



Horn
Entrepreneurship

ENTR/ART 616: Applied Creativity (3 credits)
Fall, 2018

<p><u>Instructor</u> Tony Middlebrooks, Ph.D. Associate Professor Horn Program in Entrepreneurship University of Delaware</p>	<p>298M Graham Hall, 831-8548 tmiddleb@udel.edu Office Hours: by appointment</p>	<p>ENTR616: Applied Creativity Thursdays 5-8 p.m. Room 220, One South Main</p>
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Introduction and Course Description

This course provides foundational knowledge in research and practice of creativity theory and creative problem-solving. Topics include creativity processes, including creative problem solving models and methods, problem-finding, user-experience methods, idea-generating techniques, and developing a creative disposition. Students also explore worlds of creative activity and how to build a culture that effectively enhances individual and organizational creativity. Course previews application of creativity to design processes in next course, ENTR617.

Development Objectives:

Knowledge

1. Understand basic principles, theory, and practice of creativity, particularly as it relates to entrepreneurship and leading innovation processes.
2. Explore and understand basic innovation processes and parameters.
3. Understand the role of leadership in creating conditions for creativity innovation at both the individual and organizational levels.
4. Explore basic design processes as preview to next course.

Skills

5. Develop individual creativity (creative disposition), divergent thinking capability, and creativity block recognition.

Attitudes

6. Appreciate the value of creativity as integral elements of successful entrepreneurship and innovation.
7. Become empowered to act as a creative leader and innovative change agent within your organization or community.

Entrepreneurship: The process of pursuing the creation, delivery, and capture of value from new ideas.

Entrepreneurship: The process of pursuing opportunity through the conception, validation, and launch of new ideas into the marketplace.

The future of successful organizations will depend on individual's ability to creatively see beyond problems and create conditions that encourage innovation. Two core activities comprise our inquiry: explorations and applications. As such, each week focuses on a different facet of creativity, and is combined with specific exploration and/or application /assignments to guide our learning.

Course Readings/Texts/Materials

Runco, M. (2014). *Creativity: Theories and themes: Research, development, and practice*. (2nd ed.).
Sawyer, K. (2013). *Zig zag: The surprising path to greater creativity*. Jossey-Bass.
Von Oech, R. (2008). *A whack on the side of the head: How you can be more creative*. Grand Central Publishing.
Von Oech, R. (1989). *Creative whack pack*. (cards) United States Games Systems.

Select articles and handouts as assigned.

Sequence of Classes, Topics and Assignments*

Week	Topic	Exploration (due)	Application (due)	Understanding (due)
1 Thur. 8/30	Introductions, definitions, distinctions In the beginning...the world was new, and so was your brain... and your attitude!	https://dschool.stanford.edu/resources-collections/browse-all-resources		
2 9/6	Creative Person	Creative self-analysis x 3	Engage your creative strength	Runco Ch. 2 Developmental trends and influences on creativity
3 9/13	Creative Process	Identify and analyze a process	Apply a process	Runco Ch. 1 Cognition and creativity
4 9/20*	Creativity, Fun & Play Creativity Techniques I	Identify and analyze an idea-generating technique	Make it funner	
5 9/27	Creativity in your "world"	Define your "world"; find examples of creativity and innovation	TBA	Runco Ch. 7 History and historiometry
6 10/4	Creativity Variables	Add one/Deduct one – variables that facilitate and inhibit	Social experiment on creative behavior	Runco Ch. 9 Personality and motivation
7 10/11	Creative Opportunities	What do creative people do for a living? What could I do?	Creative career interview	
8 10/18	Creative Context	Creativity flourishes here: _____ case study	Memo to organization: Get creative!	Runco Ch. 5 Social, attributional and organizational perspectives
9 10/25**	Creative Culture	Variables + Case = Culture (almost)	Memo II: Embed that creativity in your culture!	Runco Ch. 8 Culture and creativity

10 11/1	Creativity Blocks	Why me?! Self-analysis of your creative blocks	Bust-a-block	Runco Ch. 6 Educational perspectives
11 11/8	Creativity Techniques II	Identify and analyze an idea-generating technique	And, of course, apply it!	
12 11/15*	Creative Leadership	Jigsaw creative leadership text	Memo III: Lead creativity and creatively!	Runco Ch. 12 Enhancement and the fulfillment of potential
11/22	Happy Thanksgiving No Class			
13 11/29	Creativity in Entrepreneurship	That works in practice, but it will never work in theory...	What's your venture?	
14 12/6	Creativity Applied – Leader, Entrepreneur, and Self	What works, what doesn't, who cares? – find out! Wrap it all with a bow – summarize the most important facets of applied creativity...	In a creative manner, of course!	

