

# Building Students' Creativity, Innovation and Entrepreneurship

University of Jordan

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Dr Abeer Pharaon

[abeer@innovation-culture.com](mailto:abeer@innovation-culture.com)

# Key Concepts

1. Creativity
2. Innovation
3. Entrepreneurship

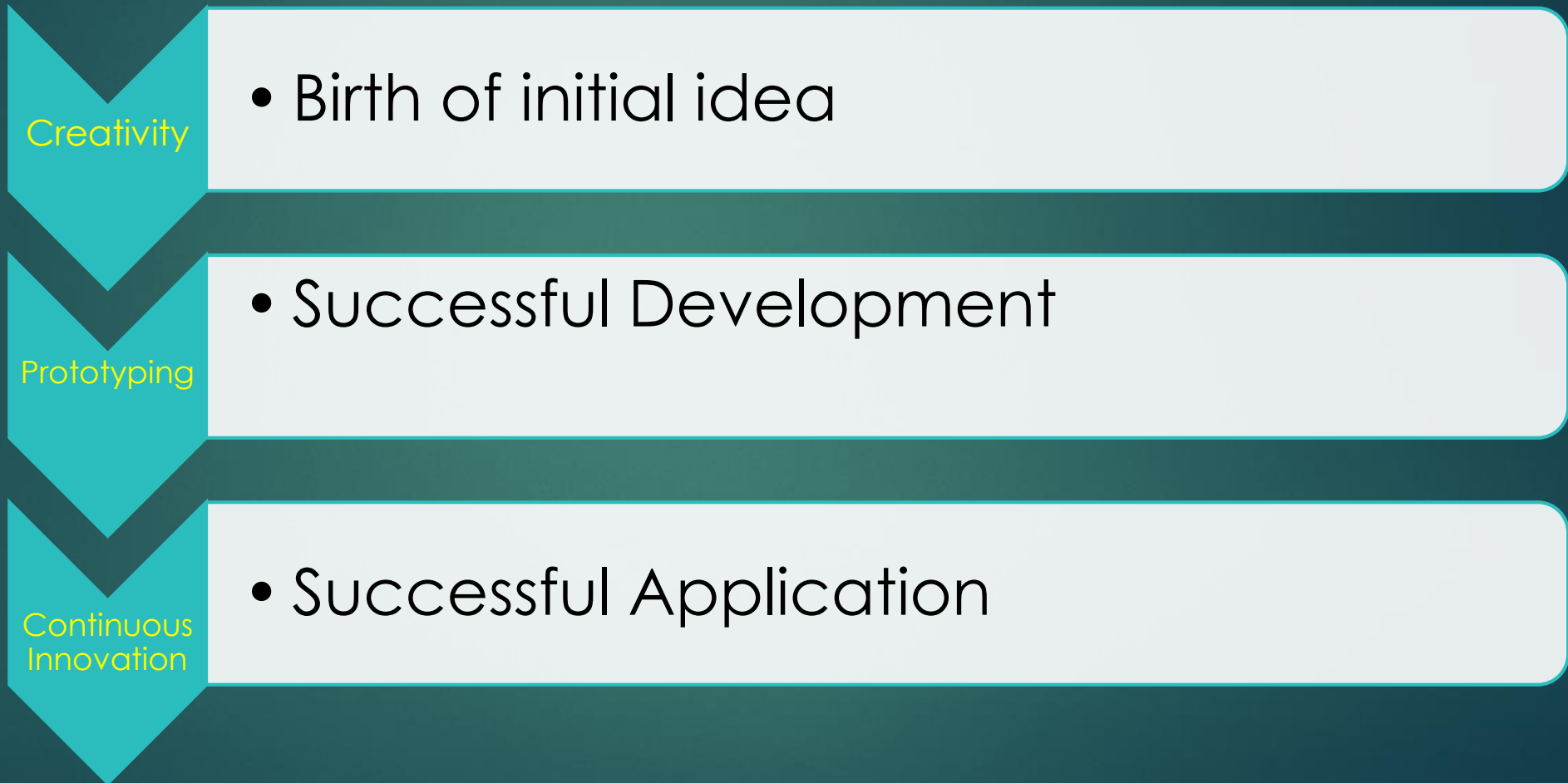
# 1. Creativity

- ▶ Write as many words as you can
- ▶ Creativity: is the ability to think in ways and produce ideas that are new and novel

## 2. Innovation

- ▶ Innovation is putting new creative ideas into action by producing something of commercial value
- ▶ Innovation is a process

