

Anitra Arkko-Saukkonen • Minttu Merivirta (editors)

Creative Steps

On the Way to an Idea



Publications of Kemi-Tornio University of Applied Sciences
Serie B. Reports 18/2013

Anitra Arkko-Saukkonen • Minttu Merivirta (editors)

Creative Steps

On the Way to an Idea

Creative Steps

On the Way to an Idea

Anitra Arkko-Saukkonen & Minttu Merivirta (editors)

Creative Steps

On the Way to an Idea

A Model for the Realisation of an International Workshop

© Kemi-Tornio University of Applied Sciences
and authors

ISBN 978-952-5897-85-2 (nid.) eng
ISBN 978-952-5897-86-9 (pdf) eng
ISBN 978-952-5897-87-6 (pdf) suomi

Publications of Kemi-Tornio University of
Applied Sciences Serie B. Reports 18/2013

Financier: Northern Periphery Programme
2007–2013, European Union European
Regional Development Fund, Leverage from
the EU 2007–2013, Kemi-Tornio University of
Applied Sciences, Whitaker Institute, Western
Development Commission, South Eastern
Economic Development, Film i Västerbotten

Editors: Anitra Arkko-Saukkonen &
Minttu Merivirta
Translation: Samuli Hirmu
Cover image: Anna Koivukangas
Illustration: Anna Koivukangas
Graphic design and layout: Ella-Noora Käyhkö
Printer: Erweko Oy, Oulu

Kemi-Tornio University of Applied Sciences
Tornio 2013

Kemi-Tornio University of Applied Sciences
P.O.Box 505
FI-94100 Kemi, Finland
Tel. 010 353 50

www.tokem.fi/julkaisut



The Lapland University
Consortium is a unique form
of strategic alliance in Finland,
as it comprises a union between
Kemi-Tornio University of
Applied Sciences, Rovaniemi
University of Applied Sciences
and University of Lapland.

www.luc.fi

Contents

FOREWORD	12
CHAPTER ONE	15
<i>...Once Upon A Time In A Land Far Away There Was A Courageous Little Venture Called Creative Steps...</i>	
• The realisation of the Creative Steps pilot project step by step •	
CREATIVE STEPS IN ACTION	16
Anitra Arkko-Saukkonen & Minttu Merivirta	
STARTING POINTS AND REALISATION OF THE CREATIVE STEPS WORKSHOP.	18
Anitra Arkko-Saukkonen & Minttu Merivirta	
THE PROGRESS OF THE CREATIVE STEPS WORKSHOP STEP BY STEP.	22
Anitra Arkko-Saukkonen & Minttu Merivirta	
CHAPTER TWO	25
<i>...Creative Steps Prepared To Embark On A Ground-breaking And Memorable Journey Towards An Innovation...</i>	
• The starting points of the Creative Steps -pilot project and the networking-based cooperation that was its foundation •	
SEARCHING FOR ASSIGNMENTS	26
Anitra Arkko-Saukkonen & Minttu Merivirta	

RECRUITING PARTICIPANTS	30
Anitra Arkko-Saukkonen	
THE POWER OF THE NETWORK - INTERNATIONAL COOPERATION IN THE REALISATION OF CREATIVE STEPS.	32
Anitra Arkko-Saukkonen	
CREATIVE EDGE AS A WAY OF STRENGTHENING AN INTERNATIONAL COOPERATION NETWORK	36
Saila-Inkeri Puukko	

CHAPTER THREE 39

...On The Way To The Innovation Creative Steps Faced Many Dangers and Difficulties But Its Creative Attitude Conquered All The Obstacles...

- The ideological methods behind the Creative Steps pilot project
- creative thinking and business acumen •

CREATIVITY IS ACTION!	40
Anitra Arkko-Saukkonen	

BUSINESS FOR A NEW AGE: THE AGE OF INTERACTION, THE COLLECTIVE AND INTEGRATION	50
Marika Saranne	

CHAPTER FOUR 57

...Little Courageous Creative Steps Tried All Things Possible To Reach The Goal And To Find The Best Innovation...

- Ideation- and innovation methods used in the Creative Steps -pilot
and experiences of the practicalities of online work •

A TOOLBOX FOR INNOVATION METHODS	58
Anitra Arkko-Saukkonen	
FURTHERING THE WORK PROCESS AND PREPARING FOR THE PRESENTATION	74
Anitra Arkko-Saukkonen	
ONLINE WORKING AT THE CREATIVE STEPS WORKSHOP	83
Anitra Arkko-Saukkonen & Sanna Saukkoriipi	
CHAPTER FIVE	95
...Finally Creative Steps Realized That The Best Way Towards I nnovation Is Joining Hands and Co-operating With Others...	
• The Creative Steps experience through the eyes of the organisers and the participants •	
COOPERATION SUPPORTING THE MAIN OBJECTIVE	96
Anitra Arkko-Saukkonen, Anna Koivukangas, Minttu Merivirta & Nina Tuomainen	
DIARIES OF THE PARTICIPANTS	103
Ella Käyhkö & Nina Tuomainen	
THE RECEPTION OF THE CREATIVE STEPS WORKSHOP - THE EXPERIENCES OF CLIENTS AND PARTICIPANTS	112
Minttu Merivirta	
WORKSHOP PARTICIPANTS' EXPERIENCES	116
Minttu Merivirta	

CHAPTER SIX 121

...So They Found The Innovation Together And Lived Happily Ever After...

- Views on the realisation and future of the Creative Steps from teachers in charge •

ONLINE WORK IS THE FUTURE 122

Timo Puukko

THE CREATIVE STEPS CONCEPT AS A FORUM FOR INTERNATIONAL COOPERATION 126

Anitra Arkko-Saukkonen

WRITERS. 131



FOREWORD

The Creative field is one that is ever growing and developing. Actors and future professionals in this field have to constantly find new ways to work together and build functioning networks that benefit all parties. Such a channel through which to work with such diversified, international networking is provided by Creative Edge.

Creative Edge is a project that was done between 2011 and 2013. The project was funded by the Northern Periphery Programme. The main aim of the project has been to introduce local organisations and businesses in the creative field on the international market while simultaneously striving to increase the skills, competitiveness and future opportunities in working life of both young people as well as other actors in the creative field. (Creative Edge 2013.) Interactive meetings between businesses and actors in the creative field have been a key element in this project.

In addition to networking, a central issue in the Creative Edge project has been the development of businesses' and creative actors' knowledge and skill when it comes to methods and technology. The project has striven to create both physical-

as well as virtual meeting environments, in which young people, or young creative actors, are able to meet with businesses and find opportunities to work in the creative field. Meanwhile, businesses are getting free marketing for their products and services.

Five different partners from four different countries have participated in the Creative Edge project. From Ireland these were the Whitaker Institute of Galway University and the Western Development Commission (WDC). From Northern Ireland, the Creative Edge partner has been the organisation called South Eastern Economic Development (SEED). From Northern Sweden and Northern Finland, the partners were Film i Västerbotten and Kemi-Tornio University of Applied Sciences respectively. (Creative Edge 2013; The Creative Edge Project Partners 2013.)

The project had three main objectives: Firstly, there was a desire to unite different creative experts by creating a kind of "employment bank", which would give actors in the creative field an opportunity to get an employment while also making it easier for businesses in the field

to find suitable employees both on- and offline. Secondly, the project was meant to create a channel for the export of knowledge in Northern Europe that would provide the opportunity for internationalisation on a larger scale. Finally, the third aim was to build an arena for creative actors in which to showcase their creativity and work. (Creative Edge 2012.)

A part of the implementation of the project was the international innovation workshop called Creative Steps. The coordinator of this workshop was Kemi-Tornio University of Applied Sciences (KTUAS). Creative Steps strived to unite all of the main objectives of the project. As participants, young developing talents were chosen, talents who then took on the challenges of the various businesses and developed ideas that could become new products or services. The participants at the workshop showed that expertise in the creative field was important, not only to businesses in that particular field, but also other businesses in other fields. Furthermore, they gained a channel through which to show and increase their own skills, network internationally and learn from others through information and example. The participants at the Creative Steps workshop were offered, among other things, new methods for ideation and innovation, methods to develop their technical skills and new perspectives through familiarisation with benchmarked sites.

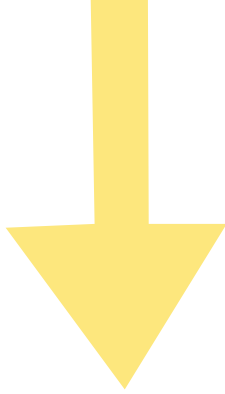
This publication explains, in detail, how the international Creative Steps workshop was organised through the cooperation of the four partner countries and by making use of networks. KTUAS was responsible for planning the event, however, the partners provided invaluable help in organising the actual workshop when it came to practical matters.

This publication also works as a sort of road map for the arranging of similar international cooperative projects. We would like to be an inspiration to others and show that actors in the creative field need, and, what is more, deserve new ways to create worldwide networks. KTUAS's Innomaraton concept has been successful in Finland for years; it was but a matter of time before this working concept was implemented internationally as well.

This work contains the experiences and views of the organisers and participants in the pilot project as well as actual advice and tips for everyone interested in organising similar workshops in the future.

Join us on this fairy tale journey of innovation!

Tornio, November 8, 2013
Minttu Merivirta & Anitra Arkko-Saukkonen



SOURCES:

Creative Edge 2012. Newsletter No. 1. November 2012. Retrieved 2.11.2013. <<http://www.creative-edge.eu/wp-content/uploads/2012/07/Creative-Edge-Newsletter-issue-12.pdf>>

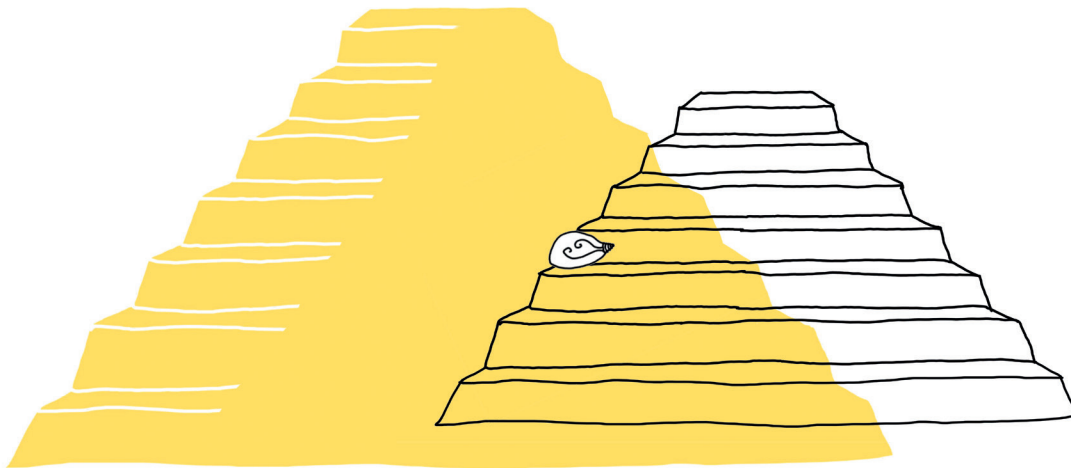
Creative Edge 2013. Project's webpage. Retrieved 7.11.2013. <<http://www.creative-edge.eu>>

Innomaraton 2012. Retrieved 7.11.2013. <<http://www.innomaraton.fi>>

The Creative Edge Project Partners 2013. Retrieved 7.11.2013. <<http://www.creative-edge.eu/partners-2/>>

CHAPTER ONE

*...Once Upon A Time In A Land Far Away
There Was A Courageous Little Venture
Called Creative Steps...*



- The realisation of the Creative Steps pilot project step by step •

CREATIVE STEPS IN ACTION

Anitra Arkko-Saukkonen & Minttu Merivirta



1. Getting to know one another



2. The assignment



3. Beginning ideation

EXPERIENCES
ADVENTURES

3. Beginning ideation



4. Activities supporting creative ideation



5. Working with the idea





7. Presentation and feedback

ideation

FEEDBACK!

preparation

6. Preparing the presentation

STARTING POINTS AND REALISATION OF THE CREATIVE STEPS WORKSHOP

Anitra Arkko-Saukkonen & Minttu Merivirta

The aim of the Creative Steps pilot was to open the doors to working life for young actors in the creative field and help them to network with international actors. Students were chosen from four different countries: Finland, Sweden, Ireland and Northern Ireland. The participants at the workshop were given a once in a life time opportunity to showcase their talent by innovating new products or services for businesses according to the assignments.

The pilot organised by Kemi-Tornio University of Applied Sciences was executed as a part of the Creative Edge project, the aim of which it is to bring local actors and businesses in the creative field to the international market.

Through the Creative Steps pilot, international businesses and organisations were able to make use of the skills and creative views of students in the creative field. The realisation of the project was an outstanding opportunity, particularly for the younger participants to show their skills. Above all, the aim was to enable young actors in the field to meet with businesses, while at the same time

promoting the exchange of international skills and knowledge.

The kick-off for the Creative Steps project was on Tuesday, January 15, when the entire international team got together in Tornio. The first week was spent innovating according to the assignments in small international groups in Finland. After this, the group traveled to Northern Ireland for a week to continue with ideation and working with the assignments in more depth. Finally, the innovation continued for two weeks through online communication after which the groups presented their results to the four clients, i.e. one from each partner country.

In the footsteps of the “Innovation Marathon”

KTUAS has, since 2005, arranged a competition-like event called InnoMaraton (roughly translated, this means the “Innovation Marathon”), the central objective of which it is to create interaction between the business world

and students. Through assignments, groups of students help the local businesses in the area to develop new business opportunities, enhance the growth process and promote internationalisation. KTUAS's Innomaraton concept increases understanding of know-how, innovation and entrepreneurship through practical work (see Innomaraton 2013).

The event has expanded into an even larger one called Lapland InnoMaraton, where teams of students from universities and polytechnics with diverse skill sets are formed. These teams then produce ideas for products and services for businesses acting as clients. The InnoMaraton concept has spawned similar events for students in other fields. There is an event for students in the field of culture called Kulttuurimaraton while IT-students have their own IT-Maraton and design students have an event focusing on design called Arctic Design Maraton.

The realisation of Creative Steps is based on the basic idea of InnoMaraton, which is to act as a meeting place for actors in various fields and the business world. Here, the clients' challenges are accepted and ideas for ever changing markets are created. The main objective of Creative Steps was to create a similar international concept that enables actors in the creative field to meet and begin innovating and working with ideation based on challenges presented to them by organisations

and businesses, while simultaneously getting a chance to show their skills internationally.

The Creative Steps concept is based on cooperation between emerging creative talent and established businesses. In business, new ideas are vital for innovation, which stems from human creativity, to be possible. Creative Steps matches the creative talent of its participants to the needs of contemporary businesses and helps creative talents receive much needed experience of business life. Furthermore, it helps businesses find students and graduates and make use of their expertise. (Creative Edge 2013.)

In the realisation of the workshop, the students form international teams with heterogeneous sets of skills. They practice business skills and help businesses develop new ideas for products and services, as well as existing policies or respond to challenges in which the perspective of a creative expert is called for. The Creative Steps pilot project strove to support networking and point out the opportunities to match creative know-how to a number of different needs through experiences (benchmarking, matchmaking). Furthermore, one of the most important objectives was to create opportunities for employment.



Participant's comment:

The last 4 weeks have been a very busy, but also the most fun weeks I have ever had. I have gained so much valuable experience and knowledge in the creative business world.

-Jason



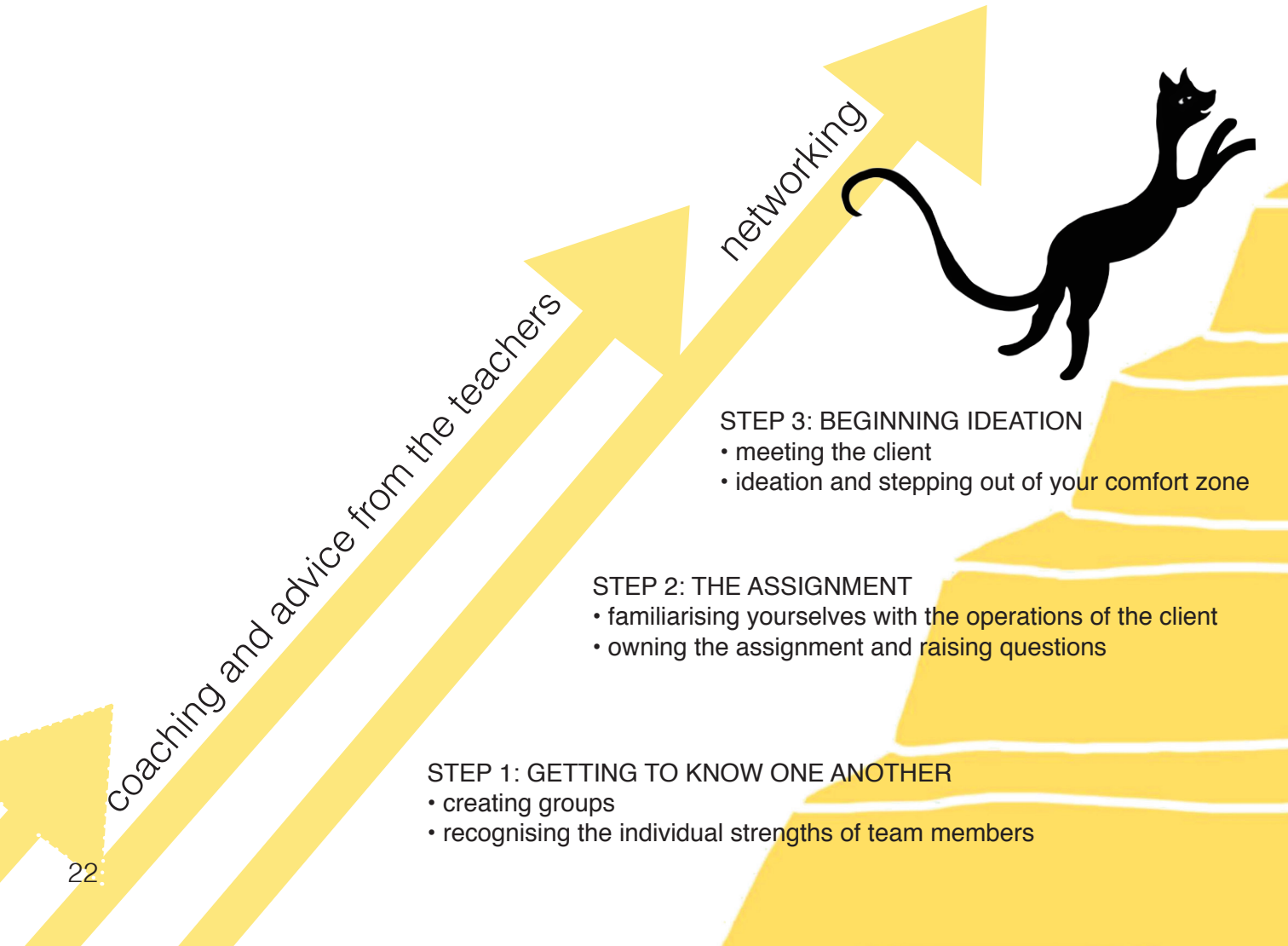
SOURCES:

Creative Edge 2013. Creative Edge Newsletter No. 3. June 2013. Retrieved 9.11.2013. <<http://www.creative-edge.eu/wp-content/uploads/2013/05/Creative-Edge-Newsletter-June-2013.pdf>>

Innomaraton 2012. Innomaraton's website. Retrieved 28.10.2013. <<http://www.innomaraton.fi>>

THE PROGRESS OF THE CREATIVE STEPS WORKSHOP STEP BY STEP

Anitra Arkko-Saukkonen & Minttu Merivirta



STEP 7: PRESENTATION AND FEEDBACK

- presenting your result to the client
- possibilities of continuing the cooperation with the client

STEP 6: PREPARING THE PRESENTATION

- familiarising yourself with the presentation equipment
- preparing visual aids and practising for your presentation

STEP 5: WORKING WITH THE IDEA

- pitching your idea to the other groups
- moving on with your idea based on the feedback you've received

STEP 4: ACTIVITIES SUPPORTING CREATIVE IDEATION

- visits to benchmarked sites
- inspirational panel and business seminar

working
face to face

online
communication

CHAPTER TWO

*...Creative Steps Prepared To Embark On
A Ground-breaking And Memorable Journey
Towards An Innovation...*

- The starting points of the Creative Steps -pilot project and the networking-based cooperation that was its foundation •



SEARCHING FOR ASSIGNMENTS

Anitra Arkko-Saukkonen & Minttu Merivirta

At the Creative Steps innovation workshop the participants worked on the borders between experts in the field and a variety of actors. The focal point was the opportunities of actors in the creative field to create business connections with other actors in the business world as well as the development of new business ideas to working products and services.

