

BUS345 Strategic Creativity for Innovation
SolBridge International School of Business
 Winter 2016

Course Details

Prerequisites:	None
Credit Hours:	3
Semester offered:	Winter 2016
Department responsible:	School of Business
Unit Coordinator:	


Contact Hours

Class Type	Day(s)	Time	Room
Lecture	Daily	1:00-4:00 pm	

Instructor Details

Instructor:	Young Hack Song, Ph.D.
Office Number:	1109
Office Telephone	630-8858
Consultation Hours:	Wednesday 4:00-6:00pm or by appointment
Email:	yhsong@solbridge.ac.kr

Mission Map

Mission Based Goals	Approximate % of Course Content	Approximate % of Assessment
		
Global Perspective	15%	15%
Asian Expertise	20%	10%
Creative Management Mind	50%	60%
Cross Cultural Communications	10%	10%
Social Responsibility	5%	5%
Total	100%	100%

SolBridge Mission & Course Objectives

This course is designed based on the SolBridge's mission of educating the next generation of Asian thought leaders. This course will help students to build the SolBridge mission-based goals: a Global Perspective, Asian Expertise, a Creative Management Mind, Cross Cultural Competence and a sense of Social Responsibility. These are to be the unique commitments that we of the SolBridge International School of Business should devote ourselves to. They are core to our identity and our mission.

This class is aimed to help students learn how to creatively solve business problems. More specifically, students will learn about: a) the innovation process and the role of the individual in generating innovations and b) the attributes, habits, and skills of individuals who have successfully started innovative new businesses. Students are then given opportunities to build their skills at creative strategic thinking so that they will be more successful at generating novel and potentially valuable ideas for their companies. They will learn how individuals that started new companies (or who significantly added value to existing companies) came up with the valuable new ideas. Finally, students will also be asked to apply the knowledge acquired in class by coming up with a creative idea for a new product, service, or business.

By the end of the class, students should be able to:

1. Recall and describe theories of individual creativity, including the specific behaviors of individuals with demonstrated ability to generate creative ideas.
2. Describe what individual behavioral habits they have changed, or are planning to change, to improve their ability to generate creative ideas.
3. Recall and describe theories of innovation and how they apply to business organizations.
4. Identify specific company practices/processes that may either contribute to innovation outcomes, or inhibit innovation by applying relevant theories of creativity and innovation.

Teaching Methodology

The methodology includes a mix of lectures, group exercises, discussions of short cases and videos. This type of course requires students to take responsibility for their own learning. Students must do all the reading and homework preparation before class and be present and participate actively in the classroom.

Class Attendance and Classroom Protocol

Class Attendance: 100% attendance is expected and required. In the event of an unavoidable absence, e.g. through serious illness, please notify the instructor in advance. And students should provide documentary evidence of the reason for their absence to their academic coordinator. Students who have attendance below 80% will be considered in breach of the student code of conduct. Students are solely responsible for the make-up of any missed classes and for obtaining any class materials or assignments, which they may miss. The instructor may fail any student on the grounds of unacceptable attendance.

Computer Usage in Class: Students using computers during discussions are expected to only employ this technology if it is relevant to the day’s discussion—for taking notes, referring to power points available ahead of class, looking up information, etc. It should not be used for reading or sending emails, playing games, and other non-learning activity which often becomes a distraction to peers. The ability to multitask during theory and case debates is usually ineffective and reduces the quality of meaningful discussion.

Cell Phones: Students are not to use cell phones in classes. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack or pocket. Using your cell phone (e.g., sending text messages during class sessions) may cause a distraction, and disrupt the thinking and learning environment. Violations will result in a drop in grade.

Course Materials and Readings

Required Text

Title(s): **The Innovator’s DNA**

Authors: Jeff Dyer, Hal Gregersen and Clayton Christensen

Publisher(s): Harvard Business Review Press

You can directly purchase an e-book from the amazon.com (or kyobobook).

Reading Packet

Additional readings will be posted on Moodle.

Assessment Method

Component	Weight
1. Class Attendance	20%
2. Midterm: Group Presentation/Individual Writing Assignment (10% each)	20%
3. Final Exam	30%
4. Creative Idea Project	25%
5. Personal Creativity Development Plan (including Idea Log)	5%
Total	100%

Note the following points:

1. **Class Attendance:**

100% attendance is expected and required. In the event of an unavoidable absence, e.g. through serious illness, please notify the instructor in advance. And students should provide documentary evidence of the reason for their absence to their academic coordinator. Students who have attendance below 80% will be considered in breach of the student code of conduct. Students are solely responsible for the make-up of any missed classes and for obtaining any class materials or assignments, which they may miss. The instructor may fail any student on the grounds of unacceptable attendance.

