

BMA213
Entrepreneurship & Creativity

Semester 2, 2009

This unit will be offered in:

Hobart

The lecturer responsible will be:

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Australian Innovation Centre

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<http://www.utas.edu.au/mgmt/student.htm>

Introduction to the Unit

This unit aims to develop your creative problem solving skills and focuses on the use of creative problem solving techniques in everyday life. The unit is a response to the rapidly changing nature of the business environment and the difficulties that individuals and groups can experience in responding to problems brought about by change or the emergence of new paradigms. It covers a wide range of creative problem solving methods including problem definition techniques, idea generation methods, idea evaluation and, importantly, how to gain acceptance of new ideas.

At the heart of the unit is an explicit focus on developing selling skills. Selling is seen as the primary skill through which creative confidence is encouraged. Throughout your entire life up until this point you have been required to 'buy' the explanations and ideas your family, teachers, friends and communities have 'sold' you. This unit aims to provide you with the independence to understand and plan your future interaction with the world within which you live. In short, this unit offers you an opportunity to reshape the way you live your life.

Partnership

The University and the Tasmanian State Government entered into a Partnership Agreement in November 2000 that acknowledged 'the important role which higher education plays in the social and economic development of the Tasmanian community.' The Entrepreneurship major is a tangible result of this partnership, and the University acknowledges the support of the Tasmanian State Government, through the Department of Economic Development, in its introduction.

Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

Learning Outcomes

On completion of this unit, you should have a sound understanding of, and ability to engage in:

- A structured creative problem solving process that provides you with the means to solve all manner of problems.
- Recognizing and selling new business ideas related to existing and new markets.
- Effective interaction/communication with all stakeholders associated with your life and your attempts to effect creative change.

Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

1. **Knowledge** related to the creative problem solving process, selling and the evaluation of business concepts will be developed through a student-centred process that requires students to manage their own learning, assist in the development and application of knowledge within a team and workshop

environment. This will be assessed across workshop presentations, games, group sense making, creativity challenges and your assignment work.

2. **Communication Skills** will be developed across a range of mediums, including oral, written and visual, that depend upon your ability to listen, understand, lead and empathise with members of your group and/or workshops. This will be assessed across workshop presentations, games, group sense making, creativity challenges and your assignment work.
3. **Problem Solving Skills** will be developed by applying your initiative; creativity and planning and organising abilities to ensure you assist in the development of a range of strategies and solutions to the tasks you encounter. This will be assessed across workshop presentations, games, group sense making, creativity challenges and your assignment work.
4. An awareness of **global perspectives** and issues of **social responsibility** related to the process of creative problem solving and selling.

Prerequisites

None.

Texts

Prescribed Text

There is no prescribed text. Key concepts will be communicated with workshop PowerPoint slides.

School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

Writing Assignments: A Guide

Referencing Style Manual

Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

Useful Web Sites

- **eReserve** <http://www.utas.edu.au/library/cat/ereserve.html> is the location of the prescribed readings noted in the *study program*. Access can also be gained through a link inside the study tools within MyLO. Readings can be searched by author name using the catalogue guide.
- **Creativity Web** <http://members.optusnet.com.au/~charles57/Creative/index2.html> is an Australian resource centre for information to help you to become more creative. Resources include books, software, links, and techniques to stimulate your thinking. Charles Cave, the creator, works in the software industry and has been interested in creativity all of his life.

- **Start2Think** <http://www.start2think.com> is the site of Advanced Structured Inventive Thinking, or ASIT. The site offers an entertaining introduction to the ASIT method with sound and animation, accessible from your web browser. You can also purchase the Invention Highway CD-ROM game featuring challenging real-life problems in a simulation game.
- **Please Understand Me** <http://www.keirsey.com/> is a fantastic website by David Keirsey through which you can gain much understanding of your temperament.
- **OneIshy.com** <http://oneishy.com/personality/> is a great website for evaluating your personality and temperament. Joyce Wycoff's site contains numerous articles on personal creativity and organisational innovation in the article archives. Look for the superb DNA diagram showing the myriad factors of innovation.
- **Edward de Bono** <http://www.edwdebono.com> is Edward de Bono's website which is predominantly text-based, but provides information on most of de Bono's work including Six Hats, Lateral Thinking and the CoRT program for schools. You will also find information about certified trainers, the CoRT lessons CD, videos, the Creative Team and regular messages from Edward de Bono.
- **Mind Tools** <http://www.mindtools.com> contains techniques for memory, creativity, skills for high performance living and practical psychology.
- **Buzan Centres** <http://www.mind-map.com> is the official website of Tony Buzan and family. Contains many links to other mind mapping websites as well as a good outline on how and why to mind map.

