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© CSF – Creative Strategic Foresight – Study Programme

Pr. 517671-LLP-1-2011-1-FI ERASMUS\_FEXI

1.11.2011 – 30.9.2013

## CSF- course outline

# Creativity

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| COURSE TITLE | **Creativity** |
| COURSE CODE | For each educational institution to define |
| TYPE OF COURSE | Optional |
| LEVEL OF COURSE | Professional studies  |
| LEVEL OF STUDY | Bachelor Programme |
| SEMESTER/TRIMESTER | For each educational institution to define |
| NUMBER OF CREDITS (recommendation) | 5 |
| LANGUAGE OF THE COURSE | English, Spanish |
| STUDENT’S WORK LOAD | Total work load of the course 120 hours, of which: Scheduled studies 45 hours Autonomous studies 75 hours |
| COURSE DEVELOPER | Zealand Institute of Business and Technology, Campus Roskilde (Business & IT) |
| NAME/-S OF THE COURSE DEVELOPER | Helle Thomsen, Kalle Quistgaard |
| A BRIEF DESCTRIPTION OF THE COURSE  | The objective of the course is to provide students with a general understanding of the concept and dimensions of creativity, an in-depth knowledge of the elements of this and to provide a wide range of tools and techniques for enhancing and increasing creativity, generating ideas and accentuating the innovative dimension of business.The course aims to improve students’ ability to create solutions and to use foresight in business problems and decisions. |
| OBJECTIVES OF THE COURSE  |
| LEARNING OUTCOMES | Having completed this course, students will understand the purpose of innovation and how to define the multiplicity of meanings given to source innovations, understand what creativity is and how it can contribute to innovative problem solving and understand the various types of organisational systems, structure and practices hampering creativity or enhancing it. Students will be able to use various techniques to support the convergent process in the creative work flow and to programme profiles of creativity. |
| COMPETENCIES | At the end of the course, students are expected to be able to use tools and methods within the field of creativity and to actively contribute to business projects and affiliated task in ways that enhance creativity and innovation.Additionally, the students are expected to facilitate processes of innovation utilizing a broad knowledge of creativity, creativity-processes and innovative tools.Having studied this module, the students will….* Be able to enter into work towards the creative process in a company
* Have developed the ability to co-operate and the ability to create something new
* Be able to assess a company's innovative basis
* Be able to enter into a company's work with planning and implementing product and concept development
* Develop a focused plan for creative process in groups or team

Facilitate creative process in groups or teams and support them developing ideas to new knowledge constructions in terms of ideas for products, services and/or management of these |
| MODE OF DELIVERY | Contact learning by interactive meetings/lessons, collaborative project work, case studies, workshop. Partly online, partly face-to-face teaching are recommended. *Scheduled: total 45 hours forming of*Contact learning (class teaching): 29 hoursCREA day (teacher facilitates start of the creativity process): 4 hoursCollaborative project work: 9 hoursProject work to be presented to case company: 3 hours*Autonomous:*Self-reading: 50 hoursVirtual assignment: 25 hours |
| PREREQUISITES | Requirements according to curriculum |
| COURSE CONTENTS | 1. Introduction
2. Innovation
3. Front End Innovation
4. Creativity
5. Idea Generation
6. Idea generation – Techniques
7. Innovation approach
8. Front End Innovation – In practice
9. Innovation management
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| RECOMMENDED READING | Aagaard. A., (2011). *Idea and Innovation Management and leadership.* Hans Reitzels Forlag, 2011, ISBN: 978-87-7675-819-6Dyer, J., Gregersen, H., and Clayton M. Christensen, (2011). *The Innovator’s DNA,* *Mastering the five skills of disruptive innovators.* Harvard Business Review Press, Boston Massachusetts. ISBN: 978-1-4221-3481-8Flynn, M., Dooley, L. O’Sullivan, D. & Cormican, K. (2003). Idea Management for organisation innovation. *International Journal of Innovation Management*, 7 (4), 417-442.Harvard Business Essentials. (2003). Managing Creativity and Innovation, *Practical Strategies to Encourage Creativity.* Copyright 2003, Harvard Business School Publishing Corporation. ISBN: 978-1-59139-112-8 (ISBN 13)Koen, P.A. (2007). The Fuzzy Front End for Incremental, Platform, and Breakthrough Products. In: K.B. Kahn (ed.) PDMA Handbook of *New Product Development*, 2 ed. New York, NY: John Wiley & Sons, Inc.Six Sigma. From Wikipedia, the free encyclopedia |
| ADDITIONAL RESOURCES | Koen P.A., Ajamian G., Burkart R., Clamen A., Davidson J., D’Amore R., Elkins C., Herald K., Incorvia M., Johnson A., Karol R., Seibert R., Slavejkov A. & Wagner K. (2001). *Providing Clarity and a common language to the Fuzzy Front End. Research Technology Management*, 44, 46-55.Koen, P.A., Ajamian G., Boyce S., Clamen A., Fisher E., Fountoulakis S., Johnson A., Puri, P. & Seibert, R. (2002). *Fuzzy-Front End: Effective Methods, Tools and Techniques.*Pervaiz K. Ahmed and Charles D. Shephard (2010). Innovation Management, *Context, strategies, systems and processes.* [www.peasoned.co.uk](http://www.peasoned.co.uk), 2010, ISBN: 978-0-273-68376-6**Change Management Learning Center – Prosci.** Phone: +1-970-203-9332 or 1-800-700-28311367 S. Garfield Ave. Loveland, CO 80537 USA  |
| TEACHING METHODSCombined with education, research and companies | Lectures, discussions, case studies, workshop, project work |
| ASSESSMENT METHODS AND CRITERIA | Active participation: 50% Learning tasks: 35%Collaborative project work: 15%The exam will take form as a written project by the student followed by an oral exam |

**\*** Can be diminished or expanded according to the institution, curricula, need and cases.