

University of Southern California
Rossier School of Education
Syllabus

EDUC 620

Understanding the Fundamentals of Creativity, Innovation and Entrepreneurship

Ed.D. in Educational Leadership

Summer 2018 – May 16, 2018 – August 7, 2018

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Office Hours: After class and by appointment

Class day, time and location: Thursdays, 7:40 p.m. – 9:45 p.m., WPH 403.

INTRODUCTION

Organizational leaders at all levels must increasingly demonstrate creative thinking and be able to produce original and useful solutions to challenges they face. One of the first steps in generating creative ideas is being able to identify and frame problems and analyze root causes. This course is designed to introduce you to skills and strategies used by creative problem solvers, focusing on practices found in the problem-solving literature and that can be applied in any professional context. This course is about every day, applied creativity, and it's for everyone, especially those who don't think of themselves as creative or innovative.

PURPOSE

The purpose of this course is to equip you with creative problem-solving ideas and strategies that can positively impact your work and leadership. We begin by exploring the concept of creativity and the mind-sets and practices exhibited by successful innovators. We then look at each area in more depth, along with related strategies. The learning approach used is problem-based and experiential. While we will devote time to digging into readings and discussing key concepts, the thrust of the course will be on testing out actual behaviors and strategies. You will have opportunities for experimentation and feedback both in and out of class. The main assignment – a “Problem Challenge” – will provide a sandbox to apply strategies to an actual problem and document the process and results. The problem can be just about anything, but should, as much as possible, be authentic, meaningful and interesting to you.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Critique common misconceptions about creativity.
- Describe and apply mind-sets and behaviors that successful innovators exhibit.
- Apply research-based problem-solving strategies in their professional practice. Identify and analyze a problem in a way that addresses fundamental causes.
- Generate novel and useful thinking and ideas about an actual problem using strategies learned in the course.
- Reflect on the application of course concepts and strategies to their role as leaders.

REQUIRED READINGS AND VIEWINGS

Books

- Catmull, E., with Wallace, A. (2014). *Creativity, Inc.: Overcoming the unseen forces that stand in the way of true inspiration*. New York: Random House.
- Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press.

Articles/Chapters on ARES or Available Online

Readings on ARES may be located using by searching for the name of the lead instructor.

- Burkin, S. (2010). How to pitch an idea. In *The myths of innovation* (chap. 13). Sebastopol, CA: O'Reilly Media, Inc.
- Fastco Design. (2011, August 9). What schools can learn from Google, IDEO, and Pixar [Web log post with 14:51-minute embedded video]. Available at http://www.fastcodesign.com/1664735/what-schools-can-learn-from-google-ideo-and-pixar#disqus_thread
- Fink, J. L.W. (2013). True grit. *Instructor*, 122(4), 26–30.
- Hargadon, A. (2003). The social side of innovation. In *How breakthroughs happen: The surprising truth about how companies innovate* (chap. 3). Boston: Harvard University Press.
- Hargadon, A. (2003). Bridging small worlds. In *How breakthroughs happen: The surprising truth about how companies innovate* (chap. 4). Boston: Harvard University Press.
- Holmes, N. (n.d.). Graphic contrasting “fixed” vs. “growth” mind-sets, based on the work of Carol Dweck. Will be provided.
- Ibarra, H. (2015). Network across and out (chapter 3). In *Act like a leader, think like a leader*. Boston, MA: Harvard Review Press.
- Immordino-Yang, M. H., Christodoulou, J. A., & Singh, V. (2012). Rest is not idleness: Implications of the brain's default mode for human development and education. *Perspectives on Psychological Science*, 7(4), 352–365.
- Paul, A. M. (2014, March 26). The key to innovation: Making smart analogies [Web log post]. Available at <http://anniemurphypaul.com/2014/03/the-key-to-innovation-making-smart-analogies/>
- Pomeroy, R. (2014, April). 10 problems with how we think [Web log post]. Available at <http://bigthink.com/experts-corner/10-problems-with-how-we-think>
- Rodgers, C. (2002). Seeing student learning: Teacher change and the role of reflection. *Harvard Educational Review*, 72(2), 230-253.
- Sawyer, R. (2012). Cognitive neuroscience and creativity. In *Explaining creativity: The science of human innovation* (2nd ed., chap. 10). London: Oxford University Press.
- Sawyer, R. (2012). How to be more creative. In *Explaining creativity: The science of human innovation* (2nd ed., chap. 22). London: Oxford University Press.
- Tellis, G. (2013). Why incumbents fail. In *Unrelenting innovation: How to build a culture for market dominance* (chap. 1). San Francisco: Jossey-Bass.
- Vogler, K. E. (2005). Asking good questions. *Educational Leadership*, 65, 1–9.
- World Innovation Summit for Education (WISE). (2014). WISE Prize for Education recipient profiles and videos. See syllabus Appendix below.