Useful References

De Bono, E. 1996. *Serious creativity: Using the power of lateral thinking to create new ideas*. Glasgow: Harper Collins.

Proctor, T. 1999. *Creative problem solving for managers*. London: Routledge.

Wycoff, J. 1991. *Mindmapping: Your personal guide to exploring creativity and problem-solving*. New York: Berkley Books.

Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See *Learning Online* <http://uconnect.utas.edu.au/> for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties.

Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
Coursework			
Group Sense Making	20	After Workshops 2 and 6	1 A4 page each
Workshop Presentation	20	Workshops 3, 4, 6 & 7	5 minutes each
Workshop Game	20	Workshops 3, 4, 6 & 7	N/A
Creativity Challenge	15	Workshop 5 and 8	5 minutes each
Examination	25	Exam Period	2 hours
Total Marks	100		

* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Examination

Format

There is a two-hour final examination that contributes 25 per cent of your marks for this unit.

Scheduled date and place

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

Note that you will be expected to sit the examination at your recorded study centre.

Supplementary Examination

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Student Adviser, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Student Adviser is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. In Launceston the Student Adviser is located in room A168 in Building A and is contactable by phone on 6324 3312. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

Submission of Coursework

Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

Hobart students: Lodge in assignment box next to room 321, Commerce & Economics Building.

Launceston students: Lodge in assignment box beside room A170.

All coursework must be handed in at 2.00 pm on the due date.

Late Coursework

Written Work

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

Tests

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

Return of Coursework

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:
http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Mixed-Mode Learning

The teaching strategy for this unit is based on a model called *student-centred learning* in which you have a great deal of autonomy and control over how you learn, when you learn and where you learn. An important implication of student-centred learning, however, is that you will need to assume a tremendous amount of personal responsibility for your own learning experience. This approach to learning may differ from your experiences in other university subjects. If you are unsure about any aspect of the approach described in this unit outline, please contact the lecturer to seek clarification.

The process of learning in this unit is not a passive experience. It includes collaborative activities, goal-driven tasks, intellectual discovery, activities that heighten thinking and activities that provide practice in learning skills. You are encouraged to use whatever technologies you believe will increase your successful participation in the unit. **Success in this unit is ultimately dependent on your personal contribution as an active participant in the learning process.**

We shall also use MyLO as a means of distributing information, providing discussion boards, and for posting assessment outcomes. The purpose of this mixed-mode learning format is to enable you to exercise a significant degree of discretion about how you learn, when you learn and where you learn. We want to make the learning process as creative and innovative as the subject matter.

Workshops

Workshops are based on the group presentations, the workshop game and a preview of the next problem. The following activities form the basis for the workshop sessions.

1. Workshop sessions will begin with **group presentations** related to the Opportunity Challenge you have been issued with in the previous workshop. At the commencement of a workshop, your group should be ready to present. Strive for top quality in the preparation and delivery of your presentation including some visual component such as PowerPoint, role-play, or some other form of multimedia. The presentations must not exceed 5 minutes for each group. A trial of the process will occur in workshop 2.
2. As a group, complete the **peer evaluation form** and give it to the lecturer. Make sure you take enough time to do the job properly. The assessment process for this task is explained on page 12.
3. The **Mystery Object Game** will be trialled in workshop 2, and played and assessed in workshops 3, 4, 6, and 7. The assessment process for this task is explained on page 13.

Presentation Preparation

For your group preparation, you are expected to undertake the following tasks (for previewed problems).

