



UNIVERSITY OF WALES ———
Trinity Saint David
London

Name: Joyce Opoku-Baah

Student Number: 2021934

Module Code: BMHP5014

Module Title: Changemakers: Creativity and value creation

Lecturer's Name: Eleni Koutsogeorgou

Introduction

The Changemaker: Creativity and Value Creation curriculum will be the subject of my reflections on my educational experience. Unit 1: Ideas and Value, Unit 2: Creative Solution, Unit 3: Mobilizing Support, and Unit 4: Evaluation comprise the last four units of the program. Additionally, each of these units contains four subjects; however, for the purposes of this

reflection exercise, I will choose one topic area from each unit. I will be reflecting on Who Am I? for unit 1. Unit 2: Identifying New Ideas, Unit 3: Collaboration rather Than Competition, and Unit 4: Measuring Success all pertain to my concept of self.

Unit 1 Ideas and Value

The title of Unit 1 is Ideal and Value. I will be considering the topic "who am I?" out of the four options in this course. I feel like myself. This subject includes self-concept, societal impact, and fostering creative self-assurance. My understanding of this issue has led me to the realization that my sense of self relates to how I perceive the assortment of traits that make me who I am. In addition, my personality characteristics, skills, likes and dislikes, belief system, and the things that inspire me all play a role in how I see myself and how different I am from other people. The ability to list several of these qualities may indicate a less defined sense of self, even though people who can readily articulate these components of their identity usually have a very strong sense of who they are. People are capable of considering themselves from immersed or distant viewpoints in addition to detached and linked perspectives (Kross, 2009)

Social impact is another facet of this subject. Simply put, it is discussed here how people are more inclined to act in accordance with what they perceive to be the norm. According to this theory, people frequently adapt their behavior in response to others around them, with close neighbors having a bigger influence than those farther away. Additional research on social influence revealed that it may be split into two groups: compliance and conformity. Both categories, in my opinion, indicate self-denial, albeit in different ways. While conformity occurs when a person succumbs to social pressure to act, think, or say things that are contrary to their real views, contrarily, compliance occurs when a person accedes to the wants of others in order to prevent unfavorable outcomes, such as punishments or incentives, for instance. In both cases, I came to the conclusion that the person is not being genuine to themselves and was only saying things to get acceptance from others. I have personally encountered this on a number of occasions, particularly on social media, when I was forced to make remarks based on what I thought other people would find appealing and agreeable rather than what I personally believed. This also relates to the following subtopic that is covered in this topic, creative assurance.

Having the flexibility and willingness to try new things and fail is a sign of creativity, as is knowing that all of your ideas are worthwhile (Grossman-Kahn, 2013). Most individuals are naturally creative, but over time, many of us begin to inhibit such inclinations due to societal pressure and formal schooling. We get the ability to be more circumspect, careful, and analytical.

The world appears to be split between creatives and noncreatives, and far too many individuals, whether consciously or unconsciously, accept their place in the latter group because they are afraid of the unknown, of being judged, or of losing control (Kelley and Kelley, 2012)

UNIT 2 Creative Solution

I will be thinking about identifying fresh concepts in this unit. I shall discuss scope, meaning-finding, and attribute identification under this heading. My experience researching this issue has shown me that taking something that already exists and fusing it with something else already existing is the basis of all innovative ideas. Prior to today, I too believed that being creative entailed always creating something brand-new. However, I now understand that a new thought is never wholly original; rather, it is always a synthesis of something that is already known with something fresh and novel (Miller et al., 2021). Another thing that has always troubled me about creativity is if it weakens or perhaps puts an institution in risk. However, I have come to understand that is not the case because a concept will provide greater worth the more creatively it is explored. And innovation is all about making things better. Scoping, which was also covered under this heading, is just a technique of conducting extensive investigation outside of your usual environment and in areas you never imagined you may discover a solution. Scoping allows one to perceive the world as having no boundaries, and it has enabled me to learn things that I had never thought conceivable. Simply by looking closely, scoping has also improved my understanding of several Health and Social Care terms.