Videos

- Anthony, S. (2014, August 19). *The first mile: A launch manual for great ideas* [Harvard Business Review webinar; 58:59, but watch only the first 34 minutes]. Available at http://blogs.hbr.org/2014/08/the-first-mile-a-launch-manual-for-great-ideas/?utm_source=Socialflow&utm_medium=Tweet&utm_campaign=Socialflow
- Brown, T. (2008, May). *Tales of creativity and play* [Serious Play Conference TED Talk; 27:28, but watch the first 16 minutes only]. Available at http://www.ted.com/talks/tim_brown_on_creativity_and_play#t-234801
- Cialdini, R., & Martin, S. [influenceatwork]. (2012, November 26). *Secrets from the science of persuasion* [11:50]. Available at <https://www.youtube.com/watch?v=cFdCzN7RYbw>
- Johnson, S. [RiverheadBooks]. (2010). *Where good ideas come from* [4:06]. Available at <http://www.youtube.com/watch?v=NugRZGDbPFU><http://www.youtube.com/watch?v=NugRZGDbPFU>
- Kelley, D. (2012, March). *How to build your creative confidence* [TED2012 Design Studio session TED Talk; 11:46]. Available at http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence?language=en
- Pink, D. [The RSA]. (2010, April 1). *Drive: The surprising truth about what motivates us* [RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) Animate talk; 10:47]. Available at <https://www.youtube.com/watch?v=u6XAPnuFjJc>
- Robinson, K. (2013, April). *How to escape education's Death Valley* [TED Talks Education TED Talk; 19:11]. Available at http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html
- Seelig, T. [ecorner]. (2014, October 17). *Unlock creativity with motivation and experimentation* [6:41]. Available at <https://www.youtube.com/watch?v=VH7SzKNS9Ik>
- Sinek, S. (2009, September). *How great leaders inspire action* [TEDxPugetSound talk; 18:04]. Available at http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html
- Brookhouser, K. (2016). *The elevator pitch*. [3:32] Available at <https://www.lynda.com/Higher-Education-tutorials/elevator-pitch/417096/476793-4.html> (As a USC student, you have Free access to lynda.com and you can access this video if you are logged into your USC account.)

RECOMMENDED RESOURCES

- Amabile, T. M. (1996). *Creativity in context*. Boulder, CO: Westview Press.
- Armstrong, L. (n.d.). The creative university in a flat world. Unpublished paper. Available at <http://www.usc.edu/dept/chepa/lloyd/creativity.thearticle.pdf>
- Bolman L., & Deal, T. (1997). *Reframing organizations: Artistry, choice and leadership*. San Francisco: Jossey-Bass.
- Bornstein, D. (2004). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
- Brown, T. (2009). *Designers—think big!* [TEDGlobal 2009 TED Talk]. Available at http://www.ted.com/talks/tim_brown_urges_designers_to_think_big
- Conger, J. (1998). The necessary art of persuasion. In *HBR's 10 Must Reads on Communication*. Boston, MA: Harvard Business School Publishing, 67-89.
- Denning, S. (2004). Telling tales. In *HBR's 10 must reads on communication* (pp. 115–130). Boston: Harvard Business School Press.
- Craft, A. (2003). The limits to creativity in education: Dilemmas for the educator. *British Journal of Educational Studies*, 51(2), 113–127.

- Czikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: HarperCollins.
- Dettmer, W. (1997). *Goldratt's theory of constraints: A systems approach to continuous improvement*. Milwaukee, WI: Quality Press.
- Drucker, P. (1985). *Innovation and entrepreneurship*. New York: Routledge.
- Feldman, D. H. (1999). The development of creativity. In R. Sternberg (Ed.), *The handbook of creativity* (pp. 169–186). Cambridge, United Kingdom: Cambridge University Press.
- Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. Back Bay Books.
- Hargadon, A. (2003). *How breakthroughs happen: The surprising truth about how companies innovate*. Boston: Harvard University Press.
- Holman, P., Devane, T., & Cady, S. (2007). *The change handbook* (2nd ed.). San Francisco, CA: Berrett-Koehler.
- Harvard Business Essentials. (2003). *Managing creativity and innovation*. Boston: Harvard Business School Press.
- Lusk, J. & Harrison, K. (2002). *The mousedriver chronicles*. Perseus Press.
- Mass, S. (2015). Are larger cities losing their edge? Report on NBER Working Paper with embedded podcast by Shankar Vedantam of the Hidden Brain. (Click on play button below story to activate audio file.)
- Petersen, J. (2014). For education entrepreneurs, innovation yields high returns. *Education Next*, 14(2), 9–16.
- Richardson, N. M. (2005). What it takes to be a successful intrapreneur. *Black Enterprise*, 36, 92–100.
- Robinson, K. (2011). *Out of our Minds: Learning to be creative* (2nd ed.). Chichester, United Kingdom: Capstone Publishing.
- Robinson, K. (2008). *Changing paradigms in education* [RSA Animated talk; 11:41]. Available at <http://www.thersa.org/events/rसानimate/animate/rsa-animate-changing-paradigms-paradigms>
- Rogers, E. (2003). *Diffusion of innovation* (5th ed.). New York: Free Press.
- Sawyer, R. (2012). *Explaining creativity: The science of human innovation* (2nd ed.). London: Oxford University Press.
- Stork, D. (2013, April 25). *How to ask good questions* [TEDxStanleyPark talk; 17:46—skim through the first 13 minutes to get the idea and then focus on the section from 13:00 to the end]. Available at <https://www.youtube.com/watch?v=PkcHstP6Ht0>
- Tan, G. (1998). Managing creativity in organizations: A total systems approach. *Creativity and Innovation Management*, 7(1), 23–31.
- Tellis, G. (2013). *Unrelenting innovation: How to build a culture for market dominance*. San Francisco: Jossey-Bass.
- Ulrich, K. [Wharton Magazine]. (2012, July 25). *On innovation tournaments* [10:08]. Keynote address at Wharton MBA Reunion 2012. Available at <https://www.youtube.com/watch?v=eEYi8e6dNHQ>
- Wagner, T. (2007). Leading for change: Five “habits of mind” that count. *Education Week*, 26(45), 29, 32. Available at <http://www.edweek.org/ew/articles/2007/08/15/45wagner.h26html>
- Weisberg, R. (2006). *Creativity: Understanding innovation in problem solving in science, invention, and the arts*. Hoboken, NJ: Wiley and Sons.
- Williams, W., & Yang, L. (1999). Organizational creativity. In R. Sternberg (Ed.), *The handbook of creativity* (pp. 373–391). Cambridge, United Kingdom: Cambridge University Press.

