

**Raj Soin College of Business
Wright State University
Department of Management**

MGT 766 – Managing for Creativity and Innovation

Spring 2009, Section 01, Monday 6:05 – 9:25, Rike Hall 020

Professor Information

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Brief bio: BBA University of Memphis, MBA University of Tennessee, PhD in Management Texas A&M; formerly with Andersen Consulting (now Accenture) and Ernst & Young; author of many academic articles related to this course and the book *Leadership Redefined*; currently an active consultant and professional speaker, quoted extensively in the media (e.g., *New York Times*, *BusinessWeek*, *Chicago Tribune*, MSNBC, CNN).

Text:

There is no text for this course. You're welcome. Instead, a series of readings will be assigned. The readings are available online via WebCT.

Course Description

This is a course designed first and foremost to make you start thinking differently about your organizational life. It is intended to make you think differently about yourself, those with whom you work, and the organizational environment in order to facilitate increased creativity and innovation. The course is built around two primary themes: enhancing individual creativity and managing people and organizations for creativity and innovation.

Course Objectives

Having successfully completed this course, students will understand the following:

- The importance of innovation to successful management of business organizations
- Creative processes and their connection to innovation
- Ways in which creativity can be enhanced
- Ways in which leaders and organizational factors affect creativity
- The role of charismatic and transformational leaders in innovation
- The leadership of creative teams
- Ways in which leaders shape their organizational culture in a manner that impacts creativity and innovation

Class Format/Activities

Class will consist of lecture/discussions, creative exercises, journaling, and student presentation of research / assignments.

Expectations

This class is about outrageous demands and impossible expectations! I expect you to come to class with the following assumption: you do not know everything and you stand to learn something important in this class – from the professor, from your colleagues, and from yourself. I expect you to let down your guard and allow yourself to become at least a little uncomfortable as you delve into self analysis and the learning process. I expect you to participate regularly – see note below. Finally, I expect you to have fun. If you do not think you can meet these expectations and/or you do not think these expectations are reasonable – this class is probably not for you.

Exams:

There are no exams for this course! Once again, you're welcome. In return for the professor's grand generosity, you owe me a lot ... see 'Expectations' above and the assignments below.

Assignments

Readings & WebCT Commentaries

Multiple articles will be assigned for each class meeting. Readings are to be completed before class. For three of the assigned articles (your choice) you must use WebCT to post critical comments for each. What issue or issues did you find interesting and useful – and why? What issue or issues did you find confusing, missing, too narrow, just wrong – and why? In addition, you must respond to at least one other student posting. In class we will often use small groups to discuss the readings. The professor will select a facilitator on the fly so you must always be ready to play the facilitator role. The facilitator must guide the conversation, solicit input and feedback from other members, and generally ensure a thorough conversation takes place.

Journals

You will purchase a spiral notebook for use in this course only. In it you will write your reflections – an analysis of yourself, this course, your organization, your career, your classmates, your colleagues, your family, your life – all as they relate to the material we discuss in class. This is where you document your experience and growth in the course. How do you feel about this material as it relates to you? What are your personal strengths and weaknesses regarding the course themes? What are your gifts? Are you using them correctly? What skills related to creativity and innovation do you need to build to become more successful? How do the relationships you are in at work or outside of work affect your ability to perform creatively? In what ways is your organization performing well, or poorly, with regard to managing for creativity and innovation?

We will have journal time during every class meeting. There is NO correct thing to write during this time. You are expected to think deeply and honestly and write what you feel you need to write to clarify your thoughts, feelings, goals and plans. Relate your thoughts to the materials we read and discuss as well as the activities we complete in class. What you write will be confidential and will not be read by the professor. You are also required to take your journal with you to work and use it to write down any worthwhile thoughts or ideas you have about creativity and innovation in your workplace. Overall, though there is no set number of pages required, you will be expected to write a lot.

Depending on the ebb and flow of the course, there may be times where significant time is spent journaling and/or discussing the journals. Remember, all great leaders take time to deeply and sincerely self analyze!

Personal Development Plan & Presentation

You will use your journal entries, the readings, our discussions, the book you will read (see below), your own introspective analysis and any other relevant resource you find as sources to consider how you will improve yourself professionally with regard to the material discussed in this course.

Specifically, you need to identify:

- Your major strengths and weaknesses relative to creativity and innovation
- Building on both strengths and weaknesses, develop 2-3 concrete goals. State the goal, explain why it is important for your professional development, and how you will attain this goal. Your goals might address your network, training, courses, reading, new roles, specific changed behaviors, skills gained, who knows! What specific ways do you wish to grow and what things will do you to accomplish this? Be specific and include timelines and milestones if applicable.

You will present your conclusions to a small group near the end of the term.

Book Report

Every student will identify one book that is closely related to the content of this course. You will present a summary of the book's key themes and conclusions to a small group of colleagues near the end of the term. You will also turn in a 1-2 page (single spaced) summary of why you would or would not recommend the book to the professor (due the night of the presentation).

Organizational Analysis Paper

Using the materials we discuss in class as a foundation (e.g., the readings as well as the assessments and models they provide), you will complete an analysis of your organization (or the company you most recently worked for). The paper should be approximately 15 pages double spaced – please cite sources as you use them in the paper. There are two deliverables: the report you turn in and a presentation (approximately 10 minutes) you will make to a group of your classmates highlighting the nature of the organization (generically, no need to use real names) and the main findings of your assessment. The assessment is to include a listing and brief discussion of the top three things you feel the organization must do to improve creativity and innovation. Be specific. The presentation will be given in small groups. You are not required to formally consult with any member of the target organization, though you may do so if you wish. More details about this assignment will be provided during the term.

Participation

A student's interaction with their classmates and the professor makes all the difference in an MBA course – especially in a “soft skills” course. Participation means many things: attending class, showing up prepared, raising or answering questions, sharing ideas and perspectives, helping others develop their ideas, and actively engaging the in-class experiential activities. You are strongly encouraged to speak up and make our discussions as lively as possible.

Class Policies:

Students are expected to periodically check the class website and their WSU e-mail accounts in case the professor needs to communicate with the students.

Cheating/Shirking:

Academic dishonesty will not be tolerated. Academic dishonesty of any kind is a violation of Wright State University's Code of Student Conduct. All incidents of academic dishonesty will be dealt with in accordance with the University's policy on Academic Integrity. The policy can be found at <http://www.wright.edu/students/judicial/stuintegrity.html>. All students are expected to be familiar with this policy.

Absences:

Attendance will not be taken. We do not meet many times – if you know that you will miss three or more classes you probably should not take this course. You do not need to inform the professor of any absences. Having said that, the best learning experience can only be gained by attending class.

Grading:

Grades are based on your performance on the assignments noted below:

Readings Commentaries (WebCT)	10%
Journals	10%
Personal Development Plan	20%
Book Report	20%
Organizational analysis paper	30%
Organizational analysis presentation	10%

Grades are assigned as follows: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F. No grades for any assignment will be provided to students via e-mail or via telephone. Grades will be provided via the course website and/or in class.

Retention of Student Work for Portfolios:

I reserve the right to retain for pedagogical purposes either the original or a copy of any student's test, written assignment, paper, video, or similar work submitted by a student or group of students. Student's names will be deleted from any written work. Students are encouraged to develop their own portfolio and to keep relevant work from this course for future reflection, use in future courses, discussions with potential employers, and so on.

Special Needs:

If you have special needs as addressed by the Americans with Disabilities Act and need any test or course materials provided in an alternative format, notify your instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Class Pledge

I pledge allegiance to the importance of creativity and innovation

And to the ideals for which they stand

One classroom

At Wright State

Indivisible

With irreverence and fun for everybody

Tentative Class Schedule

Date	Topic	Assignments/Activities/Notes
<p>CLASS 1 Mar 30</p>	<p>Introduction / Overview</p>	<p>Agenda: introductions, discuss syllabus, discuss readings, odd activity</p> <p>Florida, R. 2004. America’s looming creativity crisis. <i>Harvard Business Review</i>, Oct., 122-136.</p> <p>Runco, M. 2004. Creativity. <i>Annual Review of Psychology</i>, 657-687.</p> <p>Coy, P., Symonds, W. C., Baker, S., Arndt, M., & Hof, R. D. 2004. The future of work. <i>Business Week</i>, March 22, Issue 3875.</p> <p>Deutschman, A. 2004. Offshoring creativity. <i>Fast Company</i>, Issue 89, December, pp. 29.</p>
<p>CLASS 2 April 6</p>	<p>Enhancing Individual Creativity:</p> <p>Personality and Psychology</p>	<p>Agenda: crazy activities, discuss readings, journal</p> <p>Csikszentmihalyi, M. 1996. The creative personality. <i>Psychology Today</i>, July-August, 36-40.</p> <p>Amabile, T. M. 1997. Motivating creativity in organizations: On doing what you love and loving what you do. <i>California Management Review</i>, 40(1), 39-58.</p> <p>Schneider, W., & Chein, J. M. 2003. Controlled and automatic processing: Behavior, theory, and biological mechanisms. <i>Cognitive Science</i>, 27: 525-559.</p> <p><i>Recommended</i> Amabile, T. M. <i>Creativity in Context</i> (book).</p> <p>Csikszentmihalyi, M. 1997. Finding flow. <i>Psychology Today</i>, July/August, page 46-48, 70-71.</p>