1. Arrange a face-to-face group meeting or use your group's discussion board in MyLO to prepare for the workshop. The following suggestions may help you to get organised.
 - **Consider the parameters of the opportunity type you are focussed on (e.g. parallel)**
 - **Attempt to solve a problem or improve upon current ways of doing things**
 - **Determine the circumstances under which you believe you could create new value**
 - **Contemplate how your idea would appeal to different temperaments**
 - **Be prepared to sell your idea to any one of the four temperaments at a moments notice**
 - **Arrive at the workshop with all contingencies allowed for**
 - **Ensure that you demonstrate the key issue that 'would' have been sold to the other three temperaments**

Peer Evaluation Ratings

A fundamental premise that underpins student involvement in assessment is that taking part in the process is something for which you are uniquely qualified. You already know what assessment is all about, you bring a student's perspective to the assessment process, and you are going to be personally aware of the performance of each of the members of your group as well as the performance of other groups. The peer evaluation ratings are used to monitor, evaluate and reward both individual and group performance.

Completing the peer evaluation ratings is a necessary and important component of this unit. It is essential that you complete the ratings objectively and honestly. **Use the criteria below to evaluate the performance of the other groups. Ensure you provide feedback for all three-interaction elements.** The forms will be tabulated by your lecturer and kept confidential. You will receive regular feedback about your peer evaluation ratings on MyLO in which you will be identified by your student number only. There is one 'trial' peer evaluation (workshop 2) and four 'live' peer evaluations conducted during the semester as indicated in the unit outline. The four 'live' peer evaluations make up 20% of your assessment for this unit. The lecturer will also assess the presentations, and the group whose assessment of other groups (averaged) is closest to the lecturer's will have a 5% bonus added to their workshop presentation score for that assessment period.

Peer evaluation

The purpose of the external peer evaluation is to enable each group to reflect on the degree of understanding of the creative problem solving process used within each presentation. Also this process is used to evaluate the communication and problem solving skills demonstrated during the presentations made. There are two (general) criteria for external peer evaluation. First, evaluation of the content: how well have they demonstrated the process of creative problem solving. The criteria for this first area are outlined below. Please note, your final assessment should be influenced by the immediate feedback of the business owner.

- | | |
|-----------|---|
| 80 – 100% | <i>The very best understanding that could be reasonably expected.</i> Excellent fit between the issued challenge and the nature of the idea developed, the circumstances under which such value could be created are very plausible and the focus of the pitch well aligned. |
| 70 – 79%. | <i>Highly satisfactory understanding.</i> Good fit between the issued challenge and the nature of the idea developed, the circumstances under which such value could be created are plausible and the focus of the pitch well aligned. |
| 60 – 69%. | <i>Quite satisfactory understanding.</i> Satisfactory fit between the issued challenge and the nature of the idea developed, the circumstances under which such value could be created are possible and the focus of the pitch is reasonably aligned. |
| 50 – 59% | <i>A passable understanding.</i> The fit between the issued challenge and the nature of the idea developed is questionable, the circumstances under which such value could be created are doubtful and the focus of the pitch was poorly aligned. |

0 – 49%. ***A poor understanding.*** Poor fit between the issued challenge and the nature of the idea developed, the circumstances under which such value could be created are very unlikely and the focus of the pitch was poorly aligned.

Secondly, evaluation of the context: how well have they presented their answer/s? Use the guide below to determine your assessment

80 – 100% ***The very best presentation that could be reasonably expected.*** The medium/s of communication were very appropriate and very skilfully implemented.

70 – 79% ***Highly satisfactory presentation.*** The medium/s of communication were appropriate and well implemented.

60 – 69% ***Quite satisfactory presentation.*** Implementation of the chosen medium/s did not assist communication during the presentation.

50 – 59% ***A passable presentation.*** There were problems with the type of medium/s used and their implementation.

0 – 49% ***A poor presentation.*** The medium/s of communication were not appropriate and not skilfully implemented.

Your assessment **must** be supported by comments regarding what you liked and/or disliked about each presentation. Provide specific feedback on their interaction elements (eg. their content, context & image). This will be used to provide feedback for groups to modify aspects of the future workshop performance if they so choose.

Individual marks for peer evaluation

Your individual mark for peer evaluation will be equal to the average external peer evaluation your group receives from all other groups, as moderated (or not) by your lecturer.