ASSIGNMENTS

The following is a summary overview of the required assignments for this course. Detailed guidelines can be found on Blackboard.

1. **Participation** (15 points). An important condition for effective learning is active participation and this is especially true in this course. A common misconception is that creative ideas come from the “lone genius,” whereas in reality we know they generally result from serious collaboration and what Keith Sawyer calls “group genius.” There are a few ways you can demonstrate participation and collaboration in this course:
 - a) First, there will be a lot of collaborative discussions, where you can jump in, make comments, ask questions, offer examples and build on the ideas of others. For these class discussions, show that you have completed readings by referring to specific authors and sections to support your points.
 - b) Some faculty may wish to assign additional ways to participate, such as arranging teams to help facilitate discussions on readings or topics during a class session or asynchronously. Such activities will give further opportunity to collaborate with others and with your faculty.
 - c) Participation also involves showing up and being on time, including both in-person and synchronous class sessions. Therefore, some of these points are allotted to attendance and promptness. In the event that you must be absent from class because of illness or emergency, it is your responsibility to communicate as far in advance as possible. In the case of pre-existing conflicts, please communicate with the instructor at the top of the course to make any alternative arrangements that may be necessary
2. **Quizzes - Units 1-2** (CR/NC). These multiple-choice quizzes during Units 1 and 2 are meant to be self-assessment opportunities on key ideas. The two quizzes are CR/NC and you may take each one twice. They will be available on Blackboard.
3. **Failure Résumé** (10 points). The goal of this assignment is to help us reframe past failures as essential learning opportunities using a growth mindset. You will create a résumé where you describe and analyze some of your most significant failures. The focus will *not* be on simple mistakes or things you can easily explain, but rather on failures that had an impact on you. You will analyze these failures and share with your peers (if possible). Guidelines will be provided on Blackboard.
4. **Problem Challenge** (75 points total). You will identify a problem you want to explore and understand better and then utilize course activities and assignments to work the problem during the semester. The goal is to engage in root cause analysis and problem space exploration at a depth that is seldom accomplished. You will be to use the strategies introduced throughout the course to produce new thinking about a problem – including thinking that could potentially lead to an innovation (a new idea that gets implemented). The main focus, however, will be on simply understanding the problem space more clearly. This assignment is called a challenge because you are encouraged to push yourself, try out new practices and strategies and take risks. You will be graded mainly on your engagement with the process: your effort and the quality of your work products along the way. The actual activities and outcomes will look very different across the class. Therefore, you are encouraged to go big, be ambitious and have fun with it. Team projects are also welcome and can be arranged in conversation with your instructor. We will discuss everyone’s progress along the way for cross-fertilization of

ideas and feedback. The Problem Challenge is a collection of the following assignments. Additional guidelines for each assignment will be provided on Blackboard.

