product/service, BCM helps to collect and identify all the relevant factors to be taken into account during the process of building new product/service.



Prototyping

The task:

Based on the identified business case material and the definition of a potential new business idea that was created by CT in cooperation with the involved companies and experts, create the first demo version of your new product/service or *proservice*. First, briefly and clearly formulate what is your product/service or *proservice*. Try to do it in a maximum of two sentences. Test it with the outsiders; do they understand your idea? Reformulate the idea if needed. Next - use all the possible visual aids to make a sample (demo) of new product/service or *proservice*. If your new product is something tangible, probably you will use various available materials to prototype the product. If your product is new service or combination of product and service, you might use tools such as “customer journey” to visualise customer’s experience with your new service.

Demonstrate your prototype to an outsider, get the feedback and improve the prototype.

The point:

Main aim of prototyping is to make a first sample of the product or service and test (validate) new business idea with potential customers. Prototyping follows previous CS 2.0 steps and is carried out after the business case is identified and new potential business idea is formulated during brainstorming and experts’ feedback sessions.

Requirements:

Participants use any available material needed to create a demo or a prototype of the product or service. It can be paper, folly, plastic, or simply any digital visual aids available (various software, graphics, pictures, videos etc.).

Time:

8 hours



The benefit:

On an individual level:

Participants learn to transform an idea into a visual format that helps better to understand new business idea. They also learn various ways and methods for the visual presentation of an idea that should become clear to an outsider when presented.

Cooperation:

All the involved parties are actively participating in the development of demo version of the product/service and this way sharing ideas, expertise, learning to listen to each other, to take into account the different opinions and to cooperate with each other to bring the best possible result. Cooperation between parties takes place in various formats: face-to-face and online and therefore both ways of cooperation can be developed and learnt through this activity.

On a general level:

This activity helps participants to realise that great ideas need to be transformed into something that is needed for a real customer and that it should be clearly formulated (visualised) for an outsider - what really is a new product/service. The participants learn the challenges of this process, but experience a great step forward when the prototype is created - idea does not stay only on the paper, but is actual product for presentation to others and most importantly we get ready prototype to be tested in the next step with the potential customer.



Market Demand Analysis

The task:

In this assignment, your task is to identify and prove market demand for the new business idea. Use a developed prototype in order to test it with potential customer and get their feedback. To complete this task perform the following steps. First, analyse who your competition is and then make a list and short description. The second step is to identify the potential market for your product/service. Use a different approach: analyse the market trends, observe, read articles, check trends on Google trend monitor, use social chatter - analyse what customers are saying about the product. Now try to identify your target customer. Carry out a survey with your target group. Get opinions and feedback about your product/service from various groups (you can use friends, friends of friends, family etc.). Finally, create the test store: one of the best and most reliable ways to test demand for your idea is by approaching actual potential customer - do the demonstration of a product/service prototype and ask their feedback. Prepare a summary report about the market demand.



The point:

the aim of this task is to understand what the actual market demand is and whether the product/service is solving an actual problem or a need of the customer. Market demand analysis will help to understand the strong and weak points of the product, the actual reaction of potential customers and will provide background for improvements of the prototype.

Time:

16 hours

The benefit:

On an individual level:

This task develops crucial analytical skills, such as the skills of market analysis, survey performance and interaction with a potential customer.

Cooperation:

Actual interaction with potential customers greatly develops customer management and relationship skills. CT should act as a strong team representing their business idea and, therefore, in this task the participants develop teamwork skills.

On a general level:

A better understanding of the actual market demand and what the strong/weak points are of the produced business idea: new product/service.

Requirements:

3-4 days of intensive teamwork independently under the supervision of coaches.





Go round method in the Creative Clinic

The task:

The invited field experts offer guidance to student groups. One of the sparrers is “a client” who helps by providing the customer’s perspective. Space has as many tables as there are sparrers = 4.

The time used for sparring is 30 min.

Sparrers make rounds moving from one table to another within the given time. Student group pitches first their own idea after which they get comments about their ideas, answer to expert’s questions and hold a discussion of the contents. The entrepreneur can participate through remote connection using for example Skype. When the sparring time ends, sparrer switches tables and goes to next student group’s table where he first hears the pitched idea after which a sparring discussion is held. When the sparrers have gone through all tables, the student groups have gotten sparring help from different perspectives for their idea and can continue working with their idea taking into account the given view points in the development work.

A decorative horizontal line of orange dots, starting with a larger dot on the left and gradually decreasing in size towards the right.

The point:

The student groups get new perspectives for the development work of their idea from field experts and the “client”.

Time:

4 x 30 minutes

Requirements:

In the space there needs to be as many tables as there are sparrers and the number of chairs needs to match up with the number of present participants. Four separate spaces can be reserved for use, making working more peaceful. Remote connection opened to each table for entrepreneurs by using e.g. Skype and a separate microphone when needed. Student groups have their stationery and possibly presentation materials for pitching.

The benefit:

On an individual level:

The students can understand that innovation work is a continuous idea generation, idea evaluation and idea's follow-up development work. Experts bring perspectives to assist with the development work. Idea presentation skills become competent.

Cooperation:

In addition to student groups, entrepreneurs can also participate in the sparring session. From the viewpoint of co-operation, both student groups and entrepreneurs get perspective for help in working and can together ponder which of the given comments they see as important for development work. Sparring session widens the thought process.

On a general level:

Besides doing your group work among your team it is also good to have an outside perspective for working. Field experts can offer perspective from their own area of know-how and comment on the present work phase.





Sharing experiences

The task:

Student groups present their experiences to others. During the Creative Clinic each group obtained guidance and thoughts from four different perspectives to continue working.

Groups take turns in presenting to other groups what they have learned, what kind of development thoughts they have got and how they are going to utilise these perspectives.



The point:

This exercise helps teams to continue their development work in idea generation. They repeat with their own group what they have learned by telling others their experiences and get hints from other groups' experience for their work. Every group obtained valuable feedback from field experts to their commissions. Even though commissions are different, through shared experience group can also get hints and new viewpoints from other groups to aid their own work. At the same time, sharing experiences helps to understand own commission better and deeper.

Time:

10-15 minutes/team



Requirements:

Good hints

The benefit:

On an individual level:

The sharer gets to reflect on his/her experiences, while the recipient gets valuable pointers.

Cooperation:

The importance of the team's work out of a perspective of helping the other teams. An increased feeling of trust and expanded working relation between all participants.

On a general level:

Interactive work and joint sharing.



Five Stars/Co-design method

The task:

The main goal of this method is to get the target group's and creative field entrepreneurs' perspective in order to develop the work with the use cooperative planning. Five Stars is a five points method which we use to find out the target group's perspective from five different points of view. The chosen five points, also called stars, are:

- Matchmaking
- Student role
- Challenge
- Distance working
- Time.

The facilitator first presents the whole working method. During work different presenting styles are utilised: writing Post-it notes, verbal commentary, pictures and mind map with stickers. The facilitator also always tells before every star the basic description of the contents and how information should be gathered.

The point:

Valuable information can be collected from the target group for helping in the development of the CS model.

Time:

2 hours

Requirements:

Materials needed for each content: flap board, large papers, Post-it notes, pens, stickers, logos selected for remote work in advance and a roadmap picture where stickers can be placed.

The benefit:

On an individual level:

Every participant can express their ideas for progress of the work, get their opinions through and can affect the development of the CS model by bringing up own viewpoints.

Cooperation:

During working on certain task, participants can meet entrepreneurs, talk with them, share their thoughts and get to know their perspectives.

On a general level:

The target group's opinion will be taken into account by joint planning. The target group's perspective plays an important role in planning activities, innovation and development of the CS 2.0 workshop, which purpose is to support businesses.





Pitching or selling your idea

The task:

Get an overall idea of the current situation of your work by pitching your idea to others. Describe your idea shortly and be prepared to justify your choices. Your presentation will be heard by the other groups as well as the coaches, who will leave you feedback after the presentation.



The point:

Pitching or making a sales speech helps you to make clear the content of your work as you need to make it clearly understandable for your audience. The feedback from other groups and coaches will help you to find loopholes, work on them and proceed in the work more effectively.

Time:

3-5 minutes for the presentation and feedback,
about 15 minutes in total

Requirements:

The team can use any material which fits the best for the presentation of their idea and work process.

The benefit:

On an individual level:

Practicing pitching. Increasing your own courage and self-confidence while making the presentation.

Cooperation:

The team becomes more aware about the current state of their work by explaining it to the others.

On a general level:

Teams learn about the stages of the innovation progress regarding the other teams' assignments and the direction they have taken. Each participant has the chance to comment on these and thereby influence the development of each idea.

(Arkko-Saukkonen 2013.)



Word introduction

(name, country, teach a word in your own language)

The task:

Participants should write on a paper their name, home country and one word in their language that they can teach to other groups. Members of the groups start to get to know each other by introducing themselves, teaching the foreign word and its meaning to the other group members.



The point:

The goal of introduction exercise is that participants get familiar with each other's countries, languages and cultures. That way, working together gets easier and members become more comfortable with each other.

Time:

10–15 minutes

The benefit:

On an individual level:

Introducing yourself becomes easier and you also get to know other group members.

Cooperation:

The group work becomes easier and more efficient when members know each other.

On a general level:

It is important to find the right way how to approach and get to know other person. At the same time, the members start to form bonds between each other and get motivated to finish the task together.

Requirements:

Paper, pen and open mind.



Energising exercise

The task:

Form groups of three people and form a line. The one standing in the middle faces the leader. The other two turn to face the person in the middle. The person in the middle follows the leader closely, while the other people ask them questions. The person on the left asks simple arithmetic questions (such as $4+2$ or $1+3$), while the person on the right asks questions concerning colours (such as what colour is the sky, or what colour is grass). The persons on the left and right take turns asking questions and always wait for their turn. Each question has to be answered before it is the other person's turn to ask a question. The one asking the question has to put a bit of pressure on the one in the middle and demand an answer, while the one in the middle tries to follow and mimic the leader's movements as closely as possible.



The point:

Through this energising exercise, we aim to take our minds off the things we have been working on in order to be more effective once we get back to it. Working with the ideation process is active, sometimes even exhausting work. A long and intense work process can make people tired even though the work itself might be interesting. It is good to take a break once in a while and take your mind off the work when you seem to be losing steam.

Time:

15 minutes

The benefit:

On an individual level:

Getting energised and resetting your brain.

Cooperation:

Interaction and having fun together increases the sense of community among the participants.

On a general level:

Interrupting the teams' work processes takes their mind off the matter and makes it easier to get back to work. Their minds will work more easily and effectively after that.

Requirements:

An opened and playful mind and clear instructions from the leader.



Catch-me Energiser

The task:

Gather up outside in an open area where you can define the borders of the area. The participants need to decide whether you play by touching toes with feet or by touching shoulders with hands. Choose the group of chasers e.g. colour of the clothes. After that, the game begins. The chaser tries to catch the other participants. When a chaser touches another player, the player stays standing at the same place until another player saves them. He can do it by touching his elbow. The game continues as the chasers are changed according to the situation.

The point:

The main aim of the game of tag is to find an inner child inside participants as they run freely and play without borders. As a child appears, ideas start flowing in the mind too. It is good to give the mind and body something else in connection with brainstorming and innovation processes so that there is energy for the actual work. The game of tag is all about relaxing the mind and finding enthusiasm. The purpose is to get mind away from working process for a while, relax and strengthen your mind on doing something completely else.

Time:

10–15 minutes

The benefit:

On an individual level:

To relax the mind from working process.

