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 exploring 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 of practice (i.e. 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 OBJECTIVES
Upon completion of this course, students should be able to:

- Critique common misconceptions about creativity.
- Describe and apply mindsets 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.
COURSE ORGANIZATION
This course involves three segments as described below.

<table>
<thead>
<tr>
<th>Pre-Immersion</th>
<th>Immersion</th>
<th>Post-Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend one synchronous class. Complete Units 1 and 2 readings and viewings. Read Units 3-5 for Immersion.</td>
<td>Attend 5 on-campus classes. Units 3-5 will be completed together on-campus at USC.</td>
<td>Complete Units 6-12, which will include readings, viewings, field-based activities and one two-hour synchronous class session during each unit.</td>
</tr>
</tbody>
</table>

REQUIRED READINGS AND VIEWINGS

Books


Articles/Chapters (search for EDUC 620 Course Lead on ARES or Available Online)


Videos

Anthony, S. (2014, June 24). Navigating Innovation’s First Mile [Innosight webinar; 1:01:53, but watch at least the first 40 minutes]. Available at https://vimeo.com/205403609

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


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


ASSIGNMENTS
The following is a summary overview of the required course assignments. Graded assignments are not eligible for revision and regrading. Submitted assignments cannot be revised for a higher grade.

1. **Participation.** 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 several ways you can demonstrate participation and collaboration in this course:
   a) 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 start of the course to make any alternative arrangements that may be necessary. Students who do not participate in the full online class time via both video and teleconference may be given only partial credit for participation in that discussion session.
2. **Failure Résumé.** 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). Details are provided in the Assignment Guide.

3. **Problem Challenge.** 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 consider root cause analysis and problem space exploration at a depth that is seldom accomplished. You will be prompted 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 scored mainly on your engagement with the process: your effort and the quality of your work products. 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 for sharing of ideas and feedback. The Problem Challenge is a collection of the following assignments. Additional details for each assignment will be provided in the Assignment Guidelines.

   a) **Problem Statement.** Draft two statements (one may be based on the problem statement submitted in the Framing course) describing a problem or challenge that you want to play around with and explore through the course. Discuss with peers and submit them to your instructor for commentary.

   b) **Discovery Task I.** Select and carry out one activity designed to help you understand your problem space more deeply. Rework your problem and write up a report based on your experience and findings.

   c) **Discovery Task II.** Select and carry out a different activity also designed to help you understand your problem space more deeply. Rework your problem and write up a report based on your experience and findings.

   d) **Final Pitch.** The course will end with an opportunity to share with and listen from your peers. The Final Pitch will be delivered live in class or via video.
Due Dates
Assignment due dates are provided below. Late assignments will receive a reduction of 10% per day past the due date. No assignments may be turned in after the last class meeting.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>When Due</th>
<th>Class</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Participation</td>
<td>Throughout course</td>
<td>All</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Failure Résumé</td>
<td>Bring to Immersion; upload by 11:59 p.m. Pacific Time 4 days after class.</td>
<td>08 Sep</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Problem Challenge:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Problem Statement</td>
<td>Bring to Immersion; upload by 11:59 p.m. Pacific Time 4 days after class.</td>
<td>07 Sep</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Discovery Task I</td>
<td>Bring to class; upload by 11:59 p.m. Pacific Time 2 days after class.</td>
<td>10 Oct</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>Discovery Task II</td>
<td>Bring to class; upload by 11:59 p.m. Pacific Time 2 days after class.</td>
<td>31 Oct</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>Final Pitch</td>
<td>Presented in class or video upload by 11:59 p.m. Pacific Time 2 days before class.</td>
<td>14 Nov</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class will meet on the following dates:

<table>
<thead>
<tr>
<th>Meeting Date (Unit)</th>
<th>Meeting Date (Unit)</th>
<th>Meeting Date (Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29 (Unit 1-2)</td>
<td>Sept 12 (Unit 6)</td>
<td>Oct 24 (Unit 10)</td>
</tr>
<tr>
<td>Sept 7 (Units 3)</td>
<td>Sept 19 (Unit 7)</td>
<td>Oct 31 (Unit 11)</td>
</tr>
<tr>
<td>Sept 7 (Unit 4)</td>
<td>Oct 3 (Unit 8)</td>
<td>Nov 14 (Unit 12)</td>
</tr>
<tr>
<td>Sept 8 (Unit 5)</td>
<td>Oct 10 (Unit 9)</td>
<td>Dec 12 (One Hour)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Active Participation</th>
<th>Moderate Participation</th>
<th>Low Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Exhibits evidence of having completed all reading assignments and activities according to guidelines that were assigned</td>
<td>Attempts to participate but sometimes inhibited due to lack of completion of reading assignments and activities</td>
<td>Exhibits lack of preparation and non-completion of required assignments</td>
</tr>
<tr>
<td>Initiative</td>
<td>Initiates discussion and supports points using page-specific references to readings or other</td>
<td>Sometimes initiates discussion but may use more general references to readings</td>
<td>Rarely initiates discussion and unable to reference required readings or other</td>
</tr>
</tbody>
</table>
### Engagement