Managing your outcomes

If you are unable to attend workshops, you should discuss with your lecturer what steps you can implement to avoid a loss of opportunity to be assessed. It is not possible to ‘catch up next workshop’ due to time constraints. If you manage any absence from workshops correctly, there is no reason for you to be penalised. You will only penalise yourself by failing to make alternative arrangements to overcome your absence. The introductory workshop will cover what strategies are acceptable to overcoming an absence from workshops.

Assignment Topics

Self-Assessment of Temperament

Value: Non-assessed compulsory task

An important learning outcome in this unit is an appreciation of how your temperament works for and against you whilst you are engaged in group work and during presentations. This task is a relatively simple one. Follow the following steps to complete the task.

- 1) Visit <http://oneishy.com/personality/> and complete the free online Personality/Temperament test. Follow the instructions provided to have the results emailed to your email account. Once you receive the results forward them to your lecturer's email (i.e. Colin.Jones@utas.edu.au).
- 2) After you have completed this task, revisit the Personality/Temperament test page and review the definitions of the weaknesses and strengths of the choleric, sanguine, phlegmatic and melancholy traits as they relate to your results for your own personal benefit.

Group Sense Making

Due Date: Commence task after workshop 2 and after workshop 6

Length: As required

Value: 20 per cent of total marks

The group you work within this semester most likely will expose you to a lot of diversity. Understanding such diversity and how you contribute to the functioning of your group will be key to ensuring your group is capable of performing at a high standard during the semester. The purpose of this task is to ensure you have the opportunity to make sense of your temperament (i.e. your natural tendencies) and the collective capacities of your group.

During the semester you will complete a group-based reflective task two times, you need not meet face to face with other classmates, but are welcome to if you so desire. The task has four phases, preceded by the reading of a situation statement prepared by your lecturer. This process will unfold in a manner that is intertwined with the contributions of your fellow students (see the schedule of timing below). Assessment of the task is explained below.

Please note: *it is the intention of the lecturer to design situation statements that are provocative.*

Phase 1 – Identification of Feelings

The student identifies and reports personal feelings related to the ‘situation statement’. It is quite likely you may experience more than one feeling. Conflicting feelings and/or those feelings that change over time should be noted. *It is important that you don’t only note the assumed or described feelings, focus on your feelings.* The assessment procedures of this phase are outlined below:

0% to 20%	no personal feelings identified
21% to 40%	personal feelings identified but not explored
41% to 60%	personal feeling(s) explored are linked to observed behaviour within the context of the situation statement
61% to 80%	a range of feelings (inc. personal) explored
81% to 100%	a range of feelings (inc. personal) explored are linked to observed behaviour within the context of the situation statement

Phase 2 – Search for Meaning

The student attempts to make sense of the context in the situation statement, now using the perspectives of all your involved group members. Use the identified feelings to help you analyse *your* personal responses to this situation. This analysis may incorporate an exploration of personal beliefs, dispositions, experiences and attitudes. You might consider speculating as to the meaning others attributed to the situation given the feelings reported. The assessment procedures of this phase are outlined below:

0% to 20%	no analysis of situation provided
21% to 40%	judgement or interpretation of situation made from personal perspective
41% to 60%	personal judgement justified with links to observed behaviour
61% to 80%	a range of perspectives and alternative interpretations considered to explain the situation
81% to 100%	alternate interpretations justified/supported with attention to the behaviour, beliefs, dispositions and experiences of yourself and others

Phase 3 – Validation of Meaning

The student attempts to validate their analysis of the situation by asking for feedback from other participants, peers, etc. In other words, the meaning attributed to the situation is confirmed with reference to the ideas and perspectives of others and/or through personal reflection of your own personal experiences. The assessment procedures of this phase are outlined below.

