

SYLLABUS

IMAGINATION

EEE 3663/5663

School of Entrepreneurship <http://entrepreneurship.okstate.edu>

Spears School of Business

IN Class and ONLINE version

Instructor: Dr. Tom Westbrook

Office: My briefcase

Office Hours: By Caribou (Atrium) 1:30 to 3 p.m. on Tuesday (If on Campus feel free to set up an appointment.)
I occasionally set up Google+ Hangouts for class questions

I. Course Prerequisites

You must be willing to risk expressing your creative ideas and thoughts, while looking or acting foolish in your quest for insight and innovation.

II. Course Overview

This Course is for entrepreneurs building a courage to create, and risk making mistakes in their quests for true innovations in products, services or processes. You will solve problems in uncertain and dynamic environments. Creativity, the central focus, might be defined as “applying your mental ability and curiosity to discover something new...the act of relating previously unrelated things.”

Specifically, focus on capitalist creativity. Create profitable, practical solutions. I provide challenges to engage you to discover patterns and produce *breakthrough* ideas solving business problems.

I immerse you in a systematic approach to change how you create, I.D., and sell these ideas. You will gain techniques and concepts for your creative skills toolkit. I use proven methods from some of the world’s leading corporations. You apply these methods in your real-world environment.

You will learn how to, and then form teams for the purposes of developing creative solutions to problems and coming up with a “wickedly good” new product concept around which to base a venture.

STRUCTURE WARNING: “PARTS OF THE COURSE ARE PURPOSEFULLY OPEN-ENDED. SO, TRY NEW THINGS. IF YOU WANT A COURSE WHERE ALL IS SPELLED OUT & SPOON FED, DROP NOW. THIS IS YOUR CAPTAIN SPEAKING.”

III. Course Objectives

Rapid technological change and global economic and social transformations swirl around us. Creating and innovating are supplanting physical labor and organizational bureaucracy as keys to economic success. All entrepreneurial groups are hunting the “next big thing”. Increasingly, economists agree “that next big thing” is creativity. This course pushes you to develop an entrepreneurial mindset. Upon course completion, you should be able to:

- Recognize your own innate creative potential and its role in living a full life.
- Grab the courage needed to come up with and implement new ideas in business problem-solving.
- Generate a markedly higher number of innovative ideas when confronted with a task or problem.
- Recognize your creative blocks imposed by you or others, or how you impose them on others.
- Apply new techniques for overcoming obstacles to creative problem-solving.

- See and overcome the challenges to achieve creativity in groups. Assume different roles.
- Effectively sell creative solutions to others. Pitching. Pitching well.
- Develop viable product or service concepts on which to initiate ventures.
- Show increased understanding of cognitive processes that underlie your creativity.
- **Gain skills to form ideas for new products or services, and assess their feasibility and worth.**
- **Work for team building — challenging, but part of business today.**

IV. Role of the Course in Achieving the Learning Goals

The course components push you to think critically, see context, engage others, to decide while examining consequences, to gain new perspectives combining imagination, intuition, reasoning and new skills.

As you analyze issues and solve problems, you must appreciate others’ assumptions and perspectives that they use to solve problems creatively, considering who is involved, and the “organization” you inherit.

You will help build a learning environment by joining in intellectual discourse with me and the students. Translated: read and prepare ahead, especially to apply what you’ve learned. Be creative in assignments.

Finally, develop your sense of accountability in your groups’ contributions: I must see your discipline, thought, and due diligence. In evaluations, I watch how social, moral and ethical effects are considered.

For undergrads. Course Objectives for EEE 3663

Course Objectives	Program Learning Goal
Create Two minute presentations	Critical-thinking skills
Begin and keep a Journal (top 15%)	Critical-thinking skills & Written Communication Skills Innovation abilities and Mindset
Generate reports on Selected Entrepreneurial Readings	Critical-thinking skills Business knowledge and competency Written Communication Skills
Use tests and skills taught to better their work in groups to present future and present business Ideas	Critical-thinking skills Business knowledge and competency
Assess other students’ work	Ethical Decision Making
Handle questions from other students and teacher	Critical Thinking Skills
Find and interview an entrepreneur	Technology Skills & Written Communication Skills

For Grad Students. Course Objectives for EEE 5663

Course Objectives	Program Learning Goal
Create Two minute presentations.	Communication Skills and Creativity
Begin and keep a Journal. (top 15%)	Self-awareness & Creativity Opportunity recognition
Generate reports on Entrepreneurial Readings	Critical-thinking skills & Business knowledge Written Communication Skills
Use new skills to better their group work to present Ideas.	Self-awareness & Creativity Opportunity recognition
Assess Other Students’ Work	Self-awareness & Creativity Knowledge of innovating in an existing firm
Handle questions from other students and teacher	Creativity
Find and interview an entrepreneur	Self-awareness and Creativity

