



**Organizational Change and Leadership Ed.D.**  
**EDUC 620 | Understanding the Fundamentals of Creativity,  
Innovation and Entrepreneurship**

**Units: 2**

**Term:** 20221 | January 10 - April 29, 2022

**Location:** <https://2sc.rossieronline.usc.edu/>

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## THE USC ROSSIER MISSION

[The mission of the USC Rossier School of Education](#) is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

## 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:

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

## COURSE ORGANIZATION

This course involves three segments.

Pre-Immersion	Immersion	Post-Immersion
Attend two online classes. Complete Units 1 and 2 readings, viewings, and one two-hour online class session during each Unit	Attend three on-campus classes. Unit 3 and 4 will be completed together on-campus at USC	Complete Units 5-12, which will include readings, viewings, field-based activities and one two-hour online class session during each Unit

## 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. (2019). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press.

### ARTICLES/CHAPTERS (SEARCH FOR EDUC 620 COURSE LEAD ON ARES OR AVAILABLE ONLINE)

Berkun, S. (2010). How to pitch an idea. In [\*The myths of innovation\*](#) (Chapter 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](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* (Chapter 3). Boston: Harvard University Press.
- Hargadon, A. (2003). [Bridging small worlds](#). In *How breakthroughs happen: The surprising truth about how companies innovate* (Chapter 4). Boston: Harvard University Press.
- Holmes, N. (n.d.). [Graphic contrasting “fixed” vs. “growth” mind-sets, based on the work of Carol Dweck](#). Search for "carol-dweck-holmes-two-mindsets".
- 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 <https://ww2.kqed.org/mindshift/2014/03/29/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* (2<sup>nd</sup> ed., Chapter 10). London: Oxford University Press.
- Sawyer, R. (2012). [How to be more creative](#). In *Explaining creativity: The science of human innovation* (2<sup>nd</sup> ed., Chapter 22). London: Oxford University Press.
- Tellis, G. (2013). [Why incumbents fail](#). In *Unrelenting innovation: How to build a culture for market dominance* (Chapter 1). San Francisco: Jossey-Bass.
- Vogler, K. E. (2005). [Asking good questions](#). *Educational Leadership*, 65, 1–9.

## 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> (Login into lynda.com from your USC account to view the resource.)
- 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](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>
- 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](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=u6XAPnuFJc>
- 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](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](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html)

### **RECOMMENDED RESOURCES**

- Amabile, T. M. (1996). *Creativity in context*. Boulder, CO: Westview Press. Available at <https://www.hbs.edu/faculty/Pages/item.aspx?num=268>
- Armstrong, L. (n.d.). *The creative university in a flat world*. Unpublished paper. Available at <http://nebula.wsimg.com/598b695a84bfe6cfd99e28f06c863654?AccessKeyId=F99FF2E5D4D584AEF505&disposition=0&alloworigin=1>

- 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](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* (2<sup>nd</sup> 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.

- Maas, 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* (2<sup>nd</sup> 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/rsaanimate/animate/rsa-animate-changing-paradigms>
- Rogers, E. (2003). *Diffusion of innovation* (5<sup>th</sup> 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

### [Assignment Guides](#)

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

1. **Attendance and 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. The instructor may wish to assign additional ways to participate, such as arranging teams to help facilitate discussions on readings or modules 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. If 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.
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 course. 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 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 think 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 Guides.

- a. **Problem Statements.** Draft two statements (one may be 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 an 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 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. **Pitch.** The course will provide an opportunity to share with and listen to your peers. The Pitch will be delivered live in class.

## GRADING AND ASSESSMENT

### GRADING

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.