- a) ***Initial Problem Statement*** (5 points). Draft three statements describing a problem or challenge that you want to play around with and explore through the course. Discuss with peers and submit at least one to your instructor for feedback.
- b) ***Root Cause Analysis*** (10 points). Use guidelines provided to carry out a process of analyzing your problem for underlying or fundamental causes. Rework problem statement based on what you learn and make case to instructor that you have the right problem to work on.
- c) ***Discovery Task I*** (15 points). Select and carry out one activity from a set of activities provided designed to understand your problem space more deeply. Rework your problem and write up a report based on your experience and findings.
- d) ***Discovery Task II*** (15 points). Select and carry out a second activity from the set of activities provided designed to understand your problem space more deeply. Rework your problem and write up a report based on your experience and findings.
- e) ***Final Pitch, Presentation, and Report*** (30 points). The course will end with an opportunity to share and hear from your peers. The final pitch and presentation will be delivered live in class. The summary report will be turned in within 48 hours of our last class session.
 - i. Pitch – You will design and perform a pitch about an aspect of your problem. The pitch is designed for one of the stakeholders in your problem space with the aim to persuade or convince. This may involve getting buy-in, eliciting participation, selling an idea, proposing a solution or something else. Your pitch will be 90 seconds long and you will develop criteria for a persuasive pitch based on readings/viewings together in class and you will have an opportunity to practice.
 - ii. Presentation – In a Pecha Kucha styled format, you will also narrate your problem exploration process: where you began, where you ended up and key steps along the way.
 - iii. Report – You will submit a summary report, responding to prompts provided to create a final report to submit to your instructor.

Due Dates

Assignment due dates are provided below. Late assignments will receive a reduction of 10% per day past the due date.

(REVISED)

<i>Unit</i>	<i>Assignment</i>	<i>When Due</i>	<i>Class Session Upload Date</i>	<i>Points</i>
All	Participation	Throughout course	NA	15
1–2	Quizzes	3 days before second class session	Due by 5/28, 11:59 pm	CR/NC
5	Failure Résumé	Bring to Unit 5 class session; (6/7/18) Turn in on Blackboard 48 hours after class.	Due by 6/9, 11:59 pm	10
	Problem Challenge:			
3	<i>Initial Problem</i>	Bring to Unit 3 class session; (5/31/18)	Due by 5/31,	5

	<i>Statements</i>	Turn in on Blackboard immediately after class.	10:59pm	
6	<i>Root Cause Analysis</i>	Bring to Unit 6 class session; (6/14/18) Turn in on Blackboard 48 hours after class.	Due by 6/16, 11:59 pm	10
8	<i>Discovery Task I</i>	Bring to Unit 8 class session; (6/28/18) Turn in on Blackboard Page 48 hours after class.	Due by 6/30, 11:59 pm	15
10	<i>Discovery Task II</i>	Bring to Unit 10 class session;(7/12/18) Turn in on Blackboard 48 hours after class.	Due by 7/14/18, 11:59 pm	15
12	<i>Final Presentation</i>	Deliver Pitch and Presentation during Unit 12 class session; (8/2/18) Turn in on Blackboard 48 hours after class.	Due by 8/4, 11:59 pm	30
	TOTAL			100

Class will meet on the following dates:

<i>Meeting Date (Unit)</i>	<i>Meeting Date (Unit)</i>	<i>Meeting Date (Unit)</i>	<i>Meeting Date (Unit)</i>
5/17/18 (Units 1-2)	6/14/18 (Unit 6)	7/5/18 (Unit 9)	8/2/18 (Unit 12)
5/31/18 (Units 3-4)	6/21/18 (Unit 7)	7/12/18 (Unit 10)	
6/7/18 (Unit 5)	6/28/18 (Unit 8)	7/26/18 (Unit 11)	

Assessment of Participation

Your active participation will help create a meaningful learning experience for you, your peers, and your instructor. Active participation enhances your ability to learn new concepts and to demonstrate your learning in ways that will support your success on graded assignments. The following rubric summarizes the behaviors to employ in order to exhibit active participation.

	<i>Active Participation</i>	<i>Moderate Participation</i>	<i>Low Participation</i>
Preparation	Exhibits evidence of having completed all reading assignments and activities according to guidelines that were assigned	Attempts to participate but sometimes inhibited due to lack of completion of reading assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiative	Initiates discussion and supports points using page-specific references to readings or other materials	Sometimes initiates discussion but may use more general references to readings	Rarely initiates discussion and unable to reference required readings or other materials
Engagement	Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Sometimes builds on the ideas of others but more opinion based and limited references to course materials	Comments do not further the discussion, do not exhibit careful reflection on the material, or have an arbitrary quality

Assessment of Work Quality

The following rubric provides a guide as to how the quality of completed assignments will be evaluated.

	<i>Excellent</i>	<i>Acceptable</i>	<i>Unsatisfactory</i>
Depth of thought	Shows evidence of depth of thought in preparation, intellectual curiosity, adequately supported arguments, and clarity of presentation	Evidence that thought and attention given were insufficient; evidence in support of argument may be lacking to make persuasive presentation	Not evident that serious thought went into preparation
Connection to readings	Assignment demonstrates knowledge of concepts course readings and integrates course content in an appropriate manner	Some parts neglect important concepts presented in the course readings or discussion, or the concepts are integrated in an inaccurate manner	Fails to relate to course materials or demonstrate knowledge of course content
Completeness	All parts of the assignment are done completely and according to guidelines provided for the assignment	All parts done completely, however, lacks adherence to guidelines in some areas	Assignment is not entirely complete and/or shows marked lack of adherence to guidelines
Growth	Highly responsive to feedback from peers and instructors. Substantive revisions in content and format demonstrate willingness to rework ideas and presentation.	Modest revisions in content and format, or revisions don't have a substantive impact on the overall communication of ideas in the document.	Little to no evidence of integration of changes in content or format in response to feedback.

