Creativity, Fall 2014

MKTG-GB.2381 01 & 10, Fall 2014

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Tisch 817, 212-998-0593
Office Hours: Most Tuesdays & Thursdays, noon-1pm (Please check first!)
and by appointment

Course Description

Successful business people approach their problems creatively and happy people live their lives as works of art. In this course we explore the many dimensions of creativity that are important in business and in our own lives. Creativity isn’t a mystical quality with which only a special few are endowed. Practical methods to become more flexible, imaginative, and productive thinkers can be learned by anyone, nurtured in others, and harnessed to create new products, uses, designs, theories, strategies, structures, and other solutions of all kinds. We will define creativity, review the science, and develop our own creative skill set by learning about, experiencing, and experimenting with a wide variety of approaches.

IMPORTANT: This only works if everyone in the class
1. Is invested in their own and each other’s creative development,
2. Is committed to doing all the work, inside and outside of class,
3. Is willing to take personal risks, and
4. Is an enthusiastic participant in all activities (even when they are hard, seem silly, or make you uncomfortable).

Please think carefully about this, review the syllabus thoughtfully, and take the course ONLY if you are excited to invest the time, energy, and courage required.

Course Objectives

- Define creativity and understand its applications.
- Develop an appreciation for the ability of every individual to become more creative and build confidence in the face of challenges better solved creatively.
- Learn about your own creative style and how to work with those whose styles differ from yours.
- Understand the human characteristics that hinder creativity – habits, routines, assumptions, perceptual blocks, cognitive biases, fear of failure, social influences, etc.
- Learn to overcome the barriers and leverage our innate creative talents through practice and the use of specific techniques.
- Experience and critically evaluate formal structures for creative problem solving.

Materials

One of the disadvantages of assigning a customized collection of great articles, chapters, blog posts, and other documents is it’s hard to get them all in one place at a reasonable cost. A small number are open source and you can find them in NYUClasses. For the rest, I have tried to give you choices that allow you to prioritize either convenience or thrift! (No choices for the videos and the FourSight Thinking Profile.)

The easiest way to figure out what you need to do and how to access the readings/videos for a class session is to click on that session in NYUClasses. I have created a link for each time we meet.
Creativity, Fall 2014


1) EASIEST
Buy it. I have assigned five chapters. It would have cost almost $30 to include them in the course pack and last time I checked the book was only $14 on Amazon (<$4 used). And once you have read the beginning you will probably want to read the rest!

2) CHEAPEST
Read it on reserve at Bobst or borrow it from a friend.

Articles and other book chapters.

1) EASIEST
Buy the course pack from Academic Pub (~$60 for eBook, ~$80 for print) here – http://bit.ly/1qfWqQH

2) CHEAPEST

Non-HBS Publishing articles: Use the Bobst online reserves here – http://bit.ly/1rFEYVP. All you need to do is click through to read online or to print. (I also put links in NYUClasses.)

HBS Publishing articles:

Option 1: You can access electronic copies of these articles for free through Bobst, but they won’t allow persistent links, so you will have to search for them. Not hard, but annoying. Here’s the way I do it:
   a) Go to Bobst – http://library.nyu.edu/
   b) Click on Articles & Databases.
   c) Click on Search databases by subject or content type.
   d) Under “Databases by SUBJECT,” select “Business.”
   e) It usually works just to enter a distinctive chunk of the title in the search box in quotes and indicate “title” as the field.

Option 2: Read hard copies on reserve at Bobst.

Book chapters: Read hard copies on reserve.

Videos. These are all free and easy. You can find links to required videos both in NYUClasses and the syllabus.

FourSight Thinking Profile. Directly from the FourSight website:

1) Go to http://i.foursightonline.com/assessments/249a6f6c5f962774aefda3ae6a4130e0

2) Pay, read the instructions, and answer all the questions online (~10 minutes). I will give you your results later in the semester.

3) Be sure to complete the assessment before our first class!

Criteria for Evaluation

Class Participation (~20%) & Attendance. Because this is a fun and fascinating subject and you have all chosen to be here, I can’t imagine this will be an issue, but just to make expectations clear… I expect you to be fully prepared in each class to discuss assignments, be active in our in-class exercises, and be thoughtful in your contributions and questions. I also encourage you to continue our discussions online.

This course is unusually interactive. What you learn and what your classmates’ learn will depend to a great degree on your presence and enthusiastic participation. One unexcused absence will not influence your final grade. However, each absence thereafter will reduce your final grade for the course by a half grade (e.g., A to an A-, B+ to a B).

