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BMBM5020– Changemakers; creativity and value creation

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Week 1: Becoming a Changemaker

Creativity, innovation and enterprising mindset



Learning outcomes for today

Distinguish	creativity, innovation, entrepreneurship and intrapreneurship
Explain	different understandings of creativity
Apply	Amabile's Componential Theory of Creativity
Critically question	whether innovation necessarily creates positive value
Identify	environmental factors that enable or inhibit creativity

Activity: How creative are you?

- Some people are naturally creative. Others simply aren't.

Strongly agree → Agree → Unsure → Disagree → Strongly disagree

Justify your position

Activity: How creative are you?

- What makes someone creative?
- Can creativity be learnt?
- Does education increase creativity?
- Can organisations make employees more/less creative?

Growth mindset:

- A **growth mindset** is the belief that your abilities, intelligence, and skills can be **developed through effort, learning, practice, and feedback**.
- A person with a growth mindset sees mistakes as opportunities to learn.
- They are more likely to persevere when something is difficult.
- They accept constructive criticism and try to improve.
- This contrasts with a **fixed mindset**, where someone believes their abilities are largely unchangeable.

Example

An entrepreneur launches a product that fails. With a growth mindset, they might analyse customer feedback, identify what went wrong, improve the product, and try again rather than seeing the failure as proof that they are not capable

Mindset: My creative capabilities can develop through learning, strategies, feedback and experience

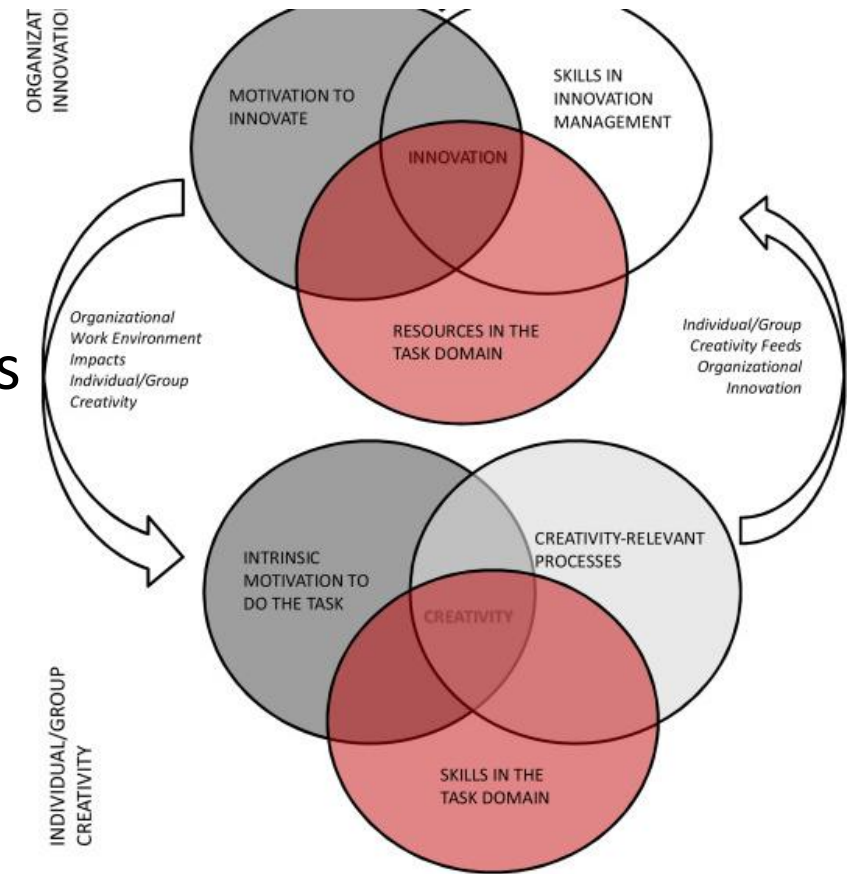
What enables creativity?

What would a person need in order to produce creative work?

- Knowledge?
- Motivation?
- Freedom?
- Ideas?
- Skills?
- Time?
- Support?

Amabile: Componential Theory of Creativity

- **Teresa Amabile's Componential Theory of Creativity** explains creativity as the result of the interaction between several individual and environmental factors. It is widely used in psychology, education, and organisational studies to understand how creative ideas are generated and developed.
- The theory emphasises that **creativity is not simply an inborn personality trait**. People can become more creative when they develop relevant skills and when their environment supports experimentation and intrinsic motivation.



Components explained

- **Domain-relevant skills**

- Knowledge, technical skills, and expertise in a particular field.
- For example, a musician needs knowledge of music theory and performance techniques to create innovative music.