Grade Scale

The final grade for this course will be awarded using the following point scale:

A: 95–100	B+: 86–89	C+: 76–79	D+: 66–69
A-: 90–94	B: 83–85	C: 73–75	D: 63–65
	B-: 80–82	C-: 70–72	D-: 60–62

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. <http://dps.usc.edu>

Academic Advisors:

Terri Thomas	* Students who started in 2014, 2011, 2008, 2005
Kelly Trepagnier	* First year students last names A-K * Students who started in 2016, 2013, 2010, 2007
Evan Williams	* First year students last names L-Z * Students who started in 2015, 2012, 2009, 2006

INCOMPLETES

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on IN is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student's grade, the instructor will fill out the IN Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of IN is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

This course involves both in-person and online segments. The protocols defined by the USC Student Conduct Code will be upheld in online classes. Students are not allowed to post inappropriate material, spam to the class, use offensive language, or engage in online flaming. For more information, please visit <http://www.usc.edu/student-affairs/SJACS>

EMERGENCIES AND COURSE CONTINUITY

In case of emergency, and if travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of 2SC, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through 2SC (2SC.usc.edu). For additional information about maintaining classes in an emergency, please access: <http://cst.usc.edu/emergency-preparedness/>.

In the Event of Technical Breakdowns: Students may submit assignments to the instructor via email by the posted due date. Remember to frequently back up your work, post assignments once completed, load files onto a power drive, and keep a hard copy of papers/projects.

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the University will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the University's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the University will provide reasonable academic accommodation. It is the specific responsibility of the University administration and all faculty serving in a teaching capacity to ensure the University's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

DISTANCE LEARNING

This course is offered both online and on campus. All students will be required to complete in-class activities, assignments online, and assignments in the field independently, along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

Students will have ongoing access to the instructor and fellow classmates throughout the course through the course 2SC page, emails, course calendars, and forums. In addition, there will be required live class times to engage with the instructor and classmates. The course 2SC site will provide the main place for the instructor to share new information and new postings. Your instructor will provide information about the best way to communicate directly, whether through email, phone, or chat.

All required materials will be prepared and posted prior to the start of the course, but an instructor may introduce minor modifications or additional optional material at any point. All links and attachments will be checked weekly for updates.

Course Schedule

Unit 1. Introduction to Course

Purpose

This unit will provide an overview of the course assignments and activities and an introduction to your instructor and to the guest experts you will encounter in the course. This unit will also introduce working definitions of “creativity” and “innovation,” review what we know about creativity from past research, and introduce the Innovator’s DNA framework, a key organizing principle for the course.

Outcomes

Upon completion of this unit, students will be able to:

- Explain the rationale and purpose of the course.
- Understand the guidelines and expectations for all assignments.
- Identify and dispel common myths about what it takes to be creative.
- Apply working definitions of creativity and innovation.
- Identify and explain the basic components of the Innovator’s DNA framework.

Required Readings and Viewings

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator’s DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. (Chapter 1)

Sawyer, R. (2012). How to be more creative. In *Explaining creativity: The science of human innovation* (2nd ed., chap. 22). London: Oxford University Press.

Videos

“Overview of Course Concepts”

“Guest Innovators on Why Creativity?”

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Read the guest innovators’ biographies.
4. Review the syllabus, assignment guidelines, and all other materials.

Unit 2. Creativity and the Brain

Purpose

This unit will review basic findings from neuroscience that have relevance to our understanding of creativity and innovation. The objective is to establish baseline knowledge about what we now know of how the brain works and address misconceptions about creativity and the brain.

Outcomes

After completing this unit, students will be able to:

- Articulate key findings about brain processes that are relevant to creative thinking.
- Critique and counter common misconceptions about the brain's role in creativity.

Required Readings and Viewings

Immordino-Yang, M. H., Christodoulou, J. A., & Singh, V. (2012). Rest is not idleness: Implications of the brain's default mode for human development and education. *Perspectives on Psychological Science*, 7(4), 352–365.

Sawyer, R. (2012). Cognitive neuroscience and creativity. In *Explaining creativity: The science of human innovation* (2nd ed., chap. 10). London: Oxford University Press.

Video

“Creativity and the Brain”

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.

Unit 3. Problem Finding

Purpose

We will explore the process of identifying and framing problems as a first step in creative problem solving. We will reflect on our own areas of expertise and identify spaces where we may find the greatest potential as innovators or “intrapreneurs” within our organizations and begin to identify problems we may want to pursue through the Problem Challenge assignment in the course.