0% to 20%	no validation attempted
21% to 40%	validation is sought from an appropriate source
41% to 60%	the nature of feedback is clearly outlined and discussed with examples or illustrations
61% to 80%	validation of understanding is sought from more than one source with reference to others
81% to 100%	the comments and behaviours of others and/or references to sources are clearly linked to support the meaning attributed to the situation

Phase 4 – Outcome of Reflection

The student indicates how reflection of the situation has influenced their approach to and/or perspective on this specific issue. Any possible shift in values, beliefs and/or attitudes should also be noted. The assessment procedures of this phase are outlined below:

0% to 20%	no outcomes of the reflective process identified
21% to 40%	an outcome of the reflective process noted
41% to 60%	the identified outcome is clearly and logically linked to the situation and past/present attitudes, values, beliefs or behaviours
61% to 80%	a range of outcomes are identified which may include an affirmation of or change to attitudes, values, beliefs and behaviour
81% to 100%	examples are provided to illustrate the range of outcomes identified from the reflection

Summary of Required Approach:

Carefully read the ‘situation statement’ and reflect upon your feelings as to how you personally feel about the challenges associated with the situation statement (i.e. what feelings are evoked when reading through the statement), and then post your thoughts to MyLO (Phase 1). Then, once others have done the same, compare and contrast your thoughts with those of your fellow students. Then post your reflections on the similarities and differences between the postings and comment upon what ‘sense of meaning’ you identify emerging and then post your thoughts to MyLO (Phase 2). Then, you need to discuss the situation statement with a person (or persons) outside of the class and seek external validation of your emerging thoughts, and then post your thoughts to MyLO (Phase 3). Finally, you need to consider the extent to which your initial feelings, attitudes, beliefs and/or values have been altered during the process, and you’re your thoughts to MyLO (Phase 4).

Schedule of Timing:

GSM1 – Begin to record your identified feelings (Phase 1) on MyLO anytime after workshop 2, and ensure you have completed all phases by before August 29.

GSM2 – Begin to record your identified feelings (Phase 1) on MyLO anytime after workshop 6, and ensure you have completed all phases by October 10.

Workshop Presentation—Opportunity Challenge

Due Date: To be completed in workshops 3, 4, 6 & 7

Length: 5 minutes

Value: 20 per cent of total marks

During the semester you will have four (4) opportunities to present as a group. The aim of the presentations is to demonstrate your understanding of the creative problem solving process as applied to each problem solving task you encounter.

The tasks will relate to different types of marketplace opportunities (and will be assessed as per the format provided on pages 9 and 10) and your ability to conceive and communicate your solutions to the opportunities. In the workshop preceding those in which you will present you will be given an overview of the task at hand. The major challenge presented by this task is for you and your group members to work cooperatively in such a way that you are capable of presenting your presentation in a range of formats as determined by the temperament type you're confronted with.

Indeed, this is the challenge of the presentation. You will not know which of the four temperament types you are presenting to until minutes before your presentation. To the extent that you understand the nature of each temperament you will increase your ability to succeed in this task.

Workshop Game—Mystery Object

Due Date: To be completed in workshop 3, 4, 6 & 7

Value: 20 per cent of total marks

The aim of this game is to allow you to interact in a group process that is unstructured, time pressured and exciting. This game aims to allow you to experience the adrenaline rush of contemplating taking a new product to market. Your success will ultimately be determined by your ability to allow freedom in the presence of discipline. *The composition of your groups will be determined by your lecturer on a fortnight to fortnight basis.*

As a group, you decide: 1) what the mystery object (revealed during the workshop) is, 2) what target market it relates to, 3) how should the product/service be positioned, 4) how much start-up capital you'll need to get the product/service into the market, and 5) how you will convince the venture capitalist (i.e. your lecturer) to fund you. You will have 40 minutes to work as a group on the task before you must pitch your idea in the workshop within two (2) minutes.

Assessment of the game

Your lecturer (i.e. the venture capitalist) will assess each group's pitch on the basis of 1) how well you have completed the first four (4) steps outlined above, 2) perceived market success, and 3) how well you have pitched your idea to take into account the personality of the venture capitalist.

The winning group will receive 100%, the second group 80%, the third placed group 70%, the fourth placed group 60%. Groups fifth placed and below will be notified on the day of their grade.

Note: You will have the opportunity to experiment with this task with a practice game in workshop 2.