- **Creativity-relevant processes**

- Skills that help a person approach problems creatively.
- These include flexibility, imagination, risk-taking, tolerance for ambiguity, and the ability to consider different perspectives.

Components explained

- **Intrinsic motivation**

- The desire to engage in an activity because it is interesting, enjoyable, or personally satisfying.
- Amabile argues that intrinsic motivation is particularly important for creativity.
- For example, someone who enjoys experimenting with new designs may generate more creative solutions than someone working only for an external reward.

- **The social environment**

- The surrounding workplace, classroom, or social context can either encourage or inhibit creativity.
- Factors such as autonomy, supportive leadership, adequate resources, encouragement, and freedom to experiment can promote creativity.
- Excessive evaluation, rigid rules, competition, and controlling management can sometimes reduce creativity.

How does the theory work?

Amabile proposes that **creativity occurs when these components interact:**

- **Domain expertise + Creativity skills + Intrinsic motivation + Supportive environment → Creative performance**
- For example, an employee developing a new product needs:
- sufficient technical knowledge,
- the ability to think in novel ways,
- motivation to solve the problem,
- and an environment that gives them time, resources, and freedom to experiment.

Industry problem: The LEGO challenge

- LEGO is an organisation that needs to continually manage creativity while protecting a valuable core product. Its open-innovation ecosystem now allows consumers to propose and evaluate ideas; research into LEGO Ideas describes a community of millions of customers generating large numbers of potential product ideas.
- LEGO needs continual innovation, but unrestricted innovation creates risks: excessive complexity, products that do not fit the brand, resources spread across too many projects, and ideas customers may not actually want.

Industry problem: The LEGO challenge

- How would you create an organisational environment that encourages creativity without losing strategic focus?

Your task: construct an **Amabile Creativity Audit**

- **Expertise**
 - What knowledge would LEGO need?
- **Creative processes**
 - How can employees/customers be encouraged to explore alternatives?
- **Motivation**
 - What would motivate contributors?
- **Environment**
 - What management behaviours could stimulate or inhibit creativity?

Break



Creativity and innovation: The LEGO challenge



Lego now generates 10,000 creative ideas per year



Has Lego become more innovative?



Creativity, invention and innovation

- **Creativity** is the ability to **generate new and original ideas** or think of different ways to solve a problem.

Example:

Thinking of a new way for a restaurant to reduce food waste.

- **Invention** is the **creation of something completely new** that did not exist before, usually based on an idea.

Example:

Inventing a new machine that can turn food waste into animal feed.

- **Innovation** is the process of **putting a new or improved idea, product, service, or process into practice to create value**.

Example:

The restaurant introduces the machine, uses it to reduce waste, and saves money.

Who can innovate?



“To be entrepreneurial, you need
to start a business”



Do you agree?

Who can innovate?

- **Entrepreneur:** A person who **starts and runs their own business**, taking risks to develop an idea, provide goods or services, and make a profit.
- **Intrapreneur:** An employee who **acts like an entrepreneur within an existing organisation**, developing new ideas, products, services, or processes for the organisation.



Mini scenario

You are an employee at Lego; you have an idea you believe could generate significant value, but your manager thinks it is too risky

What would you need inside the organisation to pursue it?



Why does innovation matter?

Schumpeter: innovation and economic change

Joseph Schumpeter was an economist who placed **innovation and entrepreneurship at the centre of economic development**. He argued that entrepreneurs drive economic change by introducing **new combinations** of resources and ideas.

He identified several forms of innovation, including:

New products – creating something that did not exist before.

New production methods – finding a better or cheaper way to produce something.

New markets – selling existing products to a new group or location.

New sources of materials – finding new suppliers or resources.

New forms of organisation – changing how a business operates.

A key Schumpeterian idea is "**creative destruction**." New innovations can make existing products, technologies, or businesses less successful or obsolete.

More innovation = More value?

Your creativity programme worked; LEGO now launches significantly more products. This also leads to:

- Greater organisation complexity
- Greater resource consumption
- More manufacturing requirements
- Increased pressure on employees

Has your invention created value?

Changemaker Challenge: Problem and Opportunity Log

Find ten things that make you think:

- Why does this work like this?
- There must be a better way.
- Why hasn't anyone solved this?
- Why are people frustrated by this?
- Why are we wasting this?

Problems can come from:

- university
- employment
- retail/hospitality
- healthcare
- transport
- sustainability
- community
- digital life

Activity: How creative are you?

- Some people are naturally creative. Others simply aren't.

Strongly agree → Agree → Unsure → Disagree → Strongly disagree

Reflection for today..

- What conditions make me personally more creative?
- What condition inhibit my creativity?
- What could I change about my environment or behaviour?

Any questions?



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