ENT 5525: Entrepreneurship:
Managing Creativity & Innovation

Dr. Singer Summer, 2010

#### **COURSE PROSPECTUS**

#### I. PURPOSE OF THE COURSE

This course examines the nature of learning, creativity and innovation and through entrepreneurial leadership the ability to identify market opportunity based on thinking new things. Detailed attention is given to the entrepreneurial process: The concepts, skills, know-how and know-who, information, attitudes, alternatives and resources that entrepreneurs need to manage creatively in the process of developing something with tangible economic value.

Einstein noted that "creativity (CQ) is more important than knowledge (IQ)." In entrepreneurial situations an ounce of creativity is worth ten pounds of planning and strategizing. Why? Because timing can be everything due to the frantic pace and changing velocity of so many critical entrepreneurial decisions. In many ways I believe in this class with our collective assault on the cases, the issues and the intellectual world of entrepreneurial issues, we can accelerate the accumulation of know-how, pattern recognition and insight most commonly referred to as intuition (EQ).

#### II. SUBJECT MATTER AND COURSE CONTENT:

This course is designed to consider creativity from a managerial perspective. With case studies revolving around what the leader must do to understand and manage creativity effectively. Understanding creativity provides a foundation for the understanding of entrepreneurship. Central to the entrepreneur's role is the constant desire to create something: a new organization, new insights into the market and new ways of managing. All entrepreneurial activity unfolds around the birth of new ideas. Understanding how the creative process begins and involves is therefore critical for entrepreneurial success.

Creativity and understanding "how" you learn is a topic relevant not only to the entrepreneurial start-up but to business in general. It is the fundamental source of competitive strength for all organizations concerned with growth and change. To be responsive to change is to be creative: in such terms as perceiving the environment; developing new products and services; establishing new business procedures.

The material that makes up the course derives from field research and case studies serve as the primary vehicle for the educational process. Students are introduced to a range of people, companies, and industries- some well known, others obscure. Because of the importance of these human stories, video material specifically developed for this course is a means of making these human dramas more vivid while sharpening our diagnostic and analytical skills.

Not all of the course material chronicles success by any means, nor is there an underlying assumption that any one approach is "correct". Rather, the course presents students with a variety of people and situations from which they can extract general principles regarding the recurring issues and problems of entrepreneurs and entrepreneurial organizations.

ENT 5525's aim is to contribute to the success of the entrepreneurial and/or creative venture by helping students to recognize and anticipate these recurring issues; to improve their sensitivity to human and organizational factors in the entrepreneurial environment; and to enhance their ability to make effective decisions and to find resolution of these issues. As a concentrated dose of preventative medicine, the PAA assignment in this course encourages personal learning and a pattern recognition approach to learning whose objective is to understand and internalize a sense of how things "make sense". This does not derive from intellectualizing or theory but is lived; it is not free of charge but comes primarily from extensive and often painful personal observation and experience.

#### III. MY BELIEFS AND EXPECTATIONS

The course is predicated on three underlying beliefs:

<u>First</u>, entrepreneurship and creativity are seen as intimately related, timeless human qualities. Creativity implies generating new ideas and learning approaches. Entrepreneurial behavior involves the ability to identify opportunities based on these new ideas and approaches, and to turn them into something tangible. Outstanding organizations have always sought to mobilize both of these qualities. Entrepreneurship and creativity are not topics of the moment but valuable corporate resources that can be managed for competitive advantage.

**Second**, the would-be entrepreneur needs facility in an array of human and organizational skills: self-understanding; interpersonal understanding; leadership; conflict resolution; stress management; tolerance for paradox and ambiguity; team and project management; creating appropriate rewards and incentives; and organization design.

<u>Third</u>, rigorous examination of entrepreneurial and creativity-dependent companies provides fresh insights into the relationships between organizations, strategies, and environments. Such companies operate in highly uncertain environments and exhibit great fluidity in their internal organizational integration and coherence.

Judging by the award winning recognition that this class has received, I am even more excited about what we can accomplish this term. There is energy and a passion for the territory. Let's keep it up! We also have very valuable experience in the class, which I will try to draw on as much as possible, without overdoing it by drawing on too few of you (alert me before or after class if you think I am.) and which I encourage you to share. In most of the cases we will progress further by building on the collective wisdom from many contributors to the discussion, rather than a lengthier dissertation by few. That is not to say that we should look for quick-hits of superficial comments, but rather, for insights and crispness. One of the most valuable aspects of the course will be for you to develop a habit of distilling the lessons and insights from the cases, as well as, from our collective discussion. As the course progresses the cases and issues grow more complicated. They will require work before and during class. Lack of preparation and active involvement carries a high cost in lost learning opportunities.

