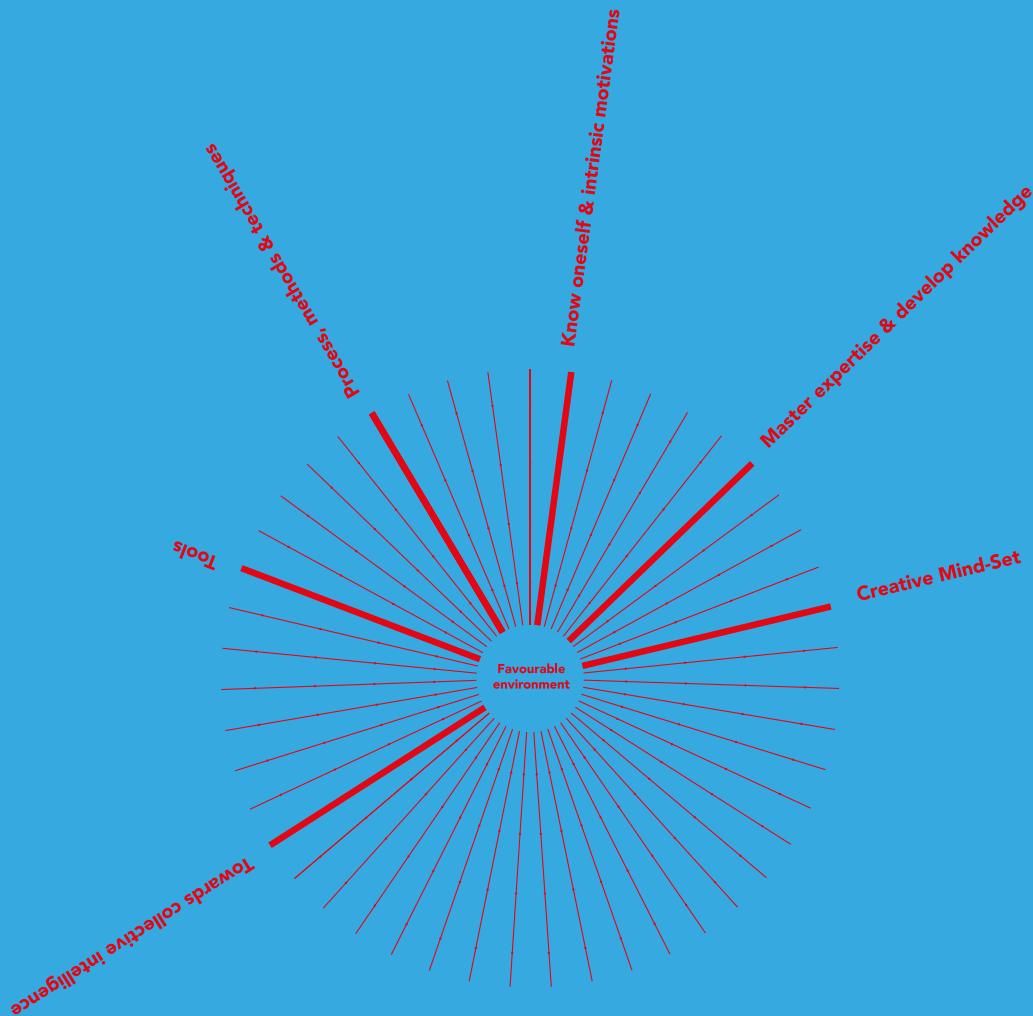


A DASHBOARD OF COMPETENCES NEEDED FOR CREATIVITY AND INNOVATION

Wallonia European Creative District

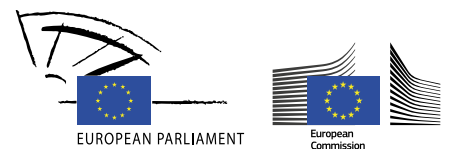


Creative Wallonia

WALLONIA, EUROPEAN CREATIVE DISTRICT

Forget conventions | consider rules | be creative

www.creativewallonia.be/wecd



Wallonia Creative District is a Preparatory Action proposed by the European Parliament and implemented through a Grant Agreement by the European Commission's Directorate-General for Enterprise and Industry



WALLONIA, EUROPEAN CREATIVE DISTRICT

At the end of 2012, following its success in a call for projects, Wallonia was designated a European Creative District by the European Union, along with Tuscany.

