

CREATIVITY DEVELOPMENT

Course code	<i>HUM111</i>
Course title	<i>Creativity Development</i>
Type of course	<i>Elective</i>
Stage of study	<i>First/Bachelor</i>
Year of study	<i>1st and 2nd</i>
Semester	<i>Autumn</i>
ECTS credits	<i>6; 48 class work hours, 112 individual work hours; 2 consultation hours</i>
Coordinating lecturer	<i>Tony Taylor</i>
Study form	<i>Full time</i>
Language of tuition	<i>English</i>

Course description

Traditionally, Higher Education Institutions (HEIs) play the role of training and preparing individuals to become employees. Self-employment or entrepreneurship has not been traditionally viewed as the career choice for graduates or specialist. However, this traditional role needs to be reformed because the world is changing. In the times of the current economic climate where unemployment is on the increase, graduate entrepreneurship is becoming ever more important. In the current economic climate, HEIs play an important role in the development of the necessary behaviours and skills that would enable graduates to create their own job (entrepreneurship) as well as their employability as job seeker. This unit is designed to 1) build awareness of entrepreneurship as a potential career path for future graduates, 2) to develop enterprising skills to enhance the employability of students and 3) to build an appreciation of entrepreneurship through creative ideas generation and opportunity recognition.

Aims

This unit aims: 1) to develop enterprising behaviours, attributes and skills; 2) to enhance career perspective and choices; 3) to facilitate the development of a business ideas portfolio; 4) to guide and facilitate students to experience the opportunity recognition phase in the entrepreneurial process; and 5) to provide students with a playful and constructive environment.

Learning outcomes	Teaching and learning methods	Evaluation methods
SLO1. Students will be aware of the process of entrepreneurship and entrepreneurial opportunity	Individual and group work, mini-lecture, video, activities and presentation	Individual and group assignments
SLO2. Students will be able to Distinguish between different types of entrepreneurs and career paths	Individual and group work, mini-lecture, video, activities and presentation	Individual and group assignments
SLO3. Students will be able to recognise the importance of creativity, innovation, research and business planning in the process of new venture development such as exchanging information, discussing and presenting business issues.	Individual and group work, mini-lecture, video, activities and presentation	Individual and group assignments
SLO4. Students will be able to apply creativity tools and conduct research to support the opportunity recognition process	Individual and group work, mini-lecture, video, activities and presentation	Individual and group assignments
SLO5. The learners will be able to formulate the effective methods to communicate the merits of business concepts	Individual and group work, mini-lecture, video, activities and presentation	Individual and group assignments
SLO6. The learners will be able to integrate	Individual and group work, mini-	Individual and group

and take responsibility in group-working situations and to contribute towards a common goal	lecture, video, activities and presentation	assignments
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Pedagogy and quality assurance

The overall teaching integrates both constructive and instructive methods to support a playful and informative learning environment. To build motivation and clear understanding, this unit avoids the use of didactic approaches such as lecture by replacing such with dynamic workshops to stimulate learning. This unit follows the social constructivist education philosophy that aims to encourage students to co-construct knowledge and to learn by doing via self-direct and inquiry-based activities and assignments.

Cheating issues

The assessment methods are developed to minimize cheating opportunities. Students will be assessed via self-directed individual and group assignments. The assessments take place in the classroom with students via presentation. This method will allow students to learn from each other and discourage cheating as the whole class will be witnessing the outcome derived from each presentation. Any repetition of outcomes can be easily identified.

Course content and dates (subject to amendment)

Session	Date	Topic	Pedagogy
1	17 th Oct	Introduction to the unit and assignments Learning theories Introduction to entrepreneurship	Mini-lecture
2	18 th Oct	Entrepreneurial process and entrepreneurial opportunity Types of opportunity Creativity	Mini-lecture, video, activities and presentation
3	19 th Oct	Manipulation of our brain (meta-cognitive skills) Creative Problem Solving framework Elevator pitch	Mini-lecture, video, activities and presentation
4	20 th Oct	Assessment: individual assignment [community of practice] Introduction to group assignment Business modelling Gantt Chart and Task allocation	Presentation, mini-lecturer and activities
5	21 st Oct	Innovation Data gathering process Research Entrepreneurial process and business planning Inquiry-based activity: industry analysis Inquiry-based activity: market analysis	Mini-lecturer, activities and presentation
6	24 th Oct	Thinking management Parallel thinking	Mini-lecturer, activities and presentation
7	25 th Oct	Marketing Career choice	Mini-lecturer, activity and presentation
8	26 th Oct	Assessment: e-portfolio [community of practice]	Student Presentations
9	27 th Oct	Assessment: group presentation [community of practice] Summary	Student Presentations
Total			48 hours

Assessment

<i>Assignment</i>	<i>Percentage of the total grade</i>
<u>Individual assignment 1: opportunity recognition</u>	30 %
<u>Individual assignment 2: ideas portfolio</u>	20 %
<u>Group assignment: development of business model</u>	50 %
Total	100 %

Course assignments and evaluation (presentation times are approximate and may vary dependent upon teaching group size)

Individual assignment 1: opportunity recognition (30%)

Students are expected to develop one business idea by applying and synthesising their learning. Students must follow the elevator pitch structure to formulate a three minutes presentation and a poster. The elevator pitch structure will be provided during the introduction.

Individual assignment 2: ideas portfolio (20%)

A range of tools will be introduced to students via mini-activities. Students are expected to produce professional posters to reflect the outcomes derived from the in-class activities. Students are required to prepare an e-portfolio where e-posters can be presented via the computer (three minutes per student). A checklist will be provided during the introduction.