Even though we can often explore the history and outcome of our cases on the Internet there is no such thing as a "case solution: there are many ways to succeed-and fail. Because of the sequential nature of the cases and the courses there are great opportunities for you to test your own analytical skills and judgment, while also getting a firmer grip on your own risk-taking comfort zone. I won't conclude each case discussion with a simple "three clear points" of what you should have learned. You will have many opportunities to test your analyses, judgment and situation--and as it changes--to create success and avoid fiasco. I also will frequently ask you (net take-a-way) to summarize the generic lessons that have emerged from our discussions and cases. It is your responsibility to call those lessons insights and to reflect on what you would do and why, what can go right and wrong and what you need to anticipate and see before rather than ceased to be one!

## IV. <u>METHODOLOGY</u>:

The course is organized around a process flow model. Four modules, each adopting a different point of view, and a group of related questions comprise the "golden thread" of this course. They are:

- **A.** *Managing Personal Learning and Creativity*. This module adopts the perspective of understanding the creative processes. It poses such basic questions as: Where do ideas come from? Which process individual and organizational facilitates creativity? How can I understand learning and the creative process better in terms of my own experience? What facilitates or blocks it for me? How effective am I in managing my creative abilities and other creative people? How do I evaluate the quality of a creative environment? How can I enhance creative results in a given organization?
- **B.** *The Entrepreneur.* This module includes cases written from the entrepreneur's perspective. It allows students to clarify for themselves such issues as: What characterizes the person who recognizes the opportunity in an idea and translates it into reality? Is there a prototypical entrepreneurial personality? Where do I fall on a spectrum of entrepreneurial and managerial behavior? What aspects of my interpersonal and problem-solving style affect my potential as an entrepreneur or a productive member of an entrepreneurial and creativity-dependent organization?
- **C.** *The Evolving Organization.* This module also adopts the entrepreneur's perspective. Once the idea and the people have been found, how can an appropriate company organization be developed and nurtured? How can the external environment influence the progress of an evolving firm? What are the predictable crises of organizational life that affect the viability f the enterprise? How do I assess the fit and alignment between myself and an evolving and dynamic organization? Am I comfortable with the ambiguity inherent in such an environment? What must I do to enter successfully such a company and manage my career within it?

**D.** *The Established Organization.* This module adopts two related perspectives, that of the entrepreneurial leader/CEO and of the entrepreneurial manager. When an organization is established in size, complexity, history, and corporate culture, how can the creative and entrepreneurial spirit be preserved and stimulated? What are the creative and control advantages and disadvantages of an established organization. How can I create greater discretion for myself within the boundaries of an established organization? How do I gain the right to pursue entrepreneurial objectives? How do I make new things happen within the traditions and rules of an established company?

The management of creativity may proceed intentionally or by default. Our purpose is to examine how to manage creativity better and to dispel the notion that it is simply brainstorming on a pink cloud.

# V. <u>ALL STUDENTS SHOULD HAVE A COPY OF THE PRESCRIBED TEXTS:</u>

The textbooks selected by your professor support a combination of discussion/strategic exercise/case approach to the course. Cases have been selected so that a variety of specific issues and problems are delineated. The purpose of our texts is to encourage analyses and apply our knowledge and understanding to real world situations.

#### The principal texts for the course are:

(SINE) / Smart is Not Enough, Alan C. Guarino, John Wiley & Sons, New Jersey, 2007 (ISBN 978-0-470-10010-3).

(SBTL) / <u>Success Built to Last</u>, Porras, Emery and Thompson, Wharton School Publishing, (Pearson Educational, Inc.), New Jersey, 2007 (ISBN 0-13-228751-X).

#### VI. PREPARATION FOR CLASS:

Place primary emphasis on thorough reading of the assigned cases and readings for each meeting.

It is more important to keep up with the discussion than to take complete notes as class work proceeds. You are not properly prepared for class is this should appear necessary. Moreover, you would not be able to participate in class discussions. The class discussion will be generally summarized to bring out the chief points. It is well to take sufficient notes to get down at least those chief points of theory and practice.

