

EVALUATION OF CREATIVE THINKING AND PROBLEM SOLVING STRATEGIES SEMINAR

IFSA Tel Aviv

US semester credit hours: 3

Contact Hours: 45

Course Code: EI287-04 / MG287-04

Course Length: Semester

Delivery Method: Face to face

Language of Instruction: English

Suggested cross-listings: Entrepreneurship and Innovation, Management

Host Institution Affiliation: Academic College of Tel Aviv

COURSE DESCRIPTION

This dynamic seminar combines knowledge, tools and techniques related to teamwork and team management. It allows student facilitators to raise and analyze issues and dilemmas they encounter throughout activity in the facilitated groups and, together, find ways of coping with them. Students will face challenges in managing people and business activity and will evaluate and apply problem-solving strategies.

Individual and group work is combined, enabling students to analyze real-life and specific processes experienced in the groups they facilitate. The program's regional coordinator will participate in some of the meetings and contribute from her experience and expertise.

When facilitating groups of novice entrepreneurs, the students face the challenge of managing both people and business-entrepreneurial activity. The workshop equips the facilitators participating in the Young Entrepreneurs Program with the tools they need to consult, support and lead their groups and their projects. It provides participants with group facilitation tools and trains them in dynamic and long-term group management. The workshop also enables participants to raise real-life issues and dilemmas encountered in the facilitated groups and apply creative thinking to resolve them. Through group discussion, participants acquire insights regarding those issues and dilemmas, in areas such as teamwork, motivation, division of roles, resolving group conflicts, etc.

COURSE DELIVERY

The seminar combines individual and group work to analyze real-life and specific processes experienced by the students in the groups they facilitate. The program's regional coordinator will participate in some of the meetings and contribute from his/her experience and expertise.

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class.

STUDENT LEARNING OBJECTIVES

COURSE SYLLABUS

Students who successfully complete this course will:

- Effectively engage in problem solving as it relates to group processes
- Utilize creative thinking to address issues and dilemmas in business practices
- Accomplish tasks collaboratively within groups
- Identify and respond to group dynamics
- Evaluate the challenges and opportunities for collaborative work within specific business practices
- Understand entrepreneurial motivations utilizing SWOT analysis
- Become familiar with resources available for further research on course topics
- Make cognitive connections between learning in this course and other learning experiences in IFSA Tel Aviv

COURSE OUTLINE

The seminar includes both group and individual meetings.

Session	Subject
1	Team formation and cohesion (The difference between group and team; Types of teams; Models of team development; Methods to promote group cohesion: learning through play, the “fun” theory Division of labor in a team: role typology theories)
2	Team effectiveness (Models of team effectiveness; Teamwork constraints - groupthink, social loafing, conformity, attribution biases)
3	Entrepreneurship (Characteristics of the entrepreneur; Types of entrepreneurship; Stages in creating a venture/startup; Vision, mission and objectives; Writing a business plan)
4	Creativity enhancement technique (Brainstorming; De Bono’s Six Thinking Hats; SCAMPER; Random stimulus)
5	Leadership (Leadership theories; Pygmalion Effect, Galatea Effect, Chrysalis Effect, Self-Efficacy)
6	Motivation (Types of motivation and distinguishing between types of rewards; Motivation theories; Facilitation – strengths, weaknesses and recommendations; Putting an idea to the test: market tests, feasibility checks, building a prototype, SWOT analysis, writing a business plan)
7	Conflict (Types and levels of conflicts; Styles for coping with conflicts; Negotiation methods)
8	Marketing & sales strategies

COURSE SYLLABUS

9-13	Youth Group Facilitation Topics (Cohesion - Initial business activity - Choosing a product - Building the prototype - Establishing the company - Writing a business plan - Main business activity)
14	Summary activity: Writing a summary report; Lesson learning; Analyzing and summarizing the different stages of the program; Shareholder meeting and company liquidation

RESOURCES

Micro- and macro-level organizational & social processes

Ali, S., Said, N., Yunus, N., Kader, S., Latif, D. and Munap, R. (2014). Hackman and Oldham's job characteristics model to job satisfaction. *Procedia - Social and Behavioral Sciences*, 129, 46-52.

Bonebright, D. A. (2010). 40 years of storming: A historical review of Tuckman's model of small group development. *Human Resource Development International*, 13(1), 111-120.

[Markova](#), G. & Perry, J. T. (2014). Cohesion and individual well-being of members in self-managed teams. *Leadership & Organization Development Journal*, 35(5), 429-441.

Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior* (15th ed.). Boston: Pearson.

Entrepreneurship

Bergman, N., Erez, M. & Dehaan, U. & Rosenblatt, Z. (2009). The impact of entrepreneurship training on entrepreneurship characteristics of junior high-school boys and girls. *International Journal of Entrepreneurship and Small Business*, 13(1), 38-54.

Bessant, J., & Tidd J. (2011). *Innovation and Entrepreneurship* (2nd ed.). Chichester, UK: John Wiley & Sons. Chapters 1-3.

Kuratko, D. F. (2009). *Introduction to entrepreneurship: Theory, process and practice* (8th edition). Mason, OH: South-Western Cengage Learning.

Rasheed, H. S. (2000). Developing entrepreneurial characteristics in youth: The effects of education and enterprise experience. *International Journal of Entrepreneurship Education*, 10(1), 1-24.

Business plan

Bygrave, W., & Zacharkis, A. (2011). *Entrepreneurship*. New York: Wiley. Ch. 7: The Planning Process, pp. 235-305.

Kuratko, D. F. (2009). *Introduction to entrepreneurship: Theory, process and practice* (8th edition). Mason, OH: South-Western Cengage Learning.

Creativity

Boyd, D. & Goldenberg, J. (2013). *Inside the box: A proven system of creativity for breakthrough results*. New York: Simon & Schuster.

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Goldenberg, J., & Mazursky, D. (2002). *Creativity in product innovation*. Cambridge: Cambridge University Press.

EVALUATION METHODS

Requirements and Assignments

- Active participation in class discussions based on the material presented in class on home exercises.
- Submitting exercises and holding a presentation during the semester.
- Final test at the end of the semester.
- Students are required to read the course regulations on the College website.

Your final grade in the course will be comprised of the following course requirements:

- Continuous annual facilitation – individual for each facilitator – 70%.
 - Factors determining that grade include:
 - Weekly updates about the team’s activity submitted to the regional coordinator
 - Joint work of the facilitation team members
 - Coping with conflicts: individual and between the facilitation team members and the students
 - Timely and regular attendance of the meetings and availability to the young entrepreneurs between the meetings
 - Quality of managerial decision making and coping with managerial challenges
 - Coping with business challenges and implementing the business process
 - Creativity and personal initiative
 - Regular attendance and participation in the lessons at the College, symposiums, regional events, etc.
- Final paper – 30%. The paper's grade is the same for the entire facilitation team.

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student’s original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other

COURSE SYLLABUS

forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA resident director as well as your home institution.

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