

Anitra Arkko-Saukkonen • Anželika Krastiņa

# CREATIVE

## STEP BY STEP GUIDE



## CREATIVE STEPS 2.0

### Innovation Workshop



Northern Periphery and  
Arctic Programme  
2014–2020



EUROPEAN UNION

Investing in your future  
European Regional Development Fund



LAPIN AMK<sup>®</sup>  
Lapland University of Applied Sciences

### Creative Momentum project

<https://mycreativeedge.eu/site-pages/creative-momentum-project/>

© Lapland UAS and authors

ISBN 978-952-316-211-2 (Stitched)  
ISSN 2342-2505 (printed publication)  
ISBN 978-952-316-212-9 (pdf)  
ISSN 2342-2513 (Electronic publication)

Publications of Lapland UAS  
Publication series C. Study Material 1/2018

**Financiers:** Northern Periphery and Arctic Programme,  
European Union – European Regional Development  
Fund, Lapland University of Applied Sciences

**Writers:** Anitra Arkko-Saukkonen & Anželika Krastiņa

**Illustration:** Marianne Kammonen (Anna Koivukangas)

**Layout:** Anitra Arkko-Saukkonen

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

Tel. +358 20 798 6000  
[www.lapinamk.fi/Publications](http://www.lapinamk.fi/Publications)



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

[www.luc.fi](http://www.luc.fi)

# INTRODUCTION



This guide offers tools for innovation process – **step-by-step methodology** of interactive innovation workshop that involves collaboration between companies and student teams under the supervision of professional coaches. It helps to develop business ideas specifically in the context of cross-border and international collaboration with the help of digital tools.

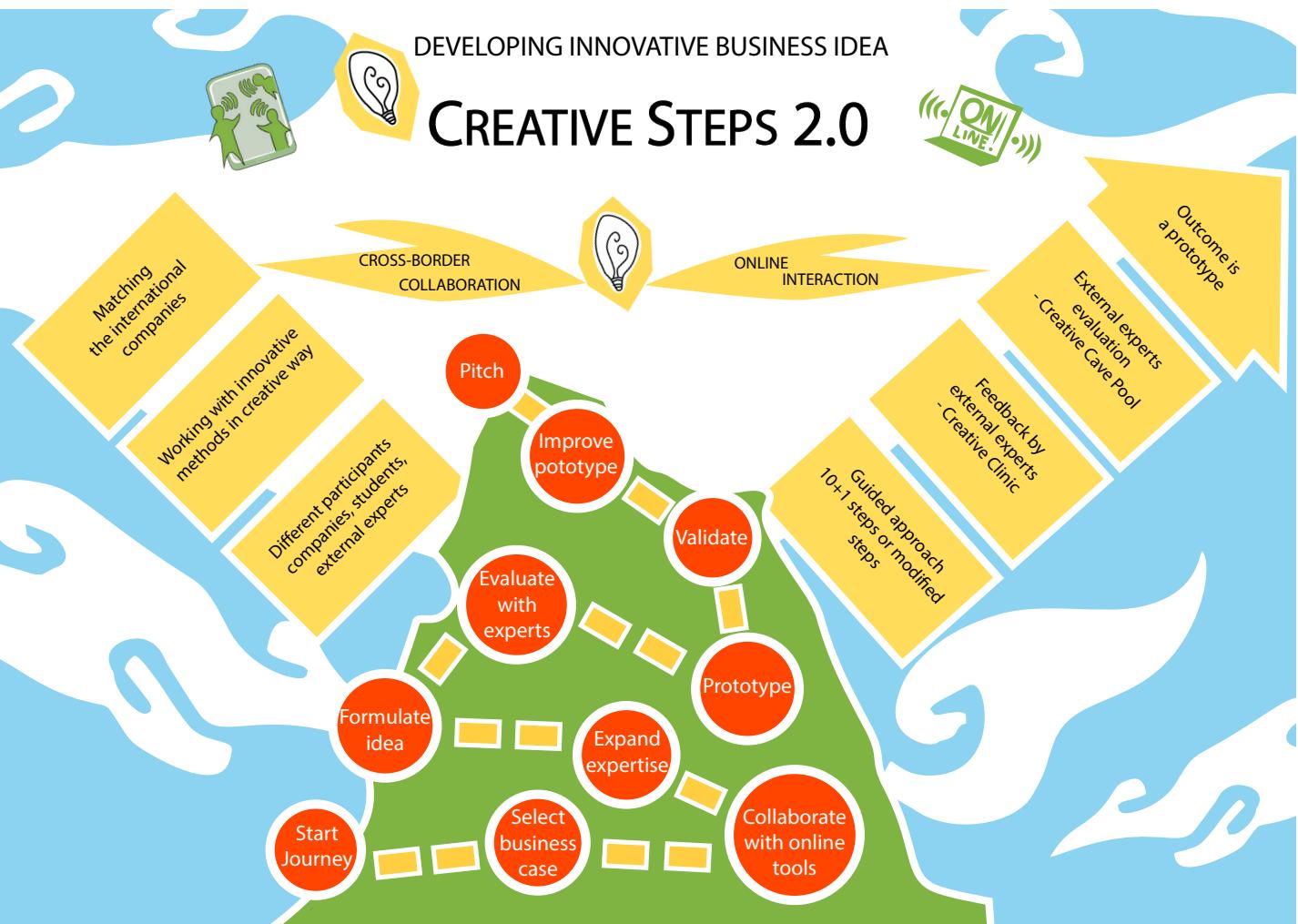


# Contents

Introduction	3
Walk step by step towards the business idea	7
Step 0 The framework of a business case	10
Step I Identifying the business case	12
Step II Enabling online tools	14
Step III Understanding the business case	16
Step IV Formulating a potential business case	20
Step V Idea evaluation checkpoint	22
Step VI Enhancing business expertise	24
Step VII Creative clinic	26
Step VIII Business idea prototyping	28
Step IX Proving market demand	30
Step X Pitching	32
Benefits for all participants	36

## DEVELOPING INNOVATIVE BUSINESS IDEA

# CREATIVE STEPS 2.0



CS 2.0 methodology consists of tools, tasks and guided step-by-step activities.

# WALK STEP BY STEP TOWARDS THE BUSINESS IDEA

## Creative Steps 2.0 process

In order to guide the reader through the methodology of 1+10 innovation steps, the description will contain the explanation of main aim in each step, the tools that could be used during the step, expected outcome at the completion of each step and the method of work with detailed explanations of the actual process. Workshop is usually implemented in collaborative teams of students, businesses and experts. For the teams working online across the distances there will be advised suitable online tools during the implementation of a particular step.

### Creative participants

- companies, that are willing to engage in global network and develop their business
- students (called Creative Teams, CTs) from any study field willing to increase their innovation and entrepreneurship competence
- business experts, who might be giving feedback on the business idea (Creative Clinic, CC members)
- business advisors, who will evaluate the final result - the prototype (Creative Cave Pool, CCP members)
- coaches, who are leading and supervising during entire workshop

Creative Steps is a model of an innovation workshop - a guided step-by-step methodology that helps to develop business ideas in the context of cross-border and international collaboration.

**Creative Steps 2.0 Process provides a great possibility for multiple networking for all participants.**

Matchmaking and networking has very important role in the entire process of Creative Steps 2.0 workshop. “Creative participants” of the workshop represent various stakeholders and that way make the workshop more valuable and beneficial for all parties involved.