I'm here as a resource, catalyst and a discussion facilitator and, also <u>a learner</u>. I will strive to be highly prepared for each class, and I expect each of you to do the same. I expect to strive to be highly prepared for each class, and I expect each of you to do the same. I expect to learn as much from the term as you do, though the lessons will not be the same ones you gain. I will attempt to be simultaneously your most ardent supporter and your severest critic. It is my aim to raise some good questions for our discussions-and to encourage yours--rather than to provide "the answers".

While I do not believe "wisdom can be told" I do believe there may be some know-how and insights I and classmates can share from time to time that may save some of us a lot of "future tuition" and avoid unnecessary accumulation of "scar tissue".

I encourage each of you to express your opinions and to contribute to an active and lively debate in class. Come to class every week, <u>well prepared</u>, with strong opinions but with an open mind. If you come to class with a "final set of answers" you may turn off your "receive button", just waiting for that opportune moment to turn-up your case-cracking "send-button only".

# VII. EVALUATING YOUR PERFORMANCE

Other than the comments above I have no magic here. As Winston Churchill noted, democracy is a pretty inefficient form of government, but it is better than the alternatives. You will note that your class contributions will account for about twenty percent of your final grade. The reason why it is important and simple: in my observation perhaps 90-95%+ of the key decisions that take place in business are based on verbal analysis, discussion and action proposals, rather than on written memos, reports and proposals. Further, the heart of effective entrepreneurial creativity occurs fact-to-face and verbally, not through communication. More often than not it will be the oral arguments and dialogue that carry the final decision, rather than just what is written. The class is a wonderful, low risk setting to try out your ideas and your knack for real-time mental and verbal agility. Even if you aren't always on-target, never in your career will you pay cheaper tuition for being wrong, or for taking a calculated risk.

Perhaps the hardest part of this evaluation process is for me to assess <u>your participation</u>. I'll take in to consideration several things: <u>First, are you there</u> and, when called on, <u>prepared</u>? ("You make that call.") I will help broaden out participation, to reward those who are prepared, and to draw on your relevant real world experience for the case that day. In addition, I typically make numerous cold calls throughout each class session to encourage listening, sharing and synthesizing; and to draw upon individuals who can potentially contribute tot he discussion and to our collective understanding. <u>Secondly</u>, how frequently did she or he contribute and what was <u>the quality</u>? How insightful were the comments? Did you build on the discussion to move it ahead or did it take us back or off track? Someone may speak frequently yet receive a low evaluation because his or her comments were not particularly insightful or were disruptive (i.e. totally unrelated to the current discussion). <u>Finally</u>, what has been your learning progress and growth over the term? There is a cumulative integrative character to the course, with increasing complexity in cases, and enlarging beads and threads of knowledge, analytic tools and skills, and pattern recognitions that weave the course together.

I assume each of you has as much to contribute as the rest, and that my evaluations are based on quality contributions rather than your familiarity with the territory.

The key is in the spirit of my earlier comments on "building the collective wisdom": positive contributions toward individual and class understanding. All forms of contributions are potentially valuable, including declarative statements and questions.

Finally an equally important part of your contribution to the class is accepting your responsibility to help <u>keep standards high</u>. If you feel someone is off-track, speak up. Think of it as being in a board meeting for a company in which you have personally invested \$150,000 and are a director. You would not sit and just roll your eyes or fume inside about a comment or line of thinking you thought was off base, you'd speak up. If there are comments that are not well founded, or by someone whom everyone in class, except me, knows has not read the material it is your responsibility to speak up.

#### **Class Attendance**

Due to the subject of the course material, "you", class attendance is an integral part of the learning experience. If you are unable <u>or</u> unwilling to regularly attend class due to work commitments, family responsibilities, duties as an officer or member of a student organization, lack of interest, or other extra-curricular activity, you should withdraw from the course. Students will have 15 points deducted from their total points at the end of the semester for each class period missed.

#### **Class Cancellation**

A copy of UMKC's Severe Weather Policy is on file in the Business Division and Advising Department Office, Room 334/Room 115, and may be obtained during regular business hours (or on the Web).