Cooperation:

The group spirit grows as members do together something completely different.

On a general level:

The idea is to make participants feel energised so the working process stays fresh and keeps progressing. By doing this activity together, a feeling of community and joy spreads in the group and creates positive energy that continues to spread also during other activities.

Requirements:

Comfortable clothes, sneakers and excited mind.





Groove-Cocktail

The task:

The leader guides and directs the exercise. At first, they ask the participants to make “a cocktail” with him by following his gestures.

Says: “Let’s make a cocktail together! We are going to need a watermelon.” → gesture: draw a large circle with both hands in a shape of a watermelon.

Says: “Then we take a banana.” → gesture: make the shape of banana by drawing it in the air from down to up.

Says: “We need coconuts, and more coconuts.” → gesture: knock with a fist to the palm of your other hand, change the order of hands afterwards.

Says: “Reach out and pluck a pineapple from a tree, one is not enough so reach out for more.” → gesture: stretch hands upwards two times as if you are reaching for a pineapple on a tree branch.

Says: “After this we mix the cocktail, mix it, mix it into every direction” → gesture: move your hands to the circle in front of you like with an imaginary scoop as if you are mixing a large pot of porridge to the both directions.

Says: “Then we shake it, shake again” → gesture: shake an imaginary cup on the level of your elbow on one side of the body and repeat also on the other side.

Says: “For the end, we drink the cocktail, yum” → gesture: pretend you are drinking a cocktail

At the end, clap together.

Time:

3–5 minutes

The point:

The body and the mind often get tired during a long process of work. Then, it feels like you can't create any more ideas at the time. Playful exercise during a break stretches and shakes the body. This exercise helps to wake up participants and make them active again.

The benefit:

On an individual level:

The body gets stretched and relaxed at the same time. After this it is easier to effectively start the working process.

Cooperation:

Doing this joyful exercise together in a group brings energy to all the participants.

On a general level:

Body and brain get activated.

Requirements:

Fascinating facilitator who gets people involved in the game.



WORK IN A VIRTUAL ENVIRONMENT

Online working and collaboration tools

Online working plays highly important role in Creative Steps 2.0 workshop, compared to previous Creative Steps. Many of the online tools used in previous workshop were included (see Arkko-Saukkonen & Saukkoriipi 2013, 90–91). The entrepreneurs are present at the meetings through remote connections. Remote online collaboration approach is indeed a more ecological way to work than traveling between countries as it is expensive and time consuming. With the right choice of virtual tools, it is possible to carry out the group work very efficiently. By integrating several tools according to your needs, you can form workspaces even at the same time. Nowadays, in globalised world and business, online working skills are becoming one of the most important skills for entrepreneurs and students.

The key term of Creative Steps 2.0 workshop and methodology is creative online collaboration, which means that appropriate online working tools are selected and used in different phases of the work with diversity and creativity.

According to OnCreate operators' definition of online collaborative creative processes is the following:

“Online collaborative creative processes comprise all such activities which aim to solve in a group problems that do not have standard solutions, mediated through web-based tools. Typically, such problems require interdisciplinary, lateral

thinking, social empathy and extensive ideation with the aim of mutual inspiration. The processes applied are often nonlinear and rely on multimodal means of synchronous and asynchronous communication, with a special focus on visual tools.” (Stockleben et al. 2016.)

The goal of the Creative Steps 2.0 process is to give participants the opportunity of online working by explaining the use of tools in different phases of the work. The participants are also offered training for utilising virtual tools in practice by presenting advantages of the tools and its disadvantages.

In distance collaboration, online working tools need to be chosen so that the most functional tools for realisation of the process activities are picked. Less is more, that is why the goal is to choose only those tools which have great importance for moving forward the working process. Coaches need to guide participants throughout the process and make sure that the content and functions of each platform is clear to the users. If certain tools are not familiar for participants, supervisor should explain and revise it for them.

At the beginning of the Creative Steps 2.0 workshop, certain online working tools were selected according to the given work so that working process could be advanced efficiently. In addition, a virtual classroom was created for the purpose of sharing materials. Thanks to the virtual



classroom, members could share content related to the work which was available for every member such as contact information, material and online links. Teams could easily choose online working tools which fit them the best. Many of them naturally chose Facebook and created a closed group for their team. Facebook is a great process tool as the work is visible already since the beginning. It is visually clear, easy to leave a comment, material can be shared within the group and it is simply accessible through cell phone. The only challenge about Facebook is that not everyone is used to using it comfortably, so the question of choosing Facebook as a tool should be discussed beforehand between group members.

Online working tools can be divided into groups. Here are examples used in the Creative Steps 2.0 pilot workshop:



Meeting rooms: iLinc, Skype, Adobe Connect



Ideation tools: Padlet, Coggle, Realtimeboard



Virtual classrooms: Eliademy



Collaboration tools: Facebook, Google Drive



Inspiration boards: Pinterest, Padlet



Presentation tools: Prezi, Padlet, PowerPoint

Blended learning

An active-learning environment gives the best possibility to improve critical thinking skills, problem solving and collaboration. Then it demands new pedagogies which require combining new technologies and new learning spaces as was done in the Creative Steps 2.0 workshop. (Holmes 2012.)



In the Creative Steps 2.0 pilot, the idea of blended learning is integrated through the online working. Blended learning includes face-to-face situations and opportunities that bring online learning. Its popularity has grown as the implementation started in higher education. (Stockleben et al. 2016.) Learning has become more personal, flexible and online learning offers many possibilities. Blended learning is understood as online teaching where the online material and guided online working sessions are integrated into the teaching process. There is no one specific definition for blended learning, however, words such as integrative, mixed and hyper are linked with blended learning concept. (Mindflash 2016.)

In the Creative Steps 2.0 pilot workshop participants worked in both situations: on-campus face-to-face events and online distance work. There were situations when students were in one place

and entrepreneurs participated only by using online programs for virtual remote meetings. Online meeting rooms were utilised for this purpose very intensively.

In pilot version iLinc meeting room was chosen as the main online meeting platform. Main reason for choosing iLinc was the opportunity to make the recordings of the sessions. Other more familiar and appropriate platforms can be used in this case such as Skype or Google hangout. The workshop's material such as speeches of Creative Clinic's experts was also shown in YouTube live. At the time when students were in one place but other participants, but other participants were in different locations online, there was a possibility for all to follow various presentation through live streaming. Video that is streamed can be recorded and even shared to watch it afterwards. These kinds of situations teach you to work via remote connections, give an opportunity to gain an experience for presenting live but also having presentations online.

Remote working demands planning and guidance in advance on how, when and where to meet. At the same time, it is also important to share additional information such as links to the online meeting room, link for login or guidance for settings. It is especially important to choose those online working tools that are clear and easy to use. If you are using more online platforms at the same time it is important to make material, instructions and links ready for smooth process of the work. It is helpful if there is a possibility to get a support person for solving technical issues of remote working. During the pilot implementation in Finland, there was such a possibility.

Based on the needs of the projects regarding online communication, the following tools have been used:

Getting to know each other beforehand?	→ Padlet
Sharing material?	→ Eliademy
Schedule?	→ Doodle Poll, Eliademy Calendar link
Teaching and coaching sessions?	→ iLinc, Skype
Joint meetings of all teams?	→ iLinc
Team meetings?	→ Skype
Ideation? Padlet, Coggle	→ Padlet, Coggle
Advancing the work process of the teams?	→ Padlet, Facebook groups
Preparing presentation material?	→ Facebook, Prezi, Padlet, Jimdo
Online presentations ?	→ iLinc, Prezi, Padlet, Jimdo
Analysing market demand?	→ Google Drive, Google Forms
Feedback?	→ Google Drive
Training session & speeches?	→ YouTube stream, iLinc

Problems occur often due to use of different browser versions, browser/program that hasn't been updated, PC/MAC differences, absence of headset or if the programme demands creating a new profile to use it.



ADVICE FOR REMOTE WORKING!

- Encourage participants to do remote work!
- Provide instruction for the use of the tool if it isn't familiar already. Explain the functions and usage of the tool.
- Tell the purpose of the tool and its importance in work process.
- Give clear instructions on what do you want to achieve on the platform. Preferably also write instructions in the platform or in certain easily accessible place.
- Be prepared that not all of the participants can use the tool. Participants often struggle with it at the beginning until they get used to use it.
- Encourage participants to test the virtual meeting room before the joint session.
- Headsets and headphones with microphones are the best to use in a meeting room, assuring the clarity of the voice and absence of unwanted echo.
- Often it is good to have a plan B so the session doesn't halt if technical problems. Think beforehand how to act e.g. if there is a technical problem, how to continue the session and what tool or method could help in this kind of challenging situation.
- Reserve time for practicing remote presentations: how to share material, how to guide listeners with your speech, how to present contents and how to use tone of the voice during presentation. Remote presentation demands different kind of reflection than Face-to-Face presentations.
- Despite the difficulties, encourage and learn from the challenges themselves.



CHAPTER IV

EXPERIENCES FROM THE JOURNEY



INTERNATIONALITY AS A KEY WORD

Creative Steps 2.0 in different countries

Internationality is one of key characteristics of the Creative Steps 2.0 model. It aims to provide tools that would enhance cross-border, distance and virtual cooperation among its international stakeholders in European Northern Periphery. Therefore internationality can be seen in many ways. The CS 2.0 workshop is organised nationally in Finland, Ireland, Northern Ireland and Sweden. However, chosen entrepreneurs from creative field are international businesses and come from Creative Momentum project's partner countries. Entrepreneurs could also be chosen for workshop from Iceland, one of the partner countries, even though Creative Steps 2.0 workshop is not organised there. Business experts and participating students can also be representing different countries and nationalities.

International matchmaking

The aim is to always choose four businesses from the organising country and match each of them with a co-operation company from other partner country. This way matched pairs of companies gain international operations background for networking and development of new product or service and at the end reaching a common target.

International helpers

Student groups or Creative Teams can also have an international background. It is advised to select students from national and international programmes, students' international diversity can bring great benefits and dynamics to the process.

International working atmosphere is always present since method of CS 2.0 aims to match two international companies and facilitates creative collaboration with international group of students - Creative Teams (CTs).