## Summary of the process

A company selected for the business case is matched with the Creative Team/s of students. It can be one company and several teams working through the workshop with the same company or it can be one or several companies cooperating and working with their own matched CT. Based on the analysis of the background of the companies, market potential and challenges, the business case is created. This business case serves as a framework for further business idea development. The emphasis is put on developing a joint innovative product or service or new process that is based on the resources of the companies, using their strengths and defined potential in the market. Further ideation with various creativity and innovation tools takes place.

The first checkpoint of newly developed ideas is Creative Clinic - local experts and entrepreneurs give their feedback regarding new business ideas. Further on, teams research deeper about the business case and develop first prototype, after which validation of the new product or service takes place. After the testing and market demand analysis the prototype is upgraded and presented in the final pitch to Creative Cave Pool - an international group of business experts provide critical feedback and valuable suggestions.

## Involvement of participants

At the beginning of the workshop, all the stakeholders are introduced to the process and each step. The students are obligated to participate in each step during the workshop. Companies have to participate at least in the beginning, during checkpoints and at the end of the workshop during the final pitch. However, they are advised to collaborate with Creative Teams as much as possible during 10 steps. Creative Clinic experts are local entrepreneurs or business experts who give feedback to newly developed ideas. The Creative Cave pool members are international experts who participate at the beginning and at the end of the workshop to evaluate business ideas developed in CS 2.0 workshop. Coaches participate in the entire workshop each step by supervising and guiding the Creative Teams and leading the entire collaboration process.



# CREATIVE STEPS 2.0

## STEPS TOWARDS INNOVATION



## STEP 0:

# THE FRAMEWORK OF A BUSINESS CASE - LAUNCHING CS 2.0 WORKSHOP

### MAIN AIM:

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

### TOOLS:

10Q

### OUTCOME:

DEFINED BUSINESS CASE FRAMEWORK

### COACHES' ROLE:

Leading introduction, monitoring and supervising  
during 10Q online discussions.

### METHOD OF WORK:

CS 2.0 workshop starts from the general introduction of the participants, CS 2.0 workshop process and involved company presentation. Creative Team becomes familiar with the company and the business context. CT gets overall understanding about the operations and products/services of the company, challenges and problems as well as future expectations. For more efficient discussion use 10Q method



## Tool 10Q - a trigger for the business case

10Q method is a process of trigger questions in order to facilitate the discussion and initial interaction between the participants of CS 2.0 (Creative Teams and selected companies). Altogether there are 10 core trigger questions. Creative Team questions/interviews company by using 10 core questions that are placed on an online virtual

board (Padlet) and follow-up sub-questions, which originate from the discussion. Companies write their answers on the board or give oral answers to the CT. Creative Team and coaches facilitate the discussion. Additional material, such as web links, pictures and posters can be added on the board.

## 10Q METHOD

The following 10 questions are asked from the involved company/ies

**Q1** DESCRIBE YOUR COMPANY

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

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

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

**Q5** HOW YOUR PRODUCTS/SERVICES DIFFERENTIATE FROM COMPETITORS?

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

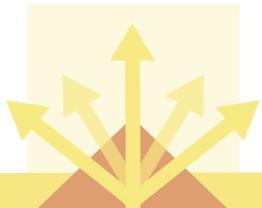
**Q7** WHAT ARE CURRENT TRENDS IN YOUR INDUSTRY?

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

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

**Q10** NOW YOU ARE ALLOWED TO DREAM – DESCRIBE YOUR COMPANY AS A GREAT SUCCESS STORY

Once all the questions are answered and all the boxes are filled in - you will get the FRAMEWORK for your business case: core knowledge about the business, overall understanding about the operations and products/services of the company, challenges and problems as well as future expectations and potential areas for development and innovations.



**WORKING ONLINE.** If your team and company works across the distance online arrange a situation where students and companies could work synchronously while answering the questions. Use the best suitable Internet platform (possibly Padlet) what can be shared with all the participants simultaneously and where the questions answers can be placed on the board so that the answers appear in real time during the actual discussion. Every participant should be connected online with the possibility to communicate orally (Skype, Adobe Connect etc.)

*Be ready to support online working.*

## STEP I

### IDENTIFYING THE BUSINESS CASE

#### MAIN AIM:

Based on the established framework of the business in the initial step 0 and deeper understanding of the operations of the company, CT brainstorms on potential business development areas, business ideas and eventually identifies and specifies a business case that will be chosen for further ideation process.

#### TOOLS applied:

Business Case Mindmap

#### OUTCOME:

**BUSINESS CASE** - identified more specific area of business for further innovation and business idea development

#### COACHES' ROLE:

Facilitation of brainstorming



## METHOD OF WORK:

In order to identify specific business case that will be used for further ideation process, CTs are advised to use a tool called “Business Case Mindmap”. Use material and information gained during the 10Q workshop/method. Work with 10Q results – combine answers by companies on one mindmap by using colour post-it notes and markers to create categories and related branches.

### *Cluster 10Q results in the following categories:*

#### D

##### **efine current resources:**

identify an existing product/service, the business model, potential for development, future expectations, define big idea.

#### C

##### **ategorise the problems:**

define more specifically Customer's Pain, define possible causes of the customer's pain - analyse causes of problems.

#### D

##### **efine trends and opportunities** in related field

Next step is to brainstorm around developed mindmap: what this information gives to you? Do you see potential area for narrowing your project? Do you see specific problem areas? Do you see specific potential area of opportunities? Narrow this PROBLEM/OPPORTUNITY area (area for further development) and mark in RED.



Now look whether actual pain of the customer really has been identified. Do you see a potential pain that would/could be solved? Further develop the mindmap by adding your thoughts/ideas on the specific selected RED area.

Final task in this step is to formulate the Business Case

- write a short statement in few short paragraphs describing selected case and present it at the end of the brainstorming session. In the presentation there should be explained what is the problem or customer's pain and how the team intends to solve it.

## STEP II

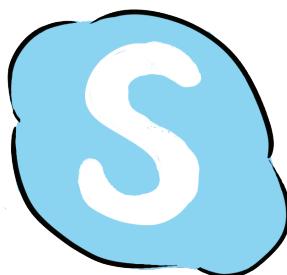
### ENABLING ONLINE TOOLS

#### MAIN AIM:

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

#### TOOLS applied:

Online working platforms and tools.



#### OUTCOME:

ENABLED THE USE OF VARIOUS ONLINE PLATFORMS AND TOOLS

#### COACHES' ROLE:

Training about online tools to be used during CS 2.0.

## **METHOD OF WORK:**

Participants are introduced to different tools that are the most suitable for efficient and interactive online collaboration and work. Among other, participants could be introduced to the tools like

- Meeting rooms**
- Collaboration tools**
- Presentation tools**
- Ideation tools**

Also you can use **inspiration tools** if needed.

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





## STEP III

## UNDERSTANDING THE BUSINESS CASE

### **MAIN AIM:**

CTs gain more and deeper knowledge in the subjects related to the business case (established in step I) by additional information acquisition task. Many areas and topics discovered during step I can be new to most of CT members, therefore there should be given a time for studying particular subjects and gaining more background from various sources.