The only excused absences are for religious or civic obligation, serious family emergency, or serious illness. If this is your situation, just send me a brief note explaining the matter as soon as you reasonably can. Please do not ask for an exception for other reasons, such as an interview, a work eruption, a computer malfunction, an unexpected business trip, or a conflicting event. While these things are certainly important, I expect you to make this course a priority, as you would a major business undertaking.

If you must miss a class, please notify me as soon as you can, preferably at least 48 hours in advance. This is important because I may create teams for exercises in advance and need to know who will be in class. It is your responsibility to review the content you missed. (Any lecture slides will be posted in NYUClasses.)
If you already expect to miss a class and the course is being offered as an intensive, please do not take it. If it is being offered over a standard semester, please speak with me about it as soon as possible. While I’d love to have you stay, we may conclude you shouldn’t take the course this term. When delivered in an intensive format, any student who does not attend the first class will be dropped from the course.

**Assignments.** There will be many small assignments and three somewhat larger projects, due as indicated in the course outline. Unless otherwise noted, all assignments are due in NYUClasses and/or the Course Blog by 10pm the night before our class meets. Most homework involves completing forms and submitting them in NYUClasses.

**PLEASE:**
- Submit as Word files (i.e., don’t convert to pdf).
- Name your file LAST NAME, FIRST NAME – ASSIGNMENT NAME

Due to the subjective nature of creativity and my desire to encourage experimentation, I will place most emphasis in grading on how thoughtful and energetic you are in completing assignments and whether you follow instructions. So, please pay close attention to exactly what I am asking you to do and where and when assignments should be submitted.

**Exercises for introspection and practice (~20%)**
- FourSight Thinking Profile
- Enablers & Barriers
- Design Watch
- C2 Feedback
- C3 Feedback

**Freshness experiences (~30%) to create intersections**
- Something Creative
- Design Store Outing
- Upside Down Drawing
- How-To
- Newsstand Roundup
- Eavesdrop
- Design Your Own
- Do Someone Else’s

**Challenges to apply your skills (~30%)**
- Challenge 1: Make Something
- Challenge 2: Improve Something (and Feedback)
- Challenge 3: Invent Something (and Feedback)
- FourSight Thinking Profile
- Enablers & Barriers
- Design Watch

**Course Blog.** Our course blog is in Blogger. You will use it to submit some of your assignments (including the first). Within a couple of weeks before our first class I will send an invitation to your Stern email address. When you have it:

1. Click on the "Accept invitation" link in the message.
2. You will be required to sign in to accept the invitation. Please sign in using your Stern email address (rather than another Gmail account), so we’ll be able to figure out who you are when you post.
3. Once you accept the invitation, the invitation link will no longer work. The next time you want to visit, you can find our blog in either of these ways:
   - Go to [http://www.blogger.com/](http://www.blogger.com/) and click the link that lists your blogs. You will see our listed as Creativity 2014.
4. To contribute, click “New Post,” top right.
5. IMPORTANT: Check to make sure your name appears at the end of your post. If it doesn’t, please edit your Blogger profile, so we’ll know who you are.

We can also use the blog to tell each other about interesting things we find. So you know when something has been posted, opt to “Follow by email” on the home page, top right. (Fortunately, it sends only a daily digest or it would be annoying on days when assignments are due!)
**Deadlines.** If you miss a deadline for a written assignment, I will deduct a half grade (rounded up) for each day it is late. The only exception is for religious or civic obligation, serious family emergency, or serious illness. Just give me a note as soon as you reasonably can. Please do not ask for exceptions for other reasons.

**Communication**

**From Me to You.** I will post announcements on the Announcements section of NYUClasses. Please check at least once a day. I assume that within 24 hours you will see any announcement I post. When I have information I need to get to you more quickly than that, I will also send email to your Stern address. If your Stern email account is not the one you check regularly, please set it up to forward to one you use, since everything for the course will be sent there (including your blog invitation).

**From You to Me.** If you have questions about assignments, please post them in NYUClasses so others in the class can see the answer (or even answer you yourselves). Otherwise, email works best. Please include “Creativity” in the subject line and provide your name whenever you send email if you aren’t using a Stern email address. I have office hours most Tuesdays and Thursdays at noon. If you would like to meet with me at another time, we can make an appointment or you can take a chance and just stop by.