<table>
<thead>
<tr>
<th>materials</th>
<th>materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material</td>
<td>Sometimes builds on the ideas of others but more opinion based and limited references to course materials</td>
</tr>
<tr>
<td>Comments do not further the discussion, do not exhibit careful reflection on the material, or have an arbitrary quality</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment of Work Quality

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

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

### Grading Scale

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95–100</td>
</tr>
<tr>
<td>A-</td>
<td>90–94</td>
</tr>
<tr>
<td>B+</td>
<td>86–89</td>
</tr>
<tr>
<td>B</td>
<td>83–85</td>
</tr>
<tr>
<td>C+</td>
<td>76–79</td>
</tr>
<tr>
<td>C</td>
<td>73–75</td>
</tr>
<tr>
<td>D+</td>
<td>66–69</td>
</tr>
<tr>
<td>D</td>
<td>63–65</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY

ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others and to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles.

Section 11.00 of SCampus, the USC Student Guidebook, which outlines behaviors that violate the USC Student Conduct Code, can be found here:
https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/

A list of recommended sanctions for a range of academic integrity violations are located in Appendix A of SCampus, which can be found here:

Should there be any suspicion of academic dishonesty, students are referred to the Office of Student Judicial Affairs and Community Standards (SJACS) for further review. The SJACS review process can be found here:
https://sjacs.usc.edu/students/academic-integrity/

The SJACS website provides additional resources that you will find helpful in understanding what is meant by academic integrity, such as the following:

Academic Integrity: A Guide for Graduate Students
https://sjacs.usc.edu/files/2015/03/GradIntegrity.pdf

Academic Integrity Overview

INCOMPLETES

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).

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 & 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/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. https://diversity.usc.edu/

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.

**Optimizing Live Session Connectivity and Quality**

- For the best possible synchronous experience, you should consider these factors when deciding how to connect to class. Your decision affects everyone’s ability to participate.
- Everyone’s connectivity is affected by the weakest internet connection in the room. If you are participating on a wireless connection, this is a weaker connection than being on a wired connection. Use a wired connection if possible.
- Connect from a home or office rather than a public space. Connecting from a public space hampers overall bandwidth as this often is a weaker connection than a home/office based wired or wifi connections.
- Remind those who might share your internet connection (e.g., family members or housemates) to be mindful in their bandwidth usage. Household members downloading large files and streaming video while you're in class can lead to a detrimental experience as they may be using all the bandwidth. In addition, locate yourself as close as possible to the router.
- International connections are sometimes weaker than connections in the US and this affects connectivity for all. If you are connecting from outside the US, please be especially mindful of the bolded information above and contact 2U technology support to conduct a connection “speed test.”
- For international audio, use the international toll-free call in numbers. Only use Skype if other options are exhausted. Participating via Skype, in general and more specifically from international locations, can have a negative effect on bandwidth.
Course Schedule

UNITS 1 & 2 - ONLINE ASYNCHRONOUS AND SYNCHRONOUS

These first two units are to be completed before the Immersion session on campus. Please complete all readings/viewings. Feel free to post questions or comments on Course Wall or email your instructor with any questions. There will also be one synchronous class meeting prior to the Immersion to provide an orientation to the course, and an opportunity to meet your instructor and discuss any questions you may have.

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.

Objectives
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

Videos
“Course Introduction”
“Overview of Course Concepts”
“Guest Innovators on Why Creativity?”

Tasks
1. View the “Overview” videos on pages 1.3 – 1.9 (total approx. 68 minutes).
2. View the video “Guest Innovators on Why Creativity?”
3. Review the syllabus, Assignment Guidelines, 2SC course pages, and all other materials.
5. Attend your live class session at the scheduled time.
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.

Objectives
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


Video
“Creativity and the Brain”

Tasks
1. View the video “Creativity and the Brain” featuring USC’s Dr. Mary Helen Immordino-Yang.
2. Complete Required Readings and Viewings prior to Class Time.
3. Attend your live class session at the scheduled time.
UNITS 3 – 5 – ON CAMPUS IMMERSION

We will complete Units 3-5 together on campus. You should complete all of the readings and viewings in advance.

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.

Objectives
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.