### **TOOLS applied:**

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

### **OUTCOME:**

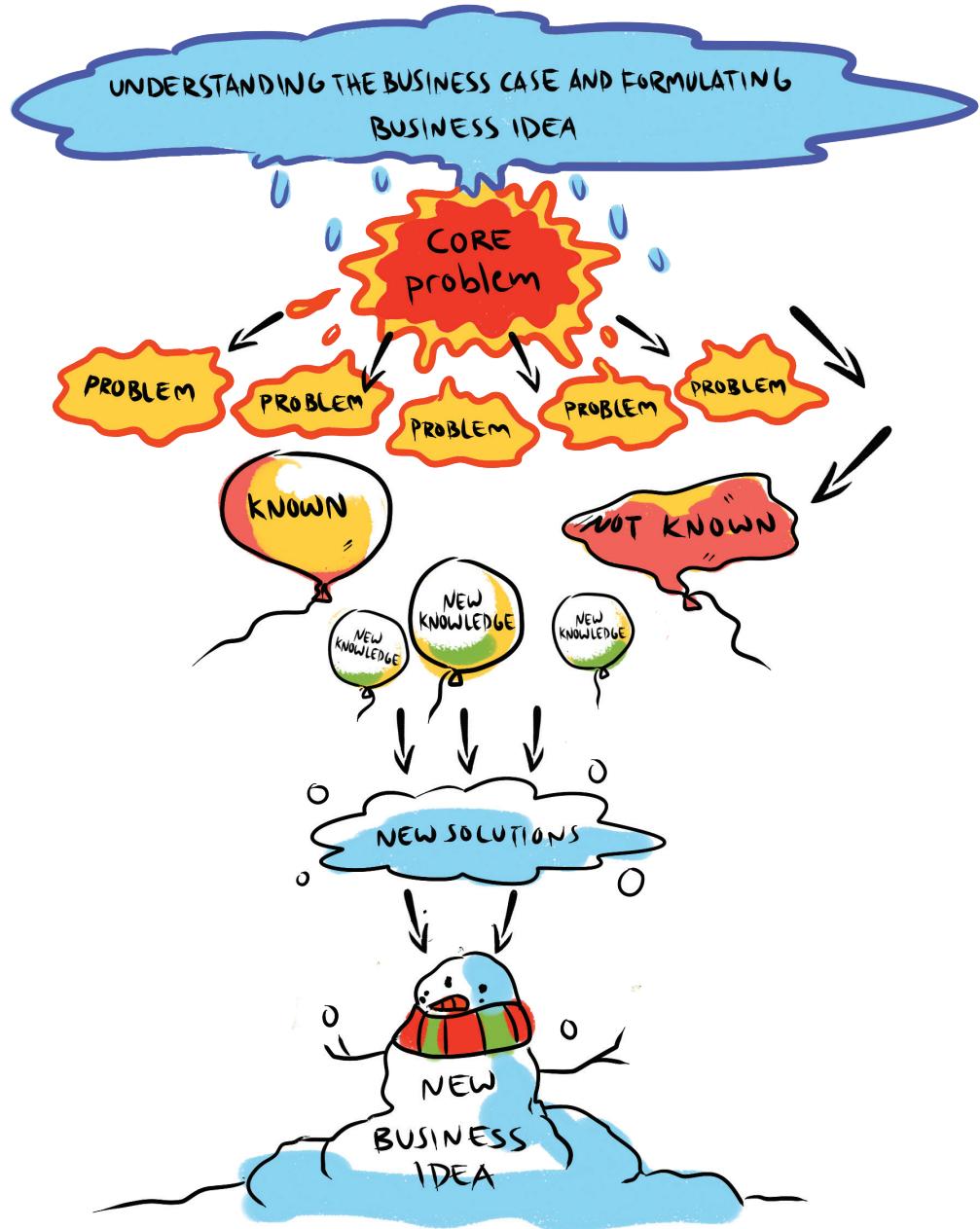
INCREASED KNOWLEDGE ON SPECIFIC TOPICS RELATED TO THE BUSINESS CASE

### **COACHES' ROLE:**

Supervising online

### **METHOD OF WORK:**

In this step teams will use the approach known as a Problem Based Learning (PBL). PBL is understood as a strategy for developing knowledge and competence in the context of education and work (Poikela, 2006). Teams have at their hands the framework (overall information) of a business case, formulated and established business case (with identified problem/s). Now they need to confirm what they already know, what they need to know better, how to know it (access to information) and how to organise the work of information acquisition. CT defines learning tasks and perform information acquisition independently.



Knowledge acquisition methods are not limited.  
Some suggestions for knowledge acquisition methods:

- ▶ *Benchmarking (Studying more about the company and its potential markets/competitors, customer pains from all possible sources, interview more companies)*
- ▶ *Collect inspirational material related to the challenge/problem CTs are dealing with*
- ▶ *Read articles about the trends*
- ▶ *Identify weak signals*
- ▶ *Use all available printed sources in library*
- ▶ *Use Internet*
- ▶ *Ask questions from experts, teachers, companies*  
*At the end of the sessions team members prepare small presentation.*



## ADVICE FOR REMOTE WORKING!

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

## STEP IV

## FORMULATING A POTENTIAL BUSINESS IDEA

### MAIN AIM:

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

### TOOLS applied:

Padlet presentation

### OUTCOME:

### PRESENTATION OF NEW BUSINESS IDEA

### COACHES' ROLE:

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

### METHOD OF WORK:

CTs meet in their own groups after the step III is performed - all members have gathered new information and learned more about the business/es. Now each member briefly reports: he/she shares what has been learnt/discovered during information and new knowledge acquisition. After all participants have reported their learning, CT begins ideation - brainstorming new business ideas/solutions to the problems that come to their mind based on the whole work done so far and entire information gathered to the moment. Teams formulate one or several new business ideas and prepare short presentation (max 10 minutes). CTs are given the Format that helps them to develop business idea presentation. They are advised to follow core presentation points, that would be good to take into account, however, they are given a flexibility to add or delete presentation points based on the needs of their own vision for clear presentation. For presentation teams are advised to use Padlet Board. Hereby few recommendations for the presentation to CTs.



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



- >> Brief description of the company and current products/services of the company.
- >> Description of established Business case.
- >> What problems are detected and which solutions are envisaged.
- >> How potential business idea will solve existing “pain” of a customer, solve their problem, what will be added value.
- >> What resource is needed, what needs to be developed/improved in order to make this idea possible in reality/what is missing.
- >> New business idea/s in few sentences.

## STEP V

## IDEA EVALUATION CHECKPOINT

### MAIN AIM:

Testing ideas by getting feedback and getting outside the box for further ideation

This is first checkpoint where new business idea is presented and introduced to companies and all other teams and coaches. In addition this step helps to look little bit beyond traditional view, getting participants out of the box, helping them to see more innovative solutions to the problem.

### TOOLS applied:

SCAMPER, Energiser

### OUTCOME:

UPGRADED BUSINESS IDEAS based on feedback and innovation ideation process.

### COACHES' ROLE:

Facilitating presentations, discussion and feedback.

### METHOD OF WORK:

In the first part of the session each team makes a 20 minutes presentation of their initial business idea and receive the feedback from other teams, coaches and if possible invited external experts. This session ends with discussion and conclusions by teams reflecting received feedback.



