

SYLLABUS
Spring Mod 3, 2014
William J Rossi May 21, 2017

Course Title: ENT 4614 – 151F – Creativity in Business

Course Web Site: Canvas

Teaching Team: Instructor: William J Rossi
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Teaching Assistant: Victoria Turbyfill
(MSE Candidate)

Required Text: *Cracking Creativity: The Secrets of Creative Genius*; Michael Michalko;
ISBN: 978-1580083119

Recommended Collateral Studies: Readings and Videos

- Design Thinking; Nigel Cross
- Creative Confidence; Tom and David Kelley
- Change by Design; Tim Brown; ISBN: 978-0061766084
- 9 Ways to Get the Most Out of Design Thinking (How Lippincott, the branding and strategy firm behind Coke's Swirl, Starbuck's Logo and Samsung's global identity, focuses creativity and analytics.);
www.fastcodesign.com/3022209/9-ways-to-get-the-most-out-of-design-thinking/
- TED.com video: David Kelley: How to build your creative confidence
- TED.com video: Tim Brown: A call for design thinking
- TED.com video: David Kelley talks of "design thinking" on 60 minutes
- *Weird Ideas That Work*; Robert I. Sutton
- Teaching for Creativity: Two Dozen Tips; Robert Sternberg and Wendy M. Williams;
<http://www.cdl.org/?s=teaching+for+creativity>
- *Orchestrating Collaboration at Work*; Arthur B. VanGundy and Linda Naiman; ISBN 978-1419651748
- *Ideas Are the Currency of the New Economy*; Linda Naiman; Creativity At Work
- *When Sparks Fly*; Dorothy Leonard and Walter Swap

Course Objectives:

Designed to explore and use the fundamental tools that make individuals, teams, organizations, communities and societies more creative and innovative, this course is focused on achieving a

set of learning objectives. At the completion of this course, students will have the following competencies:

- i. You will be able to fully integrate the five elements of the Design Thinking process to generate problem solution options, to discriminate between these solution options and to create an optimal tested problem solution.
- ii. You will be able to integrate divergent thinking and convergent thinking to explore many possible problem solutions.
- iii. You will comprehend rapid prototyping as not only a way to leverage scarce resources, but also a way to quickly and cheaply discriminate between alternative proposed solutions to a problem.
- iv. You will be capable of executing at least five rapid prototyping types.
- v. You will design and execute effective rapid prototypes for specific problem solution options.
- vi. You will understand and be capable of using the major techniques that increase idea generation, and you will understand and be capable of avoiding the major blocks that moderate idea generation and creative problem solving.
- vii. You will understand failure as an inevitable element of the innovation process, and as a tool from which important learning occurs.
- viii. You will understand and be capable of both creating and nurturing an organizational culture that features open communication, is flat in structure and that accepts failure as a positive learning experience for the overall team and for all team members
- ix. You will be capable of reimagining and reconstituting a problem using metaphors to expand problem solution possibilities.
- x. You will possess expanded and improved storytelling ability.

Course Overview:

The overarching philosophy of this course is that every problem is an opportunity for a creative solution. The larger the problem, the larger is the opportunity. Ideas are the input for the creative process. But, because that process is driven by ideas, the chance of the process successfully generating an effective, innovation solution to a particular problem will vary in direct proportion to the number of ideas generated as possible solutions to that problem. We will explore and use many different tools to maximize the generation of solution ideas for problems.

We are co-producers of this creativity learning experience. I will act as the facilitator. I expect that students will learn more from themselves and from each other than they will from me directly.

The course is organized around lectures and class discussions, classroom workshops, games, design challenges, individual projects and team projects. As it will be very interactive, you *must* be prepared for and be very involved in every class through active participation to get the most out of this course.

Teaching/Learning Style:

This course has been designed to provide students a deep dive into the variables that stimulate creativity, imagination and innovation in individuals, teams, organizations of all types, communities and societies. With a focus on *permanent* learning, the course has been structured to be highly experiential, one in which students will learn by themselves and from others by *doing* rather than by *listening*. It uses many techniques to achieve this, such as classroom workshops, games, design challenges, individual projects and team projects. To encourage students to drop their inhibitions, stretch themselves and try new approaches to creative problem solving, the instructor will strive to create a safe environment for them, one in which we will rarely, if ever, have observers. Should we have visitors, which will be rare, they will be required to participate in class activities along with the students.

The level of ambiguity that you will face in this course will be excruciatingly high and likely very substantially higher than you have experienced in any previous course. But, creativity is not a linear process, and teaching it, and learning about it, does not lend itself to clear, precise directions. Recognize that ambiguity will be high; you'll do fine.

Student Assessment/Evaluation:

Students' grade in the course will be determined as follows:

Team based efforts:

Brainstorm paper	10%
Observation Lab report	10%
Product Design project	10%
Surprise Assignment	10%
Consulting Project	10%

Individual efforts:

Failure resume	10%
Creativity Portfolio	20%
Final exam	10%
Participation	10%

Participation and Attendance Policy:

Students must be very highly involved through active participation to get the most out of this course. Therefore, participation is a component of your final grade. Absence from class will not only affect your learning, but will also impact the learning of other students in the class. Therefore, any unexcused absence will negatively impact your participation grade. Two unexcused absences will result in a student forfeiting the entire participation component of his final grade.

Class Outline:

- i. Design Thinking Approach to Creative Problem Solving

- ii. Elements of Rapid Prototyping
- iii. Ideation Tools and Blocks
- iv. Innovation From Creativity
- v. Creativity Teams, Culture and the Role of Failure
- vi. Opportunity Recognition and Value Creation
- vii. Re-Imagination, Reconstitution and the Use of Metaphors
- viii. The Power of Observation

Detailed Class Schedule including deliverable dates is attached.

ADA STATEMENT: *The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.*

ACADEMIC HONOR SYSTEM:

The Honor Code: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

Pledge: *On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial>, and ask me to clarify any of its expectations that you do not understand.