Outcomes

After completing this unit, students will be able to:

- Describe a problem space.
- Describe their own areas of expertise and areas where they have the greatest potential as innovators.
- Use tools provided to begin identifying and describing suitable real-world problems to pursue in the course.

Required Readings

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator’s DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. Read pp. 55–57 and 188–192, focusing on the IDEO concepts of the “T-shaped” person and the three types of expertise that are vital: human factors, technical factors, and business factors.

Sawyer, R. (2012). How to be more creative. In *Explaining creativity: The science of human innovation* (2nd ed., chap. 22). London: Oxford University Press.

World Innovation Summit for Education (WISE). (2014). WISE Prize for Education recipient profiles and videos. See Appendix below.

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Bring three draft problem statements to discuss and work on in class. Based on discussion, revise and upload to Blackboard at least one initial statement for instructor feedback.
4. Complete the **Unit 1 Quiz** three days before class session.
5. Complete the **Unit 2 Quiz** three days before class session.

Unit 4. Root Cause Analysis

Purpose

Review the Innovator's DNA framework and discuss cases to see how the mindsets, skills and practices associated with the model play out in problem solving. We will continue to discuss possible problems of practice that students may want to pursue during the course and how the process of addressing a problem will develop over time.

Outcomes

By the end of the unit, students will be able to:

- Explain how mindsets and practices associated with creativity work together and operate in the problem-solving process.
- Describe the connection between course learning outcomes and expectations and the activities and benchmarks in the course.
- Describe the main assignment, Problem Challenge, and how they will identify and address a real-world problem as a problem-solving case in the course.

Required Readings and Viewings

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press.

Pomeroy, R. (2014, April). 10 Problems with how we think [Web log post]. Available at <http://bigthink.com/experts-corner/10-problems-with-how-we-think>

World Innovation Summit for Education (WISE). (2014). WISE Prize for Education recipient profiles and videos. See Appendix below.

Videos

Kelley, D. (2012, March). *How to build your creative confidence* [TED2012 Design Studio session TED Talk]. Available at http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence?language=en

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Review the assignment guidelines on Blackboard.
4. Prepare to ask questions and engage in discussion about the assignments and expectations for the course.

Unit 5 Risk-Taking and Failure

Purpose

We will begin to examine the role that mind-sets play in innovating by looking at the role of risk-taking and how we interpret failure. We think about how to leverage our failures and look at the importance of “grit” and resilience and how these characteristics can help us push through difficulties toward greater inspiration and accomplishments. This unit is also connected to the previous one in that we draw on the use questioning—the Five Whys process—in our Failure Résumés.

Outcomes

After completing this unit, students will be able to:

- Identify and understand the role of failure in the work of innovators and in our own experience.
- Identify the role of grit and resilience in enhancing creativity and innovation.
- Use questioning and a “growth mind-set” to reframe our own failures and see them as learning experiences.

Required Readings and Viewings

Catmull, E., with Wallace, A. (2014) *Creativity, Inc.: Overcoming the unseen forces that stand in the way of true inspiration*. New York: Random House. Part II: Protecting the New (chapters 5-9)

Fink, J. L. W. (2013). True grit. *Instructor*, 122(4), 26–30.

Holmes, N. (n.d.). Graphic contrasting “fixed” vs. “growth” mind-sets, based on the work of Carol Dweck. Available in ARES.

Videos

“Guest Innovators on Failure”

Anthony, S. (2014, August 19). *The first mile: A launch manual for great ideas* [Harvard Business Review webinar; 58:59, but watch only the first 34 minutes]. Available at http://blogs.hbr.org/2014/08/the-first-mile-a-launch-manual-for-great-ideas/?utm_source=Socialflow&utm_medium=Tweet&utm_campaign=Socialflow

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Complete a complete draft of your Failure Resume and bring to class.
4. Revise and complete your **Failure Résumé** and post to Blackboard within 48 hours after class.

Unit 6. Associational Thinking

Purpose

In this unit we will explore the first and foundational Discovery Skill of “associating” and practice strategies to experience it. We will examine what the cognitive process of analogical thinking is, why it is central in the creative process, and how the other skills that we will be encountering later feed into it.

Outcomes

At the end of this unit, students will be able to:

- Explain what analogical thinking is and its role in sparking innovation.
- Demonstrate analogical thinking using examples and exercises.
- Analyze a problem using strategies that build on the skill of associating.

Required Readings and Viewings

Catmull, E., with Wallace, A. (2014) *Creativity, Inc.: Overcoming the unseen forces that stand in the way of true inspiration*. New York: Random House. Read "Part I: Getting Started" (Chapters 1-4) and read Chapter 11 "The Unmade Future"

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. Read chapter 2 on associating.

Paul, A. M. (2014, March 26). The key to innovation: Making smart analogies [Web log post].