Teams continue ideation process. It is important that teams take into account given feedback, however, to add a more innovative spark to the ideation process, teams are offered a session with “getting out of the box” approach. In order to energise teams, coaches organise a little energising activity. Minds of team members need to become clear and fresh for further ideation. Teams are advised to use ideation tools, for example the tool called SCAMPER. Work can happen online. You should decide what online collaborative tool is the best to use.

SCAMPER is a tool used for brainstorming business ideas in order to stimulate development of innovative solutions to existing problems. It awakens the thinking pushing us beyond traditional zone of thinking. With the SCAMPER participants are supposed to think about the idea answering the questions:

- Can there be **substituted** something?
- Can something be **combined**?
- Can something be **adjusted**?
- Probably some parts can be **modified**?
- **Put to other uses** and/or create new scenarios?
- Can something be **eliminated**, removed that seems not as relevant for the idea?
- Last, but not least - try to **reverse** things and see what new perspective it brings?



As a result - CTs have received feedback on their ideas and they have added “crazy” ideas based on SCAMPER ideation. Now it would be a time to polish the ideas as well as to give the idea some incubation time before those are presented to the Creative Cave Pool - business experts, who are prepared to evaluate final business ideas at the end of entire workshop. At the end of this session, CTs have upgraded presentation of their business idea on Padlet board.

## **STEP VI**

### **ENHANCING BUSINESS EXPERTISE**

#### **MAIN AIM:**

Expand your perspective on business issues and give the idea some incubation time. Give a little break to the ideation process, participate in some external events, watch expert videos or similar activities in order to stay in business field, but to gain new perspectives.

#### **TOOLS applied:**

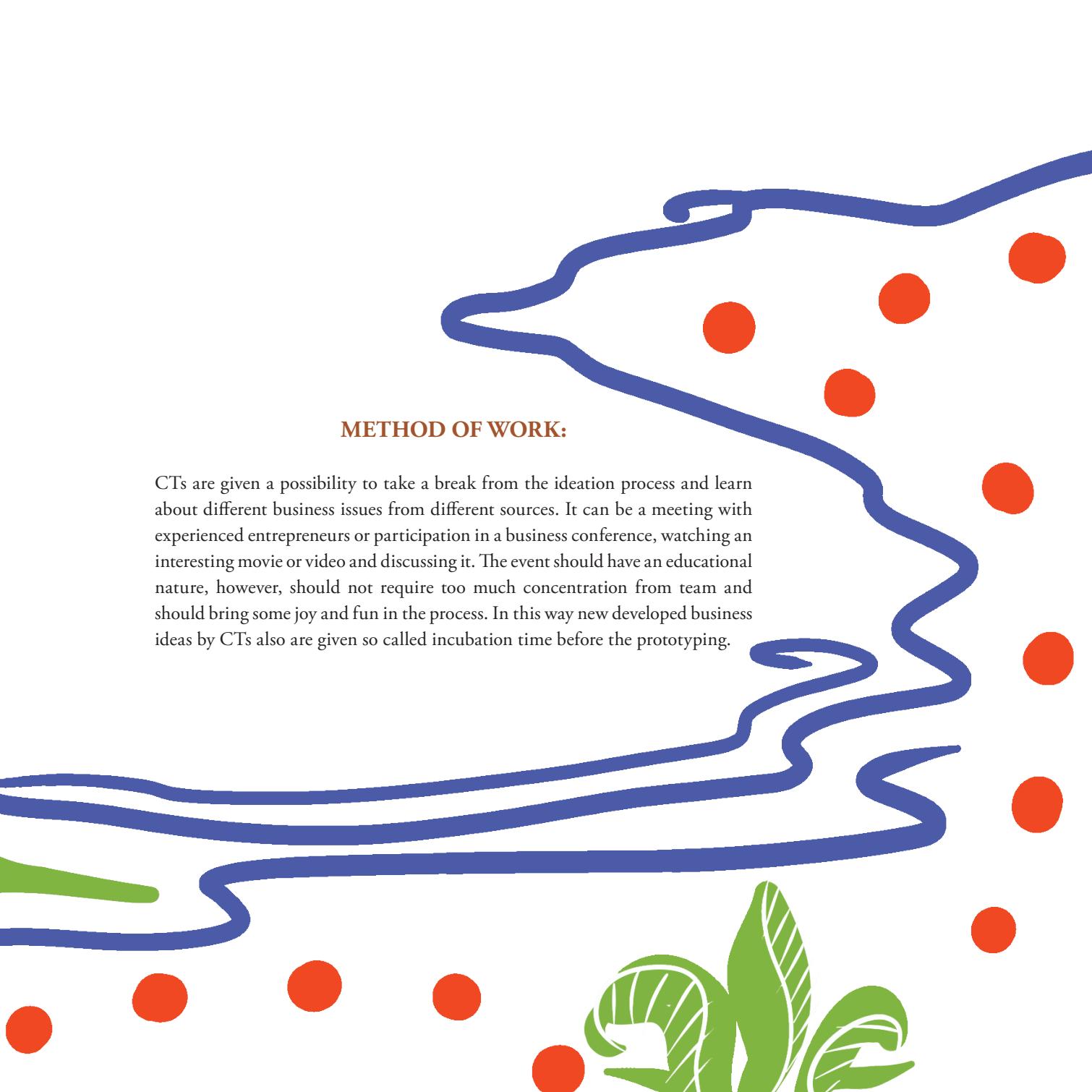
Participation in an external event that provides new business perspectives.

#### **OUTCOME:**

#### **EXPANDED BUSINESS PERSPECTIVE**

#### **COACHES' ROLE:**

Organising a possibility for an outside event  
(business seminar, conference,  
clinic or watching videos, reading  
and discussing articles etc.).



## METHOD OF WORK:

CTs are given a possibility to take a break from the ideation process and learn about different business issues from different sources. It can be a meeting with experienced entrepreneurs or participation in a business conference, watching an interesting movie or video and discussing it. The event should have an educational nature, however, should not require too much concentration from team and should bring some joy and fun in the process. In this way new developed business ideas by CTs also are given so called incubation time before the prototyping.

## STEP VII

## CREATIVE CLINIC

### MAIN AIM:

To get the feedback from professional experts for business ideas.

### TOOLS applied:

Go Around method, Padlet for presentation

### OUTCOME:

PROFESSIONAL FEEDBACK ON A BUSINESS IDEA

### COACHES' ROLE:

Organising and facilitating the workshop and the Go Around method.



### METHOD OF WORK:

Creative Clinic (CC) is a session with participation of invited experts, professionals and/or experienced entrepreneurs who will give advice to CTs for further business idea development and share their own experience with the Creative Team.