Wallonia's candidacy extends and develops the Regional Government of Wallonia's outline programme, Creative Wallonia, a multi-pronged initiative focusing on creativity and innovation as drivers of economic and social change in Wallonia.

Wallonia, European Creative District runs from January 2013 to July 2015 and pursues a four-part operational strategy comprising Mutual Transnational Policy Learning, Better Business Support, Better Financial Support and Facilitating Clusters and Networking Activities.

Five Walloon partners have formed a consortium for the project: SPW/DG06 (lead partner), Wallonie Design, St'art, the Walloon Agency for Digitalization, and ID Campus.

ID CAMPUS participates in the development of a creative economy in Wallonia by inspiring, educating and helping professionals to dare to be creative and innovative.

WHY A DASHBOARD OF CREATIVITY AND INNOVATION COMPETENCES?

Our world has shifted away from an industrial focus, towards a learning economy. This move is now strengthened by the digital revolution, defined by Michel Serres as the third big human revolution after the rise of the writing and the printing (M. Serres, 2012). The real added value of a professional is not to possess knowledge but to be able to use, combine and link it. A new era moving towards a creative economy is emerging (UNCTAD, 2010). As 1500 CEOs confirmed it in a recent survey (IBM, 2010), managing creativity and innovation has become a key challenge, for companies and organisations, but also for policy-makers.

These changes require the availability of professionals with competences that allow them to act in a creative and innovative way. The creativity and innovation process is collective, open and iterative, with individuals of very different profiles and mind-sets, acting in the context of their own environment and territory. Literature shows that everybody can become creative, and ID CAMPUS therefore raised the following question: what set of competences do you need to develop (for yourself or your team) if you want to participate in, and develop, a process of creativity and innovation? A targeted piece of research was carried out, which led to a **dashboard**¹ that summarises the required competences. These are described below.

¹This research is based on works of Amabile (2012), Chanal & Raynaud (2014), Lubart et al. (2013), Mahaux et al. (2013), Marin-Garcia et al. (2013), Mietzner & Kamprath (2013) and Voogt & Roblin (2012). For more information, please refer to the official global report.

WHAT DASHBOARD OF COMPETENCES?

WHAT IS MEANT BY COMPETENCE?

In the context of the European Qualifications Framework¹, competence is described in terms of responsibility and autonomy. It means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. On the Dashboard, abilities, behaviours and competences are all summarised as competences.

TOWARDS CREATIVITY AND INNOVATION

The Dashboard lists all competences needed to act according to, participate in or implement a creativity and innovation process.

INDIVIDUAL LEVEL VERSUS A SUPPORTIVE ENVIRONMENT

To develop creativity and innovation, different ingredients are required: individuals are endowed with specific competences and mind-sets. These same individuals are able to work collectively and a supportive surrounding environment is crucial. How to develop this supportive environment is broadly researched in the "Management of creativity and innovation" literature. The present Dashboard, therefore, focuses on the competences and the mind-sets individuals need to develop. It also includes the skills needed to work in collective intelligence, referred to here as a way of working with others such that the whole is greater than the sum of its parts: 1 + 1 equals 3. The work concentrates, therefore, on specific abilities at individual and group level.