# Innovation Process

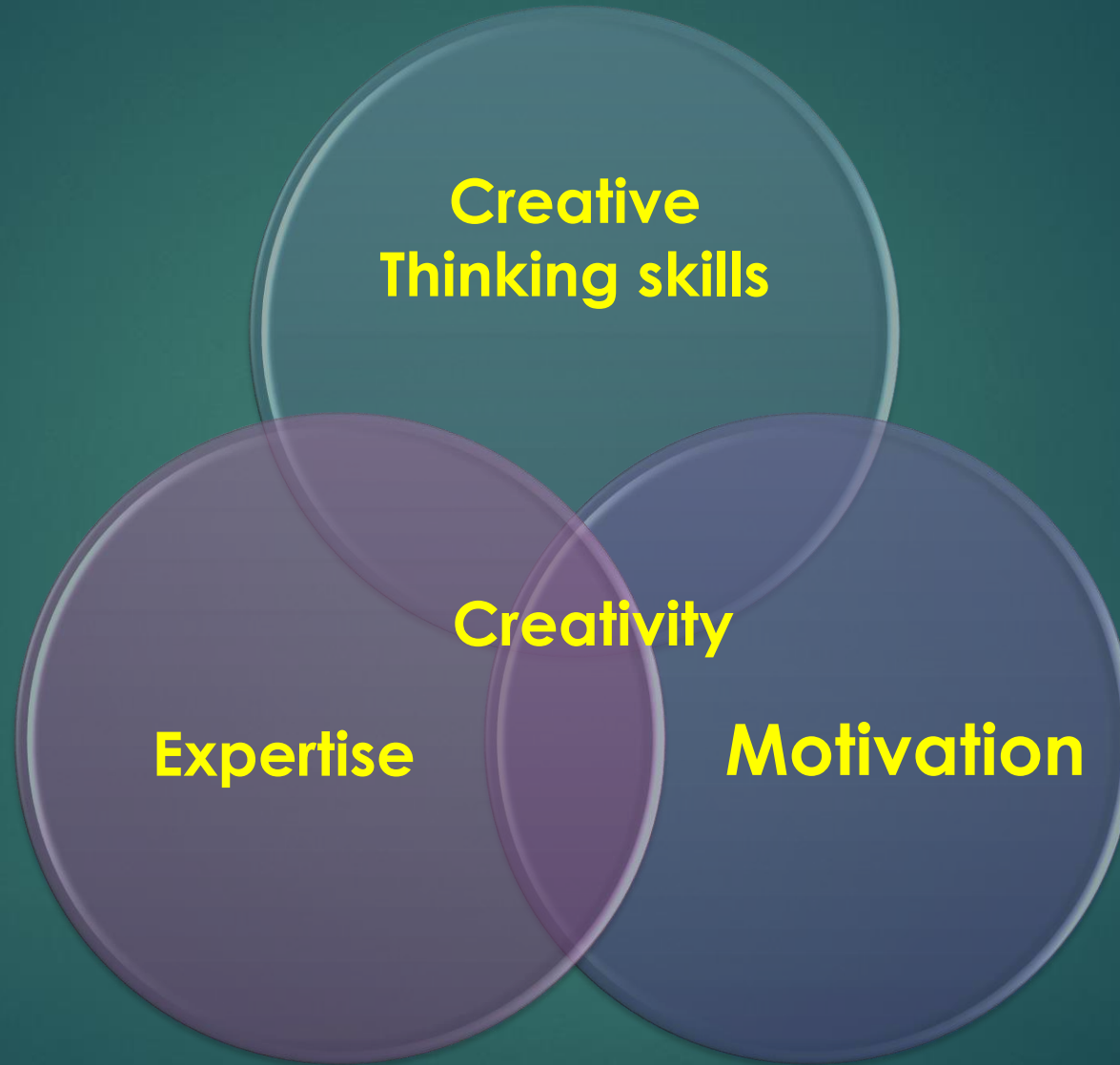


# Creativity Versus Innovation

- ▶ Creativity can be considered as the:

“Ideation part of innovation”