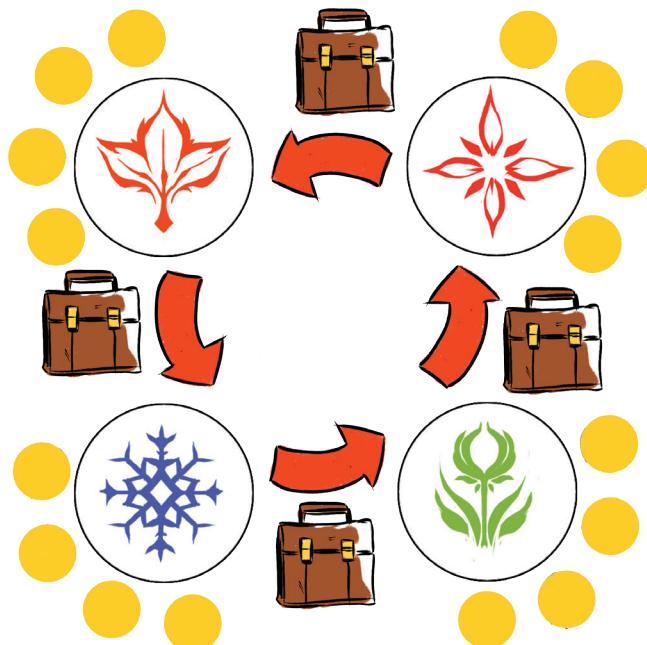
Go Around method means that Creative Teams make short presentation to several different invited business professionals and get valuable feedback from these experts. The presentation and feedback takes place in a form of sparring. Actual discussion and also personal expertise sharing happens between one expert/s and a team.

CTs have upgraded and prepared their business idea presentations after idea evaluation checkpoint and innovation workshop. Now presentations are prepared on Padlet platform.

They include pictures, descriptions, video links etc. and are easy to share and follow online.

Using a sparring approach - one or two experts per team meet together, CTs introduce their idea and experts give their feedback on entire presentation, content and idea or some particular parts of the business idea, which they have noticed should have some more attention. When there are several teams, they sequentially circulate after each presentation to another experts and repeat again their presentation. In ideal version there are at least two

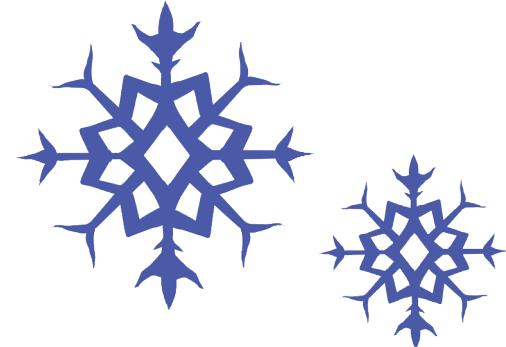
to four different experts or experienced entrepreneurs involved who can give the feedback through the sparring. That is the good way to see the case from different perspectives with the help of expert.



for the case companies, who may be willing to follow the progress of idea development.

## STEP VIII

### BUSINESS IDEA PROTOTYPING



#### MAIN AIM:

"Test fast, fail fast, adjust fast." -Tom Peters



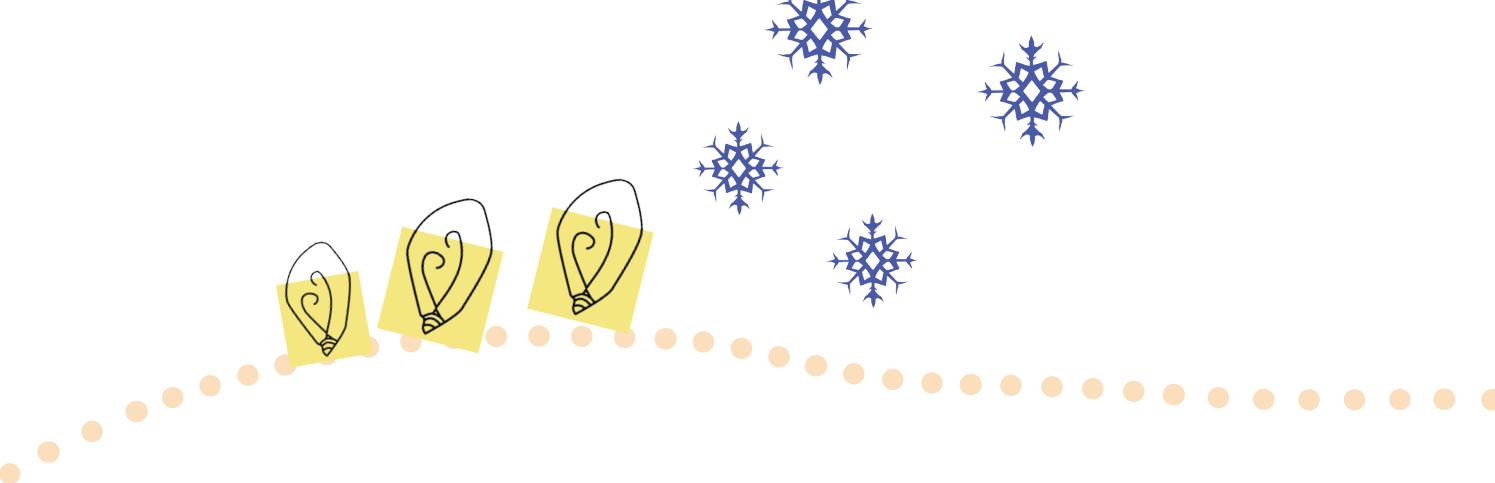
**TOOLS applied:**  
Prototyping workshop

**OUTCOME:**  
READY PROTOTYPE OF PRODUCT/SERVICE



#### COACHES' ROLE:

Facilitate the process face-to-face and online.



## METHOD OF WORK:

### Main task at this step is to:

- Make a first version of product/service
- Formulate clearly – what is a product (in maximum two sentences)
- Visualize the product/service for better demonstration to the potential customer.

Prototyping can be understood as creating a more specific concept of the product or service, or proservice, where product and service is combined in one as a business idea. CTs now should create a demo of a first version of their business product. If it is a tangible product, they will create a physical demo using whatever materials are available. If it is a service as a basis of a business idea, CTs may use blueprint of a customer's

journey or a scenario approach. Video can be used as well to better reflect user experience and product/service prototyped. In practice CTs are advised to use any form of presentation they can imagine as along as it will make clear what the product/service is all about. Each team creates a prototype: PADLET – reflecting the product/service with comments/pictures/process description/customer journey.

