

Fostering and Managing Creativity

Make the world, your life, and your workplace better. Ask yourself three questions:

**1. What is creativity?**

To study how the brain thinks new things, we'll touch on neuroscience /physiology

**2. How do organizations develop it?**

We'll study principles, practices, and tools to foster and use creativity.

**3. How can I become more creative?**

We'll help you develop a more creative mindset and apply your skills.

Creativity is more than being artistic or coming up with new products. Fostering and managing creativity can affect all aspects of a business, from strategy to office maintenance to interacting with customers/ suppliers/ competitors. The ability to generate, assess, and implement ideas is the core of creativity.

Books

The Creative Habit: Learn It and Use It for Life, Twyla Tharpe

The Rise of the Creative Class, Richard Florida

Deep Survival: Who Lives, Who Dies, and Why, Laurence Gonzales

Date	Topics	Read and prepare
Day 1	<b>Intro</b> <b>It's Not Pointless: Creativity Matters</b>  Video Clip: Cosmos	Reading: Hip-Hop Planet, from <u>National Geographic</u> , p.100-119
Day 2	<b>More than your Brain</b>  Video Clip: Quidam	Discuss Nat Geo article  Discuss semester project  Receive handouts: Memory: Why We Remember, Why We Forget, <u>National Geographic</u> , p. 32-56. Cirque: How to make yourself more creative. Interview with Lyn Heward in ASAE magazine
Day 3	<b>Groups are People: YOU are People</b>	Discuss Cirque du Soleil and Quidam video  Company website: <a href="http://www.cirquedusoleil.com">http://www.cirquedusoleil.com</a> In addition to looking around the site, click on the "Press Room" button . On that page, pay particular attention to the links under

		<p>"Cirque du Soleil" and "Beyond the Shows"</p> <p>Cirque: How to make yourself more creative. Interview with Lyn Heward in ASAE magazine:  <a href="http://www.asaecenter.org/PublicationsResources/EUArticle.cfm?ItemNumber=11792">http://www.asaecenter.org/PublicationsResources/EUArticle.cfm?ItemNumber=11792</a></p> <p><b>DUE TODAY:</b></p> <ol style="list-style-type: none"> <li><b>1. Proposal for semester project (1 page).</b></li> <li><b>2. What connections do you see between Cirque du Soleil's ways of finding/creating ideas and the National Geographic article? (1 page)</b></li> </ol>
Day 4	TBA	-
Day 5	<b>Strain Your Brain</b> Video clips: Waves, Peak Escape	In-class group exercise: "Paper" Creating with group constraints on cognition/perception, organization, and implementation
Day 6	<b>Woo-hoo, Boo-hoo: Luck &amp; Accidents</b>	<p>Read: Florida, Chapters 1-3: Creative Ethos, Creative Economy, Creative Class</p> <p>Read handout: "Barriers to Creativity"</p> <p><b>DUE TODAY:</b></p> <ol style="list-style-type: none"> <li><b>1. Discuss your formal education, in the context of "Barriers to Creativity". What connections do you see to the Florida chapters? (1 page)</b></li> </ol>
Day 7	(continued)	<p>An Idea is a Terrible Thing to Waste  <a href="http://www.asaecenter.org/PublicationsResources/EUArticle.cfm?ItemNumber=11521">http://www.asaecenter.org/PublicationsResources/EUArticle.cfm?ItemNumber=11521</a></p> <p><b>DUE TODAY:</b></p> <ol style="list-style-type: none"> <li><b>1. Why do we as individuals and as organizations often resist newness? (1 page)</b></li> </ol>
Day 8	(continued) Video clip: Kviahellan	Read: Florida, Chapters 10 and 11: The Experiential Life, The Big Morph
Day 9	(continued)	<p>Read: Florida, Chapters 10 and 11: The Experiential Life, The Big Morph</p> <p><b>DUE TODAY:</b></p> <ol style="list-style-type: none"> <li><b>1. Discuss an idea you've had that you haven't pursued. (1 page)</b></li> </ol>
Day 10	(continued) Video: The Memory Pill	<p>Tharpe, Chapters 5-7, pp. 78-139</p> <p>Read: Handout: Raise Children With a Wild Streak</p> <p>Read: Handout: Eureka!, from <u>Smithsonian</u> magazine  Handout: Eureka, We Failed!: How Smart Companies Learn From Their Flops, <u>Business Week</u></p> <p><b>DUE TODAY:</b></p> <p><b>Think of two things that have happened to you--one good, one bad--and use those events to dream up a couple of new products or services. (1 page)</b></p>
Day 11	<b>Strain Your Brain</b>	In-class idea development exercise: "Strain Your Brain Part 1"