# Creativity Components



From Teresa Amabile

## RIGHT-BRAIN FUNCTIONS

Art awareness

Creativity

Imagination

Intuition

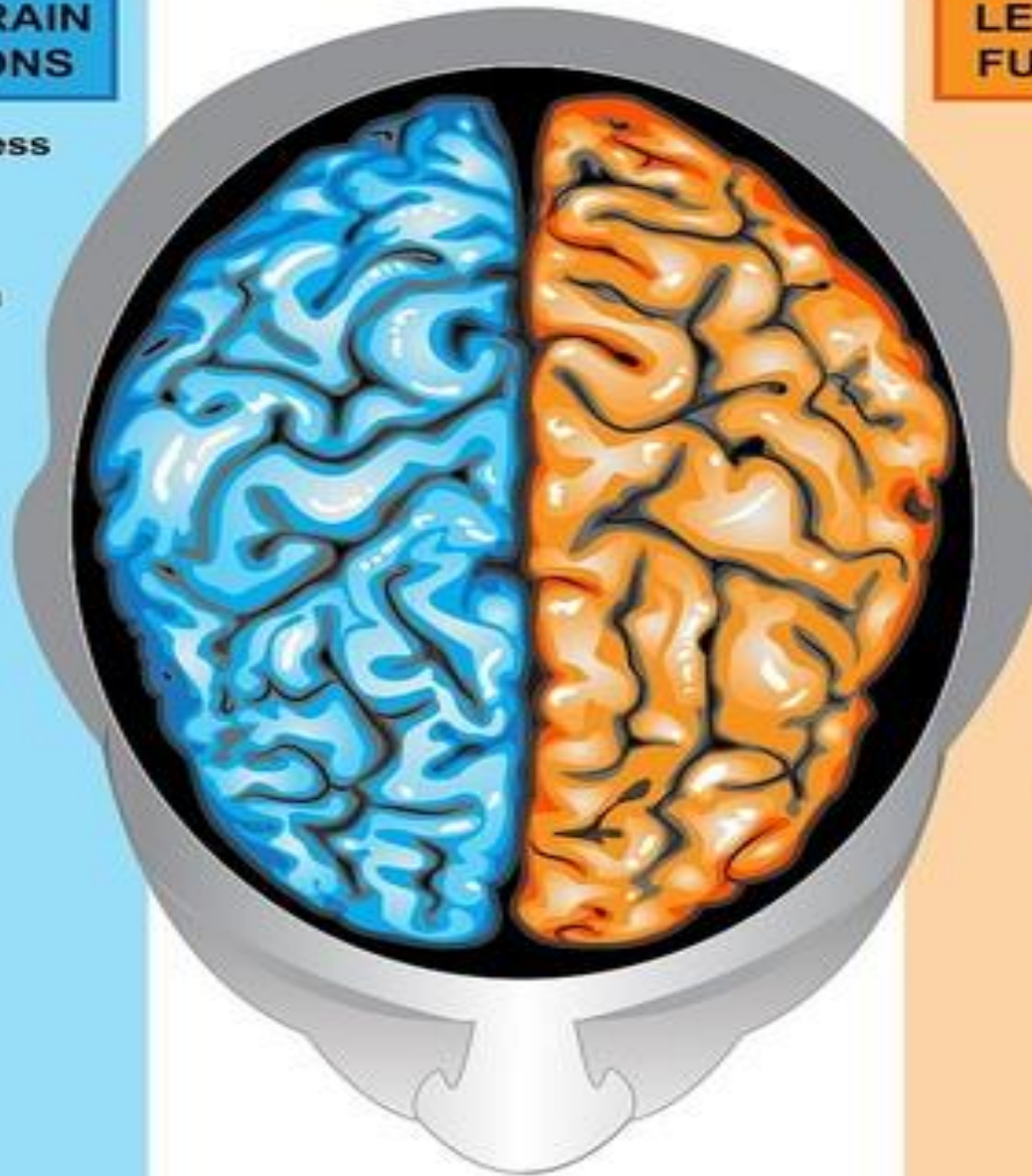
Insight

Holistic thought

Music awareness

3-D forms

Left-hand control



## LEFT-BRAIN FUNCTIONS

Analytic thought

Logic

Language

Reasoning

Science and math

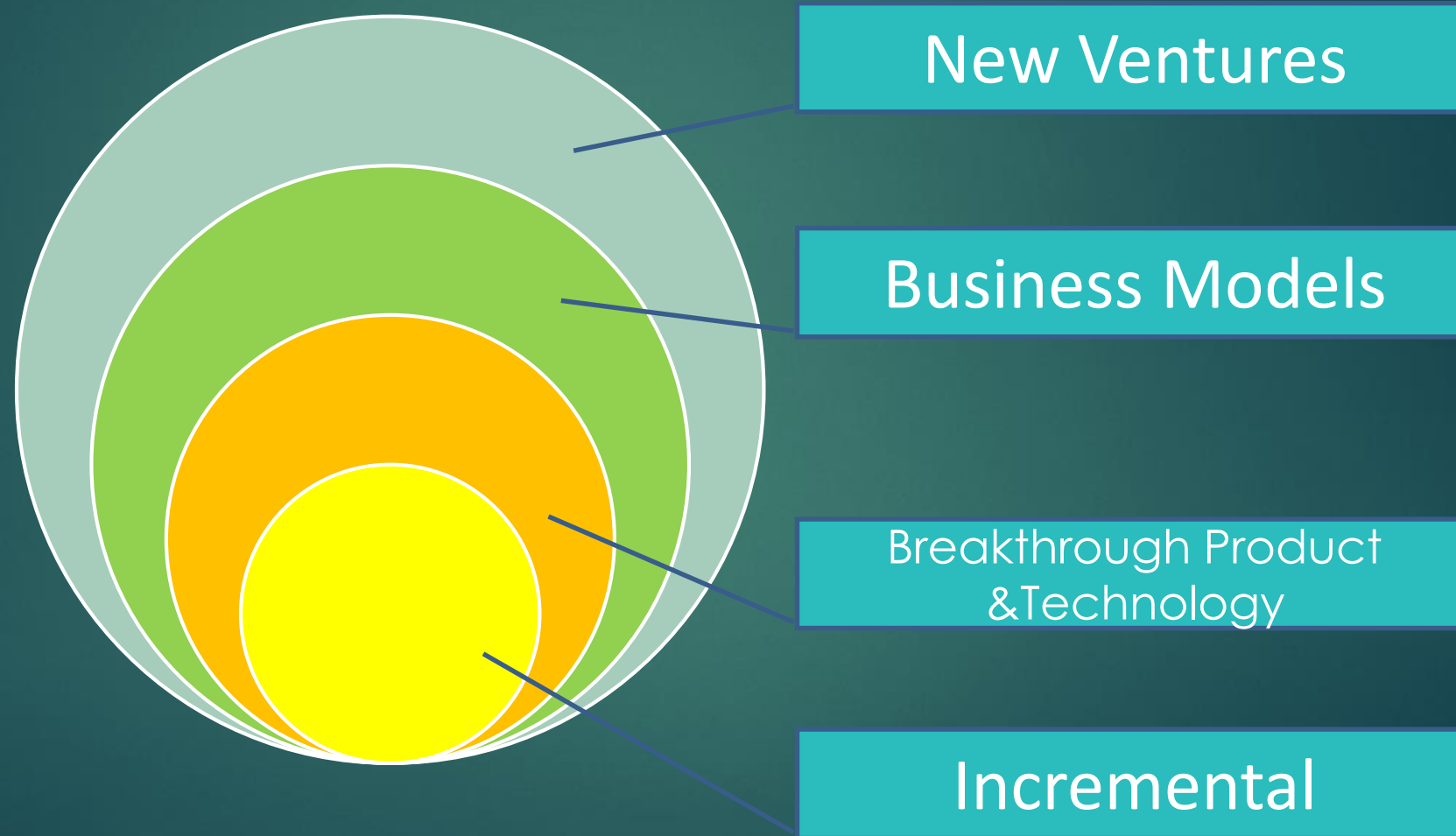
Written

Numbers skills

Right-hand control



# Innovation Types



(From Morris, 2006)

# *Incremental Innovation*

- Incremental innovations or continuous innovations.
- They're generally modifications to existing products and services that improve functionality, or reduce cost.



# *Breakthrough Product and Technology Innovation*

Significant or radical departures from whatever is already available in the market.



# *Business Model Innovation*

- The key here is not new technology
- but rather new experiences delivered by new forms of organization



# *New Venture Innovation*

- Enlarging a company's scope of operations into markets that are so different from its current markets

Why is Innovation linked  
with Entrepreneurship?

# 3. Entrepreneurship

- ▶ The capacity and willingness to:
  - ❑ develop
  - ❑ organize and
  - ❑ manage a business venture alongside
  - ❑ its risks in order to make
  - ❑ a profit

What are the aspects which we need to know when we explain entrepreneurship to students?



✓ The Power of .....

‘Why’?