International teams worked with ideas to meet the challenges of the clients. In Creative Steps, a client could be anything from the organisers of the event to businesses and organisations that, through assignments, challenge the creative actors to come up with different solutions to meet their needs.

Recruiting clients

We were looking for as varied a set of assignments as possible for the participants at the workshop to work with in order to enable the team members to implement and improve their own knowledge. The starting point was that the clients should be close to the fields of culture, creative work, media, digital media, communication or applied arts.

As far as the content of the assignments, we proposed that they should be centred around analysing a certain idea, concept or policy out of a communication-, art- and/or digital point of view. We stressed that use of social media, alternative media solutions, marketing as well as creative- and/or cultural subjects could all be included in the assignments.

We found a client from each partner country participating in the Creative Edge project in order to further show our international cooperation. Consequently, the clients were from Finland, Sweden, Ireland and Northern Ireland.

As a sign of commitment on the clients' part, we requested a contact person from each client To enable the teams to get any additional information necessary in order to be able to complete their assignments. If possible, we also arranged a visit with the businesses and invited the clients to join us at the workshop when the actual ideation would begin. Naturally, the clients were also invited to the final presentations held at the end of the workshop.

The end result of the workshop was an idea or ideas on how to deal with the challenge provided by the client. If the client found the idea of the innovation process interesting and developable, we offered the team and the client an opportunity to negotiate a continuation and making the idea an actual assignment for the team.

The clients also had the opportunity to find potential interns who might then actually be working with the idea in practice or perhaps be presented with a different career opportunity from the client. Networking and creating contacts were a central and important issue at the workshop.

Client descriptions

The Finnish client was a company called SPINFY from Oulu. Spinfy produces story book applications for kids. The books are made unique as they become interactive; every user is able to influence the plot of the story and thus create several different stories within just one application. Old children's tales are given a completely new perspective as pages sort of come to life through the interactive aspect or for example through funny sound effects. Spinfy's target groups are children and young people, however people of all ages are able to enjoy the story books. An example of a familiar set of characters that appear in Spinfy's stories are the famous Moomin-characters.

Spinfy's assignment for the Creative Steps team was to come up with a new and innovative story with fitting characters to accompany it. The story was, above all, to include a strong element of adventure and the final product could include all kinds of media, such as pictures, videos, sounds, animations or other effects that could be activated through touch or shaking or turning the device and which children could then make use of as they read the story. The story could also include several, smaller story applications.

More information can be found at:

www.spinfy.com

www.twitter.com/spinfy

www.facebook.com/spinfy



Participant's comment:

Teamwork in creative process will develop not only the product but the team members.

-David

From Sweden, CREATIVE SUMMIT, an annual creative-/communication conference organised in Skellefteå, joined us as a client. The concept of the event is to gather creative experts from all over the world to discuss, network and share their experiences. The last couple of years, more than 1000 people have attended Creative Summit. The aim is to further develop the idea and to increase the interactivity between the people involved in Creative Summit's projects.

A part of the nature of the Creative Summit conference is that it, in addition to its scheduled programme, leaves both lecturers and attendees ample time to discuss and network before, as well as after the actual conference. The assignment was here to plan a device or devices for just this kind of multi-faceted communication. The equipment might also be used as a tool when asking the participants at the conference questions as well as a way of gathering feedback. In this assignment, the team was encouraged to use new, innovative perspectives in their work.

More information can be found at:

<http://www.creativesummit.org>

The Irish client was the country's biggest research facility, THE WHITAKER INSTITUTE for innovation and Societal Change (National University of Ireland) Located in Galway, the Whitaker Institute has over 200 members and its research focuses on contemporary issues in business and in society. The faculty consist of twelve areas of research divided into six main thematic areas.

The assignment from the Whitaker Institute was to create a visualisation of its six themes. They were open minded as to this visualisation and the plan could include animation, photographs or abstract art. It was hoped that the visualisation plan could be presented both internally to the



Participant's comment:

I feel now that I have a better grasp of the whole industry of business, enterprises and working with real cases and people. I also realized how much creativity can give and make happen. It can be used professionally as a tool to improve or create almost anything.

-Laura

research community, research office and the university management team, as well as externally to funders, international researchers, policy makers and the general public.

More information can be found at:

<http://www.cisc.ie>

From Northern Ireland, the client was R4 LIMITED, a company that has been producing tyre bales for several years now and these have been used for a number of construction projects throughout the UK, Europe and USA. The tyre bales are currently used in a naked state showing their composition.

The company sees the additional future potential of using these bales in a variety of new temporary applications such as creating dividers or movable walls in recycling centres, compost facilities or silos. Unfortunately the ugly bulky nature of the tyre blocks do tend to put potential clients off and it is anticipated that this project could look at some method of wrapping or disguising the tyre material the bales are made from, which would help create new jobs, as well as creating new wealth.

More information can be found at:

<http://www.greentyre.net>

RECRUITING PARTICIPANTS

Anitra Arkko-Saukkonen

Creative Steps wanted to get a group of participants with a large variety of skills for the workshop in order to be able to create teams with heterogeneous skill sets. Newly graduated students, or future graduates, in other words future professionals, were selected for the project.

The partner countries provided help in the selection process in order to best determine where to send information about the international workshop. People who were made especially responsible for this in each country helped select the students that were to participate in the project.

Within the partner network, application was open to all students. Among the partners in Creative Edge were educational institutions as well as organisations in charge of local networks in the creative field in their respective areas. In order to reach the primary target group, these

organisations then used these networks in the recruiting process.

In their applications, students described their own backgrounds and their motives to take part in the workshop. In the selection process, attention was paid to the main objective, which was to find a multi-talented group of people from different countries so international teams with diverse skills could be created. Group working skills, previous experience and a will to work entrepreneurially were viewed as strengths when applying to the project. The participants also had to have a drive to develop themselves and open minds to be able to work with assignments.

In total, 15 participants were chosen for the workshop: five from Finland, three from Sweden, three from Ireland and four from Northern Ireland. In the realisation of the project, the participants were divided into four international, multi-talented teams with the intention of having at least one member from each partner country in each team.

Participant's comment:

Creative Steps has shown me how to shape international relations with other people.

-Klaudia



APPLICATION

What do the words Ideation, Innovation, Matchmaking, Benchmarking and Networking mean to you?

CREATIVE STEPS workshop offers an environment where you become familiar with these concepts by working in an innovation project in international teams. The workshop contains Creative Thinking, Business Thinking, an Ideation Toolkit, Performance Training, Traveling, Practical Working, Experiences and hopefully lots of snow in Lapland/Finland in January.

INTERESTED?

Four (4) international teams work with four international assignments for one month. During the first week the whole group is working in Finland, during the second week in Ireland and after that studying happens via internet. The Creative Edge -project covers all the travelling, living and eating expenses for participants.

WHY?

By participating in Creative Steps workshop You'll have an excellent chance to improve Your knowledge of innovating, network with other student and working life, get a better understanding of corporate life and be a part of an international workgroup and atmosphere. And who knows— if Your group is successful and the client is convinced then You may get an apprenticeship or even an employment!

WHEN?

From January 15th to February 8th 2013.
Are you ready to take a STEP with us?

Leave your application by November 16th 2012 at the latest.



THE POWER OF THE NETWORK - INTERNATIONAL COOPERATION IN THE REALISATION OF CREATIVE STEPS

Anitra Arkko-Saukkonen

The project world spins threads of networks that in turn become strong ropes that pull the work forward as their fields of operations expand. Cooperation opens doors to places that a lone entrepreneur may have difficulties finding. The network expands and grows through the networks of each cooperating individual.

As far as Creative Steps as a whole is concerned, cooperation between the partner countries was called for at different stages of the project. The following organisations took part in the project:

Ireland - *National University of Ireland Galway ja Western Development Commission*

Northern Ireland - *South Eastern Economic Development*

Sweden - *Region Vasterbotten/ Film i Västerbotten*

Finland - *Kemi-Tornio University of Applied Sciences.*

KTUAS was the main organiser of the event, but a contact person from each partner country was needed in order to create a support network.

Make use of all networks

Cooperation is made real through meetings. Meetings that are in turn made real through joint ventures. Open communication that enables transparency and makes everyone available is key. The main objective is clearly an important factor when it comes to communication and the coordination of the project. The network has to figure out which methods and tools are called for and most useful in supporting a joint venture, as well as how the project is to be monitored and how it is to progress.

When cooperating with partners, roles and responsibilities have to be agreed upon. These are important matters when trying to ensure that the work and the time management of the project is as controlled and goal-oriented as possible. In Creative Steps, a challenge in the coordination of the project was in describing the content and making sure everyone of the partners had understood the project correctly and were thus able to move on with it individually. Open and interactive contact is essential here.

Help was needed when searching for clients as diverse assignments were sought for the realisation of the workshop. The persons responsible for this in each partner country saw to it that their respective partners were informed about the Creative Steps project. As far as participants were concerned, the persons responsible had good, established connections to educational institutions, which made the search for students a lot easier.

Mutual trust makes for a good network

We wanted to bring Creative Steps abroad in a practical sense as well. Two weeks were spent in two different countries. The week of the actual workshop was easier to have in Finland as KTUAS was responsible for the actual realisation of said workshop. For the realisation of the week in Northern Ireland, a contact person responsible for the planning and organisation was needed to sort out matters regarding eating- and sleeping arrangements and transportation.

We also had to search for appropriate benchmarking sites. Furthermore, we needed a suitable venue for the workshop. Moreover, we wanted to arrange a joint free time activity for the participants, which of course required some planning. Meetings in your spare time often tear down any walls between the participants

and networking is therefore a lot more frequent during these moments.

Networking was also a central issue for the participants at the Creative Steps workshop, which is why the Business Seminar arranged in Northern Ireland was planned in a way to enable the participants to meet. The planning and organising of the event was the responsibility of the partner country, even though the objective was given by the main coordinator of the project.

A challenge with events such as these is maintaining an active communication and exchange of information. This is when trust becomes important. When you, as the ultimately responsible party, are not able to negotiate, organise and plan things yourself, you have to be able to hand over the responsibility to others and trust your partner to make sure everything is in order when you arrive.

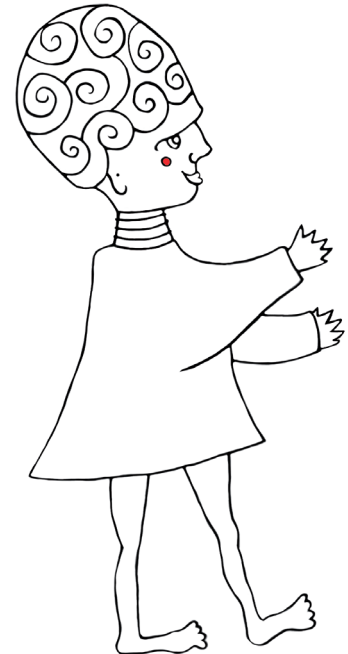
It was mutually agreed that one person from each country would accompany the participants. This person would take care of practical matters during the trip. This type of arrangement would be very challenging indeed if only one party were responsible for these matters. By networking and through cooperation, the work becomes easier and more is gained by everyone, including the main target group, that is, the participants of the Creative Steps project. At its best, a network is a

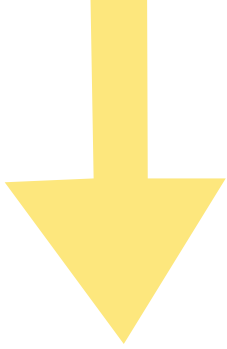
partnership with a strong principle of give and take and jointly motivated aims (Helakorpi 2005, 48).

In a network, people meet

Through its work, Kemi-Tornio University of Applied Sciences vitalises the area, as well as its international networks through long term project work. International work has indeed provided wide cooperation networks that open doors for KTUAS to be seen by a wider audience while, at the same time, enabling the application of existing methods. The foundation of this work is the cooperation between businesses and learning through networks. The ability to renew and reinvent yourself is enhanced through the use of common reserves. Everyone's effort is important.

Even though the members of the network often represent a certain interest or organisation, it is important to remember to be aware of the fact that you are still people meeting other people when working in a network, whether we are working face to face or through online communication. People meet each other, not various organisations or interests. This is the basis of everything - trust and joint motivation towards a joint objective. In my opinion, this succeeded very well in Creative Steps.





SOURCES:

Helakorpi, Seppo 2005. Kohti verkostoituvaa ja verkottuvaa koulutusta. HAMK Ammatillisen opettajakorkeakoulun julkaisuja 9/2005. Hämeenlinna: Hämeen ammattikorkeakoulu.



CREATIVE EDGE AS A WAY OF STRENGTHENING AN INTERNATIONAL COOPERATION NETWORK

Marika Saranne

The Creative Steps pilot was a part of the Creative Edge project, the aim of which was to create international networks of present and future experts in the creative field as well as market that expertise in the Northern Periphery area. The central parts of the project can be summed up in five points as follows: 1) Management, 2) performing Research work and mapping out existing talent etc., 3) creating an Export platform, 4) creating an Employment bank and 5) providing Creative places.

The management and research parts of the project were coordinated by the lead partner, that is NUI Galway's Whitaker Institute. The Western Development Commission (WDC) was responsible for creating the web platform called MyCreativeEdge, which was to be used as an Export platform for creative experts and businesses. The web pages also provide newly graduated creative experts with an Employment bank. South Eastern Economic Development (SEED) was in charge of creating the Creative places. KTUAS and Film i Västerbotten shared the responsibility for the Employment bank, in

which, among other things, the implementation of the mentor program was included.

The Creative Steps pilot furthered the realisation of the five points by acting as a creative place and a path to networking between businesses and experts in the creative field internationally. The idea came from the need to develop a concrete tool for the international networking of students and graduates in the field by using the method of Learning by Doing. Another goal of the project was to sell this expertise on the international markets by updating and improving the other networking activities and methods of the Creative Edge project, such as for instance the MyCreativeEdge pages (see Creative Edge 2013).

The challenges and opportunities of internationality in cooperation

Creative Steps acted as a networker from the point of view of project cooperation as well. It was the first concrete project or product of our

cooperation as partners. The tight schedule, different organisations acting as partners, local differences and geographical distances all posed their own challenges to international cooperation. These challenges were overcome. Each partner managed to find an assignment from their area, as well as enough motivated and enthusiastic young creative experts for the project.

Through meeting each other, students, as well as partners formed a tighter bond of cooperation with each other. Participating in the workshop and in the company visits increased the understanding of cultural differences as well as the understanding of local creative experts and businesses.

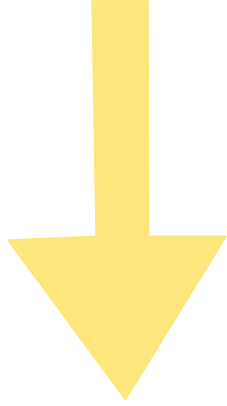
Competitiveness, recognition and attractiveness

In order to be both nationally and internationally competitive, it is important to widen your international cooperation network, both where teaching, as well as research-, development- and project work is concerned. Cooperation with the industry brings education and the institution closer to working life, whereas international cooperation brings together different cultures and skills. Work life-oriented projects like Creative Steps are likely to increase the students'

level of motivation, their interaction skills, their cooperation skills and bring into light the needs and demands of working life, not to mention what they mean to the development of your language skills.

International cooperation brings out your expertise while breaking possible prejudices at the same time. A diverse and international combination of creative actors may also give birth to new products and services, in the same way as during the Creative Steps pilot. International work life-oriented projects form a foundation for possible future cooperative projects as well as exchange- and internship possibilities for students and teachers. Maintaining a cooperation network is made easier through good virtual tools and social media and the creative places are more often than not located in the virtual world.

In the future, an international network of contacts, a diverse skill set (that is, to be able to sell your expertise) and good language skills will be huge assets to young experts in the field. On the other hand, from the point of view of the educational institution and the area, international cooperation projects always stir the pot and widen existing networks.



SOURCES:

Creative Edge 2013. Project's webpage. Retrieved 7.11.2013. <<http://www.creative-edge.eu>>

CHAPTER THREE

...On The Way To The Innovation Creative Steps Faced Many Dangers and Difficulties But Its Creative Attitude Conquered All The Obstacles...

- The ideological methods behind the Creative Steps pilot project
- creative thinking and business acumen •



CREATIVITY IS ACTION!

Anitra Arkko-Saukkonen

Creative thinking is an internal power source that enables you to be more astute and observative and create new thoughts, ideas and methods.

Creativity is also enterprising readiness as ideation is a process that produces creative ideas for a specific purpose. To some it is a natural way of thinking and acting and doesn't require much effort, according to Nik Mahon (2011, 9). Others find creative thinking easier when aided by various activities that may have to do with finding the right attitude, research or making use of specific methods.

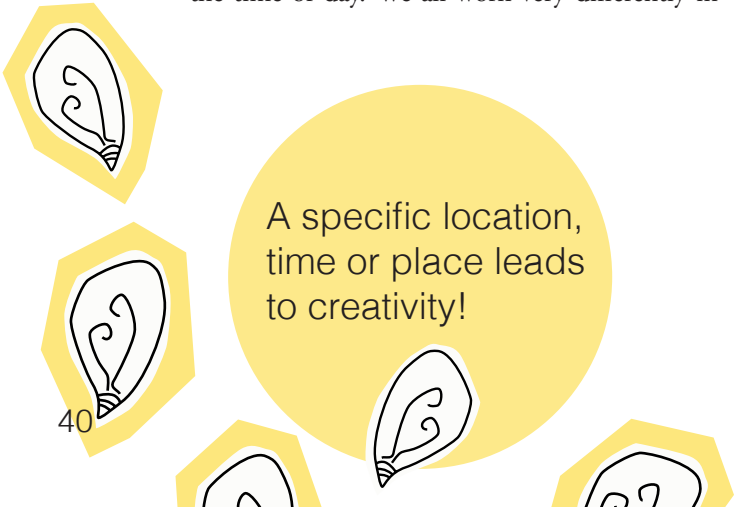
Becoming inspired and getting ideas bring with them a positive, productive energy. Some people feel more or less creative depending on the time of day. We all work very differently in

different situations, all according to our specific personalities. This is why some of us become inspired when doing certain things or by being in a certain environment.

According to Mahon (2011, 9), we all have one thing in common: we cannot know when the eureka moment will be when a terrific idea will pop up inside our heads. This is an excellent idea! That moment can be anytime our thoughts are given a spark of inspiration from somewhere around us. Some of us think up ideas when they rest their minds. Rest gives room for new thoughts and, in this way, ideas are born.

Teamworking has its advantages when it comes to this as it creates a mutual communication that enables feedback, toying with ideas and joint action. It is like a cogwheel which makes the rest of the machine run.

When beginning this work, though, certain steps are needed. Steps that will bring us to our goal, our objective. A step could also be that first bold leap out of your comfort zone. One way of moving forward and begin the ideation process



A specific location,
time or place leads
to creativity!

is asking questions. However, first you have to specify the main objective and content of the assignment.

Ask questions!

One of the most important things in ideation is asking questions. It is important to ask questions in order for you to better understand the assignment and the challenges presented by it.