# Working Together

Given the intensity of this course and the challenges you will have to overcome as a group, the quality of your experience can be dramatically affected by how effectively your group works together. Past students have found it worthwhile to discuss group expectations and objectives amongst themselves *early* and to invest time in conscious (team building) maintenance of the group throughout the term. The best exams tend to come out of groups that frequently discuss the group's dynamics, asking the questions: "How are we doing as a group? Are there any problems with our functioning as a group that need attention?" You will be asked to evaluate each team member's contribution at the end of the term.

#### A Note on Cold Calls

I will "cold call" a lot in this class – usually four of five times per session. I do this to keep the discussion alive and, most important, to give everyone (not just the outspoken students) a fair chance to demonstrate the quality of their thinking and to share their insights with the class.

I choose most of the people to call on by a process of random selection. (I have a "random name generator" computer program.) However, I also choose a few cold calls by personal discretion. Having been called one day is no guarantee that you will not be called on the next.

When you get called, *don't panic*. Try to enjoy it. This should be a very good environment for testing y our ideas and thoughts and for taking some risks. It is not my intention to humiliate or embarrass anyone. *If you are well prepared, you have absolutely nothing to worry about* – just relax and say exactly what, based on your preparation, you really think should be done, how you would do it and why.

Remember: I'm not looking for a specific "right" answer. I'm looking to facilitate a well thought out class discussion. Whether or not I entirely agree with your conclusion is irrelevant. In fact, there is usually a wide range of legitimate points of view on any given case. The quality and conviction of your argument is what counts.

#### The "Yellow Flag" Challenge

Over the years, I have discovered some frustration among a few of my students who felt they had something significant to contribute in a particular case or discussion, but for some reason I didn't get around to calling on their raised hand; I went on to other students instead, or moved on to a new topic. For this reason, each student is issued two "yellow flags". If at any time during the term a student raises her or his hand with a yellow flag, I will call on him or her immediately. Students can use it to ask a question, to challenge a point, or to make a point of their own. Your yellow flag may be used at any time during a class session—during my lectures, during class discussion, and even during visits from guest speakers. After use the yellow flag must be surrendered -- with use record and signature. I've found that students never abuse their yellow flag privilege and can think of literally dozens of instances where the class benefited greatly from a student "throwing" his or her yellow flag.

#### **Late Assignments**

All course assignments listed in the course outline schedule are collected on the due date. No assignment will be accepted late.

# **Test Conflicts**

The examinations listed in the syllabus are given on their respective dates and times. No early, late or make-up examinations will be given. Since they are group exams, if you have to miss, you must be sure your team is prepared with your contributions.

#### **Course Withdrawals**

All course withdrawals must be initiated in the Bloch School Student Services Office, Room 115, and completed through the Registration Center in the Student Services Building. Students intending to withdraw from the course after the mid-term of the class are required to obtain a signature of both the instructor and an academic advisor before the course withdrawal is official. Telling the instructor that you intend to withdraw from the course or ceasing to attend class does not constitute official withdrawal from the course. The academic calendar in the class schedule registration guide lists the official withdrawal dates. It is my preference that you save your tuition investment by taking an "incomplete" and finishing the class later as an independent study.

#### VIII. GRADING SUMMARY:

#### **COURSE GRADING**

Item	Point Value
Mid-Term Examination	250 pts.
Final Examination	250 pts
Team Instructive Presentation	200 pts.
PAA Journal	150 pts.
Class Contribution	150 pts.
TOTAL POINTS VALUES	1000 PTS

#### **Grade Range\***

90% of Top Score: A 80% of Top Score: B

\*NOTE: Your professor reserves the right to assign "+" or "-" notations to course grades.

70% of Top Score: C

<u>Team Presentation</u>: The cases utilized in this course purposely focus on the "Creative Idea Process" early in the entrepreneurial life of the organization. This includes the "light bulb" idea, a different way of doing things, a new perception of the marketplace or an approach to building a learning organization. If in fact, change is the essence of information and information is the essence of learning, your team is being asked to <u>teach us about a creative process</u>, <u>method or approach</u> that helps to translate creative ideas into reality today. Prepare and present a 40 minute exercise on the idea, as well as a 2 to 3 page handout for the class.

<u>Grade Appeals</u>: A copy of the Student Grade Appeal procedure is on file and can be obtained from the Administrative Assistant in the B.A. Division Office, Room 334, of the Bloch School.