This topic also includes identifying characteristics. Certain qualities will be demanded of us as entrepreneurs even in the context of health and social care. Guo (2009) claims that some of these qualities include being an effective manager because being an entrepreneur entails developing and cultivating partnerships with financiers, managing staff, and keeping an eye on business operations. One has to be an excellent leader in order to carry out these tasks successfully. Other qualities that are required of me include optimism, which can help me get through difficulties quickly rather than being discouraged by them. Additionally, I need the courage to organize and carry out my everyday tasks in the context of health and social care, with the conviction that I will succeed in doing so despite obstacles. The ability to be enthusiastic about creating and managing any activity may make it simpler to put in the necessary work to achieve success, which is another important quality I've learned. As an agent of change, I also learned the importance of being proactive. A reactive person merely responds to circumstances, but a proactive person

recognizes possibilities and risks and attempts to handle them. Additionally, I will be proactive and mix study with effective listening to comprehend the demands of important industry players.

UNIT 3 Mobilising Support

I shall be thinking on the subject of collaboration rather than competition in this unit. I gained knowledge about stakeholder analysis, stakeholder mapping, and building a support network under this topic. An essential component of mobilizing support is creating a support network. I discovered that a support group is made up of the individuals who would cooperate with me to accomplish both my individual and career objectives. I also discovered the many strategies for creating a support system. One of them is the requirement to acknowledge the resources currently available in one's life, such as friends, family, and teachers. Making a list of the individuals I know and the advantages and contacts they can provide me is another option. Despite previously thinking I had a very large network, participating in this activity has helped me understand how limited my actual network is.

I discovered the two sorts of networks—Active networks and Latent networks—from this topic. Both of them have the three elements of reciprocity, intimacy, and trust (Willburn and Cullen, 2014). While there is some giving and receiving in an active network, as well as closeness and trust, as well as regular meetings, in a latent network there is no reciprocal process, distrust permeates the network, and meetings are very sometimes. I get knowledge about the three characteristics of a good network in addition to the many network kinds. Which are wide-ranging, broad, and open. A good network is inclusive of individuals from various backgrounds, comprehension levels, and cultural backgrounds. It also contains a rich diversity of participants, which allows its members to engage and learn about other cultures. This knowledge let me realize that I should be open to others and not simply restrict my network to those who share my beliefs and ethnic backgrounds.

Stakeholder analysis and a map are the other topics discussed in this topic. I discovered that it is a method or collection of tools for gathering information about people and organizations so that I can comprehend their behavior and preferences (Brugha and Varvasovszky 2000). The results of the research could be used to determine the viability of potential policy directions and to recognize how policies have evolved through time. The stakeholder map provides a quick overview of the major participants and their relationships. It is an essential component of stakeholder analysis because it groups stakeholders so that analysis may be done to create a plan

for engaging them. This component of the subject made me realize how crucial it is to classify stakeholders according to their roles and skills.

UNIT 4 Evaluation

I will be thinking about what success means in this unit. I'll consider the definition of success within this heading. The Pygmalion effect, prosperity, and happiness. I discovered that success criteria can vary depending on the situation and may even be subjective to the viewpoint of the observer. What one person views as a failure, another person may view as a victory. Success is the act or circumstance of fulfilling a specific set of demands. It may be thought of being success' antithesis. In conclusion, success is related to each individual, and each person has a unique definition of success. (Dyke and Murphy, 2006). It was first difficult for me to define success, but after making a conscious effort to do so, I realized that some of the things I had previously regarded as success weren't as crucial as I had formerly thought.