Unit	Assignment	Due Date and <a href="#">Time</a>	Points
5	<b>Failure Résumé</b>	<b>Draft:</b> Bring to Class - February 02 <b>Revised:</b> Upload to LMS - February 05 at 23:59 PT	20
	<b>Problem Challenge:</b>		
3	<i>Problem Statement</i>	<b>Draft:</b> Bring to Class - January 19 <b>Revised:</b> Upload to LMS - January 29 at 23:59 PT	15
9	<i>Discovery Task I</i>	<b>Draft:</b> Bring to Class – February 23 <b>Revised:</b> Upload to LMS - February 26 at 23:59 PT	20
11	<i>Discovery Task II</i>	<b>Draft:</b> Bring to Class - March 23 <b>Revised:</b> Upload to LMS - March 26 at 23:59 PT	20
12	<i>Pitch</i>	Present In Class on March 30	15

All	Participation	Throughout Course	10
			<b>Total</b>
			<b>100</b>

### GRADE SCALE

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

<i>Meeting Date (Unit)</i>	<i>Meeting Date (Unit)</i>	<i>Meeting Date (Unit)</i>
12 January (Unit 1)	02 February (Unit 5)	02 March (Unit 9)
19 January (Unit 2)	09 February (Unit 6)	09 March (Unit 10)
29 January (Unit 3)	16 February (Unit 7)	23 March (Unit 11)
29 January (Unit 4)	23 February (Unit 8)	30 March (Unit 12)

### ASSESSMENT

#### PARTICIPATION EVALUATION

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 to exhibit active participation.

	<b>Active</b>	<b>Moderate</b>	<b>Low</b>
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	Sometimes initiates discussion but may use more general	Rarely initiates discussion and unable to reference Required

	references to readings or other materials.	references to readings.	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.

### WRITTEN EVALUATION

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

	Excellent	Acceptable	Unsatisfactory
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.	Modest revisions in content and format, or revisions don't	Little to no evidence of integration of changes in content or

	Substantive revisions in content and format demonstrate willingness to rework ideas and presentation.	have a substantive impact on the overall communication of ideas in the document.	format in response to feedback.
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### **ASSIGNMENT SUBMISSION POLICY**

No late assignments will be accepted. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration.

### **INCOMPLETES**

IN – incomplete (work not completed because of documented illness or some other major emergency occurring after the twelfth week of a traditional semester – 4th week of a 6-week class; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

**Conditions for Removing a Grade of Incomplete.** If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (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 the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. 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, the course is considered “lapsed,” 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 Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **EMERGENCY 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 LMS, teleconferencing, and other technologies. For additional information about maintaining classes in an emergency, please access: <https://emergency.usc.edu/>

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.

## **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 LMS 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 LMS 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.

## **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**

[Extending a culture of well-being to USC Online Students](#)

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>

## Unit Overviews

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### UNITS 1 – 2: ONLINE SYNCHRONOUS

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Please complete all readings/viewings. Feel free to post questions or comments on the Course Wall discussion board or email your instructor with any questions.

There will also be one synchronous class meeting 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 provides an overview of the course assignments and activities, and an introduction to your instructor and the guest experts you will encounter in the course. This unit also introduces working definitions of “creativity” and “innovation,” offers a review of what we know about creativity from past research, and presents the Innovator’s DNA framework, a fundamental organizing principle for the course.

### OBJECTIVES

After completing this unit, students should be able to:

1. Explain the rationale and purpose of the course.
2. Apply the guidelines and expectations for all assignments.
3. Identify and dispel common myths about what it takes to be creative.
4. Apply working definitions of creativity and innovation.
5. Identify and explain the five core components of the Innovator’s DNA framework.

### READ

Complete required readings:

1. Review the syllabus, assignment guidelines, course pages, and all other materials.
2. Dyer, J., Gregersen, H., & Christensen, C. (2019). Skim the entirety of this book and come ready to class to discuss.
3. [Sawyer, R. \(2012\). 2nd ed., Chapter 22.](#)
4. [The guest innovators’ biographies.](#)

### VIEW

Complete required viewings:

1. [Course Introduction](#) [6:26]
2. [Overview of Course Concepts](#) [approx. 68 min.]
3. [Guest Innovators on Why Creativity?](#) [8:36]

## UNIT 2 | CREATIVITY AND THE BRAIN

### PURPOSE

This unit you 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 should be able to:

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

### READ

Complete required readings:

1. [Immordino-Yang, M. H., Christodoulou, J. A., & Singh, V. \(2012\). pp. 352–365.](#)
2. [Sawyer, R. \(2012\). 2nd ed., Chapter 10.](#)

### VIEW

Complete required viewings:

1. [Creativity and the Brain](#) [24:49]



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## UNIT 3: ON-CAMPUS IMMERSION

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You will need to complete the readings for each unit in advance of each session and you may choose to read in advance if you wish.