When working with ideation, you have to ask yourself questions the way children do. Children are naturally creative and full of ideas and don't put anything in specific frameworks the way adults do. Children also don't question things too quickly. By asking questions, new opportunities are gained and new successful solutions are found (see Mahon 2011, 19; Liedtka & Ogilvie, 2011).

Through questions, a direction that will make the entire work process easier is established. By using the answers to the questions asked, the challenge at hand is better understood, which in turn makes

it a lot easier for us, right from the word "go", to get to where we are going.

Jeanne Liedtka and Tim Ogilvie (2011, 81) remind us that in order to keep the process moving forward, you should start with the what is-questions. This opens up the door to reality and by examining what is, we can see what is missing. The next step is to ask what if-questions. These questions work as productive ones that push the ideas forward. Liedtka and Ogilvie then proceed through the what now-phase on to the what works-part, which is the climax point of the design-/thought process. By thoroughly moving along through the process, we can ascertain whether the ideas are indeed properly tested with regard to the end result. (Liedtka ja Ogilvie 2011, 81, 99.)

It is also possible to begin with a challenge, in which a short list that starts by asking what if-questions is produced, either individually or in groups. First, one idea is chosen and tested with a what if-question. As the question is answered,

ideation → evaluation → election → selection → working



new what if-questions are asked in order to see where it all leads. Starting with new crazy ideas and asking these questions may lead to a completely ground breaking result and perhaps even an innovation.

Why-questions are also questions that activate the thought process. “WHY” is an excellent starting point, a kind of start signal for ideation. When the first why-question is answered, you then move forward asking new ones.

Kipling’s checklist, on the other hand, presents six questions, which, if applied systematically, can be used to test and examine the assignment from different perspectives. These questions are what, why, when, how, where and who. When defining your target group, for instance, you can look at

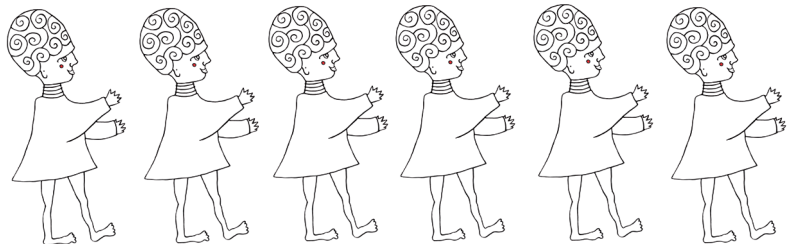
the matter from the point of view of the brand and its central message or from the client’s point of view (see Mahon 2011, 92).

The problem ball starts to roll down a path of its own through the questions and their answers and may pass by interesting points of view on its way. By presenting diverse questions about an existing problem new perspectives from which to solve it may be found.

*I keep six honest
serving-men
(They taught me all I knew);
Their names are What and
Why and When
And How and Where and
Who.*

(Kipling 1902)

Questions
will lead you to a
new solution!



Map out your path!

A plan of implementation for your project that moves forward step by step is in itself a step towards its planning and realisation. Through such a plan, a tangible goal may be reached. A viable plan of implementation is a good idea to have as a support for your work process as it ensures proper time management.

Time is often limited and the deadline is often known. Therefore, there is no time to wait for ideas and thoughts to emerge. You have to search for ideas inside your head and in your environment and be active and awake in order for ideation to be possible. You cannot simply sit around and wait for it to happen. In working life, things can also be very hectic at times, but new ideas and thoughts have to be produced all the time in order for you to be able to meet the demands of the clients - this is after all why they turn to creative people in the first place.

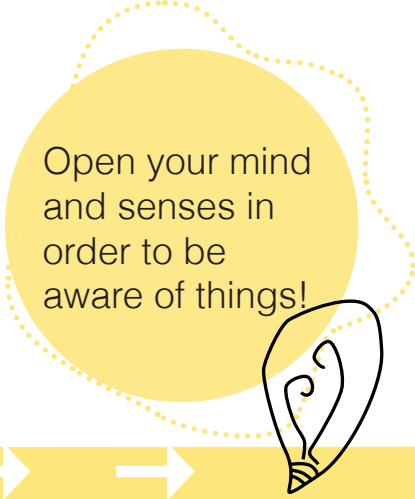
Sometimes problem solving and the entire process takes a wrong turn and ends up in a dead end and you get the feeling that your thoughts are at a standstill and no ideas are born whatsoever. This is when it is a good idea to take a short break from ideation. When you leave your mind alone for a while, it often enables you to steer your thoughts in a new direction, a direction you did not see before. When you then return to the challenge

you were working with, you are often able to see things in a new light.

Creativity needs to be fed!

Creativity needs action, but in order to get action and results, creativity needs to be fed. When you are beginning with ideation work, you are, at the same time, preparing yourself to be inspired. There are different ways to get inspired and this is why it is good to have all your senses open, to search, compare and combine, because the solution might present itself in a completely unexpected or unique form.

In other words, there are many kinds of active action involved in preparing yourself for creativity and inspiration. Often, you act according to specific routines, but traditional routine activity is not productive and it does help us progress




Open your mind
and senses in
order to be
aware of things!

when working with a challenge that requires creative thinking. Breaking routine may help you to get started. For instance, change the route you take to work every morning. You will experience your surroundings in a new way. Might there be an inspiration lurking about there somewhere? (Mahon 2011, 42–43.)

You have to open your mind and senses in order to be able to be aware of things and see your surroundings through new eyes in order to see even familiar things in a new way. It would be good to be able to see more of the world and gather inspiration from there. You have to see things from higher above or further away, see the bigger picture and be more open when listening, to be more susceptible to hearing all sounds. Contact with different people is but a part of what in your everyday work could awaken your thoughts, inspire you and help you progress with your challenge.

It is also necessary to jump out of your comfort zone and venture into previously uncharted territory. To step outside the box, so to speak.

Background research, mapping out your path, finding the facts and familiarising yourself with the problem are vital parts of the beginning stages of the creative process and planning. The more you can find out, for instance about the brand or the service, the easier it becomes to define



Get out of the box!

your goal. It is good to get sufficient information about matters beforehand, however, that can also, all too easily, lead to lateral thinking.

If there is time, it is also a good idea to prepare material for a demonstration which can help you describe your work. This material would create a basis for discussion. As the client gets a better idea about what an idea means, he is more likely to buy it. The process of ideation is a process of action, in which preparing material for a demonstration is another way of action with which to further the process.

Creativity vs. innovation

Producing excellent and working ideas requires hard work, familiarisation with the task and the work required and commitment from the team

members. If someone has a great idea, this is not yet an innovation. It is but a step towards an innovation. According to Everett M. Rogers (2003), innovation can be understood as an idea, a practice or an object that someone might consider new despite the fact that it isn't brand new. Innovation is born through an active and dynamic process. Oftentimes innovation is the result of research and development. For instance, by thinking about new and different ways to work with the challenge at hand, new options may be processed.

According to Paul Sloane (2006), people are confounded when faced with creativity and innovation. He claims, however, that the matter may be approached in a simple way: Creativity is coming up with new ideas, while innovation is the realisation of those ideas.

Innovation can be seen in a variety of contexts, fields and applications: products, services, methods, processes, marketing channels, cooperations as well as in the process of creating businesses itself. Today, clients too are included in the innovation process in service design and user-based innovation. An example of such a user-based innovation is the Living Lab- method, which enables services or products to be developed based on the users' needs (see for instance Heikkanen & Österberg 2012; Living Lab -käsikirja 2010; Merivirta 2013).

Use tools for ideation!

The innovation process needs, in fact, it demands the producing and development of ideas. For this production and development several different methods can be used. Through this process, ideas can be made into more practical, working solutions so that the needs of the client can be better met, thereby potentially leading to a better reputation, increased profit, increased influence or the birth of a completely new product or service.

Normally, the hardest part of the creative process is the beginning. When faced with a challenge, you may choose different paths towards a solution, especially when time is an issue. By using different techniques, the ideation process can be steered away from lateral thinking (which is always the first thing you encounter) towards more creative and productive ideas. Random or wild thinking often leads to the best ideas.

By linear thinking is meant the way of thinking that follows the easiest, straightest route from idea to conclusion. Sadly, as Mahon (2011, 10–11) points out, this rarely leads to new creative solutions, but are rather applications of previous solutions.

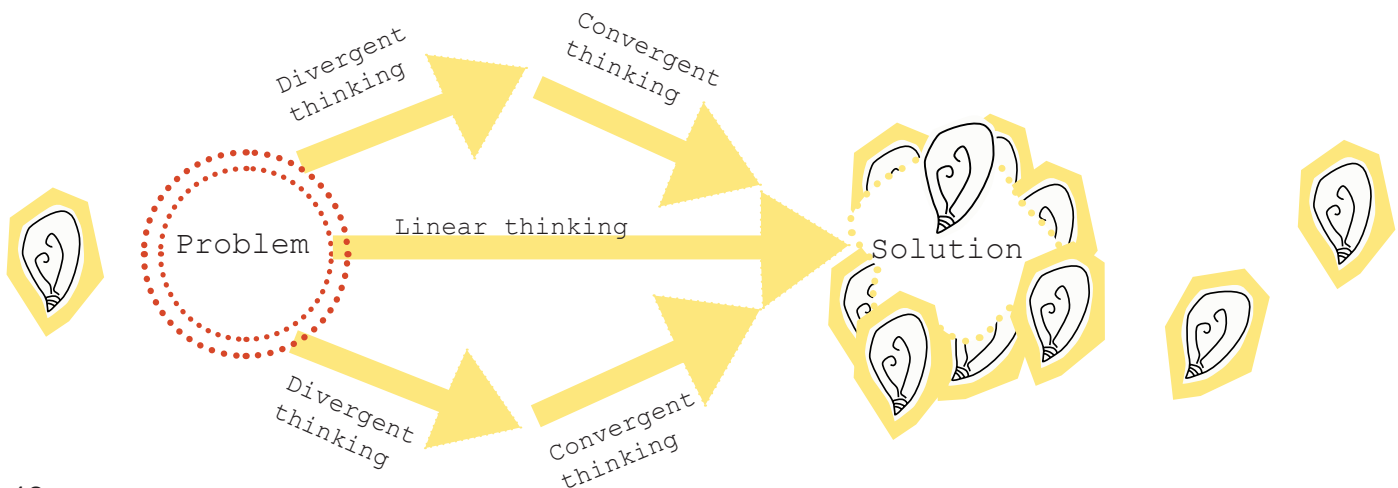
The best way to search for new ideas would be to approach the problem or challenge using divergent thinking. Divergent thinking is a process in which you view the challenge or problem from different angles. It can be seen as the creative phase of the ideation process, where people begin thinking up ideas with open minds. Alternative ideas are sought out outside the box. (Mahon 2011, 10–11; see also Kantojärvi 2012, 25.)

Convergent thinking, on the other hand, is when the creative problem is redefined and the thoughts produced by the divergent thought process are examined. Through convergent thinking these ideas are filtered and applicable ideas with which to proceed are thus selected. By using a bold ideation process, original and applicable solutions can be achieved. (Mahon 2011, 10–11; see Kantojärvi 2012, 25.)

Wild thinking

Thinking wildly or wild thinking is allowed and even worthwhile. It is vital to also bring out thoughts and perspectives that at first glance may seem crazy. No suggestions should be assessed during the ideation process, rather all kinds of thoughts and ideas should be allowed. In the ideation stage, it is important to take into account all suggestions, not just those that sound good and reasonable. The craziest ideas might be the starting point of something better that will then develop into something or perhaps take the ideation process in a new direction.

It is imperative that thoughts are not ruled out too early. There is always time for that and this should be done through a selection for which some practical way should be chosen. For example, a



points system in which each team member has a set amount of points to allocate on the ideas he/she finds most useful could be used to select the ideas with which to proceed. These ideas would then be the ones developed further by the team.

In the beginning, it is in other words useful to gather all the ideas together and not just the ones that are clearly connected to the objective. In this way, a chance is given to even the craziest of ideas as these ideas might develop into viable options and finally valuable solutions. Through processing the direction may change, thereby giving the idea a more interesting final shape than what was perhaps originally anticipated.

The innovation process requires that you produce ideas and are familiar with the assignment in order for the final result to be ideated, or even wildly ideated, carefully planned, carefully examined and, at the same time, developable. Funny and crazy thoughts may lead to some kind of new innovation, beginning or phenomenon. Things can be combined in new ways.

Be brave and take a step towards innovation and enjoy your work!

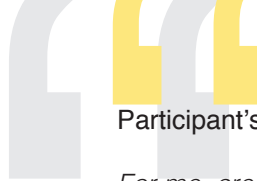


Participant's comment:

Today the most important thing I learned and realized was that the crazier, the more stupid, the more impossible the idea - the more better it might be.

-Anna

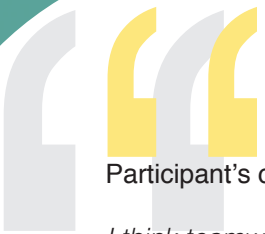
deeper



Participant's comment:

For me, creativity is a form of freedom that lets you stand out in a crowd. Creativity is something that makes a difference.

-Klaudia



Participant's comment:

I think teamwork can really help you in the creative process. The team can help you to find new sides to things and expand your point of view. Different cultural and educational backgrounds enrich the ideas.

-Ella

SOURCES:

Heikkanen, Sakariina & Österberg, Mari (ed.) 2012. Living Lab ammattikorkeakoulussa 2012. Ammattikorkeakoulujen neloskierre -hanke / HAAGA-HELIA ammattikorkeakoulu. Helsinki. Retrieved 2.6.2013. <<http://urn.fi/URN:ISBN:978-952-6619-17-0>>

Kantojärvi, Piritta 2012. Fasilitointi luo uutta. Menesty ryhmän vetäjänä. Helsinki: Talentum.

Kipling, Rudyard 1902. The Elephant's Child. Teoksessa Just So Stories. Retrieved 3.11.2013. <<http://www.boop.org/jan/justso/elephant.htm>>

Liedtka, Jeanne & Ogilvie, Tim 2011. Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia University Press c2011. New York: Columbia Business School Publishing.

Living Lab -käsikirja 2010. Innovaatiot ja osaaminen -verkosto. Seinäjoen Teknologiakeskus Oy.

Mahon, Nik 2011. Ideation. Basics advertising 03. Lausanne: AVA.

Merivirta, Minttu (ed.) 2013. Tee-se-itse-YHDESSÄ. Käyttäjälähtöisyydellä ja Living Lab -toiminnalla kohti Elävää Lappia. Kemi-Tornion ammattikorkeakoulun julkaisuja. Sarja B. Raportit ja selvitykset 4/2013. Tornio: Kemi-Tornion ammattikorkeakoulu.

Rogers, Everett M. 2003. Diffusion of Innovations. 5. painos. New York: Free Press.

Sloane, Paul 2006. The leader's guide to lateral thinking skills. Unlocking the creativity and innovation in you and your team. 2. painos. London: Kogan Page.

BUSINESS FOR A NEW AGE: THE AGE OF INTERACTION, THE COLLECTIVE AND INTEGRATION

Marika Saranne

The rate of change in the world has increased. We are more effectively informed about changes from all directions, whether we want to be or not. It is noteworthy that the number of people taking part in these changes is greater than ever and the communication between people is easier and more frequent than ever before. In a changing environment in which to act and compete, the demands for speed are ever increasing and the distribution rate of new products/services, technological development and the “shrinking” world are all changing the markets.

Business is competition, consumption, production, profit, financial growth et cetera, but above all it is creative thinking. The business world requires creativity and creativity gives birth to new business opportunities.

Networking is a challenge and an opportunity

Where do these successful concepts come from? Success factors can be found in your own field or they may be mundane enough for us not to pay any attention to them. On the other hand, these factors for success can be things we cannot even see. Sometimes, business opportunities thrive in the borderlands of sanctions and limitations, in the so called grey areas. The fact that we do not see the opportunities, is due to our own limited field of vision, the fact that we are prisoners of our own mindsets.

According to the Canadian researcher Ruben Nelson (see Hautamäki 2008), the fundamental issue of our time is how we are able to change our knowledge in order to be able to face the challenges of the new century. We have inherited our mindsets from the industrial society of the 20th century and there is a real danger that we do not see that the world is now moving in a different direction than during the previous century. This is why we need new ways of thinking and interaction between different actors. The American researcher



Participant's comment:

A team can get more done in the same time than an individual alone. A team has more ideas and skills, so these will help the whole process.

-Laura

George Friedman has stated that the best way to predict the future is to focus on the probably - but only if you make it the opposite. “The most practical way to picture the future is to question the probable (freely translated from Finnish)”. (see Tuominen & Lindroos, 2011, 58.)

In order to be able to respond to the change, it is no longer enough to know the basics, instead you have to be able to create, absorb and combine information quickly. Above all, you will have to be able to solve problems in new ways. Nowadays, networks have become important as the continues change happens in networks.

We are living in a network society, working in a network organisation and things happen in networks. Creativity and innovativeness happen in networks. Work is done using different networks. Some work in networks and in conjunction with these nowadays we talk about, among other things, collective intelligence, collective production, collective funding, creating collectives working together. In this, the idea of a mosaic-like network where the virtual world and the real world, creativity, culture, art, publishing and publicity, that is to say the PR-industry, are combined. New combinations such as transmedia, which combines visual material, storytelling and user experiences are part of networks and business today.

Out of a business perspective, this all requires that we invent new ways of producing added value for the client. In all of this, transparency and being a part of the process are vital parts. The clients must be given a chance to participate and work together as a community.

Innovation, collective development and creative networks

Through networks and communities there is constant change going on. As far as business is concerned, you have to be curious, able to create new contacts and junctions or activate existing ones in order to give birth to something new and innovative. By boldly combining new things, thoughts, theories and people across all borders, we create new solutions and/or find new opportunities on the fringes of our fields of knowledge.

A good example of an open, virtual environment for innovations in collective development is Avainklubi (2013), where consumers take part in innovation- and development projects. From a collective development point of view, the consumers are experts and take part in the innovation process and the testing of the services.

From the point of view of businesses, their ability to compete is dependant on how well they are able to include the client in the development of products and services as well as on how well they are able to relate to the client. The clients communicate about their needs and wishes and give feedback on products and services. Being consumer-oriented has become vital both for the development of commercial products and services, as well as for public services. The consumer-based perspective can be understood in different ways, but mainly, it is integrating with the client in different ways and on different levels.

By being consumer-oriented, the client's or end user's needs are met and new needs are recognised. The needs generated by the client may have to do with the user-friendliness of the products or services provided, their cost, their possibilities for customisation, their ecological qualities, whether they are aesthetically pleasing or not and so on. The consumers are made use of in various innovation processes concerning the products or services in question because they have relevant user information and/or knowledge about said products or services. The importance of user knowledge varies depending on the field in question, as well as during the different stages of the innovation process.

The knowledge and experiences of the consumers are important factors when designing new

business proposals for the products and services. Consumer-oriented services may lead to radical changes in the entire product line or in services or even lead to new innovations. It is imperative that businesses are familiar with and understand different users, or even non-users, professionals, hobbyists and other, as far as the product in question is concerned, potentially important clients. Businesses also need to create a network which supports the process of innovation between different actors.

Good examples of innovation and creative networks are various everyday explorers and their agents. Here in the creative field, such agents are different communities, groups and volunteers who desire to be a part of creating new kinds of interactive culture and urban art. The Betahaus (2013), as well as several other start-up communities in Berlin may also be mentioned in the context of creative communities in the real world. Characteristic for these is a so called coworking area, which provides different actors with a common space in which to work. In addition, a part of the modus operandi of these communities are various forms of events, workshops and educations. Networks formed from the bottom up support and develop business in these inspiring and enabling environments. A bottom up network means an activity which has sprung from the initiative of a few active individuals to fix a perceived flaw. Worth noting,

from the point of view of an entrepreneur, is the opportunity to network and share ideas.