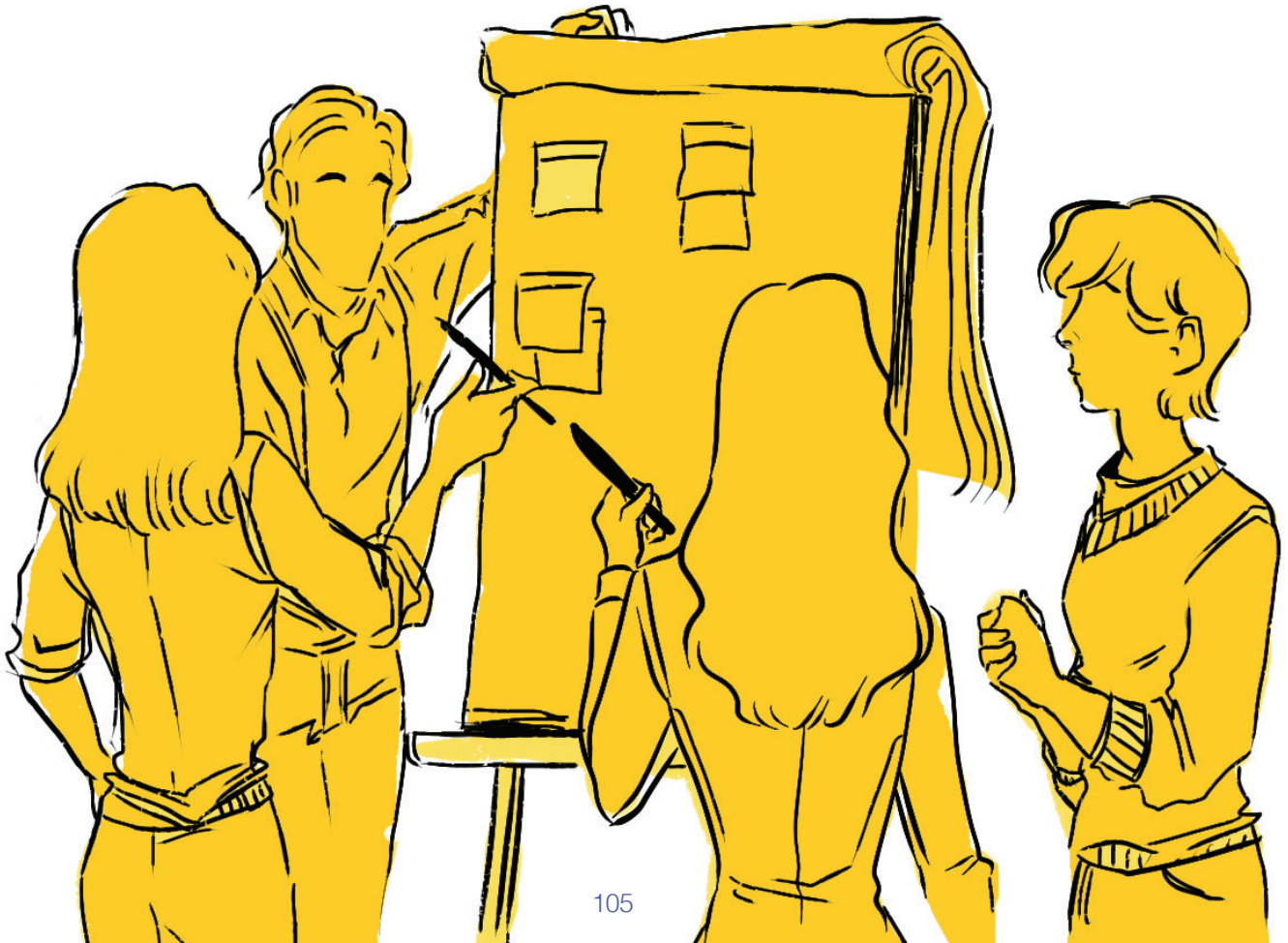
International business expertise

Creative Cave Pool (CCP) is an international evaluation team with a member from each of the participating countries. They work as the jury for each countries' workshop. At the same time, they have the opportunity of networking, sharing experiences and thoughts with each other following the customs of their own country.

Online cross-border broadcasting

During the Creative Steps 2.0 workshop, certain contents such as materials and speeches are shared via different channels for the usage in international networking and Creative Momentum's international target groups. This way, the presented content of the workshop is available for everyone in the international network of the project and

beyond. For example, the speeches of experts during Creative Clinic are streamed/recorded and shared online. All the materials of remote work tools and platforms made for remote work are also available. The organiser of the CS 2.0 workshop can define which parts of the content are shared for common use internationally.





Permissions and copyrights for materials shared internationally

It is important to understand permissions and copyrights in sharing recorded and/or streamed material. It should be agreed in advance with the speakers whether they give permission for recording and sharing of the recorded material. Access rights of slides, pictures, music and

videos used in the speeches should also be checked. Filming and sharing of particular events, conventions or parts of workshops should be confirmed by asking participants to sign permissions for sharing material via project channels.

International experience exchange for Creative Steps 2.0 model improvements

As mentioned earlier, the Creative Steps 2.0 model will be utilised in four workshop rounds during the Creative Momentum project. That is why the CS2.0 model can be seen as done in cycles. Implementation is first organised in Finland where the re-developed Creative Steps model known from the previous Creative Edge project has gotten a new more structured form, which integrates in particular the aspect of internationality and online collaboration and virtual work.

After pilot implementation in Finland, partners in Sweden, Northern Ireland and Ireland will organise a workshop on their turn. The aim is to share the experiences gained in each country, learn more about creative field businesses, business challenges, development work with students and the joint implementation process and results. It is also important to know what implementations gave to both main target groups: businesses and students.

CS 2.0 will be carried out several times in project partner countries, however, each partner will adjust current model to the more specific circumstances of their own situation. In the modified CS 2.0 workshop, its participants, students as well as businesses, are going to be different persons with different backgrounds and from different creative business fields. In practice, the workshop model in each country will be modified and adjusted to local needs and vision of implementing institution. Therefore, reflections of various experiences of the methodology are of high importance.

The aim is to test existing model and create model prototype based on various implementations of Creative Steps 2.0. Workshop that eventually will provide clear implementation structure. There are a lot of variables that need predicting, planning and control, including efficient facilitation of communication and collaboration process.

By analysing feedback there is a possibility to understand business life innovation's process and learning development from the student's point of view as well as the effects of workshop activities on businesses. How does remote working work out and what can be learned from it? The goal is also to analyse how entrepreneurs' networking and creation of new products becomes possible by using the Creative Steps 2.0 model.

The target after the Creative Steps workshop is to collect feedback in the following ways:

- Working diaries from the students
- Personal feedback questionnaire for students or expanded working diary with questions from feedback questionnaire
- Oral group discussion with students
- Feedback questionnaire for businesses
- Feedback questionnaire for CCP members in a pilot version but can also be with other implementations if needed
- Feedback questionnaire or individual reflections by coaches

OUTCOMES OF CREATIVE STEPS 2.0

Reflections by participants

Creative Steps 2.0 workshop's pilot project resulted in many positive outcomes as reflected by the main participants: students, companies, experts and coaches. Each of participants has their role and level of engagement, but based on the feedback gained from all the participants after the workshop ended, it can be concluded that the pilot Creative Steps 2.0 workshop was a great success in many ways. It was also considered as useful methodology for the future application in similar projects. However, when piloting some new methodology, it is very important to carefully observe how each part of methodology works, what works well and what could and should be improved. Therefore, at the end of the pilot workshop, the coaches collected oral and written feedback from all participants in order to evaluate the process for future development and improvement of the CS 2.0 methodology.

Main aim was to evaluate entire journey and experiences of the participants. First of all organisers intended to understand usefulness and effectiveness of methodology of the CS 2.0 workshop, the main outcomes of intensive and rather challenging work during 10 days of CS 2.0 workshop for every involved participants' category. Finally, the main challenges were observed and recommendations for solutions to overcome those challenges are also collected.



Students' feedback

In this chapter, we analyse the students' feedback. In total, we received 13 submissions of written feedback from the students (out of a total 16 student participants) and 10 students participated in the final oral feedback session.

The feedback shows that the students have gained the most in this process. Oral and written feedback was overwhelmingly positive from the students' point of view. Besides the fact that many of them found this workshop extremely valuable for their professional growth, many times they referred that this has been one of the best learning processes (study courses) during their entire study period at school.

It must be noted that we had 16 students from different disciplines (International Business, Information Technology, Tourism, Visual Arts etc.) and from different countries (Finland, Russia, Vietnam, China, and Ghana to name just few). However, regardless their background, each participant found this workshop extremely useful. Among others, as reflected, it gave them many new knowledge and practical experience. In addition, they mentioned that it was very challenging, but very rewarding to work with real companies and to work on real life business cases, to get constructive feedback from real business experts. Learning innovation and creativity

as part of structured process and use of online tools was an additional gain to all.

One of the most important outcomes probably is the fact that many of the students were encouraged to think as entrepreneurs and as a result many of them started thinking about their own business in the future.

“I had a glimpse of running a company as well as some tips for my own future as a visual artist. The both companies worked in artistic field and it was really nice challenge to create for them a product from their resources and wishes. The workshop encouraged me to think about my own future with own company.”

In addition, the participants were asked to provide more detailed feedback on the content and working methods of the CS 2.0 workshop, all ten step implementation process, about “virtual world” and online working, actual collaboration with companies, evaluation of their own work and coaching during the workshop.

Content and working methods

In this part, our aim is to evaluate most of the working methods and tools used during the workshop. Students were asked to evaluate how useful they find the content and different methods rating their answers from 1-5, 1 being poor and 5 being excellent (very useful and important).

The workshop started with 10Q method particularly designed for the specifics of this workshop. The students rated this method as very useful. They realised that it was very useful starting method as it helped better to communicate with the companies and to get needed

information from them.

“Very important for figuring out/getting the needed information in forming the business case.”

“They are very important steps, without them, project works could redo and reject again and again.”

“I found it very useful. It was an easy way to learn more information about companies.”

“It was very necessary because the 10Q gave me an idea or picture of the whole thing and how it should go.”

“These definitely were good guidelines for us to get useful and unexpected ideas.”

Among others, some students reflected that there could be more preparation time and work before to go on with the 10Q process:

“...we did not have time to get to know each other in advance or make a plan for the questions, that who will ask what and because of that it was a bit awkward.”

Similar comments were given also during the oral feedback. In the future development and application of CS 2.0 methodology, this comment should be taken into account. Before starting with 10Q and meeting with companies, students need to have some time to prepare in advance, to go through the questions and to make sure



that they can lead the conversation. It was also planned in the initial pilot case and scheduled even in the programme, but as it happens in the planning, some activities took longer than planned and, therefore, this preparation part was missing. In the future workshops, it should not be forgotten and as suggested by the students they need time to become more familiar with questions, companies and each other in advance.

The following methods were rated as extremely useful and important in more than 60% of responses: Creating a business case, Checkpoint - Pitching to others and cross-evaluation (in Rovaniemi 23,5), Scamper – Get out of the box, Creative Clinic and “Go around” method, Prototyping, Creative Cave Pool evaluation.

Energisers, were rated as extremely useful and important in 38,5% of responses, while “very important” in 38,5% of responses. Practising the presentation was rated as extremely important in 46.2% of responses, and very important in 30.8% of responses.

Creative Clinic with participation of local successful entrepreneurs, their feedback during Go-Around method and their own entrepreneurship stories, was an innovative method used in this process. Therefore, it was particularly important to find out the reaction and experience of students towards this methodology in order to apply it in the future and improve if needed. Asked “how useful you found the Creative Clinic and if not useful, how to develop it?” Most of the respondents find it as very useful and the answers helped us to learn that such method should be certainly used also in the future with few adjustments. The students found that it was very important to get feedback from entrepreneurs; they

gained many new ideas and understood the seriousness of their work.

“I found it very useful. In our case, we got information how to continue our product prototyping and even got the idea for the final, concrete product.”

“It was amazing, honestly. Listening to the experts broaden my point of view not only about the case but also about my business knowledge.”

“Super useful. It was very ”serious” to present your ideas to experts, so it shook the work a bit and aimed it to the serious and proper stream. Creative Clinic experts were very interesting (especially Service Design lady) and gave us a lot of ideas and details to develop, we didn’t take into consideration.”

Some respondents acknowledged, that it was a bit challenging to repeat four times the same presentation to four different professionals, while others suggested that it was a great training, where they noticed that they improve presentation in each repetition. On the other hand, participants would have preferred to know a bit more about the invited professionals in advance, about their expertise and background, which would give them more possibility to prepare the questions for professionals.

“I found it very useful, however it would be useful to know that in which order the experts would visit, because as they are experts in different field maybe we would have specified questions for them. Moreover, 20 minutes is just not enough to be honest, but if we would know the order of experts it would probably help more to manage the scarce time.”