***Schedule subject to change based on new information, opportunities, and/or interests of the class.**

Course Assignments:

Exploring Creativity (30%)

Most weeks you will be asked to engage in an Exploration of a specific facet of creativity. Exploration assignments will vary – some will be by yourself, some with a partner, some with a small group. Sometimes you will need to find a journal article, other times a real-world example, and other times the answer will be within you!

ALL Explorations must be accompanied by a (typically) single page written product related to the assignment.

Applying Creativity (30%)

Likewise, you will engage in a variety of Application assignments designed to put your learning to use, test your ideas, and/or see creativity in action in the real world. And, again, these assignments will vary – to keep things interesting, maximize your learning and engagement, and model the creativity we are studying!

ALL Applications must be accompanied by a (typically) single page written product related to the assignment.

Understanding Creativity (30%)

Finally, you will greatly accelerate your learning by facilitating everyone's learning. You and a partner will be assigned a chapter from the Runco text and a specific week of class. **You will prepare, present, and facilitate** a segment of the class highlighting the following from the Runco chapter: 5,4,3,2,1 + 1

5 ppt slides explaining the essential information from the chapter

4 practical applications of that material for leaders and/or entrepreneurs

3 intriguing questions we should discuss

2 very important research findings...explained simply

1 BIG takeaway lesson +1 connection to a lesson we learned in a prior class

ALL Understandings must be accompanied by a (no less than) brief written summary of the material prepared and presented related to the assignment.

****I would HIGHLY recommend you organize all of the above assignments in a single binder/portfolio and call it something more creative than My Explorations and Applications...****

Course Contribution (10%)– As adults responsible for your own learning, your attendance and participation are your decisions. However, you will learn more and contribute more to the learning of others, if you are present, involved, and engaged. Thus, while there is no daily requirement/penalty for attendance, attendance and participation are expected in all facets and phases of this course, both in the meetings and in other experiences. A cost/benefit analysis of your overall contributions will determine your final contribution to our group. Group project efforts will also count toward your individual participation grade.

Attendance

Absences on religious holidays, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

Divergent Thinking Exercises (Extra Credit) – Quite often we will launch class with a divergent thinking exercise to build your creative mental habit. IF you would like to come up with a clever divergent thinking exercise and execute it with the class, extra credit will flow to you!

(You shouldn't need **Extra Credit** for this course – every engagement/activity/assignment should be your best! But...if you have concerns that you are falling behind, not earning the grade you feel you are capable of for some reason, please contact me to discuss possible ways to enhance your learning (and earn up to 6% in extra credit)).

General Expectations

Your potential to make a difference, at many levels, is only limited by you. This course strives to develop your potential for success – to work collaboratively, communicate effectively, think creatively, and to make a significant positive difference in the world. You cannot begin this journey unless you can manage yourself:

1. Be present and punctual. Communicate anything otherwise.
2. Be prepared, be awake, be willing to engage and sometimes lead.
3. Changes in content or schedule may be made during the semester and will be emailed as applicable.
4. No late work accepted. Electronic submissions are NOT acceptable (tmiddleb@udel.edu).
5. All written work should be word-processed, free from spelling and grammatical errors, and proofed by a peer for clarity prior to submitting. A simple staple will suffice – no plastic covers.
6. All work is to be in the student's own words unless quotation marks and referenced pages are provided. Failure to do so is plagiarism and unethical. Collaborative efforts still require giving credit due (see *Academic Integrity*)
7. Cherish diverse perspectives, take the risk of sharing your own; disagree in the spirit of learning.
8. Any person who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the professor so that appropriate arrangements can be made.

YOU NEED TO FOCUS AND THINK AND TAKE NOTES IN THIS CLASS.

For our brief time together, please turn OFF and put away all electronic devices – cell phones, computers, ipads, etc. **If I see an electronic device out and in use...you will lose a letter grade...******

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei . You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct

Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dssoffice@udel.edu

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm)