



MKTG-GB.2181.U1, Summer 2017

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Course Description

Successful business people approach their problems creatively and happy people live their lives as works of art. In this course we explore the many dimensions of creativity that are important in business and in our own lives. Creativity isn't a mystical quality with which only a special few are endowed. We all have it, we can all become even more flexible, imaginative, and productive thinkers, and when natural inspiration fails, there are tools we can use to help. Creativity methods and ways of being in the world that lead to greater creativity can be learned by anyone, nurtured in others, and harnessed to create new products, uses, designs, theories, methods, strategies, structures, and other solutions of all kinds. We will define creativity, review the science, and develop our own creative skill sets by learning about, experiencing, and experimenting with a variety of approaches.

IMPORTANT: This only works if everyone in the class

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

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

Course Objectives

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

Materials

FourSight Thinking Profile. You will get this directly from the FourSight website. Follow the link in NYU Classes, pay, read the instructions, and answer all the questions online. (It takes about 10 minutes). I will give you your results during our class on teams. Be sure to complete the assessment before our first class!

Readings. I have indicated readings for every class. It may look like a lot, but I promise they are **a)** almost all quite short and **b)** carefully curated to enrich what we are doing in class. They are optional, but I have never had a complaint that they are not worth the time!

One of the disadvantages of a customized collection of great articles, chapters, blog posts, and other documents is it's hard to get them all in one place without an expensive coursepack. I have tried to make access as convenient as possible.

Here's where you can find them:

- Most of the articles are available electronically and you will find links to them in NYU Classes.
- You can borrow copies of all readings from the Marketing Department reception desk (800 Tisch Hall). This is your only option for book chapters (unless you buy the books!).
- For some of their articles, HBS doesn't provide free online access and they never allow persistent links to libraries. For those you can either read the copies in the Marketing Department or use the Bobst online search. Not hard, but a bit annoying. Here's how I do it:
 - a) Go to Bobst – <http://library.nyu.edu/>
 - b) Click on Articles & Databases.
 - c) Click on Search databases by subject or content type.
 - d) Under "Databases by SUBJECT," select "Business."
 - e) It usually works just to enter a distinctive chunk of the title in the search box in quotes and indicate "title" as the field.

Videos. These are all easy to find using the links in NYU Classes.

Criteria for Evaluation

The easiest way to figure out what you need to do for each class and how to access the related readings and videos is to click on that session in NYU Classes. I have created a link for every time we meet.

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

This course is unusually interactive and very short. What you learn and what your classmates learn will depend to a great degree on your presence and enthusiastic participation. If you have one unexcused absence, your grade for the course will be no higher than a B. A second unexcused absence will lower your grade to no higher than a C.

If you will miss a class, please notify me as soon as you can, preferably at least 24 hours in advance. This is important because I may create teams for exercises in advance and need to know who will be in class. It is your responsibility to review the content you missed. Lecture slides will be posted in NYU Classes after each session and I will provide a link to a video recording of the class on request.

The only excused absences are for religious or civic obligation, serious family emergency or serious illness. If this is your situation, just send me a brief note explaining the matter as soon as you reasonably can. Please do not request exceptions for other reasons. As soon as you can after the class you miss, please ask me for the link to the video recording of the class. Once you tell me you have viewed it, I will mark your absence excused.

Assignments. There are several small assignments and two larger ones, due as indicated in the course outline. Most involve completing forms and submitting them in NYU Classes or posting on our Course Blog. Unless otherwise noted, all assignments are due by 9am the day our class meets. Please submit them as Word files (i.e., don't convert to pdf).

There are three kinds of assignments:

- FRESHNESS EXPERIENCES to shake things up, broaden your perspective, and create connections (~35%)
- EXERCISES for introspection and practice (~35%)
- Two somewhat larger CHALLENGES (~30%)

See assignments in NYU Classes for exact point allocations.

Due to the subjective nature of creativity and my enthusiasm for experimentation, I place most emphasis in grading on how thoughtful and energetic you are in completing assignments and whether you follow instructions. So, please pay close attention to exactly what I am asking you to do and where and when assignments should be submitted, and make sure I can tell what you got out of each assignment.

Blog. Our course blog is in Blogger. You will use it submit some of your assignments (including the first). A couple of weeks before our first class I will send an invitation to your Stern email address. (If you don't see your invitation, check your spam folder.) When you have it:

1. Click on the "Accept invitation" link in the message.
2. You will be required to sign in to accept the invitation. (Remember what account you are signed into when you accept the invitation, so you can post next time you visit!)
3. Please make sure your profile includes your full name, so we'll know it's you when you post.
4. Once you accept the invitation, the invitation link will no longer work. The next time you want to visit, you can find our blog in either of these ways:
 - Go directly to the blog link – SternCreativitySummer2017.blogspot.com – or
 - Go to www.blogger.com and click the link that lists your blogs. You will see ours listed as Creativity 2017 Summer.
5. To contribute, click "New Post," top right. (If it won't let you post, make sure you are logged in with the same Gmail/Google account you used when you accepted the invitation.)
6. **IMPORTANT:** Check to make sure your name appears at the end of your post. If it doesn't, please edit your Blogger profile, so we'll know who you are.

