



**10TH INTERNATIONAL CONFERENCE OF
EDUCATION,
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CONFERENCE PROCEEDINGS

**SEVILLE (SPAIN)
16-18 NOVEMBER 2017**



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EDUCATION FOR ENTREPRENEURSHIP: A PROPOSAL FOR HIGHER EDUCATION BASED ON DISNEY'S CREATIVE STRATEGY

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Abstract

In the last years, the Polytechnic Institute of Bragança (Portugal) has included in its courses curricular units in the scope of Education for Entrepreneurship. These curricular units recognize in the student the need of skills and competences to create a project more creative, innovative, distinctive and sustainable and, consequently, an entrepreneurial spirit based on those competencies to elaborate a different project or business plan. In addition, students of courses that do not include this type of curricular units can attend a short course to generate their own business plan. This short course is called Poliempreende and is promoted by the institution's entrepreneurship office. In the context of formal education, students, after acquiring the essential entrepreneurship skills and tools for generating and describing a business model or project, were challenged to generate business or project ideas, particularly in the areas and competencies of their course. Generally speaking, first, the workgroups used the Disney's Creative Strategy in order to explore their business idea from a number of complementary points of view, e.g. according to three of Disney's different roles: the Dreamer, the Designer, and the Critic. Then they used the Business Model Canvas proposed by Alexander Osterwalder to present the business idea. Finally, they described the business plans, filling out the corresponding models proposed by the Agency for Competitiveness and Innovation or the project model in accordance with the Project Management Body of Knowledge. Finally, the evaluation of this experience was based on an observation grid used by the teacher and on an individual inquiry and reflection presented by the students. This article aims to present the planning process of a micro-business or a project and corresponding execution and evaluation, thus contributing to the promotion of education for entrepreneurship and consequently to the improvement of employability issues and trends.

Keywords: Entrepreneurship, Disney's Creative Strategy, Business Model Canvas, Project Management.

1 INTRODUCTION

The Polytechnic Institute of Bragança (IPB) in Portugal has gradually included curricular units in the field of Education for Entrepreneurship in many of its Professional Higher Technical Courses (CTeSP is the acronym in Portuguese) and undergraduate level. These curricular units aim to (i) recognize in the student the need for an entrepreneurial spirit acquiring the skills to elaborate a business plan; (ii) to use a set of techniques and tools proposed to support the generation of ideas; (iii) explore the main forms of project planning and control.

In addition, as in all other polytechnic institutions in Portugal, the offer of training and competition of ideas and business plans is included in Poliempreende, through the IPB's entrepreneurship office. This initiative aims, after a training program and selection process of the best projects, to evaluate and reward projects developed and presented by students of the Portuguese polytechnical education system.

Within the curricular units of Education for Entrepreneurship or Entrepreneurship and Project Management, students are challenged to generate ideas that are sufficiently creative, innovative, viable and sustainable. So, students need to acquire the essential skills of entrepreneurship [12], the tools for generating and describing a business model, the knowledge at the level of market studies, the legal aspects and other formalities in the process of creating a company, as well as the knowledge of models of financing and other incentives to facilitate the development of business models [4]. Afterwards, the students, organized in working groups, plan their micro-business and present it, mainly to the IPB community. No less important were the aspects related to project management evidenced by the Project Management Institute (2004), namely the integration of subprojects, scope management, time management, cost management, quality management, communication management, human resources, risk management and procurement management [6].

Like Rafiq Elmansy [7] states, the critical thinking process can be complex and may be confusing. There are different creative thinking and problem-solving techniques such as brainstorming and reverse brainstorming [8], Hurson's thinking model [9], the six hats of critical thinking [3], Lego Serious Play (<https://www.lego.com/en-us/seriousplay/the-method>) among many others [5]. Disney's Creative Strategy is another tool for creative thinking and was inspired by Walt Disney.

First, each working group used the Disney's Creative Strategy to work on the business idea in three different perspectives or Disneys: (i) The Dreamer is the profile of those who are visionary enough to generate ideas faster than other colleagues; (ii) The Realist is the profile needed to turn these ideas into concrete designs; (iii) The Critic is the profile needed as a filter and a stimulus to analyse the business idea more and more.

Then, to present their business model, the students used the Business Model Canvas proposed by Alexander Osterwalder [1].

After presenting and being approved by the lecturer, each group of students described their business model by filling out the corresponding word and excel models proposed by IAPMEI (Agency for Competitiveness and Innovation) [10].

