

TITLE AND DEFINITION OF THE CURRICULUM

Tutor for entrepreneurial creativity

Specific new curriculum, which defines competences and skills necessary for entrepreneurs and managers to identify, evolve and enhance their creative skills and those of their employees, and to foster creativity among their staff.

These objectives will be achieved through a focus on creative skills as the main instrument to develop vocational and entrepreneurial competences and innovation.

FIELD

Entrepreneurial education, vocational education

LEARNING OUTCOMES

Knowledge

After finishing the course, participants will KNOW

- Meanings, interpretations and evaluation of creativity
- what makes leaders and organizations creative
- practices associated with creative management, creative leadership, creative organisational climates, national culture and innovation management
- ways to overcome personal barriers to creativity
- human resources management
- how to manage organizations for Positive Creativity
- Processes for decision making and problem solving
- European good practises about entrepreneurial creativity
- Teambuilding and teamwork

Skills

After finishing the course, participants will UNDERSTAND

- Analysing and discussing the implications of cognition and style for problem solving, communication and creativity
- Maximizing their creative strengths
- Managing changes
- The importance of teamwork
- the different steps in personnel management
- Comprehending and using cognitive and practical tools to define and evaluate creativity
- Comprehending and using the main principles of critical thinking and other types of thinking
- Comprehending and using the main principles of the problem solving process
- Comprehending and using the techniques of multiple creative-thinking
- Comprehending and using cognitive and practical tools to enhance the staff's autonomy and self-confidence

Competences

After finishing the course, participants will BE ABLE TO

- use a variety of creative techniques in a business setting

- develop and sustain a creative culture at work where ideas can grow
- develop and sustain creative organisational climates and manage innovation
- initiate and evaluate ideas with others in a range of settings
- enhance ability to relate to others effectively
- Manage processes of decision making, problem solving, creative-thinking and risk-taking
- Promote and develop individual and group processes of multiple creative-thinking with reference to workplace
- Promote and develop processes of valorisation of personal, cultural and social differences, with reference to workplace
- Manage processes of enhancement of the staff's autonomy and self-confidence
- Promote and develop processes of organisation of staff's own resources, with reference to workplace

APPROACHES

Active learning methodologies empower pupils and learning by enabling them to develop their own capabilities and thinking skills. Such an approach enables the learner to gain a deeper understanding of their subject by actively engaging the groups in their learning. As a result, the proposed approach of learning will be based on the active learning methodology, which will involve the target groups in the learning experience.

The active learning approach and term is not a new one. A number of institutions and organizations have implemented such methodologies into the classroom and learning experience. The term “active learning” indicates that the learner must engage in higher-order thinking tasks as analysis, synthesis and evaluation. The use of such approaches are vital because of their powerful impact upon learning. Studies have shown that students prefer processes and strategies that promote active learning than traditional lectures. Other studies have shown that the achievement of the learner was elevated when active learning methods were implemented against the traditional ones. As a result, the suggested approach will focus on active learning methodologies, where the educator will strive to create a learning environment in which the participant can learn to restructure the new information and their prior knowledge into new knowledge about the content and to practice using it.

The approaches to be implemented include the following:

- Hands-on activities
- Problem solving
- Role playing
- Quiz activities
- Games
- Structured discussion
- Case studies
- Presentations
- Debates

STUDY PLAN

Didactic module	Contents	Duration	Methodologies
Entrepreneurship: Creativity and	<ul style="list-style-type: none"> • Introduction: What is creativity? • The Creative Personality? 	3 hours (classroom	Tutoring Case Study

Innovation in Business	<ul style="list-style-type: none"> • The Creative Process • Creativity and Teams • Entrepreneurial Creativity • Interpersonal skills in Creativity • Barriers of Creativity 	training) 6 hours (distance learning)	Group Discussion
Creative mental operations	<ul style="list-style-type: none"> • Connotation • Deductive Reasoning • Inductive reasoning (analogies) • Transforming 	4 hours (classroom training)	Tutoring Didactic games
Stimulating Creativity in Yourself and Others	<ul style="list-style-type: none"> • Assessing your personal creativity: natural strengths and areas for improvement • Learning how to think differently: tools for building creative cognition • Tools for organizational creativity: brainstorming, design thinking, crowdsourcing, the Six Hats technique • The Map mind 	6 hours (classroom training) 2 hours (distance learning)	outdoor training Role playing Mathematical games Problem solving Didactic games Tutoring
Managing Organizations for Positive Creativity	<ul style="list-style-type: none"> • Creativity and the Competitive Advantage • Managing Creativity • approaches on creative and knowledge management • motivation, leadership, organizational behavior, and human resource management. 	7 hours (classroom training) 2 hours (distance learning)	Tutoring Problem solving Case study
Be creative in practice	<ul style="list-style-type: none"> • development of a creative practical project, from the development of the idea to its realization 	10 hours (classroom training)	Case study Role playing Tutoring