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The Creative Entrepreneur Leading Innovation

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The Creative Entrepreneur Leading Innovation

A Master's Project in Creative Studies

by

Karina Loera Barcenas

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Science

May 1, 2016

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An Abstract of a Master's Project

in

Creative Studies

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Abstract

The *Creative Entrepreneur Leading Innovation* is a course designed for undergraduate students. Students will learn the *entrepreneurial mindset* through the *creative process* triggering *innovation* and *leading transformation* to face and adapt in the current constant and fastest changing era. This course also has a skill development component through which students will be able to experience personal transformation towards positive change.

Keywords: creativity, entrepreneurship, innovation, leadership.

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Dates of Approval:

5/3/16   _Cynthia Burnett_____
                        Project Advisor

5/3/16   _____
                        Candidate

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Second I would like to thank all the people that have been part of my transformational process during my Master's degree journey. I want to thank Dr. Gerard Puccio for inspiring me to love science behind Creativity, to be passionate about teaching and also for letting me experience the gift of being helped.

I also want to thank Dr. Cyndi for teaching me with love and passion the art of giving my best, I want to thank her for sharing herself and showing me that happiness is an everyday self-work; and for strengthen my vision and admiration of strong women changing the world.

Thank you Molly, my sounding board partner and dearest friend in this whole Master´s degree experience. Thanks for being patient, teaching me and for being a true and amazing friend and sister.

Finally I want to thank Dr. Sue Keller-Matter for being my guide and sharing her expertise of curriculum design and delivery with me. Thank you for sharing your precious time and patience, for helping me with honesty, dedication and genuine interest.

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A Master's Project

Section One: Background to the Project

Purpose and Description

The objective of this project is to design a course proposal for undergraduate students; this course will be a practical formation of the Entrepreneurial mindset and Innovation as a process. The name of this proposed course is called The Creative Entrepreneur: Leading Innovation. Through the Innovation process, students will discover and experience what is it to be an Entrepreneur. Students will be able to identify their creative skills and develop them while working on a real-life entrepreneurial project. The course will be based on the Creative Problem Solving Thinking Skills Model (Puccio, Mance, & Murdock, 2011). Through the three stages of this process, participants will Clarify on their business challenge, Transform on the best way to tackle the business opportunity and Implement their selected solution and bring the idea to life through a product design and Business Plan. The course design will be framed with the Torrance Incubation Model (Torrance, 1975) and the content will be shaped through experiential learning. Students will work in a collaborative environment.

Rationale for Selection

My mother is an elementary school teacher and my father is an entrepreneur, so I have a vocation and fascination for both areas and I discovered this while studying my Master´s degree. I also discovered that curriculum design is something that triggers my motivation and inspiration. I started working at the Small Business Development Center in 2015, I was assigned to be the Buffalo State Business Incubator manager. The Incubator is a program that Buffalo State offers through the SBDC for students who want to experience the entrepreneur life by designing, developing and

starting-up a business. When I started working in the project I decided to re-define it and incorporate Creative Problem Solving tools and techniques. I had individual sessions with students and also group sessions. In the group sessions I thought them some tools and we used them and the group to develop their business ideas. After working so closely with all kinds of entrepreneurs I started asking myself, "What if I design a course that complements the INCubator?" I wanted to create a course that could nurture students with different perspectives and experiences so they could find ways to expand their career and life possibilities. I imagined students realizing that could design their life paths as they want, feeling confident that they could solve any problem, and trusting their creative powers. I want this course to be a mind-opener and a trigger for students to identify or create opportunities that serve their creative potentials while appreciating others' perspectives. This course will also contribute to their self-confidence and motivation to pursue their dreams and fight for them.

Communities Served by Creative & Strategic Leadership for Entrepreneurs

Future Entrepreneurs: Students whose desire is to start up a business will be able to be understand and experience the process of becoming an Entrepreneur.

Business Students: Students will be able to learn a whole perspective of what it takes to start a business and better understand the process.

Other Background Students: Students who want to experience the process of starting a business.

Section Two: Pertinent Literature

Literature will be classified into four sections: curriculum design, entrepreneurship and entrepreneur profile, Creative Problem Solving and creativity and entrepreneurship.

1. Curriculum design will cover the guidelines and process to design the course.

2. The Entrepreneurship and Entrepreneur Profile section will include definitions of entrepreneurship, the entrepreneurship process and some aspects of entrepreneur behavior.

3. The Creativity and Creative Problem Solving section will set the framework of the course structure.

4. Creativity and Entrepreneurship section will detail the links between both and cover the topic of innovation as a natural result.

Curriculum Design and Delivery

Buffalo State College Senate. (n.d.). *Submitting Proposals.* **Retrieved from**

https://www.dropbox.com/s/pr0as5whampyqan/Course-Proposal-Authoring-Template.docx?dl=0 .

The course proposal template contains the format that will be needed to submit the course proposal. This template will be used to generate the course proposal.

Buffalo State College Senate. (n.d.). *Learning Outcomes***. Retrieved March 01, 2016, from**

https://ensemble.itec.suny.edu/Watch/Rt97Jgk4.

There are different levels of specificity of learning outcomes, all of which are pursuing to contribute to the university mission. A goal is a broad definition of student competence, and an objective is the intended result: what we expect them to know and be able to do. The outcomes are more detailed and explain what the students should actually achieve and be able to do. According to the Middle States Commission on Higher Education (cite) the course level expected learning outcomes should be explicit in the course syllabus. Student Learning Objectives (SLO) should be focused on what the student is going to achieve, not what faculty wants to deliver. They should be clear, measurable and using verbs. For example, "Graduates of the PROGRAM will ACTION VERB (know, do, value) CONTENT AREA." Course SLOs relate to topics, assignments and exams. Program SLOs are more general and should not be left open to interpretation. SLOs should be SMART: Specific, Measurable, Appropriate (and) action oriented or attainable, Results-oriented and Time specific. The Bloom's Classification of Cognitive Skills will help to identify and express

the level of intellectual behavior and learning that needs to be reached. This information will be considered while designing the course curriculum.

Buffalo State College Senate. (n.d.). *Blooms Taxonomy*. **Retrieved March 01, 2016, from**

https://www.dropbox.com/s/6d245jc4cuebdy7/Blooms-Verbs-List.pdf?dl=0 .

Bloom's Taxonomy is a list of verbs classified into cognitive and affective skills according to different levels of intellectual behavior and learning. The levels are: knowledge, comprehension, application, analysis, synthesis and evaluation. Bloom's taxonomy will be useful while designing Student Learning Goals.

Meier, D. (2000). *The accelerated learning handbook: A creative guide to designing and delivering faster, more effective training programs*. **New York: N.Y.: McGraw Hill**.