“Great methods for the maximum productivity. The combination of work environment and professional assistance helped us to do the task with less stress. And I believe such condition can lead us to come up with the best ideas.”

A few more answers referred also to the issue of timing - it would be useful according to the answers to dedicate to this assignment a bit more time.

“Obtaining perspective from others was really helpful. If we were given longer time on this step, it would have been even better.”

Overall feedback regarding used methods was very positive by the students. They found set of used methods and tools as very practical, useful and educational. Some student answered that it was very useful experience and he could use those tools in the future in real business life.

“All of the methods were very helpful during the project”

“I found them very useful and helpful to open up new perspectives and path ways to continue ideation. “

“It was great and useful. Almost all the process where very important and gave me a knowledge on how to work on business processes.”

Several answers suggested integrating CS 2.0 methods and tools more in education in the future.

“All of the methods are great. Teachers, please, integrate these methods and use knowledge, we and you gained during CS 2.0 in your studies!”

Few answers confirmed that combination of variety of methods and tools also was very important for the success of the workshop. Applied tools and methods were also considered to be effective and thoughtful.

“I think using many different kinds of methods was the key. I really liked that it was not based on one method and repeating the same every day. I also liked that we had time to work individually as well.”

“Lots of variety in types of methods; presentations, drawings, social media usage.”

“Overall, this was good mix of online classes and independent work, but if possible the whole time for the project could be little longer so for example we could’ve done more wide marketing demand research.”

Workshop and 10 steps

The CS 2.0 model is rather unique combination of variety of existing and new developed methods and tools that help students, companies and external experts to cooperate in development of new innovative business ideas, product or service across the borders. An additional uniqueness of the process is its diverse participants (various background and nationalities), time limitation and blended mode of work (face-to-face and online). Therefore it not possible to adjust only one well known

approach and the project was seeking to create a new way of productive, effective, but at the same time creative and innovative product/service building, moreover, going beyond just idea development, but thinking something that could be implemented in the market as a next step. Therefore, these 10 steps were designed where many issues needed to be taken into account. The feedback given about 10 step process demonstrates that this kind of approach can be effective and useful from the students' point of view. They suggest that it was easy to innovate by following the process and helped to see the progress. More importantly, it gave clear structure for participants.

“It gave us a clear schedule and small ”deadlines” for each day we needed to reach before another. I found it very useful method for very short period of time we had there.”

“Each step was necessary in order to achieve our goal.”

“All of steps were new for me and were such a guideline especially for beginner like me. In the end, these steps seem like very basic and easy to come up with but if I did not learn such steps, I doubt that I would have been able to accomplish any project in 10 days. So I could say these steps are really structured and none of the steps are less important in my opinion.”

“All of 10 steps were very important. Coaching staff was very responsible, help with any questions on the work and have been in contact at any time. Moreover, there was a lot of useful information on the lectures. Everything was at the highest level, and done a lot of work.”

“Always made clear which step is going on so easy to follow the process. Interesting mix of providing small lessons and group work during lessons but leaving huge emphasis on directing your own work.”

As for the improvement, similarly as mentioned earlier, students would have wished more information beforehand about the process and the companies involved. It is very reasonable feedback that certainly will be taken into account in the future versions of CS workshops.

“It’s good to get that information before. I want more detail about company for example: its selling and financial situation, its markets, its seller.”

”Virtual world”/online working

One of the main novelties comparing to similar innovation and creativity methods was intensive use of online collaboration methods and incorporation of digital and ICT tools in the working process. Online working methods should have enhanced more better and efficient work in particular in transregional and transnational cross-border collaboration context. Future businesses will face more and more need for engaging with digital world and therefore learning to work in “virtual world” was an important part of the CS 2.0 model.

What is an online collaboration? It can have different meaning for different participants and, therefore, they were asked to share their understanding about it. The answers provided show that the workshop raised their awareness of the usefulness of the online collaboration tools. Actual experience in working in “virtual world” has influenced on their view regarding online collaboration tools. The participants see it as a search for innovative

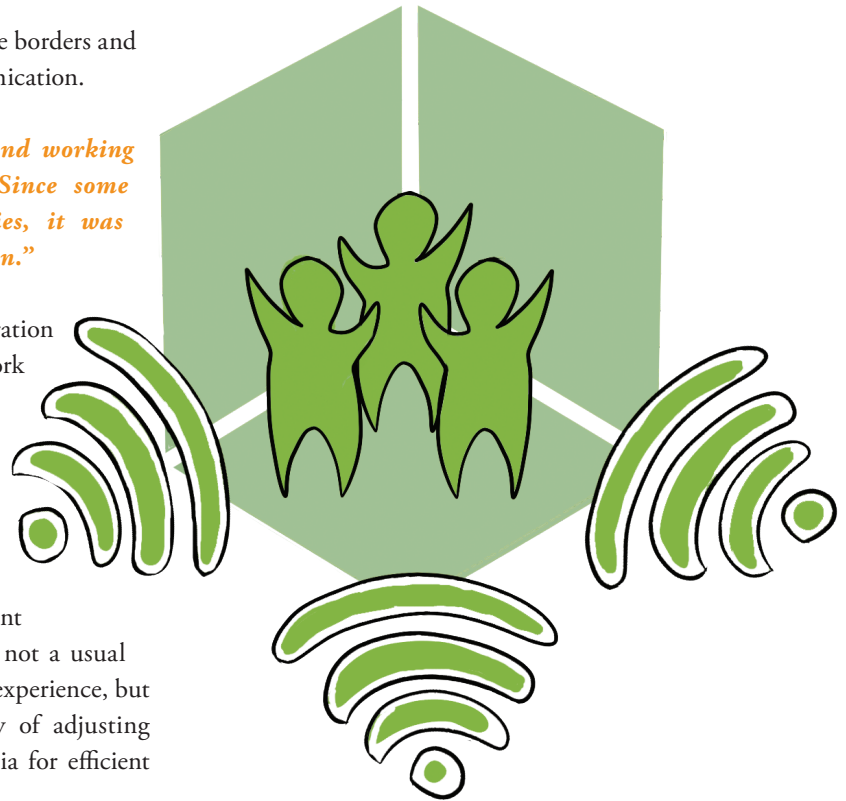
ways to working with companies across the borders and make it more efficient in terms of communication.

“It was a way of staying connected and working online at everyone’s comfort zone. Since some companies were in different countries, it was necessary to have an online collaboration.”

The participants noted that online collaboration and use of tools is a method for a group work and it requires high attendance and attention. Some of Creative Team’s members concluded that it is an opportunity to work effectively from wherever you are in the world. On the other hand finding new functions from ordinary online tools also was very important discovery. Facebook to some people was not a usual working or collaboration tool in previous experience, but now they have realised the opportunity of adjusting existing online platforms and social media for efficient distance work.

Students felt that they have received enough information about online working: 46.2% of respondents said they had very much information, while 38.5 said that they have quite much information.

In order to overcome the challenges of online collaboration there are needed certain transferable skills and, therefore, the participants were asked what kind of transferable skills are needed for virtual collaboration in an innovation process? The answers contained such terms as confidence, teamwork ability, patience, leadership skills, ability to prioritise, ability to cope with technical malfunctions, multitasking, good ability to set up questionnaires,



support for team members, planning skills, time management. It was also suggested that even many online platforms are rather easy to use; still, people have to be better trained and equipped with the tools beforehand.

“To be able to use different online tools for working, presenting and meeting. Have a control over these tools and schedule using each tool. Skill of multitasking, writing skills, set up questionnaires and keep people tuned.”

Participants were asked to evaluate importance of various tools in innovation process that happened most of the

time by distance working. In overall, participants confirmed that most of the tools used were extremely important or very important. The importance of meeting rooms like iLinc and Skype was rated as extremely important by 53.8% and very important by 38,5% of respondents. Online collaboration process tools like Facebook was rated as extremely important in 76.9% of answers. The participants said that online collaboration boards like Padlet are extremely important (53.8%) and very important (23.1%). Presentation tools like Prezi are extremely important – 30.8%, very important - 46.2%. Questionnaire tools like Webropol, Google Form are extremely important 38,5%, very important 53.8%.

The participants were asked, whether other virtual tools were needed for an innovation process. While most of the answers suggested that there were enough online tools, some of the participants wanted to have also other tools. Twitter, Dropbox, Photoshop, design tools, calendar, Instagram and Pinterest could be used in addition to the tools that were used during the workshop.

All of the participants confirmed high importance of the use of online collaboration tools in their future work. 69.2% of participant think that it is extremely important while 30.2% think that it is very important. Only one respondent thinks that it is not important at all. The respondents acknowledged that in the international business sphere it is vital to have virtual working skills for the work on distance.

“As we could experience, there are barriers like national, regional and so on and these virtual working skills can overcome such obstacles. In this globalised world, I think international cooperation is growing so

in the future virtual working skills are no more optional but mandatory for us to work productively.”

“My ultimate goal is to work in international company as a project manager and therefore managing online tools is critical because it is usual that your co-workers are in different physical location than you.”

The participants gave an overall feedback of online working in Creative Steps 2.0:

Pros

- it is good to connect clients and members who are not available to be in the campus
- we can share our ideas immediately
- clients can see our progress and give feedback for improvements
- no need of physical presence
- you can work from wherever you are if you are willing to
- it allowed people to participate from other countries and cities
- easy to use, easy to access
- productive work

Cons

- someone may not be available online or is stuck with technology problems
- online communication could lead to confusions and misunderstandings
- sometimes it is even more waste of time
- technical problems can be an obstacle
- it does not work for all of the people, sometimes face to face communication works better

Collaboration with the companies

The collaboration process with the companies was one of the most crucial points in the CS 2.0 workshop. Companies were invited to take part in some of the steps (not all of the steps due to busy lives of entrepreneurs running daily activities) and they were supposed to be available at least online for the Creative Teams for communication, feedback, comments and joint collaboration on product/service development. It is important to find out about actual collaboration with the companies, which were located in so many different parts of Northern Europe? To the question, whether there was enough or not enough collaboration with the companies, answers differed. In some of the cases students were very happy for very active involvement of the companies, while in some cases, there were fewer active companies. One company in practice could not take part almost at all and contribute to the ideation processes due to current issues in its business that came up.

In all four cases there were matched two companies and therefore students had to communicate to both companies located in different countries. At the same time they had to make sure also that the companies communicate to each other, since joint product/service was the aim. According to the feedback, sometime there happened more collaboration with one of the company while another one was less active. In few cases both companies were very active and that showed also in the final result. Probably this was the most challenging part among all and learning from this experience, there should be made improvements on how to get companies more engaged with particular tasks, especially if to take into account that they would be the owners of the results at the end of the workshop.



“My creative team work with companies excellently. We had a lot of different questions for entrepreneurs. We quickly found a common language.”

Among those answers that were rather happy with the involvement and cooperation with companies there was more excitement, than in those where this cooperation was less active. However, in all the cases cooperation took place to the extent that the main goal was reached and joint product/service was developed, prototyped and presented.

“Collaboration worked well - while we might have needed more activity and feedback for the companies being quite different ones and having different goals. We could have worked faster that way.”

“Well, there was collaboration, from one side more than the other, probably if I would have pushed much more than we would have been able to get a tiny bit more collaboration, but I do not believe that it would have been significantly more. I do not think that our idea would have been much more different if we have more collaboration, maybe just more detailed, so in that way I would say it was enough. However what I have seen through the project is that the more collaboration you have with both companies the better the result and the more satisfied the partners are.”



