



MGMT 340 ENTREPRENEURIAL CREATIVITY & INNOVATION

Fall 2010
Thursday 5:30 – 8:15 PM in Davidson 306

Syllabus

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REQUIRED MATERIALS

Required books to **Buy & Read** for the course if you want to succeed.

- **What a Great Idea! 2.0** by Chic Thompson. NY: Sterling Publishing, 2007. (ISBN 1-4027-4188-X)
- **The Ten Faces of Innovation** by Tom Kelley. NY: Currency Doubleday Publishing, 2005. (ISBN 0-385-51207-4)
- **Student Choice** – students will select a book to read *on creativity, innovation, or on entrepreneurship, a business startup/creation* or an IdeaFestival author's book (see ideafestival.com for listing of authors) — *not a book required from another College of Business class; book can not be a duplicate from a classmate (i.e. each student needs to select a different book than other classmates)*

COURSE DESCRIPTION

Organizations – new entrepreneurial ventures, large corporations and nonprofit endeavors – need individuals who can identify problems, develop and implement creative solutions, find new opportunities and markets, and manage in ways that enhance others' creativity. This requires employees who think and behave as creative entrepreneurs. This course will help you understand the importance of entrepreneurial creativity and innovation, teach you to identify opportunities and provide you with techniques for coming up with creative ideas and solutions to problems. You will learn about and assess yourself in order to determine whether you want to become an entrepreneur or an intrapreneur (an entrepreneur working within a corporation).

This course has been designed as the first class in the Entrepreneurship Minor. Students who want more practice in identifying and assessing the feasibility of new products, services and business concepts, writing business plans and working in an entrepreneurial or intrapreneurial venture can apply to and take the remaining nine hours in the minor. This course can also be taken as an elective by students from other disciplines who want to learn how to use entrepreneurial creativity and innovation to add greater value to organizations. (MGMT 340 + ENTR 401 + ENTR 402 + ENTR 403 = 12 credit hours = **Entrepreneurship Minor**)

COURSE OBJECTIVES

1. Understand entrepreneurial creativity & use it to contribute value to organizations
2. Learn whether you want to be a corporate entrepreneur (intrapreneur) or an entrepreneur
3. Improve your ability to research and fully understand a problem (or opportunity) first and then generate creative solutions to address it
4. Learn how to engage in some of the 10 learning roles that encourage and permit creativity to thrive in organizational settings
5. Apply concepts and techniques through exercises and assignments so you experience and can demonstrate your creativity
6. Sttttrreetch yourself and enjoy learning about creativity! Be **Uncomfortable**
7. Create a draft business plan (full business plan development begins in ENTR 401)

COURSE COMPONENTS & GRADING

Grading Components	Weighted Grading %
Individual Journal of Opportunities & Ideas (NJOI)	20 %
Creativity Project + Final Short Exam	15 %
Draft Business Plan + Presentation	10 %
Student Choice Book Report + Presentation	10 %
Weekly HW/Quizzes/Challenges	30 %
Class Participation & Positive Involvement (turn in name card with points to receive credit)	10 %
Chapter Representative (must post in Blackboard + present in class)	5 %
TOTAL	100 %

SCALE USED FOR ASSIGNING FINAL WEIGHTED SCORING GRADES

Final Percentage	Final Grade	Final Percentage	Final Grade
94 – 100 %	A	71 – 73.9 %	D+
90 – 93.9 %	A-	68 – 70.9 %	D
88 - 89.9 %	B+	No grade of D-	
85 – 87.9 %	B		
82 – 84.9 %	B-	67.9 % & below	F
80 – 81.9 %	C+		
76 – 79.9 %	C		
74 – 75.9 %	C-		

**** Note: No extra credit and scores will ***not*** be rounded up & are weighted percentages ****

DESCRIPTION OF COURSE COMPONENTS

NJOI – Idea Journal (Individual) — One way to enhance your entrepreneurial creativity involves continually finding problems and opportunities and generating new venture ideas that can address them. You may want to think of this as your log of new business or new product ideas, but NJOI makes this assignment sound much more fun! The objective of this project entails encouraging you to engage in entrepreneurial behavior, regularly identifying and developing creative business ideas. Students who go on in the entrepreneurship minor may decide to take one of their ideas and develop a business plan for it.