## STEP IX

### PROVING MARKET DEMAND CLINIC

#### MAIN AIM:

To test, validate the product and prove market demand

#### TOOLS applied:

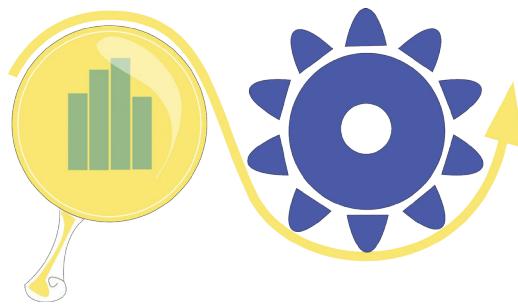
Market Demand Analysis

#### OUTCOME:

VALIDATION AND MARKET ANALYSIS REPORT

#### COACHES' ROLE:

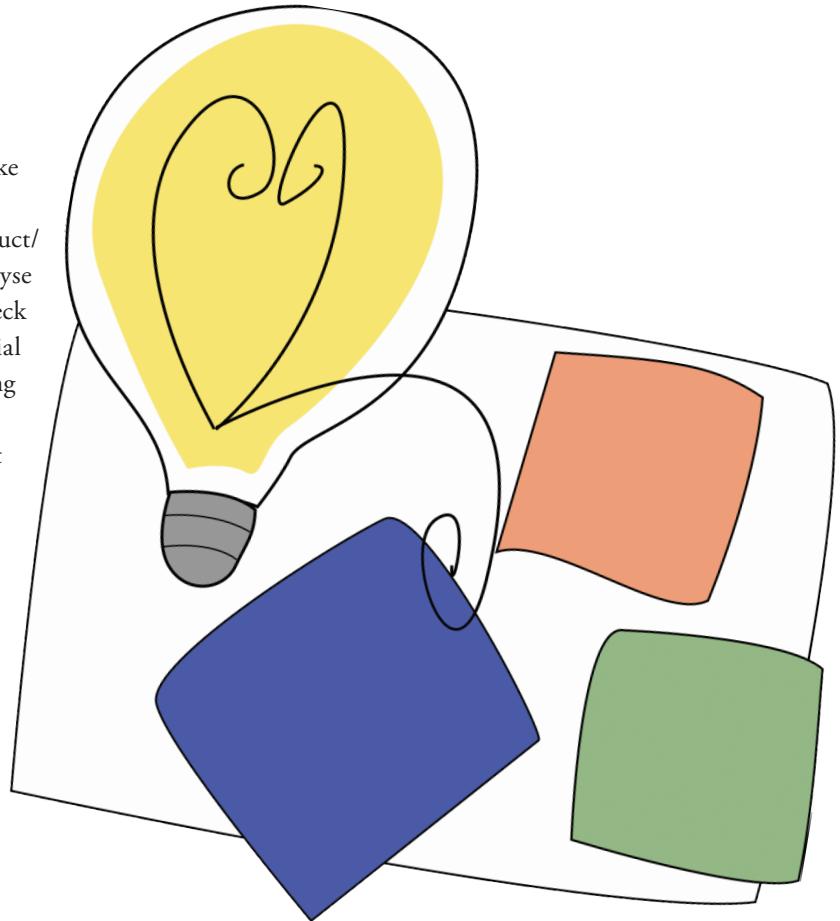
Facilitating the process online, advising.



#### METHOD OF WORK:

In this step the task of CTs is to identify and prove market demand for new business idea visualised in a form. CTs use developed prototype in order to test it with potential customer and get their feedback. To complete this task perform following steps.

- Analyse who are your competition, make a list and short description
- Identify potential market for your product/service. Use different approach: analyse market trends, observe, read articles, check trends on Google trend monitor, use social chatter - analyse what customers are talking about the product.
- Identify your target customer. Carry out a survey with your target group. Get opinions and feedback about your product/service from various groups (you can use friends, friends of friends, family etc.).
- Create the test store: one of the best and most reliable ways to test demand for your idea is by approaching actual potential customer - do the demonstration of a product/service prototype and ask their feedback.
- Prepare summary report about market demand.



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

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



## STEP X PITCHING

### MAIN AIM:

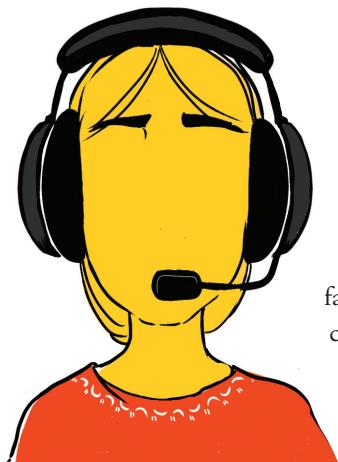
Pitching

### TOOLS applied:

Elevator pitch

### OUTCOME:

FINAL PITCH AND FEEDBACK FROM  
CREATIVE CAVE POOL



### COACHES' ROLE:

Supervising on final pitch preparation and facilitating final online presentation workshop. Final conclusions about entire CS 2.0 process and results.



## METHOD OF WORK:

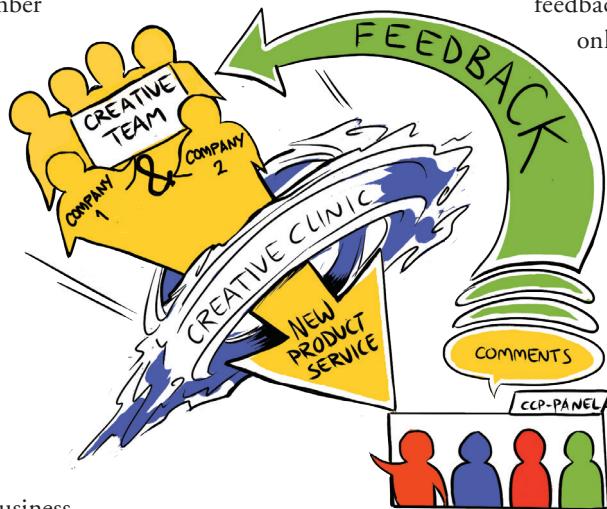
Coaches give the guidelines for the final pitch presentations: structure, contents and schedule. The following suggestion can be used:

- Each team has 5-15 min for presentation
- Presentation can be made by using any visual aids (Power Point, Prezi, Video etc.)
- One presenter at the time. Either each team member has own part or one team member presents entire project
- Practice well your presentation especially when you use online tools during the presentation
- Be as convincing as possible! Sell your new product/service!

Content of the pitch can be as follows:

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

Presentations are carried out online, which are usually followed by the members of Creative Cave Pool - external experts and evaluators. Participants follow presentations online and also listen the feedback of CCP members online.



This might be unusual and new experience for the CTs, therefore there is a need to organise a few hours practice session - CTs practice online presentations taking into account specifics of online pitching. Coaches are coaching CTs.

The day and entire CS 2.0 concludes with pitches by CTs, feedback from CCP members, companies, coaches and feedback for each other. CCP members and coaches give final conclusion words for the event.

*Innovation process is like climbing  
the mountain, it can be hard at  
times, but when you reach the top  
after overcoming the challenges, you  
will have whole new horizon in front  
of you. Enjoy your journey through  
Creative Steps 2.0 innovation  
workshop.*



