

APPLICATION OF CREATIVE THINKING TECHNIQUES FOR FACILITATION OF COOPERATION IN INNOVATIVE BUSINESS DEVELOPMENT

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ABSTRACT

The lecture and the related practical activity introduce students with the methodology of the game “From Idea to Money”, for the assessment of a new product, project or service idea in a company. The game is also useful in training the innovation skills necessary for open innovation. Playing a game according to defined rules, the students use a combination of different creative and critical thinking techniques to assess the new idea and to make a decision on its viability. Playing a game, a real new product, project or service idea is discussed from different viewpoints. The discussion is framed in a well-structured format and is time-effective. The outcome of the game is structured assessment of a product, project or service idea, which forms the basis of a decision on the viability of the idea. During a structured focus group discussion, the students develop a range of open innovation skills related to communication and cooperation in innovative business development.

Prerequisite	<p>1. Basic knowledge of innovation management, particularly the topics of new product development process, innovative entrepreneurship, creative thinking methods in entrepreneurship, and basic comprehension of open innovation (these topics have been reviewed in previous lectures).</p> <p>2. Practical experience in business and /or design, new product development, technology development and application of technologies in business, business financing, manufacturing, PR and marketing, and project management.</p>
Objectives of the lecture	To introduce students with the methodology of the game “From Idea to Money” and apply it in the analysis of a real case – facilitation of cooperation in innovative business development.
Workload	1.5 h teaching; 0.5 h preparation work for the game, 2 h discussion, according to the rules of the game.
Learning outcomes	<p>According to the OI-Net identified Los, the game refers to: Los related to creativity, entrepreneurship and innovation:</p> <p>Creativity</p> <p>LO #4: To Apply Idea Generation Tools To Add Value To The Product / Process / Service / Business Model In An Organisation. LO #8: To Develop Creative Thinking Skills And Methods.</p> <p>LO #11: To Explore And Exploit The Role Of Creative Potential In Innovative Entrepreneurship.</p> <p>LO #12: To Plan And Manage An Idea Generation Session.</p> <p>LO #15: Entrepreneurship: To Make Responsible Decisions Under Uncertainty.</p> <p>Innovation</p> <p>LO #40: To Develop an understanding of the role of creativity and innovation for value creation and competitiveness.</p> <p>LO #4: To critically analyse case studies related to innovation.</p> <p>Knowledge</p> <p>Overview of all contributors to open innovation (cooperation for innovation).</p> <p>The role of team work in new product development.</p> <p>Creative thinking techniques and their role in innovation management.</p>

	<p>Skills</p> <ul style="list-style-type: none"> Ability to apply creative thinking methods in project planning Skill to organize a structured creative thinking process Team-working skills Negotiation skills Empathy <p>Competences</p> <ul style="list-style-type: none"> Ability to assess the role of creativity from the perspective of open innovation. Multidisciplinary approach towards innovation – new product/project co-creation. Creating a project development team. Matching project structures to innovation tasks. Risk identification and management.
<p>Reading List</p>	<p>Bono, E. (2009). Six Thinking hats. UK: Penguin Books.</p> <p>Bono, E. (2009). Think! Before It's Too Late. UK: Vermilion.</p> <p>Chesbrough, H. W. (2011). Open Services Innovation: Rethinking Your Business to Grow and compete in New Era. USA: HB Printing.</p> <p>Cohen, L., Manion, L., Morrison, K. (2005). Research Methods in Education (5 ed.). UK: RoutledgeFalmer.</p> <p>Dyer, J., Gregersen, H., Christensen, C.M. (2011). The Innovator's DNA. Mastering the Fives Skills of Disruptive Innovations. Boston, USA: Harvard Business Review Press.</p> <p>Missikoff, M. (2015). Enterprise Innovation: From Creativity to Engineering. UK: ISTE.</p> <p>OECD.(2011). Skills for Innovation and research Retrieved from http://www.oecd.org/science/inno/skillsforinnovationandresearch.htm</p> <p>Trias De Bes F., K. P. (2015). Winning at Innovation: The A-to-F model. UK: Palgrave MacMillan.</p> <p>Trott, P. (2002). Innovation Management and new Product Development (2 ed.). UK: Pearson Education Limited.</p>
<p>European Qualifications Framework (EQF) Level</p>	<p>Level 5¹</p>

¹ Knowledge: Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; Skills: A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; Competences: Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

LECTURE CONTENT

The aim of the lecture is to introduce students with creative thinking techniques, suitable for facilitation of cooperation skills in innovative business development.

