



APPLIES TO ACADEMIC YEAR 2009/2010

## GRA 3157 Managing Innovation, Design and Creativity

### Programme

Master of Science in Innovation and Entrepreneurship, Specialization Course

### Responsible for the course

### Department

Department of Innovation and Economic Organisation

### Term

According to study plan

### ECTS Credits

6

### Language of instruction

English

### Introduction

This course is micro-oriented towards managing innovation, design and concept-creation. It focuses on combined creativity-based and design-inspired approaches to concept-creation, and knowledge-creating transdisciplinary efforts that can help foster value innovations.

This is an expanding, crossdisciplinary field informed by new as well as classical areas of Management of Innovation, Entrepreneurial and Knowledge-based Strategies, new fields of Design, rapid Ethnographies and Micro-sociology, and Creativity and Aesthetic Leadership. The course is related to realworld innovating in and between business enterprises, multiskilled individuals and specialist groups in knowledge-based, technological as well as creative industries. It is relevant for managing innovating, design and creativity in all kinds of organizations and useful in students' further work and careers.

### Objective

The objective is to give the students an initial, basic understanding of fostering concept-creation and design development as part of enabling innovation and significant improvements in services, products, platforms, and experience-based offerings. The course further aims to train the student in creative collaboration with diverse others. The learning is oriented toward new cocreating approaches to innovation and its management.

To convey a comprehensive learning, this course will use a combination of books, articles, realworld projects, collaborative group assignments, workshops, cases and action-reflection-learning dialogues to understand:

1) how realworld actors create new or improved concepts and help leverage innovating by both design and creativity-enhanced approaches in contemporary organization settings; 2) what the emerging challenges and opportunities are for managing and conceptualizing innovation in and between enterprises and specialist groups; and 3) some of the promising approaches, avenues and methods for potentially significant concept-creating work and design-enabled solutions.

A creative action-research approach is fruitful to learn from both new practices and theorizing.

**Learning outcomes:** After completion of the course the student can expect

- *Acquired knowledge:* to know about some fundamental activities, principal challenges, and potentials for managing innovation, design and concept-creation,

- *Acquired skills:* be able to participate in projects and collaborative work to explore and foster both creativity-based and design-inspired approaches AND be able to contribute constructively to the managing and/or implementation of innovation and design projects,

- *Acquired attitudes in action:* be able to contribute in presentations and help a team to reflect in critical-constructive ways, in speech and writing, on the possibilities and potential fallacies of innovation and idea work.

The collaborative work and writing assignments will help students to frame and reflect on innovation, design and concept-creating management issues, which can be useful also in the students' thesis work.

### Prerequisites

Completion of GRA 3151 Theories of Innovation or GRA3136 New Venture Creation or equivalent course.

### Compulsory reading

**Books:**

Kelley, Tom with Jonathan Littman. 2001. The art of innovation : lessons in creativity from IDEO, America's leading design firm. New York : Doubleday  
Saffer, Dan. 2007. Designing for interaction : creating smart applications and clever devices. Berkeley, Calif. : New Riders  
Stamm, Bettina von. 2008. Managing innovation, design and creativity. 2nd ed. Chichester : Wiley

**Articles:**

Additional articles, edited chapters, and material handed out and/or announced on blackboard.  
Jevnaker, Birgit H. 2002. Understanding People and Pleasure-Based Human Factors.. I : Green, W.S. and P.W. Jordan, eds: Pleasure with products : beyond usability. London: Taylor & Francis. s. 283-295. BI reprint 42/2002 (chapter will be handed out)  
Jevnaker, Birgit H. 2003. Exploring the Innovating Inbetween : industrial Design as Boundary Work. International Journal of New Product Development & Innovation Management. December/January. s. 339-358 (hand-out).

**Other:**

During the course there may be hand-outs and other material on additional topics relevant for the course and the examination.

**Recommended reading****Books:**

Poggenpohl, Sharon and Keiichi Sato. 2009. Design integrations : research and collaboration. London : Intellect. Selective chapters may be used as case or essay material in class (will be informed by teacher).  
Treffinger, Donald J., Scott G. Isaksen and K. Brian Dorval. 2006. Creative problem solving : an introduction. 4th ed. Waco, Tex. : Prufrock Press. Other handbooks on creativity-based methods can also be used. In Norwegian, see e.g. Erik Lerdahl, 2007. Slagkraft. Oslo: Gyldendal.

**Articles:**

Additional good readings will be recommended in class.