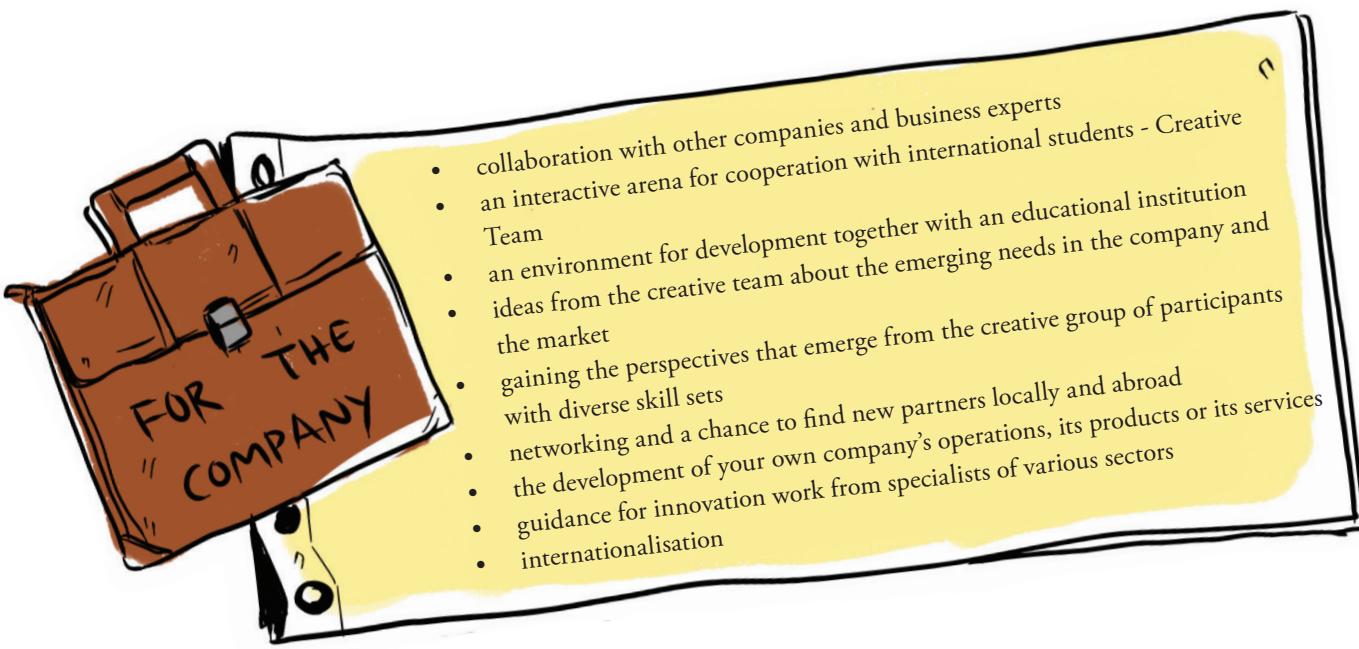


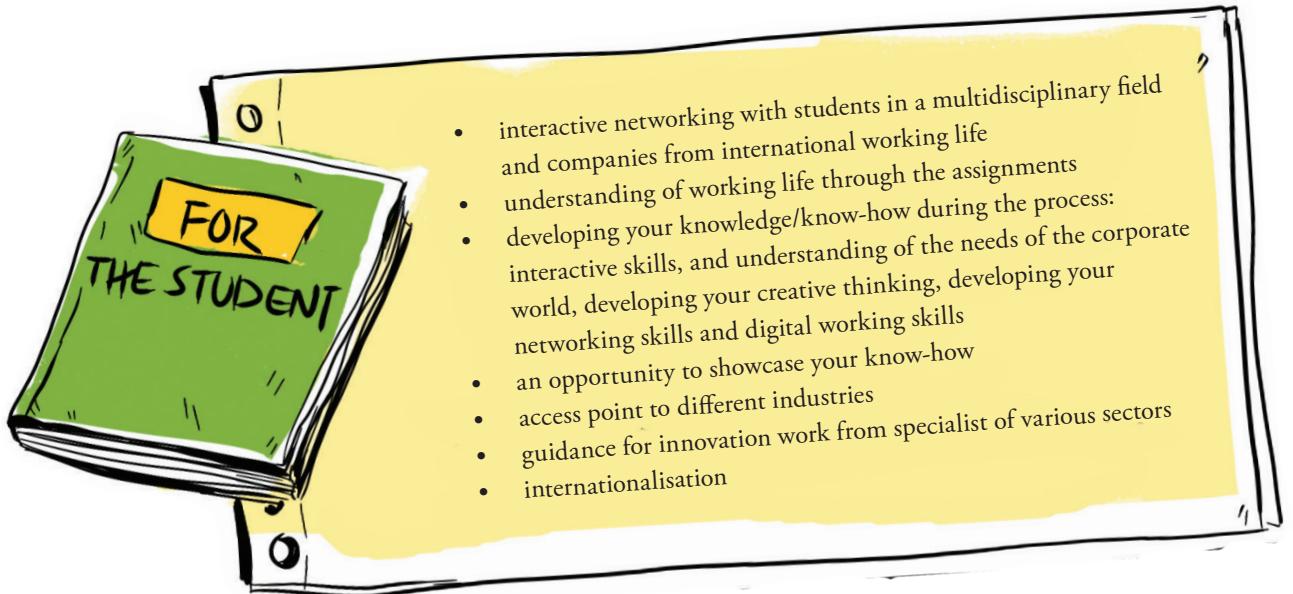
**Learn more about Creative Steps 2.0 process, innovation and digital tools**

*in Creative Steps 2.0 - Step by Step  
Guidelines to Business Idea publication  
(Arkko-Saukkonen, A. & Krastina, A. 2016)*

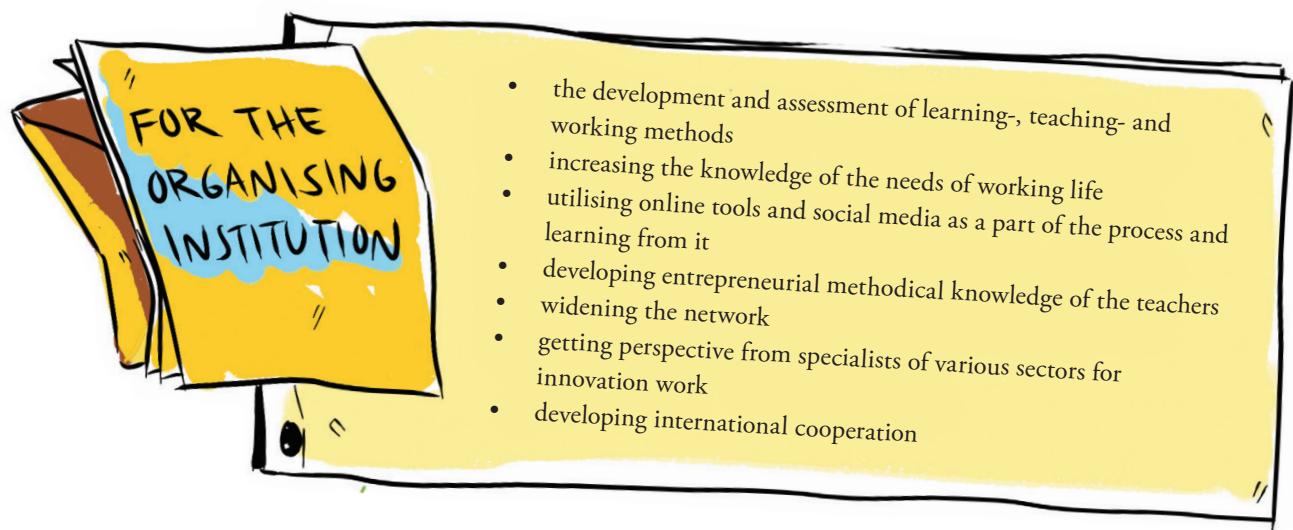
# BENEFITS FOR ALL PARTICIPANTS

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





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



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

**Jump with us into new space of innovations and creativity!**  
**Leave the zone that feels so safe and firm in order**  
**to create an innovative product or service**  
**with an extra market value!**

## AUTHORS

**Anželika Krastiņa**



MEd.  
Creative Steps 2.0  
co-developer and coach

**Anitra Arkko-Saukkonen**



MA (Art & Design)  
Creative Steps 2.0  
coordinator,  
developer and coach



*"While the world is still in search of new ways and new pedagogy for teaching entrepreneurship, CS 2.0 methodology is a contribution to these new types of pedagogies for training entrepreneurial mindset. It is rather unique in a sense that it is tailored to the multiple needs of local and global realities."*