Accelerated Learning (AL) works through five core assumptions: Positive learning environment, total learner involvement, collaboration among learners, variety that appeals to all learning styles and contextual learning. The accelerated learning characteristics are: flexible, joyful, multi-pathed, collaborative, humanistic, multi-sensory, nurturing, activity centered, mental/emotional/physical, and, result-based. SAVI approach to learning (Somatic, Auditory, Visual, and Intellectual) helps to enhance the learning experience. AL uses a four phases learning cycle: preparation, presentation, practice and performance. Tools and techniques are provided within the book to be better prepared and deliver high quality training.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). *The adult learner: The definitive classic in adult education and human resource development* **(7th ed.). Amsterdam: Elsevier.**

The Adult Learner is a journey that takes the reader from theory to practice in adult learning. Andragogy Theory is the core of this book: Andragogy is the honest attempt to focus on the learner. It is a contribution to the Humanist Learning Theory and it provides an alternative to

the methodology-centered instructional design perspective. Andragogy is a set of core adult

learning principles that apply to all adult learning situations. The following principles make up the

practice model: The learners need to know why, what and how; Self- concept of the Learner:

autonomous, self-directed; Prior Experience of the Learner: resource, mental models; Readiness to

Learn: life related, developmental task; Orientation to Learning: problem centered, contextual; and

Motivation to Learn: intrinsic value, personal payoff. There are several factors that affect adult

learning in particular situations, and that may affect those adults' behaviors to be more or less

aligned to the core principles. The book provides a frame that shapes the learning experience

containing the goals and purposes for which the adult learning is conducted.

Entrepreneurship and the Entrepreneur Profile

Aulet, B. (2013). Disciplined entrepreneurship: 24 steps to a successful startup. Somerset, NJ:

> **John Wiley & Sons.**

>> Entrepreneurship can be taught! In a very simple, playful, thorough and colorful way Aulet

explained entrepreneurship from a professor and entrepreneur perspective (perfect for my case). He

is a professor and the director of the MIT Entrepreneurship program at the MIT Sloan School of

Management. He shares the process through his experience and backed-up facts. He highlights the

passion and creativity behind entrepreneurial success. He described types of entrepreneurs and

their characteristics. Aulet defined innovation as the sum of invention and commercialization.

After the introductory basics he explained the twenty-four steps, classified into six big areas: Who

is your customer? What can you do for your customer? How does your customer acquire your

product? How do you make money off your product? How do you design and build your product?

How do you scale your business? The twenty-four steps are: Getting started, market segmentation,

select a beachhead marker, build an end user profile, calculate a total addressable market, profile

the persona for the beachhead market, full lifecycle use case, high-level product specification,

quantify the value proposition, identify your next 10 customers, chart your competitive position, determine the customer's decision-making unit, map the process to acquire a paying customer, calculate a total addressable market size for follow-on markets, design a business model, set your pricing principle, calculate the lifetime value of an acquired customer, map the sales process to acquire a customer, calculate the cost of customer acquisition, identify key assumptions, test key assumptions, define the minimum viable business product, show that "the dogs will eat the dog food", develop a product plan. This book provided examples of cases from Aulet's classroom, featuring students' profiles and attitudes. It is aligned with the Creativity language (in some way) and it contains quite accurate marketing and sales strategy guidelines. It provided further bibliography, real life examples of companies, and it showed the process in a very detailed and simple way. I found this book to be one of my core guides through this process.

Cooper, B., & Vlaskovits, P. (2013). *The lean entrepreneur: How visionaries create products, innovate with new ventures, and disrupt markets.* **Hoboken, NJ: Wiley.**

The Lean Entrepreneur described how the contemporary entrepreneur should operate through "disruptive innovation", providing examples and showing how to create value. The authors described the concept of disruptive innovation, where the problems are ill-defined, the market is new, innovation is dramatic and game changing, customers do not know, the market is unpredictable and traditional business methods fail. This book contains good examples that have a set of tools and learning as outcomes. Entrepreneurs have to deal with uncertainty and disruption most of the time, and this book address quite well how to face this environment.

Ernst & Young. (2011). *Nature or nurture. Decoding the DNA of the entrepreneur.* **Retrieved from:**

http://entrepreneurship.org/~/media/Entrepreneurship/Files/Resource%20Center/Nature_or_nurture_Exec_summary_FINAL.pdf

Ernst & Young (E&Y) is a well-recognized global leader in assurance, tax, transaction and advisory services. E&Y surveyed 685 entrepreneurial business leaders from around the world and was informed by a series of in-depth interviews with Ernst & Young Entrepreneur Of The Year Award winners. The results of this survey are summarized in five key findings: Entrepreneurial leaders are made not born; entrepreneurship is rarely a one-off decision; funding and people and know-how are the biggest barriers to entrepreneurial success; entrepreneurs share common traits and traditional companies can learn from entrepreneurial leaders. This source is an incredible real-life baseline to share the factual background for contemporary entrepreneurship. Entrepreneurs are impacting current socio-economical development in the world, which is just one fact that truly supports the development of a course focused on entrepreneurship formation.

Seelig, T. (2009). *What I wish I knew when I was 20: A crash course on making your place in the world.* **New York, NY: Harper Collins Publishers.**

Tina Seelig is professor of the practice in the Department of Management Science and Engineering at Stanford University. She is also a faculty director of the Stanford Technology Ventures Program. In this book, Seelig shared her learning while teaching entrepreneurship to her Stanford students. She combined experiences, tools, tips and techniques to make students internalize and develop the passion for entrepreneurial activity. She was well trained in Design Thinking and utilized the creativity language and practice throughout her practice as a professor. She shared the "experiments" she tried out with her students and the outcomes. She also shared further tools to expand the learning of each chapter with videos, blogs and articles. A diverse and enhanced version of the challenges she used with her class is shared in a detailed narrative. Writing a failure CV, transforming the worst business idea into the best business idea, and making profit out of paper clips, are just some examples of her experiential learning tools. Very valuable

information and triggers to innovate while designing a course can be found in her book. I will take

her descriptions and practices as a baseline to enhance them and include them in the course content.

Sternberg, R. J. (2004). Successful intelligence as a basis for entrepreneurship. *Journal of*

Business Venturing, 19, **189-201.**

Successful intelligence is the ability to succeed in life, according to one's own conception

of success, within one's environmental context. Sternberg described in detail how successful

intelligence can be applied to idea generation, and he highlighted that entrepreneurs looking to

succeed need to be aware of their options in terms of the kinds of ideas they may generate and

evaluate. According to Sternberg, eight basic kinds of ideas exist: conceptual replications,

redefinitions, advance forward incrimination, redirection, regression and redirection, reinitation and

integration. Successful entrepreneurship is not about intelligence but is a story of successful

intelligence which is the strategic merge of analytical, creative and practical intelligence. These

types of intelligence can be developed through a good use of experience.

Creativity and Creative Problem Solving

Scott, G., Leritz, L. E., & Mumford, M. D. (2004). The effectiveness of creativity training: A

quantitative review. *Creativity Research Journal, 16*(4), **361-388. doi:**

10.1080/10400410409534549.

In this article Scott, Leritz and Mumford explored 70 prior studies comparing creativity

program evaluations. The findings concluded that well-designed creativity training programs

induce gains in performance. The examination of the factors contributing to the effectiveness of the

programs indicated that more successful programs were likely to focus on development of

cognitive skills and the heuristics in the skill application using realistic exercises appropriate to the

context. Creativity training has a particular effect on divergent thinking, problem solving,

performance, and attitudes and behavior. Creativity training is effective. This article clearly sets

one of the most important reasons to believe in the course I am developing. If we add the fact that Creativity is the most important 21st Century skill, then Creativity training becomes a priority and a strong asset in a person's skill set.