Considering the aspects mentioned above, the micro-businesses or projects, once properly planned, were implemented in one day.

Finally, the evaluation of this commercial experience was based on an observation grid used by the teacher and on an individual survey filled out by the students, as well as a critical reflection about the sales experience.

2 DISNEY'S CREATIVE STRATEGY

Firstly, students were invited to discover their profile and entrepreneurial characteristics to better understand the role of entrepreneurs in society. Initially the notion of entrepreneur is clarified and the main myths of the entrepreneur demystified. After we use the Disney's Creative Strategy [7]. This strategy is based on three main stages: the dreamer, the realist and the critic. Each Disney represents a style of thinking, as shown in the picture below.

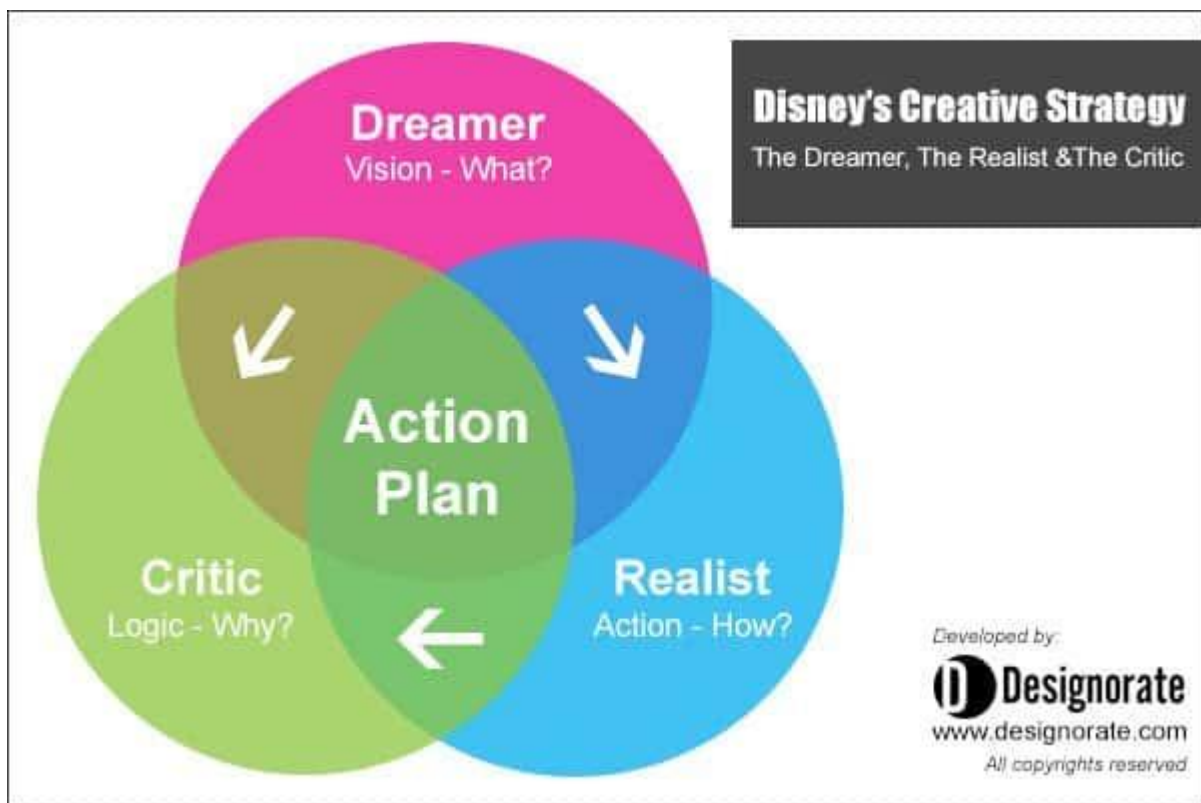


Figure 1. Disney Creative Strategy [7].

The Dreamer is necessary to generate new ideas. He is the child that exists within us. It is mandatory we only see opportunities and not problems. No idea is a bad idea. The point is to think "outside the box". Brainstorming and reverse brainstorming are the techniques we can use, where participants suggest the greatest number of original ideas and stimulate the ideas of others. All kinds of ideas are possible and we should not judge the ideas of others (any idea is valid). So, what matters is the quantity of ideas and not their quality, which will allow to construct other ideas based on those presented; you should not criticize the ideas and, if the process of generating ideas slows down, students can always resort to revising and work on the existing ones. Based on the list of ideas deriving from the brainstorming, the SCAMPER technique [2] aims to provide seven different thinking perspectives to find innovative ideas and solutions: (S) substitute, (C) combine, (A) adapt, (M) modify, (P) put to another use, (E) eliminate and (R) reverse.