To reach this aim, in addition to the theoretical background provided in previous lectures (see the pre-requisites: new product development, basic comprehension of open innovation, innovative entrepreneurship, and creative thinking in innovative entrepreneurship), the lecture gives a review on:

1. Creative thinking methods and their benefits in new product/project development,
2. Necessary skills for managing innovation and
3. Description of the creative thinking game “From Idea to Money” – theoretical basis, method, process and expected outcomes.

Assuming that the students are familiar with the topics called as prerequisites, there is no need for additional reading. If the students are not familiar with the abovementioned topics, an additional reading list is available in the References.

CONTENT-RELATED MATERIALS

1. Creative thinking, vertical and horizontal thinking, T-type thinking, and divergent and convergent thinking.
2. Creative thinking process – step by step in new product development.
3. Creative thinking methods (brainstorming and its different varieties, 6-3-5, mind mapping, combination, free entry, focus group, Six thinking hats as alternative to SWOT).
4. Skills for innovation
 1. OECD distribution of innovation skills:
 - Basic skills and “digital-age” literacy (reading, writing, numeracy; “digital –age” – skills that enable people to access and interpret information in knowledge-based society; technology fluency – for the use of digital technology, communication tools and networks),
 - Academic skills (subject matter areas obtained through the education system – English, mathematics, physics, law, etc.).
 - Technical skills (specific skills needed in occupations may include academic skills and knowledge of certain tools or processes).
 - Generic skills (problem solving, thinking creatively, ability to learn, ability to manage complexity).
 - “Soft skills” (team work, motivation, communication, and initiative, ability to manage emotions and behavior during interaction; multicultural openness; receptiveness for innovation).
 - Leadership (team building and steering, coaching and mentoring, lobbying and negotiating, co-ordination, ethics and charisma).

2. Innovator's DNA: the success key for an innovator is based on associating, questioning, observing, networking, and experimenting, and the ability to apply these skills in business.

Practical part of the lesson

In general, the game can be used mainly for two purposes – 1) to promote innovation cooperation between industry, design and university, and 2) to teach open innovation approaches to students. In the first case the players of the game are real discussion focus group participants – certain field experts. In the second case the students simulate a discussion as a role-play, which explains the basic principles of open innovation in a very simple way. Students have found this to be very useful in practice.

Let us discuss the second case in closer detail.

In order to apply the game in practice and to learn its technique, under the leadership of the teacher, the students discuss their practical problems, and new product, project and process ideas that may be solved by using creative thinking methods. The outcome of the discussion is a decision on a new product/project idea reached by using the game "From Idea to Money".

The teacher explains the method of the game, the roles of the players, and the expected outcome. After that, the students form a team, share the roles, and prepare the board and related accessories (badges, notepaper) for starting the discussion game. Each student team finds an idea to be discussed and assessed by using the methodology of the game. Usually students come up with their own discussion ideas, very often real ones. However, the teacher should have some "standard" discussion ideas in case the students cannot find an idea of common interest. Then the discussion team divides the roles according to their expertise or experience.

This method is suitable for master level students who have some work experience.

If the student group is without working experience, this method can be used only as a "role-play" game, where the roles of the participants can be divided according to the interests of the students. In such a case the discussion topic has to be very simple, close to real life, so that all participants feel comfortable with it.

For the description and process of the game – the creative discussion "From Idea to Money", see below.

