MGT 353: Creativity and Innovation

Fall 2015

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Office Hours: Thursday 1:30pm-3:30pm and by appointment

Classroom: AH 4176
Schedule: (Section 1) Thursday 4:00-6:30pm, (Section 2) 7:00pm-9:40pm

Course Overview:

Creativity and innovation are integral to an organization’s ability to survive and thrive in today’s competitive marketplace. This course provides students with an understanding of how creativity and innovation can be facilitated and managed in a work setting.

Students will learn about theoretical conceptualizations of creativity and innovation as well as practical applications involved in fostering creativity and innovation in the workplace. Students will be expected to play an active role in learning through class exercises, class discussions, and dialogue with guest speakers, and presentations about real (or planned) innovations in organizations.

Student Learning Outcomes:

1. Explain the influence of problem solving techniques, team processes, and environmental conditions on creativity in organizations.

2. Describe the innovation process, including the innovation value chain, the role of champions, and commercializing an innovation.

3. Explain the process involved in managing creativity or innovation effectively and apply this knowledge to your own creative idea or innovation.

4. Analyze organizational practices that facilitate creativity and innovation.

5. Develop case study analysis skills (specifically, identifying critical issues in case studies and applying course material to case studies).

**Readings:** Readings that can be found in the course packet from the bookstore are noted in the syllabus by "(in the reader)." The other readings can be found on Blackboard.
Grading (100 points):

- 15 Participation, Attendance, Homework (1 per class)
- 15 Quizzes (3, 5 per)
- 20 Midterm Exam
- 10 Individual Presentation, Memo
- 20 Group Presentation, Project Overview, Peer Evaluation
- 20 Final Exam

**Participation, Attendance, Homework:** Students must attend class regularly and participate in activities, assignments and discussions. Attendance will be taken daily. If you have 3 or more unexcused absences, the highest participation/attendance grade you will be able to receive is a “C”. Completing and submitting homework will count towards the participation / attendance grade.

**Classroom Protocol:** Behaviors that disrupt the classroom environment impede students’ ability to learn will not be tolerated. Examples of these behaviors are: talking during lectures and video presentations, interrupting others while they are speaking, and arriving late and/or leaving early without previously notifying the instructor of compelling reasons for entering or exiting the classroom while class is in session (see the 2007-08 SDSU General Catalog, Student Discipline and Grievances, pgs. 447-448). Students will be notified the first time that his/her behavior is inappropriate. The second time inappropriate behavior occurs SDSU’s Judicial Procedures Office will be informed for disciplinary action.

**Quizzes:** When we discuss case studies attending students will take a short quiz at the start of class. Most questions will pertain to the case study that will be discussed or about the readings due the class before the case study is discussed.

**Exams:** All exams will be based on the readings, cases, and any material from class, including (but not limited to): lectures, discussions, guest speaker and student presentations, videos, and in-class exercises.

Exams will include both multiple choice and essay questions. Please make arrangements to use the bathroom before each exam begins so that you do not need to leave the classroom during exams. If you arrive to the classroom on an exam day after any students have turned in their exam and left the classroom you will not be permitted to take the exam.

Make-up exams will only be granted under extenuating circumstances, if you receive permission from me in advance, and if supporting documentation is provided.

**Individual Presentation, Memo:** For this project, students will apply what they have learned during the semester.

First, you need to include a creative component to the project. You could develop a product or service, or you can propose another creative idea to me in advance. Your idea should not be dangerous or offensive, and should not involve cheating or fraud. Your creative component
should be novel (new in some way) and useful. It should be clear that there potential for a market or audience for your idea.

Second, you need to write a one-page memo in which you outline how concepts and suggestions that you have learned in this class apply to your creative idea. Concepts and suggestions that will help to ensure the effectiveness of your idea, or that will minimize the possibility of challenges which could arise, should be outlined. Bullet point form is recommended to remain organized and succinct.