“The greatest coaching ever. We just needed to follow the way they provided to achieve goal. They managed to maximise the productivity of students and companies.”

Teams were also asked about their effort in collaboration with the companies, to which there is wide diversity of answers. Some teams were very happy about their effort and manner of cooperation, when they were able to contact companies and ask questions, receiving answers quickly. Other team confirms that they could have been more active and organised themselves. In one of the teams, there was main contact person assigned in communication with the companies and it seemed to work well in this manner. Hereby, few experiences and evaluations about own work with companies.

“It worked well, while there was delay in feedback, they did discuss and give us information and suggestions when needed. The companies also seemed to be interested to work with each other in future.”

“Perfect. Arrangement with the companies was great.”

“I think our team worked well with the companies, of course more communication would have been better, but when you do not have much time then that is just something you have to accept.”

“Our team did it well. We were able to get a response pretty quickly and both companies were really devoted to this process.”

Evaluating your own work

The students were asked also to evaluate their own work, whether they were happy with their work or not and to what extent they were happy with their final result.

In overall, based on the answers, there is a division of the opinions. About half of the students were happy with their work, while as many were not happy with own work and result.

“I am happy, the product itself is useful and it got positive feedback at almost every step. Perhaps we could have been able to develop it little bit more over time.”

“I am satisfied. We created a product in really short time that could be well welcomed by customers once complete. I personally could have a real use for that.”

“Happy because we came out with some good ideas that the companies liked.”

“Not-so-happy because I want to have more time to make the idea better.”

It was very important to find out what would students do differently next time, how to develop better own work. The answers showed that there are very different opinions in how to do the work better next time and how to achieve better result. Some referred to better team working, another answer reflected the wish to develop own leadership skills and to lead more during the process, not just to wait other opinions.

“In the beginning I was a bit less of a leader than I usually am, because I did not know any of my team members and at the same time all of them were further in their education process. I feel like that for the first bits I was not much a leader as I wanted to be, but it turned out well in the end. That is something I should change, I just have to believe in myself.”

One student suggested that one should be more active and courageous asking feedback and questions from the companies. Creating more clear working plan would be an important improvement:

“Make more clear plan for team working and setting up questions to the companies for creating a timetable of working, for having them more part of the process itself. Have more control of the schedule itself.”

“Practice more with the group members. If I get a similar type of course next time I would try to organise time better.”

Evaluate the coaching of the process

The role of the coaches is to lead the entire process in a smooth and organised manner, organise the work in the most efficient and productive way and at the same time to encourage for creativity and innovative thinking. Students were asked to give the feedback regarding the guidance for the process by coaches, sufficiency of support received during the process and coaches management of the online working. In regards to all three questions, students marked the answer “excellent” in more than 70% of responses. They were rather satisfied with the coaching and support during the workshop, as well as provided

information at each step. The students felt that they have received enough information regarding the workshop process and they claim that the information was clear to them. One student suggested that more information could be given in advance to plan better their work.

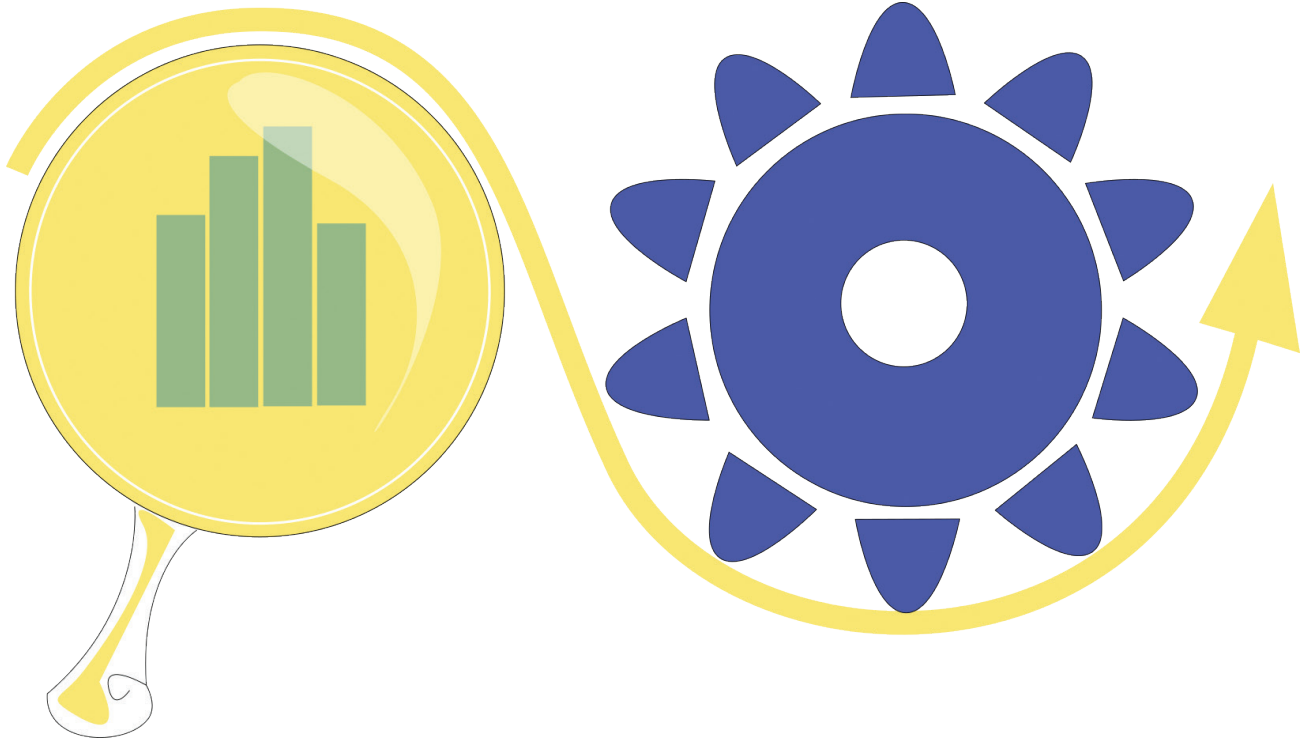
“We were introduced very well to the workshop, online tools and what we needed to achieve until the end of the workshop. Everything was very clear and we could focus at the innovative process and project itself without worrying about questions like “what” or “when”.”

“As we started to work we got information before each task, which was enough for that moment. I am that kind of person who likes to plan in advance, for which it was a bit bothering that I did not always knew in advance what was next, but looking back it was perfect like that.”

The communication and coaching that was offered also online sometimes instead of face-to-face coaching was considered as a good thing.

“I think there was just enough information, Facebook reminders were also a great help in keeping on track. Further information was quite easily accessible on Eliademy.”

Overall, the coaching was assessed by students as good and helpful. In their feedback, students stressed the availability of the coaches, and suggesting that the coaches should be available as much as possible for the guidance and support, which was the case in the pilot of CS 2.0 model.



“I really think that during projects like this there needs to be coaching/guidance available at all times so teams won’t get stuck into any problems for too long.”

All in all, coaching from the student point of view was highly appreciated and highly rated. It brings also to the conclusion that coaches have important role in every step to facilitate the work, but certainly not doing the work for the students. Encouraging, informing, guiding and energising are some of the most important tasks of coaches.

“Coaching was excellent. We got help whenever we needed and we got huge help in our process also. I think that starting and idea creating part was the one where we needed the biggest demand but probably had

fewer questions afterwards it was more for confirmation if we are on the right track. I think I can only say positive things and a huge Thank you for the coaching.”

“Excellent coaching!”

Getting the balance of guided teamwork and independent work is also important in the process. Sometimes giving more independent responsibility for teams is also as relevant part of coaching.

“Coaches were available whenever needed which was great. We had a good balance of support and individual work so that we got the general idea how to do things but also we were able to do the processes our own way.”

Companies

Eight businesses were selected for the Creative Steps 2.0 workshop with four student teams helping in innovation and development work. The businesses were hoped to participate at least on opening session where commission background work was done and also on presentation day at the end of workshop. In addition businesses were hoped to participate on different phases when possible for them. Business pairs were created internationally. Participation happened via remote connection. Students' role was significant in the progress or working process.

With collected feedback we can clearly see that businesses' active participation affected also businesses' feedback's positivity or arising of challenges. Those businesses which were actively participating got the most benefits from CS 2.0 workshop. If companies could not put effort on participating due to other responsibilities, it was challenging to get a contact to the other entrepreneur or student group when end result did not necessarily become significant for future.

Businesses felt cooperation with students to be pleasant if not funny. Communication was smooth and a natural part of working together when also students' enthusiasm toward development work reflected on businesses. Businesses followed with interest how working process progressed with students' gained knowledge and commented on the generated ideas on their available time.

Advantages of CS 2.0

New ideas were born and creative methods brought new, different ideas which some of the entrepreneurs have already utilised. One group's results led to the entrepreneurs' cooperation which will be implemented very soon. For it also one of student team's members will be helping in organising.

Actively acted businesses also felt that they had gained a business contact with whom to work together in the future. Unfortunately, businesses incapable to participate actively did not get any cooperation started.

In general businesses felt internationality and international networking to be an important bonus from their own operation standpoint. It is a source of inspiration, a possibility to create new ideas. On the other hand, international borders are not visible in the era of Internet so working is already naturally international today. According to entrepreneurs it is important to get business on international market, even though some felt it as an extra for their own work and concentrated on domestic market.

Cooperation and remote working in CS 2.0 raised two different viewpoints. Some businesses thought physical meeting and face-to-face discussion as important. Cooperation is created best through natural meeting and often technical tools bring challenges and complicate working together. However, remote working brings new possibilities and it was thought to be educational and useful. It was hoped that during this work most common and familiar tools would be used. Intensive process during CS 2.0 helped entrepreneurs see their business in a new light, analyse and rethink their actions. There was a wish



that the workshop “should have been more down to earth and need more cost analytical elements” in the process.

Experts

The Creative Cave Pool was assembled as an international evaluation team whose task on presentation day was to evaluate final presentations and prototypes’ commercial possibilities. Before the start of workshop, CCP members were invited to gather via remote connection. They had a training session with explanation of CS 2.0 core meaning and CCP evaluation team’s task. Feedback questioning was used to gather knowledge of few things that could be used in development of presentation day. In what way do CCP members see CS 2.0 cooperation between businesses, students and CCP? We also wanted to know how important CCP members thought training session to be. At the same time it was clarified whether they saw CS 2.0 sort of working necessary. Interest was also directed to CCP members’ experience of the presentation day and how it should be developed. Also sought after was the feedback of remote working.

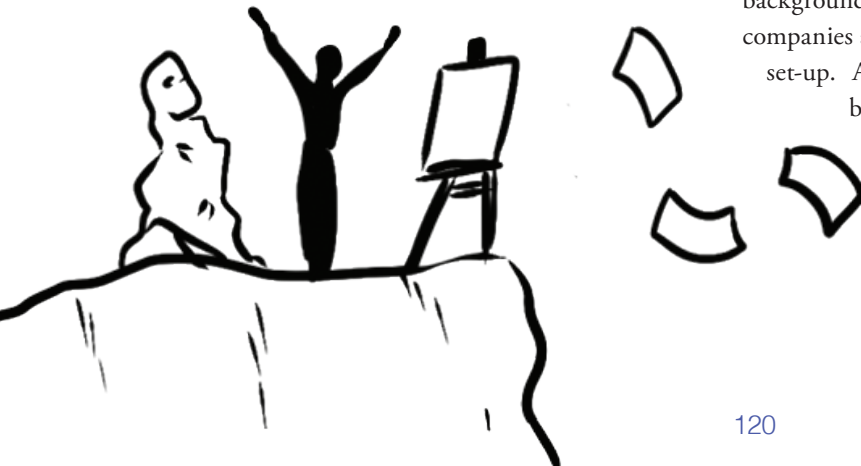
According to feedback CCP members thought cooperation between companies to be important also

during presentation day since it in part was making real networking possible. CCP members were evaluating end results and businesses had a great opportunity to hear the evaluation of the idea given to them. Unfortunately, all businesses were not present like organisers had hoped. The presentation day also gave students new ideas according to CCP members. Still one member thought the feedback during presentation day to be too much on surface level and emphasised that business networking is in the crucial role of CS 2.0. He also thought that when compared to given time results could have been developed and finished better.