Puccio, G. J., Mance, M., Switalski, L. B., & Reali, P. D. (2012). *Creativity rising: Creative thinking and creative problem solving in the 21st Century*. **Buffalo, NY: ICSC Press.**

Since Creative Problem Solving: The Thinking Skills Model is meant to be an important baseline for my project, I decided to include *Creativity Rising* as the main source to set the framework. The model contains three main stages and six steps: Clarification: exploring the vision and formulating the challenge; Transformation: formulating solutions and exploring ideas; and Implementation: exploring acceptance and formulating a plan. The thinking and affective skills according to each of the steps are: Visionary thinking and dreaming; Strategic thinking and sensing gaps; Ideational thinking and playfulness; Evaluative thinking and avoiding premature closure; Contextual thinking and sensitivity to one's environment; and Tactical thinking and tolerance for risk. This book will set the skill set for the course content, some of the individual goals might be based on this skill set.

Sawyer, K. R. (2012*). Explaining creativity: The science of human innovation* **(2nd ed.). New York, NY: Oxford University Press.**

Explaining Creativity from my perspective is the one book to begin with when learning creativity. This book is like the map to better understand what is creativity and it is good to find concepts and definitions. *Explaining Creativity* contained different creativity models and their evolutions and additions. Different perspectives from creativity definitions were explained in the book and Sawyer did an excellent job making a compilation of all of the scholars, institutions, courses and events related to creativity in the world. The way the book is structured helped to

easily identify the area or domain of Creativity that needs to be explored. It clearly defines and digs

deep in the Rhodes (Rhodes, 1961) Four P's, always combining authors' or scholars' perspectives.

This is the book that will support the science behind creativity and all the perspectives that

currently are being researched.

Osterwalder, A., Pigneur, Y., Clark, T., & Smith, A. (2010). *Business model generation: A*

handbook for visionaries, game changers, and challengers. **Hoboken, NJ: John Wiley**

and Sons, Inc.

The Business Model Canvas (BMC) is the main topic of this book. The BMC is a structured

framework to summarize, design, align and translate business plans into the business process. The

Business Model Canvas served as a guide to reality check and also to design and mock-up what the

business would look like. The content of the model is: Key partners, key activities, key resources,

the business cost structure, value proposition, customer relationships, channels to be utilized,

revenue streams and customer segments. The book also contained information on how to design a

business model and certain patterns among business models. This book is meant to be read by

entrepreneurs because it contains a very simple and detailed way to design a business structure and

also have a big picture of next steps. The business model canvas will be the business framework for

the business element of the course. It is easy to understand, visually attractive and it is can be a

perfect business modeling tool fitting Creative Problem Solving.

Creativity and entrepreneurship

Amabile, T. M. (1997). Entrepreneurial creativity through motivational synergy. *Journal of*

Creative Behavior, 31(1), 18-26.

Entrepreneurial creativity is defined as the generation and implementation of novel,

appropriate ideas to establish a new venture. Entrepreneurial creativity can be practiced inside an

organization or in a start-up. In this article, Amabile described the motivational model for

entrepreneurial creativity. Entrepreneurial creativity requires a combination of intrinsic motivation and certain kinds of extrinsic motivation. She claimed that entrepreneurship is a particular form of innovation, and defined it as "the successful implementation of creative ideas to produce a new business, or a new initiative within an existing business" (p.18) Amabile defined intrinsic motivation as "seeking for enjoyment, interest, and satisfaction of curiosity, self-expression, or personal challenge in the work" (p.21). Extrinsic motivation is when people engage in order to obtain some goal that is apart from the work itself, or meet a constraint that is imposed by an extrinsic source. Intrinsic motivation is conducive to creativity, but extrinsic motivation is detrimental. Successful entrepreneurs will be more focused on intrinsic motivators during the creative stage of their journey and when it comes to the stage of revising appropriate, feasible solutions their motivation will be externally focused. Entrepreneurship success contains passion as a hallmark. Entrepreneurial creativity requires high levels of intrinsic motivation for pursuing opportunities in a novel way. Entrepreneurial creativity is more likely to involve group activity than non-business forms of creativity. This article is helpful to better understand the entrepreneur profile and the relationship between creativity and entrepreneurship. It helps to understand that individuals' motivation sources will vary according to the stage in their new venture journeys.

Dino, R. N. (2015). Crossing boundaries: Toward integrating creativity, innovation, and entrepreneurship research through practice. *Journal of Psychology of Aesthetics, Creativity and the Arts, 9*(2), 139-146.

In this article, Dino helped us to better understand the relationship between Creativity, Innovation and Entrepreneurship. Creativity focuses on the generation of new or novel ideas or associations; innovation focuses on the implementation of these ideas; and entrepreneurship focuses on the identification and capture of opportunities for useful and actionable outcomes in which a need could be satisfied. The author also explored the Innovation Quest, which is an

educational program designed to integrate creativity, innovation and entrepreneurship in practice.

He conducted an overview of creativity, innovation and entrepreneurship and he found that

scholars are missing the integration of theory and practice. The Innovation Quest is actually

combining education and practice (which is exactly what I want to do with the course I am

designing) and it is his aim to encourage scholars to study creativity, innovation and

entrepreneurship as a whole through education, implementation and practice perspectives. Further

reading about the Innovation Quest will be required to analyze the content and strategy.

Fillis, I., & Rentschler, R. (2010). The role of creativity in entrepreneurship. *Journal of*

*Enterprising Culture, 18***(1), 49-81. doi: 10.1142/S0218495810000501.**

Fillis and Rentschler described the contributions that creativity has made to

entrepreneurship and innovation. They underlined the common roots and described in a detailed

and deep way the interconnection. Entrepreneurship has three underlying dimensions: innovation,

risk-taking and proactiveness. They claim that the contribution of creativity to today's changing

economies makes it central to business, scientific and social endeavors. Creativity, problem solving

and innovation interact in order to produce an appropriate strategic vision. Entrepreneurial activity

supports creativity and the other way around. Creativity can be used to deal with the ambiguity and

uncertainty in decision-making by matching the nonlinear response of the entrepreneur. Positive

personality traits of creative individuals include high levels of energy, attraction towards complex

and novel phenomena, openness to ambiguity, willingness to be open-minded and being persistent

in adverse conditions; these factors are also located within the entrepreneurial personality.

Entrepreneurial creativity can be viewed as a process occurring in an individual who has been

shaped, in part, by a range of social factors. The stages that a creative entrepreneur goes through

are: problem identification, data preparation, generation of ideas, validation and communication of

the ideas, selection and formalization of the selected approach. Creativity is now deemed as core

success factor with organizational creativity resulting in higher levels of quality and customer satisfaction. Creative leadership is suggested as the most appropriate leadership model for entrepreneurs. This article will serve as the document that summarizes the link in theory and practice of Creativity and Entrepreneurship.

Moote, I. (2013). Design thinking for strategic innovation. Hoboken, NJ: John Wiley and Sons, Inc.

Moote is the authority in strategic innovation and applied design thinking in business strategy. In his book, he explained through a very casual way, the links between innovation, design thinking and business. He highlighted the most common business challenges and tied them with design thinking solutions: Growth-Storytelling, Predictability-Strategic Foresight, Change-Sensing, Relevance-Value Redefinition, Extreme Competition-Experience Design, Standardization-Humanization, Creative Culture-Prototyping, Strategy and Organization- Business Model Design. Moote described in detail each of the links and provided structured models and diagrams to follow while facing business challenges (which nowadays are totally different and changing faster). He highlighted some specific tips for startups and went really deep in the value proposition. This book will contribute to build the contemporary business management content of the course I am developing. Entrepreneurs need to know how to identify and face business issues, and this book structures in a quite simple way the *What* and the *How*.