### 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 should be able to:

1. Describe a problem space.
2. Articulate areas of personal expertise.
3. Identify spaces within an organization where they have the greatest potential to apply their personal expertise to innovative problem-solving.

#### READ

Complete required readings **prior to Class Time**:

1. Dyer, J., Gregersen, H., & Christensen, C. (2019). pp. 55–57 and 188–192.
  - a. Focus 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.
2. Sawyer, R. (2012). (2<sup>nd</sup> ed., [Chapter 22](#)).

#### LIVE SESSION

##### PREPARATION

- Attend your live class session at the scheduled time.
- Prepare to engage in discussion about potential real-world problems, challenges, ideas you may wish to address in the course.
- Bring drafts of Problem Statement(s) to discuss, review, and edit in class.

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## UNITS 4 – 12: ONLINE SYNCHRONOUS

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You will need to complete the readings for each unit in advance of each session and you may choose to read in advance if you wish.

### 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

After completing this unit, students should be able to:

1. Describe the connection between course learning objectives and expectations and the activities and benchmarks in the course.
2. Articulate a plan to identify and address a real-world problem that meets the criteria for a problem-solving case in this course.

#### READ

Complete required readings **prior to Class Time**:

1. Dyer, J., Gregersen, H., & Christensen, C. (2019).
2. [Pomeroy, R. \(2014, April\)](#).
3. World Innovation Summit for Education (WISE). (2015). [WISE Prize for Education](#) recipient profiles and [videos](#).

#### VIEW

Complete required viewings **prior to Class Time**:

1. [How to Build Your Creative Confidence](#) [11:40]
2. *Optional*: [Keynote address at Wharton MBA Reunion 2012](#) [10:08]

#### LIVE SESSION

##### PREPARATION

- Attend your live class session at the scheduled time.
- Prepare to 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 mindsets 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 Unit 7 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 should be able to:

1. Explain the role of failure in the work of innovators and in one’s own experience.
2. Use questioning and a “growth mind-set” to reframe one’s own failures and see them as learning experiences

### READ

Complete required readings **prior to Class Time**:

1. [Catmull, E., with Wallace, A. \(2014\)](#). (Chapters 5-9)
2. [Fink, J. L. W. \(2013\)](#). pp. 26–30.
3. [Holmes, N. \(n.d.\)](#).

### VIEW

Complete required viewings **prior to Class Time**:

1. [Guest Innovators on Failure](#) [8:09]
2. [Navigating Innovation’s “First Mile”](#) [1:01::53]

### LIVE SESSION

#### PREPARATION

- Attend your live class session at the scheduled time.
- Bring revised Problem Statements to class and be ready to review them.
- Bring a draft of your Failure Résumé to discuss, review, and edit in 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 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

After completing this unit, students should be able to:

1. Explain what analogical thinking is and its role in sparking innovation.
2. Demonstrate analogical thinking using examples and exercises.

## READ

Complete required readings **prior to Class Time**:

1. [Catmull, E., with Wallace, A. \(2014\)](#). (Chapters 1-4) and Chapter 11
2. Dyer, J., Gregersen, H., & Christensen, C. (2019). (Chapter 2)
3. [Paul, A. M. \(2014, March 26\)](#).

## VIEW

Complete required viewings **prior to Class Time**:

1. [Guest Innovators on Associating](#) [9:14]
2. [Optional: 'What is That'](#) [4:13]

## LIVE SESSION

### PREPARATION

- 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 should be able to:

1. Describe why questioning is central to creative processes.
2. Analyze different categories and types of questions and discern when they are useful to ask.