CCP training session in their opinion didn’t serve its purpose and so common decision in the way of evaluation was not agreed on. Training session was thought to be informative but it could have been good from the perspective of developing presentation day to put clear policies according to which evaluation happens. For development there arose different options such as in terms of a business plan - market, competition etc. On the other hand, it could be good to focus on what to give feedback on, for example performance, creativity, feasibility or even use grading.

For evaluation team it would be good to get a bit more background information on the cases, challenges of the companies and how the work-process during the week is set-up. Also good would be to see presentations beforehand so you can prepare better for giving feedback. Concrete suggestion was to be looking at slide decks from other pitch presentations and considering score-cards.

Remote working challenges were emphasised in answers caused by technical



problems. That is why importance was put on thinking usable and working platform for working. Also directing headline would assist working on presentation day. In spite of everything it was thought that online working is crucial and it went very well by and large. The facilitation was excellent and it kept the process running smoothly and was very calm and reassuring when problems appeared.

“Congratulations to everyone on a good collaboration. It is a learning process and each time it will become more refined I would imagine. Overall, a great experience and a good demonstration of virtual working.”

“I think the project of doing this kind of work digitally and globally is really interesting!”



COACHES' CONCLUSION

Anitra's final words

Online working - open the borders

The development of the Creative Steps 2.0 model offered a highly interesting but enormous challenge. The key functional goals included bringing entrepreneurs together internationally and creating a joint assignment. During the workshop, the key goals would have to be reached, including the international networking of entrepreneurs, creating a joint assignment, innovation work to produce new product and service ideas as well as honing the online working skills. A clear role had to be found for students in the CS 2.0 process, since the workshop also functioned as a learning environment. In the planning phase, we pondered hard on how we could best manage to bring entrepreneurs together and create a joint assignment.

I see service design as an important tool when you really want to understand the target group or customer. It now came in handy. Why not ask entrepreneurs themselves how they see the role of Creative Steps activities from their company's perspective? Entrepreneurs were a key target group of this Creative Steps 2.0 model. We wanted to know how they understand the process. What is their attitude towards internationalisation and meeting another entrepreneur for a joint assignment? How can we support the development by enabling mutual work in which students participate?

In an earlier Creative Steps workshop, I compared the work of a coach in managing an innovation process to equipping a ship for a sea journey to find a treasure (Arkko-Saukkonen 2013, 126). This time, the sea felt bigger, wider and deeper. The treasure seemed unattainable. The ship had to be equipped even more carefully and the coordinates specified more accurately. The utilisation of co-design in designing the model was necessary. It provided an idea of the attitude of entrepreneurs towards the innovation process, online working and cooperation with students in addition to highlighting general thoughts about development work. It also helped us understand what kinds of assignments could be made up of the challenges. This made it easier to equip the ship for the "innovation sea journey". We gained important insights that helped us develop the CS 2.0 model. I see co-design as a useful tool in the design process when developing a working life-oriented operating model for students and entrepreneurs.

Co-design provided distinct tools with which we could plan the workshop process. Important ideas were also received from the Creative Cave Pool evaluation members' comments during a shared training session before the start of the workshop. This rocked our ship once again, toppling some of the plans. We started looking for new routes based on the discussion with the evaluation members and their comments. Actually, the final direction was found through co-design and the CCP

meeting. We managed to modify the steps of the work process into the correct shape, particularly the model for forming an assignment. This resulted in a clear framework for the entire innovation process, preparing us for the Creative Steps 2.0 workshop journey.

In addition to the entrepreneurs, an essential and active role in the work was played by students. Since the Creative Steps 2.0 workshop would act as a working life-oriented learning environment for them, it was important to contemplate which future skills they could increase during the process.

Future skills are considered to include skills like virtual collaboration, cross-cultural competency, design mindset and social intelligence (Davies, Fidler & Gorbis 2011, 6–7).

A workshop like Creative Steps 2.0 offers a good growth environment for these skills in mutual, international and working life-oriented teamwork. The students understood the value of teamwork. According to their feedback, online working skills were also considered an extremely important future skill.

It is important to support creative thinking by using various brainstorming and innovation tools. We utilised these in both planned and improvised ways. When acting as a coach, it is important to have your antennae up and feel how the work is progressing. You have to be creative. When the work gets stuck or the participants are clearly low on energy, it is a good idea, for example, to improvise an energising method to give the work a boost. The students clearly liked these various methods, and we coaches also noticed how strongly to students concentrated on their work after an energising exercise. Certain, more

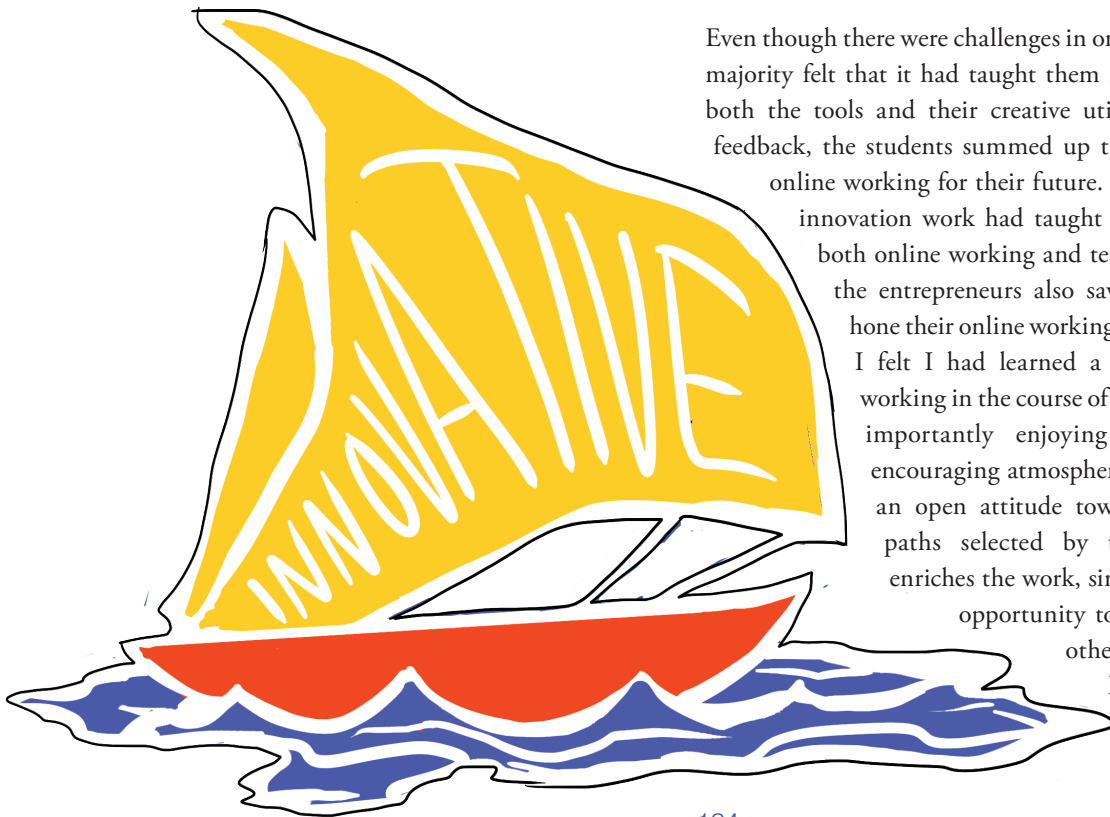


systematic methods, either facilitated or independently adopted by the students, keep the engines of the process running and move the “innovation ship” forward.

The importance of online working in international cooperation cannot be underestimated. It transcends geographic boundaries and leads to global activities, making the work easier. Online working also requires patience and good nerves. Whenever you work with technical issues, you need to prepare for challenges. I found it important to contemplate how online working could best be realised. I also pondered the skills and needs for managing online working. I wanted to ensure successful implementation, since experience has shown me that there will always be problems along the way. The

goal was to enable a more extensive understanding of remote working and allow it to be boldly tried out on various platforms.

I knew in advance that less is more, and this was confirmed during the process. We had put up a fairly extensive selection of various online working tools on display, but we wanted to give the students the opportunity to decide with the entrepreneurs on the tools they would eventually use in the process. I was not surprised by their choices, which naturally included Facebook. On the other hand, they also had the courage to create the final presentation using a website builder (Jimdo) or happily bump into a new acquaintance, which Prezi was to some of the students.



Even though there were challenges in online working, the majority felt that it had taught them new things about both the tools and their creative utilisation. In their feedback, the students summed up the importance of online working for their future. They felt that the innovation work had taught them a lot about both online working and teamwork. Some of the entrepreneurs also saw it necessary to hone their online working skills. Personally, I felt I had learned a lot about online working in the course of this process, most importantly enjoying the bold and encouraging atmosphere but also having an open attitude towards the specific paths selected by the teams. This enriches the work, since we all have an opportunity to learn from each other. On the other hand, I also saw how easy it

was to become an outsider if you could not use a certain tool or had difficulties accessing the platform. For this reason, it would be important to find platforms that support communality and are easy to access and use for everyone.

During the innovation process, the networks increased for the students and entrepreneurs as well as us coaches. The open nature of the work was established during online working, when it was possible to meet not only

one's own team members and entrepreneurs but the entire group of participants.

Creative Steps 2.0 enables inspiring, network-based work in which everyone ends up winning. Online working transcends boundaries, also national ones. Companies have a new place for innovation and development, students increase their skills, and we coaches can develop the process with interesting challenges. By learning together, we can all grow as people and specialists.

Benefits:

Network-based work across national boundaries using online working tools opens up new opportunities for international operations.

Designing the implementation model with the help of co-design, a method familiar from service design provided the guidelines for developing the innovation process.

The buzz of creative work and a good team spirit could be felt throughout the work process, which was highly intensive at times. It was also fed by an event linked to the workshop. The students felt inspired by both the event and utilising various methods. In particular, energising activities helped boost the work.

Challenges:

Even though online working is necessary and provides opportunities for more global activities, it can never replace face-to-face communication and collaboration between people.

One development target would be taking entrepreneurs into account more actively, encouraging them to participate and clarifying their role in the work process.

Improve the pace-setting. It would be important to make the work process schedules more sensible in terms of the various functions. People were in too much of a hurry during the Creative Clinic, since not enough time had been allowed for moving between work locations. It is important to allow time for moving between situations in order for the various process functions to have a good pace.