Additional Works

In addition to these works, a number of other resources have influenced my thinking. They are provided in the bibliography below:

Kelley, T., & Littman, J. (2005). *The ten faces of innovation: IDEO's strategies for beating the devil's advocate & driving creativity throughout your organization* New York, NY: Currency/Doubleday.

Osborn, A. (1953). *Applied imagination: Principles and procedures of creative thinking.* New

York, NY: Charles Scribner's Sons**.**

Puccio, G. J., Mance, M., & Murdock, M. (2011). *Creative leadership: Skills that drive change*

(2nd ed.). Thousand Oaks, CA: Sage Publications.

Section Three: Process Plan

My process plan was divided in three stages. The first stage was to do research and learn how to design a curriculum. The second stage was to compare existing curricula with Entrepreneurship and Creativity. The third stage was to develop a course proposal, course syllabus and contract. I selected two experts to provide feedback according to their areas of expertise: Susan McCartney, Business Plan and Entrepreneurship expert, and Susan Keller-Mathers, Course Design and Learning process expert.

Task	Stage	Who?	Due Date	Follow Up	Hours
A	First draft submission	Karina	February 8th	Cyndi's feedback	8 hours
B	Concept paper feedback integration	Cyndi	Before February 15th	Final concept paper submission	6 hours
C	Adopt a project	Karina	February 22nd	Review and select a Masters' Project to discuss on BB	3 hours
D	Sources review. Books, interviews, Ted Talks, videos, available courses.	Karina	February 22nd	Write summary of learnings from each source	20 hours
E	Sections 1-3 integration and submission	Karina	March 14th	Cyndi's feedback/ Molly's feedback	5 hours
F	Develop, feedback and adjust Course proposal .Clarification	Karina / Sue McCartney,/Sue Keller-M	March 21st	Cyndi's feedback/ Molly's feedback	10 hours

	(Module content & materials, resources for the sessions)				
G	Develop and get feedback Course proposal Transformation stage (Module content & materials, resources for the sessions	Karina / Sue McCartney/Sue Keller	March 28st	Cyndi's feedback/ Molly's feedback	10 hours
H	Develop and get feedback Module Implementation Development (Module content & materials, resources for the sessions. Consolidate feedback in the course proposal, course syllabus and contract.	Karina / Sue McCartney/Sue Keller	April 11th	Cyndi's feedback/ Molly's feedback	10 hours
I	Sections 4-6 integration and submission	Karina	April 11th	Cyndi's feedback/ Molly's feedback	5 hours
J	Final project expert's feedback integration.	Karina / Sue McCartney,/INCubator students	April 23rd	Cyndi's feedback/ Molly's feedback	10 hours
K	Final project submission for feedback and feedback integration	Karina- Cyndi & Julia	April 27th	Cyndi's and Julia corrections	8 hours
L	Final project sign off and presentation	Karina	May 11th		4 hours
M	Upload digital commons	Karina	May 9th		1 hour

Section 4: Outcomes

The outcomes are planned to support the reasons to implement the course design as it is presented, and also to encourage educational authorities to consider Creativity and Entrepreneurship as main topics while forming any college student. The outcomes go beyond a course proposal; they are meant to show a broad and different perspective of a model in education that will serve students' visions and expand opportunities. The four main outcomes are:

1. Benchmarking different courses in well-recognized universities

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2. A course proposal

3. Course contract

4. Course syllabus.

Outcome 1: Benchmarking Different Courses

While designing a course proposal, it is important to do so from different perspectives: the institution's interest, the student's interest and what is needed in the real world. I decided to do research on current courses in well-recognized institutions and to compare them, extract the common topics and identify the differences. In the following chart I am presenting the summary of the different course profiles, the institution hosting them and some other details that helped me to understand diverse perspectives in world-class institutions. While analyzing the information I had quite interesting findings. The biggest finding is that all courses are lacking a human perspective of the entrepreneur; and it occurred to me that adding human component might be the most important part of the content in the designed course. Another interesting perspective is that these analyzed courses do not include the process of designing a product or service, which is crucial while starting up a business. The analysis also includes different types of courses, like certifications, workshops and undergraduate courses; they have different durations, different layouts and different audiences. I created this variety on purpose to have a "whole" perspective of what is being offered for potential and current entrepreneurs; With this perspective I will be able to play with the timing and design something that truly grants students a whole vision and tools to make wiser choices when choosing their professional path.

Institution Name	Course Name	Duration	Target Audience	Content
Harvard Business School (n.d.)	*Jump-Starting Innovation for Entrepreneurs and*	*6 days (50 hours)*	*Entrepreneurs Business owners*	*Business opportunities, turning opportunities into business initiatives, selling business ideas;*

	Business Owners - Certification			*strategy, organization and leadership evolution as the business grows up*
Harvard Extension School (n.d.)	*Innovation, Entrepreneurship, and Business Transformation*	*2 hours every Monday of fall semester (28 class hours)*	*Business students*	*Creativity and Innovation, Entrepreneurship, Organizational Transformation*
MIT Sloan School of Management (n.d.)	*Entrepreneurship Development Program- Certification*	*6 days (50 hours)*	*Entrepreneurs Business owners*	*Entrepreneurial product value, customer driven products, pricing and marketing, leadership and finances*
Stanford Center for Professional Development (n.d.)	*Innovation and Entrepreneurship Certificate*	*Online course*	*Entrepreneurs*	*Entrepreneurial Mindset, Venture Strategy, Venture Finance, Venture Teams.*
UCLA Extension (n.d.)	*Introduction to Entrepreneurship- Full day seminar*	*One day*	*Future or current entrepreneurs*	*Entrepreneurship, techniques to improve creative process, competitive advantage, feasibility analysis, forms of business ownership and franchising, importance of a business plan.*

Comparing the offered courses now allows me to put together the common topics and identifying what is missing and how my experience and knowledge will serve to improve what is already there. I generated a course proposal containing the best of each researched course plus the integration of what I identified was missing for the undergraduate formation.

Outcome 2: Course Proposal

The course proposal is designed considering the mentioned benchmark, students' feedback, professors' feedback and also the current curriculum offered by SUNY Buffalo State. This course proposal is suggested to belong to both the Business department and the Creative Studies department at Buffalo State. For the course to be successfully implemented it is required to have

one course coordinator and specialized lecturers: Creativity expert, Entrepreneurship expert, and Leadership expert. Lecturers and the coordinator should be fully involved in the course implementation and will serve as evaluators for students' final projects. This course proposal can also fit any other institution and it is my suggestion to consider it as introductory course for any major, in order to set the Creative and Entrepreneurial mindset in all students.

<div align="center">

COURSE PROPOSAL

</div>

BUS370 / CRS370: The Creative Entrepreneur Leading Innovation

Credit Hours: 3

3   **Labs:** 0   **Studio:** 0   **Field Work:** 0

None

Entrepreneurship, creativity and innovation theory will be taken into practice while designing a product or service and the pertinent business plan to bring the project to life. This course provides students with tools to identify, create and manage change through Creative Leadership and Entrepreneurship.