Creativity Challenge

Due Date: To be completed in Workshops 5 and 8

Value: 15 per cent of total marks (7.5 marks for each challenge)

During the semester, you will have two opportunities to conceive and execute a creative business idea. The aim of the exercise is to create/identify value creating opportunities. You will work in your presentation groups, and will have access to a small amount of seed capital (i.e. \$5.00)

You may spend no more than \$5.00 on all forms of expenditure related to your idea. You pitch your business idea to the class in workshops 5 and 8. During this 5 minute pitch you will be required to present your balance sheet and profit and loss statement for your activities.

Your ideas will be evaluated with reference to your overall level of profitability, creativity and finally, to the way in which you have collectively used the combined resource profile of your group.

Challenge No. 1

During workshop 2, you will meet with the representative from an international charity who will challenge you to apply your creative talents to generating incomes for donation.

Challenge No. 2

During workshop 5, you will be given free reign to create and capture value that can be redistributed to the members of your group (or in any other way of your choosing).

Study Program

Workshop 1—Introduction to Creative Problem Solving and Your Temperament – 13th July

In this first workshop, you will familiarise yourself with the unit outline and check out the MyLO site for this unit. An overview of the creative problem solving process will be presented along with a discussion of temperament types. It is important you have completed the small task discussed on page 11 (you will be emailed several times prior to the first workshop).

Tasks Arising 1) Prepare for your groups practice Workshop Presentation

Workshop 2—Practice Week – 27th July

During workshop 2, your group will deliver their trial Workshop Presentation; we will also play the game for the first time as a practice. We will also engage in (non-assessed) workshop activities aimed at naturally developing creative ideas in real-time. The nature of the 1st Creativity Challenge will also be discussed.

Tasks Arising 1) Prepare for your 1st Workshop Presentation

Workshop 3—Presentation One – 10th August

During workshop 3, your group will deliver their 1st Workshop Presentation; we will also play the game for the first time. We will also engage in (non-assessed) workshop activities aimed at naturally developing creative ideas in real-time.

Tasks Arising 1) Prepare your 2nd Workshop Presentation

Workshop 4—Presentation Two – 24th August

During workshop 4, your group will deliver their 2nd Workshop Presentation; we will also play the game for the second time. We will also engage in (non-assessed) workshop activities aimed at naturally developing creative ideas in real-time.

Tasks Arising 1) Prepare your 3rd Workshop Presentation

Workshop 5—Creativity Challenge 1 – 7th September

During workshop 5, your group will deliver their Creativity Challenge Presentation. We will also engage in (non-assessed) workshop activities aimed at naturally developing creative ideas in real-time.

Workshop 6—Presentation Three – 14th September

During workshop 6, your group will deliver their 3rd Workshop Presentation; we will also play the game for the third time. We will also engage in (non-assessed) workshop activities aimed at naturally developing creative ideas in real-time.

Tasks Arising 1) Prepare your 4th Workshop Presentation

Workshop 7—Presentation Four – 28th September

During workshop 6, your group will deliver their 4th Workshop Presentation; we will also play the game for the fourth time. We will also engage in (non-assessed) workshop activities aimed at naturally developing creative ideas in real-time.

Workshop 8—Creativity Challenge 2 – 12th October

During workshop 8, your group will deliver their Creativity Challenge Presentation. We will also engage in a review of the unit and exam preparation.

Study Schedule

Semester 2, 2009

Week	Start of Week	Text Chapter	Topic	Due Dates
1	13 July		Introduction to Creative Thinking	
2	20 July		Self-Directed Learning	
3	27 July		Trial Presentation & Game	
4	3 August		Self-Directed Learning	
5	10 August		Presentation 1 & Game 1	P1 & G1
6	17 August		Self-Directed Learning	
7	24 August		Presentation 2 & Game 2	P2 & G2
Mid-Semester Break 31 August – 4 September				
8	7 September		Creativity Challenge 1	GSM1
9	14 September		Presentation 3 & Game 3	P3 & G3
10	21 September		Self-Directed Learning	
11	28 September		Presentation 4 & Game 4	P4 & G4
12	5 October		Self-Directed Learning	
13	12 October		Creativity Challenge 2	GSM2
A Calendar/Study Planner showing dates is available from School of Management website at http://www.utas.edu.au/mgmt/student.htm .				