Required Readings

Tasks
1. Complete Required Readings and Viewings prior to Class Time.
2. Prepare to engage in discussion about potential real-world problems, challenges, ideas you may wish to address in the course.
3. Bring drafts of Problem Statement(s) to discuss, review, and edit in class.
4. Revise and upload your Problem Statement(s) within 4 days after class.
5. Attend your live class session at the scheduled time.
Unit 4. Mindsets and Discovery Skills

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.

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

- Describe the connection between course learning objectives 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

Videos

Tasks
1. Complete Required Readings and Viewings prior to Class Time.
2. Prepare to engage in discussion about the assignments and expectations for the course.
3. Attend your live class session at the scheduled time.
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 of questioning—the 5 Whys root cause analysis process—in our Failure Résumés.

Objectives
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.
- 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)

Videos
“Guest Innovators on Failure”
Anthony, S. (2014, June 24). *Navigating Innovation’s First Mile* [Innosight webinar; 1:01:53, but watch at least the first 40 minutes]. Available at [https://vimeo.com/205403609](https://vimeo.com/205403609)

Tasks
1. Watch the video “Guest Innovators on Failure.”
2. Complete Required Readings and Viewings prior to class.
3. Bring a draft of your Failure Résumé to discuss, review, and edit in class.
4. Revise and upload your Failure Résumé within 4 days after class.
5. Attend your live class session at the scheduled time.
You will complete units 6-12 online. This will include asynchronous learning (readings, viewings, field-based activities) and online synchronous class times.

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 the cognitive process of analogical thinking, why it is central in the creative process, and how the other skills that we will be encountering later feed into it.

Objectives
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.

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"


Videos
“Guest Innovators on Associating”

Tasks
1. Watch the video “Guest Innovators on Associating.”
2. Complete Required Readings and Viewings prior to class.
3. Attend your live class session at the scheduled time.
Unit 7. Questioning

Purpose
This unit looks at the skill 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.

Objectives
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.

Required Readings and Viewings

Videos
“Guest Innovators on Questioning”

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

Tasks
1. Watch the video “Guest Innovators on Questioning.”
2. Complete Required Readings and Viewings prior to class.
3. Attend your live class session at the scheduled time.
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.

**Objectives**
By the end of the unit, students will be able to:
- Explain the difference between description and interpretation.
- Describe and analyze a setting using observational strategies.

**Required Readings and Viewings**

**Video**
“Guest Innovators on Observing”

**Tasks**
1. View the video “Guest Innovators on Observing.”
2. Complete Required Readings and Viewings prior to class.
3. Attend your live class session at the scheduled time.
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.

Objectives
By the end of the unit, students will be able to:
● 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
Hargadon, A. (2003). The social side of innovation (Chapter 3) and Bridging small worlds (Chapter 4). In *How breakthroughs happen: The surprising truth about how companies innovate*. Boston Harvard University Press.

Videos
“Guest Innovators on Networking”

Recommended Resource

Tasks
1. Watch the video “Guest Innovators on Networking.”
2. Complete Required Readings and Viewings prior to class.
3. Complete network density exercise in the Ibarra reading and bring your score to class.
4. Bring drafts of your Discovery Task I assignment to discuss, review, and edit in class.
5. Revise and upload your Discovery Task I assignment within 2 days after class.
6. Attend your live class session at the scheduled time.
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.

Objectives
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


Videos
“Guest Innovators on Experimenting”


Tasks
1. Watch the video “Guest Innovators on Experimenting.”
2. Complete Required Readings and Viewings prior to class.
3. Attend your live class session at the scheduled time.
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?

Objectives
By the end of the unit, students will be able to:
- Synthesize basic principles for an appealing and effective proposal or pitch.
- Design and practice a pitch that exhibits these principles and is geared to recommend a solution or innovation connected to your problem.

Required Readings and Viewings

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.)

Tasks
1. Watch the video “Guest Innovators on Challenging the Status Quo.”
2. Complete Required Readings and Viewings prior to class.
3. Bring drafts of your Discovery Task II assignment to discuss, review, and edit in class.
4. Revise and upload your Discovery Task II assignment within 2 days after class.
5. Practice your pitch during class and exchange commentary with peers.
6. Attend your live class session at the scheduled time
Unit 12. Presentation

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

Objectives
By the end of the unit, students will be able to:
- Deliver a pitch that exhibits these principles and is geared to recommend a solution or innovation connected to your problem.
- Reflect on and synthesize the course learning objectives.

Required Readings and Viewings

Videos
Final Pitch videos posted to the 2SC Course Wall.

Tasks
1. Present Pitch in class or by video.
2. Review assignments to date from the EDUC 620 and EDUC 603 courses.
3. Attend your live class session at the scheduled time.