PEDAGOGICAL GUIDELINES

The game is based on a combination of well-known methods: focus group discussion, parallel thinking (six thinking hats), and a moderated discussion. In order to achieve the final result of the game, to make a summary and analyse the idea, the students have to apply also critical thinking and analytical skills.

The creative discussion game teaches those innovation skills which are usually not taught during lectures, such as generic skills (problem solving, thinking creatively), "soft skills" (team work, cooperation, negotiation, communication, time management, ability to manage emotions and behavior during interaction; multicultural openness; receptiveness for innovation), as well as leadership skills (team building and steering, negotiating, co-ordination).

Following the "rules of the game" students learn to structure their thoughts, express them clearly, defend their opinions, listen to other opinions, and negotiate. At the same time, they learn to work in a team. Every role in the game is played by an individual student or a small student group. If a small student group takes one role, they have to come to a common conclusion before they present it. When students present their opinions, they are supposed to listen respectfully to other opinions in order to come to a common conclusion.

From the pedagogical viewpoint, taking part in this game is "learning by doing". When students discuss a particular question, they concentrate on the content of this question, but observing the "rules of the game" makes them train and learn the soft skills, that are necessary for open innovation.

In order to assess the students' knowledge of the method, some evaluation questions can be asked:

1. In what kind of cases is the method "From Idea to Money" useful?
 - Expected answer: in cases where a new business, product, service or project idea has to be assessed, and it is important to know multiple opinions.
2. What kinds of skills does the method develop for students?
 - Expected answer: problem solving, team work, cooperation, negotiation, communication, empathy, time management, etc.
3. What can be practical examples, typical for discussion when using the method? And who would you invite for the discussion?
 - Some examples are provided in the Table 1.

Table I. The participants of the game “From Idea to Money”

Practical examples, typical for discussion when using the method	Who would you invite for the discussion
Development of a new product - a new type of pie in the baking industry	Food technologist Food researcher Manufacturer Designer Financier PR & marketing manager Company manager Consumer Additionally, there could be invited: Dietologist IT specialist Food suppliers
Development of a new service – Internet shop	IT expert Designer Financier PR & marketing manager Company manager Client service manager (merchant) Consumer
Development of a new research project on the application of eco-technologies in the metal industry	Material scientist Environment scientist Eco-technology expert Company manager Research laboratory/institute manager Financier (with experience in funded research projects) PR & marketing manager Consumer

As for teaching tips, there is no need for slides, as the rules of the game can be explained on the basis of the game board. However, there are some slides available for explaining the method (see Teaching Tips).

Supporting case material can be found in Case Study, where a real case of a discussion on a project idea is described.

GAME “FROM IDEA TO MONEY”

Rules

The creative thinking game “From Idea to Money” is meant to evaluate a new idea within the framework of a structured discussion. The new idea can be about a new product, new service, new prototype or method, new type of cooperation, etc. In the course of the game the players establish whether it is possible to implement the new idea and to sell its result.

The rules of the discussion are described step by step below under the title Process of the Game “From Idea to Money” (see below).

Players

The players are representatives of various fields related to the development of new products, services, projects, or methods. Suggested roles for a general discussion are: designer, manufacturer, financier, manager, consumer, manufacturer or merchant, scientist or technologist, and PR and marketing expert. The roles of the players are chosen according to their field of expertise. The experts, however, are chosen according to the idea which has to be discussed. To achieve practical and useful results, 4-7 players are required. The initiator and leader of the game is the author of the idea. It is possible to involve more than 7 players in the game, but in such a case two or more persons would represent one field of expertise.

Details

For this game the players need a room with table, on which they place the game board (Picture 1). The players choose their roles and attach badges according to the roles (Picture 2). To set a time limit for the game, a clock/timer is necessary.

To write down important ideas and conclusions you will need notepaper, preferably in the form of Post-it notes, as well as a pencil or a pen.

