



Course and Examination Fact Sheet: Spring Semester 2023

4,642: Kreativität/Creativity: Innovation for Social Change - Creativity in Commercial, Political and Nonprofit Contexts

ECTS credits: 3

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (40%)

Examination time: term time

Decentral - examination paper written at home (individual) (60%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[4,642,1.00 Kreativität/Creativity: Innovation for Social Change - Creativity in Commercial, Political and Nonprofit Contexts](#)

-- Englisch -- [Bünzli Fabienne](#)

Course information

Course prerequisites

None

Learning objectives

After the course, students should . . .

- have a sound understanding of the consumer decision-making process in the context of climate change
- know relevant psychological theories on sustainable consumption behavior (e.g. dual-process theory)
- know a set of tools of choice architecture to improve environmental friendly consumption behavior and related policies
- be able to conduct surveys and experiments as well as analyze the data in the field of decision science research
- be able to identify ways to shift consumer preferences towards more environmental alternatives in various domains.

Course content

Social change does not come over night nor does it happen on its own. Social change is a long-term process that is fundamentally driven by social innovations. A defining feature of social innovations is that they are inherently creative in that they involve novel solutions to social problems such as poverty, pollution, or social inequality that are more effective, efficient, fair, or sustainable than present solutions. Moreover, they serve society as a whole rather than private interests. The types of social innovations can be quite different, ranging from changes in the welfare system (e.g., unconditional basic income), to movements (e.g., Black Lives Matter), loans (e.g., microcredit), open-source projects (e.g., Wikipedia), and political instruments (e.g., emissions trading). Also, the drivers of social innovations come from many different backgrounds and include entrepreneurs, commercial companies, governments, public bodies, as well as nonprofit organizations and civil society.

Not only is creativity a constitutive feature of social innovations, it also plays a crucial role in the development, promotion, and diffusion of social innovations. Creative thinking methods, for instance, help recognize social problems and develop solutions. Similarly, creative communication strategies are important means to draw attention to social innovations and emphasize their utility and relevance. Over the past decades, the competition for attention, resources, and political support has accentuated as many social problems have become more and more pressing (e.g., climate change or pollution). In this competitive environment, creative communication strategies established themselves as a key success factor for social innovations to be heard and seen.

This course will offer an in-depth understanding of the role that creativity plays in social innovation. We will look at social



innovation from an *outcome perspective* (e.g., how to evaluate creativity in social innovations) and from a *process perspective* (e.g., how to foster social innovation by means of creative strategies). This course will also address enablers and barriers to creativity and provide students with helpful tools to develop their own creative ideas and strategies (e.g., Creative Roulette, Stimulus Word Bandit, 635 Method). We will draw upon theoretical concepts and empirical studies from social marketing, communication, psychology, and creativity research. Moreover, particular attention will be paid to the *question of context*. Three guest speakers - one from a commercial, nonprofit, and political context - will give participants firsthand insights from practice.

Course structure and indications of the learning and teaching design

Block 1: Social innovation as an outcome

Introduction

How to assess creativity in social innovations

Block 2: Social innovation as a process

Creativity in the process (Part I)

Creativity in the process (Part II)

Focus: Creative communication strategies

Block 3: Presentations

Student presentations

Block 4: The context of social innovation

Creative collaborations: Actors and their roles

Nonprofit context (guest speaker)

Commercial context (guest speaker)

Public context (guest speaker)

Block 5: Fostering creativity

Enablers and barriers to creativity

Outlook

Course literature

- Gasparin, M., Green, W., Lilley, S., Quinn, M., Saren, M., & Schinckus, C. (2021). Business as unusual: A business model for social innovation. *Journal of Business Research*, 125, 698-709.
- Murray, R., Caulier-Grice, J., Mulgan, G. (2010). *The Open Book of Social Innovation*. The Young Foundation & NESTA.
- Mulgan, G. (2006). The process of social innovation. *Innovations: Technology, Governance, Globalization*, 1(2), 145-162.
- Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal*, 24(1), 92-96.
- Patton, J. D. (2002). The role of problem pioneers in creative innovation. *Creativity Research Journal*, 14(1), 111-126.

Additional course information

Dr. Fabienne **Bünzli** is a postdoc researcher and lecturer at the University of St.Gallen. She was formerly a visiting assistant



professor at the Pennsylvania State University (USA).

Dr. Fabienne Bünzli's research focuses on stakeholder management, strategic communication, and persuasion. Her work has been published in peer-reviewed journals (e.g., *Journalism*; *Journal of Nonprofit Management & Leadership*; *International Journal of Business Communication*; *Journal of Philanthropy and Marketing*) and has been presented at numerous international conferences (e.g., *Annual Conference of the International Communication Association ICA*; *Annual Conference of the Association for Business Communication ABC*). She is also the co-author of a bestselling book on data visualization and communication published with Financial Times Publishing (Pearson).

Prior to her doctoral study, she worked as a PR professional. In this function, Dr. Fabienne Bünzli was responsible for political campaigning, corporate and nonprofit communications, and event management. Moreover, she worked as a media analyst, as a journalist and as a research assistant at a project for Switzerland's Federal Office of Communications.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (40%)

Examination time: term time

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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Nature of examination

analog

Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - examination paper written at home (individual) (60%)

Examination time: term time

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids



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Nature of examination

analog

Examination languages

Question language: English

Answer language: English

Examination content

Decentral - Group presentation (all given the same grades) (40%)

Students gather in groups of 3-4 and develop a social innovation using the creative tools and technique presented in the course. Each group presents its innovation in a 10-15 minutes presentation (incl. 5 minutes discussion).

Every member of the group must take an active part in the presentation. Failure to do so may result in loss of points. Each group member will get the same grade.

Decentral - Examination paper written at home (individual) (60%)

Students write a paper (12'000 characters, including spaces) on a topic related to creativity in social innovation. Options include 1) to develop a social innovation (that is different from the one in the group presentation), 2) to develop an own approach/method to social innovation that guides others in their social innovation efforts, or 3) to develop a social innovation classification that provides a novel and insightful overview of social innovations. Late papers may be penalized.

Examination relevant literature

See course literature.



Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 12 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 26 January 2023);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 20 March 2023);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 12 (Monday, 20 March 2023);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the de-registration period in CW 15 (Monday, 10 April 2023).