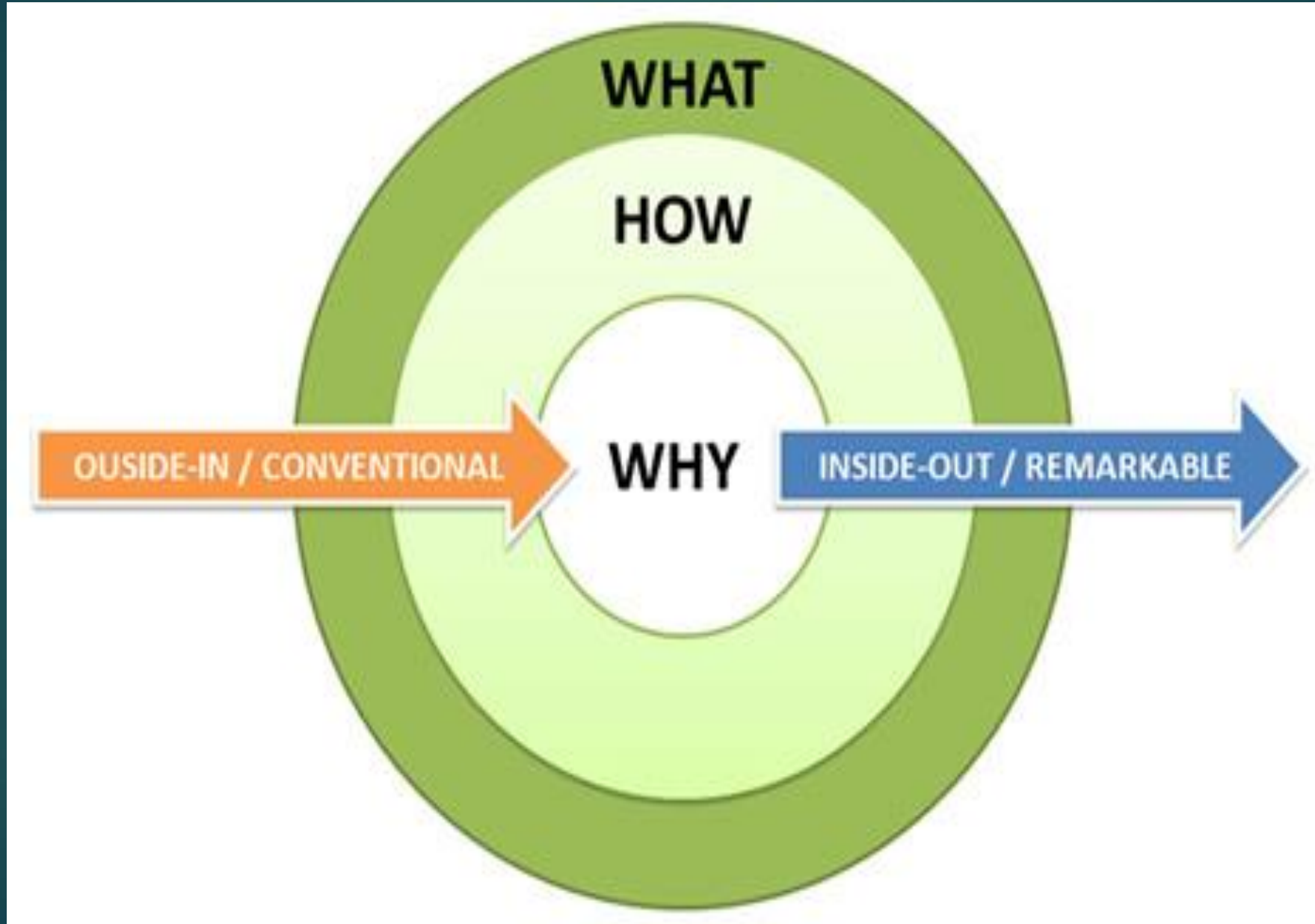
<https://www.youtube.com/watch?v=I5Tw0PGcyN0>

[http://prezi.com/alazttadl5on/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/alazttadl5on/?utm_campaign=share&utm_medium=copy&rc=ex0share)