A SET OF ALL IDEAL SKILLS

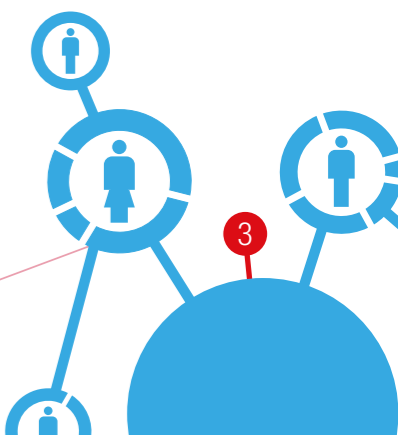
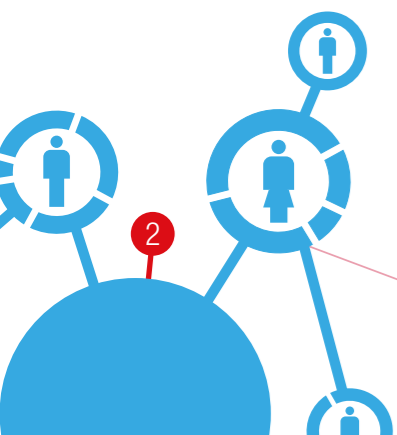
No individual can master all the competences that are listed on the present Dashboard. Indeed, depending on personality and aptitudes, individuals will be stronger with regard to some competences and weaker with regard to others. The Dashboard registers the set of ideal skills towards which an individual must strive in order to be as resourceful as possible in a process of creativity and innovation. The aim for an organisation will then be to assemble a team of individuals covering all the competences on the Dashboard.

6 MAIN DIMENSIONS

The present Dashboard highlights six main dimensions to master, categorised as follows:

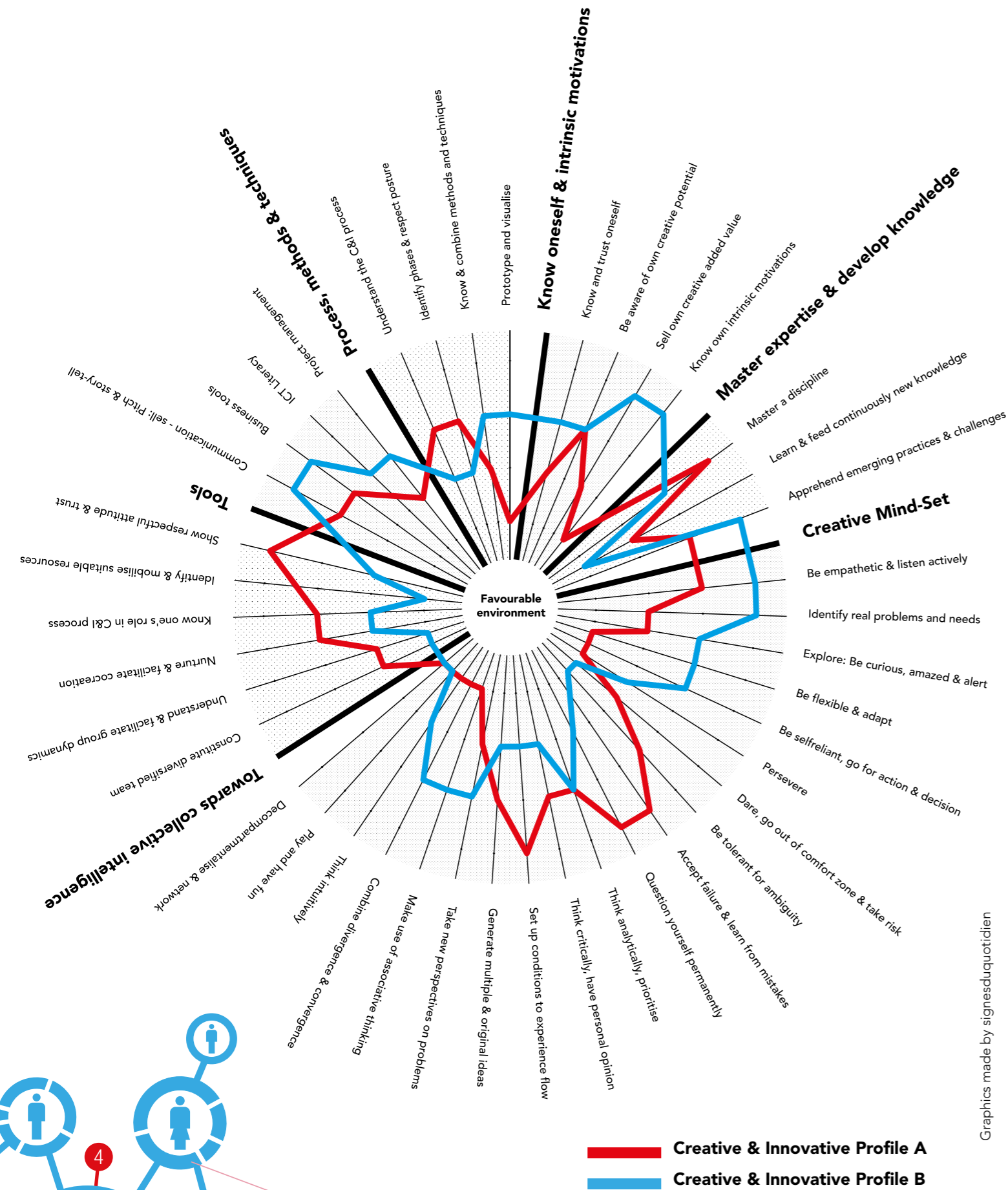
- **"Savoir"**: (1) Mastering a background discipline that can be used in conjunction with other knowledge.
- **"Savoir-Être"**: (2) Knowing oneself and one's own intrinsic motivations; (3) Creative Mind-Set; (4) Towards Collective Intelligence.
- **"Savoir-Faire"**: (5) Creativity and Innovation Process, Methods and Techniques; (6) Tools in Communication, Business, Project Management and ITC.