The true test as far as business is concerned is to see beyond your own narrow field of expertise. Also, you have to do this as far as possible beyond the borders of your field, the borders of technology or even the borders of your own country when searching for new perspectives and sources of inspiration that might be able to apply to your own activity. As examples of different ways to make use of public spaces can be mentioned the wishing bands of Istanbul or the locks symbolising love hanging from the bridges of Riga as well as all kinds of wishing cairns or wishing wells. Traditions and folk lore can and should be utilised in different active environments. Some routine methods in a certain field might be completely new, even radical ideas to actors in a different field. Ideas that open the door to a new way of acting.



Participant's comment:

The creative process benefits from teamwork as it brings together people with different skill sets and ideas allowing you to explore more possible solutions to the problem.

-Alastair

SOURCES AND ADDITIONAL INFORMATION:

Adverblog 2011. The digital marketing and advertising blog. Retrieved 4.11.2013. <<http://www.adverblog.com/>>

Andersson, Cristina & Kaivo-oja, Jari 2012. BohoBusiness – ihmiskunnan voitto koneesta. Helsinki: Talentum.

Arjen löytöretkeilijät 2011. Vuosi arjen löytöretkeilyä. Turku365. Retrieved 11.11.2013. <<http://arjenloytoretkeilijat.fi/>>

Avainklubi 2013. Suomalaisen Työn Liitto. Retrieved 4.11.2013. <<https://www.avainklubi.fi>>

Betahaus 2013. Berlin. Retrieved 4.11.2013. <<http://betahaus.de/>>

Hautamäki, Antti (ed.) 2008. Oppimisen muuttuva maasto. Taloudellisesta taantumasta nousuun oppimista kehittämällä. Oppiminen ja koulutus tulevaisuustyöryhmän raportti. Helsinki: Kansallinen ennakointiverkosto. Retrieved 14.11.2013. <<http://www.foresight.fi/wp-content/uploads/2009/08/Oppimisen-muuttuva-maasto-Taloudellisesta-taantumasta-nousuun-oppimista-kehittamalla.pdf>>

Kukkuru, Manjunatha 2011. Co-creation Is Today's Most Accepted Model For innovation.

CEO Network. Forbes BrandVoice. Retrieved 4.11.2013. <<http://www.forbes.com/sites/infosys/2011/12/20/co-creation-innovation-bte/>>

Lappalainen, Inka & Apilo, Tiina & Eerola, Annele & Kontinen, Jari & Pelkonen, Antti 2010. Monimuotoinen käyttäjälähtöisyys yritysten uudistuvassa innovaatiotoiminnassa. Huomioita käyttäjälähtöisen innovaatiopolitiikan kehittämiseen. VTT tiedotteita 2536. Helsinki: Edita Prima Oy. Retrieved 11.11.2013. <<http://www.vtt.fi/inf/pdf/tiedotteet/2010/T2536.pdf>>

Merivirta, Minttu (ed.) 2013. Tee-se-itse-YHDESSÄ. Käyttäjälähtöisyydellä ja Living Lab-toiminnalla kohti Elävää Lappia. Kemi-Tornion ammattikorkeakoulun julkaisuja. Sarja B. Raportit ja selvitykset 4/2013. Tornio: Kemi-Tornion ammattikorkeakoulu.

Niskala, Meiju 2010. Kalenteri arjen löytöretkeilijälle 2011. Helsinki: Like Kustannus Oy.

Social-Creature 2013. BRIGHT, Inc. Retrieved 4.11.2013. <<http://social-creature.com/>>

Sydänmaanlakka, Pentti 2009. Jatkuva uudistuminen. Luovuuden ja innovatiivisuuden johtaminen. Helsinki: Talentum.


Tuominen, Saku & Lindroos, Katja 2011. Ravistettava, omskakas. Toisinajattelijan käsikirja. 3. painos. Helsinki: Tammi.



CHAPTER FOUR



...Little Courageous Creative Steps Tried All Things Possible To Reach The Goal And To Find The Best Innovation...

- Ideation- and innovation methods used in the Creative Steps -pilot and experiences of the practicalities of online work •
- 

A TOOLBOX FOR INNOVATION METHODS

Anitra Arkko-Saukkonen

The toolbox for different innovation methods worked as a support for the work process and in leading the workshop from start to finish.

At the Creative Steps workshop, we used different methods through which the team members got to know each other and got acquainted with the assignments. Some methods, on the other hand, worked as supports for the ideation process and helped explain the nature of the assignments.

The innovation methods used can be divided into four categories:

1) icebreakers



2) team building activities



3) energizers



4) ideation methods



The methods are presented in the order in which they were used during the Creative Steps workshop.



Pictures

Time:

To be done before
the workshop begins.

The task:

Present yourself using pictures (about 3-5 photos or other pictures). Use the pictures to answer the following questions: Who are you? Where do you come from? What things are important in your life? What else would you like to tell people about yourself (for instance some interesting detail)?

participants have the chance to study the pictures and comment on them if they wish. After this, the pictures can also work as starting points for discussions.

The point:

People who are strangers to each other get the chance to get to know one another through pictures. At this stage, you don't yet have to put into words what you want to tell people about yourself. As the saying goes, a picture says more than a thousand words. Telling through pictures also ignores language barriers as they are understood and analysable by all. The other

The benefit:

On an individual level: An opportunity to tell people things about yourself and about things that are important to you.

To cooperation: An opportunity to get acquainted with the other participants beforehand. The pictures also work as starting points for discussions during the initial stages of the work process.

On a general level: Getting advance information about the other participants and about what everyone is expecting from the workshop.

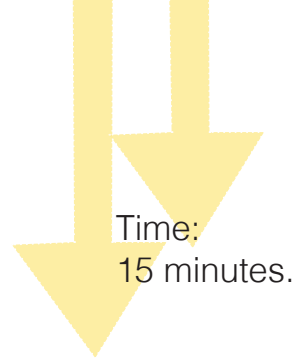
Coach's comment:

It was nice to get an impression about the students and to be able to establish a connection to them already before the workshop started. I was interested to see what people were using to tell about themselves. Often, the most important things are brought out using pictures. This is what I did myself, anyway.

-Anitra



A common rhythm
- which country am I from?



The task:

Choose some suggestive or ripping song with a nice beat to be played in the background during the rhythm-task. Each country is given a specific rhythm in which to clap their hands and as the song progresses, the people from a certain country are asked to stand up and clap their hands in the rhythm given to them. The different rhythms then make up a sort of clapping orchestra, whereby each country forms a part of the whole.

The point:

Through the rhythm-task people from different countries can be introduced. It is a good way of testing whether the participants are in sync right from the get-go. In addition, the task enables us to see who has come to join the event and from which countries.

The benefit:

On an individual level: The freedom to do things together and not having to do things on your own right away.

To cooperation: Makes getting to know each other easier and makes everyone focus and be in the moment.

On a general level: Relaxes the atmosphere and gets everyone ready for work.

Requirements:

A ripping song, such as On the Sunny Side of the Street by Manhattan Transfer, a device with speakers to play it on and a positive, supporting attitude.



Coach's comment:

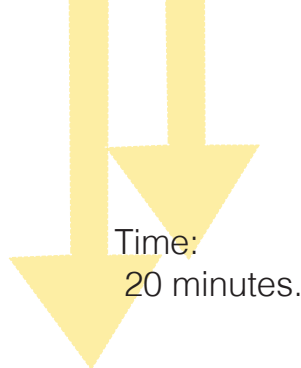
To begin with, a group of people that were eyeing each other somewhat nervously and confusedly began clapping, but eventually, the rhythm made people relax and smile. A common rhythm was found already during the first minute! This was a good starting point for our work.

-Anitra



Coordinates

– what am I like?



The task:

Choose key words or characteristics to be used as coordinates in a coordinate system. The system is “drawn” on the floor using duct tape (or pieces of some non-transparent tape). Everyone stands at coordinates according to what given key words or characteristics they feel best suit them. The more a participant feels he or she has a certain characteristic, the further he/she will stand from the centre of the coordinate system. As key words can be chosen words that provide useful additional information about the participants, such as sleepy - alert, excited - laid back, an indoors person - an outdoors person, introvert - extrovert.

The point:

The task works as a “Getting acquainted”-game, in which your personality is shown to your future team members. When everyone has found his/her

place in the coordinate system, the participants will talk with the people next to them about why they have chosen that particular spot and why those characteristics are central to them.

The benefit:

On an individual level: Telling others what you are like by using a coordinate system.

To cooperation: Getting an impression of the other participants.

On a general level: It is good to have different people on your team. Through this exercise, an idea is formed about how different/similar the participants are.

Requirements:

Tape for the system, pens and a flip board on which to write the key words.



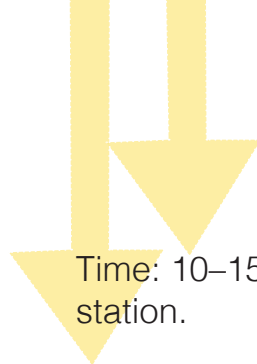
Coach's comment:

Right away as each participant had found his or her own place, there was a buzz of discussions going. In some areas of the coordinate system, crowds had formed, while other areas were more sparsely populated. This kind of active exercise got people going right away and made getting acquainted much easier from the start. As leader of the workshop, I was also given a good overall grasp of the participants' personalities.

-Anitra



The Lotus Flower - method



Time: 10–15 minutes / station.

The task:

There are as many stations as there are assignments in total. At each stations, there is a description of the assignment, a large piece of paper, some post-its and some pens. Each paper is divided into four fields: questions, challenges, ideas and suggestions. Each participant then visits each station in any order he/she likes. The participants discuss the contents of the assignments and write suggestions and thoughts on post-its and put them in the appropriate fields on each paper.

The point:

After introducing the assignments, all participants at the workshop are given a chance to influence the initial ideation of each assignment. At the same time, they are familiarising themselves with the assignments in more detail and are able to get an overall view of what kind of challenges they will be working with during the workshop.

The benefit:

On an individual level: A chance to get your opinion heard and influence the ideation process of each assignment.

To cooperation: The participants are able to influence the ideation process of other assignments than their own and thereby help the group working with a certain assignment get started.

On a general level: By familiarising themselves with different assignments, the participants are given a view of different kinds of challenges in the creative field.

Requirements:

A flip board or large piece of paper, some pens and some post-its.



Coach's comment:

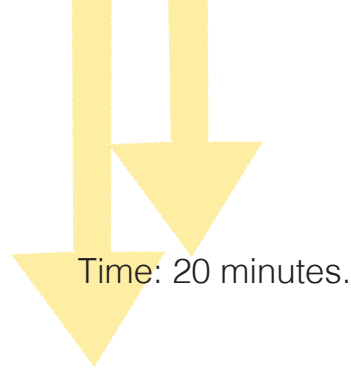
The thought process immediately took wing and the students found this to be a good opportunity to get information about each assignment despite mainly focusing on one assignment per team.

- Anitra





Foil sculpture



The task:

To plan a futuristic ship or vehicle with the characteristic of a specific animal. The ship is to be built out of tin foil.

The point:

The exercise makes it easier for the team members to get acquainted and it teaches them to take joint responsibility for the ideation process, the planning, the implementation and the presentation. When strangers meet and immediately begin working with each other, different methods can be used to make it easier to begin this cooperative work process. The content of the assignment may well be something completely different from the objective of the

workshop, but it is important to put elements into the task that make the team members practice skills essential for the actual assignment.

The benefit:

On an individual level: A chance to express yourself, get motivated and be a responsible team member.

To cooperation: Developing interaction- and group working skills.

On a general level: Ideation, innovation, design, building, pitching and influencing an audience.

Requirements:

A roll of tin foil per group.



Participant's comment:

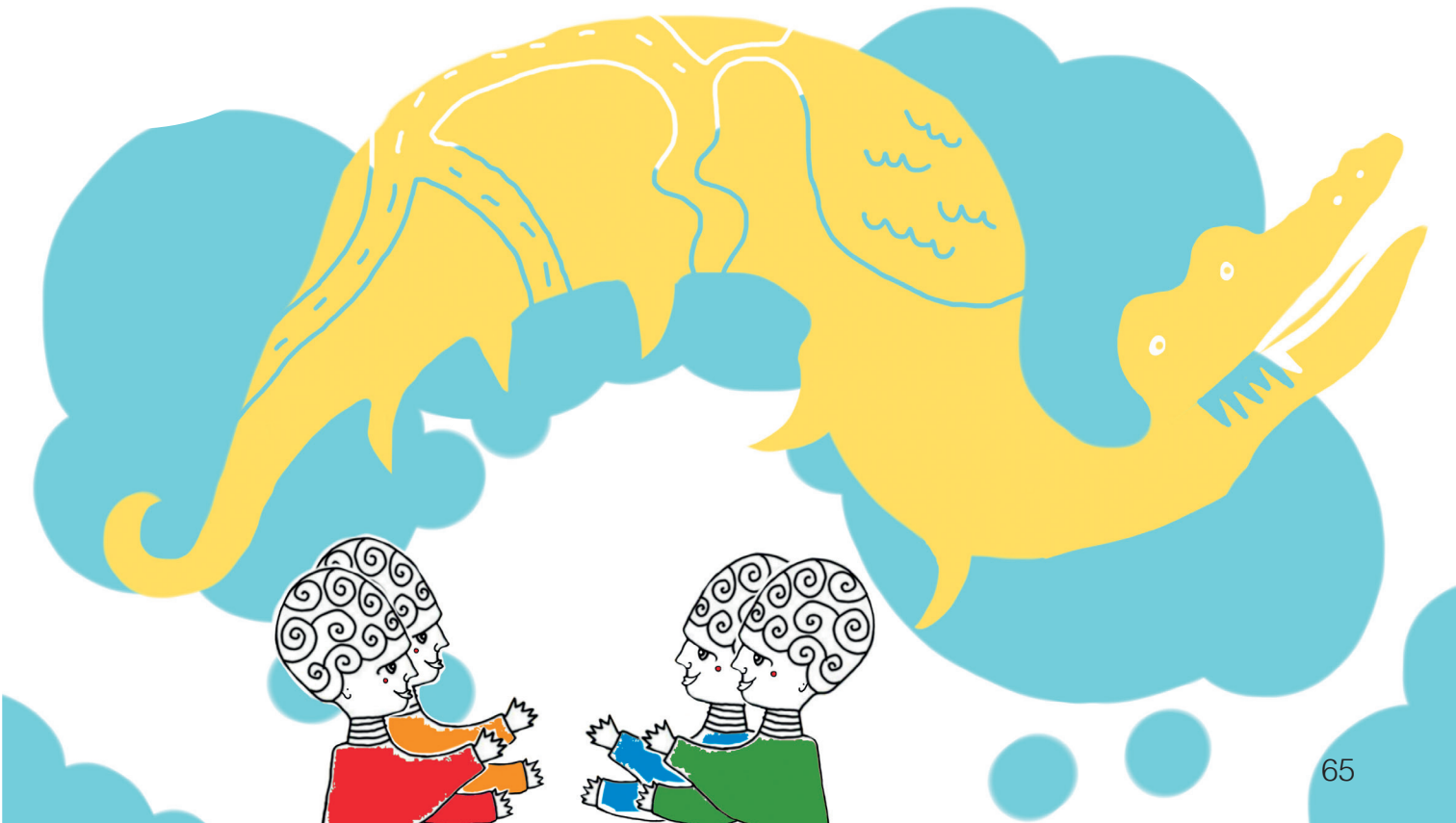
When we were split into teams, the tin foil modelling project was great. I thought it was a great way to break the ice in the team and show how creative we could be. It was a great way to get the team working together instead of jumping straight into projects.

-Fiona

**Coach's comment:**

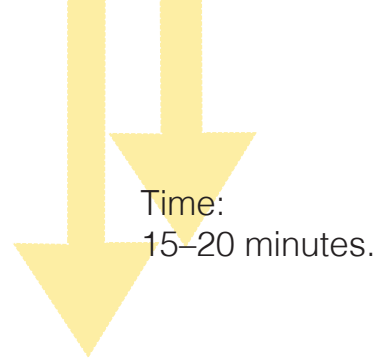
We did the foil sculpture as a sort of warm-up exercise right after the participants had been divided into teams. We wanted to give them a separate task before introducing the actual assignment. Through this task, the team members could get to know each other and be able to form an impression of each other by taking part in group work and being jointly responsible for the end result. The work started right away and the participation was surprisingly enthusiastic. At the presentations, the teams pitched their ideas to the other teams. The ideas presented included all sorts of strange vessels with fantastic qualities and the atmosphere was relaxed and positive.

-Anitra





Action Steps



Time:
15–20 minutes.

The task:

Create a schedule with fixed points for the progress of the project together with the team and plan the areas of responsibility and the division of tasks. Make a table, timeline or road map out of your plan.

The point:

It is necessary to have a plan for your work, that is to say the steps you have to take as the work progresses, in order for the work to remain on schedule and be done on time. The task works as a tool for the team to manage their entire work process.

The benefit:

On an individual level: Managing and controlling your own work process and schedule. Getting a clear picture of your role and responsibility in the work process.

To cooperation: To further the common process together, sharing responsibility and building rapport. Defining guidelines for the work.

On a general level: Defining common fixed points and easing the work process through the implementation of guidelines.

Requirements:

A ready-made base for a schedule or some material for making a road map.



Coach's comment:

It is challenging to build the puzzle that is the innovation process. The time management and division of responsibilities is an important task that must not be left undone. A plan makes working easier and everyone knows their part and the importance of their effort for the common end result of the process. The team becomes more close-knit which also increases the team's level of commitment to the process.

-Anitra



Pitching or selling your idea

Time:

3 – 5 minutes for the presentation and feedback. About 15 minutes in total.

The task:

Get an overall picture of the current situation by pitching your idea to others. Describe your idea shortly and be prepared to give reasons for your choices. Your presentation will be heard by the other groups as well as the coaches, who will all comment on your idea after your presentation.

The point:

Pitching or making a sales speech helps you clarify the content of the assignment as you will have to refine it into an easily understandable form for your presentation. Using the feedback from other groups and coaches, the team will then be able to more easily continue their work and build on their idea.

The benefit:

On an individual level: Practicing pitching. Increasing your own courage and self confidence when making a presentation.

To cooperation: The team becomes more aware about the current state of their work process by explaining it to 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.

Requirements:

The team uses whatever material they choose when presenting their idea and their work process to the other teams.



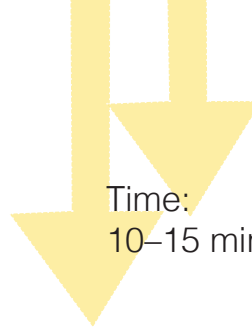
Coach's comment:

It is always challenging to summarize and clarify a matter and ideas. The interactive nature of the pitching situation helps the participants analyze the work of the others as well as their own situation. It was interesting to follow the creative process and hear how a direction had been found in the midst of the storm of ideas. A fair amount of visual aids had also been created by the various teams.

-Anitra



Sharing experiences



Time:
10–15 minutes.

The task:

Present your experiences from the meeting with the client and give advice to other teams on how to prepare for their own meetings.

The point:

The task prepares the teams for the client meetings. The teams that have already met with their clients share their experiences with the other teams while presenting views on how the other teams should prepare to meet their clients. Also, they will give their views on what matters are good to go through at the meeting in order for the assignment to benefit as much as possible and in order to further the work process. Sharing experiences always helps you to prepare for any situation.

The benefit:

On an individual level: The sharer gets to reflect on his/her experiences, while the recipient gets valuable pointers.

To 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.

Requirements:

Good hints.



Coach's comment:

Information given by the people in charge is not always the best channel available. Sharing experiences between groups often provides a better starting point when preparing for a new situation and is a more interactive way to share information. After the teams had presented their experiences, the coaches commented on preparing for the client meetings if they felt it was necessary to provide additional information. The information gained through the process of sharing covered all the points that are important when preparing for the meetings very well. The students found this very useful.



Kipling's checklist

The task:

Go through the result of your ideation process using Kipling's list of questions. Strive to answer each question: what, why, when, how, where and who.