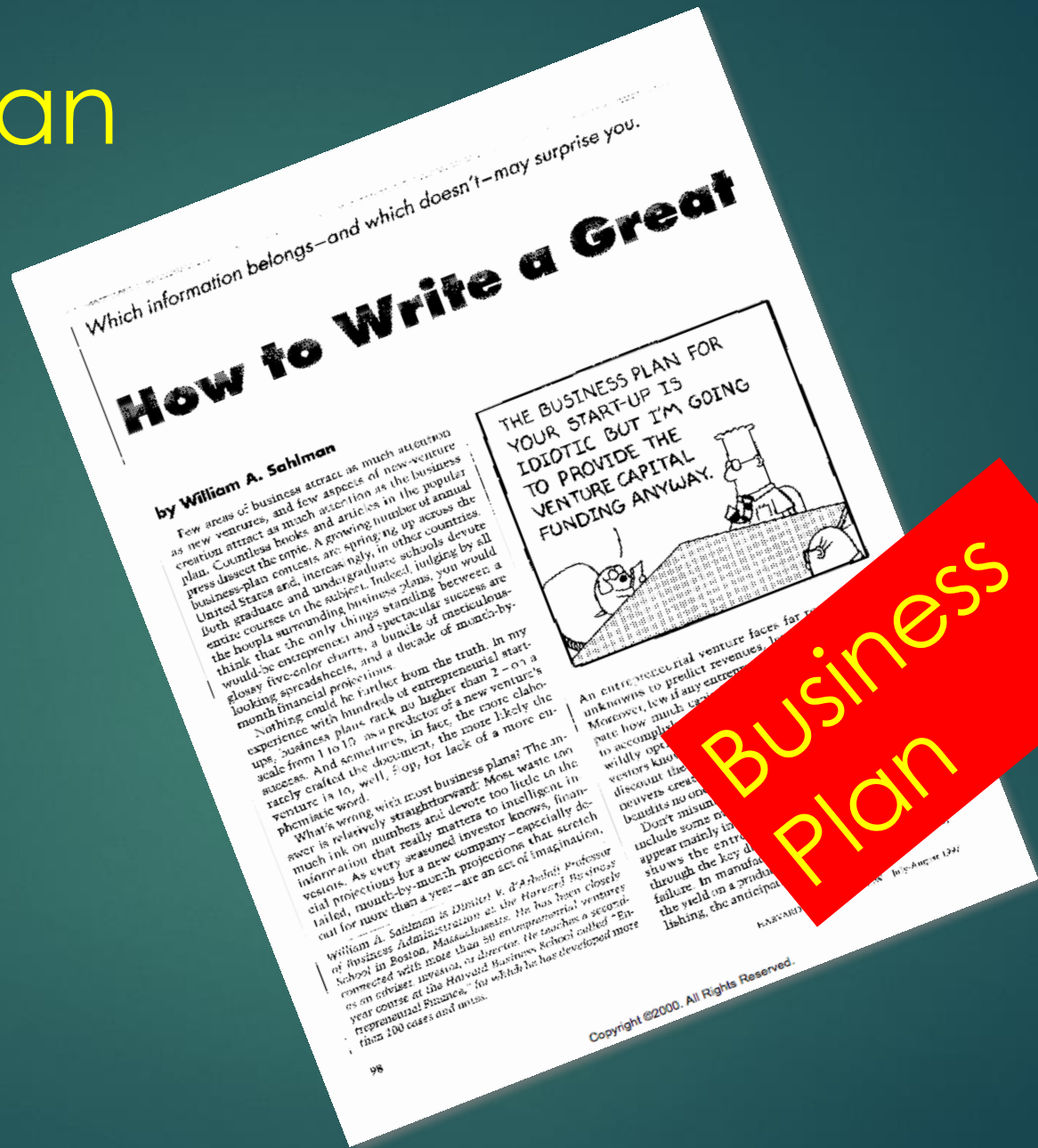
Simon Sinek

# ✓ The Golden Circle

Source: Simon Sinek



# ✓ Business Plan



# ✓ Pitching

[https://www.youtube.com/watch?v=fW\\_06x7xtP8](https://www.youtube.com/watch?v=fW_06x7xtP8)