**Course outline**

The course includes both how to generate ideas and how to further work with the most promising ones through elaborating the concepts and exploring imagination, research, and multidimensional specialist knowledge via various action programs in and between organizations.

Issues to be covered will include:

- Introduction to the art of innovation and creative, crossdisciplinary endeavours;
- Brainstorming, fostering hot groups, and idea work in organized settings;
- Managing for flow: creativity-related competencies;
- Leadership for an expanded view on innovation, design and concept-creation in crossdisciplinary settings;
- Cocreation from use and reuse: emergent perspectives and platforms;
- Service innovation: opportunities and blindspots;
- Innovation methods: interaction and user-experience design, field studies and rapid ethnography, social media;
- Insights from new and classical paradigms in managing innovation, design and creativity;
- Using tensions and exploration and exploitation processes;
- Work across boundaries: potentials for crosspollination and design integration;
- Enabling and sustaining innovation and design in and between organizations.

Creativity exploits finding flow in work situations. Design includes finding, configuring and shaping new directions (strategizing) for the business, services, products, and other functional areas. Cocreation explores for example actual or potential user-oriented service journeys by a variety of mapping and creating approaches.

**Computer-based tools**

Common digital tools such as powerpoint for presentations are presumed.

**Course structure**

The structure of the course will be highly interactive and current. Participation in group work and action tasks is a basic way of learning concept-creating knowhow. Preparation and discussion of project and case work and highly current readings will expose you to the major issues, challenges, and realities of formulating and implementing design-inspired innovation and co-creating approaches in realworld settings. The course normally consists of lectures, plenary project orientations, field visits, workshops, guest lectures, a series of presentations, Questions and Answers and learning dialogues. Active participation is normally expected and makes the course more playful. Some group tasks and presentations are compulsory to create a shared learning arena. Groups will be collaborating on concept-creating tasks, and this may include external partners from enterprises, consultancies/specialist groups,

and maybe relevant master students from another educational institution (plans for collaboration and creative task assignments will be specified and announced at the start of the course).

1. Research paper: One major assignment for the course will be a research paper approximately 10 to 12 pages in length (excluding references and exhibits), exploring and reflecting on approaches to concept-creation and ways of coping with creativity and design-based issues and/or leadership challenges for design and innovation. Theoretical perspectives and illuminating realworld experiences (excerpts from observations or narratives, normally from the action research tasks in the course) as well as visual design material are to be included to illuminate the topic. Options and final instructions will be delineated in the syllabus, and explained in class, as well as related to the collaborative tasks in the course.

2. Synopsis paper: Another assignment for the course is to write and present a reflective synopsis paper (2-3 pages, excl. references and exhibits) exploring and reflecting on the topic leadership for design and creativity in a realworld context. The context and final instructions are assigned by course leaders when the course starts.

In doing the reflective synopsis-writing, the student shall develop or apply relevant theories/frameworks and draw on relevant practice-based insights (based on for example a logg/diary of workshop experiences in this course). Students will be asked to present or comment on some of the outlines for the synopsis work in class. The synopsis work can be used as a preparation and input for the research paper.

Please note that while attendance is not compulsory in all courses, it is the student's own responsibility to obtain any information provided in class that is not included on the course homepage/Blackboard or text book.

### **Examination**

25% Class Contribution and Participation.

50% Term paper, written in groups of 1-3 students.

25% Brief Synopsis Paper - on leadership for design and creativity, written individually.

Specific information regarding student evaluation beyond the information given in the course description will be provided in class. This information may be relevant for requirements for term papers or other hand-ins, and/or where class participation can be one of several elements of the overall evaluation.

### **Exam code(s)**

GRA 31571 accounts for 100% of the final grade in the course GRA 3157.

### **Examination support materials**

Not applicable – no exam

### **Re-sit examination**

Re-takes are only possible at the next time a course will be held. When the course evaluation has a separate exam code for each part of the evaluation it is possible to retake parts of the evaluation. Otherwise, the whole course must be re-evaluated when a student wants to retake an exam. Retake examinations entail an extra examination fee.

### **Additional information**

#### **Honor Code**

Academic honesty and trust are important to all of us as individuals, and represent values that are encouraged and promoted by the honor code system. This is a most significant university tradition. Students are responsible for familiarizing themselves with the ideals of the honor code system, to which the faculty are also deeply committed.

Any violation of the honor code will be dealt with in accordance with BI's procedures for cheating. These issues are a serious matter to everyone associated with the programs at BI and are at the heart of the honor code and academic integrity. If you have any questions about your responsibilities under the honor code, please ask.