Currently the Buffalo State Business department has an Entrepreneurship course (BUS365) whose main focus is to define the entrepreneur function. This course provides students with an Entrepreneurial mindset and practice that will expand their employment and professional career possibilities. This course has an entrepreneurial skill development component through which students will be able to experience personal transformations towards positive change.

Student Learning Outcomes Students will:	Content References	Assessment
1. Compare and contrast the concepts of Creativity, Innovation and Entrepreneurship.	I, II, III	Debate in class and written essay
2. Identify the importance of Creative Leadership as a core skill for the Entrepreneurial development	I, II, III, IV, V	Participation in class discussion

3. Develop Entrepreneurial mindset	II, IV, V	Product/service development. Project presentation.
4. Design an innovative product or service using Creative Problem Solving and Value Proposition baselines.	I, III	Product/service development, feedback collection
5. Create a Business Plan through Creative Problem Solving and Business Model Canvas	I, III, IV	Written business plan and presentation.
6. Identify and practice leadership skills towards Entrepreneurship	IV, V	Participation in class discussion, written reflections log.

Course Content

I. The Creative Entrepreneurship mindset
   A. Who is an entrepreneur?: The entrepreneur profile
   B. Entrepreneurs in action
      1. Big problems are big opportunities – The entrepreneurial mindsets of successful entrepreneurs and their solution conceptions. Appreciative Inquiry
II. Creativity for Entrepreneurs
   Creativity Definition
      a) Creativity 4 Ps

      b) Divergent and convergent thinking
   B. Creativity a core skill in the 21st Century
III. Innovation
   A. The innovation process - Creative skills in practice
   B. Product/Service Innovation
      1. Applied innovation for entrepreneurial practice
      2. Unparalleled customer experience design
   C. Continuous innovation culture
IV. Business Plan
   A. Business model design
      1. Business Model Canvas
   B. Business plan
V. Leadership and Self Development for the Creative Entrepreneur
   A. Leadership
      1. The Entrepreneur as a leader
      2. Creative Leadership for entrepreneurs
   The Human Entrepreneur
      3. Embracing failure and resilience
      4. Leading from the heart
      5. Caring for others- the social entrepreneur
      6. Happiness and self actualization

Resources

Aulet, B. (2013). Disciplined Entrepreneurship: 24 Steps to a Successful Startup. Somerset, NJ,

USA: John Wiley & Sons. Retrieved from http://www.ebrary.com

Cooper, B., Vlaskovits, P. (year) *The lean entrepreneur: How visionaries create products, innovate with new ventures, and disrupt markets*. US: Wiley.

Dino, R. N., (2015). Crossing boundaries: Toward integrating creativity, innovation, and entrepreneurship research through practice. *Journal of Psychology of Aesthetics, Creativity and the Arts*, 9 (2), 139-146).

Kelley, T., 1955, & Littman, J., 1958. (2005). *The ten faces of innovation: IDEO's strategies for beating the devil's advocate & driving creativity throughout your organization* New York, New York: Currency/Doubleday.

Puccio, G. J., Mance, M., Switalski, L. B., & Reali, P. D. (2012). *Creativity rising: Creative thinking and creative problem solving in the 21st Century.* Buffalo, NY: ICSC Press.

Moote, I., (2013). *Design Thinking for strategic innovation*. Hoboken, New Jersey: Wiley and Sons, Inc.

Osterwalder, A., Pigneur, Y., & Clark, T., 1956. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers.* Hoboken, NJ: Wiley.

Osborn, A. (1953). Applied imagination: Principles and procedures of creative thinking. *New York, NY: Charles Scribner's Sons*

Puccio, G.J., Murdock, M., Mance, M., (2011). Creative leadership: Skills that drive change. (2nd ed.). Thousand Oaks, CA: Sage Publications.

Sawyer, K.R., (2012). Explaining creativity. The science of human innovation. (2nd ed.) New York, NY: Oxford University Press.

Scott, G., Leritz, L. E., & Mumford, M. D. (2004). The effectiveness of creativity training: A

   quantitative review. *Creativity Research Journal*, 16(4), 361-388.

   doi:10.1080/10400410409534549

Journal of Business Venturing, 19, 189-201.

 Electronic and/or Audiovisual Resources

 http://www.fordham.edu/halsall/mod/modsbook.html

Ernst & Young (2011). Nature or nurture. Decoding the DNA of the entrepreneur. Retrieved from:

   http://www.ey.com/Publication/vwLUAssets/Nature-or-nurture/$FILE/Nature-or-nurture.pdf

How to learn from mistakes. In Tedtalks online website. Retrieved from:

   http://www.ted.com/playlists/303/how_to_learn_from_mistakes

How to be thankful. In Tedtalks online website. Retrieved from:

Periodicals

 Creativity and Innovation Management

 Entrepreneurship, Theory and Practice

 Harvard Business Review

 Journal of Enterprising Culture

 Journal of Business Venturing

 Journal of Business, Creativity and the Creative Economy

 Journal of Psychology of Aesthetics, Creativity and the Arts

 MIT Sloan Business Review

 Strategic Management Journal

Outcome 3. Course Contract & Syllabus

       The course contract considers five main assignments with the objective to drive the

entrepreneur experience of the student through a vivid Creative and Leadership process. Students

will learn by doing and also by nurturing their knowledge of research and current practice of

Entrepreneurship, Creativity, Innovation and Leadership. The Course Syllabus goes deeper into the

detail of the content of each class. Required assignments and pre-reads are noted in it. The course

contract and syllabus are based in the structure of Buffalo State CRS625 - 2016 course.

BUS/CRS 370: The Creative Entrepreneur Leading Innovation
Course Contract
*Course Coordinator*_____

General Information:

Course Coordinator: _____**Instructors:** _____; **Office:** _____; **Office Phone:** (716) 878-6217
Email: _____
Office Hours: _____
Course Meeting Info: Wednesdays from 9:00 to 12:15
Location: Chase Hall 215
Texts: Main Texts –Puccio, G.J., Mance, M., & Murdock, M. (2011). *Creative leadership: Skills that drive change* (2nd ed.). Thousand Oaks, CA: Sage Publications. Osterwalder, A., Pigneur, Y., & Clark, T. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. Hoboken, NJ: Wiley.
Prerequisites: CRS 205 and/or BUS 365

Course Description:
Through CRS/BUS 370 Entrepreneurship, creativity and innovation theory will be taken into practice while students design a product or service and a pertinent business plan to bring the project to life. This course also has an entrepreneurial skill development component throughout which students will be able to experience personal transformations towards positive change.

Focus:
CRS/BUS 370 provides students with tools to identify, create and manage change through Creative Leadership and Entrepreneurship. It also provides students with a Creative and Entrepreneurial mindset that will expand their employment and professional career possibilities.

Student Learning Outcomes:
  Students will be able to:
    1. Compare and contrast the concepts of Creativity, Innovation and Entrepreneurship.