The point:

At the working stage, it is necessary to test your product by asking different questions. Rudyard Kipling has asked a number of important questions in the form of a poem, questions that help you examine your produced content from several different perspectives. The questions work as tools for evaluating and furthering different parts of the work process, but may also work as a direction giver in the beginning of the innovation work.

The benefit:

On an individual level: It reminds you to take into account different perspectives during the entire work process.

To cooperation: A tool for furthering the common process, as well as for your own personal toolbox.

On a general level: A wider examination of the content of the assignment, in which the team



Time:
Whatever is deemed necessary during the different stages of the work process.

goes through all the points together and thereby gains updated information about whether they have taken into consideration all perspectives when working with the assignment. From the functionality of the idea right up to thinking about the target group.

Requirements:

An ability to answer various questions like a child - openly and without questioning their validity.



Coach's comment:

Asking questions and answering them helps you see the content more clearly. We presented the participants with these questions, but left it to them to decide how to make use of the list of questions in their work. We wanted to give as many tools for the future as possible during the course. Not everything was necessary to use when working with the assignment at hand. Experts in the creative field will always be presented with new challenges requiring creativity, which is why it is good to have a toolbox from which to then take out the tool required for each job.

-Anitra



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 him/her questions. The person on the left asks simple arithmetics 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 strive to take our minds off the things we have been doing in order to be more effective once we get back to work. Working with the ideation process is active, even exhausting work. A long stint is likely



Time:
15 minutes.

to 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 work when you seem to be losing steam.

The benefit:

On an individual level: Getting energised and resetting your brain.

To 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 at hand for a while and makes it easier to get back to work. Their minds will work more easily and effectively.

Requirements:

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



Coach's comment:

Oh joy, what a great atmosphere there was after the exercise! Everyone was talking and commenting on how the exercise had progressed and how challenging it was to do several things at once. At first, people were admittedly somewhat sceptical about such a strange and seemingly crazy assignment, but afterwards it was clear how it had energised everyone. It was great fun!

-Anitra

Other useful methods to support ideation

- ▽ *Braindrawing* (see 2012)
- ▽ *Morphological analysis* (see Mahon 2011)
- ▽ *Stimulating Ideas* (see Mahon 2011)
- ▽ *Brainwriting* (see Michalko 2011)
- ▽ *Wall of ideas* (see Michalko 2011)
- ▽ *Random Stimulus* (see Mahon 2011)
- ▽ *Me-We-Us* (see Kantojärvi 2012)
- ▽ *Second Guessing the Idea* (see Mahon 2011)
- ▽ *Post-it and Cluster* (see *Creating the Solution* 2012)

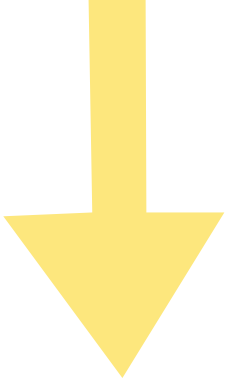
Evaluation can help develop your process. This is why we, after each face to face meeting, asked the participants to draw a picture of a face and give it a facial expression that signaled whether the meeting had been useful as far as the work process and end result were concerned. Ongoing evaluation during the process helps show if we are moving in the right direction. We are still able to find new work methods at this stage of the process, methods that would make the work progress the way we want it to.



Coach's comment:

We received loads of smiley-faces, which told us that the participants were happy with the way things were progressing.

- Anitra



SOURCES AND ADDITIONAL INFORMATION:

Braindrawing 2012. Usability Body of Knowledge. Design Methods, Generating Ideas. User Experience Professionals' Association. Retrieved 8.1.2013. <<http://www.usabilitybok.org/braindrawing>>

Creating the Solution 2012. PLAN Solution Development. Shared By: 6SUjxNYI. Docstoc. Retrieved 11.12.2013. <<http://www.docstoc.com/docs/128116440/Creating-the-Solution>>

Kantojärvi, Piritta 2012. Fasilitointi luo uutta. Menesty ryhmän vetäjänä. Helsinki: Talentum.

Mahon, Nik 2011. Ideation. Basics advertising 03. Lausanne: AVA.

Michalko, Michael 2011. How to Increase a Group's Ideas 10X in Brainstorming Sessions. Articles & Techniques. Retrieved 12.12.2012. <<http://creativethinking.net/articles/2011/08/01/how-to-increase-a-group's-ideas-10x-in-brainstorming-sessions/>>



FURTHERING THE WORK PROCESS AND PREPARING FOR THE PRESENTATION

Anitra Arkko-Saukkonen

As the work process progresses, it is important to keep in mind the assignment and the objective. The client provides you with the frame within which to work creatively and innovatively. An added value might be given to the client by producing ideas that transcend this frame, but you have to remember that the content of your ideas is to be directed towards the goals and objectives of your client.

There is a number of reasons why an idea doesn't become an innovation. Although the idea may look fantastic on paper, different problems and obstacles may present themselves as you try to continue working with it - the client may, for instance, be unprepared to invest as heavily as required in developing the idea.

After ideation and the choices related to it, it is important to remember a few matters in order for the idea to be developable and the reasons for your choices become clear to the client as well. These matters are the target group of the idea, its cost efficiency, its practicality, its applicability, its life span, as well as of course your own desire

to continue the cooperation in working with the assignment.

While working with the idea, it is also good to keep in mind and map out possibilities within the idea that could enable you to build your own business. Study the idea and examine whether there are any points that could present you with a client, a need or demand and with a possible product or service.

When you are working with ideas, it is good to be able to express your thoughts to your client as clearly as possible. This is why it is worthwhile making material for a demonstration (or presentation) and giving different examples that help explain the idea more clearly.

It is also good to think about the form and platform used at the presentation. PowerPoint is still the most commonly used presentation platform, while Prezi, on the other hand, provides us with a dynamic way to present a subject. Prezi enables us to use a variety of material and a Prezi presentation can be customised to look visually very impressive. Text, pictures, sounds,

animations and videos are all usable in a Prezi presentation.

At the final presentation, different methods to describe the subject can also be used, such as storytelling, acting, a combination of different methods or building a prototype. According to Stephen P. Anderson (2011), presentations and sales pitches that include visualisations, storytelling or theatrics often win over the hearts and minds of the audience.

Map out and test your idea as you work

The team should think about what matters regarding their own work process should be taken into consideration when forming the content as well as at the presentation. While working with the idea, it is good to keep in mind the following (Baumgartner 2013):

- What is special and unique about your idea? It is important to show your client why your idea is good and developable.
- Before implementing your idea, describe carefully what the selling points of it are and how you can improve it in order to make it more suited and functionable for your client.
- You will give a better impression of the content of your idea to the client if you are able to, not only describe, but also demonstrate the idea. It is good to stress the benefits and assess the risks of the idea.
- Remember to also tell the client in what way you are willing to continue your cooperation and move on with the development of the content. How could you personally or as a team be a part of the implementation of the idea? What skills and expertise do you offer the client in order for him to let you be part of the realisation of your idea? Remember to be honest.
- It is beneficial to make your offer a kind of package deal with the different members of the team each having their own part in the implementation process. Through this kind of innovation, opportunities to continue the cooperation may present themselves. It is up to the team how you proceed with negotiations with the client after the idea has been presented.
- Are you approaching your goal or are there problems that hinder the progress of the realisation process? Benchmark and study existing implementations of your content. Learn from the mistakes of others and strive to find your own, better way.
- Ask questions together with your team and use Kipling's checklist.



In order to determine the content of the assignment during the work process, you can use Kipling's questions to gain as wide a perspective as possible. You can for example, use the following questions:

- What are you offering to the client? What are you offering the client's customers? Why?
- What is the target group and What do they need?
- What does your client really want? (Remember to read between the lines.)
- Why would anyone buy the product or the idea?
- What makes the product/service/idea/story special?
- Why would a user be excited about the idea?
- Who are we really trying to reach? (to whom are we speaking?)
- What does the customer of our client want? See it from an end-user perspective.
- What is the product/service and its image like?
- How does the product/service change the life of the user/client?
- Are you selling a product/service or something completely different- status, a dream, an emotion?
- What kind of content are you proposing?
- What skills can you offer should the client wish to continue working with you?
- What is the recipe for a good story?
- What kind of content/characters/colour scheme are you using?
- What will the experience be like?

Important points for a good presentation

- Plan the progress of the presentation with your team and delegate tasks.
- Think about the introduction and conclusion, as well as the structure of the presentation:
 - you can begin with a question
 - by telling a story
 - by asking the audience to picture a situation that will then lead to the presentation of the idea.
- Start with the idea, as it is the most important thing. Then move on to the rest of the content.
- Activate your audience, wake up your client right from the onset!
- Stimulate your audience.
- Strive to be verbal and visual using your performance skills and your visual aids and other material you have prepared.
- Make your content accessible.
- Pay attention to your client.
- Be clear and logical when presenting your content.
- Give reasons for your choices. Your proposition may be very different and innovative, but you must be able to explain why your idea is good.
- Emphasize in particular how your client will benefit from the idea you are proposing.
- When you are presenting demonstration material, explain what it is that you are trying to get across.
- Be prepared to answer questions and make your case and motivate your point of view.
- Be proud of your work and never belittle it.
- Poise and enthusiasm is always noted. Try to make your audience enthusiastic as well.
- Still, be realistic about what you are offering and what you yourself are able to do for the further development of the idea.
- Be yourself.
- If the presentation is done through an online media, you maybe only have your material and your voice to use, but you can still make sure you speak clearly and with feeling.
- You can give alternatives, but emphasize the one you think is the best and explain why it is the best in a convincing way.
- Pay attention to your client's wishes when making your presentation.
- Make sure that your client has understood the content of your presentation.
- Don't stray from the agreed upon time schedule.
- Think about how to end and give the floor to the client: ask for comments and questions. You can also propose a continuation of your cooperation.



Coach's comment:

Go for visuality! Reading is unfortunately somewhat of a dying art form as digital media push aside the printed word. It is important to remember that being visual means more than using PowerPoint; in actuality, PowerPoint is already a thing of the past as for instance new presentation applications have moved into the 3D-world, leaving behind outdated two-dimensional thinking. This is why it is important to be creative and take advantage of and combine new technology and applications in order to guarantee the best possible result, that is, to successfully sell your idea.

-Timo





Participant's comment:

Presenting our team's ideas to each other was very useful. The feedback was necessary. We got lots of good advice. It was also interesting to see what others had done.

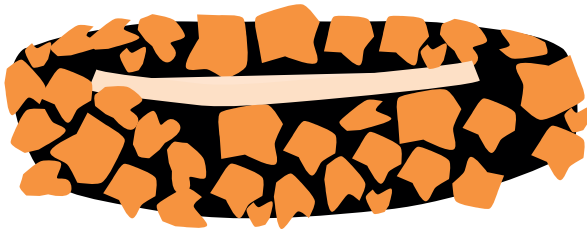
-Anna



Participant's comment:

Creative Steps showed me how to work separately to satisfy the needs of the whole team. This was an experience that I developed during the workshop.

-Klaudia



Examples of how to pay attention to your client's wishes:



"Since you requested that we think about different characters... we would like to present the main character and his friends..."



"You were looking for an economical alternative..that is why we took this into consideration and are giving you two different alternatives..."



"Environmental issues are important to you...which is why we came up with the following alternative..."



Coach's comment:

The most important thing is to believe in what you are presenting, that you stand by your words and ideas 101 %. If the client senses that you yourself don't really believe in or trust your ideas, it is easy to predict the outcome of your pitching attempt.

Also make sure you prepare for your presentation well enough so that you are familiar with your idea and there are no "gaps" in your knowledge of it. Being asked a question by your client that you are not able to answer (although you should be) about your idea may cause you to lose credibility, and once again it is easy to predict the outcome of the pitch.

-Timo

**Participant's comment:**

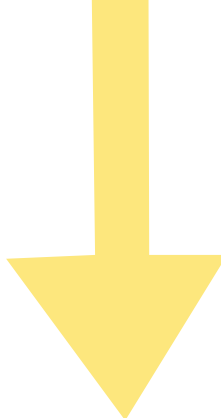
Theory lessons and tasks were inspirational. I got new thoughts and a spark to get working and innovating right now and in the future too.

-Laura

**Participant's comment:**

Creative Steps showed me how to work separately to satisfy the needs of the whole team. This was an experience that I developed during the workshop.

-Kludia

**SOURCES:**

Anderson, Stephen P. 2011. Problems With Innovation Workshops: Eight key pitfalls to avoid. UX Magazine. Article no. 613. Retrieved 5.11.2013. <<http://uxmag.com/articles/problems-with-innovation-workshops>>

Baumgartner, Jeffrey Paul 2013. The Creative Idea Implementation Plan. Version 1.0. Retrieved 5.11.2013. <<http://www.jpb.com/creative/ciip.php>>

Manning, Erin 2009. Speaking Tips - Stop Worrying and Start Presenting! Retrieved 5.11.2013. <<http://www.youtube.com/watch?v=Nlp7EYn44NU>>



Participant's comment:

We had our presentation today and I am very happy with our end result. All team members did an excellent job and explained our individual ideas and the client was also very impressed and happy with our ideas. I really hope he would like to work with us in the future.

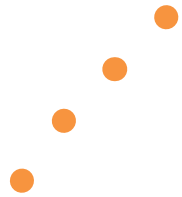
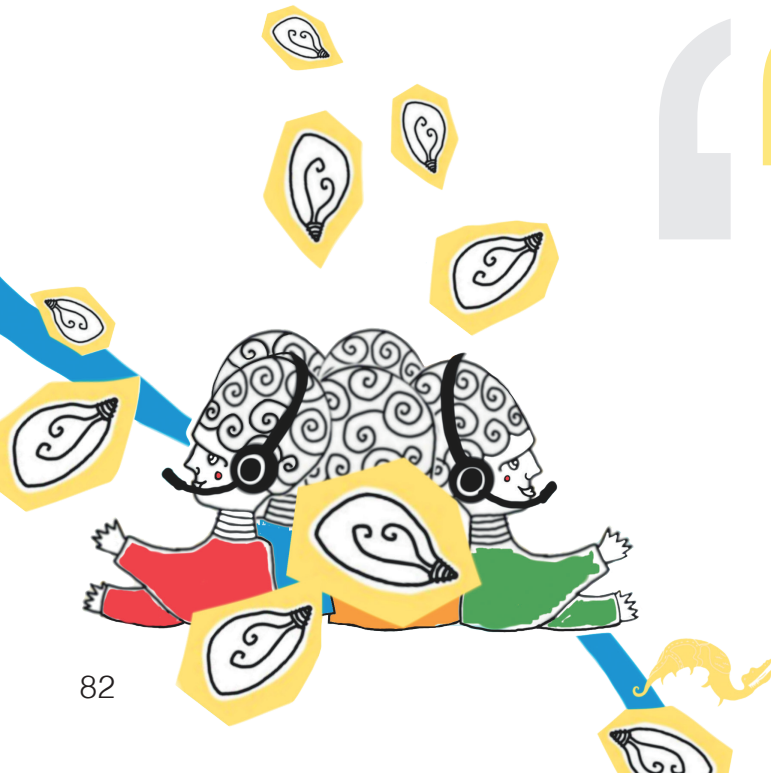
-Jason



Participant's comment:

Prezi training was useful and introduced a new tool so we would be able to present our presentations to our client online and in a new and innovative way. I feel Prezi is something I will use regularly now after this project is finished.

-Alastair



ONLINE WORKING AT THE CREATIVE STEPS WORKSHOP

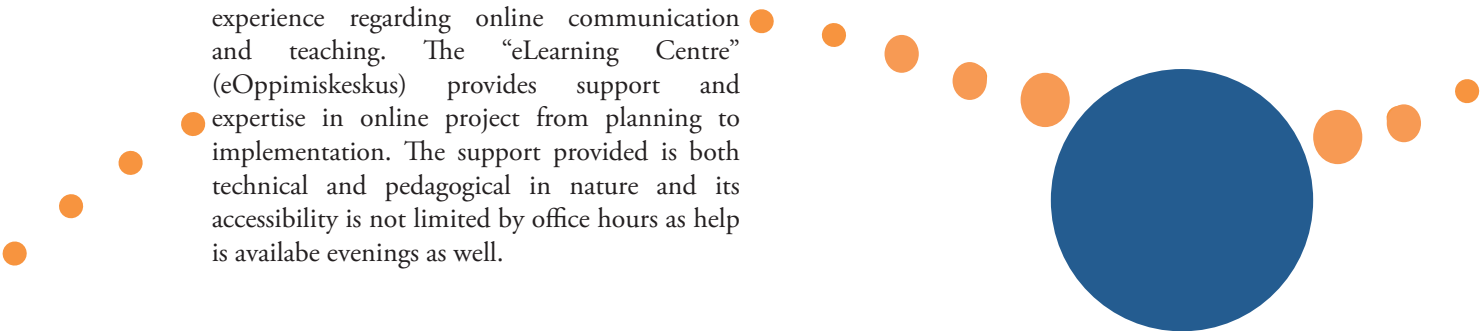
Anitra Arkko-Saukkonen &
Sanna Saukkoriipi

The net and cooperation in networks

One of the goals of Creative Steps was to build an international cooperation and furthering joint, client-oriented innovation work particularly through the use of online communication. The pilot was nevertheless realised in two parts, a face to face part and an online part. We wanted to give online communication a big part in the project and simultaneously test its applicability when working with a goal-oriented project. Special consideration was given to the possibilities of online communication regarding networking and the joint production of content.

KTUAS has a great deal of expertise and massive experience regarding online communication and teaching. The “eLearning Centre” (eOppimiskeskus) provides support and expertise in online project from planning to implementation. The support provided is both technical and pedagogical in nature and its accessibility is not limited by office hours as help is available evenings as well.

Online communication was one of the most important working environments in Creative Steps’s innovation work. This is why a lot of attention was paid to the selection of proper tools right from the start of the project. When work began, an expert was needed to be able to select the right tools, plan the content, and construct the basic material for the platforms. The intention was to select platforms which would simplify the sharing of the content produced at the workshop. The main issue was to construct a platform suitable for interactive work.



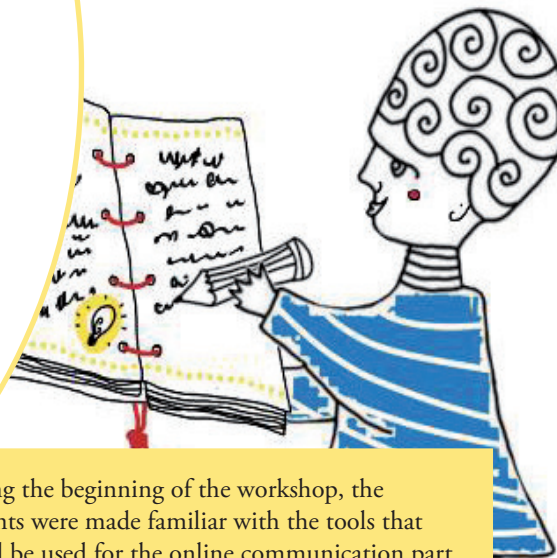
Choosing net-based tools

When beginning the planning of the Creative Steps Workshop, information about the online communication needs and objectives of the project was sent to the eLearning Centre, or eOppimiskeskus as it is called in Finnish. After this, a meeting for the planning of the content and construction of the required platforms was agreed upon. The support services were to provide online teachers with help all the way from planning to implementing the content (Anttila & Kokkonen 2011, 69).

After the initial discussions were done, the expert from eOppimiskeskus assisted in choosing suitable tools for the online part of the project. As a tool for the real-time online meetings, iLinc was chosen and Moodle was chosen as the platform for time-independent work. For the realisation of the presentations, Prezi was chosen. A special course on how to use the new application was organised during the latter part of the workshop. (Saukkoriipi 2013, 20.)