2. **Midterm and Final Exams**

For the midterm, as a group (form a group of five), you will make a 10-minute presentation on the company of IDEO. And each individual need to submit a three-page paper on design thinking. The final exam may consist of short answer questions (and/or case). The examination will cover all of the assigned readings, even if the material was not discussed in the class lectures.

3. Assignments:

A) Personal/Group Creative Idea Project

Each student will develop and describe a creative idea for creating a new product, service, or business (or *significantly* modifying the business model/strategy of an existing company). *Please give a name to your new product/service/business and create a virtual prototype to share in your in-class presentation.* This idea will likely come from your experience as a frustrated customer or your expertise in an industry or with a technology. Also, design and develop a 7-minute presentation to sell the idea to an investor.

For the presentation, be creative *and* professional. Share with the class what the idea is (how does the idea “look” “feel” and “function”? This is a virtual prototype), why you believe it is original (how does the idea go beyond what’s already there?), and why you’re convinced it is valuable (Why is this new idea a “must buy” for some customers?). Each student will also describe the essence of the idea and the process through which the idea emerged in a 3-5 page essay (12 point font, double spaced). The paper represents 50% and the presentation 50% of your total score for the creative idea project. Overall, I weight 50% on how creative/novel the idea is, 25% on efforts you’ve made to show that the idea is doable, and 25% on the quality of the presentation and writing.

B) Idea Log

During the semester, keep a notebook with you at all times. This will be your idea log. This log will be used to document those erratic and powerful ideas that we so often lose track of during the course of our hurried days. The log’s aim is primarily to document ideas with potential related to your Creative Idea Project. Great ideas typically come from everyday experiences. Keep a running list of potential new business models/strategies, no matter how farfetched they may seem (insight often comes from two standard deviations from the mean). Only note the things that come to mind, trust your intuition & experiences—don’t force it. Every few days, review your ideas to consider if there really is an exciting, new business model or strategy in the making. From this list of potential ideas, you will select an idea that you believe to represent a useful creative venture. Your Creative Idea Project will center on this idea. Also, use your idea log to track your reactions to class and what you are learning through the class.

C) Personal Creativity Development Plan

The objective of this assignment is to identify, reflect on, and create an action plan for your own creative development. Use the creativity assessments from the course, your idea log, and lessons from the course to develop this 2-page personal development plan. Feel free to present this plan in a way that reflects your own creative profile while addressing the following questions:

1. Who am I creatively and what did I learn about my creative capabilities that I didn’t see at the course’s beginning?
 2. What creative strengths do I have?
 3. How might I try to develop my creativity? (new habits, classes, hobbies, challenges, etc.)
- *Bring your development plan to class on the **Day 14**. We are going to share each other in class.

Course Outline

Below is a tentative outline of topics for the course and due dates of important assignments. Additional reading assignments will be posted on Blackboard. Anything that is not out of the course texts will be distributed in class or posted on Blackboard in advance.

Day	Topics	Text Chapters/Homework
Day 1	Course introduction	Readings: The Innovator's DNA Introduction
Day 2	Building Individual Innovation Capability: -The power of frames -Creating winning frames -Failure to see	Winning Decisions Ch 2 & Ch 3 (Russo & Schoemaker) Barrier #1: Failure to See (Black & Gregersen)
Day 3	Building Individual Innovation Capability: -Why is creativity so important in today's business environment? -What is creativity? -Why are some more creative? -3 types of creativity	Case: Sears-Kmart Merger Readings: Get Creative, Business Week Motivating Creativity in Organizations (Amabile)
Day 4	The Innovator DNA: A framework for understanding creative problem solving -Five discovery skills and how do they influence your ability to generate novel/creative ideas?	Readings: The Innovator's DNA Ch 1 The Innovator DNA, HBR (Dyer, Gregersen, and Christensen)
Day 5	Associating	Readings: The Innovator's DNA Ch 2, Associating The Medici Effect Introduction & Ch 1 Reclaim Your Creative Confidence, HBR Video: David Kelly (TED)
Day 6	Questioning	Readings: The Innovator's DNA Ch 3 Socrates Way Ch2 Video: Dyson
Day 7	Observing -Field activity	Readings: The Innovator's DNA Ch 4 Video: Kelly on Observing
Day 8	Observing (Cont'd) -Activity Presentation	Submit Individual Assignment on Design Thinking
Day 9	Midterm: Group Presentation	
Day 10	Networking	Readings: The Innovator's DNA Ch 5 How to Build Your Network, HBR (Uzzi & Dunlap)
Day 11	Experimenting	Readings: The Innovator's DNA Ch 6 The Innovator's Method, Introduction and Ch 1 (Furr & Dyer) Video: Tom Kelly on Experiment