The Designer is the profile needed to turn the ideas that the students have already come up with into concrete things. He is the innovative creator that exists within us. He analyzes ideas with the attitude that "it is possible". He focuses on the design of things, asking, "How can I make this possible?" Mental maps or conceptual maps are the graphical form to representing the business idea and its products or services. We must understand the user behavior too. To do this we use Persona Empathy Mapping. The persona empathy map is a large sheet of paper that has the character outlined and named in the middle (type of customer). Six sections are created around the character including: "What does he think and feel?", "What does he hear?", "What does he see?", "What does he say and do?" and what are his "pains" and his "gains"?

Finally, the Critic is necessary as a filter and a stimulus to analyze more and more the idea of the business. He is the analyst and the problem solver that exists within us. He must evaluate the ideas, believing that all ideas should be analyzed and reviewed. He will consider potential problems and respective solutions. The critic thinking mode tends to discover the barriers of applying the idea and how to overcome it. Here we will plan the business through the Business Model Canvas [1] to present our final business idea.

While other creative thinking methods do not restrict to a specific sequence for the steps, Disney's Creative Strategy requires following the steps as stated above [7].

3 METHODOLOGY

Generally, we can say the Project methodology was the main methodology used in this work. This methodology uses several data collection and analysis methods, such as the case study, the survey, the evaluation and even the experimental plans, being multi-methodological or mixed studies that involve qualitative and quantitative research. Its purpose is the development of a prototype, based on a theoretical framework, and that will serve to solve a problem (Coutinho & Chaves, 2001).

Inside the project methodology, the case study was the most used approach. Initially, through bibliographical research, the literature review about Entrepreneurship and Project Management was presented, which mainly focused on different creative thinking and problem-solving techniques and its main steps. Subsequently, based on the data obtained through the participant observation and the questionnaire survey, the main results of the experience were analyzed and presented briefly.

4 RESULTS

First, students following the Disney's Creative Strategy revealed their business idea through mind maps, empathy map and finally the Business Model Canvas, presenting their business model through online tools, such as Business Model Fiddle (<http://bmfiddle.com>).

To validate their business idea, each working group presented their model, mainly based in One Page Business Plan for the Creative Entrepreneur [11]. It was then specified using a Business Model plan in Word and Financial Business Model Plan in Excel, as proposed by IAPMEI.

Finally, the business or the project ideas were successfully implemented in one day (or other periods not exceeding one week).

This article highlights some of the business or project ideas tested by the students, namely:

- 1 Prototype of a remote secretary (based on a wide range of technologies at the service of management in general and the secretariat and administrative assistance in particular, the students tested a business that provided online secretarial services and languages);

- 2 Sign language training (a specialized trainer was hired, the students organized a seminar to solve the needs identified in many companies (communicating with deaf-mutes);
- 3 Languages of Education: multiculturalism in the IPB international community (in the face of the growth of the IPB international community, the students promoted an information service about the region and the city of Bragança, presenting the products and services offered to this type of client).

The projects and business models were evaluated through a Teacher Observation Grid and a Student Inquiry and Reflection, using a typical Likert scale 1-5. The main conclusions were:

- 1 The "Commitment and determination" and "Obsession with opportunities" parameters were evaluated with 4 and 5, corroborating the teacher's observation regarding the pro-activity, dedication and immersion in the activities.
- 2 Only 20% acknowledged that they did not calculate the risk adequately in "Risk tolerance and uncertainty".
- 3 The "Creativity and self-confidence" and "Motivation and Overcoming" parameters were evaluated with 4 and 5.
- 4 In the parameter "Leadership", all evaluated with 3 or 4, except 20% who were evaluated with 5 (coinciding with those who were the managers of the group).

Finally, we cannot conclude without mentioning that 90% of the students participated actively and evaluated positively this experience.

5 CONCLUSIONS

The talk of entrepreneurship may seem something new, but the phenomenon is not. Entrepreneurs have always existed!

The learning process of education for entrepreneurship should consist of three main steps: Dream (do not kill ideas when they are born!); Design (pass the ideas to the paper!) and Analyse (always calculate the risk of your ideas!).

Afterwards, it is important that you describe your business model through the word and excel models proposed by IAPMEI. Because of that, students evaluated positively this academic experience and have success in the implementation of their micro-businesses.

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