<p>CLASS 3 April 13</p>	<p>Enhancing Individual Creativity:</p> <p>Tools</p>	<p>Puccio, G. J., Firestien, R. L., Coyle, C., & Masucci, C. 2006. A review of the effectiveness of CPS training: A focus on workplace issues. <i>Creativity & Innovation Management</i>, 15(1): 19-33.</p> <p>Furnham, A. 2000. The brainstorming myth. <i>Business Strategy Review</i>, 11(4): 21-28.</p> <p>Coyne, K. P. et al 2007. Breakthrough thinking from inside the box. <i>Harvard Business Review</i>, 85(12): 70-78.</p> <p>McGregor, J. 2009. Outsourcing tasks instead of jobs. <i>BusinessWeek</i>, March 12.</p> <p><i>Recommended</i></p> <p>McFadzean, E. 1998. Enhancing creative thinking within organisations. <i>Management Decision</i>, 36(5): 309-315.</p> <p>Basadur, M. 1995. Optimal ideation-evaluation ratios. <i>Creativity Research Journal</i>, 8(1): 63-75.</p> <p>Brady, E. M., & Sky, H. Z. 2003. Journal writing among older learners. <i>Educational Gerontology</i>, 29: 151-163.</p> <p>Connor-Greene, P. A. 2000. Making connections: Evaluating the effectiveness of journal writing in enhancing student learning. <i>Teaching of Psychology</i>, 27(1): 44-46.</p> <p>Michalko, M. <i>Thinkertoys</i> (book).</p> <p>Hall, D. <i>Jump start your brain</i> (book).</p> <p>Free website: http://www.mindtools.com/pages/main/newMN_CT.htm</p>
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<p>CLASS 4 April 20</p>	<p>Managing People and Organizations for Creativity & Innovation:</p> <p>A New Way of Thinking About Leading</p>	<p>Agenda: outrageous activities, discuss readings, journal</p> <p>Youtube video: http://www.youtube.com/watch?v=_424YskAfew</p> <p>Shalley, C. E., & Gilson, L. L. 2004. What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. <i>The Leadership Quarterly</i>, 15: 33-53.</p> <p>Sutton, R. I. 2001. The weird rules of creativity. <i>Harvard Business Review</i>, September, 94-103.</p> <p>McGregor, J., Symonds, W. C., Foust, D., Brady, D., & Herbst, M. 2006. How failure breeds success, <i>Business Week</i>, July 10.</p> <p>Avitzur, R. 2004. The graphing calculator story. Http://www.pacifict.com/Story/.</p> <p><i>Recommended</i></p> <p>Brady, D. 2005. The Immelt revolution, <i>Business Week</i>, March 28.</p> <p>Colarelli O'Connor, G., & Rice, M. P. 2001. Opportunity recognition and breakthrough innovation in large established firms. <i>California Management Review</i>, 43(2): 95-116.</p> <p>Hargadon, A., & Sutton, R. I. 2000. Building an innovation factory. <i>Harvard Business Review</i>, May-June, 157-166.</p> <p>Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. 2005. Affect and creativity at work. <i>Administrative Science Quarterly</i>, 50: 367-403.</p> <p>Hall, M. L. & Johnson, M. E. 2009. When should a process be art, not science? <i>Harvard Business Review</i>, March 2009, 58-66.</p>
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<p>CLASS 5 April 27</p>	<p>Managing People and Organizations for Creativity and Innovation:</p> <p>The Big Picture</p>	<p>Agenda: embarrassingly fun exercises, discuss readings, journal</p> <p>Hansen, M. T. & Birkinshaw, J. 2007. The innovation value chain. <i>Harvard Business Review</i>, 85(6): 121-130</p> <p>Pisano G. P., & Verganti, R. 2008. Which kind of collaboration is right for you? <i>Harvard Business Review</i>, December, 78-86.</p> <p>Christensen, C. et al. 2008. Innovation Killers. <i>Harvard Business Review</i>, 86(1): 98-105.</p> <p>Garvin, D. et al. 2008. Is yours a learning organization? <i>Harvard Business Review</i>, 86(3): 109-116.</p> <p><i>Recommended</i></p> <p>Nambisan, S. & Sawhney, M. 2007. A buyer's guide to the innovation bazaar. <i>Harvard Business Review</i>, 85(6): 109-118.</p> <p>HBR Breakthrough ideas 2008. <i>Harvard Business Review</i>, 86(2): 17-45.</p> <p>Ideas from IBM. 2006. Global CEO study 2006: Expanding the Innovation Horizon</p> <p>Davila et al. <i>Making innovation work</i> (book).</p>
<p>CLASS 6 May 4</p>	<p>Catch up night</p>	<p>Read book, journal, work on other assignments</p>