-Anželika

*"Work has changed globally and we can notice how we can benefit by working with others specially in innovation process. Online collaborative skills are necessity nowdays and in the future to reach distances between countries and communicate. In Creative Steps 2.0 every participant can learn virtual management skills by participating in cross-border collaboration."*

-Anitra

# USEFUL REFERENCES

- Arkko-Saukkonen, A. 2013.** Toolbox for innovation methods. In A. Arkko-Saukkonen & M. Merivirta (eds.) Creative Steps – On the way to an idea. A Model for the Realisation of an International Workshop. Publications of Kemi-Tornio University of Applied Sciences. Serie B. Reports 18/2013, 58–73. Accessed 25.1.2018 <http://urn.fi/URN:ISBN:978-952-5897-86-9>.
- Arkko-Saukkonen, A. & Krastina, A. 2016.** Creative Steps 2.0 – Step by Step Guidelines to Business idea. Publications of Lapland University of Applied Sciences. Serie C. Study Material 5/2016. Accessed 25.1.2018 <http://www.lapinamk.fi/loader.aspx?id=ae7057f1-d7fe-46f0-ae26-79ac0551799a>.
- Arkko-Saukkonen, A. & Merivirta, M. (eds.) 2013.** Creative Steps – On the Way to an Idea. A Model for the Realisation of an International Workshop. Publications of Kemi-Tornio University of Applied Sciences. Serie B. Reports 18/2013. Accessed 25.1.2018 <http://urn.fi/URN:ISBN:978-952-5897-86-9>.
- Arkko-Saukkonen, A. & Saukkoriipi, S. 2013.** Online working at the Creative Steps workshop In A. Arkko-Saukkonen & M. Merivirta (eds.) Creative Steps – On the way to an idea. A Model for the Realisation of an International Workshop. Publications of Kemi-Tornio University of Applied Sciences. Serie B. Reports 18/2013, 83–94. Accessed 30.6.2016. <http://urn.fi/URN:ISBN:978-952-5897-86-9>.
- Christensen, C. 2016.** The Innovator’s Dilemma: When New Technologies Cause Great Firms to Fail (Management of Innovation and Change). Harvard Business Review Press. Boston.
- Davies, A., Fidler, D. & Gorbis, M. 2011.** Future Work Skills 2020. Palo Alto, CA: Institute for the Future for the University of Phoenix Research Institute. Accessed 28.6.2016 [http://www.iftf.org/uploads/media/SR-1382A\\_UPRI\\_future\\_work\\_skills\\_sm.pdf](http://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf).
- Drucker, P. 2006.** Innovation and Entrepreneurship. Routledge Classics. London.
- Holmes, J. 2012.** Education Futures: University Grads Don’t Make the Grade. Woods Bagot. Accessed 30.6.2016 [http://ctibi2012.wikispaces.com/file/detail/Business\\_Schools\\_EducationFutures.pdf](http://ctibi2012.wikispaces.com/file/detail/Business_Schools_EducationFutures.pdf).

**Kim, C.W & Mauborgne, R. 2015.** Blue Ocean Strategy. Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant. Harvard Business Review Press. Boston.

**Morris, L. 2015.** Agile Innovation: The Revolutionary Approach to Accelerate Success, Inspire Engagement, and Ignite Creativity. Accessed 12.2.2018 <http://www.innovationmanagement-se/2015/01/12/agile-innovation-the-revolutionary-approach-to-accelerate-success-inspire-engagement-and-ignite-creativity/>.

**Murphy Jr., Bill & Burgstone, J. 2012.** Breakthrough Entrepreneurship. Farallon Publishing. Kindle Edition. San Francisco.

**Osterwalder, A. & Pigneur, Y. 2010.** Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. New Jersey: John Wiley&Sons Inc.

**Raij, K. (ed.). 2014.** Learning by Developing Action Model. Espoo: Laurea University of Applied Sciences.

**Robinson, K. 2011.** Out of Our Minds: Learning to be Creative. Chichester, UK: Capstone Publishing Ltd.

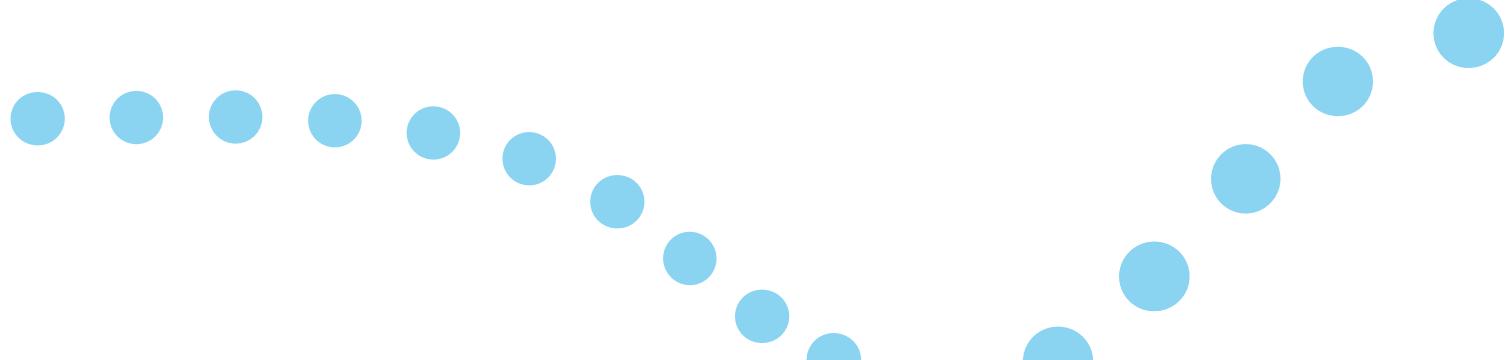
**Rubin, K.S. 2013.** Essential Scrum: A Practical Guide to the Most Popular Agile Process. Boston: Addison-Wesley.

**SCAMPER 2016.** Improving Products and Services. Accessed 12.2.2018 [https://www.mindtools.com/pages/article/newCT\\_02.htm](https://www.mindtools.com/pages/article/newCT_02.htm)

**Sleeswijk Visser, F., Stappers, P.J., van der Lught, R., Sanders, E.B.-N. 2005.** Contextmapping: Experiences from Practice. CoDesign, 1(2), 119–149. Accessed 12.2.2018 <http://studiolab.io.tudelft.nl/manila/gems/sleeswijkvisser/Codesign2005sleeswijk.pdf>.

**Stockleben, B., Thayne, M., Jäminki, S. et al. Educ Inf Technol (2017) 22: 575.** Accessed 12.2.2018 <https://doi.org/10.1007/s10639-016-9483-z>.





***“Creativity is a stance in your mind;  
collaboration is the joint effort with other people.  
Ideation is a way how you extract your ideas from your mind,  
innovation is the way you accelerate your ideas and transform  
them into reality and practice.”***

- Anitra & Anželika



Northern Periphery and  
Arctic Programme  
2014–2020



EUROPEAN UNION

Investing in your future  
European Regional Development Fund



LAPIN AMK  
Lapland University of Applied Sciences

Guided step-by-step ideation process to help the business to reach new height. Climb through innovation by following safe path to the new prototype. Jump into international cross-border collaboration by using online tools. Virtual world offers efficient way to connect across the borders.

[www.lapinamk.fi](http://www.lapinamk.fi)

ISBN 978-952-316-212-9