2. Identify the importance of Creative Leadership as a core skill for the Entrepreneurial development
3. Develop Entrepreneurial mindset.
4. Design an innovative product or service using Creative Problem Solving and Value Proposition baselines.
5. Create a Business Plan through Creative Problem Solving and Business Model Canvas
6. Identify and practice leadership skills towards Entrepreneurship

Course Requirements

Participation & Attendance:
Sessions are interactive and participatory. Your presence, involvement, and contributions are regarded as essential to your learning and to the learning of others. Participation and attendance are required. **Absence from each two class sessions will lower your grade by one-half letter grade** (e.g., from A to A-, A- to B+, B to B-, B- to C+, C+ to C, etc.).

Homework:
SUNY criteria for minimal amount of time for out of class work for effective student learning is 2 hours of additional student work for every class hour of contact. Major reading and written assignments are noted on the syllabus and a summary of due dates is found at the end of this document. Additional preparatory or extension work relating to class activities will be assigned in class.

Make-up/Late Work:
Assignments are due on the dates announced, regardless of your presence or absence. Late work may be accepted for partial credit at the discretion of the instructor based on advanced communication and the problem-solving effectiveness of the student to overcome concerns and meet learning goals. Your prep work should demonstrate understanding and use of CPS process to overcome any concerns and areas of resistance that might result. Please contact the instructor to discuss your needs and proposed solution; develop a written plan to present at that time.
• Criteria for consideration of that plan and evaluation of the work are:
(a) shows evidence of effort to anticipate and solve the problem in advance; communication and networking with other students;
(b) assumption of ownership and accountability for actions by the student;
(c) provides for minimal disruption in the learning environment;
(d) provides for equitable time, energy, effort and quality of work;
(e) represents a meaningful learning experience; and
(f) satisfies learning goals of session/assignment.

Assignments:

Throughout the course, a diverse set of assignments will nurture your Creativity, Entrepreneur and Leadership skills. These assignments are meant to develop you as a professional but also as a human about to contribute in your community and/or environment.

1. **Creativity, Innovation and Entrepreneurship comic** – Students are required to do research to identify and analyze the differences and similarities between Creativity, Innovation and Entrepreneurship. The outcome of this research will be reflected in an individual paper and a comic creation (in teams) where the contrasts will be explained. The comic should be backed up with a research paper containing at least eight different sources. This assignment is worth **100 points** and will be evaluated on the following criteria: 1) the paper clearly express the differences and similarities of Creativity, Innovation and Entrepreneurship (30 points); 2) the paper is well written within structure and APA style (20 points); 3); the presented comic clearly expresses the contrasts between the mentioned concepts (30 points); and 4) the comic is presented in an elegant, creative and professional way (20 points). The time for in-class presentation will be 5 minutes. A teamwork rubric will be worth a maximum of 10 points for this activity.

2. **Product/Service design and presentation** – Students will be able to demonstrate their understanding of innovation in action and value proposition creation through this project, which also will be tied to their Business Plan projects. A product or service will be designed through Creative Problem Solving tools and techniques using the Value Proposition model as framework. The product or service will be allotted to an identified business or social opportunity chosen by the students. This activity is a team assignment. Teams will be determined the first class. This assignment is worth **100 points** plus a teamwork rubric worth a maximum of **15 points.**

Criteria for product/service design (70 points)
- **Reflects a thorough research related to the selected challenge** (i.e., presents valid statistics and strong research to support the business idea, strong and reliable sources are used) (15 pts.)
- **Depth of understanding** (i.e., the product/ service design reflects a clear understanding of the value proposition guidelines; the creative process is clearly reflected in the outcome) (15 pts)
- **The value proposition supporting the product or service is innovative and clearly represents a solution for the selected target** (20 points)
- **Project Reflection.** A description of the process following the creation of the product or service is required. This should contain the actual process that the team followed and a reflection of the key learnings of the experience. (20 points)

Criteria for product/service "selling" presentation (30 points)

- The presentation clearly articulates the value proposition (10 points)
- The presentation is well delivered, clear, dynamic and engaging (10 points)
- The presentation is compelling and persuasive (10 points)

3. **Business Plan creation and presentation** – Students will design their business model through the Business Model Canvas and then write their Business Plan. The Business plan will contain the following sections: Executive Summary, Company Description, Product/Services, Market & Competition, Marketing & Promotion, Management & Advisors and Financials. Students should include the Business Model Canvas and a process reflection. This assignment is worth **100 points** (The written assignment is worth 70 points and the presentation is worth 30 points) plus a teamwork rubric will be worth a maximum of **15 points.**

Criteria for Business Plan creation (70 points)
- **Depth of understanding** (i.e., the business plan reflects a clear understanding of the business plan content and purpose) (20 points)
- **The business plan clearly articulates the designed business model** (i.e., the business plan explains every required section in a clear and detailed way; the business plan is clearly an outcome of the designed business model canvas) (20 points)
- **The process reflection is thorough and specific** (20 points)
- **Strong Research component** (i.e., the business plan is well supported by strong research facts and sources) (10 points)

Criteria for Business Plan presentation (30 points)
- **Presentation content** (i.e., presentation clearly articulates the Business Plan and Business content) (10 points)
- **Presentation format** (i.e., presentation materials are clear, elegant and show care for small details (grammar, citation)) 10 points.
- **Presentation "attitude"** (i.e., presentation is engaging, creative and dynamic) (10 points)

4. **Adopt a social project** – Students are required to identify during the semester a social issue in the community (helping the elderly or diseased, contributing to an ecological issue, fighting poverty, etc.) and create an action plan to contribute to the solution. The professor will share some opportunities but students can find their own. This project is oriented to develop the human entrepreneur, by identifying a common issue in the community and developing a solution, students will be able to experience the act of giving, helping and transforming. This project is worth **100 points (Individual experience reflection paper 75 points, In class sharing 25 points)** plus **15 points** for the teamwork rubric. The paper should contain a reflection-evaluation of the experience

with the following sections: experience description (who, what, when, where) and PPCO of the experience. A fifteen-minute presentation per team is required, sharing their team and personal learning from the experience.

5. **Adopt a book.** Students will be assigned to read and then create an interactive presentation for the class. Presentations should contain a summary of the content of the book, and a PPCO of the book. A list of books related to Creativity, Entrepreneurship and Leadership will be shared with the group for them to "adopt" one. This assignment is worth **45 points.**

Criteria for Adopt a book presentation (45 points)
- **Presentation content** (i.e., presentation clearly articulates the content of the selected book) (15 points)
- **Presentation format** (i.e., presentation materials are clear, elegant and shows care for small details (grammar, citations)) (15 points)
- **Presentation "attitude"** (i.e., presentation is engaging, creative and dynamic) (15 points)

List of books
1. Amabile, T., & Kramer, S. (2011). T*he progress principle: Using small wins to ignite joy, engagement, and creativity at work.* Boston, MA: Harvard Business Review Press.
2. Aulet, B. (2013). *Disciplined entrepreneurship: 24 steps to a successful startup.* Somerset, NJ: John Wiley & Sons.
3. Berger, W. (2014). *A more beautiful question: The power of inquiry to spark breakthrough ideas*. New York, NY: Bloomsbury.
4. Catmull, E., & Wallace, A. (2014). *Creativity, Inc.* City, State: Random House.
5. Cooper, B., & Vlaskovits, P. (2011). *The lean entrepreneur: How visionaries create products, innovate with new ventures, and disrupt markets*. City, State: Wiley.
6. Gilbert, E. (2015). *Big magic: Creative living beyond fear.* New York, NY: Riverhead Books.
7. Kelley, T., & Jonathan, L. (2001). *The art of innovation*. New York, NY: Currency and Doubleday.
8. Kelley, D., & Kelley, T. (2013). *Creative confidence: Unleashing the creative potential within us all*. New York, NY: Crown Publishing Group.
9. Kelley, T., & Littman, J. (2005). *The ten faces of innovation: IDEO's strategies for beating the devil's advocate & driving creativity throughout your organization.* New York, NY: Currency/Doubleday.