@Dr Abeer Pharaon

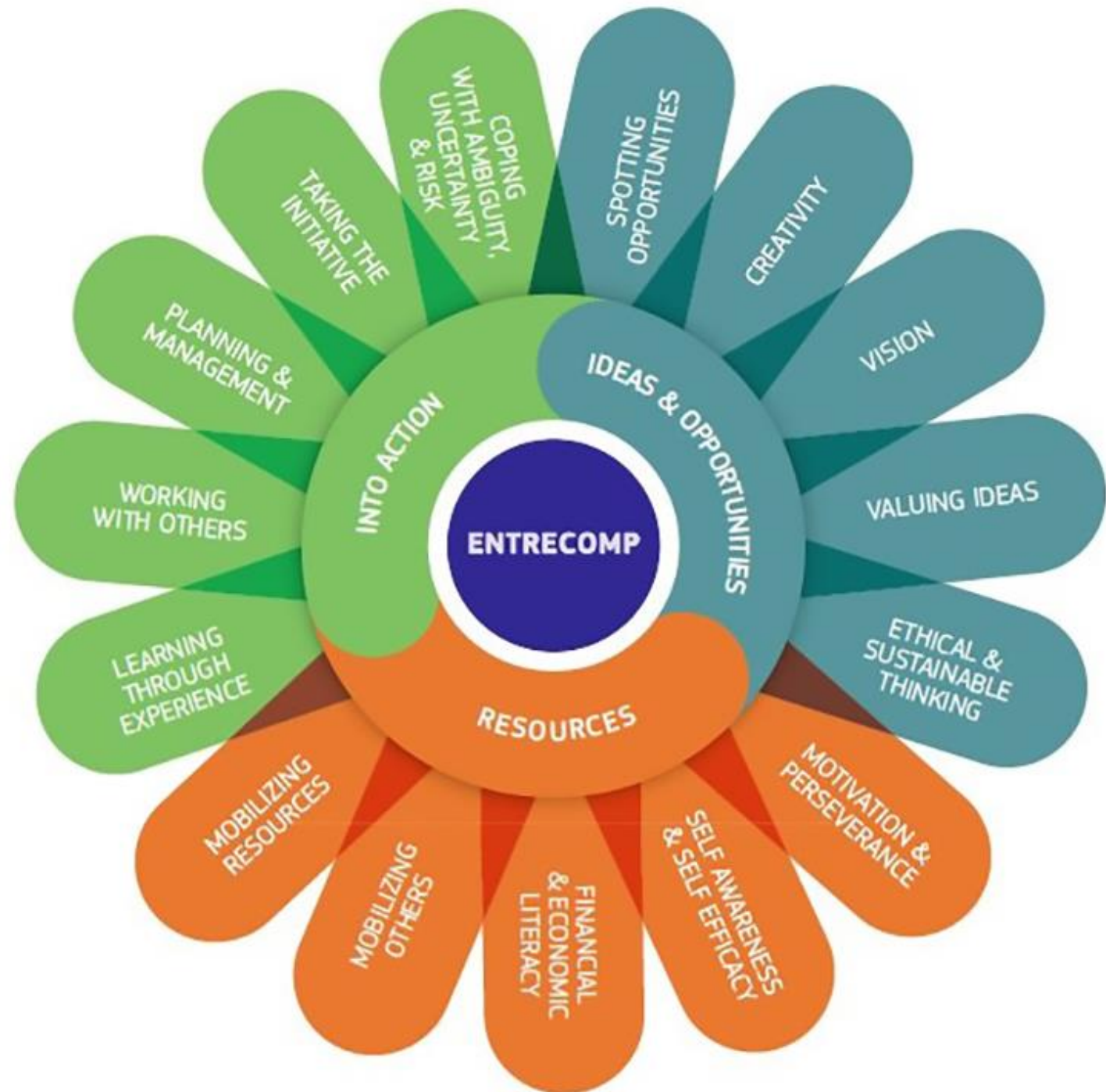
# Embedding Innovation and Entrepreneurship into Curriculum

# Embedding Entrepreneurship Education Project

▶ <https://eee-project.eu/>

# The EntreComp Model

EntreComp was developed by the Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL).



The three parts of EntreComp are described in detail:





Competences per area

## IDEAS & OPPORTUNITIES

COMPETENCE	HINT	DESCRIPTION
1.1 <b>Spotting opportunities</b>	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> <li>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape</li> <li>Identify needs and challenges that need to be met</li> <li>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</li> </ul>
1.2 <b>Creativity</b>	Develop creative and purposeful ideas	<ul style="list-style-type: none"> <li>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges</li> <li>Explore and experiment with innovative approaches</li> <li>Combine knowledge and resources to achieve valuable effects</li> </ul>
1.3 <b>Vision</b>	Work towards your vision of the future	<ul style="list-style-type: none"> <li>Imagine the future</li> <li>Develop a vision to turn ideas into action</li> <li>Visualise future scenarios to help guide effort and action</li> </ul>
1.4 <b>Valuing ideas</b>	Make the most of ideas and opportunities	<ul style="list-style-type: none"> <li>Judge what value is in social, cultural and economic terms</li> <li>Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it</li> </ul>
1.5 <b>Ethical &amp; sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> <li>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment</li> <li>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen</li> <li>Act responsibly</li> </ul>