Based on the needs of the project as regards online communication, the following tools were chosen:

getting to know each other beforehand?	Moodle
sharing material?	Moodle
teaching- and coaching sessions?	iLinc, Facebook and Skype
joint meetings of all teams?	iLinc
team meetings?	iLinc (group rooms)
furthering the work process of the teams?	Facebook and Skype
preparing presentation material?	Facebook and Prezi
online presentations for clients?	iLinc and Prezi
feedback?	Google Drive



During the beginning of the workshop, the students were made familiar with the tools that would be used for the online communication part of the project. Lectures were given and help was provided through iLinc. Each team also had their own space in iLinc in which to gather and discuss the progress of their work from time to time. Moodle was part of the process for the entire duration and all relevant and important material was gathered there. The students found Moodle somewhat too cumbersome from an interactive point of view due to its asynchronous nature. (Saukkoriipi 2013, 20.)

The work required knowledge and mastery of the tools. According to Mehtälä and Pruikkonen (2011, 88), the proper and worthwhile application of online tools requires education of the users and timely support. Fortunately, support was readily available to both teachers and students throughout the duration of the workshop.

The teachers lead the work process during two intense, fast-paced weeks. Coaching sessions were held in iLinc for all the teams together and each team had been given a workroom to use for team-specific sessions in iLinc as well. When needed, the teams contacted each other or the clients via Skype or e-mail.



Despite the fact that the intention was for the groups to utilise Moodle and iLinc for the work process, the teams did not find these suitable for their work. The students moved into their own comfort zones and created closed groups in Facebook, where work then progressed. The teams found it easier to throw around ideas and comments through Facebook. (Saukkoriipi 2013, 21.)

The coaches also switched to Facebook as a means of communicating with the groups as this was the quickest and easiest way to get in touch with the students and get you information across to them. The coaches could easily monitor the work process through the documentation in the various Facebook-groups. (Saukkoriipi 2013, 21.)

Facebook is always present and warrants closer monitoring whether you want to or not, which brings the process closer. For this reason, the coaches too had to think about their activity and schedules, while the students hereby committed themselves to a round the clock-communication in furthering the work process.



Online communication in practice

The online section was divided into two parts. The first one was the process of developing ideas and demonstration material. Prezi was a new application to most of the participants, which is why an introductory course about how to use the tool was arranged. It was also deemed necessary to include instruction on presentation skills. During this instruction, all the main points of what makes a good presentation were studied with special attention paid to the challenges of online communication and presentations. The second part of the online section was the production of the final presentation material and practicing the actual presentation with a teacher present to coach and give helpful pointers.

As the second week draw to a close, it was time for the teams to present their work to their clients. On the day before the actual presentations, a rehearsal was organised in iLinc. The teams practiced sharing applications from their own computers and the presentations were gone through in order to check that everything was working the way it should. The next day, the teams work was presented to the clients in iLinc and the teams received immediate feedback on their work. (Saukkoriipi 2013, 21.)

At the beginning of the presentations, the coach explained how the presentations were going to be done and when to comment on them so that the clients as well would be clear on how the presentations were going to progress in iLinc. The teams had been prepared for possible problems by getting them to make various back-up plans should any technical difficulties arise. Regrettably, these kinds of difficulties are quite frequent during online presentations, which can present some additional challenges. However, despite the technical issues, the presentations were completed successfully..

Online work requires self governance, an active approach to working, transparency, reaction and proper tools in order to support the interactive work process.

What felt like the most natural way of acting and being a part of the process influenced the students' choice of online tools. Teams formed close-knit working environments through their own Facebook groups. The workshop concept created a bond between all participants as well. During the feedback session in iLinc, a joint Facebook group for all the participants called Creative Steps Reunion was formed by the students. The group has been a channel through which the students have stayed in touch even after the workshop was over.



“At best, the teaching- and support processes are closely integrated in a way the support services are present already at the planning stage of the online realisation of the teaching. This is when the focus of the support services moves from solving technical issues to pondering matters regarding the proper use of the equipment in cooperation with the teacher, as well as to the development pedagogically beneficial ways of cooperative use of online tools.” (Mehtälä & Pruikkonen 2011, 90.)

The online tools used at the workshop

The teams used **Facebook** a lot. The students find it easy to use as everyone is familiar with it. Facebook is also more visual when compared to Moodle. It is easy to save and share things there, as well as to comment on contributions and ideas. It is easy to keep in touch with the other groups as well on Facebook. It was possible to get a notification to your phone as soon as one of the groups published something on Facebook. It is a place where the projects lived out their entire life spans and a great way of sharing information and receive immediate feedback. (Saukkoriipi 2013, 23.)

iLinc presented some of the participants with some technical difficulties and some found it absolutely horrible. According to some, the layout of it was not that clear. Students had some problems with their connections during iLinc sessions, as well as difficulties using the application. The support person was good, however, as the students found her pleasant, cheerful, calm and helpful and she provided the students with good support. (Saukkoriipi 2013, 23–24.)

Moodle was found to be a versatile platform by the students. The students could easily find all the necessary material there. Some found it a bit messy, however and found the downloadable content difficult to separate from the assignments. A drawback with Moodle is that it was not

possible to return the assignments there due to the large size of the files involved. (Saukkoriipi 2013, 24.)

Prezi was found to be an excellent tool by the students and they were going to use it again in the future. The students found the introduction course on Prezi good and it helped make working with it easy. Prezi is very user friendly and provides the opportunity for several people to work simultaneously. It is an inspiring and creative way to present an assignment and gave the teams' presentations a professional and clear finish. (Saukkoriipi 2013, 24.)

The main strength of Prezi is its dynamic way of presentation, but the restricted use of certain versions of Prezi limited the joint use of the application during the work process as this was limited to ten people. On the other hand, Prezi's dynamic nature does not fit together with iLinc, even though you are able to share Prezi in iLinc. The presentation lags in iLinc, which affects the experience of the audience. A Prezi presentation which includes sound does not include sound in iLinc, which is what for instance the Finland-team directed their audience through links to their Prezi presentation and saw to it the presentation was started simultaneously for everyone in the audience. (Saukkoriipi 2013, 24.)



Tool set

Google Docs is a service provided by Google in which you can create text documents, presentations and do charts. The user rights to documents can be given to other users. If editing rights have been shared, the documents can be edited simultaneously. You can also comment on documents. The user is always able to see if another person is editing the document at the same time. (Kalliala & Toikkanen 2009, 136.)

Facebook is a social media established in 2004. It is global and has a huge number of users. Membership is free and open to everyone. The site can be used to keep in touch with friends and join various communities. You can also create your own closed groups to which only certain users have access. (Kalliala & Toikkanen 2009, 135.)

iLinc is an application meant for real-time online teaching. Through iLinc, you can for instance attend meetings online. iLinc is essentially an online classroom where you can discuss and send chat messages. You can share applications to those attending a session and you can all use those applications together. Sessions can be recorded and the chat discussion can be saved. (Saukkoriipi 2013, 2.)

Moodle is a free online learning platform built using an open source code. There are different

ways of sharing material in Moodle and a large selection of tools. Several tools exist to further group work and interactivity. Hundreds of add-on applications are also available. It is used all over the world and is downloadable from the Moodle website. (Saukkoriipi 2013, 3.)

Prezi is a presentation application for your internet browser that can be used to make dynamic presentations. You can work by yourself or together with others. The service requires registration. It can be used without cost, but the free versions are more limited than the full version. Prezi is easy to use and the website has ample information about the use of the application. (Saukkoriipi 2013, 3.)

Skype is a program that enables you to make free calls or video calls online as well as send instant messages. It can also be used to share files. Calls can be conference calls or one-on-one conversations. You can also use Skype to call to a phone. This costs money, however. (Kalliala & Toikkanen 2009, 145.)

Twitter is a micro blog where you send short messages, or so called tweets. It can be used on a phone or a computer and it is one of the most popular micro blogs in the world. (Kalliala & Toikkanen 2009, 146.)



Participant's comment:

The online weeks were a success as I learned how to communicate and build a successful product with a team of very talented and creative people with ease by using programs such as Skype, Facebook and iLinc.

-Jason





SOURCES:

Anttila, Kristiina & Kokkonen, Sirpa 2011. Tukipalveluiden puheenvuoro. In Kokkonen, Sirpa & Mehtälä, Marko (ed.). Lapin etäopetuksen tukipalvelut. Omalla tyyllillä, samoilla välineillä, kohti yhteistä maalia. Kemi-Tornion ammattikorkeakoulun julkaisuja Sarja B. Raportit ja selvitykset 4/2011. Pages 69–74. Retrieved 27.8.2013. <<http://urn.fi/URN:ISBN:978-952-5897-14-2>>

Kalliala, Eija & Toikkanen, Tarmo 2009. Sosiaalinen media opetuksessa. Helsinki: Finn Lectura.

Mehtälä, Marko & Pruikkonen, Anu 2011. Kuokasta kuulokkeisiin – Syntyikö satoa? In Kokkonen, Sirpa & Mehtälä, Marko (ed.). Lapin etäopetuksen tukipalvelut. Omalla tyyllillä, samoilla välineillä, kohti yhteistä maalia. Kemi-Tornion ammattikorkeakoulun julkaisuja Sarja B. Raportit ja selvitykset 4/2011. Pages 85–90. Retrieved 27.8.2013. <<http://urn.fi/URN:ISBN:978-952-5897-14-2>>

Saukkoriipi, Sanna 2013. Verkon hyödyntäminen kansainvälisessä innovaatioyhteistyössä - Case Creative Steps. Thesis. Tornio: Kemi-Tornion ammattikorkeakoulu.

CHAPTER FIVE

- The Creative Steps experience through the eyes of the organisers and the participants •

...Finally Creative Steps Realized That The Best Way Towards Innovation Is Joining Hands and Co-operating With Others...

COOPERATION SUPPORTING THE MAIN OBJECTIVE

Anitra Arkko-Saukkonen, Anna Koivukangas,
Minttu Merivirta & Nina Tuomainen

A part of the realisation of Creative Steps was the widening of the cultural horizons of the participants. Since the workshop was held in two different countries, the participants got the chance to familiarise themselves with the local culture in Finland, as well as in Northern Ireland. (Creative Edge 2013.)

During the weeks in Finland and Northern Ireland, the participants benchmarked, among other things, local businesses. The Finnish sauna and the Snow Castle still under construction in Kemi gave the participants memories for life. In Northern Ireland, on the other hand, spirits were raised by dipping hands into clay, i.e. trying them at pottery making.

All kinds of activities that supported innovation were an integral part of Creative Steps as it provided the participants a chance to network with local businesses in the creative field. By visiting various cultural sites, the participants got the chance to see the actual work of businesses in real life. (Creative Edge 2013.)

One must not forget the various events that were arranged for the participants, such as lectures

and social events, as it was through these that the community spirit emerged and grew among the participants. For example the inspirational panel organised during the week in Finland in Tervola brought together as well new as more experienced entrepreneurs in the area who shared some useful pointers with the participants at the Creative Steps workshop. (Creative Edge 2013.) In Northern Ireland, the Business seminar gave new views on creativity and innovation from the point of view of the individual as well as that of the group.

Benchmarking

As an inspirational part in Creative Steps, visits to various sites were organised. Each participant then took what he or she found inspiring from each visit. The sites chosen all represented something that was characteristic for the region. A key issue was experiencing with all senses, so listening, watching and experiencing, or rather testing were all used to get to know the sites visited. This all helped make it into an experience.

Benchmarking is comparing with something that already exists, usually to a better way of

doing something, from which you then can get something to help you develop your own product or business. In a sense, it is diving into something to see how a business, a kind of expertise, or a specific content actually works and picking the best practices, perspectives and insights on the needs and opportunities of the creative field.

Benchmarking is also, besides comparing, assessing, evaluating, being open minded and interested, learning together and from other organisations, a creative way of questioning your own processes and practices and, above all, it is constantly striving for something better (Karjalainen 2013).

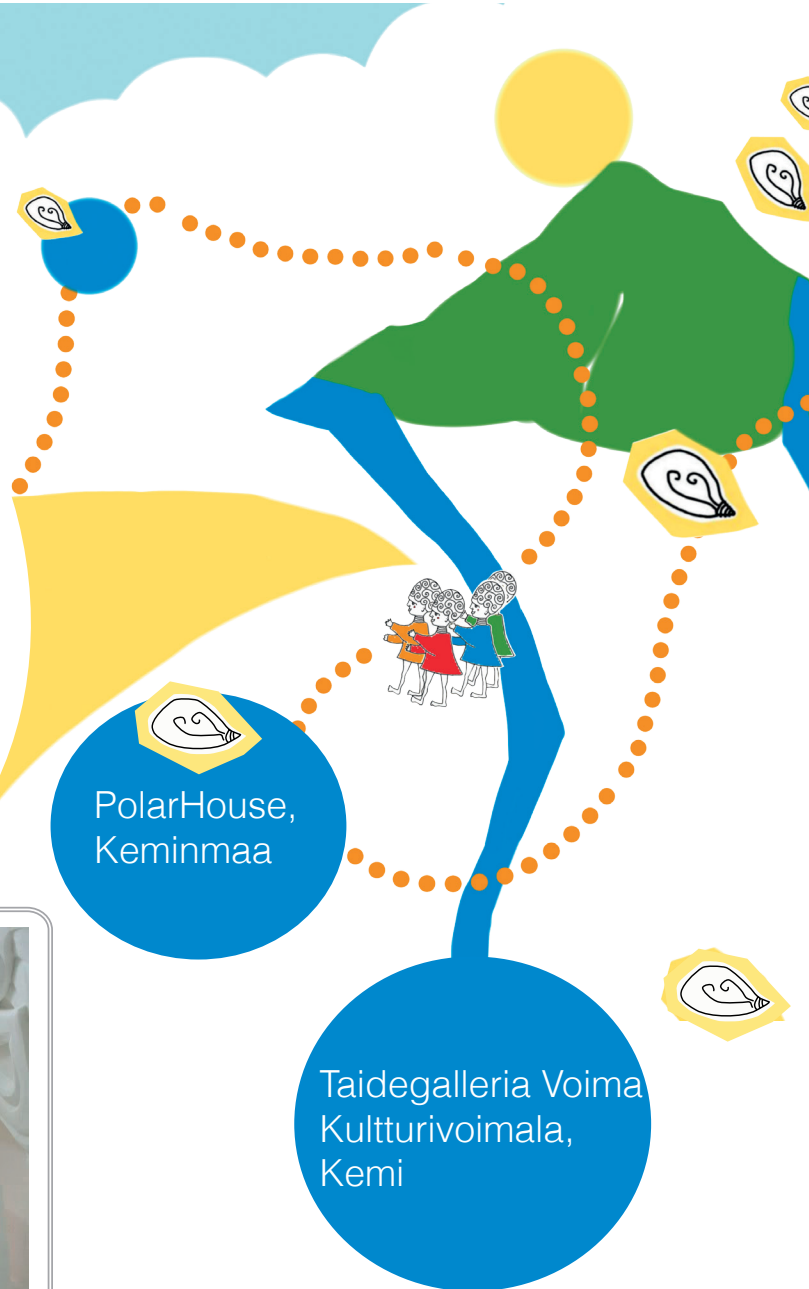


Kukkolaforsen Turist & Konferens, Haparanda

The story of a family enterprise lead the guests to the Kukkola rapids in the river Tornio. The river has given birth to a strong fishing tradition that in turn has produced a unique way of living on the border between Finland and Sweden. Around this way of life, the hotel- and restaurant business have emerged, together with a sauna village sure to give any far away visitors an unforgettable experience. Through the sauna culture so important to Finns, we took hot baths, got warm in a traditional Finnish sauna or in the slightly different ambiance of the smoke sauna. Admittedly, this was on the Swedish side of the border, but still. As the temperature dropped below -20 degrees Celsius and it rose to about 80 inside the sauna, this experience is likely to remain in the memories of the visitors for a long time. The delicious taste of freshly caught fish from the rapids remained on our tongues after the meal.

Kemin LumiLinna - The SnowCastle of Kemi

In the spring of 2013, the Kemi SnowCastle was built for the 18th time. It is a great source of pride for the town and a true testament to the skill and expertise of the locals when it comes to building with and shaping snow and ice. From year to year, the snow castle has been a tourist attraction, providing incredible experiences to children and adults alike. The snow castle being erected in Kemi harbour was an unforgettable experience to the Creative Steps crew. The snow castle and the hot mulled wine that we enjoyed while the temperature was close to -30 degrees Celsius put us all in a fairy tale mood. Everyone was amazed and excited as we stepped into the castle. The visit was made special by the fact that the castle was still being built, which enabled everyone to see how the work was progressing. Meanwhile, the visit also showed how the skills of creative experts are needed in different areas of the tourism industry.



Ballydougan Pottery, Craigavon

The Bloomwale House built in 1785 houses a working pottery and shop, as well as an award winning restaurant and coffee shop. The first order of business was to enjoy some Northern Irish pastries and sweets and a cup of tea. The tea was very well received and we compared the pastries to Scandinavian ones. After the tea, the owner of the pottery, Sean O'Dowd, told us about the history of the place and about the effect of the recent recession and the European market on small businesses in Northern Ireland. He presented his business to us and gave us the opportunity to try our skills at pottery making. Finally, we got to visit the gift shop and purchase souvenirs, which many did.



Coach's comment:

You have to approach benchmarking with an open mind and with open eyes, even though the business in question might not be one that works in your particular field or suits your areas of expertise perfectly. The basic idea is the same with every business, that is, you have a business idea, be it good or bad, and then you market it, develop it and turn it into a product that you then sell with varying success. Usually, targets are chosen according to how successful they are, but sometimes it can be interesting to see things from a different perspective, that is, to ponder whether the company could succeed better and, if so, how this success can be achieved. Is bad marketing what is stopping the company to cash in on a great idea or is the reason just a lack of interest in foreign markets?

-Timo

Ulster Folk
and
Transport
museum,
Belfast

The inspirational panel

As a part of the realisation of Creative Steps, a social evening was arranged in Tervola in Finland on January 17, 2013. During the evening, the young creative experts gathered got to network with current professionals in the field internationally. Present at the event were also participants from the Young Innovative Entrepreneurs and NoCry2 projects.

The highlight of the evening was an inspirational panel the idea of which was to introduce people working in the creative field and their stories. The people told the participants about the most important skills to have, about opportunities, creating ideas and the importance of internationality. The participants in the panel were Miikka Niemi (Flatlight Films), Mikko Manninen (Koivu Interactive), Elina Stoor (iLme innorooms) and Marju Matsin (Marju Matsin Design).

The central issues that arose during the panel were creativity, networking and making use of social media as a support for your business and as a way of getting noticed. Inspired by the experiences of the entrepreneurs, the participants were energised and ready to create something new and act as pioneers in the creative field.

The Business seminar

A business seminar was arranged in Craigavon Civic Centre in Northern Ireland on January 22, 2013. The topic of the seminar was Creativity and Innovation, the Role of the Individual and of Teams.

The creative experts were provided with different perspectives and speeches on creativity and innovation. The young entrepreneur Nick Hutchinson presented his company's, BNL Productions, work using examples. The company strives to create varied, unique media productions according to the needs of the customers. By working with education, they share their knowledge of different areas of the media industry with young people.

Professor Alistair Fee lead us into the world of James Bond by using Bond as an example of creative thinking and innovation. He encouraged his listeners to be like James Bond. You have to understand the challenges, act decisively, think in different ways and move forward towards new challenges. He encouraged and activated his listeners to ideate the content of the future.

Bill Dixon emphasised a positive attitude in his speech. Such an attitude helps you prepare for different situations, even unexpected ones. With his guidance, we momentarily stepped out of

our comfort zones, out of the box. Bill Dixon encouraged the listeners to learn new things and improve their self esteem. He also addressed building a personal brand. If you want to succeed, you have to be passionate about what you do.

Free time-networking

Different events and experiences helped the participants to get to know one another in a natural way in relaxed contexts. It was essential to achieve a team spirit and connect with each other in order to be able to work together in teams.

The group was quite large, so naturally the participants were not able to get to know everyone as well, even though this was one of the objectives on the schedule. For example during the event in Tervola, people were encouraged to sit at tables where people they had not already gotten to know well were sitting.