V. Required Texts and Materials

- i. Michael Michalko, *Cracking Creativity*, Ten Speed Press, 2001.
- ii. *Readings are now included on the D2L course site.*
- iii **Compete for the right to keep an electronic journal. In it you keep —**
 - ♦ At least **one** new idea for a business each week and your due diligence on that product.
 - ♦ **Practice observations** and insights.
 - ♦ **Put in your unfinished ideas so you know where to come back to them.**
 - ♦ Combine what **you are learning somewhere else** with what you learn in class.
 - ♦ **Creative thoughts.** Many are just shreds of ideas. Once written down, it “revisits” you.
 - ♦ Creative perspectives **on assignments you’ve read for the class** and
 - ♦ Brainstorming on tasks and assignments for the course or your business.
 - ♦ **IF you want a chance to keep a journal, turn in your effort into the DROPBOX by 5 p.m. CST on January 23. This is a competition.** Late journals aren’t considered. I give a right to keep a journal to the top 15%. In a class of 60 that is 9 students. The journal is worth 1 to 5 points added to your final average in the class.

VI. Student Assessment/Evaluation

Exams	
Midterm Examination ¹	20%
Final Examination ²	20%
Presentations	
Individual Presentation (<i>From something that “bugs” you.</i>) ³	15%
First Team Presentation (<i>Thriving Business in 2023</i>) ⁵	15%
Final Team Presentation (<i>Scalable Business Today</i>) ⁵	20%
Class Support: ! (<i>Weekly and Team assignments, Readings, Skills use</i>) ⁴	<u>10%</u>
Total	100%

The **Imagination Journal** (*see above*) + 1 to 5 pts on final average.

Graduate Students (5663) read the item, Graduate Component.

- 1 The **midterm exam** is short answer and essay. Parts of the exam call forth your
 - 1) your content knowledge and
 - 2) see how you apply it in practical situations.
 I grade content knowledge first, and then your creativity process and practical problem-solving skills. I give sample study questions prior to the exam. They’re only samples. Actual questions may be different.
 DROP BOX TIMES ARE ON D2L. Week 8.
- 2 The **final exam** gives you two creative alternatives.

One form is **essay**, announced the week before the final.

Or you can **present an individual creative project or business idea** to me. The challenge for you is that you must put an actual product or product mockup in my hands for the presentation. Drawings, PPT, or pictures are not enough. *Hand me something real.*
- 3 You will make an **individual pitch** for an original concept related to something that “bugs” you. It is two minutes in length. More on D2L.
- 4 **1) Keep up with the readings and postings. I can test on these at any time.**

- 2) Tune in for “office hour” discussions with me.
- 3) Use what you read and learn when talking to me or classmates, to show that you’re using what you learn, and being MORE creative or innovative because of it. *Your ability to apply what you learn in this class is everything.*

5 TEAM(S)

I assign you to a “Practice” Team: first. Use these folks to figure out how to do a Google Hangout, discuss their ME Assignments and HBDI Scores to get to know them.

In Week 3, CHOOSE A TEAM WITH WHICH YOU EARN YOUR TWO TEAM GRADES.

Choose a team with whom you develop two truly original concepts for the team grades.

- 1 Use the HBDI, Questionnaire, ME assignment, and discussions to choose your team.
- 2 In real-life, you choose people you can’t see face-to-face, to work with to achieve goals.
- 3 Your team
 - * pitches a venture,
 - * turns in a Mind Map, a
 - * Short Paper outlining core business model elements you might hand a potential Investor, &
 - *assesses each other.
- 4 Yes, you may use your “Practice” Team for your presentation Teams. Ask them.
- 5 IF you form a New TEAM; notify your old TEAM immediately. Failure to do so will cost *you and your New TEAM* a letter grade. Leaving and not telling the others is so third grade. Relationships are everything when your only resources are the people you know.

VII. Staying Current

All items have due dates.

In CLASS “Due” means that week’s class period. At the beginning of class. I don’t have to ask.

ONLINE usually means 5 p.m. (ALWAYS Check it. Always check it.) CST or CDST. Don’t be late. It is a letter grade off. Use the syllabus to stay “looking ahead” and use the updates on D2L. Problem? Drop me a note: tom.westbrook@okstate.edu. Tell me *ahead of time* what the challenge is.

VIII. Participation Policy

You are expected to respond to assignments in the way prescribed (Discussion Board, individual emails, etc., and work *ahead* to build your team and its Team Presentation(s). I read your entries and answers in the Drop Box to see how you use the materials, how they flavor your input. *Your Team will also give you a grade on two projects.*

- ♦ So read all materials and prepare assignments in advance. Answer the discussion questions on the Discussion Board or in discussions with me on Google + as they appear.
- ♦ Give me quality over quantity. “Quality” shows sufficient course content to communicate your idea.
- ♦ Contributing includes asking and answering others’ questions, agreeing or disagreeing with points made on the Discussion Board, insights provided regarding the assigned material, or examples that you post to the rest of us.
- ♦ Contributing also means “Team” on two presentations. Give good contributions. No solo efforts on group projects. *Your Team will assess your input. A team’s grades, based on your assessments, can vary as much as 30 points in a TEAM. Don’t think you can live off your Team’s efforts. That steals creativity.*

I expect professional conduct and respect for others in all your communications. I welcome differences. Present them professionally with supporting rationale. These differences, if expressed, don’t affect your evaluation. Lastly, you will protect students’ ideas if they request confidentiality for proprietary ideas.