Deadlines. If you miss a deadline for a written assignment, I will deduct a half grade for each day it is late (rounded up). The only exception is for religious or civic obligation, serious family emergency, or serious illness. Just send me a note as soon as you reasonably can. Please do not ask for exceptions for other reasons.

Communication

From Me to You. When I need to contact you, I will send email to your Stern address. If your Stern email account is not one you check regularly, please set it up to forward to one you use, since everything for the course will be sent there (including your blog invitation).

From You to Me. If you have questions about assignments, please post them in an NYU Classes discussion forum, so others in the class can see the answers (or even answer you themselves). Otherwise, email works best. Please provide your name whenever you send email if you aren't using a Stern email address. If you would like to meet with me, just let me know and we'll set something up.

From You to Each Other. Please feel free to use the blog to post interesting things you find and comment on each other's posts. If you have additional observations to make or questions about what we have been doing in class you can post them on our NYU Classes discussion forum.

I know that it's hard to remember to check for posts and additions to our online discussions. Fortunately, there are features in NYU Classes and our blog that will help:

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

Honor Code

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

- 2) Exercise integrity in all aspects of our academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- 3) Clearly acknowledge the work and efforts of others when submitting written work as our own. The incorporation of the work of others; including but not limited to their ideas, data, creative expression, and direct quotations (which should be designated with quotation marks), or paraphrasing thereof; must be fully and appropriately referenced using notations both in the text and the bibliography.
- 8) Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to have an adverse effect on the NYU Stern community.

You can find the complete Code of Conduct here – nyustern.campusgroups.com/ose/code-of-conduct/. Suspected infractions will be referred to the Graduate Judiciary Committee.

Faculty Guests & Research

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

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

Course Outline

Session	Date	Topic	Assignments		Background Readings, Videos, etc. (not required, but enthusiastically recommended!)
			Unless otherwise noted, all assignments are due in <u>NYU Classes</u> or on the <u>course blog</u> by 9:00 AM on the day our class meets.		
			Exercises	Freshness Experiences	
1	Monday 8/14	What Is It? Why Do We Need It? Where Do We Get It? Internal Barriers 1: Our Amazing Brains & the Problems They Cause Intro to C#1: Make Something	FourSight Thinking Profile 1) Go to the link in NYU Classes. 2) Pay, read the instructions, and answer all the questions online (~10 minutes). I will give you your results during our class on teams. 3) Be sure to complete the assessment before our first class!	Something Creative 1) Find something you think is creative. Any kind of creative. It can be a product, an event, a building, a work of art, a design, a business model, a process, or anything else. 2) Blog : Post a photo of what you found. (If it's not visual, post a short description.) For the last line of your post complete the sentence: I think this is creative because.... (Start thinking about How To , due next week.)	Bronson, Po and Ashley Merryman (July 19, 2010), "The Creativity Crisis: For the First Time, Research Shows that American Creativity is Declining. What Went Wrong -- and How We Can Fix It," <i>Newsweek</i> , 156 (3), 44-49. Anderson, Joseph V. (1992), "Weirder than Fiction: The Reality & Myths of Creativity," <i>Academy of Management Executive</i> , 6 (Nov), 40-47. Ferguson, Kirby (2011), "Everything is a Remix, Part 3: The Elements of Creativity" (video) <u>Keep watching after the closing credits!</u>
2	Wednesday, 8/16	Internal Barriers 2: Fear & the Voice of Judgment External Enablers & Barriers How to See Gallery: Make Something Intro to C#2: Improve Something	C#1, Make Something 1) Create something new that is of value using some or all of the materials in your kit. Make it either a finished item or a fully functioning prototype. (If it's a prototype, you must be able to show that it works!) The only things you may use that are not in your kit are a) tools to manipulate your materials and b) glue to stick your materials together. 2) <u>NYU Classes</u> (form): Description of your process and your product. 3) <u>Bring to class</u> : Your creation. Be prepared to tell us a) its name, b) how it is new, c) how it is of value and to whom.	Design Watch 1) Spend one whole day with your antennae out for things that could be improved. Notice everything. Pay particular attention to things that annoy or get in the way or fall short or disappoint in some other way. Take notes and document with photos. 2) <u>NYU Classes</u> (form): At least 20 wishes for improvement and your top three with photos. 3) <u>Bring to class</u> (form): A printout of the last page of the homework form (one-sided, please).	Berns, Gregory (2010), "From Perception to Imagination," <i>Iconoclast: A Neuroscientist Reveals How to Think Differently</i> , Ch 2, 35-58. Kelley, Tom and David Kelley (2012), "Reclaim Your Creative Confidence," <i>Harvard Business Review</i> , 90 (December), 115-118. Kaufman, Scott Barry (August 12, 2015), "The Emotions That Make Us More Creative," <i>Harvard Business Review</i> , digital article. McCaffrey, Tony and Jim Pearson (2015), "Find Innovation Where You Least Expect It," <i>Harvard Business Review</i> , 93 (December), 82-89.
3	Saturday, 8/19	Osborn-Parnes CPS: Overview & Formulating the Challenge	C#2, Select Problem & Gather Data 1) Choose the problem you will work on with your partner. (I'll give you the options in class.) 2) Gather some information to help you form a clear understanding of the problem and what solutions are already out there. 3) <u>NYU Classes</u> (form): Summary of most important things to address with solution.	Newsstand Roundup 1) Choose two magazines (print or digital) on different topics that you have never read before. Look through them carefully. Read at least one complete article from each. 2) <u>NYUClasses</u> (form): Ideas they gave you and connections you see to your work, your life, this course, etc.	Puccio, Gerard J. et al., "Divergent and Convergent Thinking," and "Principles for Divergent and Convergent Thinking," in <i>Creativity Rising</i> , ICSC Press, Ch 6-7, 45-70. ?Whatif! (2002), <i>Sticky Wisdom: How to Start a Creative Revolution at Work</i> , Capstone, especially Ch 1 on Freshness.
4		Creativity in Teams & Your Thinking Style (FourSight) Introduction to Idea Generation	C#2, Formulate the Challenge (in class) 1) With your partner, finish generating Challenge Questions and select the one you will address. 2) <u>In class</u> (form): Challenge Question you selected and a runner up.		Catmull, Ed (2008), "How Pixar Fosters Collective Creativity," <i>Harvard Business Review</i> , 86 (September), 65-72.