The experiences, inspirational locations and performers ignited everyone's thoughts and set the mood for ideation. It was easy to find your own space in smaller groups once you were familiar with the other team members.

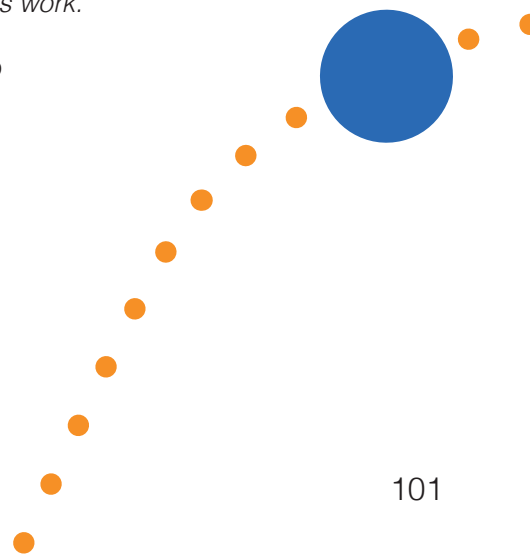
Outside the official program, participants also got to know each other through social media (Facebook).

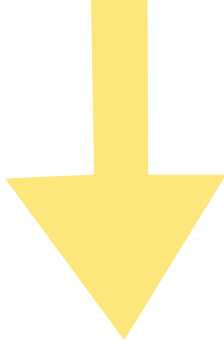


Coach's comment:

In order to jump-start the creative process, the teams first had to get to know one another. In addition to different kinds of networking techniques (team building exercises and suchlike) it is important to arrange other creative and, above all, free activities where people get to know each other in a different context than that of a specific theme or exercise, such as team work or innovation. This is where you see how and whether the chemistry works between the participants. This chemistry has a huge impact on the functionality of the group and on the desired final result of the team's work.

-Timo





SOURCES:

Ballydougan Pottery 2012. Company's webpage. Retrieved 15.11.2013. <www.ballydouganpottery.co.uk>

Creative Edge 2013. Creative Edge Newsletter No. 3. June 2013. Retrieved 9.11.2013. <<http://www.creative-edge.eu/wp-content/uploads/2013/05/Creative-Edge-Newsletter-June-2013.pdf>>

Karjalainen, Asko 2013. Mitä benchmarking-arviointi tarkoittaa? W5W-Oulu. Opetuksen kehittämisyksikkö, Oulun yliopisto. Retrieved 13.11.2013. <<http://www.oulu.fi/w5w/benchmarking/index.html>>

Kukkolaforsen 2013. Company's webpage. Retrieved 15.11.2013. <http://www.kukkolaforsen.se/utland/eng/index_eng.htm>

Kulttuurivoimala 2013. Company's webpage. Retrieved 15.11.2013. <http://www.kulttuurivoimala.fi/kulttuurivoimala/index.php?option=com_k2&view=item&id=12:galleria-voima>

Lumilinna – SnowCastle 2013. The SnowCastle of Kemi. Visitkemi.fi. Retrieved 15.11.2013. <<http://www.visitkemi.fi/en/snowcastle>>

PolarHouse 2013. Company's webpage. Retrieved 15.11.2013. <<http://www.polarhouse.com/en/>>

Ulster Folk and Transport museum 2013. Webpage. Retrieved 15.11.2013. <<http://www.nmni.com/uftm>>

DIARIES OF THE PARTICIPANTS

Ella Käyhkö & Nina Tuomainen

The week in Finland

On Tuesday, January 15, the Creative Steps workshop began! During the morning there was some general information where the teachers in charge (i.e. coaches), Anitra Arkko-Saukkonen and Timo Puukko, as well as the project manager Saila-Inkeri Puukko told us what Steps was all about. At the same time we broke the ice and got to know each other in a playful way through different exercises. KTUAS's dean Leena Alalääkkölä quickly showed us around our school and in conjunction with that we had coffee.

Before lunch we went through four assignments and after that, Marika Saranne, who is a business teacher at KTUAS, told us about business thinking. Before the teams were formed, Anitra told us about creative thinking. After the coffee break, the teams got to prepare for the meetings with the clients we were to have the following day by looking at their company information and backgrounds.

The evening continued at Kukkolankoski (Kukkola Rapids) with a social evening of



In the SnowCastle :)

mingling, sauna, baths and dinner. First, we had some coffee in the main building. Our host for the evening told us about the history of Kukkolankoski until the present day. After that, we proceeded to enjoy some good food and the sauna.

On Wednesday, Team Finland went to Oulu to meet with their client Spinfy. Team Sweden had a telemeeting with the organisers of the Creative Summit-event through Skype. The other teams watched the documentary movie "Arktiset tulet" made during the Les Feux Arctiques project.



POLARHOUSE

The afternoon was set aside for benchmarking. The targets chosen were PolarHouse in Keminmaa and Kulttuurivoimala (roughly the “Cultural Powerplant”) and LumiLinna (the “Snow Castle”) in Kemi.

On Thursday morning, Sanna Saukkoriipi and Marko Mehtälä from KTUAS’s eOppimiskeskus (“the eLearning Centre”) introduced the teams to iLinc and Moodle that the teams were to use for the online communication part of the project and for keeping in touch in general. The tools were new to many but the teams managed to come to terms with them relatively quickly.

The introduction to the night life in Tornio had had a somewhat negative effect on the energy

levels of the participants, but a coffee break was just the ticket to energise everyone again. After the break the teams brainstormed and continued developing their ideas. We got the chance to make use of the innovation methods Anitra had presented to us and four hours flew by as team members worked on with their ideas using flip boards, post-its, pens and pieces of paper.

Around four, we took off towards Tervola. We enjoyed the Finnish countryside as we travelled - we could hardly believe all that snow outside! We arrived at the Tervola House, which is an old workers’ house built on the river Kemi in the 19th century that has been transformed into a restaurant and bakery.

Right away, Matti Alatalo, the owner, told us about the history of Tervola and the house. He told us for instance that the specialities of the house were the products of its bakery, such as rieska, sweet buns and traditional northern foods, which us tired Creative Steps people soon had the opportunity to taste.

Nic Mepham, the host of the evening organised a nice get to know each other game for all the Stepsers, speakers and others invited to the event. There were also Finnish creative youths from the Young Innovative Entrepreneurs and Northern Creative Youth 2 projects present at the evening's event. During the course of the evening, we enjoyed traditional northern delicacies and network with businesses, students and other actors in the creative field.

The aim of the evening was to network and talk about what is going on in the creative field at the moment. The participants at the panel that night were Miikka Niemi from the production company Flatlight Films, Mikko Manninen from Koivu Interactive, Elina Stoor from iLme Innorooms and Marju Matsin from Marju Matsin Design.

The topics of the night turned out to be networking, social media and creativity. The night was a success and many of the Stepsers found it useful to hear how experienced creative

people already working in the field told about their views and shared their stories. Meanwhile, the older, more experienced actors got the chance to get new perspectives and hear about new trends in the industry from the young creative minds present.

Somewhere around ten the bus headed back towards Tornio. Next week, we were heading towards Northern Ireland, so there was no need for dramatic, drawn out goodbyes at this point.

Next week would be a new adventure with the same group on the other side of Europe!



Participant's comment:

I think working in a team of people you have never met before was a great experience, because this could happen in a real project in working life.

-Fiona

Online communication as part of the Workshop

In Creative Steps we were divided into international teams. After the weeks in Finland and Northern Ireland, the work continued via the internet. In our team, one member was from Northern Ireland, and in order to be able to work with her, we had to learn how to work online.

In Finland, we were taught how to use iLinc, which would help us to share material with other team members in real-time. iLinc also enabled us to influence the content in real-time.

We also founded a Facebook group, in which we immediately began collecting inspiring examples. We also used the group discussion function on Facebook a lot. The strength of Facebook is the ease with which you can reach the other team members. It was also important that it was easy to share different types of content. Everything was also kept safe in our Facebook group and nothing was lost among e-mails. The group work as a kind of “idea repository”.

In the beginning of the workshop iLinc was suggested to us as a tool for online work. We didn't use it much, however, as there were problems with connectivity and we also found it

a bother to wear headsets all the time. Perhaps it was also easier to use tools you were familiar with.

We stayed in touch through Skype every night as we worked with the ideation of new material. Through Skype, we were also able to practice our final presentation. The ability to talk to each other is important in Skype, as it is easier to share information by speaking than by writing.

We put together a presentation to show to our client using Prezi. The program turned out to be very practical as it enabled us to put together our presentation and make it work together in real-time online.

Finally, we made our presentation using iLinc and Prezi. Both our client as well as the other participants and teachers involved in Creative Steps listened to our presentation.

The benefit of online work is that you don't have to be there in person in order to do the work, but a drawback is problems with connectivity, which in turn slows down the process. In my opinion, it is much easier to work face to face. When technology comes between people, a part is always lost and communication slows down.



The week in Northern Ireland

On Monday January 21, I flew from Helsinki to Stockholm airport. At the airport I met the Swedes taking part in Creative Steps, as well as the rest of the Finns that had flown in from Luleå. Together we headed on to Dublin and took a local bus to Portadown in Northern Ireland. Many took the journey as an opportunity to catch up on their sleep or took advantage of the free wireless internet. We enjoyed the green, undulating countryside of the island.

During our trip, we also met our local host Paul Kavanagh with whom we continued along small bumpy roads towards our first benchmarking site, the Ballydougan Pottery. First, we enjoyed some tea and local Northern Irish pastries and sweets. It was a well needed rest after the long trip. We discussed in English about the history of the country and about our expectations for the week. After tea, the owner of the pottery, Sean O'Dowd showed us his business and we also got to try our hand at moulding clay into pots.

We arrived at our nice hotel where I shared rooms with another Finnish girl, Laura. Our hotel had free wifi and a pool table which made the Swedes in particular very happy. The couple that owned the hotel welcomed, gave us our key

and showed us where breakfast would be served. Within twenty minutes of arriving at the hotel, all of us went to an Italian restaurant. As we were returning to the hotel we happened to see a shop called Creative Destruction, which laughed about for the rest of the evening.

On Tuesday, we met with the Irish and Northern Irish team members in Craigavon Civic Centre. We divided into the teams we had been assigned the previous week in Finland and shared our ideas that we had come up with during the week. Some of the teams worked on their meetings with their clients that they were going to have the following day, while others continued working with their assignments.

The atmosphere in the small conference room was tired but excited and the joy of seeing everyone again was plain to see. The teams continued brainstorming and as the day went by pitched their ideas to the other teams, sharing their ideas with everyone. Many of us thought this to be an important part of the process as it made clear where each team was at the moment and helped see how to proceed from there. The teachers in charge gave advice and went over the assignments with the teams.

In the evening, right after six, we took part in a seminar in the Civic Centre about creativity and innovation. The speakers were a multi media entrepreneur called Nicholas Huhtchinson, the radical marketing consultant Professor Alistair Fee (a visiting professor of marketing and innovation at European Business School, the Queen's University in Belfast and at Trinity College) and the world renowned image consultant, Billy Dixon, who lightened the mood with his energetic and enthusiastic performance.

The seminar was different from the inspirational panel organised in Finland the previous week by being more formal and serious. The mayor and other local politicians gave speeches and Emma Reynolds provided some musical entertainment. During the evening we worked with group tasks and image exercises and discussed business and entrepreneurship. It was an informative, but long evening and many group photos were taken during the course of it.

On Wednesday morning, the teams again worked with their assignments and some had meetings scheduled with their clients. Team Finland called Spinfy to tell them about their characters and ideas they had thought up for their assignment. Team Ireland finally met with their client, Dr James Cunningham from The Whitaker Institute for Innovation and Societal Change. Cunningham

loved the team's plans at the time and filled them in on the institution's work.

Team Northern Ireland met with their client, Lynn Kerr, owner and CEO of R4 Limited. The meeting went well, even though the team members themselves thought they could have been better prepared. However, the client gave the team free reign to implement their vision. At the end of the meeting, we were given the opportunity to get to know the company and its line of business. We saw how tires were retreaded and how those piles of tires were born.

After lunch we continued to the Ulster Folk and Transport Museum in Belfast, where we could freely get acquainted with a 100-year old museum area with old schools, shops and houses. Workers dressed in the style of those days gone by showed us around and told about the history of the place.

In the evening we spent some time with our host Paul and admired his home. Paul treated us to a very nice dinner and we continued the evening in an Irish pub listening to local folk music.

Thursday was our last whole day together. The morning went by working with the assignments and brainstorming. The teams once again pitched their ideas to each other and agreed upon their modus operandi for the online weeks. A lot of the

teams formed Facebook groups as Moodle felt a bit impractical to some. The teams thought about the challenges of the coming weeks and about how far they had come. The teachers in charge gave some final pointers to the teams.

We visited a local school, after which some of us went to Belfast while others remained in the village. In the evening we went and had dinner together before heading back to Dublin and from there on to Scandinavia on Friday morning.

Here we all are! :)





Coach's comment:

One of the most underestimated networking- and above all group working platforms is, in my opinion, Facebook. I use it myself in my teaching as a channel for sharing information with different groups and in projects together with Google Drive. The benefit of Facebook is that the average user is either logged on to it 24/7 or at least checks his or her profile several times a day.

At work I have learned that if I send a message to my students' e-mails, it is often late or never read or I never get an answer to it. If I send the same message through Facebook, however, I usually get an answer within 30 minutes. A good motto could be "any means of communication from smoke signals and morse code to social media are fine as long as the information gets through as well as possible".

-Timo



THE RECEPTION OF THE CREATIVE STEPS WORKSHOP - THE EXPERIENCES OF CLIENTS AND PARTICIPANTS

Minttu Merivirta

The objective of the Creative Steps pilot was to be beneficial to the young experts taking part in the project, as well as to the businesses acting as clients. The students were given a once in a life time opportunity to work in international teams with actual assignments from the real world of business. The businesses taking part in the project, on the other hand, were given fresh, new, innovative ideas sprung from new perspectives. Clearly, Creative Steps also presented young experts and businesses alike with a chance to show off their expertise and skill and network both nationally and internationally.

The client businesses as well as the participants gave useful feedback about the realisation of the

Creative Steps project after its completion. By using this feedback, we are able to assess which areas of the pilot were successful and which areas need some more work.

Props for professionalism, criticism for lack of time

Clients for this first Creative Steps project were Spinfy from Finland, Creative Summit from Sweden, the Whitaker Institute from Ireland and R4 Limited from Northern Ireland. The clients mainly saw creative skill and innovativeness as either already integral parts of their work or very important for the future.

The clients were happy about the cooperation with the Creative Steps project. The cooperation was found to be efficient, positive and professional. All the clients received new ideas and concepts that could support their work. The cooperation between the teams and clients was also found to be interesting and worked well according to both parties. The fact that the teams were able to take on board the assignments so well and grasp what the clients sought was something the clients



Participant's comment:

Our client loved our creative ideas and told us to break barriers and not to be afraid to be innovative and creative.

-Jason

especially appreciated. This also made the end results workable and designed in a way that suited the clients' needs well.

It was agreed upon that there would likely be a demand for projects like Creative Steps in the future as well, since new perspectives are important, especially when working in the creative field. The different, complementing expertises present with the young creative experts and the international nature of the project were, according to the clients, vital in this respect. Many of the clients were positively surprised by the professionalism of the work process as well as of the usefulness and professional look of the end result.

A few issues that should be addressed in future projects like Creative Steps were brought up in the feedback. First of all, some of the clients felt that had they had more information about the skills and expertise of the teams beforehand, they would have been able to make better use of those skills. In practice, this would mean that the teams would have to be formed before the assignments were created, or at least before they were finalised. Secondly, many of the clients were somewhat concerned about the time management aspect. More time was asked for the meetings between the teams and the clients as well as for the teams own work process and their finishing the final concept to be presented to the clients.

The main point driven home by the feedback from the clients was however that they were very pleased with the work of the teams as well as with the innovativeness of the ideas and concepts presented. The clients felt that it was entirely possible that the ideas would be put into use in the future, of course keeping in mind factors such as time and resources. If the ideas born during the Creative Steps project are to be developed further, the clients would be happy to bring team members into the process.

Conquering challenges

Young experts of different ages from Finland, Sweden, Ireland and Northern Ireland took part in Creative Steps. For the students taking part in the realisation of the project, Creative Steps was first and foremost a once in a life time experience that enabled them to learn, develop themselves, network and make friends across borders.

A prominent feature in the feedback was in particular the first sessions during that first week when the participants were working with innovation methods. Already the first icebreaker-exercises created team spirit, even though they may have felt even childish at first. For instance, creating a foil sculpture and the coordinates-exercise were found to pull the group together and give a lot of information about the other

people's personalities, their creativity and areas of expertise.

Many also stated that even though not all of the innovation methods used during the workshop were used for the assignments, they can be used in the future when working with different projects.

Just like the clients, the participants would have wanted to have more time to build a cooperation with their client. A closer cooperation with the client and the students right from the beginning could have been more beneficial to both parties. Some teams felt that they hadn't received a clear enough picture about what their client really wanted. Still, the feeling was that the clients had been satisfied with the teams' results.

The online tools chosen for Creative Steps also received their share of criticism. Moodle and iLinc were quickly replaced by more familiar, easy to use platforms, such as Facebook and Skype. The online section as a whole was seen as challenging due to problems with connectivity and problems with managing schedules.

While supporting activities such as benchmarking and other events were seen as a welcome addition, participants also felt they took away time that could have been put to better use working with the assignments. The visit to the SnowCastle in

Kemi was, however, seen by most participants as a unique and magnificent experience.

Considering the fact that the teams felt they were short on time, they were still very happy about their end results. It was great to see how four people who were strangers to one another at the beginning of the workshop managed to create something new and innovative through cooperating with each other.

Many of the clients were willing to continue working with the teams and the ideas they had produced. However, exactly how this cooperation was to be continued, that is how to proceed, remained somewhat unclear to the students. In other words, being better equipped to market yourself would have been very useful.



Participant's comment:

The customer seemed to really like one of our ideas and hopefully they will want us to continue to work with it.

-Annica



Participant's comment:

This concept is so great and I'm so happy I got the possibility to be part of this. For the future, next time, just make sure that customers know how this concept works and also take care they know they have to give feedback also during the project and of course in the end.

-Anna



WORKSHOP PARTICIPANTS' EXPERIENCES

Minttu Merivirta

1. Why did you choose to participate in Creative Steps?
2. What were your expectations from the project and were they fulfilled?
3. What moment from the past four weeks stuck to your mind the most?
4. How did you benefit professionally from participating in Creative Steps?
5. What areas of the realisation of the project do you feel could have used some more work?
6. Would you recommend taking part in Creative Steps to your friends?
7. Describe your experiences of Creative Steps with one word!



Alastair Chambers, Northern Ireland

1. I thought Creative Steps would be a great opportunity to travel to another country, meet new people and hone my creative skills.
2. Any expectations that I might have had were completely surpassed as I got to work with a great assignment and meet such nice and hospitable people on the way.
3. The visit to Finland and all the activities there really stuck in my mind. It is not every day that I can say that I have jumped from a bath tub into a snow drift and made snow angels in temperatures of -27 degrees Celsius. It was also memorable working for a company that makes applications with Moomin characters as those are my childhood favourites.
4. I am now able to say that I have worked internationally with a creative assignment with people from three other countries. I

also got the opportunity to improve my presentation skills in a more modern direction with Prezi.

5. The online communication part could possibly use some more work, but all in all the realisation of Creative Steps was very successful.
6. I'd recommend it to everyone!
7. Amazing.

Annica Lindström, Sweden

1. I wanted to take part in Creative Steps because I thought it sounded like fun to meet with people with similar interests as I have from other countries.
2. I had no other expectations besides getting to meet interesting people from other countries. This expectation was fulfilled, obviously.

3. The things that stick in my mind were the sauna experience in Finland and the Irish pub evening where we all sang together. It was the best night of my life!
4. I got a lot of experience of different people with different backgrounds and who work in different fields. I also got experience of how other people think and approach different problems in working life.
5. We could have gotten some more time to work with our assignments and the workshops in the different countries could have lasted a bit longer.
6. For sure I would.
7. Superawesomefantastic!