PROCESS OF THE GAME “FROM IDEA TO MONEY”

1. The players take their seats around the board.
2. The players choose roles and clip on badges with field symbols of what they represent – designer, manufacturer/merchant, financier, manager, scientist/technologist, manager, PR and marketing expert, and consumer.
3. The initiator of the game or the leader presents the idea to be discussed. The idea is

written on a piece of paper and placed in the centre of the board.

4. The leader of the game reminds the players that the idea/concept will be discussed from different points of view with the purpose of ascertain its potential and feasibility.

5. The leader gives the task to all the participants to think about the idea from the viewpoint of their stakeholder expertise, according to the four thinking directions – general, positive, negative, and creative.

6. The leader provides notepaper to the participants, asking them to take notes, answering the questions on the board of the game: what do I know about it...; I like it because..., I don't like it because...; I would do it this way... The notes are put on the board of the game in the appropriate sector.

7. The leader sets the sequence of the speakers and gives the floor to the first expert. The expert expresses his/her opinion on the topic, mentioning all he knows as a field expert, positive aspects, negative aspects and creative solutions. The other participants listen and join this field of expertise and add something if there is anything to add. The expert takes notes of the ideas of the other participant, and sticks them to the relevant field on the board. Each field has a preferred time limit for discussion - 5 minutes. The leader takes care of the time limit!

8. When the idea is discussed from one viewpoint, the game moves to another field, and another expert expresses his/her opinion. This way the players, i.e. the representatives of different fields take turns to express their opinions, listen to others and contribute in all fields of expertise.

9. When all the representatives have expressed their opinions, listened to the opinions of the others and written down additional ideas, the leader of the game reads them out to the players.

10. The result of the game is a conclusion about the plusses and minuses, threats and opportunities of the idea. If the discussion leads to a conclusion that the idea is not viable, then a final decision is made by all the participants. If the final decision is positive, then a summary of the creative solutions is discussed, and a road map for next activities is developed.

11. At the end of the game it is evident for the author of the idea/the leader of the game whether the idea will be profitable and which are the best ways towards its implementation.



Picture 1. The board of the game “From Idea to Money”



Picture 2. Badges for the players

CASE STUDY

APPLICATION OF THE GAME “FROM IDEA TO MONEY” IN THE ASSESSMENT OF A PROJECT CONCEPT AT RISEBA UNIVERSITY

Project concept

The project concept is based on a problem in distant learning studies at RISEBA University. RISEBA distance learning offers three undergraduate programs and one graduate program in distance learning. The students study at the university by using an e-learning platform, where they get the learning materials and study support system. The tutors (university teachers) adapt their face-to-face learning materials for distance learning and insert them into the e-learning environment. The students are supposed to study each course within a certain period of time. Their task is to read the text, watch video-lectures, do the assignments, and in the end of the course, pass an exam. The teacher's role in distance learning differs from teaching in class. The teachers are called tutors and their basic role is to support the students. In the RISEBA case, the teachers also develop the learning materials themselves.

The distance learning studies were launched in a hurry. The teachers were asked to develop the e-learning materials and start tutoring. Some training workshops were organized for the teachers, explaining the basics of distance learning and giving instructions for the use of Moodle (the e-learning platform used in distance learning at RISEBA). However, after a few months of studies, there were multiple complaints from the students – about insufficient learning materials, lack of support and even feedback from the tutors. At the same time, the teachers were complaining that the students did not put enough effort into studying, were lazy and expected that in distance learning they would get an “easy diploma”. After discussions with the teachers, it was realized that some tutors did not believe in distance learning; many considered that it was an easy way to earn money; many of the tutors were not able to use the e-learning platform technically; the learning materials were of inferior quality due to lack of time; some tutors did not understand the tutor's supportive role in distance learning; and only a small part of the tutors were happy with the distance learning process.