Group assignment: development of business model (50%)

Students are required to work in teams (five students per group) to develop a business model to clearly explain and clarify the merits of a selected business idea. There are nine building blocks to form such business model and students are expected to conduct research to support their development and justification (more detail during the introduction). Each group is required to prepare a presentation (10 minutes) that covers the nine building blocks of a business model, produce a poster and to produce a short video to highlight the merits of the business idea (max five minutes).

Retake of course assignments

Assignment 1: Students must develop one business idea by applying and synthesising their learning. Students must follow the elevator pitch structure to formulate a written presentation (750 words) which clearly outlines the process they have followed in creating the business idea. The presentation must be accompanied by an electronic e-poster.

Assignment 2: The e-portfolio must be produced and submitted with a (750 word) briefing document which clearly sets out how each poster was derived.

Assignment 3: Students must develop a business model using the business model canvas provided applying and synthesising their learning. Students must follow the business model structure to formulate a written presentation (1,500 words) and produce an e-poster which captures the essence of the business idea.

Textbooks

1. Barringer, B. R. and Ireland, D. 4th Ed. (2012), Entrepreneurship: Successfully Launching New Ventures' Pearson Education, New Jersey
2. Isaksen, S. G., Dorval, K. B. and Treffinger, D. J. 3rd Ed. (2011) Creative Problem Solving: A framework for innovation and change, Sage, London

Further reading

1. Abrams, R. 6th Ed. (2014), The Successful Business Plan: Secrets and Strategies, Planning Shop
2. Hess E. D. and Goetz C. F. (2009), So, you want to start a business? 8 steps to take before making the leap. Pearson Education, New Jersey

3. Rae, D. (2007). Entrepreneurship from opportunity to action, Palgrave Macmillan, Hampshire
4. De Bono, Edward – various- How to have creative ideas; 62 exercises to develop the mind; The 5 day course in thinking; Lateral thinking: a textbook of creativity; Lateral thinking for management: a handbook; New thinking for the new millennium; Six thinking hats

Core websites

Business plans

www.bplans.com or www.bplans.co.uk
www.businessplanarchive.org
www.morebusiness.com
www.businessplans.org
www.teneric.co.uk

Business start-up (guides and advice – UK only)

www.businesslink.gov.uk
www.ipso.gov.uk – protecting ideas
www.companieshouse.gov.uk – registering company

Ideas

<http://www.entrepreneur.com/>
<http://www.businessideas.net/>
<http://www.springwise.com/>
<http://creax.net/>

Entrepreneurship Journals

Four star (top journals):

Journal of Business Venturing
Entrepreneurship, Theory and Practice

Three star:

International Small Business Journal
Entrepreneurship and Regional Development
Small Business Economics
Journal of Small Business Management
Strategic Entrepreneurship

Two star:

Journal of Small Business and Enterprise Development
International Journal of Entrepreneurial Behavior and Research
Venture Capital: An International Journal of Entrepreneurial Finance
International Journal of Entrepreneurship and Innovation
Family Business Review

One star:

Journal of International Entrepreneurship
World Review of Entrepreneurship, Management and Sustainable Development
Journal of Enterprising Culture
International Entrepreneurship and Management Journal
Journal of Entrepreneurship
Social Enterprise

Note: there are many other journals that cover entrepreneurship. Try to use the ABS Business Journal Ranking List to identify top ranking journals. Then go to the electronic database to download the journals that are relevant to your interest.

Journals (some relevant example)

1. Ardichvili, A., Cardozo, R., Ray, S. (2003) 'A theory of entrepreneurial opportunity identification and development', *Journal of Business Venturing*, Vol. 18 pp. 105–123
2. Baron, Robert A. (2006) 'Opportunity Recognition as Pattern Recognition: How Entrepreneurs "Connect the Dots" to Identify New Business Opportunities', *Academy of Management Perspectives*, vol. 20 no. 1 pp. 104-119
3. De Carolis, D. M. and Saporito, P. (2006), 'Social Capital, Cognition, and Entrepreneurial Opportunities: A Theoretical Framework', *Entrepreneurship Theory and Practice*, vol.30 no. 1 pp. 41–56
4. Hall, J. K., Daneke, G. A., Lenox, M. J. (2005) 'Sustainable development and entrepreneurship: Past contributions and future directions', *Journal of Business Venturing*, vol. 25 pp. 439–448
5. Pacheco, D. F., Dean, T. J., Payne, D. S. (2010) 'Escaping the green prison: Entrepreneurship and the creation of opportunities for sustainable development', *Journal of Business Venturing*, vol. 25 pp. 464–480
6. Parker, S. C. (corrected proof) 'Intrapreneurship or entrepreneurship?', *Journal of Business Venturing*, doi:10.1016/j.jbusvent.2009.07.003
7. Parrish, B. D. (2010) 'Sustainability-driven entrepreneurship: Principles of organization design', *Journal of Business Venturing*, vol. 25 pp. 510–523
8. Patzelt, H. and Shepherd, D. A. (in press), 'Recognizing Opportunities for Sustainable Development', *Entrepreneurship Theory and Practice*, Article first published online: 28 JUN 2010, DOI: 10.1111/j.1540-6520.2010.00386.x
9. Ward, T (2004) 'Cognition, creativity, and entrepreneurship', *Journal of Business Venturing*, vol. 19 pp. 173–188