David Rowland, Northern Ireland

1. Creative Steps seemed like an opportunity you just couldn't let go by.
2. All expectations that I had were fulfilled and completely surpassed. If I could, I would do it again in a heart beat.
3. The entire experience will stay with me forever.
4. It was great to work with assignments given to us by real businesses and to see what they were really looking for.
5. If there is anything that should be brought up it is that the entire realisation could have been over a longer period of time and more time could have been reserved for the assignment.

6. Yes, of course I would recommend taking part in Creative Steps to my friends.
7. Lifechanging.

Laura Tiitto, Finland

1. Creative Steps seemed like an interesting opportunity to get to know how creative fields work internationally. Particularly the week in Northern Ireland sounded interesting.
2. I hoped for a varied, professional program and workshops, experiences and contacts that would be useful in the future. All my expectations were met, particularly the one about a varied content.
3. The efforts, the responsibilities and success of working for a client is what I will remember. Also, getting to know the culture and work methods of a new country was also a great experience.
4. I got experience, and above all confidence in dealing with a variety of customer-oriented issues. After Creative Steps, I felt like more of a professional than before. I also became confident that I am able to cope with many kinds of challenges.
5. For the most part everything worked fine, but there could have been more information about the content and the amount of time it would require. The schedule was very tight indeed.
6. I absolutely would! It gave you new perspective and confidence in your skills.
7. Memorable.

Klaudia Lisek, Northern Ireland

1. I decided to take part in Creative Steps because I believed it to be an interesting project that would give me more experience of international cooperation.
2. I didn't know what to expect. Everything was more interesting and more fun than I could have ever imagined! I am glad I took part!
3. A great many things will stay remain in my memories forever. These four weeks were filled with unbelievable moments such as the cold weather in Finland, the sauna experience, meeting wonderful people and taking care of them in Northern Ireland, laughing, having fun and working together.
4. The biggest benefits have to do with working internationally and with real assignments. My communication skills improved and I got the confidence to share even my wildest ideas with others.
5. My only suggestion on how to improve on this is to reserve more time for the groups to work together, because working online was much more challenging.
6. I absolutely recommend taking part in Creative Steps and I would do so again myself anytime.
7. Super!

CHAPTER SIX

- Views on the realisation and future of the Creative Steps from teachers in charge •

...So They Found The Innovation
Together And Lived Happily Ever After...

ONLINE WORK IS THE FUTURE

Timo Puukko

It has been said that if you want to see clearly what is close, you have to sometimes go far away. In Creative Steps, students, teachers and project workers travelled from Tornio approximately 2000 kilometres to Craigavon, Northern Ireland (and the other way round) to ideate and innovate on solutions to four assignments from the four different countries taking part in the project. Oftentimes, you need outside input when you are working with and trying to develop matters that are seemingly too close to you, perhaps even obvious. At least, it is worthwhile to try to adopt an outside perspective when looking at your work, at least for a moment.

The “Citizen of the World” phenomenon that has been going on for almost a decade in different countries all over Europe has made us emphasise and develop the importance of internationality in our teaching. We have been reminding our students about the ever increasing importance of internationality in their post-education careers. After KTUAS’s “Les Feux Arctiques” project and the international film course of the summer of 2012, I was more than interested in the opportunities that Creative Steps (and the entire Creative Edge project) brought to our students as

well as in the development of the internationality of the teaching staff.

Even though you cannot emphasise the importance of internationality enough, it is also very important to think about the content, so to speak. In Creative Steps, this was represented by the creative, outside-the-box innovation work of the students. As a student of the film industry and having worked in the field, as a producer of content in this sense and as a teacher, I often use a simple rule of thumb in my teaching: garbage is garbage, even if you were to shoot it using the most expensive equipment available. By this, I am naturally saying that the ideas and content, not just a shiny finish, define the quality of the end result. After the Nokia bubble burst and as Asian markets challenge Finland’s heavy industry on the world’s markets with their more competitive prices, new business ideas and innovations are in great demand and vital for Finland’s economic future. New innovations are needed all the time since the great innovations of today may be well past their expiration dates in a year or two.

In addition to internationalisation and work life-oriented innovation work, one of the focal points

in Creative Steps was using virtual solutions and social media in teaching. It is not always possible to travel from one place to another, nor is it practical to do so from a time- or financial point of view. This is why it was important, in addition to the weeks in Finland and Northern Ireland, to develop the online teaching part, which brought with it its own challenges and solutions during the weeks. This kind of online studying and teaching will be an institution, especially in higher education, particularly as curriculums tend to be ever more internationally oriented. In this way, students would work in international groups, breaking geographical, as well as cultural borders. This is why the teaching method presented by Creative Steps and based on creative thinking and innovation will be in high demand in the years to come and it will bring creative challenges to the everyday lives of teachers and students alike.



Benefits:

- Using online tools for studying, presentations and using social media while working in international teams (especially using Facebook as a platform) developed the skills of all the participants.
- The international teams “forced” the students out of their comfort zones (such as friends, a native language) and take responsibility for their team’s work.
- The establishing of international contacts with both students and teachers was the icing on the cake of the entire realisation of the project.

Challenges:

- The technological weaknesses and unreliability of the online teaching (for instance, connections between the countries do not always work) often took a lot of time to address and hindered the creative process.
- It would have been great to get together an international team of teachers as well. Both of us teachers that took part in Creative Steps were from Finland.
- The follow-up, that is to say what happened to the teams’ projects after the presentations was left out. It would be interesting to find out whether any ideas have proceeded all the way to the production stage and if they haven’t, then why not. This will probably affect the motivation

of the next batch of participants when they ask about the outcome of the previous Steps-implementation.



Participant’s comment:

Creative Steps also showed that you really should take advantage of every opportunity that comes to you. And hard work does reward you in the end.

-Laura



Participant's comment:

Creative Steps definitely improved my organization and presentation skills. I also think I became more confident in relation to talking in front of other people. If I had a chance to take part in such project once again, I would definitely go for it. It was a really good experience and I enjoyed every day of the programme.

-Klaudia



Participant's comment:

Overall a very worthwhile project which I gained a lot from. Team work is always difficult but I enjoy it. Although the team needed a lot of driving in the early stages, towards the end everyone came into their own and contributed well to the final outcome.

-Alastair

THE CREATIVE STEPS CONCEPT AS A FORUM FOR INTERNATIONAL COOPERATION

Anitra Arkko-Saukkonen

Where we work at a University of Applied Sciences is an environment that is very close to the practical world. In addition to gaining knowledge, it is important to hone your skills by working with challenges presented from actual working life. I see Creative Steps more as “learning by making” than “learning by doing”, or you could just as easily say it was learning by developing, designing or creating due to its varied content (see Poikela 2011, 27; 2009, 1).

Through teamwork and cooperation with businesses the participants at the workshop developed their skills. At the same time, networks were created between different actors. Some of the participants have already managed to get employment opportunities through these networks. The role of the teacher turned into that of a coach, which requires the skill to lead the learning process in different working environments, whether they are physical spaces or virtual ones, by encouraging the participants and developing their skills through a number of different methods (see Poikela 2011, 27).

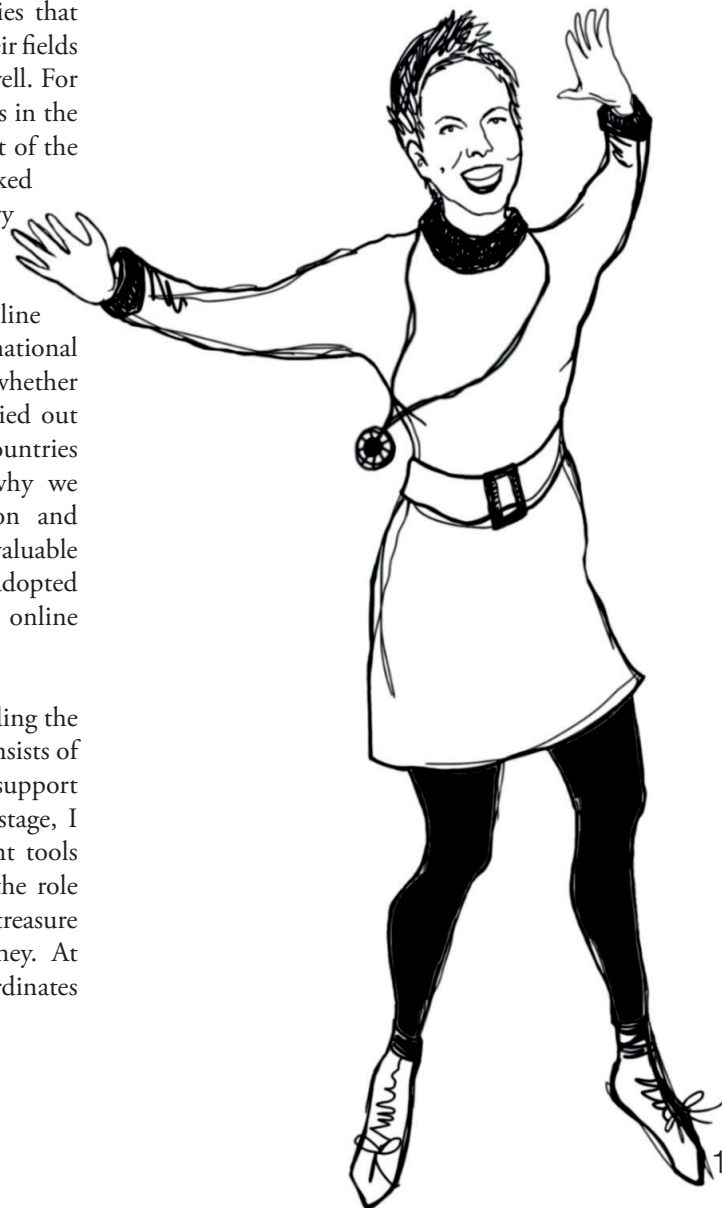
During the last five years, I have worked as coach for the Innovation workshop for the culture students (Kulttuurimaraton). Those are always interesting journeys from the initial confusion, through working together all the way to surprising and magnificent results. Creative Steps presented me with a challenge and an opportunity to learn as a coach. There were more pieces to the puzzle this time. Getting the process moving in the direction we wanted was not as easy for me this time.

I am always interested in using different methods and activities that further creative work. International work that spans many fields opens up new opportunities to work together. Each person brings his/her own set of skills, experience and expertise to the table that the team can then make use of. It was great to see how quickly the participants formed a working community. We focused especially on getting to know one another, team building and supporting the work through different methods in the implementation of the project. Judging from the feedback, we were successful in this regard.

When planning the workshop, we built a framework with clear steps leading through the stages. We thought about other relevant activities that could broaden the participants' views of their fields and support networking for the pilot as well. For this reason, the meetings with other actors in the creative field became such an integral part of the project. I, myself, found the benchmarked sites and the inspirational experiences very energising as well.

This workshop also showed how online communication could make international work possible. I wanted to find out, whether cooperative innovation work can be carried out in the future online between different countries and for international clients. This is why we focused on planning the online section and the implementation of it. We received valuable information on how the participants adopted tools and worked from a distance using online communication.

A particular area of interest of mine is leading the process of innovation work. This often consists of a number of pieces that can be used to support the work process. During the planning stage, I was responsible for choosing the different tools for the work. Metaphorically speaking, the role of the coach is to present a challenge, a treasure map, and equip the ship for the journey. At times you move in and share some coordinates



or trim the sails, but the actual work is done by the participants, who form the crew of the ship, choose a bearing and, by sailing through various weather, finally reach the destination. Each team then digs up their treasure in their own way.

Creative Steps has improved my own skills in a very diverse way. We started out by bravely testing different methods and through the feedback we received valuable information about the content. I am more enthusiastic than ever about different methods that can be used to support ideation. Creative expertise is needed in a variety of contexts. Working across different fields is essential. I want to encourage students to think creatively and work life-oriented and work life-spawned assignment in particular provide a valuable learning environment where to hone your skills for the future.

I believe that Creative Steps has opened the door for a new way of working. The pilot showed, however, that there are problems that should be addressed as well. The assignments should for instance be better prepared for both the students as well as for the clients. It is also important to keep in mind the time management aspect and reasonable schedules when working in different time zones.

Working online is a challenge and brings with it an intense form of work that requires commitment.

It is also an opportunity and a more economical way of carrying out international cooperation. The online weeks, despite being very challenging, produced great results. A vital part was played by the support services that were provided by KTUAS's eLearning Centre.

When it comes to the international realisation of a project such as this, an effort is of course also needed from the partners in your partner network. It is challenging to organise activities between different countries without a responsible person in charge in each country. Fortunately, this cooperation worked very well in the realisation of the Creative Steps project.

We are currently developing a stronger network of experts for the Creative Steps concept as a support for the ideation process (Creative Clinic) and to evaluate the final result (Creative Cave Pool). We strive to widen the coaching from out of different perspectives.

Creative Steps can be used as a tool for international cooperation between different educational institutions. The realisation of the project opens the door for networking and network-based activities. With the help of Creative Steps, we can build a foundation for the realisation of joint projects.

Benefits:

- The team spirit was amazing right from the first couple of minutes. The first icebreaker worked well and gave working together smooth start for the students. They challenges themselves and carefully built on their content. I felt privileged working with these creative talents. I knew from experience that I could expect good results, but I am always surprised by what students are able to produce and how much good material is created.
- Teamwork, working together, always gives birth to new ideas, perspectives, sharing and responsibility.
- I see the workshop as a spring board for the development of your own skills in working in a network, as well as creator of new opportunities. I also believe it raises your self-esteem.

Challenges:

- Our innovation workshop expanded into an experience workshop, which is to say that the original plan to include different experiences and activities made organising the workshop and the work process a Herculean task. Next time, it might be good to keep the frame work smaller, even though the opportunities may remain as many.
- From the students' point of view, finding the required time for the online section was challenging in the midst of all the other activities

of everyday life. Different time zones brought their own challenges to creating working schedules for the teams' meetings.

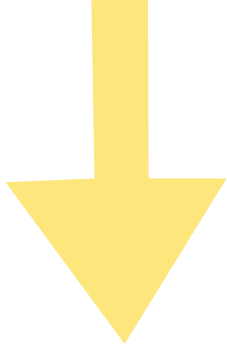
- It would be a good idea to meet with the clients before the workshop and go through the goals and expectations of the workshop properly. It would make beginning the work much easier. In addition, content that supports the continued work between the businesses and the creative actors should be developed. This content could be for instance tools for the continuation of the cooperation as far as matters like contracts and pricing go. This is what the participants wished for. In this way Creative Steps could be a more efficient path towards entrepreneurship.



Coach's comment:

The participants at the workshop were a wonderful group of people that threw themselves at the project with open minds. We all made new friends, which is always fantastic. International work brings a certain spice to your work and certainly some new perspectives to all of who somehow took part in the realisation of the workshop.

- Anitra



SOURCES:

Poikela, Esa 2009. Oppimisen design. Teoksessa Ruohonen, Sinikka & Mäkelä-Marttinen Leena (ed.). Kohti osaamisen ekosysteemiä. Kymenlaakson ammattikorkeakoulun julkaisuja. Sarja A. Nro 24. Kouvola: Kymenlaakson ammattikorkeakoulu. Sivut 10–17.

Poikela, Esa 2011. Oppiminen, työ ja osaaminen - haasteena asiantuntijuus ja yrittäjäyys. Teoksessa Pelli, Raimo & Ruohonen, Sinikka (ed.). Oppimisen ja osaamisen ekosysteemi. Learning and Competence Creating Ecosystem – LCCE. Kymenlaakson ammattikorkeakoulun julkaisuja. Sarja A. Nro 32. Kotka: Kymenlaakson ammattikorkeakoulu. Sivut 24–33.



WRITERS

Anitra Arkko-Saukkonen

Anitra Arkko-Saukkonen is a multi-skilled expert in the creative field and works at KTUAS as a lecturer and teacher in the field of culture. She is a Master of Arts with a major in Media Arts. She has developed herself by adding the development of adult education, process management and networking to her skill set. In the Creative Edge project, she worked as the chief planner as well as a coaching teacher in the Creative Steps workshop, and was one of the editors of the publication.

Samuli Hirmu

Samuli Hirmu has a Master's degree in English and normally works as a teacher at Kemi-Tornio University of Applied Sciences. He has been working as a teacher in Sweden for over ten years teaching Swedish, English and philosophy but now works at KTUAS. In Creative Steps, he joined the project rather late and took on the role of "speed translator" and helped shape the English version of the manuscript.

Anna Koivukangas

Anna Koivukangas is an artist and an entrepreneur in the creative field. She has had many personal- and joint exhibitions and in recent years she has focused more on collective arts projects. At the moment, Koivukangas is studying for her BA in Visual Arts at KTUAS. In the Creative Edge project, Koivukangas was one of the participants at the Creative Steps workshop and later became the illustrator for this publication.

Ella Käyhkö

Ella Käyhkö is an artist who has been in on planning and organising several exhibitions in museums and with groups. She is currently getting more education as she is studying Art at KTUAS. Recently, she has also worked as a project worker at KTUAS, focusing on different publications. In the Creative Edge project, Käyhkö was one of the participants at the Creative Steps workshop and later worked as writer and with the layout of different publications.

Minttu Merivirta

Minttu Merivirta is a project worker and expert and teacher of Finnish at KTUAS. She has a Master of Arts with a major in Finnish. By the end of 2013, she will also be a BA of Media Arts as she graduates from KTUAS. In Creative Edge, Merivirta was a publicist for the activities involved and editor of different publications.

Saila-Inkeri Puukko

Saila-Inkeri Puukko works as project manager at KTUAS. Her job includes coordinating and planning projects as well as various expert assignments. She has a Master's degree in Pedagogics. In the Creative Edge project, Puukko was KTUAS's project coordinator.

Timo Puukko

Timo Puukko is a film director, producer and script writer with international awards under his belt. He works as a lecturer in the cultural field at KTUAS. Puukko has a Master of Arts with a major in Directing and Script writing for film and television. In Creative Edge he was the second coaching teacher at the Creative Steps workshop.

Marika Saranne

Marika Saranne works as an expert in several projects and a lecturer in the fields of business and marketing at KTUAS. She has a Master's degree in Business. In Creative Edge, she worked with the workshops and the seminars during the project.

Sanna Saukkoriipi

Sanna Saukkoriipi works at KTUAS as planner and project manager. She has a Bachelor of Business Information Technology. In Creative Edge, she worked as a planner, educator and as a support person for the online section of the Creative Steps workshop.

Nina Tuomainen

Nina Tuomainen practices at Ammattiliitto Pro (a union) as a media worker. She produces multimedia content for online news, social media and member communication. In the spring of 2014, Tuomainen will graduate from KTUAS as a Bachelor of Media Arts. In Creative Edge, she was the second producer of the content for the Social Media Toolkit for the My Creative Edge webpages as well as photographer for the Creative Steps workshop. She also worked with informing about the project and with documentation.

The Creative field is one that is ever growing and developing. Actors and future professionals in this field have to constantly find new ways to work together and build functioning networks that benefit all parties.

The Creative Steps pilot organised by Kemi-Tornio University of Applied Sciences was executed as a part of the Creative Edge project. Above all, the aim of this international workshop was to enable young actors in the field to meet with businesses, while at the same time promoting the exchange of international skills and knowledge.

This publication explains, in detail, how the international Creative Steps workshop was organised through the cooperation of the four partner countries and by making use of networks. It also works as a sort of road map for the arranging of similar international cooperative projects.

We would like to be an inspiration to others and show that actors in the creative field need, and, what is more, deserve new ways to create worldwide networks. This publication contains the experiences and views of the organisers and participants in the pilot project as well as actual advice and tips for everyone interested in organising similar workshops in the future.

Join us on this fairy tale journey of innovation!

ISBN 978-952-5897-86-9 (pdf) eng