		Magazine sifting: interesting items Object analysis: essential nature/elements Making connections
Day 12	<b>Your Brain: Biology, Psychology &amp; Response</b>  Video: Blue Jay	Gonzales, Chapters 5-8 pp. 83-147
Day 13	<b>Strain Your Brain</b>	In-class exercise: "Synesthesia"
Day 14	<b>Your Brain (continued)</b>	Handout: Beyond the Brain, <u>National Geographic</u>  Link: Scientists decode brain farts, MSNBC LiveScience <a href="http://www.msnbc.msn.com/id/24245365/from/ET/">http://www.msnbc.msn.com/id/24245365/from/ET/</a>  <b>DUE TODAY:</b> <b>1. Considering the "Blue Jay" video and the "Beyond the Brain" article, discuss something about your own cognitive processes. (1 page)</b>
Day 15	<b>Strain Your Brain</b>	Why Logic Often Takes a Backseat, <u>Business Week</u>  In-class: Twyla Tharpe exercise
Day 16	Discussion	Discussion: Summarize lessons to date
Day 17	<b>Special session</b>  Class re-scheduled to 7 - 9:30 pm in theater (Movie hint: Indian)	Be in the theater at 7 sharp. Assignment will be handed out then.
Day 18	<b>(continued)</b>	Discuss theater assignment
Day 19	Discuss projects	-
Day 20	<b>Business Issues: Competitive Need, Organizational Practice</b> Video: Greyston Bakery	Gonzales, Prologue through Chapter 4, pp. 1-82 Tharpe, Chapters 1-4, pp. 1-77 Florida, Chapters 5-9  Organizations: Creating Positive Turbulence <a href="http://www.asaecenter.org/PublicationsResources/AMMagArticleDetail.cfm?ItemNumber=4686">http://www.asaecenter.org/PublicationsResources/AMMagArticleDetail.cfm?ItemNumber=4686</a> <b>DUE TODAY:</b> <b>Drawing on today's readings, analyze a work situation and a non-work situation you have experienced. Apply both books to each specific situation. (2 pages maximum).</b>
Day 21	<b>Business Issues: Competitive Need, Organizational Practice</b>  Video: The Star of Starbucks	<u>Business Week</u> Special Report: Get Creative! The Immelt Revolution (GE) I'm Outta Here (Microsoft employees)  Tharpe : Chapters 8-11, pp. 140-209 Gonzales: Chapters 9-11, pp.151-216  <b>DUE TODAY:</b> <b>1. Discuss how the themes in Tharpe and Gonzales are reflected in "Get Creative" and "The Immelt Revolution". (1 page)</b>

		<b>2. Use the themes in Tharpe and Gonzales to explain the situation in "I'm Outta Here". (1 page)</b>
Day 22	<b>Business Issues: Competitive Need, Organizational Practice</b>	Outsourcing of Innovation: Made in China, <a href="#">Fast Company</a>  Special Report: Outsourcing Innovation, <a href="#">Business Week</a>  Editorial: Getting an Edge on Innovation, <a href="#">Business Week</a>  Gonzales: Chapters 12-15, pp.217-277
Day 23	<b>Business Issues: Competitive Need, Organizational Practice</b>	<b>DUE TODAY: Using Gonzales' ideas, discuss the pros and cons of managing innovation as an outsourced activity. (1 page)</b>
Day 24	<b>Special session</b>  <b>Class rescheduled to 7 – 9:30 pm in theater.</b>  Topic: Competitive need & organizational practice (Movie hint: AFAMF)	Be in the theater at 7 sharp. Assignment will be handed out then.  Read: Florida, Chapters 12-17, on Community
Day 25	<b>Big Sky</b>	Tharpe : Chapter 12, pp. 232-243 Gonzales: Appendix, 278-295  <b>DUE TODAY: 1. Theater assignment (1 page)</b>  <b>2. Write a thoughtful, provocative essay based on today's readings. (2 pages)</b>
Day 26	<b>Big Sky Special session</b>  6 - 8:30 in Student Union	Project Presentations
Day 27	<b>Big Sky</b> TBA	-
Day 28	<b>Big Sky</b>  Last day of class Course wrap-up & review	<b>DUE TODAY: Project</b>
	<b>EXAM</b>	DUE TODAY: <b>Course feedback assignment</b> (1 page)

### Papers

Papers: double-spaced, 1" text margins, Times Roman 12-point, no cover page.

### Grading

You must demonstrate that you understand and can apply course concepts and skills in order to pass the course.

Preparation/participation: I will arrive on-time, prepared, awake, and ready to participate. Please respect your classmates and do the same. Ask thoughtful questions, raise interesting points, do the readings and written assignments, and take part in in-class activities.

You start the semester with no participation points and build points by demonstrating a consistent pattern of behavior. Being unprepared for or missing a single class will not affect your participation grade, but missing several classes or showing a pattern of poor preparation will. The following is a general guide, not a strict rule, on how points will be assigned based on expected behaviors.

0/60 Poor attendance/timeliness/preparation.

30/60 Inconsistent attendance/preparation or participation in discussion & exercises. Writing shows mediocre preparation, content, and editing.

40/60 Consistent attendance/preparation, regular participation in discussion and exercises. Writing shows solid preparation, content, and editing.

60/60 Consistent insight - great questions, applies and integrates concepts, helps classmates by asking them questions and providing constructive feedback when appropriate, demonstrates leadership. Writing shows outstanding preparation, content, and editing.

#### Grade Breakdown

Preparation/participation/papers 60, semester project 40

A 90 and above, B 80-89, C 70-79, D 60-69, F below 60

Note: The Course Schedule will change as the semester progresses.