Session	Date	Topic	Assignments		Background Readings, Videos, etc. (not required, but enthusiastically recommended!)
			Unless otherwise noted, all assignments are due in <u>NYU Classes</u> or on the <u>course blog</u> by 9:00 AM on the day our class meets.		
			Exercises	Freshness Experiences	
5	Monday, 8/21	More Idea Generation	C#2, Explore Ideas 1 1) Select at least two idea generation methods from those in the workbook and come up with additional ideas that might help solve your problem. (If we had time to work on your Challenge in class, choose different methods for this assignment.) 2) <u>NYU Classes</u> (form): The methods you used, whether they were well-suited to your challenge, why or why not, and how you would describe the kinds of problems for which they they would be most useful.	How To 1) Adopt a playful and courageous attitude. In the week leading up to this class, learn how to do something completely new to you. (See form for more detailed instructions.) 2) <u>NYU Classes</u> (form): A description of what you learned how to do, how adventurous it was, how you learned it, and your experience. 3) <u>Bring to class</u> : What you made (or be prepared to demonstrate what you learned in some other way).	Lehrer, Jonah (2012), "Groupthink: The Brainstorming Myth," <i>The New Yorker</i> , 87 (46, January 30), 22-27. Sutton, Bob (2012), "Why the New Yorker's Claim That Brainstorming 'Doesn't Work' is an Overstatement and Possibly Wrong," <i>Work Matters</i> blog.
6	Wednesday, 8/23	Design Thinking	C#2, Explore Ideas 2 1) Review the ideas you generated. Generate more if you're not happy with your alternatives or don't have at least 20 or don't have some pretty crazy ones in the mix. 2) Organize into thematic clusters and rate on potential and wildness. 3) <u>NYU Classes</u> (form): At least 20 ideas, rated on potential and wildness, in named clusters.	Eavesdrop 1) Eavesdrop on a conversation. (Booths in coffee shops, crowded restaurants, and cell phone talkers are good for this.) 2) <u>Blog</u> : Write a short (~100 words) bio of one of the speakers. Preface with what you heard, if you wish, but focus on using your imagination to complete the individual. Use a RED font for what you know for sure from what you heard, GREEN for what you guess that seems reasonable, and BLUE for what you imagine that makes the story more interesting, compelling, or fun.	Brown, Tim (2008), "Design Thinking," <i>Harvard Business Review</i> , 86 (June), 84-92. ABC Nightline, "The Deep Dive. One company's secret for innovation" (video). Kelley, Tom (2001), "Prototyping is the Shorthand of Innovation," <i>Design Management Journal</i> , 12 (Summer), 35-42.
No class	Wednesday, 8/30	(No class) Gallery (online): Improve Something	C#2, Online Presentation With your partner: 1) Narrow down your ideas to the 2-3 you think are most promising as a foundation for your solution, either individually or in combination. 2) <u>Blog</u> : Post a) your Challenge Question, b) a summary of at least one of your solutions with a visual to help us understand how it would work, and c) your candid assessment of its originality and value (including problems yet to be solved). Be sure to include all team member names.	Optional: Hardware Revolution 1) Visit a hardware store. Find a section that has parts – screws, cable, pipe, knobs, brackets, washers, adapters, valves, gaskets, tubing, clamps, wire, anchors, pads, hinges, latches, fuses, casters, connectors, sockets, switches, filters, etc. 2) Look around carefully. Choose a few parts that you find interesting or that attract you in some other way. Think about all the things you could do with them that are not what was originally intended. Try to find uses that are far removed from the original purpose. 3) Make or draw a picture of your favorite.	