COACHES' CONCLUSION

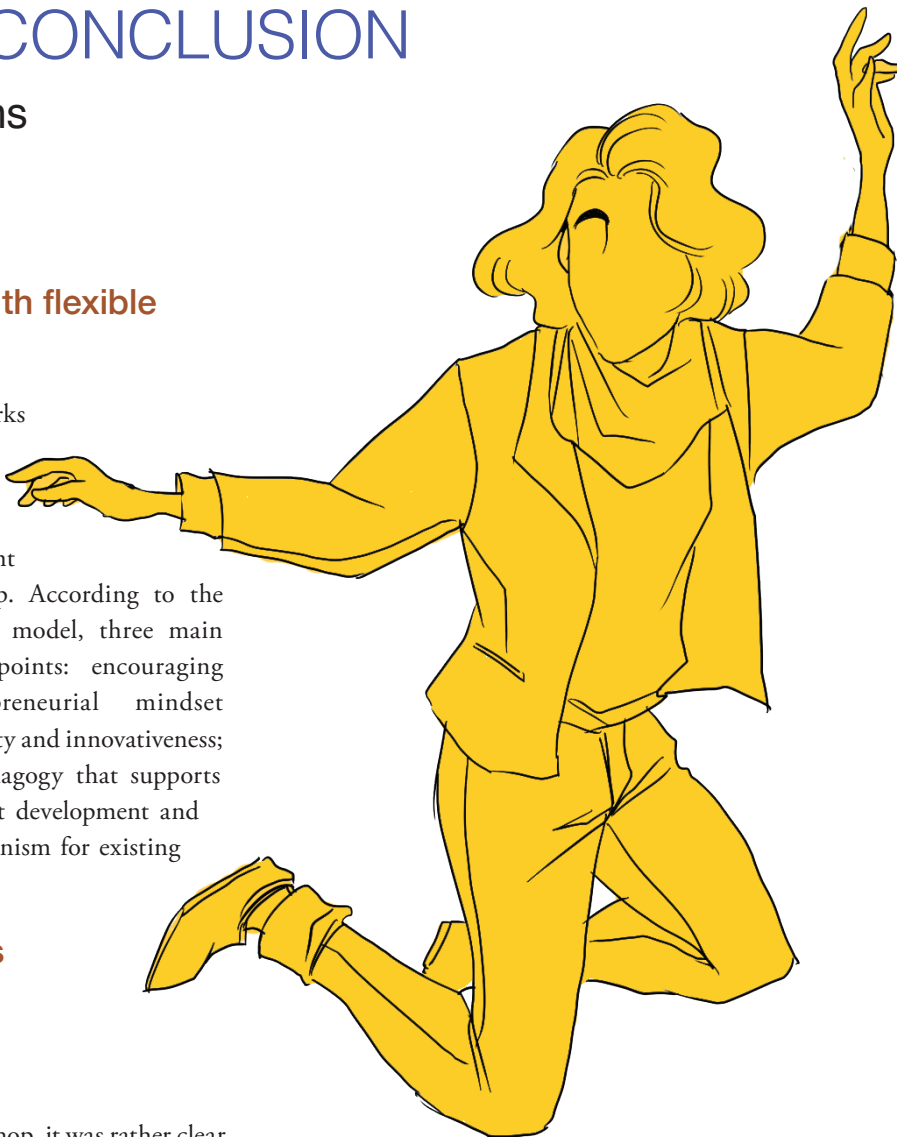
Anželika's reflections

Unlock the potential with flexible coaching

When writing concluding remarks regarding CS 2.0 model, I would like to refer to the main goals of this model and reflect on the entire process from the planning point towards ending of the workshop. According to the introduction, Creative Steps 2.0 model, three main cornerstones are three main points: encouraging entrepreneurship and entrepreneurial mindset development, that includes creativity and innovativeness; developing new 21st century pedagogy that supports entrepreneurial skills and mindset development and CS 2.0 model as a support mechanism for existing entrepreneurs.

From planning towards implementation: plan well and select participants well

In the planning phase of the workshop, it was rather clear vision about what we want to do and how we want to implement the workshop. In practice, the need of such methodology and usefulness was already proved during the previous phase of Creative Steps, which crystallised



the direction of CS 2.0 model development. However, when planning the workshop with the wish of involving so diverse stakeholders, with so many different activities, we realised great challenges, while we acknowledged the fact that CS 2.0 workshop will be piloted in order to learn positive parts and lessons for the improvement.

One of the challenges of the pilot workshop was the diversity of its participants, working across the borders and multidisciplinary group of students from different faculties and different nationalities. How to get the participants among students (it was not a compulsory course for students), how to get motivated companies, how to get professional people for Creative Clinic and Creative Cave Pool? Eventually, there was an interest among all these groups and there was sufficient amount of participants.

Involving professionals for Creative Clinic and Creative Cave Pool and their commitment is of great importance. During the pilot workshop we can be very happy and grateful to all professionals for dedicating their free time and also teaching us so much during the feedback sessions, while in exchange their main benefit according to the feedback was the networking. Another important aspect is that companies need to understand the real benefit for them from the very beginning. They need to be very motivated to participate in the workshop: the more involved they get, the more they dedicate their time and the more they share their ideas, thoughts with the students, the better the final outcome will be. Therefore the promotion of the event and selection of the participants is very important and will affect very much the entire workshop. Lack of motivation of some students or companies can lead to very poor experiences and eventually poor results. Overall, our experience was most

of the time very positive only with few exceptions of few companies and few students losing their interest and motivation during the process. We tried to find out main reasons, why there was not sufficient commitment for the entire workshop among some participants, and in these few cases it was mostly due to personal situation changes and participants were not able to dedicate their time sufficiently for the work in the CS 2.0 workshop.

Create and encouraging an atmosphere for entrepreneurial learning

Encouraging entrepreneurship among participating students seemed to be unexpectedly fruitful. Most of the students did not really have previous entrepreneurial background. As a coach, I was amazed that soon after the beginning of the workshop participants became very creative and entrepreneurial, regardless the fact that they came from different faculties of the university. It fact multidisciplinary was a great plus as they were complimenting each other with their background. Of course, the guidance and tools used during the workshop helped a lot to unlock the potential, which was the main goal. Therefore, creating an encouraging atmosphere and empowering students is very important and one should not assume that engineering students are less creative than arts students, for example. Coaches have to actively observe the process, and when needed supervise, give feedback, explain tasks and communicate and encourage also on the individual level. A positive outcome of this process was the fact that many students, who previously did not think of own business or entrepreneurship as a career option, changed their attitude and discovered their own entrepreneurial, creativity and innovativeness capabilities and after this workshop realised the opportunities for creating their own business.

Entrepreneurship pedagogies

Knowledge, innovation and service economy of present day stimulates a shift from traditional education towards education that is closer to the working life realities. High unemployment rates among young graduates have also been a challenge in recent decades. It is suggested that entrepreneurship and entrepreneur like attitudes can be significant solution for better employment. Traditional class teaching and theoretical studies certainly are not sufficient methods for entrepreneurial development. It demands more an action like activity. It has been said that entrepreneurship, perhaps even more than many disciplines is truly meaningful only when it results in concrete action (Nytych 2016).

While the world is still in search of new ways and new pedagogy for teaching entrepreneurship, CS 2.0 methodology is a contribution to these new types of pedagogies for training entrepreneurial mindset. It is rather unique in a sense that it is tailored to the multiple needs of local and global realities. It takes into account basic factors of entrepreneurship, but also factors or location, such as remoteness of Nordic districts and the need to activate the use of online tools in order to reach the world; cross-border and transnational cooperation factor; networking and engagement with real business world - collaboration with various stakeholders and local entrepreneurs.

When developing new methodology and pedagogics, stimulation of divergent thinking has been very important. Divergent thinking to awaken a capacity of creative thinking in which students realise that there are a lots of ways to interpret one question, they are able to see a lots of answers to a question, to have an ability to see

multiple answers, not just one. According to Ken Robinson (2011) all of us have this capacity, but for some reason as we grow up and in current education system it locks down this potential. In current education we are told right answers in advance, which need to be memorised and then answered in standardised test. As the role of entrepreneurship increases nowadays in every economy and society, it becomes clear, that entrepreneurship and entrepreneurial mindset cannot be limited to “one right answer” believe and requires a skill of divergent thinking. Therefore, it has been our goal first of all test the methods to “unlock the potential” during the workshop and results were surprisingly amazing. It must be noted, that in piloting of CS 2.0 model, we had a great collection of students from different study fields, only one was an artist, which automatically predetermines her creative abilities, while others were from IT, business and tourism disciplines. It was great to observe how they complement each other, but also that regardless their background, one’s creativity and innovativeness was unlocked, each and every one was able to contribute with unique points of view far from traditional expected ready answers, they were able to go beyond “normal” or as we used to say “outside the box”.

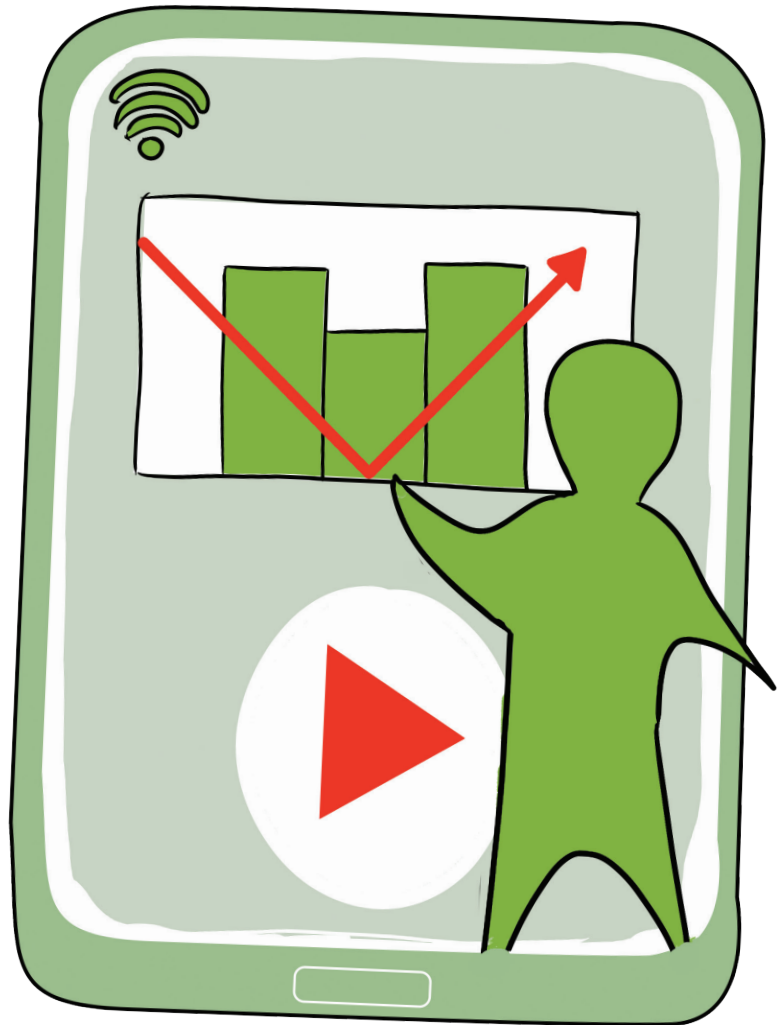
During the 10 day CS 2.0 sprint, we learned that it also requires very intensive and active engagement of the coaches (teachers), it requires to be flexible, adopt on the way and to respond quickly to some unexpected turns, which as in all entrepreneurship activity is hard to predict. This was not the first time for us to implement new methodology that supports entrepreneurial learning; it is rather experimentation with previous methods that we have used in our teaching earlier putting those practices together in one new collaborative tool. Therefore, overall experiences of this new pedagogics have been very positive

and it will be used in many other related study courses in the future.