Day 12	Leading Innovation in Teams and Organizations	Readings: How Pixar Fosters Collective Creativity
Day 13	Your Creative Ideas -Student presentations on their innovation (virtual prototype) for creating a new product.	Case: What's Stifling the Creativity at CoolBurst?, HBR (Suzy Wetlaufer) Readings: The Secret to Unleashing Genius, Forbes (Dyer & Gregersen) Submit your individual/group Creative Idea Project
Day 14	Sharing Your Personal Creativity Plan	Submit Personal Creativity Plan & Idea Log
Day 15	Final Exam	

Plagiarism, Copying and Academic Dishonesty

Plagiarism is the unauthorized use of another's work or ideas and the representation of these as one's own.

Definition of Plagiarism: "The practice of taking someone else's work or ideas and passing them off as one's own". (OED)

This includes among others but not limited to

- (a) copying another individual's or group's ideas and work, copying materials from the internet and other published sources and producing such materials verbatim,
- (b) Using others' ideas and work without proper citation of the original proponent or author of the idea. Students are expected to produce original work of their own for assignments and examinations. A comprehensive definition and explanation of plagiarism will be given during the first class period, and students are expected to take serious note of this explanation.

These rules apply to internet sources also. Students are strongly advised to access the following website and learn how to avoid plagiarism. It is the student's responsibility to learn this on his/ her own.

<http://owl.english.purdue.edu/owl/resource/589/01/>

SolBridge considers plagiarism as a serious breach of professional ethics. Plagiarism will not be tolerated in any form at SolBridge. Penalties can be as severe as expulsion from the university. To avoid plagiarism, it always best to do your own work or cite the work of others appropriate. Refer to your student handbook for a more detailed description of plagiarism and the associated penalties.

In this class, the rules are:

1. The first instance of plagiarism will result in a "zero" for the assignment in question.
2. The second instance of plagiarism will result in a fail grade for the entire course.
3. The third cumulative instance of plagiarism, academic dishonesty and violation of school disciplinary rules in this and other classes will result in serious disciplinary action which could include expulsion from Solbridge.
4. The instructor will report each instance of plagiarism, academic dishonesty and violation of school disciplinary rules to the disciplinary officer.

Copying Textbooks, copyrighted materials and academic dishonesty

- A. Copying Textbooks and other copyrighted materials without permission of publisher or author is tantamount to theft. Therefore, students are expected to purchase the prescribed books and other materials from the Woosong Bookstore.
- Students using copied versions of books without permission will be asked to leave the classroom.
 - In addition, such students will get “zero” participation points and any other penalties as levied by the instructor.
- B. Academic Dishonesty includes but not limited to: (a) plagiarism, (b) cheating during examinations, (c) obtaining/ providing information for reports, assignments and examinations by fraudulent means, (d) falsification of information or data, and (e) false representation of others’ effort as one’s own.

Some examples of academic dishonesty are: copying from other students during examinations; copying material from other students’ reports/ assignments and submitting the same as one’s own report; creating fictitious interview materials for assignments or reports. These are just a few examples and not exhaustive.

In this class, the rules are:

1. The first instance of academic dishonesty will result in a “zero” for the assignment in question.
2. The second instance of academic dishonesty will result in a fail grade for the entire course.
3. The third cumulative instance of plagiarism, academic dishonesty and violation of school disciplinary rules in this and other classes will result in serious disciplinary action which could include expulsion from Solbridge.
4. The instructor will report each instance of plagiarism, academic dishonesty and violation of school disciplinary rules to the disciplinary officer.

The rules on plagiarism, copying and academic dishonesty are non-negotiable.

“The best way to predict the future is to create it.” - Peter Drucker