Your journal can take any form you want (lined notebook, online journal, sketchbook, a series of napkins with your problems & ideas jotted on them, etc.) and you can try out different approaches in a single journal. You will hand in your journal at least once during the semester and at the end of the semester.

Your journal should have “entries” that **begin with a clearly stated problem or opportunity** that a business could address. You will likely find it helpful to spend a little time thinking about the problem or opportunity from different perspectives. For instance, a problem or opportunity might be that dog owners often don’t want to kennel their dogs when they’re out of town (it’s too expensive, dogs often get kennel cough or other diseases, dogs are caged most of the day, the new environment makes many dogs nervous, etc.). This has led to new pet hotels that cater to dog owners and their pets. However, it remains difficult to find someone to housesit and dog sit: a responsible person to live at your house and care for your dogs when you’re out of town. Some individuals have started businesses where they’ll visit your home several times during the day (and you pay by the visit)—that allows the dog sitter to stay in his/her own home and serve multiple clients at one time, but the dog owner doesn’t get the level of attention she wants for her dogs.

Then you’ll want to **generate an idea for a business (or product) that could address this problem**. The pet problem listed above might be addressed by identifying a group of individuals such as very responsible college students who would be willing to housesit and dog sit and who would enjoy having the opportunity to get out of a dorm or apartment and into a house for a week or two at a time. You might want to think creatively about how you’d avoid the problem of wild parties at the house or damage to the house (i.e., how to ensure responsible sitters). Maybe senior citizens would be a better source of pet and house sitters. Or perhaps you come up with a portable video station you can install in the house and use to “communicate” with the pets between visits to the house. **Show you have thought about possible negatives of your idea and tried to creatively address them, modifying or enhancing your idea.**

Use and practice techniques we learn in class with a new problem you identify. They need to be new problems – not one we used in class – because this assignment is designed to help teach you to identify opportunities and problems around you awareness is key.

Add a minimum of 2-3 “entries” to your NJOI Project each week. You will turn in your final journal and it should have a minimum of 30 “entries”. If you work hard at this early in the semester and push yourself to work at it (since it may be hard for some of you when you initially start this project), you will likely find it begins to become a fairly easy and fun activity. Most of you will end up with well over 30 problems & ideas by partway through the semester.

NOTE: Your NJOI project **will be graded** according to your ability to identify & clearly explain **real** problems or opportunities generate creative solutions or venture ideas and improve on those solutions. Your journal needs **at minimum** 30 good, solid entries in which you do these things; more entries can improve your performance on the journal only when you have high quality to your entries (i.e., 50 very sketchy problems and ideas recorded

in 3-4 words each would receive a lower grade than 30 good entries; however, 40 outstanding entries demonstrates superior work above and beyond 30 acceptable entries). **Review the sample NJOI journal sheet in Blackboard and be sure to cover the items listed on it in your journal OR use the sample sheet and make copies of it.**

Creativity Project (Individual) – Here’s where you act creatively! Students taking a creativity course often want to “experience” creativity and that can take different forms for different individuals. An activity that may stretch and excite one student may bore another. This project allows you to tailor the course to your own interests and needs.

Your final project **will be graded based on how well you demonstrate your use of the course creativity concepts and techniques**, the “evidence” that you accomplished something creative while completing your project (creativity in process and/or outcomes) and what you learned about creativity while engaging in the project. You will turn in the “evidence” you want me to use in grading your project during our final exam period. Students will present and explain their projects to the class. *Along with your “evidence”, provide a 2 page overview of your project.*

You have a wide variety of options for the project and for how you provide “evidence” for grading it. Possible projects could include:

- Challenging your-self to learn and become “accomplished” at something new such as oil painting, short story writing, public speaking, commission sales and so on. You will need to find a way to show or document your efforts through the process.
- Solving a problem for a nonprofit agency. You could identify a problem or opportunity and address it with a creative marketing campaign, a creative fundraising event, a new software solution and so forth. You’ll no doubt need a lot of creativity in enlisting the organization’s involvement, support and willingness to implement your ideas.
- Develop a new business idea, prototype, and market test it.
- Identify a problem that annoys or limits you, develop a creative solution, create a prototype and test it. One student worked for a dinner theater group and she had been frustrated that they were not doing a good job of marketing the business; her project involved applying her marketing expertise to develop a promotional poster with a sound card so potential customers could hear some of the funny dialogue from the play. She test marketed the poster in a prominent location and found people responded very positively to it, leading to greater sales for the dinner theater business.
- Take an existing expertise you have and move it to a whole new level. For instance, one student wrote poetry occasionally for fun and for her project, she created a book of her poems she could submit to a publisher and read some of her work at a local coffee shop.