Support for companies

Participation of small and micro companies in the process has two main goals. For companies this process should provide the benefits in terms of newly developed innovative products or services that can be also further developed to be introduced to the real market. Secondly, companies provide the background for real life cases for the students. It creates a mutual benefit with real outcomes for both target groups. However, while training students for entrepreneurship, it is also supporting creativity and innovativeness of participating companies. During the process, they have an opportunity to look critically at their company and products/services by an outsider's eye. This process also helps to reach new innovative solutions for business development. This is a support and an insight for the companies to benefit from, taking into account that many times these small companies are sole entrepreneurs and few employee companies with limited resources. What could be and should be improved in the following CS 2.0 methodology implementation to support better participating companies? Certainly, it is better promotion of the gains for the companies, which is great possibility for them to learn new things from various experts, to have new fresh look at their business from the outsiders, to have a

multidisciplinary manpower to innovative their own business, to do the market research and validation of new product; as well as new business network across the borders. The actual commitment and engagement of the companies should be more active, which will ensure also better results.



Benefits:

New methodology to be applied and further developed

Actual implementation and testing of CS 2.0 model gave a great confidence about the usefulness of such type of methodologies for Business-academia intensive cooperation, for better entrepreneurial education for students and multidisciplinary cooperation as a reality with real outcomes to beneficiaries: companies and students. This methodology will be applied during the project and also outside the project activities and will be further developed and it has a potential to become a separate study unit at the university for entrepreneurial teaching for multidisciplinary groups.

Coaching in an inspirational and energising environment

Planning of the workshop takes a lot of time, since there are involved so many actors: companies, external experts as evaluators, creative clinic professionals and so on. However, implementation phase has been extremely inspirational and energising for all based on the feedback and based on the personal experience. It is not only for the students and companies to gain the possibility to get outside the box, it is also a great possibility to academia teachers to change their role and to look at it from different prospective (coaching) and realise the benefits of so called flipped classroom approach, where coaches become a part of the team, students appreciate very much the guidance and supervision as well as independence and fun part of the whole workshop. It creates in return great inspirational atmosphere and energises everyone for creativity and innovation. Even all participants were working very hard and sometimes even more than in usual classes, no one really complained about the overwork, but instead expressed their positive and happy feeling about being a part of such a rewarding event.

Enhancing of online tools for working across the borders and miles

Cooperation and work on distance for greater benefit in businesses is certainly a direction of the future that has come already. It is observed that the use of online tools among small creative businesses and young start-ups is not a daily routine yet, neither are they used as effectively by the students or academics. Therefore, during the workshop it is a great opportunity to test various online tools for digital cooperation and to enhance our digital ability, which is extremely important for all the participants: businesses, companies and also future education. Online working as a part of the workshop proved to all of us that the distance is not an obstacle. When entrepreneur from Finland is meeting with an entrepreneur from Northern Ireland and cooperate with creative student team again in different location, it can produce really great results.

Challenges:

Balanced planning and flexible implementation

One of the main challenges is to make a balanced plan for entire workshop taking into account the goals, diversity of participants, distance cooperation, international component and novelty of the process to all. During the implementation of the 10 day workshop, it is important to follow the plan, however to be also flexible when needed and adjust to specific circumstances and situations that may arise.

Online working

Actual network connection and use of required equipment during online session can create unexpected challenges and requires lots of patience of all participants to tolerate unexpected interruption during online meetings. As much as possible there should be very good preparation before online session, all the connections must be checked, participants should be asked to join online meeting room well in advance, the best even half an hour in advance. Regarding the equipment – usual problem was due to wrong headset use and the use of computer microphones. Especially in the i-Linc sessions, it is important that the right headset is used and external microphone is used for communication instead of computer microphone, which creates echo. Also sound setting should be adjusted in advance. There is a need for a very professional IT person who can advise and control technical situation during the workshop and solve the problems as they come. As an expert more in the content side, I personally would not be able to solve or advise on many technical problems during the online part of the workshop. We were lucky to have a professional person, who helped to eliminate problems, however, problems, bigger or smaller always were there.

Diversity of participants

It is certainly a great challenge while it is also a great benefit to have participants with so many different backgrounds: international, professional, academic and business experience. It is important for coaches to realise this diversity in advance and better plan the workshop and actual work implement by taking into account these differences, needs, requests, interest and involvement.

CROSSCUTTING ISSUES

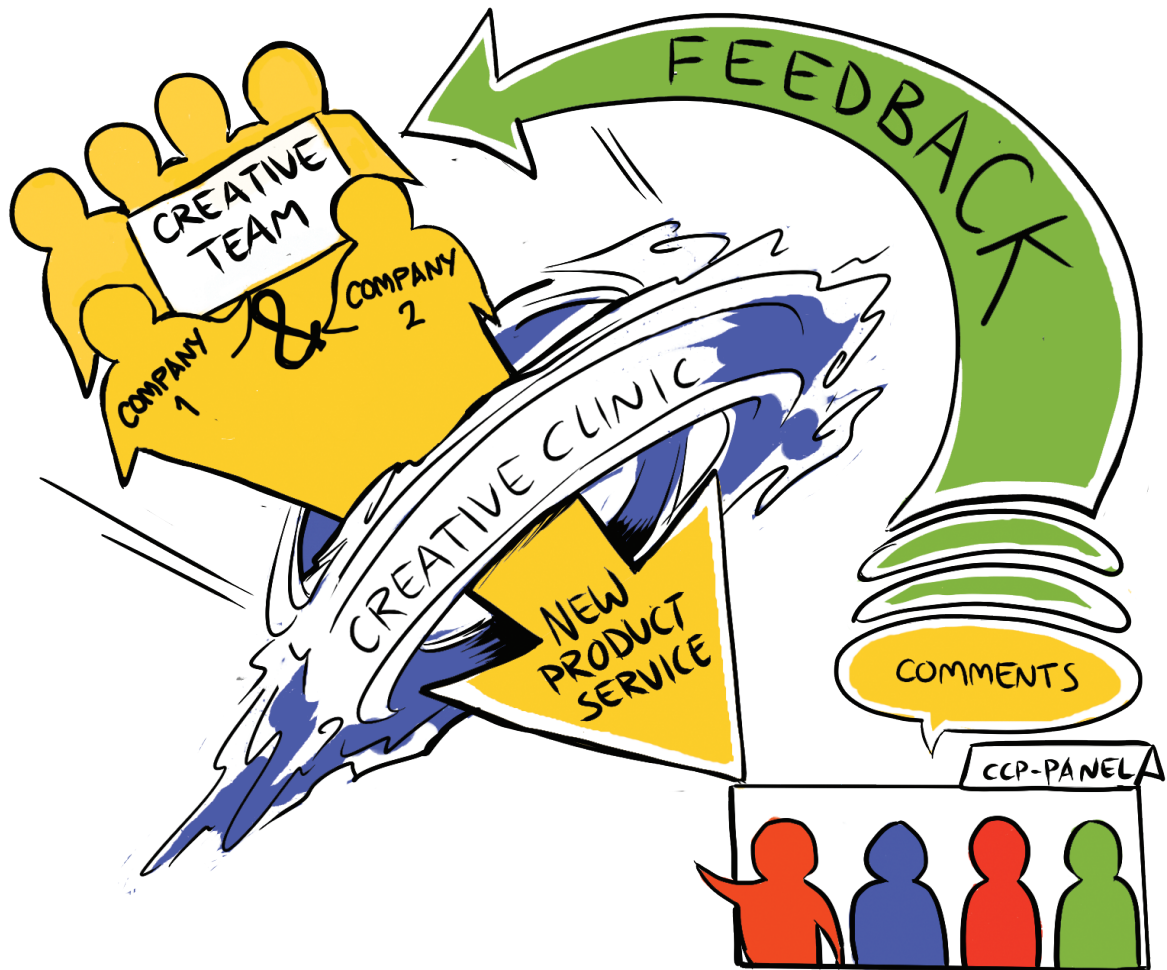
Joint conclusion by coaches

Creative Steps 2.0 workshop has clear goal of increasing creativity and innovation capabilities of the target groups (students, companies), however, many crosscutting issues will be tackled during the workshop, which can be really useful generally. Here are just few points - examples of the themes that will raise during the process. Each of these topics could be a good subject for discussion or a separate article, however, due to boundaries of this publication, here are few tips and few topics that could be further discussed in the following projects, methodology development or related activities:

- Encouraging entrepreneurship is hard work and requires from coaches the ability to energise others
- Innovation – first thing you face as a coach is getting over the resistance of participants
- Enhancing new pedagogical approach is always a challenge, be prepared for opposition from supporters of traditional school
- Coaching is engaging with the students, it is becoming one of them, daily energising each other, working more than expected
- Multidisciplinary cooperation is very beneficial, but be ready to face different attitudes and behaviours
- Internationalisation also is very beneficial, however different time zones and different cultures requires a lots of tolerance and flexibility
- Challenge of connecting the world – in practice lots of technical problems can arise; have an ICT expert available whenever needed
- From local to global business - not always the mindsets of the companies and participants are ready for getting outside their comfort zone
- Losing the sense of borders – phenomenal feeling when getting support from across the countries
- Great amount of new relevant knowledge for all, including coaches
- New networks are extremely inspiring and encouraging
- Ability to adjust on the way is an essential skill for all
- Amazing personal learning
- The whole process can be compared to coaching in sports: you can provide the guidance, but let them do the job!

Last, but not least, we as coaches would like to emphasise the importance of developing most essential skills of communication and collaboration as well as facilitation of collaboration. Again, it is clear that entrepreneurship and any business requires a lots of collaboration and thus it requires very good communication skills. It was acknowledged several times by the students, when asked what would you do differently next time, their answer

was - improving collaboration, leadership and team working skills, more courage to ask and communicate with companies, experts and teammates. They realise that collaboration is very important for greater results, not only individual work. It was obvious in the feedback that the teams that were having a better collaboration within their team, and together with companies, had a much better final outcome and results.



TO-DO-LIST FOR COACHES

- Make a description of Creative Steps 2.0 ready.
- Make clear explanation of CS 2.0 What is it? What are the benefits for students, for companies, for experts.
- Make an announcement of call for participation in Creative Steps 2.0 workshop.
- Make an application and selection round of companies: local and international.
- Make an application and selection round of students.
- Decide tools, methods and online platforms.
- Plan the implementation process.
- Make implementation schedule.
- Book meeting rooms.
- Contact and agree experts for evaluation (Creative Clinic and/or Creative Cave Pool).

- Organize information session for evaluation experts to introduce their role and task in the workshop.
- Confirm participants: students and companies and send a confirmation email with preliminary schedule.
- Send final detailed schedule to students, companies and experts.
- Make online platform(s) ready.
- Make workshop material ready.
- Create a group division.
- Remind before the workshop about first meeting and send a link to online meeting room.
- Keep communication active and dynamic.
- Facilitate the process and take the role of a coach.
- Run Creative Steps 2.0 Workshop with 10 steps.
- Gather feedback from companies and students.
- Make conclusions of the workshop.
- Write short summary report of entire process and results (= coaches' conclusion).

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Creative Steps 2.0 is a model of an innovation workshop - a guided step by step approach and the methodology that helps to develop business ideas in the context of international and cross-border collaboration between the main participants involved in the process: companies, students and business experts.

Guidelines for organizing an innovation workshop presented in this book will help the implementation of the Creative Steps 2.0 workshop in the partner countries of the Creative Momentum project. However, these guidelines can also be used in many different situations. They can be useful for any innovation work, especially if that is done internationally. Education institutions and universities can use this methodology for their entrepreneurship pedagogics. Companies can use the process for their internal innovation and business development process.

JUMP WITH US TO THE INNOVATION!