

Managing Creativity

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| Credits | 3.0 |
| Faculty Name | Prof. Anshuman Tripathy |
| Program | PGDM- HRM |
| Academic Year and Term | 2012-13, Term-VI |

1. Course Description

Creativity and innovation go hand in hand as one is generation of new ideas and the other is implementation of those ideas. Creative ideas are the underlying factor for entrepreneurial activities and success of business enterprises. The basic premise of the course is that all individuals are born creative. Some might be exploring it quite regularly while for some it might have gone to a backstage as they didn't have the opportunity to use it often. But the good thing is that it can always be enhanced or brought to the front stage. The course would be conducted with a series of discussions on broad themes with the realm of creativity through articles, cases and assignments.

2. Student Learning Outcomes

The objective of the course is to help students think of some new ways of understanding and managing the creative processes. It aims to make students aware of the steps that go on in crafting creative enterprises in new or existing organizations, encourage innovations at the work place, and develop as well as sustain their own creativity in the midst of demanding situations. The course would involve some exercises to help students understand their own creative style.

3. Reference Text Books forming part of Courseware

Courseware will be provided from:

- Handbook of Organizational Creativity by Michael D. Mumford
- Guide to Managing Creativity And Innovation Compiled by Harvard Business School Press
- Thinkertoys: A Handbook of Creative-Thinking Techniques by Michael Michalko
- Articles and Exercises from Journals, Magazines and other sources

4. Tentative Session Plan

| Session Number | Topics/ Activities | Reading/ Case list, etc. |
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| | CREATIVITY IN INDIVIDUALS | |
| 1 | Introducing Creativity | Understanding Creativity - The Manager as Artist by <i>Jorg Reckherrich, Martin Kupp and Jamie Anderson</i> Creativity in Organizations: Importance and Approaches by <i>Michael D. Mumford, Kimberly S. Hester, and Issac C. Robledo</i> Tending Your Own Inner Work Life: How Finding Meaning in Your Role as a Manager Ignites Your Team's Joy, Engagement, and Creativity by <i>Teresa Amabile and Steven Kramer</i> |
| 2 | Assessing Individual Creativity | Beyond the Chicken Cheer: How to Improve your Creativity by <i>Loren Gary</i> Creativity Step by Step - <i>Twyla Tharp</i> |

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| | | <p>Motivating creativity through appropriate assessment: lessons for management accounting educators by <i>Monte Wynder</i></p> <p><i>Myers Briggs test:</i> http://humanmetrics.com/cgi-win/Jtypes2.asp</p> <p><i>Self-assessment exercise:</i> http://www.creax.com/csa/</p> |
| 3 | Individual Level Influences | <p>Creative Abilities: Divergent Thinking by <i>Selcuk Acar and Mark A. Runco</i></p> <p>Idea Generation and Idea Evaluation: Cognitive Skills and Deliberate Practices by <i>Gerard J. Puccio and John F. Cabra</i></p> <p>Short brain tests at: http://www.planetpsych.com/zinteractive/brain.htm http://www.arts-on-the-net.com/jaymark/brain.exe</p> <p>Few Tests would be administered in the class</p> |
| 4 | Individual Level Influences (Continued) | <p>The Emotive Roots of Creativity: Basic and Applied Issues on Affect and Motivation by <i>Carsten K.W. De Dreu, Matthijs Baas, and Bernard A. Nijstad</i></p> <p>Few Tests would be administered in the class</p> |
| | CREATIVITY IN GROUPS | |
| 5 | Influence of Group | <p>Team Creativity and Innovation: The Effect of Group Composition, Social Processes, and Cognition by <i>Roni Reiter-Palmon, Ben Wigert, and Triparna de Vreede</i></p> <p>Creativity and Innovation: The Role of Team and Organizational Climate by <i>Michael A. West and Claudia A. Sacramento</i></p> |
| 6 | <u>Case Study</u> - Chapter Enrichment Program Teams at the American Red Cross (A) | <p>Apart from the case:</p> <p>Putting the Innovator's DNA into Practice: Philosophies-What Do Highly Innovative Companies Have in Common? by <i>Jeff Dyer, Hal Gregersen, and Clayton M. Christensen</i></p> |
| | CREATIVITY IN ORGANIZATIONS | |
| 7 | Harnessing Individual Creativity within an Organizational Context | <p>Creativity and the Work Context by <i>Greg R. Oldham and Markus Baer</i></p> <p>Fostering Individual Creativity Through Organizational Context: A Review of Recent Research and Recommendations for Organizational Leaders by <i>Mark D. Agars, James C. Kaufman, Amanda Deane, and Blakely Smith</i></p> <p>Creating Breakthroughs at 3M by <i>Eric von Hippel, Stefan Thomke, and Mary Sonnack</i></p> |
| 8 | <u>Case Study</u> - Project Platypus - Mattel's Unconventional Toy Development | <p>Apart from the case:</p> |