<p>CLASS 7 May 11</p>	<p>Managing People and Organizations for Creativity & Innovation:</p> <p>Process Innovation & Innovation Champions</p>	<p>Agenda: ludicrous activities, discuss readings, read books, lots of journal time</p> <p>Hammer, M. 2004. Deep change. <i>Harvard Business Review</i>, April, 84-93.</p> <p>Hammer, M. 2007. The process audit. <i>Harvard Business Review</i>, 85(4): 111-123.</p> <p>Levitt, T. 2002. Creativity is not enough (reprint of classic 1963 article). <i>Harvard Business Review</i>, The Innovative Enterprise, 137-145.</p> <p>Cohn, C., Katzenbach, J., & Vlak, G. 2008. Finding and grooming breakthrough innovators. <i>Harvard Business Review</i>, December, 62-69.</p> <p><i>Recommended</i></p> <p>Davenport, T. H. 2008. How to design smart business experiments. <i>Harvard Business Review</i>, February 2009, 68-76.</p> <p>Howell, J. 2005. The right stuff: Identifying and developing effective champions of innovation. <i>Academy of Management Executive</i>, 19(2): 108-119.</p>
<p>CLASS 8 May 18</p>	<p>Managing People and Organizations for Creativity & Innovation:</p> <p>R&D and New Product Development</p>	<p>Agenda: picture night, zany exercise, discuss readings, journal, journal small group discussions</p> <p>DeSanctis, G., Glass, J. T., & Ensing, I. M. 2002. Organizational designs for R&D. <i>Academy of Management Executive</i>, 16(3): 55-66.</p> <p>Kandybin, A., & Kihn, M. 2004. Raising your return on innovation investment. <i>Strategy + Business</i>, Issue 35.</p> <p>Bonabeau, E. et al. 2008. A more rational approach to new-product development. <i>Harvard Business Review</i>, 86(3): 96-102</p> <p>Weber, J., Holmes, S., & Palmeri, C. 2005. Most pits of creativity. <i>Business Week</i>, November 7, Issue 3958.</p>

		<p>Jana, R. 2009. Innovation trickles in a new direction. <i>BusinessWeek</i>, March 11.</p> <p><i>Recommended</i></p> <p>Mitchell, R. 1999. How to manage geeks. <i>Fast Company</i>, Issue 25, June, pp. 174.</p> <p>Studt, T. 2003. 3M – where innovation rules. <i>R&D Magazine</i>, April, 20-24.</p> <p>Tidd, J., & Bodley, K. 2002. The influence of project novelty on the new product development process. <i>R&D Management</i>, 32(2): 127-138.</p> <p>Jaruzelski, B. & Dehoff, K. 2007. The customer connection: The Global Innovation 1000. <i>strategy + business</i>, Issue 49.</p> <p>Personal development plan presentations</p>
CLASS 9 May 25		University closed for Memorial Day
CLASS 10 June 1	Final Class Meeting!	Agenda: Class at normal time, organizational analysis presentations/turn in papers, book presentations, graduation ceremony

*April 17, last day to drop classes without a grade; May 15, last day to drop classes with a grade of W.

*The professor reserves the right to change this syllabus, but will make every effort to provide as much advanced notice as possible.