¹ Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.



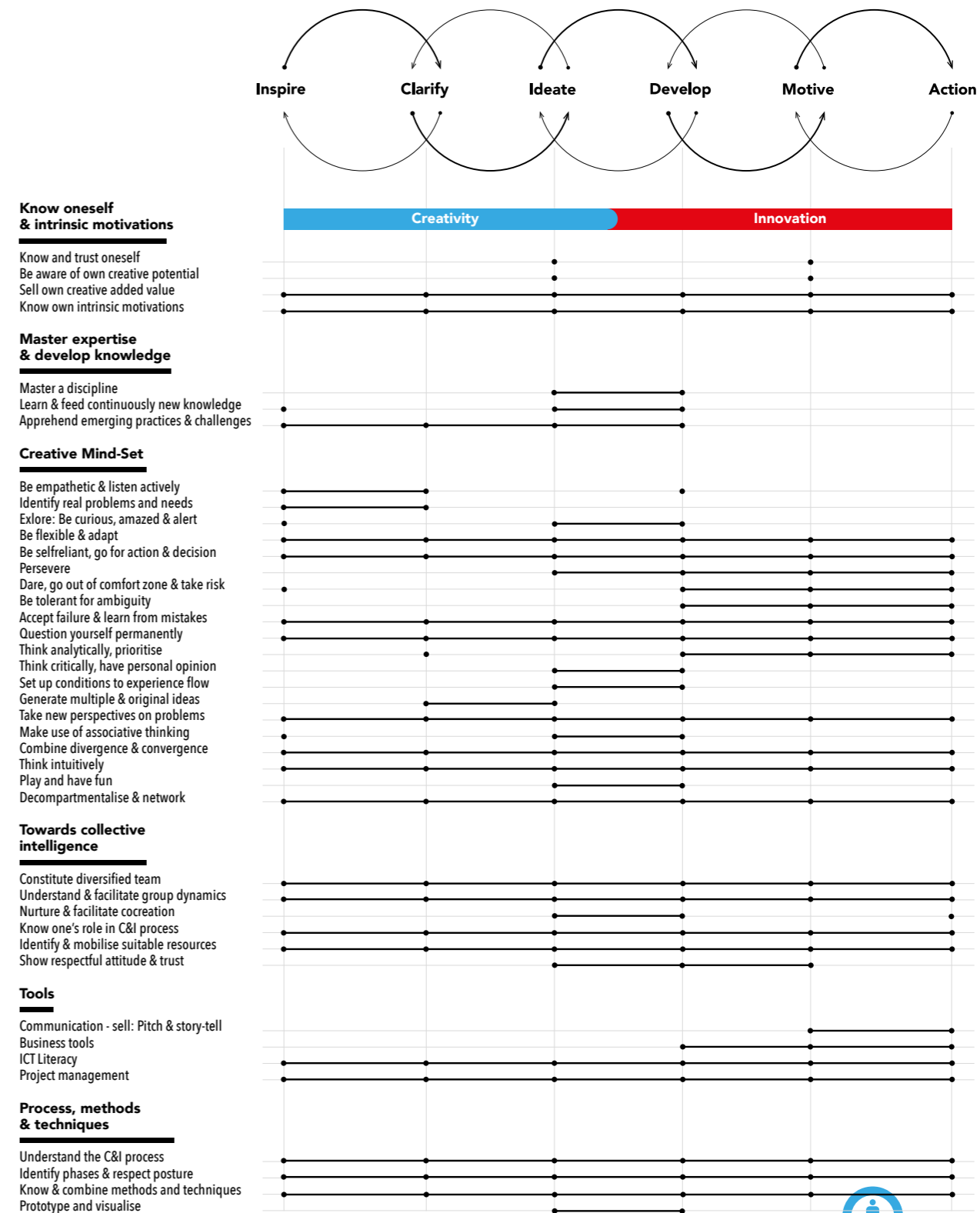


THE DASHBOARD OF COMPETENCES FOR CREATIVITY AND INNOVATION



Graphics made by signesduquotidien

THE DASHBOARD OF COMPETENCES FROM THE ANGLE OF THE CREATIVITY AND INNOVATION PROCESS





MEET THE PERFECT TEAM

1. THE PERFECT TEAM KNOWS ITSELF & ITS OWN INTRINSIC MOTIVATIONS

The Perfect Team knows and trusts itself. It is aware of its own creative potential and knows how to use and cultivate it. It is able to sell itself and its own creative added value. It also knows its own intrinsic motivations.

2. THE PERFECT TEAM MASTERS EXPERTISE & DEVELOPS KNOWLEDGE

The Perfect Team masters a discipline. It learns and feeds new knowledge continuously, outside its core expertise. It has a prospective long-term vision i.e. it spots, understands, assimilates and anticipates emerging practices and challenges at stake.

3. THE PERFECT TEAM POSSESSES A CREATIVE MINDSET

The Perfect Team is empathetic, listens actively and siezes on ideas. It decrypts, understands and identifies real problems, needs and concerns: it demonstrates problem-solving skills. It is an explorer and a spotter: open-minded, curious, amazed and mentally alert.

The Perfect Team is flexible and adapts to different circumstances. It is self-reliant, accountable, self-disciplined, proactive, ready for action and able to take decisions, in other words, enterprising. It perseveres. It dares, goes out of its comfort zone, lets go, is not afraid and takes risks. It accepts failure and criticism, learns from mistakes and uses them to bounce back. It is tolerant of ambiguity.

The Perfect Team uses reflexivity: it learns from previous experience, questions itself permanently, and self-reports. It thinks analytically, has deductive skills and prioritises. It thinks critically, expresses personal opinions and demonstrates humility. It sets up suitable conditions to experience flow when needed. It takes new perspectives on problems, suggests alternative ways to achieve goals, plays with rules and constraints. It generates multiple and different ideas and makes use of associative thinking (making connections between knowledge) and selective combination. It combines divergence and convergence and thinks intuitively. It is able to play and have fun. It decompartmentalises and networks.

4. THE PERFECT TEAM MOVES TOWARDS COLLECTIVE INTELLIGENCE

The Perfect Team constitutes a diversified team (gender, culture, discipline, personality, etc.) and contributes to its smooth functioning. It understands and facilitates group dynamics, including conflict management, communication and the distribution of roles based on profiles. It nurtures and facilitates collective intelligence. It knows its role in a process of creativity and innovation. It identifies internal or external resources, allies and opponents, and mobilises adequately (including designers and stakeholders). It shows respect, an attitude that encourages others (respectful) and trusts.