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| | Process | America's Looming Creativity Crisis by <i>Richard Florida</i> |
| 9 | Promoting Creativity in Organizations | Creativity in Organizations: Facilitators and Inhibitors by <i>Eunice M.L. Soriano de Alencar</i> How P&G Tripled its Innovation Success Rate by <i>Bruce Brown and Scott D. Anthony</i> |
| 10 | <u>Case Study</u> - Google's Organization Culture | Apart from the case: Toward a Theory of Organizational Creativity by <i>Richard W. Woodman, John E. Sawyer and Ricky W. Griffin</i> |
| | REVIEW | |
| 11 | Presentation of progress of Case Diaries, Take Home Assignments, and Group Project | Assessment of Progress of various evaluation components |
| 12 | Discussion on different techniques to promote or nurture Creative ideas or thoughts | Compilation to be included in the Courseware The Weird Rules of Creativity by <i>Robert I. Sutton</i> |
| | MANAGEMENT OF CREATIVITY | |
| 13 | Leading a Creative team and Creative Individuals | Creativity and the Role of the Leader by <i>Teresa M. Amabile and Mukti Khair</i> Directing Creativity: The Art and Craft of Leadership by <i>Piers Ibbotson and Lotte Darso</i> Leadership of Creativity: Entity-Based, Relational, and Complexity Perspectives by <i>Russ Marion</i> |
| 14 | <u>Case Study</u> - Premiumsoft - Managing Creative People | Apart from the case: How to Kill Creativity by <i>Teresa M. Amabile</i> |
| 15 | Creativity and Innovation | Organizing for Change, Innovation, and Creativity by <i>Danielle D. Dunne and Deborah Dougherty</i> Creativity and Innovation in Organizations by <i>Teresa M. Amabile</i> Creativity, Improvisation and Organizations by <i>Colin M. Fisher and Teresa M. Amabile</i> |
| 16 | <u>Case Study</u> - AIRASIA X - Can the Low Cost Model go Long Haul | Apart from the case: Evolution and Revolution as Organizations Grow by <i>Larry E. Greiner</i> |
| 17 | Beyond Creativity | Creativity: A key link to entrepreneurial behaviour by <i>Stephen Ko and John E. Butler</i> Creativity is not enough by <i>Theodore Levitt</i> |
| 18 | <u>Case Study</u> - Microsoft - Is the Creative Spark Burning Out | Apart from the case: Inside Microsoft: Balancing Creativity and Discipline by <i>Robert J. Herbold</i> |
| 19 & 20 | Group Presentations & Summing Up | Final Presentation of Case Diaries, Take Home Assignments, and Group Project |

5. Evaluation

- In Class Discussion on Readings and Case Studies: 30%
- Individual Diary of Creativity: 40%
- Group Project & Presentation: 30%

In Class Discussion on Readings and Case Discussion (30)

Each student would be individually evaluated based on his/ her level of participation and valuable inputs provided during the class discussions for the case studies.

Individual Diary of Creativity (40)

The diary of creativity should be your collection of experiences, thoughts, ideas, observations and other resources related to this course and to creativity in general. The diary should have account of any fascinating products or services or concepts or business ideas or advertisements that have excited you. You should also note similar designs that have “bugged” you. The objective is to stimulate you to have a deeper understanding of design decisions that shape our everyday lives.

Apart from the above, your Diary of Creativity should have one page summaries for each of the following:

- How would you go about describing someone as being Creative?
- What does Managing Creativity mean to you?
- Highlight five creative things that you have come across in your day to day life or at your place of work and describe why you think each failed (or worked)?
- Share with us your experiences when you needed to move on with a creative idea or an assignment or a project in your daily life or in your work place that required help from others?
- How do you react when confronted with an issue?
- When do you feel most creative?
- How do you motivate others to be creative?
- Success or failures are a part and parcel of life and chances of failure are high when one takes creative risks leads to successes and failures. What would be your suggestions to turn “failures” into learning experiences?

Group Project & Presentation (30)

Students have to form a group ranging from minimum 2 to maximum 4. Each group has to demonstrate their creative skill by coming out with an innovative product or service that has the potential of a commercial value. They can work on a proof of concept or prototype of a product or an artifact. A detailed business plan would be the deliverable along with presentation of the idea to the class. Take for example, if you were to thinking of a breakthrough product in the form of Toothbrush or some concepts to maintain oral hygiene then, do some research on toothbrush/ toothpaste so that you are experts of the oral hygiene market. Use your research brainstorm to get new features and/or designs for the product that you would have conceptualized. Design the new product, talk about how it would be made, how it would be used, its advantages, who would buy it, etc. The group has to be innovative in the way they present their project and would be given 20 minutes for presentation. **PowerPoint presentations are NOT allowed!** You can do a skit, product demonstration, create an advertisement, make a jingle, etc. and the group will be graded on the creativity of the idea and presentation. The supporting report should discuss, explore and analyze the processes your team followed in its creative effort to redesign the product or service. How were options generated? How did the team settle on its final design? What inspired you during your design work? What creative resources did you use in arriving at your final design?

6. Academic Integrity

The academic integrity would be followed as per the norms laid down in the Student Handbook of the Xavier Institute of Management, Bhubaneswar.