10. Mauzy, J., & Harriman, R. (2003). *Creativity, Inc.: Building an inventive organization*. Boston, MA: Harvard Business School Press.
11. Maxwell, J.C. (2007). *The 21 irrefutable laws of leadership* (10th ed.). Orange, CA: Thomas Nelson.
12. Miller, B., Vehar, J., Firestien, R., Thurber, S., & Nielsen, D. (2011). *Creativity unbound. An introduction to creative process* (5th ed). Evanston, Illinois: FourSight.
13. Moote, I. (2013). *Design thinking for strategic innovation*. Hoboken, NJ: John Wiley and Sons, Inc.
14. Osborn, A. (1948). *Your creative power.* New York, NY: Charles Scribner's Sons.
15. Osborn, A. (1953). *Applied imagination: Principles and procedures of creative thinking*. New York, NY: Charles Scribner's Sons.
16.
17. Seelig, T. (2012). *InGenius: A crash course on creativity*. New York, NY: HarperOne.
18. Schultz, H. (2011). *Onward: How Starbucks fought for its life without losing its soul.* New York, NY: Rodale.
19. Stone, B. (2013). *The everything store: Jeff Bezos and the age of Amazon.* New York, NY: Little Brown.
20. Zandra D., & Yamada, K. (2011). *7, How many days of the week can be extraordinary?* City, China: Compendium, Inc.
21. Zandra D., & Yamada, K. (2011). *5, Where will you be five years from today?* City, China: Compendium, Inc.

6. **Teamwork**. Peer-to-peer evaluation will be conducted, which will be worth 45 points. Each group assignment is worth a max of points and team members will evaluate this section.

Criteria for teamwork evaluation

- Made substantive contributions to the assignment (5 points)
- Was flexible, cooperative, and accommodating with respect to team meetings, communication and participation (5 points)
- Demonstrated a high degree of creativity and problem-solving skills throughout the assignment (5 points)

Evaluation:

Assignment	Max Points	Due Dates
Attendance and Participation	required/no points	
Comic:	100	Second week of classes
Product/Service Design	100	Seventh week of classes
Business Plan	100	Second last week of classes
Social Project	100	Last week of classes
Adopt a Book assignment	45	Defined in the description of
Teamwork	45	Throughout the course
Total possible points	490	

Final letter grades are awarded via the percentage of points earned from the course total (>90%=A; 80 to 89%=B; 70 to 79%=C; 60 to 69%=D; and <59%=E). Plus/minus grades are awarded at the discretion of the instructor.

Accommodations: Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his/her needs known to the instructor and to Lisa Morrison-Fronckowiak, Director, Disabilities Services Office, South Wing, 120, Extension 4500.

CRS/BUS 370: The Creative Entrepreneur Leading Innovation
Course Syllabus
Wednesday 9:00 am -12:15 pm, Chase Hall 215
Course coordinator_____, Business Department and International Center for Studies in Creativity

Module 1: Clarification Stage
Basic concepts: Creativity, Entrepreneurship and Leading innovation

Class #1: Course Introduction, overview & team distribution
- Class introductions, share course structure.
- FourSight questionnaire completion

- Introduction Entrepreneurship, the entrepreneur profile and exploration of some well-known entrepreneurship examples.
- Teams selection and team building activity

Pre-reading Assignments: None

Class #2: Entrepreneurship and Creativity Part I
- FourSight debrief
- Creativity as a core skill for the 21st Century
- Creativity definition, 4Ps
- The Creative person: The link between Creativity, Entrepreneurship and Innovation

Pre-reading Assignments:
- Chapters 1-3 of *Creative leadership: Skills that drive change*.
- *Nature or nurture. Decoding the DNA of the entrepreneur.* http://entrepreneurship.org/~/media/Entrepreneurship/Files/Resource%20Center/Nature_or_nurture_Exec_summary_FINAL.pdf

Class #3: Creativity Part II
- Creative Problem Solving (CPS) towards entrepreneurial practice
- Divergent and Convergent Thinking
- CPS tools
- Warming up for next session: Group thinking –transforming a bad business idea into a new business idea.

Pre-reading Assignments:
- Chapters 5-7 of *Creative leadership: Skills that drive change*.

Class #4: Value proposition design & challenge formulation

- The Marshmallow challenge- Keep the objective in mind and team building.
- What is a value proposition? Getting customer insights
- Opportunity selection – Through strategic thinking and sensing gap teams will choose their challenge to tackle. Identify gaps: Big problems are big opportunities.
- Through visionary thinking and dreaming, students will define a vision statement and generate a challenge statement for their product/ business plan project.

Reading Assignments:
- Chapters 8-11 *Creative leadership: Skills that drive change*.

Module 2: Transformation stage

Value proposition design, business model canvas and Business plan.

Class #5: Product/Service Design part I
- Through CPS tools students will work during class to design their product or service serving the challenge they've selected. They will work with their teams and will experience how to facilitate/lead themselves through a CPS process.
- Students will explore ideas through ideational thinking and playfulness.

Reading Assignments:

- **Design (section 3: techniques 1-3)** of *Business model generation: A handbook for visionaries, game changers, and challengers*.

Class #6: Product/ Service Design part II
- Through evaluative thinking and avoiding premature closure, students will get and give feedback to build on their product and/or service design.

Reading Assignments:
- **Design (section 3: techniques 4-6)** of *Business model generation: A handbook for visionaries, game changers, and challengers.*

Class #7: Product/Service Presentations
- Teams will present to the group their product and/or service to the group. Each team will have between 30 and 40 minutes (depending on the group size) to present the process they followed and the outcome. Revise grading details and considerations for this presentation in the course contract.

Reading Assignments:
- None

Class #8: Business Model Canvas
- Students will be introduced to the Business Model Canvas. They will internalize the value of designing a business model canvas and its application when starting up a business.
- Using ideation tools students will start designing their Business Model Canvas with their teams.
- Adopt a book presenters 1-5

Reading Assignments:
- **Canvas (section 1)** of *Business model generation: A handbook for visionaries, game changers, and challengers.*

Class #9: Business Plan
- Students will be introduced to the Business Plan structure, content and purpose. Students will also integrate their Business Model Canvas into the Business Plan Structure.
- Adopt a book presenters 6-10

Assignments:
- None

Class #10: Leadership part I
- The clip challenge: students will be required to solve a challenge within the next 36 hours; they will experience risk taking, embracing ambiguity and being open to novelty (core traits of creative people and entrepreneurs). Creative ways of adding value and drive change will be the key learning
- Social Project selection. Teams will share their social project identification and selection.
- Adopt a book presenters 11-15

Assignments:
- None

Class #11: Leadership part II
- Students will present their challenge results (8 minute presentation per team).
- Through a teach back activity, students will learn general aspects of different leadership models.
- Students will identify the value of taking risks, embracing failure as part of the human side of the entrepreneur. They will value the social impact entrepreneurs can trigger and how they can contribute to their community development.
- Adopt a book presenters 16-20

Assignments:
- None

Class #12: The real Entrepreneur
- Five different local entrepreneurs will come to class and share the "reality" of running a business. Contrasts between success and work will be presented. Each entrepreneur will have a 25-minute section to present their story and experience as entrepreneurs.
- Half an hour will be reserved at the end of the session for entrepreneurs and students to interact and chat.