Third, select one of the creativity exercises / techniques used in class this semester and apply the technique to your project idea. Include evidence that you have used a technique as an appendix for this assignment.

Lastly, you will be expected to give a 5-minute presentation in which you introduce your concept, explain your thinking and sell your idea to the class. This will help improve your idea and presentation skills.

**Design Thinking Group Project:** Groups of (approximately) 5 students will work together on a project in which they will apply a design thinking approach to develop a new product or service for a company of their choice. Groups must confirm with the availability of their company choice with the Instructor at least two (2) weeks before your presentation (first come, first choice).

The group presentation should last at least 10-minutes, no longer than 15-minutes. You are strongly encouraged to be creative with your presentation.

The project overview must be turned in at the conclusion of your presentation. This Microsoft Word document must at least 3-pages, no be longer than 5-pages, double-spaced, 12-point Arial font with 1” margins. Pictures or tables do not count towards the page total. Your project overview will include references cited and does not count towards the minimum requirements.

Grades will be based on the quality of your group presentation and the quality of your group project overview. More details will be provided in advance of the assignment.

Team member evaluations will be conducted for the group project and used to adjust grades for those demonstrate exemplary or unsatisfactory contributions to the team. Peer evaluations will comprise 20% of each student's grade for this assignment.

Groups have the option to vote for a dismissal of a group member. If 75% of your group votes to remove you from the group you will be given an alternative individual assignment.

**Students with Disabilities:**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.
Cheating:

Cheating, including plagiarism, will not be tolerated. Any student that engages in cheating, in any form, will receive an automatic “F” as a grade and will be referred immediately to SDSU’s Judicial Procedures Office.

Syllabus Changes:

While changes to the syllabus will be avoided as possible, I reserve the right to make changes to the syllabus at any time during the semester. If changes are necessary they will be posted to Blackboard. Please check Blackboard on a daily basis in the event that changes or announcements are posted.

Class Overview

1 Exercise: Student Interaction
   Introduction to Creativity & Innovation
   Defining “Creativity”
   Defining “Innovation”
   The role of Creativity and Innovation in Organizations

   Assignment: Read Introduction, Chapter One of Creativity, Inc.
   Assignment: Read Chapter 2 of Creativity, Inc.

2 Exercise: Competition, Coalition
   Dynamics of Creative Thinking
   Understanding Motivation
   The Value of Curiosity and Fear
   Making and Breaking Connections
   The Role of Evaluation
   Becoming Creatively Fit
   Developing a Personal Creative Profile
   Left Brain / Right Brain

   Assignment: Develop your Creative Profile. Download, complete, submit as homework.
   Assignment: Take the “Right Brain Left Brain Creativity Test”, submit results page
   Click here (http://testyourself.psychtests.com/testid/3178)

3 Exercise: Creativity and Confidence
   Creative Insight: the Source of Inspiration
   Quiz: The Eureka Hunt
   Discussion: The Eureka Hunt
   Creative Remote Association Problems
   Idea Evaluation: What to do with generated ideas?
   Review: Design Thinking
   Design Thinking Personality

   Assignment: Read Chapter 4 of Creativity, Inc.
Assignment: Read, “What’s Stifling the Creativity at CoolBurst?” by Suzy Wetlaufer
Click here (https://hbr.org/1997/09/whats-stifling-the-creativity-at-coolburst)

4 Exercise: Product Development
Environment: Climates for Creativity in an Enterprise
Expectations and Behaviors Reinforcing Creativity
Climates for Creativity
Quiz: “What’s Stifling the Creativity at Coolburst?”
Discussion: “What’s Stifling the Creativity at Coolburst?”

Assignment: Read Chapter 5 of Creativity, Inc.
Homework: Bring in something to class that sparks creativity within you. It can be visual, an object, an article or person. You will have 30 seconds to present to the class.