Available at <http://anniemurphypaul.com/2014/03/the-key-to-innovation-making-smart-analogies/>

Video

“Guest Innovators on Associating”

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Complete Root Cause Analysis assignment and bring to class.
4. Revise and complete your **Root Cause Analysis** and post to Blackboard within 48 hours after class.

Unit 7. Questioning

Purpose

This unit looks at the practice of “questioning” in the Innovator’s DNA framework—part of what other creative process models might call “finding the problem.” It is frequently viewed as an early stage in the creative process and therefore a good place to start at this point in our process.

Outcomes

After completing this unit, students will be able to:

- Describe why questioning is central to creative processes.
- Analyze different categories and types of questions and when they are useful to ask.
- Analyze a problem using strategies that build on the skill of questioning.

Required Readings and Viewings

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator’s DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. Read chapter 3 on questioning.

Vogler, K. E. (2005). Asking good questions. *Educational Leadership*, 65, 1–9.

Videos

“Guest Innovators on Questioning”

Optional: If you need a nice diversion—a short about a father and son and asking questions.

Pilavio, C. [musiczone1]. (2007). *What is that?* Teller Films. Available at <https://www.youtube.com/watch?v=APNEwoZJzEE>

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.

Unit 8. Being an Observer

Purpose

Successful innovators are typically avid “observers of the world,” regularly noticing details and collecting information that skips the attention of most people. The purpose of this unit is to learn and practice basic observational research methods to help us be more attentive, see more deeply, and analyze our environments and problem spaces more effectively.

Outcomes

By the end of the unit, students will be able to:

- Describe why observing is central to the creative process.
- Explain the difference between description and interpretation.
- Describe and analyze a setting using observational strategies.

Required Readings and Viewings

Catmull, E., with Wallace, A. (2014) *Creativity, Inc.: Overcoming the unseen forces that stand in the way of true inspiration*. New York: Random House. Read chapter 10.

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator’s DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. Read chapter 4 on observing.

Rodgers, C. (2002). Seeing student learning: Teacher change and the role of reflection. *Harvard Educational Review*, 72(2), 230-253.

Video

“Guest Innovators on Observing”

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Complete Discovery Task I assignment and bring to class.
4. Revise and post your **Discovery Task I** assignment to Blackboard within 48 hours after class.

Unit 9. Networking for Ideas

Purpose

Part of cultivating ideas for innovation means getting out of our comfort zone, reaching out to people, and putting ourselves in places that will lead us to new thinking and expertise. In this unit we will explore strategies and practices to help us become better at strategic networking.

Outcomes

By the end of the unit, students will be able to:

- Explain the role of social networking in the creative process.
- Describe basic principles to make strategic networking an intentional and fruitful endeavor.
- Use principles to carry out a strategic networking activity and evaluate the outcome.

Required Readings and Viewings

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. Read chapter 5 on networking.

Hargadon, A. (2003). The social side of innovation (chap. 3) and Bridging small worlds (chap. 4). In *How breakthroughs happen: The surprising truth about how companies innovate*. Boston: Harvard University Press.

Ibarra, H. (2015). Network across and out (chapter 3). In *Act like a leader, think like a leader*. Boston, MA: Harvard Review Press.

Videos

“Guest Innovators on Networking”

Johnson, S. [RiverheadBooks]. (2010, September 17). *Where good ideas come from* [4:06]. Available at

<http://www.youtube.com/watch?v=NugRZGDbPFU><http://www.youtube.com/watch?v=NugRZGDbPFU>

Recommended Resource

Mass, S. (2015). Are larger cities losing their edge? Report on NBER Working Paper with embedded podcast by Shankar Vedantam of the Hidden Brain. (Click on play button below story to activate audio file.)

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Complete network density exercise in the Ibarra chapter and bring your score to class.

Unit 10. Experimentation

Purpose

The focus of this unit is on the idea of constant experimentation and on the role of prototyping in the evolution of new ideas, programs, products, services, and so forth. We will consider the argument that constant innovation is the mark of healthy and creative organizations.

Outcomes

By the end of the unit, students will be able to:

- Describe what it means to experiment for purposes of innovation.
- Analyze strategies to create a productive culture of experimentation in an organization.

Required Readings and Viewings

Catmull, E., with Wallace, A. (2014) *Creativity, Inc.: Overcoming the unseen forces that stand in the way of true inspiration*. New York: Random House. Read Part IV: Testing What We Know.

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press. Read chapter 6 on experimenting.

Fastco Design. (2011, August 9). What schools can learn from Google, IDEO, and Pixar [Web log post with 14:51-minute embedded video]. Available at http://www.fastcodesign.com/1664735/what-schools-can-learn-from-google-ideo-and-pixar#disqus_thread

Tellis, G. (2013). Why incumbents fail. In *Unrelenting innovation: How to build a culture for market dominance* (chap. 1). San Francisco: Jossey-Bass.