IX. Instructional Methods: Teaching/Learning Style

Methods used in this course include, but are not limited to, online / offline discussion, presentations, guest speakers, panels, videos, experiential learning, lectures, critical writing, journaling for a few, research, field trips, and other methods as determined by the instructor.

The course involves extensive interaction among you. The class mixes theory and tested concepts with practical problem-solving. I challenge you to grasp concepts, relate them to yourself or your group's creativity process, and then apply them in real-world problem-solving.

What are your goals for this course? Reflect on what you want from it. What do you wish to learn or accomplish?
Please share your objectives in our conversations!

Most assignments are included in this syllabus, and a few are TBA. No, there will be no busy work. Creativity means your work should be — meaningful.

X. Grading Criteria and Related Standards

Assume that students who stay engaged as discussed above, actively participate, and complete competent work *on time* will be “B” students. *Excellence* raises grades, while tardiness, poor participation, poor quality and late submissions significantly lower grades. Assignments are graded on these bases:

1. Adherence to the intent and requirements of the assignment.

Example of adherence to intent: If an assignment says to brainstorm and generate many ideas, a student who submits 75 ideas as others submit 100 will not score as well as the others. Your class “sets the curve.”

Example of adherence to requirements: If the assignment is to be four pages, this means that four pages of content, not including cover page or bibliography, are expected.

2. Evidence of creativity and originality in thinking, in approach or in perspective, expression, and resulting product or outcome.
3. Bibliography provided when you use others' work as a launching point for your own content.
4. Due on Time.

The Due Date for all items is the end of the class is period on the day indicated. You have plenty of time for handing in projects. Some items go to D2L at 5 p.m. As in business, 5 p.m. is “Drop Dead” time. If you like playing ‘how close’ to the deadline you can get, given that techie problems happen in this world — then know this: late is one letter grade off. Be careful.

5. “Group” means [4] or more.
5. Clarity of expression and communication of concepts.

In business, documents communicate to readers, and motivate them to respond as you desire. Documents aren't effective tools to communicate if your reader struggles to understand what you are trying to say, or if while reading, a reader asks, “Where is this going?” A well-written paper is much easier to read and grade. The quality of your completed writing matters. Pay attention to the following:

- Spelling, grammar and punctuation: Proof your work. Use (do not rely completely on) your spell-check and grammar functions on your computer. Resumes get rejected for containing more than one typo. A grade of “A” is impossible if there are spelling or grammatical errors.
- All formal text-based assignments must be typed double-spaced using a common 12-point font such as Times New Roman or Arial. An exception to this is the Imagination Journal.

- Margins shall not be less than one inch on either side.
- For all papers longer than 3 pages, number the pages and use headings for each section.
- Brevity and clarity: In your paper’s final version, if you can say something in one sentence rather than two, and be focused in your language, do so. I suggest that you make an outline before you start; including all the points you want to cover in an orderly progression.
- Keep sentences short, no longer than twenty words — the span that a person’s brain can easily handle. Discuss only one idea per sentence. Avoid run-on sentences. If your sentence can be broken down into two complete sentences, make it two sentences.
- Thoroughness: treat the topic comprehensively. Ask yourself, “Have I covered all of the important facets of this topic?” If your work is of minimum length, it must contain maximum content.
- Thoroughness also means you did due diligence on your topic.
- Elaboration: You can go beyond the length criteria for each project and paper, if each additional point adds substance to the document. However, do not use language as filler.
- Document everything that is from another source or is not your own original idea.

Finally, in evaluating projects and assignments in this course, learn these four criteria:

- 1. Is it original? How new and different is it?***
- 2. Does it create value for a customer or user?***
- 3. Is there ‘reason to believe’ that the idea or concept can work, and you’ve thought through implementation issues?***
- 4. Is it well-presented or explained?***

XI. Academic Integrity

All work in this course must be your own individual effort. When you present a team assignment, the submitted work must be solely that of team members. Violating this rule is academic dishonesty and will be referred to the Academic Disciplinary Committee. The Spears School of Business enforces an Academic Integrity Policy emphasizing honesty, integrity and respect for others.

NOTE: plagiarism is a *serious* violation of the Academic Integrity Policy.

XII. Schedule Separate Attachment.

NOTE on the schedule. I put in “small” due dates in front of major projects — 2 sentences, then a summary, then the actual project. I do that to insure that you don’t do stupid things like wait until the night before to squeeze out a project. I do it to insure that you **GIVE YOUR CREATIVITY TIME**. Those small due dates affect your class participation grade.