The management of the Distance Learning Centre made the conclusion that the teachers had not received enough training, knowledge and skills about e-learning, and that was the basis of all the problems in the RISEBA distance learning process. There was an intention to organise some face-to-face workshops for the teachers, which, however, did not provide them with systemic knowledge in the field. In order to solve the problem in the long term, the decision was made to develop a project: “Distance learning course for distance learning

tutors on e-learning methodology". The aim of the project would be to develop a distance learning course to train the tutors. The expected outcome of the project was a distance learning course that would provide all the tutors with the necessary knowledge for delivering high quality distance learning courses. The project concept was developed by taking account of the problem statement and the aim of the project defined above.

The project concept included the planned project activities and a vision of the project life-cycle, the expected outcome and funding opportunities. The activities included detailed needs analysis, and after that the development of a study course for e-learning tutors. The course content would include the main topics on: e-learning course development; e-learning course delivery and support for students; and IT support tools in course development and delivery. It was planned that after the development of the course, it would be piloted by some tutors, and according to their feedback, improvements would be made. When the course was ready, it would be obligatory for all distance learning teachers at RISEBA. During the studies of this course, each teacher would improve his/her course content and delivery mode by implementing the learned methods and tools. After completing the course studies, it was expected that the tutors' courses would be improved, the students would get better learning materials and study support system, and the level of students' satisfaction would increase.

It was planned to develop the course within an international project, using the financing of the EU support programs. This way the course would benefit from international cooperation and expertise of the project partners. The time frame of the project was set for the maximum of 2 years.

After the development of the project concept, it was prepared for presentation to the participants of the game "From Idea to Money".

The participants of the game "From Idea to Money"

In order to discuss the project concept, all the interested sides were invited. The participant titles of the game were adapted for the topic of the discussion object. The roles of the participants and the invited persons' responsibilities are summarised in the Table 2.

The discussion partners were invited to the discussion 10 days before it, so that everyone could schedule the intended time (1.5 hours) in their calendars. In the invitation it was briefly explained what the discussion would be about, what was expected of them in the discussion and what would their role in the discussion be. The participants were asked to confirm their participation. All the participants did this.

Table 2. The participants of the game “From Idea to Money”

Title of the participant	Role and responsibility of the participant in the discussion
Designer	Project design: expert in project management, Head of the study program “Project management”.
Manufacturer	Representatives of the project developer team – the project manager and project assistants.
Financier	Financial department of the university: a person engaged in project book-keeping and project budget assessment, also aware of the university’s financial capacity for investments.
Manager	The CEO of the university.
Merchant	The Head and Administrator of the Distance Learning Centre, both administrating and “selling” the distance learning courses to students.
Scientist	Education scientist: distance learning methodology expert.
Technologist	IT technologist – expert, aware of the IT support used in the development and delivery of e-learning courses.
PR and marketing expert	Two experts: the PR manager of the university, as well as the marketing expert – a teacher of marketing courses.
Consumer	Two users of the intended course - teachers engaged in the e-learning.

The process of the game “From Idea to Money”

The process of the discussion was organised according to the “rules of the game”.

Before the meeting, the project manager had prepared a short summary on the project concept and written it on an AI form. The project manager took the role of the moderator of this discussion.

At the beginning of the meeting all the participants were invited to take seats around a big table, and have some tea or coffee in order to feel comfortable. The moderator explained the problem statement and the planned project concept briefly, which was the discussion

object. The summary of the project concept was on view on the whiteboard during the entire discussion. Some experts made some clarifying questions on the concept.

When the discussion object was clear to all participants, the moderator told something about the discussion method, or explained “the rules of the game”. According to the rules, it was expected each of the experts to provide the opinion of his/her particular expertise on the discussion object, and come up with new, additional ideas or improvement of the concept and its implementation.

The moderator gave the discussion partners the timeframe of the discussion (15 minutes for thinking and making notes) and 45 minutes for overall discussion. Also, the moderator explained the structure of thinking (what do I know about it; what do I like about it; what I don't like about it; I would do it this way), and explained what kind of ideas should be written on what colour notepaper. The discussion participants received four colours of notepapers for making notes and sticking them to the game board. The colours of the notepaper and the structure of thinking were also written on the whiteboard for the duration of the entire discussion.