<u>ADA Policy</u>: "If you have any questions, disability or desire accommodations under the Americans with Disabilities Act, please contact the Office of Disabled Student Services, 235-1083."

#### IX. OUTSIDE CLASS

I welcome the opportunity to get to know as many of you as I can outside of class. I plan to be available before class each day and will make additional time available as needed. Do call or email ahead of time! I look forward to talking with you about any issue

of substance re the course or your career plans, etc.

Office: Bloch School, Room 319

Office Hours: 12:00 - 7:00 Monday and Wednesday

Communication: Office: 816-235-2320

Fax: 816-235-6529

Home: 913-814-9177 (before 8:00 pm)

E-mail: singer@umkc.edu

If you and I each accept the responsibilities implicit in these thoughts then I can easily commit to making this semester both rewarding and fun. Even better, if you put as much into it as I do you can be very confident that you will come away concluding what so many of your predecessors have; ENT 5525 is the best, or at least one of the two or three best courses, they have taken at HWB SBPA. I very much look forward to the term and to getting to know, learn and work with you!

Joseph Singer, Ph.D. Professor of Business Operations and Analysis

June 7, 2010

# **Course Outline & Activity**

## Part I. LEARNING AGILITY AND CREATIVITY

Class Meeting	Reading Assignment	Discussion and Debate	Other Activity
(1) 7 June	Course Overview & Discussion	Learning Patterns and Practices	PAA Journal: Your Agility in Learning
(2) 9 June	Read: "Teaching Smart People" Intro & Ch. 1: (SBTL)	Creative Intelligence and Meaning, Thought and Action	Self Assessment: Learning Style Inventory Film: Jamming
(3) 14 June	Read: "Mind Matters" Chs. 2 & 3 (SBTL)	*Photo-Bio Card Due Team Meetings	Self Assessment: Creative Style Inventory Film: Jumping the Curve (Dr. Oren Harari)
(4) 16 June	Read: Chs. 1 & 2 (SINE)	Effective Thinking: Topography of the Human Mind	Self Assessment: EQ Inventory Film: Creativity in Business (Dr. Michael Ray)

# Part II. THE ENTREPRENEUR LEADER AND MANAGER

(5) 21 June	Read: "My Painting" Chs. 3 & 4 (SINE)	Case: Leo Castelli	Film: Creativity Thinking (Dr. Lynda Curtin)
(6) 23 June	Read: "Skywalking" Chs. 4 & 5 (SBTL)	Case: George Lucas	Film: Re-engineering the Human System (Dr. Bruce Cryer)
(7) 28 June	Read: "Can You Survive?" Chs. 6 & 7 (SBTL)	Case: Ted Turner Team 1: Creative Presentation	Film: Sacred Cows (Dr. Robert J. Kriegel)

# PART III. THE HIGH GROWTH EVOLVING ORGANIZATION

Class Meeting	Reading Assignment	Presentations	Other Activity
(9) 5 July	Read: "Creating Games" Chs. 5 & 6 (SINE)	Case: Video Design Team 2: Creative Presentation	Film: The Adaptive Organization (Dr. Richard Roi)
(10) 7 July	Read: "New Economy" Chs. 7 & 8 (SINE)	Case: "Janet Axelrod" Team 3: Creative Presentation	Film: Tempered Radicals (Dr. Debra Meyerson)
(11) 12 July	Read: "New Wave" Chs. 8, 9 & 10 (SBTL)	Case: "Lotus" Team 4: Creative Presentation	Film: Spotlight on Leadership (Dr. Jay Conger)

# PART IV. ENTREPRENEURIAL LEADERSHIP IN ESTABLISHED ORGANZATIONS

(12) 14 July	Read: "Role of Founder" Chs. 9 & 10 (SINE)	Case: Au Bon Pain Team 5: Creative Presentation	Film: Driving Success (Ms. Colleen Barrett)  Film: Wikinomics (Dr. Don Tapscott)
(13) 19 July	Read: "Biotech" Ch. 11 (SBTL)	Case: Team 6: Creative Presentation	Film: Open Organizations (Dr. Henry Chesbrough)
(14) 21 July	Read: "White Space" Ch. 11 (SINE)	Final Exam Overview	BMA 5525: Course Evaluation

(15) 26 July	**************************************
	AND
(16) 28 July	**************************************