Competences per area

## RESOURCES

COMPETENCE	HINT	DESCRIPTION
<p>2.1</p> <p><b>Self-awareness &amp; self-efficacy</b></p>	<p>Believe in yourself and keep developing</p>	<ul style="list-style-type: none"> <li>• Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li>• Identify and assess your individual and group strengths and weaknesses</li> <li>• Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</li> </ul>
<p>2.2</p> <p><b>Motivation &amp; perseverance</b></p>	<p>Stay focused and don't give up</p>	<ul style="list-style-type: none"> <li>• Be determined to turn ideas into action and satisfy your need to achieve</li> <li>• Be prepared to be patient and keep trying to achieve your long-term individual or group aims</li> <li>• Be resilient under pressure, adversity, and temporary failure</li> </ul>
<p>2.3</p> <p><b>Mobilising resources</b></p>	<p>Gather and manage the resources you need</p>	<ul style="list-style-type: none"> <li>• Get and manage the material, non-material and digital resources needed to turn ideas into action</li> <li>• Make the most of limited resources</li> <li>• Get and manage the competences needed at any stage, including technical, legal, tax and digital competences</li> </ul>
<p>2.4</p> <p><b>Financial &amp; economic literacy</b></p>	<p>Develop financial and economic know-how</p>	<ul style="list-style-type: none"> <li>• Estimate the cost of turning an idea into a value-creating activity</li> <li>• Plan, put in place and evaluate financial decisions over time</li> <li>• Manage financing to make sure your value-creating activity can last over the long term</li> </ul>
<p>2.5</p> <p><b>Mobilising others</b></p>	<p>Inspire, enthuse and get others on board</p>	<ul style="list-style-type: none"> <li>• Inspire and enthuse relevant stakeholders</li> <li>• Get the support needed to achieve valuable outcomes</li> <li>• Demonstrate effective communication, persuasion, negotiation and leadership</li> </ul>



Competences per area  
**INTO ACTION**

COMPETENCE	HINT	DESCRIPTION
3.1 <b>Taking the initiative</b>	Go for it	<ul style="list-style-type: none"> <li>Initiate processes that create value</li> <li>Take up challenges</li> <li>Act and work independently to achieve goals, stick to intentions and carry out planned tasks</li> </ul>
3.2 <b>Planning &amp; management</b>	Prioritise, organise and follow up	<ul style="list-style-type: none"> <li>Set long-, medium- and short-term goals</li> <li>Define priorities and action plans</li> <li>Adapt to unforeseen changes</li> </ul>
3.3 <b>Coping with uncertainty, ambiguity &amp; risk</b>	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> <li>Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes</li> <li>Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing</li> <li>Handle fast-moving situations promptly and flexibly</li> </ul>
3.4 <b>Working with others</b>	Team up, collaborate and network	<ul style="list-style-type: none"> <li>Work together and co-operate with others to develop ideas and turn them into action</li> <li>Network</li> <li>Solve conflicts and face up to competition positively when necessary</li> </ul>
3.5 <b>Learning through experience</b>	Learn by doing	<ul style="list-style-type: none"> <li>Use any initiative for value creation as a learning opportunity</li> <li>Learn with others, including peers and mentors</li> <li>Reflect and learn from both success and failure (your own and other people's)</li> </ul>

		Levels of proficiency		
Area	Competence	Foundation	Intermediate	Advanced
<b>Ideas and opportunities</b>	<b>Spotting opportunities</b>	Learners <sup>8</sup> can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
	<b>Creativity</b>	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
	<b>Vision</b>	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
	<b>Valuing ideas</b>	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
	<b>Ethical and sustainable thinking</b>	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.

<b>Resources</b>	<b>Self-awareness and self-efficacy</b>	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
	<b>Motivation and perseverance</b>	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
	<b>Mobilising resources</b>	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
	<b>Financial and economic literacy</b>	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.
	<b>Mobilising others</b>	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities.

<b>Into action</b>	<b>Taking the initiative</b>	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
	<b>Planning and management</b>	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
	<b>Coping with uncertainty, ambiguity and risk</b>	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.
	<b>Working with others</b>	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and networks based on the needs of their value-creating activity.
	<b>Learning through experience</b>	Learners can recognise what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.

# A final remark about the EEE project

- ▶ <https://www.eee-platform.eu/roadmap/>

Thank you

Dr Abeer Pharaon

Innovation Culture Consulting Ltd.

[abeer@innovation-culture.com](mailto:abeer@innovation-culture.com)