5. THE PERFECT TEAM MASTERS DIFFERENT TOOLS

The Perfect Team masters communication and selling tools: it produces arguments in relation to the solution proposed; it is able to pitch and story-tell the project in a popularist and passionate way.

The Perfect Team masters business tools such as benchmarking, Business Model Canvas, change & innovation management, etc. The Perfect Team is ICT literate and is able to manage projects.

6. THE PERFECT TEAM MASTERS CREATIVE PROCESSES, METHODS & TECHNIQUES

The Perfect Team understands, implements and manages the processes of creativity and innovation. It identifies creative and innovation process phases, iterates and respects posture and conditions for each phase (clear framework & rules). It knows, understands and combines creative methods and techniques. It prototypes and visualises, proposing simple representations of imagined solutions.

HOW? METHODOLOGY USED

The methodology used was qualitative. First, data were collected through focus groups and semi-direct interviews with professionals from the Walloon territory, but also professionals active at the international level. They were asked about the creativity and innovation competences they think professionals should master to work in an environment currently undergoing a radical transformation. In parallel, literature was reviewed to collect competences that should be developed to enable individuals to work in collective creativity towards innovation for organisations. A last source of information was the internal knowledge accumulated by ID CAMPUS through the implementation of its training programmes. A Dashboard was then built upon those different sources of data, with a final review by pedagogy, creativity and innovation experts.

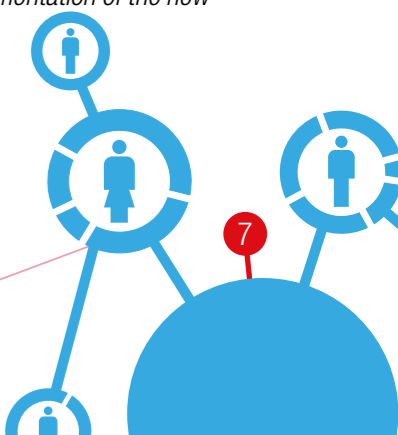
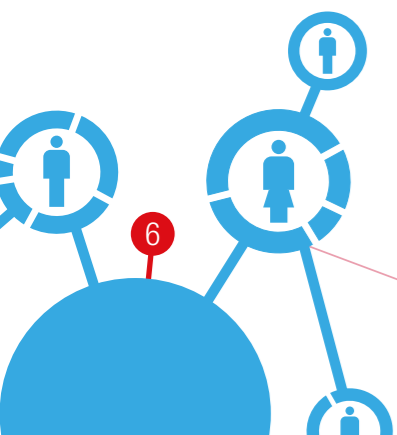
A DASHBOARD OF CREATIVITY AND INNOVATION COMPETENCES FOR WHO?

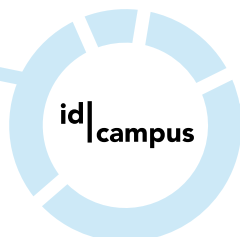
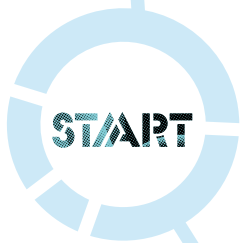
The Dashboard is a tool developed for different audiences:

- **Individuals:** what specific value can they add to their profile?
- **Companies and organisations:** which profiles do they need to build a team on specific projects? Which skills can be developed for specific staff? Which profiles need to be recruited?
- **Education institutions:** which competences need to be developed in a creativity and innovation training? Which competences should be developed transversally for all study programmes?
- **Policy-makers:** which competences need to be strengthened or added ?

ID CAMPUS – Get inspired, Educate yourself, Dare - helps individuals, companies and organisations to develop the set of competences presented in the Dashboard. This is done through modules of different types and lengths. Training is complemented with peer-to-peer workshops (community of practices) to help individuals in the implementation of the new knowledge in the daily challenges they face in their organisations.

This leaflet has been written on the basis of broader scientific research (on creativity and innovation competences and education) carried out by researcher Veronique Dethier. The research was carried out within the framework of Wallonia, European Creative District, with the financing of the European Commission and the participation of ULg (University of Liège).





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