When the task was clear for everyone, the thinking process could start. The experts thought about the project concept from their own viewpoint of expertise, and made notes. In some expert groups, where there was more than one expert, the participants discussed the topic first, and came to a common conclusion on what should be written on the notes. The thinking and internal discussion process took the planned 15 minutes.

After that the moderator gave the floor to each expert separately, starting with the designer. When the designer had explained his/her opinion, the other participants joined the role of the designer and added some ideas according to the project design. The design expert made additional notes of the suggested ideas and put them to the game board. When the design expertise part was over, the floor was given to the scientist. This way all the participants, one by one, went through the positive and negative sides of the project concept from their expertise viewpoint, and came up with new ideas and solutions.

The input of the discussion partners is summarized in the Table 3.

Table 3. The participants of the game “From Idea to Money”

	What do I know	What do I like	What I don't like	I would do it this way
Designer	The project may be realised nationally and internationally. I am not sure that the cooperation partners need this project. I am not sure of whether a similar project has been realised already.	The idea is good and with high “project ability”. A well-structured concept. The project outcome would raise the study quality.	No need for many international partners. A too time-consuming project (planned for 2 years). It would be cheaper to develop the course with our own financing.	I would do pre-project needs analysis. I would find out if it is possible to find a ready-made course on the project topic. Needs analysis should be made repeatedly in the middle of the project. I would calculate the budget of the project with and without EU funding.
Manufacturer	This role was not relevant for this particular discussion			
Financier	We do not know yet how much it will cost. We do not know what is the cost difference between an EU funded project and a self-financed project. A financially profitable project in the long term.	EU financial support for the project is welcome that would be more useful for the University. The EU funded project would increase the turnover of the school.	An unclearly pre-defined budget may cause additional expenses.	The budget has to be planned very carefully. A study has to be made if such a course exists already in English; then there would be only adaptation and translation costs. Will raise the profitability of distance learning. RISEBA will be more competitive.
Manager	Well-structured project.			

<p>Merchant - this role in this case was substituted by the role of Teacher</p>	<p>Teachers lack knowledge in course development and delivery. Teachers are not familiar with the e-learning IT support tools. Most of the teachers have no time and willingness to learn.</p>	<p>An absolutely necessary course for the teachers, will raise their qualification. Will raise the satisfaction level of the students.</p>	<p>We can lose teachers if they are forced to study and meet the methodological requirements.</p>	<p>The staff of the Distance Learning Centre will participate in the project; also the Distance Association of Latvia will be involved in the course development.</p>
<p>Scientist</p>	<p>There are very many concepts and courses on how to teach. It is difficult to choose the right courses. The materials should be based on cognitive theories.</p>	<p>International intellectual input.</p>	<p>The course should be simple, user-friendly, and it should visualise everything as much as possible. In order to motivate the teachers, Good Practice cases should be prepared. Trying to utilise the available resources. Using adult teaching methods. Organising questioning of the teachers on their needs. Using ready-made courses as the basis. Receiving a state recognized certificate (plan for course accreditation).</p>	

Technologist	IT without a support system – just hardware. If something is made in Moodle, it can be transformed to another e-environment.	Transforming of previous education processes.	All information about the intended IT is not available.	Select a proper IT platform. No need to make a new e-learning environment, use existing ones – Skype, Adobe Connect. Select modern IT solutions. Include SCORM (set of technical standards for e-learning software products) to ensure mutual correspondence. I would call it OER (Open Educational Resources), which is a beginning stage for MOOC (Massive Online Open courses). For MOOC – organise short videos.
PR and marketing expert	There are a lot of good courses in MOOCs (e.g. Coursera), raising the visibility of the university. Current e-learning courses cannot be widely advertised. The course will have possible attraction for all good teachers willing to work in	The project is a chance to sell and gain profit. The distance learning program will improve and become more popular. Will raise students' satisfaction. Courses will be in all 5 project languages, if it is an international	The course is not directly linked with the university's main target group – students. There is a feeling that we are inventing a wheel, because such courses should exist and we can buy them. Students will not appreciate the	There should be very short and concrete instructions. Enough time and financing, and knowledgeable partners would lead to excellent results. Paying teachers during the piloting. Organising the course as training.