Business Plan (Group) – You & a partner of your own choice will create a “draft” business plan that includes all elements identified on Blackboard. Both members of the group share the responsibilities of presenting an overview of their plan to the class.

Student Choice Book Report (Individual) – Select a book of your own choice on creativity, innovation, or on entrepreneurship, a business startup/creation or an IdeaFestival author’s book. Write a 2-4 page singled spaced

(font size \leq 12pt) summary overview of your book. Include why you selected the book, knowledge you gained from reading the book, tips/techniques or tools you derived from the reading and a summary/conclusion at the end of the paper. Each student will present a brief overview of their book choice.

Weekly Homework and Challenges — We will have a quiz or “challenge” in class that requires you to demonstrate your knowledge of the reading assignments, material covered in class or application of concepts. Some of these will take the form of short-answer quizzes, for instance, asking you about a general or key idea in the reading (e.g., if you read about “The Anthropologist” or “The Hurdler” in the *Ten Faces of Innovation* book, the question might be to explain what you would do in that role using 2-3 concise sentences). Or if we discuss alternative definitions of creativity, you might be asked to provide one of them in your own words and explain why you prefer that definition.

Some weeks you may be presented with a “challenge” or task and you will have to use the concepts and techniques from that week to solve it. Some challenges may be done in groups and others may be done individually. You may then be asked to write 2-3 sentences explaining how the challenge relates to the reading and materials presented in class.

The purpose of the quizzes and challenges involves ensuring that you keep up with, understand and can use or apply the material each week. Many of you find that exams generate a lot of stress and anxiety so these smaller “checks” on your knowledge may reduce that. They should also help you learn to incorporate reading and thinking about creativity into your regular routine (vs. ignoring it for several weeks and then cramming for a day or two).

You cannot make up missed quizzes or challenges unless you miss class for a university sanctioned event or an emergency and have coordinated with the professor ahead of time.

Chapter Representative (Individual) – Each person will sign up to represent a chapter or assigned reading. You will write a 1 page outline of key issues covered in the chapter or assigned reading **AND** include 1-2 questions you will ask the class to respond to **AND** include 1 additional outside resource (website/book/video etc.) that you think enhances the chapter topic. **Your chapter representative paper and outside resources MUST be posted in the Blackboard Discussion Board on or before the date you are assigned to present it in class.**

Class Participation & Positive Involvement – Creativity thrives when everyone adds in their ideas, enthusiastically engages in discussions, shares diverse perspectives and experiences, and listens and builds on others’ ideas. This makes it vitally important that every class member get involved in our discussions and activities, even those of you who tend to be quiet or who feel shy. Organizations expect you to speak up and contribute in meetings and group settings so this will be good practice within a relatively safe environment. Some of you who normally speak up frequently during class can add value through your participation by occasionally asking to hear what the quieter class members think or requesting that we put a temporary limit on who can talk (e.g., if you’ve already spoken, you cannot speak again until 4 other class members speak).

At the end of the semester, your participation grade will be based on the quality and consistency of your contributions to the class throughout the semester. This includes your contributions to class discussions, small group activities, providing feedback to the professor and your attendance. You cannot perform well on participation if you do not attend class regularly or just simply sit quietly in class and keep your seat warm. That is not participation or involvement. Keep name card with points and turn in at the end of class per schedule.

KEY COURSE POLICIES & NORMS

- ✓ No late assignments will be accepted except in extremely rare documented cases.
- ✓ Weekly quizzes and challenges, activities during class, participation and other things we do in class cannot be made up if missed.
- ✓ Listen & consider all ideas, no matter how crazy or infeasible they initially sound; you may find they trigger other feasible ideas.
- ✓ We assume everyone possesses creativity; the educational system and your experiences may have stifled your creativity or you may have developed your creativity only within one area thus far so keep an open mind.
- ✓ We need to encourage one another to take risks, share ideas and get involved so we can all learn more.

CLASS SCHEDULE

The class schedule is provided in a separate document.