

**AN ACTION LEARNING APPROACH TO
ENTREPRENEURIAL CREATIVITY,
INNOVATION AND OPPORTUNITY FINDING**

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SUMMARY

AN ACTION LEARNING APPROACH TO ENTREPRENEURIAL CREATIVITY, INNOVATION AND OPPORTUNITY FINDING

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A generally accepted definition of an entrepreneur is an individual with the ability to realize a specific vision from virtually anything, a definite human creative action. A differentiating factor defining the true entrepreneur is represented by the entrepreneurial skills: creativity and innovation. The fundamental skill to "create", therefore generate an idea and transforming it into a viable growth-oriented business, forms an unconditional and integrated necessity in entrepreneurship training programs. Many researchers in this field emphasize the need for and the lack of training models regarding this intervention.

Courses offered by training institutions focus on training the traditional manager and not the entrepreneur. A lack of skills training for growth-oriented business is also evident. A critical deficiency in models directly addressing the Creativity, Innovation and Opportunity finding issues, as part of entrepreneurship training, creates a situation of minuscule

differentiation between a business idea and an opportunity, in a training context. It is furthermore apparent that a lack of tools, textbooks and approaches to cultivate creativity exist in the field. The latter generates stifling pedagogical paradigms in teaching business and entrepreneurship.

This study demonstrates a new action learning approach and model, developed to increase creative and innovative behavior and actions of the entrepreneurship learner. Three purposive samples were used, on the basis of an experimental design. Ratio data was obtained by means of a reliable measuring instrument (Chronbach's alpha on an acceptable level). ANOVA as well as a Discriminant analysis indicated statistical significant differences between the different groups.

This study illustrates that the proposed training methodology that was used enhance the level of creativity and innovation of the entrepreneurship learner on this program. Recommendations regarding future research in this exiting field of study are addressed.

OPSOMMING

'N AKSIELEER-BENADERING TOT ENTREPRENEURIESE KREATIWITEIT, INNOVASIE EN GELEENTHEIDSIDENTIFISERING

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'n Algemeen aanvaarde definisie vir die entrepreneur is 'n individu wat oor die vermoë beskik om 'n spesifieke visie uit bykans enige iets te laat realiseer. Hierdie is 'n menslik kreatiewe aksie. Die entrepreneuriese vaardighede: kreatiwiteit en innovasie is egter faktore wat die werklike entrepreneur onderskei. Die grondliggende vaardigheid om te "skep", 'n idee te genereer en omvorm tot 'n lewensvatbare groei-georiënteerde onderneming, vorm 'n integrale deel van entrepreneurskapopleidingsprogramme. Die behoefte en gebrek aan opleidingsmodelle in die verband word deur verskeie navorsers bestempel as belangrik.

Die meerderheid opleidingskursusse fokus op opleiding van die tradisionele bestuurder en nie op entrepreneurskapsopleiding nie. Daar bestaan ook 'n algemene tekortkoming aan vaardigheidsontwikkeling vir die bestuur van 'n groeiende onderneming. 'n Kritiese leemte is verder

waarneembaar in terme van opleidingsmodelle wat Kreatiwiteit, Innovasie en Geleentheidsidentifisering direk aanspreek. Hierdie verskynsel het tot gevolg dat daar min tot geen onderskeid tussen die idee en 'n geleentheid, in 'n opleidingskonteks, getref word nie. Weinig instrumente, handboeke en benaderings wat kreatiwiteit kataliseer word waargeneem. Die voorafgaande problematiek veroorsaak dat uitgediende pedagogiese denkrame in die opleiding van sakebestuur en entrepreneurskap ontstaan.

Hierdie studie poog daarin om 'n nuwe aksieleer-benadering en model te ontwikkel, ten einde kreatiewe en innoverende gedrag en optrede by die entrepreneurskapleerder te vestig. Die studie beskik oor 'n eksperimentele ontwerp, waartydens drie doelbewuste steekproewe onderneem is. Vergelykende data is deur middel van 'n betroubare meetinstrument ingesamel (Cronbach Alpha op 'n aanvaarbare vlak). ANOVA ("Analise van Variansie") asook 'n Diskriminantontleding dui op statisties betekenisvolle verskille wat bestaan tussen die groepe.

Dié studie dui daarop dat die opleidingsmetodologie wat toegepas is wel die kreatiwiteits- en innovasievlakke van die entrepreneurskapleerder verhoog. Voorstelle word gemaak aangaande toekomstige navorsing in dié veld.

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