Assignments:
- None

Class #13: Business Plan presentations
- Teams will have 30 minutes to present their business plan. Please take a look at the grading criteria in the course contract.

Assignments:
- None

Class #14: Social Project presentation & Course Closure
- Teams will have 30 minutes to present their social project outcome. Please take a look at the grading criteria in the course contract.
- Course closure

Assignments:
- None

Summary of due dates for class assignments:

Assignment	Max Points	Due Dates
Attendance and Participation	required/no points	
Comic:	100	Second week of classes
Product/Service Design	100	Seventh week of classes
Business Plan	100	Second last week of classes
Social Project	100	Last week of classes
Adopt a Book assignment	45	Defined in the description of
Teamwork	45	Throughout the course
Total possible points	490	

Section 5: Key Learning

All along the project there has been a learning journey full of situations, thoughts, ideas,

solutions, challenges and "Aha!" moments. I decided to cluster the learnings in three main topics:

Learning how to design and deliver a curriculum, learning from current trends on education towards entrepreneurship, and learnings from the actual experience of working on my Master's Project.

Learning how to design and deliver curriculum

Developing my Master's project has been such an adventure. My first learning was the process of the topic selection. I wanted to do so many things and wondered which one was the best to develop. I decided to follow my heart and work for what was going to keep building me as a person and as a professional. Once I knew that I wanted to work on curriculum development, I had to learn how to actually develop curriculum (something I´ve never done before). I learned the right language, the right wording. I learned to look at it from a different perspective; I now wanted to develop the content towards students needs. I learned how to design and develop a program for undergraduates, from the format to the content structure. I learned how to actually deliver a class considering types of activities, engaging sessions, the actual adult learning process. I learned that there are different types of sessions, that every session has to be personalized as much as possible, letting the audience to own the learning, and set the environment for discovering opportunities and motivate them to take them.

For the curriculum structure and content coherence I visualized the connection of each module, like telling a story. I envisioned students taking this course in the future and made the commitment to design a transformational experience for them. I learned more about what it is that I like about curriculum design and also what I like the most of my dream of being a professor. I learned that the treasure for me in designing curriculum is the potential positive change that it might represent. My motive behind wanting to become a professor is to trigger that positive change, and to take the opportunity of transforming life for others towards a better environment or community in

our world. The idea of the impact of one raindrop in the water, the expansion that it represents, is how I visualize my future practice.

Regarding the curriculum design and submission, I learned the right way of phrasing and structuring a formal proposal. I had the chance to get professional and formal feedback from Sue Keller-Mathers. Sue made me look at my project from quite different perspectives. She invited me to follow exactly what I wanted to create and then figure it out from there. Her feedback in terms of the content helped me to better understand the connection between the topics and also the flow I wanted to have. In terms of the format of the course, I learned from her a better way to be straightforward and clear when defining course objectives and outcomes. She gave me ideas of where and how to include this course at Buffalo State and gave me the most professional advice to make it happen.

Learning from the course content

I learned new trends on curriculum covering the four trend topics in business and innovation education: Entrepreneurship, Creativity, Innovation and Leadership. I had the opportunity to compare different types of programs delivered by the best universities in the US. Learning from other institutions' visions and perspectives gave me a context of the main goals they are pursuing while offering these courses. I was able to identify the lack of a human perspective and formation of entrepreneurs. The revised courses don't explore the journey of a leader nor the impact that an entrepreneur represents in the environment and social development. Based on the fact that entrepreneurs are made, not born, academic leaders should focus on skill identification and development: tools, techniques and practices should be better addressed.

The whole experience learning

My biggest learning and probably my biggest accomplishment was to be able to put together a collection of learning and experiences throughout the Master's program. The product I finished

with is the most exciting project I've ever worked in, and it is totally contributing to my future professional practice. There were all kinds of experiences during my Master's Project process. I had to face several "that is not possible" moments, and I had to challenge myself. I had to learn to embrace my creativity and respect my project enough to avoid forcing it into a feasible Buffalo State course. My project is genuine and is made with passion and designed to transform lives, that is my favorite learning and my motivation to take it further.

Section 6: Conclusions

Entrepreneurial and Creativity mindset formation should be as important as teaching math in school. I was surprised how some colleges or universities limit the possibility to experience an entrepreneurial course to certain career strands or they develop quite heavy content certifications for active entrepreneurs. What if we let students discover their own vocations, their preferences, and possibilities? What if we give them options to choose from? What if we form them to design their own paths and transform them as they feel works for them? What if we give them the required tools and skill-set development so they can solve their own professional paths without depending on a bigger entity? Exploring other courses, analyzing Buffalo State's courses and generating my own ideal course for Entrepreneurship and Creativity opened my eyes to the way education is being delivered and the lack of humanity that we are experiencing. I love my project because it represents a formation that will impact people's lives in a professional and mostly in a personal way. The Creative Entrepreneur Leading Innovation course is not transactional – but transformational.

What is next? I wish I could implement the project. I am presenting this program to the Business department and the Creative Studies department to have feedback and make it fit in their curriculum offerings. I want to generate the on-line version of the course and offer it to some universities in Mexico. Parts of this course might also be added into existing courses in order to update them or give them a business/creativity twist. The primary objective is to show an opportunity

to universities to integrate a program that builds students' confidence, creativity, leadership and entrepreneurship skills, to transform their visions of professional and personal paths and have a wider and more realistic perspective of what is to create and work hard to make that creation grow while positively impacting their community. I am organizing the next steps and my future plans derived from this project in the following chart:

Timeframe	Activity	Who else?
Short term (less than one year)	*Submit Master's project to digital commons* - Present the course to the ICSC - Present the course to the Buffalo State Business department - Review how parts of this course might complement current offered courses.	Karina and identified partners in mentioned institutions or universities.
Mid term (less than 3 years)	- Present the course to IBERO (Mexico), ITESM (Mexico), ULA (Mexico), UIC (Mexico) *As courses are presented to different institutions, feedback should be collected and the course can be customized according.* - I will coordinate and teach some or all of the modules of the course. - I will design a course complementing the one presented. This course extension will be 100% practical. - Keep track of the professional practice and success factors of the students taking the course and contrast it with students that did not take the course. Showing the differences in skills development and professional success. - Design the on-line version of this course to expand the span of impact. - I would like to start a doctorate to do deeper research on how entrepreneurial skills that in addition to creativity training might expand professional opportunities for success and personal development. What else can we learn from entrepreneurs?	Karina and identified partners in mentioned institutions or universities.

References

Amabile, T. M. (1997). Entrepreneurial creativity through motivational synergy. *Journal of*
Creative Behavior, 31(1), 18-26.

Aulet, B. (2013). *Disciplined entrepreneurship: 24 steps to a successful startup*. Somerset, NJ:
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