## READ

Complete required readings **prior to Class Time**:

1. Dyer, J., Gregersen, H., & Christensen, C. (2019). (Chapter 3)
2. [Vogler, K. E. \(2005\). pp. 1–9](#).

## VIEW

Complete required viewings **prior to Class Time**:

1. [Guest Innovators on Questioning](#) [6:32]
2. [The First Mile: A Launch Manual for Great Ideas](#) [58:50]

## LIVE SESSION

### PREPARATION

- 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

After completing this unit, students should be able to:

1. Explain the difference between description and interpretation.
2. Use observational strategies to describe and analyze a problem space environment.

### READ

Complete required readings **prior to Class Time**:

1. [Catmull, E., with Wallace, A. \(2014\)](#). Chapter 10
2. Dyer, J., Gregersen, H., & Christensen, C. (2019). Chapter 4
3. [Rodgers, C. \(2002\). pp. 230-253.](#)

## VIEW

1. [Guest Innovators on Observing](#) [7:11]

## LIVE SESSION

### PREPARATION

- 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

After completing this unit, students should be able to:

1. Describe the basic principles of strategic networking.
2. Execute principles of intentional, strategic networking and evaluate the outcome of this endeavour.

## READ

Complete required readings **prior to Class Time**:

1. Dyer, J., Gregersen, H., & Christensen, C. (2019). Chapter 5
2. [Hargadon, A. \(2003\). Chapter 3 - 4](#)
3. [Ibarra, H. \(2015\). Chapter 3](#)

## VIEW

Complete required viewings **prior to Class Time**:

1. [Guest Innovators on Networking](#) [7:07]
2. [Where Good Ideas Come From](#) [4:06]

## RECOMMENDED RESOURCE

1. Maas, 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.)

## LIVE SESSION

### PREPARATION

- Attend your live class session at the scheduled time.
- Complete network density exercise in the Ibarra reading 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.

## OBJECTIVES

After completing this unit, students should be able to:

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

## READ

Complete required readings:

1. Catmull, E., with Wallace, A. (2014). Chapter 11
2. Dyer, J., Gregersen, H., & Christensen, C. (2019). Chapter 6
3. [Fastco Design](#). (2011, August 9)
4. [Tellis, G. \(2013\). Chapter 1](#)

## VIEW

Complete required viewings:

1. [Guest Innovators on Experimenting](#) [8:21]
2. [Tales of Creativity and Play](#) [watch first 16 minutes only]
3. [Unlock Creativity with Motivation and Experimentation](#) [6:41]

## LIVE SESSION

### PREPARATION

- 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

After completing this unit, students should be able to:

1. Apply basic principles of human motivation and persuasion to design an appealing and effective proposal or pitch.
2. Practice pitching an innovative solution to one's own Problem Statement that synthesizes principles of motivation and persuasion.

## READ

Complete required readings **prior to Class Time**:

1. [Berkun, S. \(2010\). Chapter 13](#)

## VIEW

Complete required viewings **prior to Class Time**:

1. [Guest Innovators on Challenging the Status Quo](#) [7:00]
2. [The Elevator Pitch](#) [3:32]. - Log into lynda.com using your USC account to access this video
3. [Secrets from the Science of Persuasion](#) [11:50]

4. [Drive: The Surprising Truth About What Motivates Us](#) [10:47]
5. [How to escape education's Death Valley](#) [19:11]
6. [How Great Leaders Inspire Action](#) [18:04]

## **LIVE SESSION**

### **PREPARATION**

- Attend your live class session at the scheduled time.
- Come ready to practice your pitch during class and exchange commentary with peers.

## **UNIT 12 | REFLECTION**

We will reflect on the goals of the course. This Unit should help consolidate your ideas as you prepare, produce, and upload the final assignment: Your Reflection.

### **OBJECTIVES**

After completing this unit, students should be able to:

1. Pitch an innovative solution to one's own Problem Statement that synthesizes principles of motivation and persuasion.
2. Reflect on and synthesize the course learning outcomes from a critical perspective.

## **LIVE SESSION**

### **PREPARATION**

- Attend your live class session at the scheduled time.