Videos

“Guest Innovators on Experimenting”

Brown, T. (2008, May). *Tales of creativity and play* [Serious Play Conference TED Talk]. Available at http://www.ted.com/talks/tim_brown_on_creativity_and_play#t-234801 (27:28, but watch first 16 minutes only)

Seelig, T. [ecorner]. (2014, October 17). *Unlock creativity with motivation and experimentation* [6:41]. Available at <https://www.youtube.com/watch?v=VH7SzKNS9Ik>

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Complete Discovery Task II assignment and bring to class.
4. Revise and post your **Discovery Task II** assignment to Blackboard within 48 hours after class.

Unit 11. The Pitch

Purpose

We look at human motivation and the art of persuasion and apply these to the goal of promoting change and innovation in a system. The question is: How can we, as leaders, produce compelling narratives to build vision and energy for important changes that are needed in our organizations?

Outcomes

By the end of the unit, students will be able to:

- Synthesize basic principles for an appealing and effective proposal or pitch.
- Design and deliver a pitch that exhibits these principles and is geared to recommend a solution or innovation connected to your problem.

Required Readings and Viewings

Burkin, S. (2010). How to pitch an idea. In *The myths of innovation* (chap. 13). Sebastopol, CA: O'Reilly Media.

Videos

“Guest Innovators on Challenging the Status Quo”

Brookhouser, K. (2016). *The elevator pitch*. [3:32] Available at <https://www.lynda.com/Higher-Education-tutorials/elevator-pitch/417096/476793-4.html> (As a USC student, you have Free access to lynda.com and you can access this video if you are logged into your USC account.)

Ciadalni, R., & Martin, S. [influenceatwork]. (2012, November 26). *Secrets from the science of persuasion* [11:50]. Available at <https://www.youtube.com/watch?v=cFdCzN7RYbw>

Pink, D. [The RSA]. (2010, April 1). *Drive: The surprising truth about what motivates us* [RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) Animate talk; 10:47]. Available at <https://www.youtube.com/watch?v=u6XAPnuFjJc>

Robinson, K. (2013, April). *How to escape education's Death Valley* [TED Talks Education TED Talk; 19:11]. Available at http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html

Sinek, S. (2009, September). *How great leaders inspire action* [TEDxPugetSound talk; 18:04]. Available at http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html

Tasks

1. Complete the Required Readings and any other materials provided by your instructor prior to class.
2. Prepare to engage in class with your peers and faculty about potential real-world problems, challenges, ideas you may wish to address in the course.
3. During or after class, you will deliver your practice pitch, exchange feedback with peers.

Unit 12. Final Presentations

Purpose

This is your chance to share the results of your **Problem Challenge** project and hear about the experiences of your peers. We will also reflect together on the goals of the course.

Outcomes

By the end of the unit, students will be able to:

- Prepare and deliver a presentation on the results of your Problem Challenge.
- Reflect on and synthesize the course learning outcomes.

Required Readings

Pre-Course and Post-Course Survey results

Tasks

1. Final Presentations:
 - a. **Pitch** (delivered live during class)
 - b. **Presentation** (delivered live during class)
2. Post your **Final Report** assignment to Blackboard within 48 hours after class.

APPENDIX - WISE Prize for Education Recipient Videos

Below are a few recent winners of the Qatar Foundation's annual "World Innovation Summit in Education (WISE) Prize for Education." This award is growing in notoriety and becoming a sort of "Nobel for education." Links to the WISE site profile page and to a video is provided for each recipient for you to review.

These winners represent social innovators to one extent or another. Pick three of these people to about and watch their cases – as you do, keep these questions in mind:

1. What is the problem they wanted to address? How did they identify the problem?
2. What types of expertise did these innovators bring to the problem? How did their backgrounds shape their ability to identify the problem? How did they compensate for areas they knew little about?
3. How are attitudes like willingness to risk and willingness to challenge the status quo evident in their work?
4. Which of the "discovery skills" do you see reflected in their words and actions (associational thinking, questioning, observing, networking, experimenting)?

To prepare for discussion about these people, take careful notes and identify examples, including quotes or statements that you can use to support your points.

2014 Winner - Anne Cotton, CAMFED

WISE page profile: <http://www.wise-qatar.org/prize-ann-cotton-camfed>

Video (5:29): <https://www.youtube.com/watch?v=XBUsFoJ5dQ>

2013 Winner – Vicki Colbert, Escuela Nueva

WISE page profile: <http://www.wise-qatar.org/prize-vicky-colbert-colombia>

Video (8:04): <https://www.youtube.com/watch?v=zsiXdNttOfU>

2012 Winner – Dr. Madhav Chavan, Pratham

WISE page profile: <http://www.wise-qatar.org/prize-madhav-chavan-india>

Video (10:16): <https://www.youtube.com/watch?v=PpaevIbjxw>

2011 Winner - Sir. Fazle Hasan Abed, BRAC

WISE page profile: <http://www.wise-qatar.org/prize-fazle-hasan-abed-bangladesh>

Video (5:58): <https://www.youtube.com/watch?v=0d1eQVEUfeA>