Another concept covered in this lesson was the Pygmalion effect, a psychological term indicating the impact of optimistic or pessimistic expectancies on an individual's performance. According to the Pygmalion effect, circumstances where high expectations result in better performance and low expectations result in lower performance. This is something I can identify to since when I was growing up, I only put more effort into the courses that were required to advance to the next level while I took the elective courses lightly or not at all, which affected my grades. The influence expectations have on behavior is illustrated by the Pygmalion effect. We have a propensity to absorb the labels that others apply to us, which causes this impact. Whether they are favorable or unfavorable, we endeavor to fit those designations (Kassiani, 2022).

I discovered that, although while this process is largely unconscious and seems harmful, it may also be employed purposefully to support others' growth in a health and social care situation. For instance, being conscious of the Pygmalion effect may assist those in leadership roles in the healthcare industry understand how their expectations and attitude toward their staff members might affect their performance. Overall, I took away from this unit that success is linked to a deep feeling of togetherness and wellbeing and that it is also enhanced by tenacity, perseverance, courage, and motivational beliefs. Our wellbeing is influenced by our capacity for managing difficulties and the joy that comes from achievement. Personally, when I do anything, I feel so wonderful about myself that I just want to get a bottle of fruit juice and enjoy it.

Conclusion

This module has provided me with excellent and illuminating learning opportunities. My understanding of this issue has led me to the realization that my sense of self relates to how I perceive the assortment of traits that make me who I am. In addition, my personality characteristics, skills, likes and dislikes, belief system, and the things that inspire me all play a role in how I see myself and how different I am from other people. I also learned about social influence and creative confidence. We are all naturally creative, but over time, many of us begin to inhibit those inclinations due to societal influence and formal schooling. From an original idea I discovered that the foundation of any creative concept is taking something that already existing and fusing it with something else that already exists. I also discovered that a new idea is not always something entirely original. I also learned about the qualities needed for innovation and value creation as a change-maker, including enthusiasm and excellent leadership qualities. I discovered the value of creating robust networks and the differences between latent and active networks. They each have three elements: reciprocity, intimacy/trust, and frequency. In an active network, there is a degree of give and take, trust and intimacy among the network members, and they meet regularly, but in a latent network, there is no element of give and take, distrust characterizes the network, and meetings are rare.

Finally, I learned about achievement, the Pygmalion effect, and the link between success and happiness. The Pygmalion effect can assist people in healthcare leadership roles understand how their attitude and expectations of their subordinates might affect their performance.

References

- Brugha, R. and Varvasovszky, Z. (2000). Stakeholder analysis: a review. *Health Policy and Planning* 15: 239–46
- Dyke, L. and Murphy, S. (2006). How We Define Success: A Qualitative Study of What Matters Most to Women and Men. *Sex Roles*. 55: 357-371.
- Grossman-Kahn, B. (2011) *Defining Creative Confidence*. Available at: <https://medium.com/@bgrossmankahn/defining-creative-confidence-185cc5ba30c0>. (Accessed December 6 2022).
- Guo K.L. (2009) Core competencies of the entrepreneurial leader in health care organizations. *Health Care Management*. 28(1):19–29.
- Kassiani N. (2022). *What Is the Pygmalion Effect? | Definition & Examples*. Available at: <https://www.scribbr.com/research-bias/pygmalion-effect>. (Accessed December 6 2022)
- Kelley T. and Kelley D. (2012) Reclaim your creative confidence. *Harv Bus Rev*. 90(12):115-8, 135.
- Kross E. (2009) When the self becomes other. *Annals of the New York Academy of Sciences*, 1167, 35–40.
- Miller, C., Cruz, L.E. and Kelley, J. (2021) Outside the Box: Promoting Creative Problem-Solving from the Classroom to the Boardroom. *Journal of Effective Teaching in Higher Education*, 4(1): 77-93.
- Willburn, P. and Cullen, K. (2014). A leader's network: How to help your talent invest in the right relationships at the right time [White paper]. Center for Creative Leadership. <https://doi.org/10.35613/ccl.2014.105>