**From You to Each Other.** Please feel free to comment on each other’s posts on the course blog and add other interesting things you find there. If you have additional observations to make or questions about what we have been doing in class you can post it on our NYUClasses discussion board. I know that it’s hard to remember to check for posts and additions to our online discussions. Fortunately there are features in NYUClasses and our blog that will help:

- **NYUClasses discussion forums:** Go to Forums and click "Watch" at the top of the page. You will see an option to receive an email either whenever a new message is posted or only when a thread to which you have contributed receives a new message. (If it gets to be too much, you can always unsubscribe.)
- **Blog:** Opt to "Follow by email" on the home page, top right. (Fortunately, it sends only a daily digest or it would be annoying on days when assignments are due!)

**Honor Code**

The Stern Code of Conduct says, among other things, that as members of the Stern community we commit to:

2) Exercise integrity in all aspects of our academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.

3) Clearly acknowledge the work and efforts of others when submitting written work as our own. The incorporation of the work of others; including but not limited to their ideas, data, creative expression, and direct quotations (which should be designated with quotation marks), or paraphrasing thereof; must be fully and appropriately referenced using notations both in the text and the bibliography.

8) Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to have an adverse effect on the NYU Stern community.


**Faculty Guests & Research**

As part of our effort to learn from each other, from time to time I give other members of the faculty read access to our course website or invite them to join us in class.

In addition to providing rich learning material for you, data from our exercises can also support valuable research that contributes to the on-going refinement of creativity theory. If data from your class is used in faculty research, only aggregate statistical information would ever be published and complete confidentiality is guaranteed. Names are removed from the results before any analysis is performed and no identifying information is ever involved.

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2 All students registered for Stern courses have Stern accounts. To activate yours go to this website – [https://sites.google.com/a/stern.nyu.edu/sternit/home/guides/activate](https://sites.google.com/a/stern.nyu.edu/sternit/home/guides/activate)
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<tr>
<td>1</td>
<td>9/4</td>
<td>FourSight Thinking Profile</td>
<td>1) Go to <a href="http://foursightonline.com/assessments/249a6f6c5f962774af678a6a1130e0">http://foursightonline.com/assessments/249a6f6c5f962774af678a6a1130e0</a></td>
<td>Find something you think is creative. Any kind of creativity can be a product, an event, a building, a work of art, a design, a business model, a process, or anything else.</td>
<td>UNLESS OTHERWISE NOTED, ASSIGNMENTS IN COURSE WILL BE POSTED BY 10PM THE NIGHT BEFORE OUR CLASS MEETS.</td>
<td>Bronson, Po and Ashley Merryman (July 19, 2010), “The Creativity Crisis: For The First Time, Research Shows that American Creativity is Declining. What Went Wrong – and How We Can Fix It,” Newsweek, 156 (3), 44-49 (coursepack; Bobst e-reserves)</td>
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<td>2) Pay, read the instructions, and answer all the questions online (~10 minutes). I will give you your results later in the semester.</td>
<td>2) Course blog: Post a photo of what you found (if it’s not visual, post a short description). For the last line of your post complete the sentence: I think this is creative because...</td>
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<td>Ferguson, Kirby (2011), “Everything is a Remix, Part 3: The Elements of Creativity” (video) Keep watching after the closing credits!</td>
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<td></td>
<td>9/23</td>
<td>Make Something</td>
<td>3) Be sure to complete the assessment before our first class!</td>
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<td>Johansson, Frans (2006), Medici Effect: What You Can Learn from Elephants and Epidemics, Introduction and Ch 1-5 (Bobst reserves)</td>
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<td>1a</td>
<td>9/11</td>
<td>Internal Barriers 1: Our Amazing Brains &amp; the Problems They Cause An Aside on Measurement</td>
<td>Enablers &amp; Barriers</td>
<td>Design Store Outing</td>
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<td>2</td>
<td>9/18</td>
<td>Challenge #1</td>
<td>1) Think about yourself at your most and least creative.</td>
<td>1) Visit a design store (or two) or a design museum and look around carefully.</td>
<td>Hurson, Tim (2007), “Monkey Mind, Gator Brain, and the Elephant’s Tether,” in Think Better: An Innovator’s Guide to Productive Thinking, McGraw-Hill, Ch 2, 17-32 (coursepack; Bobst reserves)</td>
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<td>9/30</td>
<td>Make Something</td>
<td>2) NYUClass (form): List of enablers -- what helps you be your creative best -- and barriers -- what stops you from being your creative best.</td>
<td>2) NYUClass (form): Ideas your outing gave you and connections with your work, your life, this course, etc.</td>
<td></td>
<td>Berns, Gregory (2010), “From Perception to Imagination,” in Iconoclast: A Neuroscientist Reveals How to Think Differently, HBR Press, Ch 2, 35-58 (coursepack; Bobst reserves)</td>
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<td>3</td>
<td>10/2</td>
<td>Internal Barriers 2: Fear of Change, Fear of Failure, the VOI &amp; Self-Acceptance</td>
<td>Challenge #1, Make Something</td>
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<td>10/7</td>
<td>Gallery:</td>
<td>1) Think about yourself at your most and least creative.</td>
<td>1) Think about yourself at your most and least creative.</td>
<td>Kelley, Tom and David Kelley (2012), “Reclaim Your Creative Confidence,” Harvard Business Review, 90 (December), 115-118 (coursepack; Bobst online; Bobst reserves)</td>
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<td>Make Something</td>
<td>2) NYUClass (form): Description of your process and your product.</td>
<td>2) NYUClass (form): How it is new, c) how it is of value and to whom, and d) your name.</td>
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<td>Ray, Michael and Rochelle Myers (1988), &quot;Destroy Judgment, Create Curiosity,&quot; in Creativity in Business, Broadway Books, Ch 3 (coursepack; Bobst reserves)</td>
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<td>4</td>
<td>10/9</td>
<td>Seeing and drawing</td>
<td>Design Watch</td>
<td>Newsstand Roundup</td>
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<td>10/14</td>
<td>External Enablers &amp; Barriers</td>
<td>1) Read the Ness chapter first!</td>
<td>1) Choose two magazines on different topics that you have never read before. Look through them carefully. Read at least one complete article from each.</td>
<td>McKim, Robert H. (1974), “Relaxed Attention,” Journal of Creative Behavior, 8 (4), 265-276 (coursepack; Bobst e-reserves)</td>
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<td>Relaxed Attention &amp; the Beginner’s Mind</td>
<td>2) Spend one whole day with your antennae out for things that could be improved. Notice everything. Pay particular attention to things that annoy or get in the way or fall short or disappoint in some other way. Take notes and document with photos.</td>
<td>2) NYUClass (form): Ideas they gave you and connections you see to your work, your life, this course, etc.</td>
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<td>Ness, Roberta B. (2012), “Becoming a Keen Observer,” in Innovation Generation: How to Produce Creative and Useful Scientific Ideas, Oxford University Press, Ch 7, 53-61 (coursepack; Bobst reserves)</td>
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<td>Intro to Challenge #2: Improve Something</td>
<td>3) NYUClass (form): At least 20 wishes for improvement and your top three with photos.</td>
<td>3) Bring to class: A printout of the last page of the homework form.</td>
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### Assignments