5 Show-n-Tell: What Sparks Creativity
The Personal Creative Climate
Understanding the Bubble
Brainstorm: Building a Better Bubble

Assignment: Read about Diversity, pp. 67-75 of Creativity, Inc.
Assignment: Read: “Paul Robertson and the Medici String Quartet” (in the reader)
Click here (http://hbswk.hbs.edu/item/5731.html)

6 Exercise: Product Development
Exercise: Evaluation
Creativity in Teams
The Value of Diversity
Teams and Coalitions
Quiz: “Paul Robertson and the Medici String Quartet”
Discussion: “Paul Robertson and the Medici String Quartet”
Defining Goals
The Influence of Finance
Collaborations and Harmony

Assignment: Read Chapter 3 of Creativity, Inc. (pages 55-67 and 75-83)
Assignment: Read, “Managing Creativity at Shanghai Tang” (in the reader)

7 Exercise: Product as a Service
The Dynamics of Creativity
Breaking and Making Connections
Encouraging Conflict of Ideas
Encouraging Risk Taking
Managing the Flow of Information
Quiz: “Managing Creativity at Shanghai Tang”
Discussion: “Managing creativity at Shanghai Tang”

Assignment: Read Chapter 6 of Creativity, Inc.
Assignment: Review Course Materials for Midterm Exam

8  Leading for Creativity and Innovation
   Fostering Systemic Creativity
   Managing Controls and Rewards
   Attitudes on Efficiency and Failure
   Communication in Change
   Exercise
   Midterm Exam

   Assignment: Read Chapter 7 of Creativity, Inc.
   Assignment: Read “The Innovation Value Chain” by M.T. Hansen and J. Birkinshaw,
   Harvard Business Review

9  Creativity to Innovation
   Exercise
   Purposeful Creativity
   Supporting Structures within Management
   Quiz: “The Innovation Value Chain”
   Discussion: “The Innovation Value Chain”
   Guest Speaker: TBD

   Assignment: Review of Speaker
   Assignment: Read “Dealing with Darwin” Chapters 1-2-3 (in the reader)
   Assignment: Read Chapter 8 of Creativity, Inc.

10 Exercise
   Sustaining Creativity
   Planning
   Measurement
   Managing Relationships
   Quiz: “Dealing with Darwin”
   Discussion: “Dealing with Darwin”
   Guest Speaker: TBD

   Assignment: Review of Speaker

11 Exercise
   Review Individual Presentation Requirements
   Review Design Thinking Group Project Requirements
   Quiz: “Innovation: The Classic Traps”
   Discussion: “Innovation: The Classic Traps”
   Strategy Lessons
   Process Lessons
   Structural Lessons
   Skills Lessons
   Guest Speaker: TBD
Assignment: Review of Speaker
Assignment: “Corporate New Ventures at Proctor & Gamble” (in the reader)
Assignment: Develop Mini-Pitch for a product or service

12 Exercise: Mini-Pitch Presentations
Innovation Case Study: Thinking about Innovation Differently
Quiz: “Corporate New Ventures at Proctor & Gamble”
Discussion: “Corporate New Ventures at Proctor & Gamble”
Quiz: “Connect and Develop: Inside Proctor & Gamble’s New Model for Innovation”
Discussion: “Connect and Develop: Inside Proctor & Gamble’s New Model for Innovation”
Guest Speaker: TBD

Assignment: Review of Guest Speaker

Assignment: Self-select groups, submit topic for approval

13 Exercise: Mini-Pitch Presentations
Announce Group Presentations
Innovation - Commercializing an Innovation and the Role of Champions in Innovation
Quiz: “The Right Stuff”
Discussion: “The Right Stuff”
Quiz: “Innovating for Cash”
Discussion: “Innovating for Cash”

Assignment: Submit individual presentation (PPT) and memo (Word) in advance of presentation class 14. No late work accepted.

14 Individual Presentations

Assignment: Submit group presentation (PPT), overview (Word) and peer evaluations (Word) in advance of presentation class 15. No late work accepted.

15 Group Presentation

Assignment: Prepare for Final Exam

16 Final Exam