	e-learning.	project; if local – 3 (EN, LV, RU) languages. The course will help the teachers, especially the ones who are not so good in face-to-face classes.	investment. No clear vision.	Attracting professionals. Grading student's activity in the course.
Consumer	It would be good to have certain knowledge in e-learning methodology. Then it would be easy to prepare any course.	Clear project partner roles. With this project RISEBA might become the leading university in Latvia in e-learning training. With time RISEBA may become an e-learning incubator/ laboratory.	Teachers may face difficulties in learning the course. Teachers do not want to spend their time for learning. An additional job without payment. Resistance of teachers.	The final exam should be the development of the teacher's own course. Would involve a technical support person for course development. The course should include interactive materials, audio, video. The course should be simple and user-friendly. The course will be useful as the "qualification raising course". The course should include a glossary.

THE OUTCOME OF THE DISCUSSION

1. All the experts agreed that there was a need for a Tutor training course that would raise the e-learning quality, the satisfaction of students and the image of the University.
2. The question about the need of an international project would have to be reviewed. One group of experts expressed the opinion that it might be simpler and cheaper to adapt a ready-made

course. It would be possible to develop the course by utilizing the available resources of the university.

3. The course should be simple, user-friendly, with short videos and lots of visual aids.
4. The target group of the course is teachers. Adult teaching methods should be used in the course; the course should be based on cognitive theories. In order to motivate the teachers, Good Practice cases should be prepared.
5. From the methodological and technical viewpoint, the course should be of high quality. SCORM (set of technical standards for e-learning software products) should be included to ensure quality and mutual correspondence. In the future the course could become an OER (Open educational resources) and a MOOC (Massive open online courses), this way also raising the international visibility and recognition of RISEBA.
6. The practical part and exam of the course could be the development of the teacher's (tutor's) own course during the learning process, exploiting the methods and tools acquired in the learning process.
7. In the case of successful course development, this course could be considered as a certification course for the e-learning tutors not only at RISEBA, but at the national scale.

CONCLUSION

- The discussion participants enjoyed the structured, time-limited and productive discussion, giving their own contributions. The discussion partners came up with some new ideas about the course quality, content, technical solutions and teaching methods.
- After the discussion, the decision was made that the course "Training for Distance Learning Tutors about e-learning" has to be developed.
- The project group has summarized the discussion results and outputs, and is on the way of developing an international project application. If the project application will not be funded, the project group will adapt the project to a "national scale" project, and the course will be developed at RISEBA, attracting some international level experts at the national scale.
- The discussion results and ideas will be part of pre-project needs analysis. The ideas of the experts will be used for further development of the project concept, and for filling in the project application.

KEY TAKE-AWAYS

- The game "From Idea to Money" is a well-structured discussion format about a new product, project or service idea that leads to a decision about the viability of this idea.
- The game "From Idea to Money" is used to use the creative potential of innovation stakeholders and to facilitate the cooperation between them in the assessment of a new product, project or service idea.
- The game "From Idea to Money" is suitable for the assessment of real ideas by real experts from different areas. However, in order to develop innovation skills for students, a role play can be applied, where the students take different roles of innovation stakeholders. This way the game is a learning tool for open innovation skills.

TEACHING TIPS

Teaching materials

The game "From Idea to Money" has been developed within a BSR project "Baltic Fashion" (2010-2013) (http://eu.baltic.net/Project_Database.5308.html?contentid=50&contentaction=single).

The creative thinking game "From Idea to Money" is a method for fostering discussion between different innovation stakeholders, with the focus on assessing an idea of a new product, project or service. The method includes both analytic and creative elements.

Links to teaching material

<http://oi-net.eu/m-public-library-front/open-innovation-handbook>

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