| **Unless otherwise noted, all assignments are due in NYUClasses or on the course blog by 10pm the night before our class meets.** |
| **Exercises** | **Experiences** | **Readings, Videos & Podcasts** |

**Structures for Creativity 1: Osborn-Parnes CPS**

- **Challenge #2, Select Problem & Gather Data**
  1. Choose the problem for your project with your partner. (I'll send you the options.)
  2. Gather Data – Gather information to help you develop a clear understanding of the problem (DIVERGE).
  3. **NYUClasses** (form): Summary of most important data about your challenge (CONVERGE).

**Formulating the Challenge**

- **Uprise Down Drawings**

**Creativity in Teams**

- **Your Thinking Style (FourSight)**

- **Challenge #2, Formulate the Challenge & Explore Ideas 1**
  1. Formulate the Challenge – If you didn’t complete the process in class, finish generating Challenge Questions (DIVERGE) and select the one you will address (CONVERGE).
  2. Explore Ideas – Use 2 idea generation techniques not used in class on your project to generate solution ideas (DIVERGE). Okay to use a technique I demonstrated.
  3. **NYUClasses** (form): Challenge question and opinions of idea generation techniques used.
  4. **Blog**: Tell us which techniques you used and what you think of them.

**What if!**

- **Challenge #2, Explore Ideas 2**
  1. Review the ideas you generated. Generate more if you’re not happy with your alternatives or don’t have at least 20 or don’t have some pretty crazy ones in the mix (DIVERGE).
  2. **NYUClasses** (form): Complete list of ideas generated, rated on potential to address the challenge and on wildness; the idea(s) you selected to be the foundation of your solution (CONVERGE).
  3. **How-To**
    1. Adopt a playful and courageous attitude and learn how to do something completely new to you this week.
    2. **NYUClasses** (form): A description of what you learned how to do, how you learned it, and your experience.
  4. **Bring to class**: What you made (or be prepared to demonstrate what you learned in some other way).

**Structures for Creativity 2: IDEO & Design Thinking**

- **Challenge #3, Formulate Solution**
  1. Evaluate, strengthen, and select the best-fitting solution based on your ideas.
  2. **NYUClasses** (form): PFCO analysis for your proposed solution (DIVERGE); your solution (CONVERGE).

**Eavesdrop**

- **Challenge #4, Share Solution**
  1. Eavesdrop on a conversation. (Booths in coffee shops and crowded restaurants are good for this.)
  2. **Course blog**: Write a short (~100 words) biography of one of the speakers. Include what you heard, if you wish, but focus on using your imagination to complete the individual. Use a red font for what you know for sure from what you heard, green for what you imagine that seems reasonable, and blue for what you imagine that makes the story more interesting, compelling, or fun.

**Eavesdrop**

- **ABC Nightline**, “The Deep Dive. One company’s secret for innovation” (video)
  [http://youtu.be/2Dtrkrz0yoU](http://youtu.be/2Dtrkrz0yoU)

- **Optional**: CBS This Morning, “Team Looks to Get Kids Eating Healthier in Just Two Days” (video)


**Puccio, Gerard J. et al., “Divergent and Convergent Thinking,” and “Principles for Divergent and Convergent Thinking,” in Creativity Rising , ICSC Press, Ch 6-7, 45-70 (coursepack; Bobst reserves)**


**Thompson, Leigh and Leo F. Brajkovich (2003), “Improving the Creativity of Organizational Work Groups,” Academy of Management Executive, 17 (1), 96-111 (coursepack; Bobst reserves)**
<table>
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<tr>
<th>Session</th>
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</table>
| 9       | 11/13   | Structures for Creativity 4: Design Thinking | Challenge #2, Final & Online Presentation  
1) Finish refining your solution.  
2) NYUClasses (form): Challenge Question, solution summary, and your evaluation of its originality and value.  
3) Course blog: Post summary and evaluation from form, plus visual(s) to help us understand what you created and how it works. | (Start thinking about Design Your Own Freshness Experience, due next week.) | Brown, Tim (2008), “Design Thinking,” Harvard Business Review, 86 (June), 84-92 (coursepack; Bobst online; Bobst reserves) |
|         | 11/18   |       |           |             | Kelley, Tom (2001), “Prototyping is the Shorthand of Creativity,” Design Management Journal, 12 (Summer), 35-42 (coursepack; Bobst e-reserves) |
| 10      | 11/20   | The Power of Play & Lego Serious Play | Challenge #2, Feedback | Design Your Own Freshness Experience  
1) Generate ideas for a Freshness experience, narrow to 2-3, test on yourself, and choose one to develop into an assignment for the class.  
2) Blog: Experience name, instructions, questions to guide reflection, time required, and how it works as a Freshness experience. | “A Chat With Per Kristiansen,” Twelve Minute Muse, Episode 31 (podcast)  
|         | 12/2    |       |           |             | “LSP Open-Source: Introduction to Lego Serious Play”  
(coursepack; NYUClasses; link below)  
|         | 11/25   | Thanksgiving break |       |             | ICA, “Corporate Play & IDEO,” The Promise of Play, Ch 4 (video), start at 6:53  
http://youtu.be/JS69F1ABzL4 |
|         | 11/27   | Thanksgiving break (Thursday section) |       |             | |
| 11      | 12/4    | Why a Good Idea Isn’t Enough: Fahrenheit 212 | (Finish up Challenge #3.) | Do Someone Else’s Freshness Experience  
1) Take a look at the experiences your classmates designed and posted on our blog. Choose one to do this week.  
2) Follow their instructions and answer their questions in a reply to their post.  
3) In your reply, suggest at least one improvement or a variation on the experience that would be interesting. | Maulik, Pete and Rony Zibara (2011), “Project Fargo: Talent Recruitment,” Fahrenheit 212 Internal Document (NYUClasses) ...and maybe some other handouts. |
|         | 12/9    |       |           |             | |
| 12      | 12/11   | Challenge #3 Presentations | Challenge #3, Invent Something |       | |
|         | 12/16   |       | Find a creative solution to your challenge. |       | NYUClasses: Describe your solution and your process.  
NYUClasses: Upload your presentation slides. |